

# **Impact of Lockdown on Education, Economy & Environment in India**

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## **Mentoring, Tutoring and Coaching – Student Support Mechanism**

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### ***Abstract***

Higher Education expects variety of roles, both formal and informal, which involve helping or supporting someone else's learning. They include teaching, coaching and mentoring, as well as counselling. Teachers play multirole of mentors, coaches and counsellors coming from a wide variety of backgrounds. What makes a great teacher is, they have respect for those learning they support; treat them as individuals and work, to help them achieve their aims and objectives. In this process a true teacher know that they themselves are also learning and developing all the time. This paper focuses on the concepts of mentoring, coaching and tutoring which can be applied in the higher education institutions to improve the quality of teaching and learning. It is also an attempt to address the students' retention rates and their performance. These concepts are quite important for both students and teachers and consequently for the University. Teachers should utilize from these concepts and be close to the students, listen to their problems and concerns and propose actions to improve the overall performance.

***Key Terms— mentoring, coaching, tutoring, academic quality.***

### **I. INTRODUCTION**

Mentoring and coaching are processes that enable individuals and corporate clients to achieve their full potential as mentor offers ongoing support and development opportunities to the mentee (Clutterbuck 2004) The mentoring is about helping and supporting learner through the transition from one stage of professional development to another (Wallace and Gravells 2005). The first year students who just commence their higher education face many problems. These problems are related to both academics and emotional balances. Lack of information gained and planning to take an appropriate and accurate decision to decide which Program to enrol for is a big stress for the students. Who decides at the end of the day is it the average obtained in the 10+2 education certificate or the internal influences from parents and

relatives which force the students to study subject he/she dislikes and is not well prepared and satisfied . All the Coaching, Tutoring and Mentoring in the Higher Education is a solution to retain students in their Program and help them achieve necessary requirements needed to follow up this subject. The solution for all these difficulties is to assign a mentor for each student to help him/her to integrate smoothly in the university stream and before that to help him/her to adapt to the Program enrolled for and help him/her solving difficulties faced throughout his/her university life. This paper aims to highlight the importance of adopting a system where coaching, mentoring and tutoring applied to help students achieve better levels of learning at Higher Education. These approaches are important to improve the performance of students and teachers in the higher education's institutions. These principles are essential to improve the quality of teaching and learning.

## **II. OBJECTIVES**

This paper has been developed with four main objectives:

1. To provide a generic literature about coaching, tutoring and mentoring and the skills and methods used to perform one to one learning and teaching in the learning sector where these skills can be applied in the higher education environment to improve the quality of teaching and learning.
2. To understand the importance of mentoring, tutoring and coaching benefitting the students to improve the teaching and learning environment.
3. To analyse and reflect on the experiences gained from both situations and how to use these skills to improve the quality of teaching.
4. To suggest some of the best methods of mentoring and coaching for the benefit of students.

## **III. RESEARCH PROBLEM**

Students come from diversified backgrounds enrol into various programs. Diversification is seen in terms of Academic backdrop, financial status, gender issues, linguistic challenges, etc. Then the biggest challenge is the emotional stresses that the young college students go through. Each year, as students move forward they face more troubles and problems. This paper aims at identifying the causes of stress and support needed for a better nation building.

## **IV. RESEARCH METHODOLOGY**

The research methodology in this paper based on the following:-

Literature review to find out from the literature what are mentoring, tutoring and coaching and what are their importance in improving the retention rates and students performance at the university level and consequently improve and assure academic quality. Narrating two success stories where mentoring and tutoring helping students to overcome difficulties and improve their learning.

## **V. COACHING, TUTORING AND MENTORING**

A. **Coaching:** Coaching relates primarily to the learning performance improvement often in a short term in a specific skills area. The coaching goals are set at the suggestion of coach. The learner has the primary ownership of coaching goal and the coach has the ownership of the coaching process (Megginson and Clutterbuck 2005). Skills of a coach There are some famous skills of Coaches. According to David Megginson (Megginson and Clutterbuck 2005) , Coaches need to:

- Be caring, supportive and patient
- Have good listening and communication skills
- Have an ability to diagnose issues and find solutions
- Be aware of their own strengths and weaknesses
- Have a capacity for self-awareness
- Have an ability to build relationships and inspire others
- Be good observers and counsellors.

