

## **AN INVESTIGATION INTO PRACTICES OF MENTORS ON MENTORING STRATEGIES\***

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### **Abstract**

This paper intended to study the extent of mentors' practices on mentoring strategies (MSs), to investigate the variations of mentors' practices on MSs according to their regions and to reveal the variations of mentors' practices on MSs according to their gender. The practices of mentors were examined by using seven components (modelling, cognitive coaching, design conversation, feedback, wellbeing conversation, classroom observation and reflective dialogue) of performance management framework for factors of MSs for beginning teachers (BTs). The content validity index was 0.976 and reliability coefficient (Cronbach  $\alpha$ ) was 0.96 for level of practices about a set of MSs Questionnaire. All 273 mentors were selected by using the census method for mail survey. For interview, 18 mentors were selected by using purposive sampling method. Mixed research method was used. Data were analyzed by using One-Way Analysis of Variance (ANOVA) and Independent Samples *t* Test. Mentors practised to a great extent in overall practices of seven components of MSs. There was a significant difference between central region (CR) and upper region (UR), but there were no significant differences between male and female mentors in overall practices.

**Keywords:** Mentors & Mentoring Strategies.

### **Introduction**

The significance of mentoring for (Beginning Teacher) BTs is gaining wider recognition throughout the world. In Myanmar, the present situation is a curriculum reform period; it has been implemented exponentially at the primary level. Primary teachers, from BTs to expert teachers, are expected to meet the minimum requirements identified in their respective levels (Ministry of Education [MOE], 2017b). Primary teachers are the building blocks of any education system. For this reason, almost every country in the world is increasingly focusing on the role of primary teachers. Developing countries, including Myanmar, have great challenges in recruiting competent primary teachers, although this one is of the greatest importance. The need for BTs to be professionally developed in the area of classroom instruction in their early years of teaching seems to demand serious attention (Senom & Shahratol, 2013; as cited in Vikaraman, Mansor, & Hamzah, 2017). The importance of mentoring has grown in teacher education, which has increased the responsibilities given to mentors (Power et al., 2002; Sonclair, 1997; as cited in Hudson, 2007). Therefore, in Myanmar, mentoring programs have been implemented for BTs in forty townships since December 2016 under the supervision of the Department of Education Research, Planning, and Training (DERPT), with brilliant teacher educators from the Yangon University of Education (YUOE) and Education Colleges. According to MOE (2017a), firstly, a board of mentor selection was organized with the initiation of a Township Education Officer (TEO). Second, (2022) the board members decided that they should select to whom as mentors in accordance with the MOE's mentor selection criteria. Now, all over the country, this program has been implemented by well-trained mentors in one hundred and fifty townships.

### **Significance of the Study**

The teacher population at the primary level in Myanmar has undergone substantial changes in recent years, with a tremendous need for primary teachers as a result of increasing primary level

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enrollment and the fulfillment of the policy's requirement of at least five teachers per primary school prescribed by MOE (MOE, 2017a). The next cause is that more experienced primary teachers were promoted to junior teachers if they who had adequate primary teacher services and applied for the junior teacher positions (MOE, 2016). As a result, among the remaining teachers at the primary levels, over 40% of primary teachers had no more than three years of service, according to the data from the selected 40 townships in 2016–17 Academic Year. Department of Basic Education (DBE) appointed about 83% of those teachers in vacant, rural, and remote primary schools. Approximately 70% of those new teachers were recruited as Daily Wages Teachers, and a large proportion of them do not have formal pedagogical training (MOE, 2017a). According to Darling-Hammond (2000; cited in Nalumansi, 2011), teachers who receive little to no training report being significantly dissatisfied with their training and having more difficulties with their teaching duties.

Khin Zaw (2001) proposed that no educational system can be better than its teachers. In order to provide a competent teaching force, teacher education is crucial in the development of teachers. In order to support and direct BTs, mentoring is a complex, comprehensive process employed in teacher education. Mentoring is one of a PD program's components. It is widely accepted that a mentor teacher guides, counsels, and advises a teacher with less experience in a work setting where there is trust and belief (Koki, 1997). Hudson (2010) claims that mentors can strengthen mentees' teaching practices while concurrently improving their own mentoring and teaching practices. This can help mentees better meet the needs of the students. Mentoring practices are essential for improving pedagogical knowledge of BTs called mentees. There are no researches done to investigate the mentoring practices for BTs in Myanmar. Therefore, this study applauds the need for investigation into current, on-going mentoring given by mentors to provide meaningful support to BTs through effective mentoring practices.

