GENDER, MENTORING AND MOTIVATION

Sarah Fletcher
Abstract:

There is a growing body of literature relating to mentoring in secondary schools which forms the backbone of the recent moves in England to increase the role of the School in initial teacher education. Little research as yet has been carried out into school-based mentors’ perceptions of their work. This paper reports on an investigation aimed at exploring differences of perception between male and female, novice and experienced mentors of their mentoring activity. It is important to identify and understand any differences in perception that can be attributed to gender in order to maximise the potential of the mentoring situation for novice teacher and mentor alike.
(2) The Context of the Research Project

In 1992, sweeping new changes were announced for the reorganisation of initial teacher education (ITE) in England. As one of the consequences of these changes, students taking a one year Post Graduate Course in Education (PGCE) for the secondary sector (teaching pupils aged 11 - 18 years) have been expected to spend twenty four out of the thirty-six weeks of the PGCE course based in schools. While in schools, they work closely alongside classroom teachers, who are called mentors because like Homer's Mentor they advise and guide their proteges. The mentors work in subject departments in schools: for example, teaching English, Mathematics or Science. They are usually experienced teachers and often carry posts of seniority within the subject department. As part of the arrangements for undertaking ITE, the mentors are offered mentor training sessions by the higher education institutions (HEIs) with whom they work in partnership. Both the school-based mentors and the HE-based tutors work to a carefully coordinated course to train the novice teachers (NTs).

There is a growing wealth of literature concerned with guiding mentors in their craft (Fish, 1995/Stephens, 1996) and in setting out the respective areas of responsibility for ITE for the partners (Furlong, 1996). As yet, however, there have been
relatively few reports of recent research projects at a national level, with the notable exception of that produced by the National Union of Teachers in conjunction with the University of the West of England, (NUT/UWE 1995). The move to school-based ITE is still, relatively speaking, in its infancy and it is to be expected that there will soon be other national reports of the schools’ perspectives of ITE. The recent publication by McIntyre and Hagger (1996) presents an enlightening in-depth study carried out by school-based mentors in conjunction with HEI colleagues. This is a most welcome development within the literature relating to the School’s as well as to HE’s perspective of school-based teacher training. Until recently, most though not all (Fletcher, 1994), of the publications in the field of mentoring were written by people working in universities.

(2) The Aims of this Research Project

One of the main intentions for the research reported in this article was to provide a mouth-piece for school-based mentors by collating their own accounts of their work. The principle aim is to report on a small-scale research project which examined differences in response between male and female mentors towards their mentoring activities in secondary schools. In order to do this, questionnaires were sent to mentors working in schools within the Bath University PGCE Partnership Scheme. The respondents in the survey have been categorised by gender and also by their length of service as mentors in schools. Apart
from Reich's (1986) work which explores some of the gender issues that relate to mentoring, little research has been apparently been carried out. If mentoring is to be a satisfying experience for all concerned (ITE partnership schools, NTs and HEIs) it is essential to identify as a precursor to understanding any differences in manner or perception of mentoring practice that can be attributed to gender differences.

(2) The sample used for data collection:

One hundred questionnaires were sent to mentors and there was a response rate of sixty-two per cent. The mentors were selected from two subject areas: modern languages and science, chosen because they each comprised several subjects (French/German/Spanish) and (Physics/Chemistry/Biology). Some of the subject areas in the Bath University PGCE course are organised on the university side by one person. This might have influenced the random quality of sample selection that was sought and so these two subject areas were selected as they would bring mentors into contact with a larger number of university-based tutors. Mentors were drawn from what are termed Homeschools (HS) and Complementary Schools (CS) within the Bath University PGCE scheme: currently, Homeschools offer novice teachers a placement for whole of the Autumn, half of the Spring Term and the Summer Term. Complementary Schools offer a placement intended to complement the novice teachers' teaching experience in the Homeschool and this second placement lasts for
approximately half the Spring Term. Some schools offer both Home and Complementary School placements, thus taking a new intake of novice teachers in the Complementary phase of the PGCE course.

The differences in perceptions between modern languages and science mentors are to be reported in a further paper. At the time of the survey, the mentors were working in secondary schools in the Bath and Bournemouth catchment areas geographically distributed from Gloucester in the north to Salisbury in the east, Poole in the south and Burnham-on-Sea in the west. Accordingly, this may be regarded as a representative sample of mentors engaged in ITE within a School/HEI PGCE Partnership.

(2) The scope of the research:

The research reported in this paper is part of an on-going survey of the mentors’ perceptions of their role in ITE. The data used was collected using a questionnaire comprising a series of thirty-five questions organised under seven sub-sections:

A) sample information (gender/previous experience in mentoring/principle (homeschool) or secondary (complementary) school placement.
B) mentoring activities undertaken with the novice teacher (NT) during the allotted time in school.
C) mentoring arrangements in the particular school context.
D) personal levels of response to mentoring activity.
(relating to enjoyment/self-confidence/personal reasons for undertaking mentoring/priority of teaching:mentoring).

