

**Mentoring Experiences, Issues, and Concerns in the Student-Teaching Program:
Towards a Proposed Mentoring Program in Teacher Education**

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Abstract

Mentoring involves the process of experienced teachers teaching and guiding student-teachers on the different aspects of the teaching-learning process. This study aimed to determine the mentoring experiences of cooperating teachers and student-teachers using quantitative-qualitative design. Survey questionnaires based on Hudson's model were distributed and interviews were conducted among cooperating teachers and student-teachers. Means, standard deviations, t-test for independent samples and paired samples t-test were used to analyze the data. Qualitative responses were analyzed and categorized thematically. Findings indicate that the cooperating teachers perceived they greatly mentored student-teachers in terms of personal attributes, system requirements, pedagogical knowledge, modeling, and feedback which were validated by the student-teachers except in the area of system requirements wherein they were mentored moderately. The study concluded that the cooperating teachers mentored to a great extent the student-teachers. Provision of continuing professional education for cooperating teachers to enrich their skills on mentoring student-teachers and more time for post-conference were recommended.

Keywords: feedback, pedagogical knowledge, personal attributes, modeling, system requirements

Teaching is a complex process which necessitates that teacher preparation programs provide intensive training such as mentoring by expert teachers. Through mentoring, student teachers learn about the teaching process specifically the acquisition of the required basic skills and professional knowledge (Mena, Hennissen, & Loughran, 2017). Student teachers are fielded to laboratory schools as part of the student teachers' training. Student teaching placements are important in preparing student teachers since these field involvements provide authentic and relevant teaching experiences. In addition, these teaching experiences provide student teachers opportunities to learn instructional and class management strategies from mentor teachers (Chizhik, Chizhik, Close, & Gallego, 2017).

However, the realities of classroom teaching present problematic areas in the student teaching program. On one hand, student teachers are under-prepared for actual classroom teaching. The study of Soslau and Rath (2017) presented some problematic aspects of student teaching supervision such as giving feedback, specifically on planning, assessment, and relationship with pupils, among others. On the other hand, some supervisors or cooperating teachers find difficulty in providing evaluative feedback to student teachers, keeping communication channels open, and maintaining positive daily interactions inasmuch as they perform both formative and summative evaluations.

Mentoring has become a crucial component of pre-service field experiences such as student teaching (Bird & Hudson, 2017). Proper and adequate mentoring of student-teachers is vital in the student teaching program inasmuch as experienced mentors provide career and psychosocial support to relatively less experienced protégés – the student-teachers (Menges, 2016; Cakir & Kocabas, 2016). Accordingly, it is mandatory that the cooperating teachers who are tasked to mentor students demonstrate expertise in content and pedagogy, effective communication skills, possession of a positive attitude and a professional demeanor, manifestation of genuine interest in preparing and supporting aspiring teachers, ability to effectively prepare and support aspiring teachers, and willingness to work with other teacher preparation professionals (Gareis & Grant, 2014).

Cooperating teachers provide inspiration to their student-teachers through their dedication to uphold quality instruction which is made possible through relevant teacher education training and programs (Gorozidis & Papaioannou, 2014) to improve their skills and become more proficient. Cooperating teachers who manifest greater efficacy in their role as mentors to student-teachers become more effective instructional models and inspire stronger performances by student teachers. As mentors, cooperating teachers also believed that they benefited from reflecting on their teaching (Aspfors & Fransson, 2015) and sharing their experiences with colleagues (Clarke, Killeavy, & Moloney, 2013).

Crucial to the success of mentoring is the mentor-mentee relationship. Several studies have explored the mentoring experiences that take place in the student teaching program. The studies of Hudson (2016) and Ulvik and Sunde (2013) indicated that a positive mentor-mentee relationship is essential for the mentee's development of teaching practices. Findings revealed that positive relationships required the achievement of trust and respect by sharing information, resources, and expectations and by being professional, enthusiastic, and supportive with collaborative problem-solving. For a positive mentoring relationship to prosper, certain attributes are desired for both mentors and mentees. The study of Hudson and Hudson (2014) indicated that mentors' desirable attributes included enthusiasm, commitment, and resilience and mentors' essential practices comprised planning, preparation, and building a teaching repertoire for mentees. In addition, Hudson (2013) investigated the mentor

teachers' expectations of desirable attributes and practices for mentees. Mentees are expected to manifest desirable attributes such as being enthusiastic, personable, committed to children, love learning, open/reflective to feedback, resilient, and taking responsibility for their learning. In terms of desirable practices mentees are expected to plan and prepare for teaching, reflect on their teaching practices, understand school and university policies, know students for differentiated learning, and build a teaching repertoire such as teaching strategies, behavior management, content knowledge, and questioning skills.

