




Original Article

The effect of the mentoring model on improving the quality of life, mental health and training skills of newly-recruited teachers

Jaber Dadfar ¹ , Morteza Hazrati ^{2*} , Morad Rezaei Dizgah ¹ 

¹ Department of Public Administration, Rasht Branch, Islamic Azad University, Rasht, Iran.

² Department of Public Administration, Bandar-e Anzali Branch, Islamic Azad University, Bandar-e Anzali, Iran.

Corresponding author and reprints: Morteza Hazrati, Assistant Professor, Department of Public Administration, Bandar-e Anzali Branch, Islamic Azad University, Bandar-e Anzali, Iran.

Email: mortezahazraty123@gmail.com

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Abstract

Background: Teaching and professional development is one of the vital components in the educational process. The present study aimed to design a mentoring model to train newly recruited teachers to improve their quality of life and mental health.

Methods: This explanatory and sequential study was conducted in the education organization of Gilan province in two qualitative and quantitative sections. In the qualitative section of the exploratory method, semi-structured interviews were conducted using purposeful sampling. Teachers with more than 20 years of experience, retired, clerics with more than 20 years of experience, senior managers, and newly recruited teachers were included in the study. Sampling continued until reaching a theoretical saturation (23 people). The statistical population in the quantitative stage included 265 people selected by stratified sampling. In the quantitative section, confirmatory factor analysis and LISREL software were used.

Results: The thematic analysis method was used to analyze the interviews and qualitative results were designed as a thematic network, a global theme, 8 organizing themes, and 43 basic themes. The organizing themes included the human elements of mentoring, educational, Islamic, structural, social, research, and mental health. In this section, the fit indices indicate the validity of an effective communication model with a mentoring approach, which was associated with improving teachers' quality of life and mental health.

Conclusion: Human elements of mentoring, educational, structural, social, and research are crucial in mentoring newly recruited teachers. Thus, executives and relevant respondents should focus exclusively on implementing the research model.

Keywords: Mentoring; Mentors; Religion; Teacher Training; Teaching.

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Introduction

Human resources, especially teachers, are considered the primary component and factor in the education process. Achieving the goals of the education system is not possible without the presence of teachers with professional capabilities and competencies. Having such teachers in the country's

education system requires systematic, purposeful, and predetermined recruitment, training, and hiring of human resources (1). Teachers who have necessary theoretical and practical abilities are one of the most vital factors of the teaching-learning process and the success and academic progress of students in education depends

on the existence of these teachers. Thus, the professional and career development of teachers plays a vital role in this field. Any professional deficiency of teachers can directly lead to failure of the educational system (2-3).

Mentoring technique is one of the vital strategies to solve the mentioned problem and better understand organizational behavior and work environment (4). Mentoring is an educational strategy, an inter-professional partnership, and a kind of advanced and helpful personal communication between two people, one of whom has more knowledge and experience, and the other has less knowledge and experience. Mentoring is also a form of socialization of professional roles and creates a relationship in which the mentor works with the student to train and teach skills and guide him. Mentor's roles are generally divided into psychosocial and specialized functions (5). A mentor's psychosocial performance focuses on self-worth and having supportive characteristics such as advising, acceptability, intimacy, approval, and behavioral patterns (6).

Mentoring is a crucial aspect to support and socialize new members of the organization. About 70% of large companies in the United States use a mentoring program. Most managers have had at least one mentoring relationship during their careers. These programs have been used by about 71% of 500 Fortune companies (7). Most of the values of our society originate from Islam and are based on Islamic culture. Thus, it is inevitable to make scientific and educational decisions based on Islamic cultural foundations (8, 9). Education, as the most important mission of the Islamic system, should provide intellectual methods and models in the theoretical dimension and design practical rules to achieve the desired goals (10). Thus, this research aimed to Investigating the effect of the mentoring model on the skills training of newly-recruited teachers and its impact

on improving the quality of life and mental health of teachers.