B. **Tutoring:** A tutor is a person who provides assistance to one or more students on certain subject areas or skills. The tutor spends a few hours on a daily, weekly, or monthly basis to transfer their expertise on the topic or skill to the student. Tutoring can take place in different settings, such as a classroom, a formal tutoring center, or the home of the tutor/learner. As a teaching-learning method, tutoring is characterized by how it differs from formal teaching methods on the basis of the (in) formality of the setting as well as the flexibility in pedagogical methods in terms of duration, pace of teaching, evaluation and tutor-tutee rapport. Elizabeth Holmes highlighted in her handbook some roles which the tutor should play to maximize his potential and the use of tutorial time, some examples of these roles are

- **Inspirer and Morale-booster** The tutor role is to draw the learners together and recreate their sense of enthusiasm for each other and for learning. The tutor

should identify the causes of the learner's feelings, if they are due to exam pressures, poor behaviour or an event that had a damaging impact on them send them away with positive thought or technique that helps them tackle any troubling emotions they are experiencing.

- Counsellor Tutors use counselling skills, whether they are qualified counsellor or not. They should always seek a professional advice whenever they face a situation where are not fully equipped to deal with.
- Communicator - Tutors are valuable route to communicate information to learners either from the other faculty members or students. They should assess the best methods for conveying necessary information and set standards for how learners can communicate in the classroom keeping in mind the tone and atmosphere that tutors want to create.
- Problem-Solver - Tutors should offer solutions acceptable to all involved in any emotional tensions or outbursts and accordance with policies adopted by the institution.

C. **Mentoring:** Parsloe defined mentoring as “To help and support people to manage their own learning in order to maximize their potential, develop their skills, improve their performance, and become the person they want to be”(Parsloe 1992). Sarah Fletcher gives another comprehensive definition of mentoring. She said “mentoring is guiding and supporting trainees to ease them through difficult transitions; it is about smoothing the way, enabling, reassuring as well as directing, managing and instructing. It should unblock the ways to change by building self-confidence, self-esteem and readiness to act as well as to engage in ongoing constructive interpersonal relationships”.(Fletcher 2000) Mentoring means help another one to achieve something that is essential to them. It is about offering help and support in an on-threatening way, in a way that the recipient will value and appreciate the help given and this will empower them to move forward with confidence towards what they want to achieve. Mentoring essentially is a learning relationship between two people in which the human qualities of trust, commitment and emotional engagement are ever present. Mentoring involves the application of certain skills and in particular, listening, questioning, challenging and supporting. Mentoring relationships are dynamic and change and develop over time (Hartley 2006). Mentoring is also concerned with creating an informal environment in which one person careful encouraged discussing their needs and circumstances openly and in

confidence with another person who is in a position to be of positive help to them.

**Mentoring Skills** A mentor is usually an experienced person of relative authority and has a valued perspective by the learner. However, besides authority, a mentor needs some specific skills to help him/ her undertake the role. Some essential mentoring skills are as follows:

- The mentor should be an active listener and respond positively to students' concerns and queries.
- The mentor should concentrate on what the mentee is saying and demonstrate that he/she has heard and understood what has been said.
- The mentor should focus entirely on the mentee and be there for them and leave his/her own concerns outside.
- The mentor does not start thinking of the next question as soon as the previous question has been asked.
- The mentor should brief the notes to keep focus or stop the conversation to have time to write notes.
- The mentor should not be afraid of being silent during the conversation. Silence is helpful in slowing down conversation and allowing reflective space.
- The mentor should not interrupt the mentee and let him/her finish what he/she is saying.
- The mentor should be aware of body language. He /she demonstrates interest by leaning forward and nodding.
- The mentor should also avoid leaning back or folding arms and looking at the ceiling.
- The mentor should make encouraging noises as saying, yes, I see, right, really, which also show interest from the mentor.
- The mentor should summarize at the end to help check understanding and agree what has been said.
- A mentor has an understanding of and the ability to use a range of questioning techniques and responses.
- The mentor has the ability to suspend judgment and avoid prejudice so as not to lead the learner in a particular direction only.
- A mentor should be able to provide constructive feedback that enables learning from mistakes and success.
- A mentor should be able to help define objectives and action plan.
- A mentor should be able to assess a range of other learning opportunities.

Normally, the mentor is someone who the learner is able to trust and talk openly, as the mentor supposes to offer help for the learner or suggest solutions and gives advice (1999, People Management). As long as the mentor should have some skills to perform well in the mentoring process, the mentee should have correspondent skills to play the effective role as a mentee and be well prepared to communicate and perform to reap the benefits from mentoring. In the mentoring process, there is much depends on the skills and attributes of the mentee. The mentee can learn to become a skilled mentee. The mentee should have the following skills:-

- Recognizes the need for the relationship with the mentor.
- The mentee is able to listen and is open to learning opportunities.
- The mentee is open and honest about his/her own behaviour.
- The mentee has clear expectation of the purpose of the relationship and is prepared to develop it
- The mentee is able to reflect and use reflective models.
- The mentee recognizes that he or she may need to change her./his own behaviour.