Mentor-mentee relationship is also founded on articulation of expectations at the beginning of the mentee's school experiences. Mentees have high expectations of their mentors in terms of supervision and support (Kemmis, Heikkinen, Fransson, Aspfors, & Edwards-Groves, 2014), pedagogical knowledge practices, and meeting teaching standards (Yirci, Karakose, Uygun, & Ozdemir, 2016). Mentors expected their mentees to be risk takers with high levels of professionalism that have students at the center of learning how to teach. As presented by Hudson (2013), the development and provision of positive mentoring relationships are essential to student-teachers' learning. Trust and respect build and sustain mentor-mentee relationship along with mentors' professionalism, open communication, attentive listening and friendly dispositions (Hudson, 2013; Straus, Johnson, Marquez, & Feldman, 2013). Support provided by mentors consisted of providing information for planning, access to resources, and two-way dialoguing with feedback and reflections. Other forms of mentor support also entailed encouraging mentees to get out of their comfort zone and explore and learn new teaching practices.

This study was conceptualized in view of the clamor of student teachers for quality supervision in the student teaching program and the mandate to provide quality education. This study explored the mentoring experiences of the cooperating teachers and student teachers in the areas of personal attributes, systems requirements, pedagogical knowledge, modeling, and feedback as well as their issues and concerns in terms of supervision. It also investigated whether there was significant difference in the extent of mentoring experiences cooperating teachers provided and student-teachers received. Further, the study also explored aspects of mentoring that need to be addressed and program in teacher education that can be crafted to provide support for the professional development and training of cooperating teachers in preparation for more effective mentoring practices towards the student teachers.

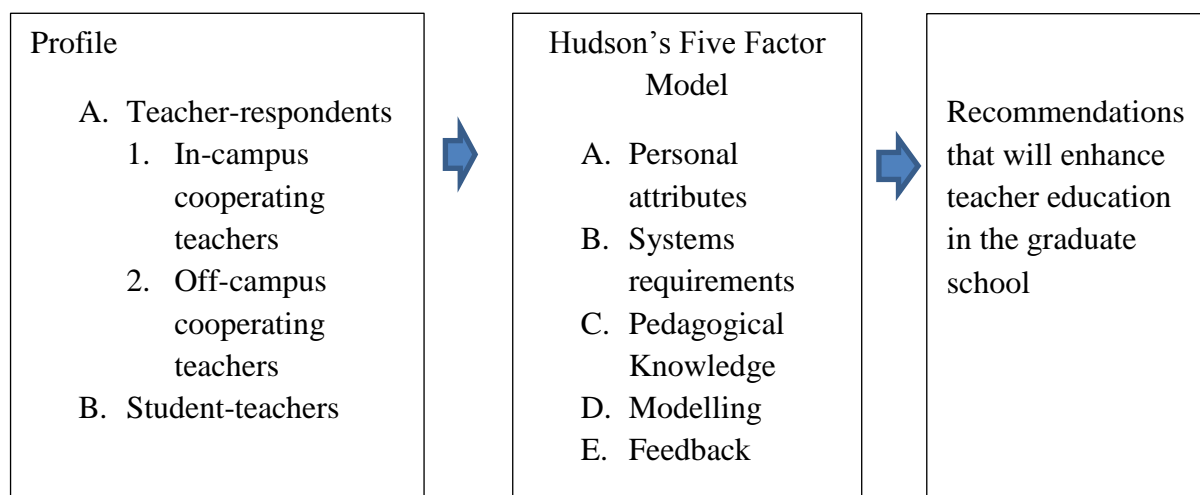


Figure 1. Research paradigm

The model of mentoring suggested by Bird and Hudson (2015) indicates five factors that are linked to mentoring attributes and practices. The first factor refers to mentors' personal attributes which consist of mentors' support of the mentees, ease of communication especially discussion of teaching practices, and active listening to the mentees. The personal attributes of the mentors encourage the mentees to reflect on their pedagogical practices, inspire self-confidence and positive attitudes.

The second factor in mentoring is on systems requirements. Mentors need to communicate that educational systems have requirements such as aims, policies, and curricula. The complexities for executing system requirements may be indicated in the pedagogical knowledge mentors must articulate for effective teaching (Bird & Hudson, 2015).

Pedagogical knowledge, the third factor, indicates that mentors articulate making learning plans for teaching. Mentors need to discuss aspects of the preparation such as use of resources, appropriate teaching strategies, and content knowledge of the mentee. The mentor can assist the mentee in case incidental problems arise during lessons such as managing student behavior inasmuch as the mentor has gained experience on how to deal with various student personality types and behavior traits. The mentor can also assist the mentee on the art of questioning such as formulating question that are of low order thinking or high order thinking. Learning plans follow a certain structure and mentors can discuss the different parts and how these parts are implemented. Mentors can also provide pedagogical knowledge about evaluation of students' learning and explain how it is linked to curriculum, pedagogy, and assessment (Bird & Hudson, 2015).