Methods

Research environment and population

This study was fundamental research. In terms of method, this study was mixed (quantitative-qualitative) research. In the qualitative section, the grounded method was used. In the quantitative section, the correlational method was used. In this section, confirmatory factor analysis was used to investigate the relationship between concepts and categories. In the first qualitative step, the researcher aims to identify the components and indicators of mentoring teachers by studying the Islamic teachings of Islamic texts and literature in research including theoretical literature, conducted studies, the Islamic activities and practical ways, the Holy Quran, hadiths narrated by Imams in the books of Arbaa, Tahzib al-Ahkam and Nahj al-Balagha. Then, he determined the descriptors related to mentoring for newly recruited teachers and the keywords of the instructions. In the second step of the qualitative method, the grounded method was used to extract the components and indicators of mentoring for the skill training of newly recruited teachers based on Islamic teachings in two methods. One is the thematic analysis and the other is the grounded method. grounded method is a qualitative research method used to theorize a studied phenomenon.

Data collection method

Data in this study were collected using two methods including library and field methods. Accordingly, in the first stage, the researcher tried to cover the data by reviewing the Islamic literature and teachings in the research that includes theoretical literature, conducted studies, Islamic activities and practical ways, guidelines, policies, and development plans to develop an initial paradigm model. After identifying the components and indicators extracted from Islamic literature, to cover the second qualitative stage, i.e. the

grounded theory method, the general form of the semi-structured interview was designed, and the final data were collected based on this method. Finally, the mentoring model for training skills for newly recruited teachers was designed and finalized considering Islamic teachings.

Given the researcher's goal, in the qualitative section, two methods of data collection were used reviewing Islamic texts and teachings, and semi-structured interviews (grounded theory).

The statistical population in the qualitative section included: Teachers with more than twenty years of experience, retired teachers, and religious clergy who have at least twenty years of teaching experience (as mentors)

Senior managers of education organization

Some newly recruited teachers with a high-level score

After selecting the participants in the interview, this process continued until the content of the interviews and the opinions of the key informants reached theoretical saturation. Accordingly, the sample size in the qualitative stage reached 23 people Table 1.

After the initial review of the interview text, the significant parts were identified, the initial coding was done, and the basic themes were determined. After including similar themes in a group, assigning a suitable title to it, and aligning the obtained themes with theoretical evidence and scientific studies, organizing themes were formed.

In this section, the sample size was 23 people. The interview continued until reaching the saturation stage. They were interviewed individually, and the desired concepts and categories were extracted from the interviews. Theoretical sampling was used. In this section, the necessary information was collected through interviews. Theoretical sampling is a type of purposeful sampling that helps the

researcher in developing or discovering theories or concepts whose theoretical connection with the developing theory has been proven.

In the qualitative section, the researcher-made questionnaire was used as a data collection tool. In the quantitative section of the study, a questionnaire was used as the data collection tool. This questionnaire was designed based on the identification of the concepts and categories of the qualitative stage and was distributed among the teachers. The statistical population in this section included newly recruited teachers (teachers who have been recruited in the past three years) of Gilan province. Purposeful sampling was used for sampling in this method.

Statistical analysis:

The coding process was done manually to analyze the data during the implementation of this study. It was done at three levels open, axial, and selective coding based on a coding prediction plan prepared according to the evidence from related studies and available literature Tucket (11), in two sections:

To analyze the qualitative data, after extracting the items related to mentoring, the initial codes from the Islamic texts were analyzed using the MAXQDA- 2020 software.

A structural equation modeling approach was used to analyze the quantitative section. In this section, the results of the questionnaire were analyzed using first-order and second-order confirmatory factor analysis. In this section, LISREL software was used for analysis.

The quantitative section included two primary parts data description and analysis. First, the demographic characteristics and research variables were described by frequency distribution and descriptive statistics. The study questions were also answered in the data analysis section. SPSS-25 and LISREL-8.80 software were

used for data analysis at a significance level of 0.05.

Results

This step resulted in 43 basic themes in the form of 7 organizing themes, as seen in Table 2.

In this step, the items and components were confirmed using LISREL software. Based on the standard estimates of path coefficients. Table 3, shows the statistics of the confirmatory factor analysis in all dimensions affecting effective communication with the mentoring approach in the field of training newly recruited teachers.