### **Theoretical Framework**

This study was based on seven components (modelling, cognitive coaching, design conversation, feedback, wellbeing conversation, classroom observation and reflective dialogue) of performance management framework for factors of MSs for BTs (Phyu Zar Zar Theint, Thet Naing Oo, Phyu Phyu Yin, 2021).

Mentors need to meet with their mentees in a specific time. Their role is to provide possible solutions if the mentee has difficulties (Hudson, 2004; MOE, 2017a). Kolb's (1984, p. 38) experiential learning theory asserted that, "Learning is the process whereby knowledge is created through the transformation of experience." Depending on the Kolb's learning cycle, Honey and Mumford (1986a & 1986b, as cited in Rosewell, 2005) classified the four basic learning styles. Mentors should have background knowledge about the types of learners to decide a mentee is an activist, a reflector, a theorist, a pragmatist or not, to create learning opportunities. Hudson (2004) stated that mentors need to discuss the integration of skills, abilities and interests into teaching with their mentees. They need to speak favourably and enthusiastically about teaching and learning as well as to outline the positive aspects of teaching. They need to ask mentees questions about how to review the previous lessons (MOE, 2017a; University of North Texas, 2018).

To encourage self-reflection practice and being non-judgemental, they need to listen to mentees' self-evaluation (Hudson, 2004; MOE, 2017a). As a primary teacher, and a colleague, they need to show an interest in the mentee (Hudson, 2004). For instance, thinking how to teach specially after studying the aims of primary level syllabus, and asking how the mentee has fulfilled and outlined impacts on learning outcomes by participating in PD activities, and experiences from school cluster meetings (MOE, 2017a). According to Hartman (2010), they guide their mentees that making error analysis should be performed. Mentors need to direct mentees how to implement

the syllabus and focus on areas within it (MOE, 2017a). For particular students with special needs and other students with talents, they need to tell teaching methods based on students' abilities (Hudson, 2004; MOE, 2017b). They need to show them how to search for validated content knowledge (Hudson, 2004). They should outline syllabus requirements for allocated durations (Hudson, 2013b; MOE, 2017b), and explain impacts of extra-curricular activities in cooperation with Parent Teacher Association (MOE, 2017a).

According to self-efficacy theory, mastery experience was recognized as the most impact for adults (Bandura, 1998). Mentors should assist mentees to select the most preferred teaching strategies by discussing student contexts and needs, and allowing mentees opportunities to test out a range of teaching strategies (Hudson, 2013b; MOE, 2017a). Mentors should talk about possible stressful situations, and explain to the mentee the ways of handling issues. They should encourage their mentees to develop problem solving skills (MOE, 2017a). They should explain to the mentee about types of questions and discuss the ways of preparing key questions in consideration with the students. They should explain about assessment related to ways of progressing learning outcomes.

They should tell about rationale for assessment and allow mentees to learn assessment techniques from other colleagues. They should guide how to record students' achievement according to each lesson, and report to parents or guardians (MOE, 2017b). For PD, they should discuss ideas with other mentors (MOE, 2017a). According to Hudson (2004) and University of North Texas (2018), mentors need to ask the mentee to observe the ways of interacting with students (how to recognize and respect students' views and opinions). Mentors should discuss the students' prior knowledge (MOE, 2017a).

Vygotsky (1980) believed that learning was occurred in zone of proximal development since it was a challenging activity. With the guidance and modeling of a mentor, mentees could learn and practise until they performed their functions independently in a situated learning. According to the theory, mentors ought to demonstrate questioning skills throughout the lesson. They need to demonstrate a lesson by using a hands-on approach. They should model and discuss classroom management strategies. They should model how to organize students into groups (Bandura, 1998). They should talk positively about nature of teaching subjects (Hudson, 2004; MOE, 2017b). They should make references to the syllabus when discussing teaching problems. They should fulfill requirements of mentees and discuss the practices with each other (MOE, 2017b). Enhancing mentees' physical well-being and reducing their stresses were involved in physiological arousal since these factors modified beliefs of self-efficacy (Wood & Bandura, 1989).

The credibility, trustworthiness, and expertise of a mentor were the basic concepts in the social persuasion. Mentors should watch the mentee's teaching to provide specific feedback. They should review the mentee's lesson plans before teaching and provide constructive comments (MOE, 2017b). According to goal-setting theory (Locke & Latham, 2002), setting positive and effective goals can increase attention to the current task, the effort, the persistence, motivation and performance by encouraging the development of specific task strategies. If people failed, they could make more effort or use another way. If they succeeded, self-confidence, analytic thinking, and performance would be improved (Bandura, 1993). They should ask the mentees for their thoughts on how the lesson proceeds (MOE, 2017b; University of North Texas, 2018) and the last lesson taught could be improved (Hudson, 2004; MOE, 2017b). They should provide oral and written evaluations (Hudson, 2004; MOE, 2017b). They need to inform expectations for the planning, teaching and assessment of lessons clearly. Moreover, they should know that teachers make mistakes when trialing a new lesson (Hudson, 2004).