Modeling as the fourth factor indicates that the mentor's readiness as a teacher can nurture the development of desirable teaching traits in the mentee. Significantly, the teacher-student relationship is vital to the teaching-learning process and establishing a positive relationship with students can demonstrate to the mentee how these behaviors can facilitate learning. The mentor also needs to model proper classroom language appropriate for student learning, instruction (what to do and what not to do), effective teaching, classroom management, hands-on lessons, and well-designed lessons (Bird & Hudson, 2015).

The fifth factor indicates the importance of feedback. Effective mentors communicate expectations and provide guidance to the mentee in terms of reviewing lesson plans, observing the mentee's teaching performance, providing oral and written feedback, and giving further advice on the mentee's evaluation of their teaching and how the mentees establish a learning environment (Bird & Hudson, 2015).

Hudson's model indicates that effective mentoring of practice teachers can reinforce and enhance teaching practices that will contribute to improved student learning. Skillful analysis of practice teachers' teaching performance can have a profound effect on the learning that occurs in the classroom. Because student learning is the primary function of the schools, effective supervision of instruction is very critical. Thus, the pre-service teaching curriculum should include a variety of teaching strategies designed to meet the diverse needs of all students in our complex society.

In these contexts, the mentoring experiences of cooperating teachers and student-teachers were investigated through a survey and structured interview guide questions. The study was conducted to provide insights into cooperating teachers' role as mentors. Likewise, areas for development in terms of supervision and instruction were also determined. Findings served

as basis in drafting a program that addressed the needs of cooperating teachers and enhanced the teacher education program. These experiences provided insights on how mentors can make the practice teaching experience of student-teachers meaningful and help them acquire and develop pedagogical knowledge, skills and values essential in their formation as future teachers in accordance with the requirements of the National Competency-Based Teacher Standards (NCBTS).

Methodology

This study used quantitative-qualitative design. The quantitative design was used to determine the extent of mentoring cooperating teachers provided to their student-teachers. It also investigated the extent of mentoring received by student-teachers from their cooperating teachers. In the quantitative design, survey questionnaires were distributed to the respondents. This method was used to find existing realities that can provide essential information for the study. Qualitative design, specifically the use of interview, was also employed to surface responses that enriched the numerical data gathered in the survey. The study was conducted at Saint Mary's University, Bayombong, Nueva Vizcaya (SMU), and the public schools in Nueva Vizcaya where the student-teachers were deployed in their-campus teaching experience. SMU is one of the five Congregatio Immaculati Cordis Mariae (CICM) schools in the Philippines founded in 1928 and earned its university status in 1994.

The tools that were used in gathering the data were a researcher-designed questionnaire based on Hudson's five factor model and structured interview guide questions constructed by the researchers. There were two sets of questionnaire and interview guide questions answered by the respondents. The first set was for cooperating teachers and the second set was for the student teachers. The Cronbach alpha of .956 indicated that the survey questionnaire had very high reliability. The Likert scale used in the interpretation of the data was as follows: 1.00-1.49 (Not at all); 1.50-2.49 (Little extent); 2.50-3.49 (Moderate extent); 3.50-4.00 (Great extent).

The study used population sampling wherein all of the 71 student-teachers who were enrolled in the Student Teaching Program in the school year 2016-2017 were respondents in order to obtain a holistic picture of the study. Teacher-respondents were those who were assigned student teachers to mentor. There were 61 Off-campus cooperating teachers and 30 On-campus cooperating teachers.

To determine the extent of mentoring provided by the cooperating teachers and received by the student-teachers, means, medians and standard deviations were used. To determine the significant difference in the extent of mentoring provided by the off-campus and in-campus teachers, t-test for independent samples was used. To determine the significant difference in the extent of mentoring received by the student-teachers, paired samples t-test was used. Qualitative responses from the written interview were used to support the qualitative data. Qualitative responses were also analyzed and categorized thematically.

Results and Discussion

Extent of Mentoring Practices Cooperating Teachers Provide to Student Teachers

Table 1 presents the extent of mentoring practices cooperating teachers provided to student teachers in terms of personal attributes. As indicated by the overall mean (Off-campus=3.81; In-campus= 3.85), the cooperating teachers perceived that they greatly mentored the student-

teachers in terms of their personal attributes. The off-campus cooperating teachers demonstrated high willingness to model positive values while the cooperating teachers in the on-campus displayed commitment to mentor the student-teachers and passion for teaching to a large extent. Verbatim responses from the cooperating teachers indicated that they had “always been positive in teaching”. The cooperating teachers also indicated the need for the provision of “orientation about good personal attitude” such as “always be on time; be flexible” and making themselves “available for student-teachers” and “promote comfort” and “help them gain confidence in teaching” by “treating them with respect, mentoring by coaching, lending, motivating, inspiring them to teach”. In addition, an in-campus cooperating teacher indicated that she used Appreciation, Time and Encouragement (ATE). She pointed that “student teachers learn best when they feel that their cooperating teachers help them have their knowledge, skills and values as future teachers”.