E) more/less satisfying aspects of mentoring activities.

(3) A) Sample Data:

Of the 62 replies, one was not suitable for analysis because it had been completed by a member of the senior management team in the mentor's absence. Not all questions were answered by all of the respondents and this explains the apparent anomaly in the number of replies to different sections. Respondents were invited to add any comments relating to their replies as they wished and the content of these open-ended statements is referred to in the discussion section of this paper.

Where all respondents replied, the findings represent replies from 40 science and 21 modern language mentors. Of the science mentors 32 were male and 8 were female. Of the male science mentors, 26 had previous mentoring experience and 6 were new (novice) mentors. Of the female science mentors, 5 had previous mentoring experience and 3 were new to mentoring. The sample of 21 modern language mentors comprised 7 males and 14 females. Of the male and of the female sample of modern language mentors 14 had previous mentoring experience and 7 were novice mentors.

Table (i)
Homeschool and Complementary School Distribution

It is interesting to note that most of the female mentors who responded to the questionnaire were working in complementary schools, whereas the sample of male respondents fell equally across all categories of HS/HS-CS/CS placements. Given that there are more female teachers of modern languages in Great Britain than male it is perhaps not surprising that the majority of the modern language mentors were female. This was in notable contrast to the sample of science mentors where the majority were male. All science and all modern language mentors working in the Bath and Bournemouth areas of the Bath University PGCE Partnership Scheme were canvassed for the purpose of this survey.

(3) B) Range of Mentoring Activities

Table (ii)

Range of mentoring activities

The multiple choice answers to the questions were suggested by the pilot group of mentors (6 mentors in the Bournemouth division of the Bath University PGCE Partnership and from conversations with novice teachers talking about what happened in their mentoring sessions in schools. Where a double choice is given
a percentile score this has occurred because some mentors gave
two of the multiple choice alternatives an equal rating. Clearly
the majority of male and female mentors perceived that they spend
the timetabled mentoring sessions helping the novice teacher
decide what they want to do. In the mentor training sessions
this is stressed as being of high importance to the PGCE course
in order to avert the tendency that might otherwise occur of
producing clones of the mentor rather than teachers able to
reflect and act upon their own practice.

This may go some way towards explaining why novice mentors who
have had more recent training accord a higher score, than more
experienced mentors, to this aspect of their mentoring that
occurs in school time. The 100% score from novice female mentors
is not replicated in the ratings accorded by other categories of
mentor. If this is significant, could it be that female mentors
are initially reticent about telling a novice teacher what to do
or could it be that they are initially happier to stick closely
to the mentor training guidelines until they have more experience
to draw upon as to the individual needs of their novice teachers?

There was one surprising response to this question from a male
respondent who said that mentoring did not include telling a
novice what to do or what not to do. The same respondent asked
if the creator of the questionnaire understood anything about
mentoring or had ever worked in schools. Hopefully, twenty two
years as a teacher and three years as a qualified mentor have
given the writer some insight, though Berliner’s (1987) treatise
on experience versus expertise suggests that this is not necessarily so! A follow-up interview of the mentor and his novice teacher would have been useful but mentors were guaranteed anonymity for this survey in the hope of putting them at ease.

Category (f) attracted the following additional comments; remarks in parenthesis have been added by the author of this report.

(4) Male novice mentors:

* Advising how novices could achieve targets (similar to point [e], perhaps?)
* Reflecting on what novice has done recently ("reflection" was a term used widely by male mentors in this survey)
* Discussion of issues on my agenda and as theirs (novices) require.
* Discussion of teaching strategies with particular reference to lessons I had observed.
* Practising specific skills eg writing on the blackboard, introducing lessons, writing lesson plans
* Discussion on all aspects of teaching (no other details)
* Discussing the set tasks prescribed by the course.

(4) Experienced male mentors

* Discussion/feedback/reflection
* Planning lessons (x3)
* Analyzing with the novice teacher the requirements of
the Subject Didactics booklet (Modern languages)

* Substitute the word "discussion" for "telling"
* Discussing basic school and department procedures/Filling in background on school and staff (this is not the prescribed responsibility of mentors in subject areas!)
* going through and filling in forms in university booklets
* Helping the novice to reflect - a vital skill- on practices
* Evaluating work done and preparation
* Setting agreed aims and goals for the following week
* finding out what the novices want and then organising it (x2 - sounds close to choice [e] but also inferred direct practical assistance for the novice)
* Enabling a whole school experience (not in a subject mentor’s brief in the Bath University PGCE Partnership)
* Writing interim reports on the novice
* Collecting other teachers’ comments on NTs (x2)

(4) Female novice mentors

* Planning and talking about what had happened
* Discussion of lessons observed
* Evaluating and planning

(4) Female experienced mentors

* Discussion of what the novices have done/not done
* Feedback/progression and planning with observation at other times (x5)
* The specifics of the PGCE programme and the thousand and one incidentals, "unpredictables", hiccups etc.
* A great deal about being absorbed into the life of the Faculty and about being with/working alongside the mentor.