## Research Objectives

- (1) To study the extent of mentors' practices on MSs
- (2) To investigate the variations of mentors' practices on MSs according to their regions
- (3) To reveal the variations of mentors' practices on MSs according to their gender

## Research Questions

- (1) What is the extent of mentors' practices on MSs?
- (2) What are the variations of mentors' practices on MSs according to their region?
- (3) What are the variations of mentors' practices on MSs according to their gender?

## Definition of Key Terms

- A **mentor** is defined as a person who nurtures, supports, and cares for individuals or a small group of students (Rhodes, Bogat, Roffman, Edelman, & Galasso, 2002).

## Limitations of the Study

The study was based on mentors who had mentoring training at only 70 townships in Myanmar. The set of questionnaires that did not measure construct validity was used. Some demographic data were not analyzed because of low effect sizes.

## Operational Definition

- MSs are operationally defined as approaches used by mentors in mentoring practices to nurture, support, and care for their mentees in order to improve the teaching quality of their mentees. Levels of practices on MSs will be measured by mean values rated by mentors. It was found that the greater the mean values of their responses, the more practices of the mentors in MSs.

## Method

In this study, mixed research method was used. A set of questionnaires was developed based on performance management framework for factors of MSs for BTs (Phyu Zar Zar Theint, Thet Naing Oo, Phyu Phyu Yin, 2021). It included gender, age, academic qualification, specialization and service. All 273 mentors were selected using the census method for the mail survey. However, the response rate was 91.94% (N=251). In interview, 18 mentors were selected by using purposive sampling method. For content validity, invaluable advice was appealed to 13 expert teacher educators and 4 expert retired teacher educators from Department of Educational Theory, YUOE. The wordings of some items were revised. A pilot study was conducted with 34 well-trained mentors who did not participate in the main study. The content validity index was 0.976 and the reliability coefficient (Cronbach  $\alpha$ ) was 0.96. Concerning level of practices, it was necessary for mentors to identify the level of practices in each given statement using a Likert Scale of 1 to 4, where: (1) Never; (2) Sometimes; (3) Often; and (4) Always. In quantitative analysis, One-Way Analysis of Variance (ANOVA) and Independent Samples *t* Test were used. In qualitative analysis, the researcher involved throughout precoding, open coding, and axial coding (Khandkar, n.d).

## Findings

### Studying the Extent of Practices on MSs Rated by Mentors

Table 1 presents mean values and standard deviations of practices on modelling rated by two hundred and fifty-one mentors.

**Table 1 Mean Values and Standard Deviations of Mentors' Practices on Modelling**  
(N=251)

No.	Modelling	Mean	SD	Remark
1.	Demonstrating a lesson by using a hands-on teaching approach	3.23	0.70	practise to a moderate extent
2.	Observing the ways of interacting with students in demonstrated teaching	3.27	0.65	practise to a great extent
3.	Demonstrating skillful questioning skills	3.35	0.62	practise to a great extent
4.	Discussing classroom management approaches for creating psychological environment	3.42	0.68	practise to a great extent
5.	Making references to the syllabus in discussing difficulties of preparation and teaching	3.53	0.62	practise to a great extent
6.	Discussing students' prior knowledge before starting a lesson	3.45	0.61	practise to a great extent
7.	Showing ways of organizing groups	3.39	0.64	practise to a great extent
8.	Displaying respect for students' views and opinions	3.41	0.67	practise to a great extent
9.	Demonstrating solicitous tenderness	3.35	0.63	practise to a great extent
10.	Telling mentees about students' progress to report to parents or guardians	3.57	0.60	practise to a great extent
11.	Demonstrating classroom management approaches	3.19	0.68	practise to a moderate extent
12.	Showing how to record students' academic performance	3.58	0.58	practise to a great extent
13.	Explaining question levels, directions and techniques relating to children's readiness level	3.44	0.60	practise to a great extent
	<b>Grand Mean</b>	<b>3.40</b>	<b>0.44</b>	<b>practise to a great extent</b>

**Scoring Direction**

1.00-1.75= do not practise at all  
3.26-4.00= practise to a great extent

1.76-2.50= practise to some extent  
2.51-3.25= practise to a moderate extent

Overall, mentors practised modelling to a great extent as its grand mean value was 3.40. Associated mean values for observing the ways of interacting with students in demonstrated teaching, demonstrating skillful questioning skills, discussing classroom management approaches for creating psychological environment, making references to the syllabus in discussing difficulties of preparation and teaching, discussing students' prior knowledge before starting a lesson, showing ways of organizing groups, displaying respect for students' views and opinions, demonstrating solicitous tenderness, telling mentees about students' progress to report to parents or guardians, showing how to record students' academic performance, and explaining question levels, directions and techniques relating to children's readiness level were 3.27, 3.35, 3.42, 3.53, 3.45, 3.39, 3.41, 3.35, 3.57, 3.58 and 3.44 respectively. However, demonstrating a lesson by using a hands-on teaching approach and classroom management approaches were practised to a moderate extent since their mean values were 3.23 and 3.19.

