

STUDENT TEACHER MENTORING: A CATALYST IN SELF-REGULATED LEARNING AMONG PRE- SERVICE TEACHERS



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Student Teacher Mentoring: a Catalyst in Self-Regulated Learning Among Pre-Service Teachers

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Abstract

Self-regulated learning is defined as a construct that assists pre-service instructors in regulating their cognitive processes in relation to their teaching performance. Mentoring may serve as a predictor of self-regulated learning, thereby enhancing the pre-service teachers' teaching abilities, according to one argument. Utilizing a multiple case study design, this paper investigated the effectiveness of student-teacher mentoring in fostering self-regulated learning among pre-service teachers, guided by the three phases of the self-regulated learning approach. In the course of the investigation, ten cases were examined. Through the application of thematic analysis, three recurring themes were identified and documented. To begin with, mentoring is considered a highly effective method for pre-service teachers' preparation. Furthermore, mentoring serves as a catalyst in facilitating the acquisition of pedagogical skills that refine pre-service teachers' teaching strategies. Thirdly, mentoring facilitates the exchange of feedback regarding the pre-service teachers' learning experiences. The significance of mentoring in cultivating self-regulated learning among pre-service teachers was emphasized. The significance of the three stages of self-regulated learning in relation to the performance of pre-service teachers throughout their teaching practicum has become apparent. The instructors' implementation of self-regulated learning was observed to be emulated by the pre-service teachers. Although self-regulated learning is heavily incorporated into the mentoring process, the three phases are not executed in a structured manner. Consequently, there is a greater need to ensure that mentors are fully immersed in the self-regulated learning approach.

Keywords: Education, Philippines, Self-regulated Learning, Pre-service Teachers, Student-Teacher Mentoring

INTRODUCTION

Self-regulation is seen as a comprehensive concept that incorporates a variety of aspects, such as self-regulated learning (Puustinen & Pulkkinen, 2001). It pertains to the implementation of one's strategy, self-awareness, and automaticity. Self-regulated learning is a construct that is employed in the study to regulate the cognitive processes of pre-service teachers in relation to their teaching performance. Self-regulated learning is a cognitive and affective process that enables students to effectively navigate their educational experiences by enabling them to moderate their thoughts, behaviors, and emotions. Zimmerman and Schunk (2012) introduced the self-regulated learning paradigm, which serves as the foundation of this investigation. Pre-service teachers who are self-regulated are capable of organizing, supervising, and evaluating their own learning by participating in a mentoring process (Zumbrunn et al., 2011).

According to one argument, mentoring may increase the teaching abilities of pre-service teachers by serving as a predictor of self-regulated learning. Mullen and Klimaitis (2021) define mentoring as relational and developmental in nature, comprising a variety of stages and transitions and serving both career and

psychosocial purposes. The most critical component of mentoring is self-directed and independent thought. Mentoring has been an undeniable factor in promoting early professional development (Spooner-Lane, 2017).

The development of self-regulation abilities in pre-service teachers is facilitated by the observation and imitation of experienced educators. This emphasizes the potential importance of mentoring programs (Morgan et al., 2016). It is widely acknowledged that pre-service teachers emulate the regulatory behaviors of adult figures, such as teachers, who serve as a model for self-regulation (Schunk & Zimmerman, 2007). According to Perry et al. (2006), the level of difficulty in the tasks devised by both mentors and pre-service teachers was a significant indicator of the likelihood that students would have the opportunity to cultivate self-regulated learning, and the practices and obligations of pre-service teachers were comparable to those of their mentors.

Despite the existence of a substantial body of literature on the subject, there is a scarcity of scholarly articles that specifically address the practical application of self-regulated learning theory (Kuo, 2010). The subject of how instructors can encourage self-regulated learning among students has been the subject of limited research (Russell et al., 2022). Mentors are

observed to employ a more authoritative mentoring style and exert control over dialogue, as indicated by the existing literature. These results suggest that the mentor-pre-service teacher learning relationship and its conceptualization within teacher education should be reevaluated (Mena et al., 2017). It has been noted that the majority of teacher education programs designate mentors from the current teacher population in schools, without requiring any additional preparation. Consequently, mentors may operate without a clear comprehension of the specific responsibilities that have been imposed upon them (Orsdemir & Yildirim, 2020). The deficiencies that were identified in mentoring research thirty years ago, such as inadequate design and a lack of theoretical guidance, continue to exist today (Law et al., 2020). Additionally, it is essential that teacher residency programs establish obligations and opportunities for pre-service teachers to establish self-regulated learning (Gan et al., 2020).

