

Evaluation on the mentoring program support factor in Tylers Evaluation Model to the pre-service teachers of the School of Education of Xavier University

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Abstract

The study delved into the evaluation of a three-year mentoring program of Xavier University at the School of Education using the Tylers Evaluation Model among the pre-service teachers of the School of Education which is a basis to pursue the mentoring program. The adoption of Tylers' model is used to determine the objectives, identify experiences, organize experiences and evaluate effectiveness. This is a descriptive-evaluative research design using a quantitative technique. The evaluation model utilized is the Tyler model evaluation. Based on the results of the study, the variables of the study such as the evaluation rating of mentors resulted in superior and for the mentees strongly agree. The findings have shown that the mentors are aware of their responsibilities and the mentees agree to continue the program as it assists them holistically as preservice teachers. The investigators concluded and recommended that the program is effective to continue the program at the school of education as a support to the pre-service teachers with a favorable impact to the lives of the mentees.

Introduction

Education has transformed the world in recent years. At the moment, post pandemic as life gradually returns to normal, attention must be paid to the shift back to face-to-face schooling and its ramifications. In other words, we had to "reconstruct education" and students had to adjust to the new set up over and above. The transition and impending changes have been anticipated: waking up early of students, the antagonizing of going to school and home vice versa, the budgeting of allowances to forecast additional expenses, studying at night for onsite exams, sitting inside the classrooms and listen to their professors for hours, performing tasks onsite, navigating a new system in the campus.

Teachers are at the forefront of noticing and interacting with the students' struggles. There is so much still needed to bring equity into classrooms and get students back to learning safely and effectively, but these plans are a start. Teachers noticed the struggles of the students. And teachers address the needs of the students both in the management of well-being and academic assistance, through mentoring.

A successful and fulfilling career in any field requires mentoring. Relationships between mentors and mentees are established and structured through formal mentoring programs. They can enhance the learning, and school attitude of mentees and have a favorable impact on their

career plans. For both mentees and mentors, mentoring programs can make it easier to build professional networks and offer social support.

Mentoring Program in School of Education formally started in 2019 with an expected professional activity, as teachers are called to mentor their students. Given the rise of mental health problems and challenges in achieving the program learning outcome due to online learning and face to face transition., it is imperative to provide support, counsel, and guidance to the students. School of Education mentors are not limited to students' academics but also to other aspects of their lives.

Related Literature

Evaluation

Evaluating the relationship between mentees and mentors is critical for understanding the effectiveness of mentorship programs and the impact they have on the personal and professional development of both parties. In recent years, evaluating mentoring has become increasingly popular in building relationships, and assessing the success of the mentorship program in achieving its objectives. Research has shown that well-structured mentorship programs can have a positive impact on the professional development of mentees, including increased job satisfaction and improved career prospects (Kram & Holmes, 2011). However, it is important to assess the effectiveness of the mentorship relationship in order to understand the extent to which these benefits have been realized. In addition to assessing the success of the mentorship program, evaluating the mentee-mentor relationship using a research-based approach can also provide feedback to both parties, allowing them to reflect on their experiences and identify areas for improvement. Research has found that mentees who receive feedback from their mentors are more likely to feel satisfied with the mentorship relationship and perceive it as beneficial (Eby, Allen, & Benton, 2008).

Evaluating the mentee-mentor relationship can also provide valuable insights into the strengths and weaknesses of the relationship, informing the design of future mentorship programs. Ragins & Kram (2007) has found that a lack of clarity about expectations and goals is a common challenge faced by mentee-mentor pairs. By identifying these challenges through evaluations, mentorship programs can be designed to address them, improving the effectiveness of the mentorship relationship. It is then essential for understanding the impact of mentorship programs and for informing the design of future initiatives.

Relationship

Various researches has also shown that the role of mentors can be complex, with mentors serving as role models, advisors, and advocates for their mentees (Mansour, Obaid, & Bany Ali, 2018). Research has shown that the nature of mentoring relationships can vary greatly, with some relationships being more formal and structured and others being more informal and fluid (Brouwer, Kamps, & van der Meijden, 2019). A study also revealed that the quality of the mentor-mentee relationship is a key factor in the effectiveness of mentoring programs (DuBois & Karcher, 2005). To improve mentoring for college students, it is important to foster positive and supportive relationships between mentors and mentees. In addition, cultural factors can play a significant

role in mentoring relationships, and that it is important for mentors to be culturally competent and aware of the potential impact of cultural differences (Mansour et al., 2018).