Table 2 shows mean values and standard deviations of practices on cognitive coaching rated by two hundred and fifty-one mentors.

**Table 2 Mean Values and Standard Deviations of Mentors' Practices on Cognitive Coaching (N=251)**

No.	Cognitive Coaching	Mean	SD	Remark
1.	Observing mentees' teaching through planned lessons to provide feedback	3.73	0.50	practise to a great extent
2.	Telling resources for validated content knowledge to mentees	3.31	0.58	practise to a great extent
3.	Assisting mentees to select teaching strategies according to the children's readiness levels	3.45	0.57	practise to a great extent
4.	Guiding teaching methods for focusing areas	3.54	0.60	practise to a great extent
5.	Asking mentees for better teaching methods	3.55	0.56	practise to a great extent
6.	Suggesting use of teaching methods according to pupils' abilities	3.51	0.59	practise to a great extent
7.	Explaining importance of extra-curricular activities	3.38	0.64	practise to a great extent
	<b>Grand Mean</b>	<b>3.50</b>	<b>0.39</b>	<b>practise to a great extent</b>

**Scoring Direction**

1.00-1.75= do not practise at all

1.76-2.50= practise to some extent

3.26-4.00= practise to a great extent

2.51-3.25= practise to a moderate extent

As the grand mean value of cognitive coaching was 3.50, mentors practised to a great extent. Also, their associated mean values were 3.73, 3.31, 3.45, 3.54, 3.55, 3.51 and 3.38 in the observing mentees' teaching through planned lessons to provide feedback, telling resources for validated content knowledge to mentees, assisting mentees to select teaching strategies according to the children's readiness levels, guiding teaching methods for focusing areas, asking mentees for better teaching methods, suggesting use of teaching methods according to pupils' abilities, and explaining importance of extra-curricular activities.

Table 3 describes mean values and standard deviations of practices on design conversation rated by two hundred and fifty-one mentors.

**Table 3 Mean Values and Standard Deviations of Mentors' Practices on Design Conversation (N=251)**

No.	Design Conversation	Mean	SD	Remark
1.	Discussing how to prepare questions for different individuals	3.33	0.66	practise to a great extent
2.	Discussing how to prepare questions for asking groups	3.47	0.61	practise to a great extent
3.	Providing positive comments after studying mentees' lesson plans	3.55	0.59	practise to a great extent
4.	Directing courses to be able to teach within the schedule	3.57	0.59	practise to a great extent
5.	Briefing about impact of the mentees' experiences from professional development activities on children's learning outcomes	3.43	0.63	practise to a great extent
	<b>Grand Mean</b>	<b>3.47</b>	<b>0.44</b>	<b>practise to a great extent</b>

**Scoring Direction**

1.00-1.75= do not practise at all

1.76-2.50= practise to some extent

2.51-3.25= practise to a moderate extent

3.26-4.00= practise to a great extent

In general, mentors practised design conversation to a great extent as its grand mean value was 3.47. Specially, they perceived that they practised to a great extent in discussing how to prepare questions for different individuals, discussing how to prepare questions for asking groups, providing positive comments after studying mentees’ lesson plans, directing courses to be able to teach within the schedule, and briefing about impact of the mentees’ experiences from professional development activities on children’s learning outcomes because of their associated mean values were 3.33, 3.47, 3.55, 3.57, and 3.43 respectively.

Table 4 presents mean values and standard deviations of practices on feedback rated by two hundred and fifty-one mentors.