One comment, a quasi apology among the responses from experienced female mentors seems particularly intriguing;

"Although I sense that e) is the "right" answer, if we are honest, no matter how diplomatic we are at phrasing things, we do spend quite a lot of time having to lead, especially at the beginning.

One wonders how far responses are given by mentors that they sense the researcher is expecting to hear. It is interesting to note that the male mentors spoke freely about using the prescribed hour for activities that were not what one might expect from a subject mentor. Did the female mentors do the same? Certainly one gains the impression that female mentors might be less inclined to direct their novices in what they should do. The comment from one experienced female mentor seems to confirm this "Don’t like the wording of a) and d) - I only gave advice." It was interesting to see the great variety of activities that were encompasses in the prescribed hour of mentoring by males and females.
(3) C) **Perceptions of the Mentoring Arrangements within a school**

Table iii

Mentors' perceptions of mentoring arrangements within their schools

Most of the mentors consulted were apparently content to begin mentoring and to remain mentors. This general feeling of satisfaction with mentoring confirms the findings of the UWE/NUT research (1995) which concluded "It is clear that teachers ... are positive about some aspects of the reforms in initial teacher training". Female mentors were marginally more positive about their work than male. Though novice mentors (male and female) did not express any feeling that mentoring was clearly detrimental to their classroom teaching, there was a small amount of dissatisfaction paralleled by more experienced mentors both male and female. This was largely linked to the experience of having a novice teacher who had encountered difficulties in the school and needed additional support from the mentor.

Table iv

Mentors' perceptions of the attitude of the senior management team in their schools towards their work
This question was included particularly for those mentors who had not received tangible rewards for their mentoring from their school. Tangible rewards might be payment or the award of a scale post attached to mentoring responsibilities. Female mentors tended to stress the appreciation they felt on receiving complimentary comments or thanks from the SMT for their work. There is some suggestion that employee motivation is increased when employees feel their efforts are appreciated by their employers. This survey revealed that 20% of novice mentors (male and female) and over 50% of experienced mentors (male and female) felt that the senior management teams in their school did not value their work. It may be that members of SMT were in fact expressing appreciation of their mentors' work, but the mentors did not realise this.

Table v

Mentors' perceptions of rewards offered by the senior management team in their schools for their mentoring work

Approximately twice the number of new mentors when compared with experienced mentors felt they had tangible evidence, in the form perhaps of promotion, that the senior management team valued their mentoring activities. The survey is still under way in the Bath area and it will be interesting to see if the number of novice mentors who are accorded tangible rewards for their work has increased since last year.
Table vi
Mentors' perceptions of the in/adequacy of the hour allotted to their mentoring work in school

Apparently, a small number of mentors within the Bath Partnership were not allocating even the prescribed hour per week to mentoring. As the results show, 1 male mentor and 2 female mentors had no specified time allowance for mentoring, despite this being a stipulation for receiving HE funding and undertaking partnership. Given that the sample of male mentors was in a 38:21 ratio with females the higher proportion of female mentors not receiving an allotted hour for mentoring looks significant. It is important, however to note that the 2 females came from the sample of predominantly female modern language mentors and this pattern is not necessarily typical of all subject areas.

There is scope for future research in the area of enquiry raised by this question. It would be interesting to see how the pattern of the responses might vary over the course of the PGCE year. Would mentors find that they needed, as one might expect, more than the hour at the early stages in working with the novice teacher but less later on?

Another interesting avenue for enquiry would be perhaps to identify whether the relatively high proportion of male novice mentors was allocating the hour to the same range of activities
as the other three categories (see the responses to the question
B) Worth noting, also, is the percentage of mentors who continued
to find the specified mentoring hour insufficient for their work.
This suggests that there are activities in the mentoring process
that cannot be speeded up or omitted even by experienced mentors.

Table vii
Mentors' perceptions of the possible degree of benefit of
involvement in ITE to their schools

The data suggest that the male mentors, both novice and
experienced, are more certain about the beneficial effects of
school involvement in ITE than are their female colleagues.
Among the new mentors, far more of the males appear to be
convinced about the benefits at a whole school level. The more
experienced male mentors are a little less sure than the novices.
Do the male mentors have more insight into whole school issues
than their female counterparts? Are the females more realistic
in having reservations about the value of the involvement? Taken
in conjunction with the feedback from questions B(i) and C(v) it
might be that male mentors tend to look beyond their subject
department to a wider context for mentoring.

