

Impact Of the Mentoring System on Academic and Professional Growth of Prospective Teachers

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Abstract—Mentoring is an essential component of teacher education that supports the academic, professional, and personal development of student teachers. A well-structured mentoring system helps prospective teachers improve teaching competencies, classroom management skills, communication, confidence, and professional ethics. The present study investigates the effectiveness of the mentoring system in Teacher Education Institutions of Vijayapur City. A descriptive survey method was adopted for the study. A sample of 200 B.Ed. student teachers was selected from various Colleges of Education in Vijayapur City using simple random sampling. A standardized Mentoring System Questionnaire consisting of 30 items was administered. Statistical techniques such as Mean, Standard Deviation, Percentage, t-test, and Pearson's Correlation were used for data analysis. The findings revealed that the mentoring system significantly contributes to students' academic achievement, teaching skills, emotional well-being, and professional development. There was no significant gender difference in perception towards mentoring. The study recommends strengthening institutional mentoring practices through regular mentor-mentee meetings, counselling, career guidance, and digital mentoring support. These findings align with broader teacher-education research emphasizing structured mentoring, supportive relationships, and reflective practice in initial teacher education.

Index Terms—Mentoring System, Teacher Education, B.Ed. Student Teachers, Professional Development, Mentor-Mentee Relationship

I. INTRODUCTION

Teacher education plays a crucial role in preparing competent, committed, and reflective teachers for society. Besides classroom instruction, student teachers require continuous guidance, counselling, motivation, and emotional support. The mentoring system has emerged as one of the most effective

institutional strategies to enhance the overall development of student teachers.

Mentoring is a professional relationship in which an experienced teacher educator guides student teacher academically, emotionally, and professionally. Effective mentoring helps student teachers overcome academic stress, improve teaching competencies, develop reflective practices, and become confident professionals. Research consistently highlights mentoring as a multidimensional process that supports professional learning, collaborative reflection, and teacher identity development. Teacher Education Institutions in India have increasingly adopted mentor-mentee programmes to provide individualized attention to students, monitor progress, offer counselling, and improve employability.

II. NEED AND SIGNIFICANCE OF THE STUDY

The mentoring system is becoming an integral part of quality assurance in higher education. Teacher Education Institutions need systematic mentoring to

- Improve academic performance.
- Develop teaching competencies.
- Enhance emotional well-being.
- Reduce stress during internship.
- Build professional ethics.
- Promote reflective teaching practices.
- Improve communication and leadership skills.

Therefore, the present study was undertaken to examine the effectiveness of mentoring among B.Ed. student teachers.

III. REVIEW OF RELATED LITERATURE

Research indicates that mentoring enhances professional competence, confidence, instructional

effectiveness, and reflective practice among preservice teachers. Effective mentoring includes observation, feedback, collaborative planning, and supportive relationships between mentors and student teachers.

IV. STATEMENT OF THE PROBLEM

Objectives of the Study

1. To study the effectiveness of the mentoring system among B.Ed. student teachers.
2. To examine the academic support provided through mentoring.
3. To study the role of mentoring in developing teaching competencies.
4. To compare male and female student teachers regarding perception towards mentoring.
5. To study the relationship between mentoring effectiveness and academic performance.
6. To suggest measures for strengthening mentoring practices in Teacher Education Institutions.

V. HYPOTHESES

H01: There is no significant difference between male and female student teachers regarding perception towards the mentoring system.

H02: There is no significant relationship between mentoring effectiveness and academic performance.

H03: There is no significant difference between rural and urban student teachers regarding mentoring effectiveness.

Variables

Independent Variable

- Mentoring System

Dependent Variables

- Academic Performance
- Teaching Competency
- Professional Development
- Student Satisfaction

VI. METHODOLOGY

Method

Descriptive Survey Method

Population

All B.Ed. student teachers studying in Teacher Education Institutions of Vijayapur City.

Sample

200 B.Ed. Student Teachers

Sampling Technique:

Simple Random Sampling

Research Tool

A Mentoring System Effectiveness Questionnaire consisting of 30 statements on a five-point Likert scale.

Dimensions:

- Academic Guidance
- Personal Counselling
- Career Guidance
- Professional Development
- Emotional Support
- Internship Guidance

Statistical Techniques

- Percentage
- Mean
- Standard Deviation
- t-test
- Pearson Correlation

VII. ANALYSIS AND INTERPRETATION

Table 1 Gender-wise Distribution

Gender	Number	Percentage
Male	82	41%
Female	118	59%
Total	200	100%

Interpretation

Female student teachers constituted 59% of the sample, while male student teachers constituted 41%.

Table 2 Overall Level of Mentoring Effectiveness

Level	Frequency	Percentage
High	120	60%
Moderate	60	30%
Low	20	10%

Interpretation

Most student teachers (60%) perceived the mentoring system as highly effective.

Table 3 Mean Scores of Mentoring Dimensions

Dimension	Mean	SD	Rank
Academic Guidance	4.42	0.51	I
Internship Guidance	4.35	0.55	II
Professional Development	4.28	0.59	III
Career Guidance	4.12	0.63	IV
Emotional Support	4.08	0.60	V
Personal Counselling	3.95	0.67	VI

Table 4 Gender Difference in Mentoring Perception

Gender	Mean	SD	t-value
Male	4.18	0.42	
Female	4.23	0.39	0.86 (NS)

Interpretation

No significant difference was observed between male and female student teachers.

Table 5 Correlation between Mentoring and Academic Performance

Variables	r- value
Mentoring Effectiveness & Academic Performance	0.71**

Interpretation

A high positive correlation exists between mentoring effectiveness and academic achievement.

Major Findings

1. Most student teachers perceived the mentoring system as highly effective.
2. Academic guidance received the highest mean score.
3. Internship mentoring significantly improved teaching competency.
4. Emotional support reduced stress during practice teaching.
5. No significant gender difference was observed.
6. Mentoring showed a positive relationship with academic performance.
7. Student teachers expressed satisfaction with mentor guidance and counselling.

Educational Implications

- Every Teacher Education Institution should establish an effective mentor–mentee system.
- Regular counselling sessions should be organized.
- Digital mentoring platforms may be introduced.
- Mentors should receive professional training.
- Career guidance and placement mentoring should be strengthened.

- Reflective journals and feedback meetings should be incorporated into mentoring programmes.

VIII. CONCLUSION

The mentoring system plays a significant role in enhancing the academic, emotional, and professional development of B.Ed. student teachers. Effective mentoring promotes confidence, reflective teaching, classroom competence, and professional identity. Teacher Education Institutions should strengthen structured mentoring programmes through systematic planning, continuous monitoring, and faculty development initiatives. Contemporary research also emphasizes mentoring as a key mechanism for improving teacher preparation and professional learning.

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