**Table 4 Mean Values and Standard Deviations of Mentors’ Practices on Feedback**

(N=251)

No.	Feedback	Mean	SD	Remark
1.	Providing practical suggestions for improving teaching practices	3.59	0.56	practise to a great extent
2.	Providing oral and written evaluation	3.59	0.53	practise to a great extent
3.	Talking about mistakes when trying various teaching methods	3.57	0.57	practise to a great extent
4.	Explaining the links among expectations, planning and teaching	3.54	0.58	practise to a great extent
5.	Explaining about rationale for assessment	3.63	0.53	practise to a great extent
6.	Allowing to learn assessment techniques from colleagues	3.45	0.60	practise to a great extent
	<b>Grand Mean</b>	<b>3.56</b>	<b>0.41</b>	<b>practise to a great extent</b>

**Scoring Direction**

1.00-1.75= do not practise at all

1.76-2.50= practise to some extent

3.26-4.00= practise to a great extent

2.51-3.25= practise to a moderate extent

According to grand mean values of feedback as shown in Table 4, the mentors practised feedback to a great extent. The mean value of providing practical suggestions for improving teaching practices was 3.59, that of providing oral and written evaluation was 3.59, that of talking about mistakes when trying various methods was 3.57, that of explaining the links among expectations, planning and teaching was 3.54, that of explaining about rationale for assessment was 3.63, and that of allowing to learn assessment techniques from colleagues was 3.45.

Table 5 shows mean values and standard deviations of practices on wellbeing conversation rated by two hundred and fifty-one mentors.

**Table 5 Mean Values and Standard Deviations of Mentors’ Practices on Wellbeing Conversation**

(N=251)

No.	Wellbeing Conversation	Mean	SD	Remark
1.	Allowing mentees to test out a range of teaching strategies by themselves	3.40	0.65	practise to a great extent
2.	Developing problem solving skills	3.31	0.69	practise to a great extent
3.	Discussing mentees’ teaching practices with other mentors	3.33	0.71	practise to a great extent
4.	Talking about possible stressful situations	3.29	0.66	practise to a great extent
	<b>Grand Mean</b>	<b>3.33</b>	<b>0.51</b>	<b>practise to a great extent</b>

**Scoring Direction**

1.00-1.75= do not practise at all

1.76-2.50= practise to some extent

2.51-3.25= practise to a moderate extent

3.26-4.00= practise to a great extent



Mentors practised wellbeing conversation to a great extent according to its grand mean value – 3.33, as shown in Table 5. Corresponding mean values in allowing mentees to test out a range of teaching strategies by themselves, developing problem solving skills, discussing mentees' teaching practices with other mentors, and talking about possible stressful situations were 3.40, 3.31, 3.33 and 3.29 respectively.

Table 6 depicts mean values and standard deviations of practices on classroom observation rated by two hundred and fifty-one mentors.

**Table 6 Mean Values and Standard Deviations of Mentors' Practices on Classroom Observation (N=251)**

No.	Classroom Observation	Mean	SD	Remark
1.	Praising the positive aspects in mentees' teaching	3.67	0.56	practise to a great extent
2.	Listening actively to mentees' reviewing	3.46	0.57	practise to a great extent
3.	Showing an interest as a colleague	3.54	0.58	practise to a great extent
4.	Viewing mentees' classroom practices to fulfill requirements	3.48	0.65	practise to a great extent
	<b>Grand Mean</b>	<b>3.54</b>	<b>0.40</b>	<b>practise to a great extent</b>

**Scoring Direction**

1.00-1.75= do not practise at all

2.51-3.25= practise to a moderate extent

1.76-2.50= practise to some extent

3.26-4.00= practise to a great extent

Generally, mentors practised classroom observation to a great extent since grand mean value for it was 3.54. Since related mean values were 3.67, 3.46, 3.54 and 3.48, mentors believed that they practised to a great extent in praising the positive aspects in mentees' teaching, listening actively to mentees' reviewing, showing an interest as a colleague, and viewing mentees' classroom practices to fulfill requirements.

Table 7 describes mean values and standard deviations of practices on reflective dialogue rated by two hundred and fifty-one mentors.

**Table 7 Mean Values and Standard Deviations of Mentors' Practices on Reflective Dialogue (N=251)**

No.	Reflective Dialogue	Mean	SD	Remark
1.	Providing leading questions for mentees' self-reflection on their classroom practices	3.50	0.58	practise to a great extent
2.	Discussing the integration of skills, abilities and interests into teaching with their mentees	3.52	0.56	practise to a great extent
3.	Talking about effective teaching methods according to the nature of subjects	3.33	0.61	practise to a great extent
4.	Analyzing mentees' teaching on learners' learning abilities	3.41	0.63	practise to a great extent
	<b>Grand Mean</b>	<b>3.44</b>	<b>0.41</b>	<b>practise to a great extent</b>

**Scoring Direction**

1.00-1.75= do not practise at all

3.26-4.00= practise to a great extent

1.76-2.50= practise to some extent

2.51-3.25= practise to a moderate extent

Generally, reflective dialogue was practised by mentors to a great extent as its grand mean value was 3.44. Mean values for providing leading questions for mentees' self-reflection on their classroom practices, discussing the integration of skills, abilities and interests into teaching with their mentees, talking about effective teaching methods according to the nature of subjects, and analyzing mentees' teaching on learners' learning abilities were 3.50, 3.52, 3.33 and 3.41 respectively.