By defining the components of effective mentoring, one not only validates the progress made during the student teaching experience but also enables the expansion of mentoring provisions to aid others in the development of successful student teaching experiences (Bird & Hudson, 2015). The current investigation has established the potential of mentoring to serve as a catalyst for the development of self-regulated learning. This research has investigated the intricacies of mentoring and its role in the development of pre-service teachers who are critical and independent in their thinking through the use of a multiple case study design.

Literature Review

Impact on Self-Regulated Learning on Teacher Education

Self-Regulated Learning (SRL) is a prominent subject in contemporary education, which pertains to the ability of learners to effectively manage their own learning processes (Cariaga, 2024). According to Boekaerts (1999), SRL may be broken down into three layers: self-regulation, control of the learning process, and regulation of processing modalities. Paris and Newman (1990) argue that this intricate structure allows students to engage in introspection, self-control, and deliberate decision-making. The importance of regulating one's self in the academic development and skill level of learners is highlighted by these characteristics, which are vital indicators of academic aptitude and performance outcomes from assessments (Andilab & Amante, 2024; Calinescu, 2023; Cariaga et

al., 2024; Ginoo et al., 2023).

The efficacy of self-regulated learning (SRL) is contingent upon both environmental and human variables including educational challenges (El Halaissi et al., 2023; Kuo, 2010). Russell et al. (2022) highlighted the significance of contextual elements, such as a cultural environment that values educational dialogues and offers avenues for professional development. These supports create an environment that fosters student engagement in self-directed learning activities. However, the learners' capacity to use and benefit from regulation is impacted by their intrinsic motivation and individual traits, which are distinct factors. Environment at home also adds to the factors on how learners perform academically (Cariaga et al., 2023).

Supervision and self-directed learning

Mentorship plays a crucial role in promoting self-regulated learning (SRL) among pre-service teachers. Porter and Peters-Burton (2021) conducted a research that demonstrates a significant percentage of educators use self-regulated learning (SRL) mentorship strategies, such as observation and imitating. Regrettably, the guidance given to students during the self-reflection phase is inadequate, despite its vital role in promoting future cycles of self-regulated learning. Kuo (2010) emphasizes the significance of pre-service teachers cultivating self-regulated learning strategies under the guidance of their mentors. This conduct is linked to improved academic achievement and performance in practical training (Cariaga, 2023; Gan et al., 2020).

The subject of teacher education has thoroughly examined the impact of mentoring on the professional development of pre-service teachers. Ambrosetti (2014) argues that mentoring plays a significant role in the professional placement parts of teacher education programs. Effective mentoring requires the cultivation of trust, the provision of constructive feedback, and the support of instructional approaches. Mentors not only provide guidance, but also have the duty to foster collaborative learning and critical thinking alongside pre-service teachers. This method advocates for a perspective that emphasizes the growth and progress of mentorship, as described by Ambrosetti in 2014.

Strategies for Effective Mentorship

Successful mentoring strategies include both variety and multidimensionality. Hudson et al. (2007) emphasize the importance of ensuring that instructors

has competence and sufficient resources to enhance the academic performance of student teachers. Mentoring include the demonstration of personal attributes, instructional approaches, and educational expertise, although the latter is less often used (Orsdemir & Yildirim, 2020). Ronfeldt et al. (2020) argue that pre-service teachers who get mentorship from experienced educators have improved academic achievement. Hudson (2016) emphasizes the need of establishing strong mentor-student relationships that are based on professionalism, respect, and trust.

Mentors have challenges when it comes to effectively allocating assignments and simultaneously interfering in classroom activities. Adapting to the specific conditions and needs of each pre-service teacher is essential for effective mentoring (Van Ginkel et al., 2016). This adaptability ensures that mentoring activities are tailored to cultivate the development of hands-on skills and a conducive learning environment for novice instructors.