Brouwer et al. (2019) has emphasized the importance of carefully matching mentors and mentees, as mismatches can negatively impact the effectiveness of mentoring programs. In addition, Rhodes & DuBois (2002) also mentioned that careful matching of mentors and mentees can improve the effectiveness of mentoring programs. Consider factors such as personality, interests, and career goals when matching mentors and mentees.

Online peer mentoring and remote learning have become increasingly important in recent years due to the growth of technology and the rise of remote work and distance education. A recent study by Goodrich (2021) explored the impact of online peer mentoring on remote learning, focusing on the experiences of college students in an online learning environment. The study found that online peer mentoring was beneficial for students in several ways, including providing them with a sense of community, helping them stay motivated and engaged, and enhancing their sense of belonging in the online learning environment. Additionally, online peer mentoring was found to help students overcome the isolation and lack of connection that can often accompany remote learning. A study by Chang and colleagues (2021) found that college students who participated in a mentoring program experienced improvements in their academic motivation, self-efficacy, and engagement. Another study by Powell and Henry (2022) found that mentoring was associated with increased persistence and persistence-related outcomes, such as reduced risk of dropping out of college. Moreover, mentoring has also been found to positively impact students' mental health and well-being. A study by Kim and Lee (2021) found that mentoring was associated with reduced symptoms of depression, anxiety, and stress in college students. Another study by Smith and colleagues (2018) found that mentoring was associated with increased resilience and coping skills among college students.

In addition, mentoring has also been found to provide valuable support and guidance for students as they navigate the challenges of college and beyond. A study by Taylor and Jackson (2020) found that mentoring was associated with improved career planning and decision-making for college students. Another study by Jones and Rodriguez (2021) found that mentoring was associated with increased self-reflection and self-awareness among college students. Establishing clear goals and expectations for the mentoring relationship can help to ensure that the program is productive and successful (Rhodes & DuBois, 2002). This can include establishing expectations for communication and meeting frequency, as well as specific academic or personal goals that the mentee would like to achieve.

This study focused on the mentors and mentees in determining the proof of evidence of the evaluative positive effects on the mentoring program of the pre-service teachers at the School of Education of Xavier University-Ateneo de Cagayan. In a prospective study on mentor-mentee relationships, its goal-oriented strategy in planning their careers and thriving to balance personal life amidst the heavy demands. Specifically, the following aspects were answered:

1. What is the evaluation of the SOE mentoring program by the:
 - 1.1 mentors
 - 1.2 and the mentees?

2. The findings of the study will make recommendations to continue or cease the mentoring program of the School of Education.

Methodology

This is a descriptive-evaluative research design using a quantitative technique. The descriptive survey method's goal is to produce a record of the present and existing program of the school of education. This strategy was chosen since it was the most suited for addressing the study's goal. This aims to depict data patterns using frequency distributions, percentages, and metrics of central trends. Furthermore, this design would explain the study's profile in order to portray the patterns of effect of practices and probable recommendations for the improvement of the SOE's Mentoring Program. The study adapted the survey tools from Measuring the Effectiveness of Faculty Mentoring Relationships Ronald A. Berk, PhD, Janet Berg, MS, RN, Rosemary Mortimer, MS, MEd, RN, Benita Walton-Moss, DNS, RN, and Theresa P. Yeo, MSN, MPH, RN. An online survey study was conducted by the researchers through an electronic-based questionnaire designed in Google Survey form and the web-link was shared to the 68 students and 9 instructors of School of Education of Xavier-Ateneo de Cagayan for a period of three weeks in March 2023.

Results and Discussion

Table 1. The evaluation of Mentors

	Mean	Standard Deviation	Interpretation
The evaluation of Mentors	3.32	0.63	Superior

Note: 1.00- 1.75 – poor, 1.76-2.51 – below satisfactory, 2.52-3.27 – very good, 3.28-4 Superior

Table 1 shows that the mentors are aware of their responsibilities to provide support to the students through mentoring to check the mental health, academic assistance and address outside school concerns of the preservice teachers. Above all, the mentors are aware of the goal of the mentoring program of the school of education.

Table 2. The evaluation of Mentees

	Mean	Standard Deviation	Interpretation
The evaluation of Mentees	3.63	0.14	Strongly agree

Note: Note: 1.00- 1.75 – strongly disagree, 1.76-2.51 – disagree, 2.52-3.27 – agree, 3.28-4 strongly agree

Table 2 according to these results it simply shows that the students of the School of Education are effective wherein the mentors are approachable and are ready to provide assistance to the students through scheduled mentoring and that they are in need of the program and thus agreed to continue such program.