Table 1. Extent of mentoring practices cooperating teachers provide to student teachers in terms of personal attributes

In my mentoring with student-teachers, I demonstrate that I ...	Cooperating Teachers Off-campus (N=61)			Cooperating Teachers On-campus (N=30)		
	Mean	SD	QD	Mean	SD	QD
1. am flexible	3.74	0.44	Great	3.67	0.54	Great
2. am open-minded	3.84	0.37	Great	3.77	0.43	Great
3. foster confidence by providing opportunities for friendship	3.74	0.44	Great	3.77	0.43	Great
4. promote comfort and confidence and help student teachers feel comfortable in teaching	3.85	0.35	Great	3.97	0.18	Great
5. make myself available for my student-teachers	3.84	0.37	Great	3.90	0.30	Great
6. show willingness to model positive values	3.92	0.27	Great	3.83	0.37	Great
7. am committed to mentor my student-teaches	3.74	0.44	Great	3.97	0.18	Great
8. am passionate in teaching	3.85	0.35	Great	3.97	0.18	Great
Overall Mean	3.81	0.28	Great	3.85	0.23	Great

Table 2. Extent of mentoring practices cooperating teachers provided to student teachers in terms of system requirements

In my mentoring with student-teachers, I...	Cooperating Teachers Off-campus (N=61)			Cooperating Teachers On-campus (N=30)		
	Mean	SD	QD	Mean	SD	QD
1. orient student teachers about school requirements	3.56	0.53	Great	3.63	0.66	Great
2. provide guidelines for the accomplishment of school records/forms	3.51	0.56	Great	3.17	1.05	Moderate
3. give instruction about grading systems and school policies	3.59	0.49	Great	3.33	0.84	Moderate
Overall Mean	3.55	0.43	Great	3.38	0.76	Moderate

Table 2 shows the extent of mentoring practices cooperating teachers provided to student teachers in terms of system requirements. The overall mean (Off-campus=3.55; In-campus=3.38) indicates that the off-campus cooperating teachers greatly mentored the student-teachers while the in-campus teachers only to a moderate extent. The off-campus teachers greatly mentored student-teachers on orienting student-teachers about school

requirements, provided guidelines for the accomplishment of school records/forms and gave instruction about grading systems and school policies while the in-campus teachers did these only to a moderate extent. The interview conducted with cooperating teachers showed verbatim comments indicating that they mentored the student-teachers in matters concerning “orientation on school requirements” and “...the policies of the school” to a high degree.

Table 3. Extent of mentoring practices cooperating teachers provided to student teachers in terms of pedagogical knowledge

	Cooperating Teachers Off-campus (N=61)			Cooperating Teachers On-campus (N=30)		
	Mean	SD	QD	Mean	SD	QD
In my mentoring with student-teachers, I ...						
1.coach via sharing ideas or telling information	3.69	0.46	Great	3.80	0.40	Great
2.plan collaboratively with my student-teachers on learning plans	3.7	0.61	Great	3.73	0.45	Great
3.provide essential resources for teaching	3.51	0.59	Great	3.73	0.45	Great
4.share my vision/ principles of teaching	3.57	0.59	Great	3.77	0.50	Great
5.share my knowledge about	3.66	0.60	Great	3.67	0.54	Great
a. Problem-solving	3.61	0.66	Great	3.63	0.55	Great
b. Timetabling	3.72	0.55	Great	3.70	0.46	Great
c. Assessment	3.77	0.61	Great	3.83	0.37	Great
Overall Mean	3.65	0.44	Great	3.73	0.4	Great

Table 3 presents the extent of mentoring practices cooperating teachers provided to student teachers in terms of pedagogical knowledge. The overall mean (Off-campus =3.65; In-campus= 3.73) shows that the in-campus teachers mentored more the student-teachers in their sharing their pedagogical knowledge. The cooperating teachers also greatly mentored the student-teachers in their sharing of knowledge about assessment. Cooperating teachers believed in the importance of mentoring student teachers on matters concerning pedagogical knowledge stating that “if student-teachers’ schedule will be given earlier, they will be given more time for close supervision”. Moreover, the cooperating teachers believed that student-teachers should be given “ample time to prepare and teach them to have time table” and that “a schedule that will work should be given so that student-teachers and cooperating teachers can really collaborate”.

Table 4 shows the extent of mentoring practices cooperating teachers provided to student teachers in terms of modeling. The overall mean (Off-campus= 3.74; In-campus=3.93) indicates that the off-campus and in-campus teachers greatly mentored the student-teachers in terms of modeling. The off-campus showed high enthusiasm in teaching (Mean=3.80) while the in-campus teachers greatly demonstrated enthusiasm (Mean=3.97) and effective classroom management. Verbatim comments from cooperating teachers pointed out that they did “coach and share ideas in choosing appropriate strategy”, “share their vision of teaching” because they believed that “experiential teaching is lasting and more meaningful”. In addition, a cooperating teacher also emphasized to her student-teacher that “all were provided to mold him as good teacher – important information and best strategies”. Still, another cooperating teacher shared that teaching is a vocation as indicated in her statement, “I believe that teaching is not only a job, it’s a ministry”. They indicated that they modeled to student-teachers their “... adoption of reflective teaching approach”.