Female mentors appear less sure about whole school benefits in
mentoring. However, if one looks also at the responses D(i) and
D(iii) it seems that despite uncertainty about the benefits to
the whole school or the subject department such doubts do not seem to detract from the enjoyment that mentors derive from their work. Mentors were invited to add additional comments for this question, in the form of a free form reply, but few did so. Two female experienced mentors who did comment, expressed the opinion that the school welcomed an involvement in ITE because of the money received from the university.

(3) D) **Personal Levels of Response to Mentoring Activity.**

Table viii
Mentors’ reported levels of enjoyment in their mentoring

All the novice mentors enjoyed their mentoring activities to some extent over the previous year. Slightly more female novice mentors had enjoyed it all of the time. The pattern is distinctly different among the experienced mentors. Though the sample of male experienced mentors was larger than that of female experienced mentors, twice as many females as males had not enjoyed their mentoring. Though the level of contentment of the experienced mentors was perhaps less evident than among novice mentors, it remained relatively high. However, significantly more male than female mentors were contented with their work. Is there some correlation between the data from this question and that received in response to questions D(ii) and D(iii)? Speaking
to mentors in the course of my work as a visiting tutor, I think there may be and that the higher number of experienced female mentors who felt pressured into becoming mentors is significant in terms of their level of enjoyment. The few additional comments to replies to this question were from female experienced mentors who had not enjoyed mentoring and attributed their discontent to working with "poor" students. Was it that the students were poor or rather that the mentors were already disillusioned with mentoring, or both?

Table ix
Mentors' reported levels of confidence in their work

The female experienced mentors expressed less self-confidence than any of the other categories. The new mentors (male and female) appeared to feel confident for most of the time. The male experienced mentors record responses that suggest that they are more confident than the female counterparts. Again this may well be related to the fact that the females report feeling pressured into their work and are apparently half as likely as the males to identify personal interest as a motive for taking on their mentoring role. Of course at the risk of social stereotyping it could be that females are prepared to say they feel less confident than their male counterparts whereas there may in fact be less difference in perception than the data suggests. This is potentially dangerous ground and the evidence
is not sufficiently conclusive to support either standpoint.

It would be useful to have a more comprehensive insight into the aspects of mentoring that mentors viewed with more or less confidence but this was beyond the scope of this survey.

Table x
Mentors' reported reasons for undertaking mentoring

40% of the male novice mentors reported replied that the single most important factor that led them to become a mentor was personal interest. None of the female novice mentors cited this reason. 40% of the female novice mentors, on the other hand, gave their reason for involvement as pressure from their senior management team or because there simply was nobody else. 20% of all novice mentors gave "Altruism" as their reason for involvement. In this survey 40% of the female novice mentors offered a combination (personal interest and duty to the profession) as reasons for undertaking mentoring. Are women initially less ready to admit to personal interest as a reason for their actions than men or is personal interest a less important driving force for women?

25% of the female experienced mentors but none of the female novice mentors said that they had undertaken mentoring for reasons of personal interest during the year of the survey. A
further quarter said they felt pressured into mentoring. Almost a third said it was a combination of personal interest and duty to their profession that brought them into mentoring this year. Though none of the female novice mentors said that they had become mentors primarily out of a feeling of duty to their profession, 12% of their experienced counterparts gave this reason. Half of the male experienced mentors reported coming into mentoring for personal reasons.

This part of the survey appears to highlight more than any other the apparent differences in perception and motivation of the sample of male and female mentors surveyed. Within this limited survey the data suggest that males undertake mentoring for personal reasons rather than out of a feeling of duty to the teaching profession to train new recruits. Females apparently take on mentoring because they feel under an obligation from the school and the profession to do so.

(3) E) **Mentors' perceptions of more/less satisfying aspects of mentoring**

There were two questions inviting open-ended replies that related to this section of the questionnaire and they are labelled E(i) and E(ii) for ease of identification within the text. For convenience of analysis, where responses were very similar, the number of similar replies, for example x2, is given.

(3) E(i) "For me, the single most satisfying aspect of my
mentoring this year, has been ...

(4) Male novice mentor comments:

* helping students to reflect (x2)
* reflecting with the department on teaching/learning styles
* helping to train a novice teacher (x6)
* ability to see another person teach

The sample of male novice mentors voiced most satisfaction about being involved in training new teachers. They also welcomed the opportunity to assist in the process of reflection; supporting NTs' reflection as a part of their professional development and supporting the subject department in reviewing its own practice.

(4) Male experienced mentor comments:

* passion cakes and flapjacks (mentor training sessions?)
* one student making progress after being ill
* forcing me to analyze my practice and perspective
* being accredited with the respect of NTs (x3)
* contact with university staff
* interaction with another subject specialist (x3)
* helping to train novice teachers (x11)

The male experienced mentors found most satisfaction in their involvement in training new teachers. Some welcomed the self-validation that resulted from the way the NTs regarded them.
Some enjoyed the opportunity to work with new colleagues in the context of the subject department.