**Table 10 One-Way ANOVA Results Showing Mentors' Practices on Mentoring Strategies Grouped by Regions (N=251)**

Dependent Variables		Sum of Squares	df	Mean Square	F	p
Modelling	Between Groups	3.439	2	1.719	9.433	0.000** *
	Within Groups	45.206	248	0.182		
	Total	48.645	250			
Cognitive Coaching	Between Groups	1.024	2	0.512	3.356	0.036*
	Within Groups	37.846	248	0.153		
	Total	38.870	250			
Design Conversation	Between Groups	1.300	2	0.650	3.373	0.036*
	Within Groups	47.797	248	0.193		
	Total	49.098	250			
Wellbeing Conversation	Between Groups	1.783	2	0.892	3.495	0.032*
	Within Groups	63.271	248	0.255		
	Total	65.054	250			
Classroom Observation	Between Groups	2.294	2	1.147	7.669	0.001**
	Within Groups	37.096	248	0.150		
	Total	39.390	250			
Reflective Dialogue	Between Groups	1.343	2	0.671	4.055	0.019*
	Within Groups	41.069	248	0.166		
	Total	42.412	250			
<b>Overall</b>	<b>Between Groups</b>	<b>1.513</b>	<b>2</b>	<b>0.756</b>	<b>5.768</b>	<b>0.004**</b>
	<b>Within Groups</b>	<b>32.515</b>	<b>248</b>	<b>0.131</b>		
	<b>Total</b>	<b>34.028</b>	<b>250</b>			

Note: \*\*\* $P < 0.001$ , \*\*  $P < 0.01$ , \*  $P < 0.05$

According to the ANOVA results in Table 10, there were significant differences in modelling ( $df=2$ ,  $F=9.433$ ,  $p < 0.001$ ), cognitive coaching ( $df=2$ ,  $F=3.356$ ,  $p < 0.05$ ), design conversation ( $df=2$ ,  $F=3.373$ ,  $p < 0.05$ ), wellbeing conversation ( $df=2$ ,  $F=3.495$ ,  $p < 0.05$ ), classroom observation ( $df=2$ ,  $F=7.669$ ,  $p < 0.01$ ) and reflective dialogue ( $df=2$ ,  $F=4.055$ ,  $p < 0.05$ ) in addition to overall practices ( $df=2$ ,  $F=5.768$ ,  $p < 0.01$ ). Table 11 indicates Turkey HSD results showing multiple comparisons for MSs.

**Table 11 Turkey HSD Results Showing Multiple Comparisons for Mentoring Strategies (N=251)**

Dependent Variables	(I) Region	(J) Region	Mean Difference (I-J)	<i>p</i>
Modelling	CR	UR	0.320*	0.000***
		LR	0.178*	0.021*
Cognitive Coaching	CR	UR	0.175*	0.027*
Design Conversation	CR	UR	0.194*	0.030*
Wellbeing Conversation	CR	UR	0.229*	0.025*
Classroom Observation	CR	UR	0.252*	0.001**
	LR	UR	0.173*	0.009**
Reflective Dialogue	CR	UR	0.200*	0.013*
<b>Overall</b>	<b>CR</b>	<b>UR</b>	<b>0.212*</b>	<b>0.002**</b>

Note: \*\*\* $P < 0.001$ , \*\* $P < 0.01$ , \* $P < 0.05$

There was a significant difference among three different nominal levels after comparing those levels (region). As test of homogeneity of variance was not significant, Turkey HSD post hoc test was applied in order to know specific pairs of means among regions.

The data presented in the Table 11 showed that mentors in the CR significantly differed from both of those in the UR ( $p < 0.001$ ,  $d = 0.79$ ) and LR in modelling ( $p < 0.05$ ,  $d = 0.42$ ). Mentors in both the CR and LR significantly differed from those in the UR in classroom observation ( $p < 0.01$ ,  $d = 0.68$ ;  $p < 0.01$ ,  $d = 0.46$ ). Mentors in the CR differed from those in the UR in cognitive coaching ( $p < 0.05$ ,  $d = 0.47$ ), design conversation ( $p < 0.05$ ,  $d = 0.43$ ), wellbeing conversation ( $p < 0.05$ ,  $d = 0.47$ ) and reflective dialogue ( $p < 0.05$ ,  $d = 0.50$ ). Overall practices, there was a significant difference between the mentors in the CR and UR ( $p < 0.01$ ).

### Revealing Variations of Mentors' Practices on Mentoring Strategies According to Their Gender

Table 12 describes Independent Samples *t* Test results showing mean comparison of MSs grouped by gender.

