

MENTORSHIP APPROACH TO BUILDING SELF-CONFIDENCE FOR NEOPHYTE TEACHERS

by:

Jo An P. Paclibar

Teacher I, Hermosa National High School-Annex

Teachers encounter many challenges during their initial years of teaching. According to Jones (2006), two of the main challenges are to learn to regulate the extremely complicated classroom conditions and to regulate their own emotional resources. Before entering the teaching profession or entering a classroom to instruct, teachers are required to have a certain level of confidence. This article explored the connection between support from subject mentors to neophyte teachers and their self-confidence. The issue of neophyte teachers' confidence is thought to be influenced by a variety of factors. New graduates with either a Bachelor of Secondary Education (BSED) or a Bachelor of Elementary Education (BEEd) degree make up two groups of neophyte teachers. Also, the graduate of another profession who was certified to teach after taking 18 units of pedagogy.

The experience that different studies seek has been obtained through a mentoring program. A cycle of improvement was used to identify each beginner's deficiencies, and the training program's many workshops and seminars must be conducted as well. According to Packard (2003) mentoring is a relationship that develops between a more inexperienced person known as the mentor and a less experienced person known as the mentee who receives the intervention.

Most new teachers are available excited and fully confident, only to understand that the real world is much tougher than the picture they had painted in their minds. This forces them to regulate on the fly, which may be overwhelming and where confidence is often lost. In a formal relationship, the teacher-responsibility mentor is to evaluate the

beginning teacher's teaching abilities and offers support. This role played by subject mentors in boosting the self-confidence of neophyte teachers is gigantic and cannot be overemphasized. Results are attained by a variety of positive improvements in their instruction, improvement in the management, organization, and control of their classes, as well as in terms of how they deliver their presentations, including their oral delivery, posture, and message. In this way mentorship approach accomplished this issue to give these neophyte teachers greater self-confidence and better management organization and implementation of their classes and lessons, thereby improving their teaching.

Smith and Ingersoll, (2003) found that teachers who had access to mentors from the same subject area and who participate in induction activities, such as planning and collaboration with other teachers, were less likely to quit the field during their first year. Innovative strategies are needed to attract and keep talented individuals in the academic environment. Mentorship initiatives benefit the academic community. Through improved adjustment and professional academic advancement, an effective mentorship relationship helps aspiring teachers launch successful careers as teachers. However, whether mentoring connections are established formally or informally, there are certain fundamental characteristics of mentees and mentors that are likely to produce good mentoring partnerships. Such behaviors include aligning expectations, building rapport, and maintaining open communication. Successful mentors are regarded to be competent teachers with a track record that emphasizes what the student should learn. Positive outcomes of successful mentoring programs for neophyte educators include a harmonious relationship with the mentor, improved job satisfaction in a faculty role, improved quality of nursing instruction, and retention in the education profession.

Slowly, over the course, with assistance and suggestions from their mentors, most neophyte teachers will gradually regain their confidence and begin the ascent towards enhancing their overall effectiveness.

References:

Ingersoll, R.M., & Smith, T.M. (2003). The wrong solution to the teacher shortage.

Educational Leadership, 60(8), 30-33.

Jones, W. C., et al. 2006, A&A, submitted (astro-ph / 0606606)

Packard, B. W. (2003). Definition of mentoring. Retrieved from

http://ehrweb.aaas.org/sciMentoring/Mentor_Definitions_Packard.pdf