(4) Female novice mentor comments:

* meeting someone who wants to learn
* a chance to review existing practice
* receiving positive feedback from novice teachers
* helping to train a novice teacher (x4)

Several of the female novice mentors commented on their satisfaction in helping to train new teachers. One mentioned the rewarding aspect of self-validation through mentoring and one the opportunity to review existing practice but it is not clear if this meant the practice of the mentor as a teacher or the practice of the subject department, or both.

(4) Female experienced mentor comments:

* sharing good practice
* a chance to evaluate my own teaching (x2)
* helping to train novice teachers (x9)

Most of the comments related to the satisfaction of training new teachers. Two mentioned their satisfaction at being able to review their own practice.
(3) E(ii) "For me, the single least satisfying aspect of my mentoring this year has been ... 

(4) Male novice mentor comments:

* lack of positive response from my novice teachers
* creating time for novice teachers (X2)
* money: to whom it goes
* administration (x4)

Most of the comments related to problems with the quantity of course documentation. This clearly relates to the disquiet about the lack of available time for mentoring.

(4) Male experienced mentor comments:

* lack of positive response from NTs (x5)
* NT failing the course (x3)
* conflicts between mentoring and teaching (x3)
* lack of time (x7)
* course structure/administration (x9)

These mentors voiced most discontent about course structure and course documentation. Unlike the male novice mentors, some of the male experienced mentors had been working alongside failing students and this was a source of distress for some. The conflict between mentoring and teaching is probably related to a lack of time. Several of the male experienced mentors were
concerned about the negative attitude of some of the NTs.

(4) Female novice mentor comments:

* lack of time for mentoring (x3)
* lack of contact with university staff
* course structure/admin

Finding adequate time for mentoring was problematic for some of the mentors.

(4) Female experienced mentor comments:

* disagreeing (with university) over NT assessment
* NT failing the course
* lack of positive response from novice teacher (x2)
* lack of time to do the job well (x10)
* course structure/admin

Lack of time, for mentoring and in particular for good quality mentoring was by far the most frequently cited reason for dissatisfaction. Negative attitude from the NTs was also problematic for two mentors.

(2) Discussion and Conclusion

A) sample information
This survey reports the responses of 61 mentors working in secondary schools in the Bath University PGCE Scheme. Two thirds of the sample were scientists and one third modern linguists. Six female and ten male mentors who were new to mentoring participated in this survey.

There were proportionally more female mentors than males currently in modern language departments within the Bath University Partnership PGCE Scheme when the survey was undertaken in June 1995. In contrast, there were, at that time, more male mentors than females in science departments in Bath University Partnership schools.

There were proportionally more experienced male mentors than females in this survey. The sample of male and female, novice and experienced mentors were selected at random from Bath Partnership Schools across the subject areas of modern languages and science.

B) mentoring activities undertaken with the novice teacher (NT) during the allotted time in school.

All of the female novice mentors and two thirds of the male novice mentors used the allotted school hour for mentoring helping the novice teacher decide what they wanted to do. The proportion of male experienced mentors was the comparable for this activity but more female experienced mentors used the time to tell novices what to do.
C) mentoring arrangements in the particular school context.

All of the mentors felt that mentoring had resulted in a significantly beneficial effect on their own classroom practice. The number of female novice mentors who were unsure about the effect of mentoring on their own practice was much greater than for any of the other three categories of mentor.

More female novice mentors than mentors in any other category felt that the senior management team in their school valued their mentoring activity. Slightly more female than male experienced mentors felt this was so. More male novice mentors than mentors in any other category were unsure about the attitude of the SMT to their work. Approximately one third of all experienced mentors felt that the SMT did not value their mentoring.

More new mentors than their experienced counterparts reported having received tangible evidence of SMT’s appreciation of their work in terms of promotion.

All of the mentors felt that the hour allotted in school time for mentoring was insufficient for their work. The majority of the male and the female mentors indicated that mentoring had made their subject department a more stimulating place to work. The majority of male and female mentors felt that mentoring had been beneficial to the
school as a whole. However, more female mentors expressed uncertainty about or a negative impression of the effect of school involvement in ITE than male mentors.

D) personal levels of response to mentoring activity.

The majority of the novice mentors had enjoyed their mentoring for most of the time and all had enjoyed it for some of the time. Similarly, the majority of the male experienced mentors had enjoyed their mentoring for most or all of the time. However, a lower proportion of the female experienced mentors had enjoyed their mentoring all of the time though the majority had enjoyed it some of the time.

Almost all of the novice mentors had felt confident in their new role. Though fewer of the female experienced mentors felt confident all of the time than their male counterparts, all of the experienced mentors felt confident some of the time.