The mentoring Process Sarah Hartley in her mentoring and coaching skills development guidance pack (Hartley 2006) suggests that mentoring process is a three-stages process which makes the mentoring process useful to use within mentoring conversations. She said that the process is very simple to remember but there are some challenges in its operation. It is about, exploration, new understanding and action. Through appropriate exploration new understanding is gain and then actions can be considered in relation to the understanding.

**Stage one-Exploration** In this stage the mentor may have the following strategies to facilitate the mentoring process:- - take the lead to open the discussion - pay attention to the relationship and develop it - clarify aims, objectives and discuss ground rules - support and counsel Besides these strategies, the mentor is going to use some methods to achieve the purpose of exploration. The methods are, question, listening and negotiating an agenda.

**Stage two-New Understanding** In this stage the mentor may use different strategies to gain new understanding, some of these strategies are:- - Support and Counsel - Offer Feedback - Coach and demonstrate skills.

For these strategies, the following methods are appropriate:

- listening and challenging
- using both open and closed questions
- helping to establish priorities
- helping identify learning and development needs
- giving information and advice

**Stage three- Action** In this stage, the mentor may use the following strategies to perform an action. - Examine options and consequences - Attend to the relationship - Negotiate and develop an action plan. The appropriate methods the mentor may use in this stage are

- Encouraging new ideas and creativity
- Helping in decisions and problem solving
- Agree action plans
- Monitoring and Reviewing

However, the mentoring process rarely moves in a straight line from stage one to stage three. More, often, in use, the conversation moves about between all the stages. The mentor has a temptation and the desire to get the action as quickly as possible but often the quality and the commitment to the action are dependent on the quality of stage one and two.

## **VI: THE SIMILARITIES/DIFFERENCES BETWEEN COACHING, TUTORING AND MENTORING**

Coaches have some special expertise and or experience that equipped them to act as a role-model or expert advisor. The mentors or coaches know what competent performance looks like so they decide when coachees or mentees have attained the necessary . Mentoring, coaching and tutoring have much in common, although have some differences. Some similarities have been highlighted by Zeus and Skiffington (Zeus and Skiffington 2000) as follow:-

- They require well-developed interpersonal skills.
- They require the ability to generate trust, support commitment, and generate new actions through listening and speaking skills.

- They aim to improve learner performance and be more productive.
- They provide support without removing responsibility.
- They focus on learning and development to enhance skills and competencies.
- They stimulate personal growth to develop new expertise.

Beside the above mentioned similarities, mentoring, coaching and tutoring have also some differences which distinct them from each other (Conner and Pokora 2007).

Mentoring, Tutoring and Coaching are distinguished in the length of the relationship (Wallace and Gravells 2006). Mentoring and tutoring are on-going relationships that can last for a long period of time, while coaching relationship generally has a set duration.

Mentoring and tutoring are more informal and meetings can take place as and when the mentee or the learner need some advice, guidance and support while coaching generally is more structured in nature and meetings are scheduled on a regular basis.

Both mentoring and tutoring are long term and takes a broader view of the person, while coaching is short term and sometimes time-bounded and focused on specific development areas/issues.

Mentors are usually more experienced and qualified than coaches and tutors. Often a senior person in the organization who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities, while coaching is generally not performed on the basis that the coach needs to have direct experience of their client's formal occupational role, unless the coaching is specific and skills-focused.

## **VII: CONCLUSION AND FUTURE WORK**

From the above information it could be understood that there is a necessity of having teaching training for teachers to provide them with the teaching skills and strategies need to make them good teachers and to improve the quality of teaching within the higher education institutions. A follow up procedure to improve the skills and propose action plans for teachers to follow, if they feel they have weaknesses in any area of teaching either in subject knowledge or in teaching skills in general. What is important is to have a system with tutoring, coaching and mentoring in place to increase the retention rate and help the students to improve their performance in learning, furthermore to help teachers in getting an accurate feedback to improve their teaching process. This system is a good way to activate



the office hours of each member of staff to offer the help and listen to students in systematic way and require all the students to meet their teacher to discuss teaching issues, this requires a private place to protect the students' privacy and make them feel confident to disclose their concerns.

Mentoring programs have many benefits and contribute to improved faculty morale, higher career satisfaction, and increased self-confidence in professional development. Mentored faculty publish more, obtain more grants, and are promoted more quickly. Institutions providing mentoring programs experience increased retention and improved sense of community and professional identity.

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