Enhancing Mentoring Strategies

In order to enhance mentoring practices, it is essential to provide mentors opportunities to apply, record, appraise, and share their experiences (Stanulis et al., 2019). The year 2016 is referred to as Yuan. This reflective methodology aids mentors and pre-service teachers in comprehending and controlling the personal, institutional, and socio-cultural factors that influence their professional identities. Through the implementation of ongoing professional development and the utilization of dependable observational frameworks, educators possess the capacity to cultivate effective instructing methodologies (Zan & Donegan-Ritter, 2014).

The professional development of pre-service teachers depends on integrating effective mentoring strategies and self-regulated learning (SRL) into teacher education. By incorporating self-regulation tactics and offering thorough mentorship, educational institutions may provide pre-service teachers with the essential abilities to become independent, skilled, and competent instructors. Keiler et al. (2020) emphasize the need for educators, administrators, and policymakers to prioritize feedback and mentorship strategies in teacher education programs. These tactics are essential for continuous teacher development and enhanced student learning.

Methodology

The study utilized a multiple case study design. This

design allowed the researcher to explore the efficacy of student-teacher mentoring in the context of self-regulating learning among pre-service teachers. According to Cresswell (2013) a multiple-case design explores a real-life multiple bounded system through detailed, in-depth data collection involving multiple sources of information. This study answers not only the “what” but also “how” and “why” type questions through detailed and in-depth data collection involving multiple sources of information. A detailed and in-depth description of the explored phenomenon was captured.

Participants and Environment

By using purposive sampling, twelve participants were determined from the pre-service teachers at Samboan Central Elementary School. The selection of participants was guided using the inclusion criteria such as pre-service teachers of Bachelor of Elementary Education, enrolled in any state-owned university, at least three months in the internship program, and experienced having a mentor. Stake (2006) recommended that 4-10 cases be studied because 2 to 3 cases do not show enough interactivity that leads to qualitative generalizations.

Instrument

To study cases of the efficacy of student-teacher mentoring in promoting self-regulated learning, the study employed semi-structured interview questions. These questions were patterned on self-regulation learning involving the three phases: setting goals, performance, and reflection.

Qualitative data on the experiences of the participants in student-teacher mentoring such as planning of the lesson to be taught, monitoring of one’s teaching performance, and reflection based on feedback were discussed during the interview. In this manner, prompts and probe questions were practiced by the researcher. Thus, the researcher became the main instrument in the study.

Data Collection Procedure

A written consent was sought from concerned authorities for the approval of the conduct of the study. After, the eight pre-service teachers who were qualified as participants were given participant information sheets and consent forms. There was also a dialogue between the researcher and the participants regarding where and when to conduct the interview. Before the scheduled interview, the researcher prepared the materials needed for the conduct of the

interview. During the interview, the participants were informed about the recording of the conversation, and their approval was secured.

Following ethical considerations, the recorded and transcribed interview was only accessed by the researcher. Data privacy was practiced in collecting, transcribing, storing, treating, reporting and disseminating, and destroying the data.

Data Analysis

Thematic analysis was employed in the study using Nvivo software. The thematic analysis encompassed a qualitative approach to analyzing data, which entailed carefully reviewing a dataset and discerning recurring patterns in the underlying significance of the information, thereby extracting thematic elements. In the process of thematic analysis, reflexivity was a key component, wherein the researcher's subjective experience played a central part in interpreting and deriving meaning from the data (Delve et al., 2020). The thematic analysis included the following steps: (1) get acquainted with the data, (2) generate preliminary code, (3) compile codes along with supporting data, (4) categorize codes into themes, (5) evaluate and refine the themes and (6) craft the narrative.

The analysis was an iterative and reflexive process. The role of iteration, not as a repetitive mechanical task but as a deeply reflexive process, is key to sparking insight and developing meaning. Reflexive iteration is at the heart of visiting and revisiting the data and connecting them with emerging insights, progressively leading to refined focus and understandings (Srivastava & Hopwood, 2009). The data collection and analysis stages in this study will be undertaken concurrently. Development of the themes will be grounded in the original data by revisiting the previous stages of analysis before proceeding further.

RESULTS AND DISCUSSION

Mentoring is viewed as an effective medium in planning for the pre-service teachers.

Mentoring is an essential component of the student teaching experience (Hudson et al., 2007). Pre-service teachers are guided by their mentors on the different tasks in teaching. Mentoring programs are intended to help pre-service teachers negotiate the challenges of the teaching profession by offering them support, direction, and chances for professional growth as they work toward their objectives (Hobson et al., 2012).