The reasons identified by male and female mentors for undertaking mentoring were markedly different. Data collected suggests that female novice mentors have a much greater tendency to undertake mentoring as a result of pressure from their senior staff than do males novices. The male novice mentors more frequently cited personal interest in mentoring as their reason for becoming mentors.
The pattern varied again among experienced mentors. Again more of the female mentors identified pressure from SMT as an important factor than did the males.

E) more/less satisfying aspects of mentoring activities.

In summary, three main areas of satisfaction in mentoring were identified by the mentors in all four categories consulted:

* involvement in working with trainee teachers.
* the opportunity to review existing practice
* a feeling of self-validation resulting from being respected as "experts."

The first of the three categories was cited by most of the mentors, male and female, alike. Several of the comments, particularly from the experienced male mentors suggested that the NT's positive attitude towards learning to teach was all-important. Their comments frequently included descriptors of the NTs; "charming, personable, wants to learn, enthusiastic, good". The aspect of mutual growth, for mentor and NT as a result of the mentoring process, was favourably commented upon by mentors in all four categories.

Mentors in all four categories highlighted shortage of time
as the main reason for dissatisfaction and, secondly, problems with course structure/administration. The negative attitude displayed by some NTs detrimentally affected the mentoring relationship among several of the experienced mentors, particularly the males. Perhaps the experienced mentors were looking for regeneration of their own enthusiasm for teaching through ITE involvement.

In all, 94% of the entire sample of males and females expressed the wish in a preliminary section in this survey (not analyzed in this article) to remain involved in the mentoring process next year. This suggests that despite the difficulties that school-based mentoring poses for individual mentors at times the perceived rewards and existing conditions for school-based mentoring appear to be sufficiently strong to retain their involvement and interest in mentoring. This in no way confirms that teachers will actually continue to opt to maintain their involvement in school-based ITE. Clearly the twin issues of a lack of time for mentoring and the amount of administration within the PGCE course documentation need to be addressed as a matter of urgency.

Within the limit of this research project it would appear that there are differences in the ways that male and female mentors perceive their work. The data suggest that some mentors, notably the male experienced mentors, may be able to derive the important "feel good" factor from the mentoring process itself. If female experienced mentors do not similarly derive feelings of self-
validation from their mentoring they will have to look elsewhere for it. This would seem to indicate that female experienced mentors may need to feel more overt recognition from the senior management team in their school. Without such a climate of appreciation, schools and consequently ITE partnerships may encounter difficulties in maintaining the morale of mentors and in particular the morale of female experienced mentors. It is clearly vital for school placements for NTs to be made with sensitivity to their needs but also to the needs of the mentor, given the mutual professional development that mentoring provides.

(2) The future of this research project

The research project reported in this article is on-going. Questionnaires have already been sent to mentors in the Bath University Partnership this year and it is hoped to repeat this survey next year to allow an overview of mentoring in one School/HE PGCE partnership over a three year cycle. Mentors in the 1996 survey are being invited for individual interviews and they will be offered the opportunity to take part in a tracking activity over a protracted period of their mentoring activity. It is hoped that the research carried out in the Bath University PGCE Partnership will be replicated and reported on in order to construct a national picture of mentors' perceptions of their work in schools.
(2) Bibliography


Fletcher, S.J. (1994) Working with Your Student Teacher, (Cheltenham, Mary Glasgow/Association of Language Learners)


Reich, M. (1986) "The Mentor Connection" in Personnel, 63, pp. 50-56


eFigure i

Homeschool and Complementary School Distribution

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<th>CS only</th>
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Figure ii

Activities undertaken by mentors in the allotted hour of school time

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<th>Most of the allotted school time for my mentoring has entailed .....</th>
<th>Novice Male Mentor</th>
<th>Novice Female Mentor</th>
<th>Experienced Male Mentor</th>
<th>Experienced Female Mentor</th>
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<td>0% (\text{(')}/\text{a})</td>
<td>13.7% (\text{(')}/\text{a})</td>
<td>25% (\text{(')}/\text{a})</td>
</tr>
<tr>
<td>demonstrating teaching strategies</td>
<td>0% (\text{(')}/\text{a})</td>
<td>0% (\text{(')}/\text{a})</td>
<td>0% (\text{(')}/\text{a})</td>
<td>8% (\text{(')}/\text{a})</td>
</tr>
<tr>
<td>observing the novice teacher</td>
<td>11.1% (\text{(')}/\text{a})</td>
<td>0% (\text{(')}/\text{a})</td>
<td>6.9% (\text{(')}/\text{a})</td>
<td>0% (\text{(')}/\text{a})</td>
</tr>
<tr>
<td>telling the novice teacher what not to do</td>
<td>0% (\text{(')}/\text{a})</td>
<td>0% (\text{(')}/\text{a})</td>
<td>6.9% (\text{(')}/\text{a})</td>
<td>0% (\text{(')}/\text{a})</td>
</tr>
<tr>
<td>helping the novice teacher decide what they want to do</td>
<td>66.6% (\text{(')}/\text{a})</td>
<td>100% (\text{(')}/\text{a})</td>
<td>66.6% (\text{(')}/\text{a})</td>
<td>68.75% (\text{(')}/\text{a})</td>
</tr>
<tr>
<td>other (please specify)</td>
<td>11.1% (\text{(')}/\text{a})</td>
<td>0%</td>
<td>6.9% (\text{(')}/\text{a})</td>
<td>0% (\text{(')}/\text{a})</td>
</tr>
</tbody>
</table>
Figure iii