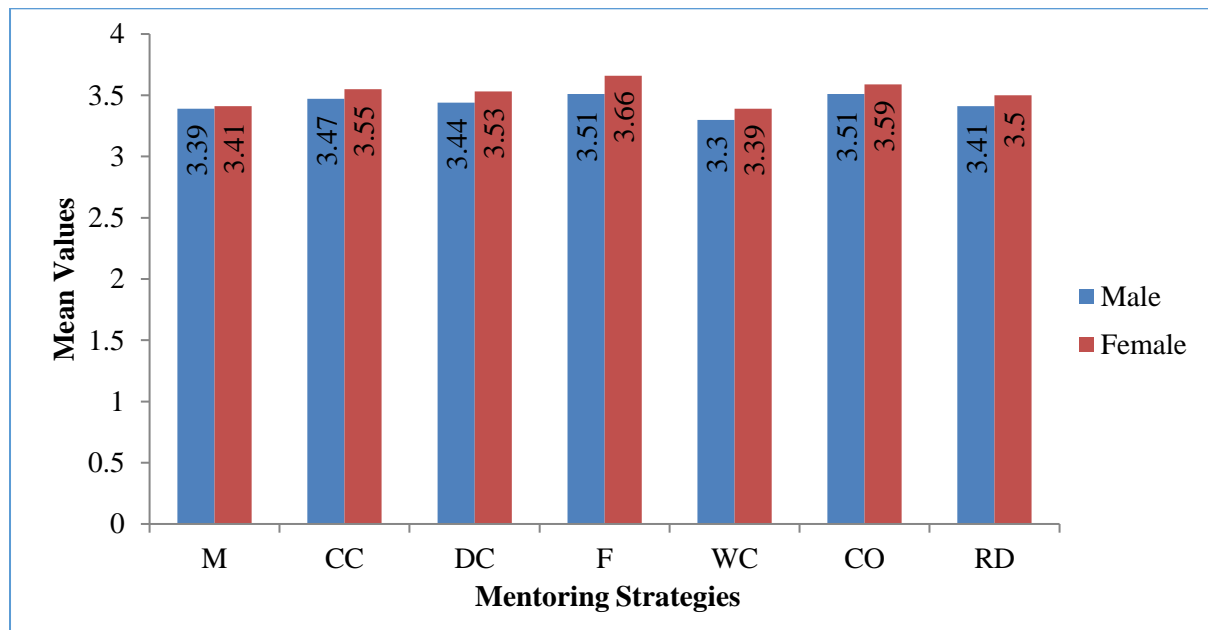
**Table 12 Independent Samples *t* Test Results Showing Mean Comparison of Mentoring Strategies Grouped by Gender (N=251)**

MSs	Gender	N	Mean(SD)	<i>t</i>	<i>df</i>	<i>p</i>
Feedback	Male	162	3.51(0.41)	-2.860	249	0.005**
	Female	89	3.66(0.40)			
<b>Overall</b>	<b>Male</b>	<b>162</b>	<b>3.43(0.37)</b>	<b>-1.818</b>	<b>249</b>	<b>ns</b>
	<b>Female</b>	<b>89</b>	<b>3.52(0.36)</b>			

Note: \*\* $P < 0.01$ , ns= no significance

To test the difference between two independent groups (in that case, male mentors and female mentors) on normal dependent variables, the Independent Samples *t* Test was used. According to Table 12, male mentors were significantly different from female mentors ( $t = -2.860$ ,

$df=249, p=0.005$ ) in practising feedback. However, there were no significant differences between male and female in overall practices.



M=Modelling  
 CC=Cognitive Coaching  
 DC=Design Conversation  
 F=Feedback  
 WC=Wellbeing Conversation  
 CO=Classroom Observation  
 RD=Reflective Dialogue

**Figure 2** Comparison for Practices of Mentoring Strategies Grouped by Gender

As shown in Figure 2, female mentors had higher practices on MSs (Mean=3.52) than male mentors (Mean=3.43). Comparison of mean values was seen in Figure 2. For female mentors, feedback had the highest practice (Mean=3.66) but wellbeing conversation had the lowest practice (Mean=3.39). In practices of male mentors, feedback and classroom observation had the highest practices (Mean=3.51) in comparison with other strategies. However, wellbeing conversation had the lowest practice (Mean=3.30).

### Results and Discussion

The specific items in modelling were practised to a moderate extent by mentors (Mean=3.19 and Mean=3.23) since *classroom management approaches did not demonstrate well* due to insufficient physical facilities like seating in schools and constraints of time for them (27.78% of the mentors performed them) and *a lesson did not model well using a hands-on teaching approach* because there was only one mentee in the entire school and constraints of time for them and their mentees (33.33% of the mentors conducted it).