Conclusion and recommendations

Data from this study suggest that the School of Education mentoring program provides support, counsel, and guidance not limited to students' academics but to other aspects of their lives, thus meeting its objective of having an impact on addressing the personal, social, and academic competences of every mentor and mentee's education journey. No evidence existed in this study to support their academic improvement.

The objective-oriented method is credited with being conceptualized and made famous by the evaluation utilizing the Ralph Tyler Model. His model or method calls for the evaluator to first specify the objectives of a certain activity or program before concentrating the evaluation on the degree to which those objectives are met. The mentoring program of Xavier University has achieved its goal that supports the preservice teachers. A technique for determining the degree of the program's success or failure is objective achievement. As the students experience their college life the faculty represented by the faculty has aided its mental health, academic health and other concerns of the students that is beyond the classrooms. Therefore, the investigators can conclude that the program is effective and recommends continuing the school of education mentoring program. The investigators have scheduled orientation on the benefits of SOE mentoring program as this encourages the pre service teachers visit their mentors.

Mentoring was presumed by the students as to be both a requirement and an avenue to vent out their education journey. As time went on, more and more students understood its basic goal, and the outcomes demonstrate their support for the mentorship program's survival. They are able to align and comprehend to what it really means, from mentors' perspective. As mentors define it as a process of passing on knowledge and skills from someone regarded to be more knowledgeable. Giving information, insight, or experience to someone who is thought to have less. Mentoring is a nurturing relationship between the mentor and mentee whereby a mentor provides guidance and facilitation to the mentee in terms of academic, behavioral, and social dimensions, all geared towards the holistic development of the student. The results confirm the necessity of continuing the mentorship program.

Such findings underscore the need to research and delve on the relationship of mentoring program with their academic achievement, both online and face-to-face set-up. Future researchers could also examine the nuances of mentoring, and expand mentorship opportunities through matching mentees who have expertise in specific courses that will allow specialized guidance based on mentees' interests and needs. Future researchers could also focus on understanding equivocal results related to different approaches to mentor-protégé (or mentee) matching, on more clearly delineating what occurs during mentoring relationships and how this affects specific groups, and on studying the effects of mentoring at career stages currently under-represented in the literature.

Research Instrument

Over-all Impression				
Please tell us your honest and objective assessment on the following aspects. Please tick the box corresponding to your rating. Use the scale below.				
1 - Poor 2 - Below Satisfactory 3 - Very Good 4 - Superior				
	Poor (1)	Below Satisfactory (2)	Very Good (3)	Superior (4)
Mentors' Research questions:				
1. My mentee was diligent with the mentoring schedule.				
2. My mentee appeared to be physically healthy during the mentoring session.				
3. My mentee was aware of his/her college duties and responsibilities.				
4. My mentee was expressive with his/her academics.				

5. My mentee was expressive of his/her personal feelings.				
6. My mentee was able to name of his/her peers confidently.				
7. My mentee was expressive that he/she needed academic and emotional support.				
8. My mentee was resilient with constructive critiques provided by the mentor.				
9. My mentee was motivated to do his/her best both in personal and academic life.				
10. My mentee was provided with guidance in direction as a pre-service teacher.				
11. My mentee was in coherent, timely in response and comprehensive with all the questions during mentoring session.				
12. My mentee demonstrated the attitude of the willingness to be given tasks and assignments for the next mentoring session.				

Over-all Impression				
Please tell us your honest and objective assessment on the given aspect. Please tick the box corresponding to your rating. Use the scale below.				
4- Strongly Agree 3 - Agree 2- Slightly Agree 1 - Disagree				
Mentees' Research questions:	Disagree (1)	Slightly Agree (2)	Agree (3)	Strongly Agree (4)
1. My mentor was accessible.				
2. My mentor was approachable.				
3. My mentor was supportive and encouraging.				
4. My mentor provided constructive and useful tips for me to improve on.				
5. My mentor motivated me to improve my studies.				
6. My mentor was helpful in providing direction and guidance on professional issues.				
7. My mentor acknowledges my hard work appropriately.				
8. My mentor answered my questions satisfactorily.				
9. Mentoring helps me holistically				
10. Mentoring session allows me to express myself				
11. I contacted my mentor right after I knew that we're having a session				

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