Mentors’ perceptions of mentoring arrangements within their schools

Has mentoring had a significant effect on your classroom teaching? In your opinion, has the effect on your classroom teaching been ....

<table>
<thead>
<tr>
<th></th>
<th>Novice Male Mentor</th>
<th>Novice Female Mentor</th>
<th>Experienced Male Mentor</th>
<th>Experienced Female Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beneficial</td>
<td>81.82% (t/11)</td>
<td>80% (t/12)</td>
<td>51.73% (t/29)</td>
<td>62.5% (t/13)</td>
</tr>
<tr>
<td>Detrimental</td>
<td>0% (t/10)</td>
<td>0% (t/14)</td>
<td>0% (t/28)</td>
<td>0% (t/16)</td>
</tr>
<tr>
<td>Both beneficial and detrimental</td>
<td>18.8% (t/11)</td>
<td>20% (t/12)</td>
<td>41.38% (t/29)</td>
<td>31.25% (t/13)</td>
</tr>
<tr>
<td>Neither beneficial and detrimental</td>
<td>0% (t/11)</td>
<td>0% (t/14)</td>
<td>6.9% (t/29)</td>
<td>6.25% (t/16)</td>
</tr>
</tbody>
</table>

Figure iv

Mentors’ perceptions of the attitude of the senior management team in their schools towards their work

Do you feel the senior management team in your school value your mentoring role?

<table>
<thead>
<tr>
<th></th>
<th>Novice Male Mentor</th>
<th>Novice Female Mentor</th>
<th>Experienced Male Mentor</th>
<th>Experienced Female Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60% (t/10)</td>
<td>80% (t/12)</td>
<td>51.73% (t/29)</td>
<td>75% (t/14)</td>
</tr>
<tr>
<td>No</td>
<td>20% (t/13)</td>
<td>20% (t/14)</td>
<td>41.34% (t/29)</td>
<td>18.75% (t/13)</td>
</tr>
<tr>
<td>Don’t know</td>
<td>20% (t/12)</td>
<td>0% (t/14)</td>
<td>6.9% (t/29)</td>
<td>6.25% (t/16)</td>
</tr>
</tbody>
</table>
Figure v

Mentors’ perceptions of rewards offered by the senior management team in their schools for their mentoring work

<table>
<thead>
<tr>
<th>Do you have any tangible evidence e.g. promotion, that the senior management team value your mentoring?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Novice Male Mentor</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

Figure vi

Mentors’ perceptions of the (in)adequacy of the hour allotted to their mentoring work in school

<table>
<thead>
<tr>
<th>One hour per week of school time is enough time for me to carry out my work as a mentor.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Novice Male Mentor</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Always</td>
</tr>
<tr>
<td>Sometimes</td>
</tr>
<tr>
<td>Rarely</td>
</tr>
<tr>
<td>Never</td>
</tr>
</tbody>
</table>
Figure vii

Mentors’ perceptions of the possible degree of benefit of involvement in ITE to their schools

<table>
<thead>
<tr>
<th>In your opinion has mentoring been beneficial to your school as a whole?</th>
<th>Novice Male Mentor</th>
<th>Novice Female Mentor</th>
<th>Experienced Male Mentor</th>
<th>Experienced Female Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>90% ($^{7}/_{10}$)</td>
<td>60% ($^{3}/_{5}$)</td>
<td>80% ($^{23}/_{30}$)</td>
<td>56.25% ($^{19}/_{16}$)</td>
</tr>
<tr>
<td>No</td>
<td>10% ($^{1}/_{10}$)</td>
<td>0% ($^{1}/_{5}$)</td>
<td>10% ($^{1}/_{5}$)</td>
<td>12.5% ($^{1}/_{8}$)</td>
</tr>
<tr>
<td>Don’t know</td>
<td>0% ($^{0}/_{10}$)</td>
<td>40% ($^{4}/_{5}$)</td>
<td>10% ($^{1}/_{5}$)</td>
<td>31.25% ($^{1}/_{8}$)</td>
</tr>
</tbody>
</table>