Table 4. Extent of mentoring practices cooperating teachers provided to student teachers in terms of modeling

	Cooperating Teachers Off-campus (N=61)			Cooperating Teachers On-campus (N=30)		
	Mean	SD	QD	Mean	SD	QD
In my mentoring with student-teachers, I ...						
1.demonstrate how to teach the subject matter	3.67	0.65	Great	3.93	0.25	Great
2.show enthusiasm	3.80	0.60	Great	3.97	0.18	Great
3.demonstrate effective classroom management	3.75	0.62	Great	3.97	0.18	Great
4.demonstrate rapport with students	3.74	0.63	Great	3.87	0.34	Great
Overall Mean	3.74	0.59	Great	3.93	0.18	Great

Table 5. Extent of mentoring practices cooperating teachers provided to student teachers in terms of feedback

	Cooperating Teachers Off-campus (N=61)			Cooperating Teachers On-campus (N=30)		
	Mean	SD	QD	Mean	SD	QD
In my mentoring with student-teachers, I ...						
1.provide positive feedback	3.64	0.65	Great	3.87	0.34	Great
2.encourage students to practice reflective teaching	3.61	0.69	Great	3.83	0.37	Great
Overall Mean	3.62	0.66	Great	3.85	0.35	Great

Table 5 presents the extent of mentoring practices cooperating teachers provided to student teachers in terms of feedback. The overall mean (Off-campus=3.62; In-campus=0.662) indicates that the cooperating teachers greatly mentored the student-teachers in terms of providing feedback and encouraging students to practice reflective teaching. The cooperating teachers believed that they have mentored the student teachers and that they have provided "...positive feedback and suggestions for improvement" which "...provides actionable information" "...to develop the confidence of student-teachers".

Table 6 shows the difference in the extent of mentoring practices cooperating teachers provided to student teachers. Among the five factors, modeling ($t=-2.31$; $p=0.023$) and feedback ($t=-2.136$; $p=0.035$) yielded significant results. This indicates that the in-campus teachers perceived that they mentored greatly the student-teachers in terms of modeling and giving feedback than the off-campus teachers and the difference is significant.

Table 6. Difference in the Extent of Mentoring Practices Cooperating Teachers Provided to Student Teachers

Independent Samples Test						
		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
1. Personal Attributes	Equal variances assumed	0.302	0.584	-0.683	89	0.496
2.System Requirements	Equal variances not assumed	21.856	0.000	1.156	38.402	0.255
3. Pedagogical Knowledge	Equal variances assumed	0.041	0.84	-0.825	89	0.412
4. Modeling	Equal variances not assumed	7.568	0.007	-2.31	79.702	0.023
5. Feedback	Equal variances not assumed	9.556	0.003	-2.136	88.427	0.035

Extent of mentoring practices student–teachers received from cooperating teachers

Table 7 presents the extent of mentoring practices student–teachers received from cooperating teachers in terms of personal attributes. As indicated by the overall mean (Off-campus=3.60; In-campus=3.72), the student-teachers were mentored greatly by the cooperating teachers in terms of their display of personal attributes. The off-campus teachers greatly mentored on showing passion in teaching (Mean=3.70) while the in-campus teachers demonstrated willingness to model positive values (Mean=3.83). The student teachers found their mentors conscientious in their task of mentoring them through their own personal witnessing as expressed in their verbatim comments to “... approach them and talk about their performance in teaching” to “share experiences that they can adopt”. Moreover, the student-teachers were mentored greatly by cooperating teachers who extended their “moral support”, who were “kind enough to guide us in every teaching” and were “very kind and willing to share their experiences and knowledge” and showed “enthusiasm” in their teaching.

Table 7. Extent of mentoring practices student–teachers received from cooperating teachers in terms of personal attributes

Statements	Cooperating Teachers Off-campus			Cooperating Teachers On-campus		
	Mean	SD	QD	Mean	SD	QD
1. My cooperating teacher demonstrates flexibility	3.54	0.62	Great	3.58	0.62	Great
2. My cooperating teacher demonstrates open-mindedness	3.68	0.55	Great	3.76	0.52	Great
3. My cooperating teacher fosters confidence by providing opportunities for friendship	3.56	0.60	Great	3.70	0.61	Great
4. My cooperating teacher promotes comfort and confidence and help student teachers feel comfortable in teaching	3.55	0.65	Great	3.73	0.58	Great
5. My cooperating teacher makes herself available for mentoring	3.52	0.67	Great	3.73	0.53	Great
6. My cooperating teacher demonstrates willingness to model positive values	3.73	0.53	Great	3.83	0.37	Great
7. My cooperating teacher demonstrates commitment to mentoring	3.58	0.69	Great	3.69	0.57	Great
8. My cooperating teacher shows passion in teaching.	3.70	0.57	Great	3.75	0.52	Great
Overall Mean	3.60	0.47	Great	3.72	0.46	Great