After comparing the grand mean of each component, it was found that **feedback** had the highest mean value (Mean=3.56) and well-being conversation had the lowest (Mean=3.33). Based on interview, oral feedback was utilized by mentors to re-teach for slow learners and to praise their mentees' strengths, while written feedback was used to pinpoint the mentees' strengths and what to modify in classroom management and using teaching methods. In written evaluation of Toolkit (4), they listed advantages and what to modify in the next school visit. In the second school visit, it was again checked against with suggestions of the first school visit. A mentor employed videotaping and maintained track of his mentees' portfolios so that he could enable portfolio discussions with his mentees, principals, and his Township Education Officer (TEO) during a release time. Giving and receiving feedback, most of the mentors added, was advantageous for both them and their

mentees. This result was consistent with recommendations made by the Northern Territory Department of Education (2014) that mentors should provide and receive feedback. Goal-setting theory claims that feedback was a powerful motivational factor that enabled people to assess their progress (Locke & Latham, 2002).

A few mentors in the **wellbeing conversation** only talked about problem-solving techniques to get over their own obstacles, and then they described how they support their mentees emotionally concerning communication, training, meetings on the weekends, challenges in teaching, classroom management, assessment, and so on, while writing mentoring reports, particularly at their Township Education Offices in the last week of every month despite having little time. This result was in line with the findings of Kilburg's study (Kilburg, 2007), which indicated that not all mentors possess the knowledge and expertise necessary to offer that help.

In comparison of overall practices among **regions**, there was a significant difference between CR and UR. Using the local language to communicate with ethnic groups and having maladjusted mentees (some mentees who received MA/MSc degrees) were found as differences based on interview results. Support from school principals and TEOs, working in schools with a limited number of teachers, and being project areas of some PD programme under MOE were also found to be differences. Mentors claimed that mentoring BTs would be successful if mentors had enough time, administrative help, more interactions with their mentees, a desire to mentor, and access to mentoring skills, according to Frazier (2006; as cited in Vikaraman, Mansor, and Hamzah, 2017).

In hilly areas, particularly during the rainy season, some mentors in UR experienced transportation challenges. Then, mentors spoke of "their not committed mentees to children." The mentees' commitment is essential for effective mentoring. Similarly, Hudson (2013a) found that desirable attributes of mentees were enthusiasm, being personable, commitment to children, lifelong learning or love of learning, being open or reflective to feedback, developing resilience, and taking responsibility for their learning. Similarly, Hall, Draper, Smith and Bullough (2008) found that the mentors who had worked with a struggling mentee teacher more frequently ranked critical feedback and relationship as the most important aspect. In contrast, the mentors who had not worked with a struggling pre-service mentee teacher more frequently ranked opportunities to teach, personal traits and emotional support as the most crucial aspect. Even though some mentors were aware that mentoring was relationship-oriented, they occasionally used office and position power to intimidate their challenging mentees.

There were no significant differences between **male and female mentors**, concerning overall practices. However, male mentors were significantly different from female mentors in **feedback**. In the interview, it was shown that female mentors were more inclined than male mentors to offer their mentees emotional support because of their mutual trust with their mentees. Furthermore, even if they had limited opportunities in the lives of their own BTs, they considered themselves to be the recognized primary teachers four or five years ago and were eager to serve as mentors for BTs. According to their mentees' perceptions, female mentors provided more personal and emotional guidance than male mentors, according to the study by Fowler, Gudmundsson, and O'Gorman (2007). In addition, at the Township Education Office, where there were job vacancies for Assistant Township Education Officers (ATEOs), some male mentors were overworked in the office due to performing additional functions of ATEOs.

## Suggestions

The following suggestions are based on the research findings.

1. More physical facilities, like seating, should be provided for remote, rural primary schools. More time should be provided not only mentors for demonstrating a teaching approach and classroom management approaches but also mentees who observe these approaches.
2. The mentors should provide emotional welfare by relieving their mentees' stresses and building a trusting relationship.
3. School principals and TEOs ought to monitor their mentors' mentoring functions occasionally and the workloads of some mentors should be reviewed by TEOs.
4. Due to transportation difficulty in hilly regions in UR and constraints of time in all regions, a school-based mentoring program should be considered.
5. Mentors should be aware of their roles and functions in practising MSs to guide their mentees.
6. Highly capable leader teachers (the highest position in the professional growth and development of teachers in Myanmar) should be attracted to apply for the mentors positions.

## Need for Further Studies

Due to regional variations, mentors' challenges in practising mentoring on MSs in their areas, as well as causes of variations in feedback practices between male and female mentors, should be studied.

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