Figure viii

Mentors’ reported levels of enjoyment in their work

<table>
<thead>
<tr>
<th>Have you enjoyed your mentoring activity this year?</th>
<th>Novice Male Mentor</th>
<th>Novice Female Mentor</th>
<th>Experienced Male Mentor</th>
<th>Experienced Female mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, all of the time</td>
<td>70% ($^{7}/_{10}$)</td>
<td>80% ($^{4}/_{5}$)</td>
<td>43% ($^{13}/_{30}$)</td>
<td>13.33% ($^{1}/_{8}$)</td>
</tr>
<tr>
<td>Yes, some of the time</td>
<td>30% ($^{3}/_{10}$)</td>
<td>20% ($^{1}/_{5}$)</td>
<td>50% ($^{5}/_{10}$)</td>
<td>73.33% ($^{1}/_{15}$)</td>
</tr>
<tr>
<td>No, I have not enjoyed it</td>
<td>0% ($^{0}/_{10}$)</td>
<td>0% ($^{0}/_{5}$)</td>
<td>7% ($^{1}/_{15}$)</td>
<td>13.33% ($^{1}/_{15}$)</td>
</tr>
</tbody>
</table>
Figure ix

Mentors’ reported levels of confidence in their work

<table>
<thead>
<tr>
<th>Have you felt confident in your role as a mentor?</th>
<th>Novice Male Mentor</th>
<th>Novice Female Mentor</th>
<th>Experienced Male Mentor</th>
<th>Experienced Female Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, all of the time.</td>
<td>45% (l₁₁)</td>
<td>40% (l₁₃)</td>
<td>45% (l₁₂₅)</td>
<td>25% (l₁₉)</td>
</tr>
<tr>
<td>Yes, some of the time.</td>
<td>55% (l₁₀)</td>
<td>60% (l₁₄)</td>
<td>55% (l₁₂₆)</td>
<td>68.75% (l₁₉₆)</td>
</tr>
<tr>
<td>No, not much of the time.</td>
<td>0% (l₁₁₁)</td>
<td>0% (l₁₃)</td>
<td>0% (l₁₃₇)</td>
<td>6.25% (l₁₃₉)</td>
</tr>
<tr>
<td>No, never</td>
<td>0% (l₁₁₁)</td>
<td>0% (l₁₃)</td>
<td>0% (l₁₃₇)</td>
<td>0% (l₁₉)</td>
</tr>
</tbody>
</table>

Figure x

Mentors’ reported reasons for undertaking mentoring

An open-ended question where the replies were categorised into 5 main categories:

<table>
<thead>
<tr>
<th>What was the single most important factor that led you to become a mentor in your present school?</th>
<th>Novice Male Mentor</th>
<th>Novice Female Mentor</th>
<th>Experienced Male Mentor</th>
<th>Experienced Female Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>personal interest in mentoring.</td>
<td>40% (l₁₀)</td>
<td>0% (l₁₃)</td>
<td>50% (l₁₂₅)</td>
<td>25% (l₁₉)</td>
</tr>
<tr>
<td>duty to the profession to train new teachers.</td>
<td>10% (l₁₁₀)</td>
<td>0% (l₁₄)</td>
<td>15.38% (l₁₂₆)</td>
<td>12.5% (l₁₉₆)</td>
</tr>
<tr>
<td>pressure from SMT or &quot;inevitability&quot; of being a mentor.</td>
<td>0% (l₁₁₁₀)</td>
<td>40% (l₁₃)</td>
<td>3.85% (l₁₉₃₆)</td>
<td>25% (l₁₉₃₉)</td>
</tr>
<tr>
<td>altruism (no details given).</td>
<td>20% (l₁₁₁₀)</td>
<td>20% (l₁₄)</td>
<td>7.69% (l₁₉₃₆)</td>
<td>0% (l₁₉₃₉)</td>
</tr>
<tr>
<td>history of ITE involvement in the subject department.</td>
<td>10% (l₁₁₀)</td>
<td>0% (l₁₄)</td>
<td>3.85% (l₁₂₆)</td>
<td>6.25% (l₁₉₆)</td>
</tr>
<tr>
<td>combination of categories a) and b).</td>
<td>10% (l₁₁₁₀)</td>
<td>40% (l₁₃)</td>
<td>15.38% (l₁₂₆)</td>
<td>31.25% (l₁₉₃₉)</td>
</tr>
<tr>
<td>combination of categories a) and e).</td>
<td>10% (l₁₁₁₀)</td>
<td>0% (l₁₄)</td>
<td>0% (l₁₉₃₆)</td>
<td>0% (l₁₉₃₉)</td>
</tr>
<tr>
<td>combination of a) and d)</td>
<td>0% (l₁₁₁₀)</td>
<td>0% (l₁₄)</td>
<td>3.85% (l₁₂₆)</td>
<td>0% (l₁₉₃₉)</td>
</tr>
</tbody>
</table>