Table 8. Extent of mentoring practices student–teachers received from cooperating teachers in terms of system requirements

My cooperating teacher	Cooperating Teachers Off-campus			Cooperating Teachers On-campus		
	Mean	SD	QD	Mean	SD	QD
1. orient us about school requirements	3.32	0.67	Moderate	3.35	0.65	Moderate
2. provide guidelines for the accomplishment of school records/forms	3.27	0.69	Moderate	3.41	0.68	Moderate
3. give instruction about grading systems and school policies	3.18	0.76	Moderate	3.29	0.74	Moderate
Overall Mean	3.26	0.63	Moderate	3.35	0.63	Moderate

Table 8 presents the extent of mentoring practices student – teachers received from cooperating teachers in terms of system requirements. As shown in the overall mean (Off-campus=3.26; In-campus=3.35), student teachers believed they were mentored on system requirements only to a moderate extent. These system requirements consisted of orientation about school requirements, provision of guidelines for the accomplishment of school records/forms, and giving of instruction about grading systems and school policies. Verbatim comments by the student-teachers stated they were mentored on “how to make standard lesson log of SMU-HS” and “how to make Department of Education Learning Plans”.

Table 9. Extent of mentoring practices student–teachers received from cooperating teachers in terms of pedagogical knowledge

My cooperating teacher	Cooperating Teachers Off-campus			Cooperating Teachers On-campus		
	Mean	SD	QD	Mean	SD	QD
1. coaches via sharing ideas or telling information	3.56	0.60	Great	3.65	0.65	Great
2. plan collaboratively with student-teachers on learning plans	3.52	0.60	Great	3.55	0.71	Great
3. provide essential resources for teaching	3.35	0.61	Moderate	3.46	0.69	Moderate
4. share his/her vision and principles of teaching	3.34	0.75	Moderate	3.46	0.73	Moderate
5. share his/her knowledge about:						
a. Problem-solving	3.17	0.77	Moderate	3.48	0.69	Moderate
b. Timetabling	3.42	0.66	Moderate	3.62	0.57	Great
c. Assessment	3.55	0.60	Great	3.61	0.64	Great
Overall Mean	3.39	0.51	Moderate	3.53	0.57	Great

Table 9 shows the extent of mentoring practices student-teachers received from cooperating teachers in terms of pedagogical knowledge. The overall mean shows that the student-teachers were mentored on pedagogical knowledge by the in-campus teachers to a great extent (Mean=3.53) and only to a moderate extent by the off-campus teachers (Mean= 3.39). The student-teachers considered they were greatly mentored by the off-campus and in-campus teachers through their sharing of ideas or telling information. However, they were least mentored by the off-campus teachers on solving problems and least mentored by the in-campus teachers on provision of essential resources for teaching and sharing their vision and principles of teaching, although still to a moderate extent. The student-teachers pointed out that they were greatly mentored by their cooperating teachers through their assistance and support on how to “make lesson logs from syllabus”. The student-teachers were also helped by their cooperating teachers who “gave advice and suggestions in teaching strategies and classroom management”, demonstrated “questioning techniques”, provided “lists of strategies in summarizing the lesson and ways in purposeful closure”, extended “materials needed, comfort and ideas in delivering lesson” shared “...video clips on how to teach 21st century learners” and “introduced several methods in conducting activities”.

Table 10 shows the extent of mentoring practices student–teachers received from cooperating teachers in terms of modeling. The overall mean (Off-campus=3.50; In-campus = 3.59) indicates that the student-teachers were mentored to a great extent by the cooperating teachers in terms of modeling. The student-teachers were greatly mentored by the cooperating teachers in terms of modeling enthusiasm in teaching and the least area of mentoring was on how to

teach the subject matter, although still to a moderate extent. The student-teachers believed they were greatly mentored by their cooperating teachers who demonstrated “how to introduce lesson in an engaging way”, “how to teach subject matter”, “how to establish rapport with students”, “how to handle class when there is group activity” and “how to conclude the lesson”.

Table 10. Extent of mentoring practices student-teachers received from cooperating teachers in terms of modeling

My cooperating teacher	Cooperating Teachers Off-campus			Cooperating Teachers On-campus		
	Mean	SD	QD	Mean	SD	QD
1.demonstrates how to teach the subject matter	3.42	0.64	Moderate	3.54	0.75	Great
2.shows enthusiasm	3.59	0.64	Great	3.65	0.61	Great
3.demonstrate effective classroom management	3.52	0.62	Great	3.59	0.64	Great
4.demonstrate rapport with students	3.48	0.67	Moderate	3.62	0.64	Great
Overall Mean	3.50	0.53	Great	3.59	0.56	Great

Table 11. Extent of mentoring practices student-teachers received from cooperating teachers in terms of feedback

