

Empower-Ed: Teachers and Mentors learning and development system for Remedial Support, Skills Training and Mentorship programs for students and mentees

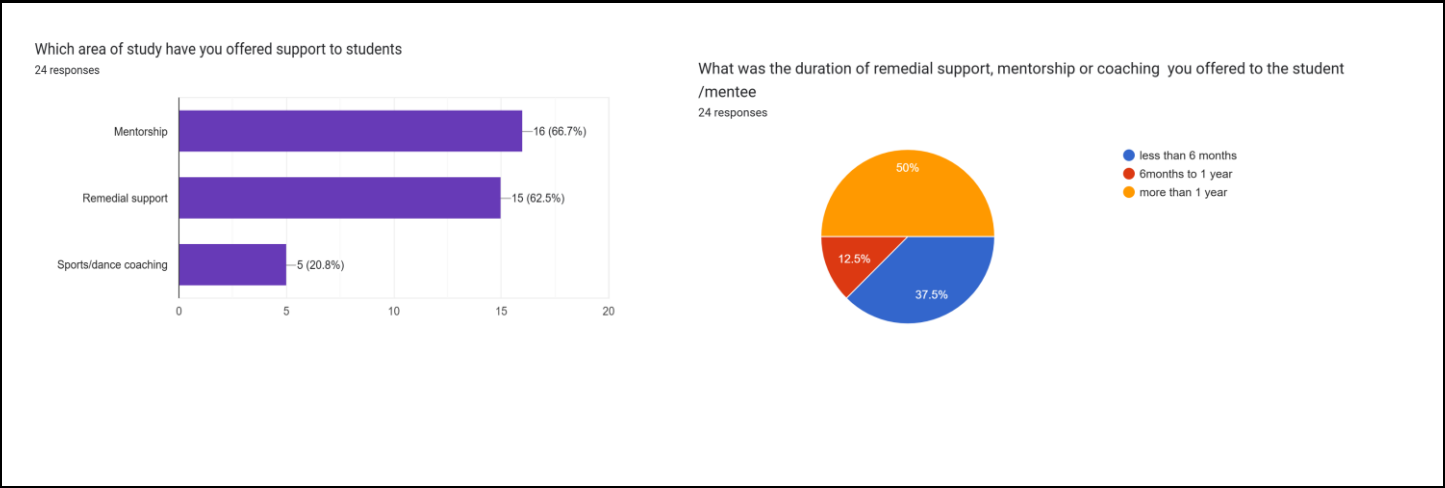
Data collection

Data collection was conducted through a mixed method approach. The questionnaire design consisted of both quantitative and qualitative open ended questions where the respondent was required to complete open ended answers. Data collection was conducted through an online google form which was completed by teachers remedial support, instructors for sports, dance, music and mentors. A total 24 teachers, instructors and mentors participated in the data collection exercise. The questionnaire collected information on the duration that the respondent had supported students as teacher, mentor or instructor, If they captured student learning areas for support and feedback to both the student and the parent or guardian.

Quantitative Results

Quantitative data collection was conducted through an online google form that was completed by A total of 24 respondents who participated through completing the questionnaire, 66.7 %, were teachers providing remedial support , 62.5% mentors and 20.8% instructors of various activities such as music, dance and sports. 50% of the respondents indicated to have provided student support for more than six months as shown in table2.

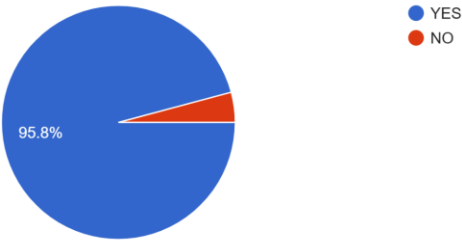
Table1 and 2 below : shows the distribution of study participants as mentors, teachers and instructors and the duration which they have supported students



Teachers, mentors and instructors indicate that 95% identified areas where the student required more support and 79% provided feedback to the student or parent/guardian.

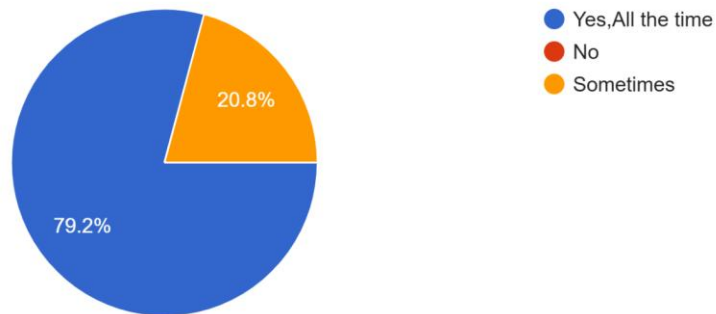
Table 3. And table 4, below shows responses from teachers, mentors and instructors on identification of learning areas and providing feedback for further support to student

Did you identify areas where the student/mentee required more support ?
24 responses



Did you communicate student progress to parent/guardian or the student

24 responses



Qualitative Results

Teachers providing remedial support, mentors and instructors were asked to provide the various methods they used to record learning areas where the student required more support. The 24 participants responded to an open-ended question by providing the various ways they recorded learning areas. Emerging themes were identified as manual recording, digital recording of student achievement and course coverage and never had a manual or digital record of student learning areas for support.

Teachers, mentors and instructors highlighted that they had a digital recording of student achievement and course coverage such as a mentorship application for tracking students and maintaining a feedback tracker

"Digitally" "I maintained an observation and feedback tracker" "Utilised an app designed for mentorship of students while taking their parent(s) through Nurturing Parenting Program"

Teachers, mentors and instructors mentioned that they had a digital recording of student achievement and course coverage through recording in notebooks

"There was a book provided where I would highlight the challenges faced during each mentorship session and ways to improve them and the mentee "

"manual record.....i noted them down...writing them down in a notebook..."We never had a tracking system, it was a hands on mentoring programme ensuring each member completed...."

However, teachers, mentors and instructors mentioned that they did not identify or keep a record of learning areas for support to students, in addition others highlighted they gave further practice on activities after identifying learning areas and others mentioned that they did not identify learning areas and therefore did not have a record.

"Gave more activitiesdid not identify areas where students required more assistance therefore not applicable...doing follow up...."