Mentoring plays a vital role in assisting pre-service teachers in defining and honing their professional objectives. Pre-service teachers can express their goals, pinpoint areas for improvement, and set attainable goals for their professional development through regular conversations and interactions with their mentors (Jita & Munje, 2021).

Furthermore, mentoring can also support pre-service teachers in creating action plans to achieve their goals. Mentors, who are experienced educators, can provide valuable insights and advice on the steps needed to reach these objectives. They can also assist pre-service teachers in identifying resources and opportunities that can facilitate their skilled growth (Mufidah, 2019). By providing encouragement, support, and accountability, mentors can help pre-service teachers stay focused and committed to their objectives, even in the face of challenges or setbacks (Lu, 2013).

Planning and goal setting are essential components of self-regulated learning. Goal setting encourages pre-service teachers to engage in reflective practice, as they regularly assess their performance and make adjustments to improve their learning outcomes (Suphasri & Chinokul, 2021). By engaging in these processes, pre-service teachers can become more effective learners, and better able to achieve their academic and professional goals (Mufidah, 2019).

Mentoring is a catalyst for acquiring pedagogical skills that sharpen the teaching strategies of pre-service teachers.

Pre-service teachers find mentoring a useful tool to hone their competencies in teaching. Through mentoring, pre-service teachers become more adept in looking teaching strategies that suits the ability of the class. Teaching strategies refers to the methods, techniques, procedures and processes that a teacher uses during instruction (Edith Cowan University, 2021). Mentoring was cited by the pre-service teachers as valuable aspect of their preparation in becoming a teacher. This allows them to refine their skills and gain practical experiences that are necessary for effective teaching. Pre-service teachers highlighted that mentoring becomes an instrumental in enhancing their teaching performance. These experiences have paved way to realize their hidden potential in teaching. As pre-service teachers experience mentoring, they develop innovative ways to design a teaching strategy. Moreover, mentoring is seen as an avenue that helped pre-service teachers sharpen their skills as teachers.

It can be noted that self-regulated learners can devise

their strategies and work independently. In this case, pre-service teachers have begun manifesting regulating their one's cognitive processes to work with their teaching performance and ultimately polish their competencies as educators. As stressed by Kuo (2010), a highly regulated learner indicates competence and independence. As noted, pre-service teachers were motivated to acquire pedagogical skills from their mentors. Russell et al. (2022) identified that student's willingness to engage the task is an indicator of a self-regulated learning.

Mentoring is a vehicle of giving of feedback about the learning experiences of the pre-service teachers.

Effective feedback assists the pre-service teachers to reflect on their learning and their teaching strategies so they can make adjustments to make better progress during their internship. The giving of feedback expanded the understanding of the pre-service teachers about the how's of teaching. According to actiTime (2021), feedback plays a crucial role in education and learning by helping adopt new knowledge sooner and avoid repetitive mistakes. In the context of mentoring, feedback about whether the strategies or performance of the pre-service teachers are appropriate or not provides valuable information to help them guide learning (Tricomi & DePasque, 2016).

Pre-service teachers identified mentoring more valuable by the means of giving feedback. It was highlighted that feedback helped pre-service teachers identify their strengths and weaknesses in practicing teaching profession. It allowed them to become aware of the areas that need improvement. Feedback have significance for the support of the ongoing teacher growth and increase student learning (Keiler et al., 2020). Moreover, the pre-service teachers shared that feedback is part of a huge success of their performances. They have pointed that through feedback they have refined their skills and have grown professionally. Notably, pre-service teachers agreed that feedback is a vital component that fosters growth and development. Providing feedback form the mentors has helped the pre-service teachers to improve their teaching performance (Wexler, 2020). As revealed, feedback has helped the pre-service teachers become more motivated in during the internship program. As emphasized by Wilson (2012), mentoring opportunity afforded in the feedback and the impact of feedback on self-esteem and motivation is crucial (Wilson, 2012).

CONCLUSION

The significance of mentorship in promoting self-regulated learning among pre-service teachers was emphasized in the investigated phenomenon. The three stages of self-regulated learning have been identified as crucial in determining the success of pre-service teachers during their teaching internship. It was observed that mentors were engaging in self-regulated learning, which was then imitated by the pre-service teachers. The use of self-regulated learning is evident in mentoring, however the three steps are not executed in a structured manner.

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