My cooperating teacher	Cooperating Teachers Off-campus			Cooperating Teachers On-campus		
	Mean	SD	QD	Mean	SD	QD
1.provides positive feedback	3.59	0.57	Great	3.63	0.56	Great
2.encourages students to practice reflective teaching	3.59	0.62	Great	3.62	0.64	Great
Overall Mean	3.59	0.56	Great	3.62	0.55	Great

Table 11 shows the extent of mentoring practices student-teachers received from cooperating teachers in terms of feedback. As presented in the overall mean (Off-campus=3.59; In-campus = 3.62), the student-teachers were mentored by the cooperating teachers in both campuses in terms of providing feedback and encouraging students to practice reflective teaching to a great extent. The student-teachers agreed they were greatly mentored by their cooperating teachers who “finds time to tell feedback about strengths and quality of my teaching” during the “post-conference” wherein they were provided “feedback if their strategy is effective”. The student-teachers were greatly helped by the cooperating teachers because “in the post conference, they told us about our weaknesses and how to improve our teaching methods”. The student-teachers were also mentored on the importance of “providing nice and proper feedback to students” and the “use of appropriate activities and instructional materials” in teaching.

Table 12 shows the difference in the extent of mentoring practices student teachers received from cooperating teachers. The results yielded no significant difference. This indicates that the mentoring the student-teachers received from the cooperating teachers were statistically the same.

Table 12. Difference in the extent of mentoring practices student-teachers received from cooperating teachers

Paired Samples Statistics						
		Mean	SD	t	df	Sig. (2-tailed)
1. Personal attributes	Off-campus	3.60	0.479	-1.466	70	0.147
	In-campus	3.72	0.462			
2. System requirements	Off-campus	3.26	0.632	-0.89	70	0.377
	In-campus	3.35	0.639			
3. Pedagogical knowledge	Off-campus	3.39	0.519	-1.583	70	0.118
	In-campus	3.53	0.571			
4. Modeling	Off-campus	3.50	0.537	-1.043	70	0.301
	In-campus	3.59	0.562			
5. Feedback	Off-campus	3.59	0.568	-0.371	70	0.711
	In-campus	3.62	0.552			

Discussion and Limitations of the Study

The mentors' task of providing feedback to student teachers is crucial to the mentoring process. Mentors have the responsibility to assist their mentee in terms of their career and provide advice, support, and feedback and "be a sounding board for the mentee" (Straus et al, 2013). The cooperating teachers had done a great job in mentoring the student-teachers especially in their witnessing of personal qualities that student teachers should imbibe as future teachers. Effective mentors must be altruistic, honest, trustworthy, and active listeners.

The mentoring cooperating teachers provided to student teachers was indeed significant inasmuch as student teachers found difficulty in accomplishing school system requirements. The importance of an advisor or a mentor in guiding inexperienced teachers especially in their performance of bureaucratic duties and management of educational activity should not be underestimated (Yirci et al, 2016). This implies that cooperating teachers realize the importance of mentoring students and sharing their expertise on content knowledge as well as strategies. It also indicates that cooperating teachers need to practice reflective approach in teaching so that they could better mentor the student teachers on what teaching strategies work for a more effective teaching learning situation (Aspfors & Fransson, 2015).

Similarly, the cooperating teachers demonstrated commitment to their mentoring task of teaching through practice. Cooperating teachers who demonstrated and modeled content knowledge and strategies enhanced the professional development of student teachers as well as improved their student teachers' teaching methods and skills (Liu, Tsai, & Huang, 2015). The findings imply that the cooperating teachers had provided more mentoring to student teachers in terms of modeling specifically demonstrating how to teach the subject matter, showing enthusiasm, demonstrating effective classroom management, and establishing rapport with students as well as providing positive feedback and encouraging students to practice reflective teaching.

The study of Sempowicz and Hudson (2012) also affirmed that mentor-mentee's personal attributes had significant impact on their mentoring relationship which affected the effectiveness of the mentors' feedback and the mentees' abilities to critically reflect on their practices. Student teachers who have positive relationships with their mentors are more likely

to employ university-taught methods in their classrooms, take their supervisors' advice, and view their supervisor as very knowledgeable regarding content, methods, and students in the "real" classroom (Asplin & Marks, 2013).

As mentees, student teachers need to learn the teaching strategy of timing within the lesson structure to promote student interest in learning. Mentors emphasized the need to prepare and manage resources and aids as well as the ability to solve problems in the classroom such as changing strategies whenever necessary (Hudson, 2013). In addition, student teachers need to be provided with feedback and assessment on their student teaching. Student teachers, in return, should be open to feedback, be active listeners, and be respectful of their mentor's input and time (Straus et al, 2013).

This study is limited to determining the mentoring experiences of the cooperating teachers and student teachers as indicated in the five aspects of mentoring presented by Hudson. The study focused only on surfacing the mentoring experiences in general and did not explore the cultural practices between mentor and mentees. Web-based learning and e-mentoring may also be explored in future studies to strengthen the mentoring process.

Aspects Needing to be Addressed

Reinforcing personal attributes through open communication, active listening, and self-learning

The responses of the participants to the structured interview guide questions yielded five major themes relative to the need for mentoring. The first theme is reinforcing personal attributes through open communication, active listening and self-learning which concurs with existing studies on the beneficial effects of mentoring in the respondents' formation as prospective teachers. The quality of the cooperating teachers' relationship with practice teachers has direct impact on how they enact principles of practice. The positive relationship and open communication with their cooperating teachers inspires them to reflect on their pedagogical practices and develop their self-confidence and positive attitudes. Mentor-mentee's personal attributes had significant impact on their mentoring relationship which affected the effectiveness of the mentors' feedback and the mentees' abilities to critically reflect on their practices. In this theme, mentoring is the process which supports learning development and improves performance of an individual. It manifests through the mentors' treating the practice teachers with respect, having an open and motivational consultation, showing moral and sometimes financial support, sharing ideas and experiences, providing comfort and boosting one's confidence and providing time to listen (Hudson, 2016; Hudson & Hudson, 2014; Kemmis et al, 2014; Hudson, 2013; Straus et al, 2013; Ulvik & Sunde, 2013; Sempowicz & Hudson, 2012).

Providing intensive orientation on educational goals, aims, policies and curricula

The second theme is focused on providing intensive orientation on educational goals, aims, policies, and curricula. Pre-service teachers need to acquire an understanding of the expectations, components, goals, and challenges of the student teaching experience. Mentors need to communicate that educational system has requirements such as aims, policies, and curricula. The complexities for executing system requirements may be indicated in the pedagogical knowledge mentors must articulate for effective teaching (Aspfors & Fransson, 2015; Asplin & Marks, 2013; Gareis & Grant, 2014; Gorozidis & Papaioannou, 2014; Hobson, Harris, Buckley Manley, & Smith, 2012). Most of the respondents acquired

knowledge about the school assignments and policies; Department of Education Orders, policies and requirements, and the what, why and how of the K to 12 curriculum.

Enhancing pedagogical knowledge in teaching

Enhancing pedagogical knowledge in teaching is another theme that emerged from the study. Mentoring is a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one with agreed-upon goals. The lesser skilled person is assisted to grow and develop specific competencies (Menges, 2016; Cakir & Kocabas, 2016). This includes the development of pedagogical knowledge practices such as planning, preparation, teaching strategies, questioning skills, assessment and how these practices influence the mentee's practice teaching. Willing, capable, and compatible mentors who possess varied expertise provide richer and more dynamic mentoring experiences (Gareis & Grant, 2014; Hudson, 2012).

Nurturing the development of desirable teaching practices through modeling

The next theme is nurturing the development of desirable teaching practices through modeling. Experienced teachers can provide help by providing strategies they developed. Moreover, student teachers can be guided in the acquisition of knowledge and skills by assigned mentors who model pedagogical practices Hudson's (2012). Hudson's study (2007) revealed that mentors modeled teaching and classroom management, had a good rapport with students, and enthusiasm. The theme underscores the importance of mentoring of cooperating teachers who have a repertoire of effective pedagogical practices and up-to-date curriculum and professional knowledge to better assist student teachers in pre-service education (Yirci et al, 2016; Kemmis et al, 2014).

Communicating achievable expectations and providing constructive feedbacks

The last theme, which is communicating achievable expectations and providing constructive feedback, reveals similar insights from the participants. This supports one of the findings of Sempowicz and Hudson (2012) that "mentors expressed expectations for teaching, modeled reflective practices to their mentees, and provided time and opportunities for mentoring which would influence the mentees' reflective practices and their pedagogical development." The importance of communicating expectations and giving regular feedback on student teachers' assessment in their practice teaching are also important concerns cooperating teachers should provide. Providing professional development for the cooperating or mentor teacher in preparation for accommodating a student intern is significant. Student interns must have mentors who are skilled and experienced in mentoring and who can nurture positive development toward becoming an effective teacher. Moreover, Teacher Education Institutions need to ensure that mentor teachers are adequately prepared to model effective strategies to facilitate the practice teaching experience. The study also reiterated that mentor teachers understand their role in facilitating the internship experience because their roles are critical to the development of the student intern (Gareis & Grant, 2014).

Conclusions

In the light of the findings, the following conclusions are drawn:

1. The cooperating teachers mentored to a great extent the student teachers in terms of personal attributes, pedagogical knowledge, modelling, and feedback.
2. The student teachers need more intensive mentoring on the area of system requirements.

Recommendations

The following recommendations are presented:

1. Cooperating teachers should undergo continuing professional education specifically in terms of mentoring student-teachers along the domains mentioned. A course specifically on supervision and instruction be included in the curriculum to further strengthen the cooperating teachers' mentoring practices and skills.
2. More time for post-conference between the cooperating teachers and student-teachers be provided to discuss supervisory concerns and address further mentoring needs.

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