By performing a confirmatory factor analysis of 8 factors, the human component (mentor), human component (mentee), structural component, social component, Islamic component, educational component, research component, and mental health were confirmed. In addition, to confirm the assumed factorial structure of the effective communication of the mentoring approach in the field of training newly recruited teachers, the contribution of each variable (dimension) was analyzed using LISREL software. The results revealed that all the model paths based on the scale items were significant in the

fields. In the Table 3, the parameters and coefficients of the second-order confirmation model of the effective communication model with the mentoring approach in the field of training newly recruited teachers were examined. The results indicated that the human component factor (mentor) has the highest impact with a coefficient of 0.95 and the research component factor with a coefficient of 0.68 has the lowest weight in the effective communication with the mentoring approach in the field of training new teachers. Then, the fit indices of the confirmed model of effective communication with the mentoring approach in the field of training newly recruited teachers were examined. The significance level index in this model is less than 0.05, indicating that the model has a good fit. GFI, NFI, AFGI, and NNFI comparative indices have a good fit in this model. The root mean square error of approximation (RMSEA) in this model has a good fit. In total, the presented indices show that the model of effective communication with the mentoring approach is confirmed in the field of training new teachers, and the above scales represent it well. Table 4 presents the fit indices.

Table 1. Demographic characteristics of the participants

Demographic characteristics		f	%
Gender	Female	12	52.8
	Male	11	47.2
Marital status	Single	5	19.7
	married	18	80.3
Education level	Bachelor	4	15.7
	Masters	12	50.4
	PhD	7	33.9
Age	Less than 30 years	6	24.4
	30 to 39 years	8	35.4
	40 to 49 years	4	17
	50 to 59 years	4	17.2
	Over 59 years old	1	6.0

Table 2. Formation and separation of themes into basic, organizing, and global

Row	Basic themes	Organizing themes	Global themes	
1	Motivating the mentee			
2	Creating a sense of trust in the mentee			
3	Policy on informal and friendly relationships with mentees			
4	Active listener of mentee problems			
5	Confidentiality			
6	Being tolerant			
7	A communication bridge between Mentee and the competent authorities of the Education Organization			
8	Correct understanding of mentee problems	Human component (mentor)		
9	Allocating effective and sufficient time to interact with the mentee			
10	Being a model of a mentor in behavioral fields			
11	Having a scrutinizing and capable vision in the pathology of mentee problems			
12	Mentor being energetic in dealing with mentee			
13	Facing a mentee with an open face			
14	Paying attention to appearance			
15	Paying attention to spiritual affairs			
16	Being recognized as a person who adheres to Islamic ethics			
17	Persistence to participate in mentoring sessions			
18	A positive view of the mentor's personality traits		Human component (mentee)	
19	Honesty in expressing your conditions and problems			
20	Accepting the mentor's suggestions			
21	The spirit of mentee's spirit of questioning and seeking convincing answers			
22	The mentee's responsibility in implementing the mentor's guidance			
23	Mentor's attention to spiritual matters			
24	To mentor is being recognized as a person who adheres to Islamic ethics		Mentoring	
25	Mentee's responsibility in following Islamic teachings			
26	Mentor's responsibility in following Islamic teachings	Islamic component		
27	Using Islamic teachings in expressing solutions by the mentor			
28	Having Islamic ethics in promoting mentor training			
29	considering imams and religious leaders as a model in the relationship between mentor and mentee			
30	Recognizing and using capable mentors in education			
31	Appropriateness of the number of mentees with the responsibility of the mentors	Structural component		
32	Holding briefing sessions for mentees and mentors			
33	Coordinating education officials with school officials			
34	Monitoring the mentoring process by officials			
35	Implementing large-scale and long-term training programs			
36	Entry of successful graduates and professionals into the country's teachers' community	Social component		
37	Developing the specialized capability of mentees			
38	Creating and strengthening a positive view in education regarding the necessity of mentoring newly recruited teachers			
39	The same field of study of mentee and mentor			
40	Familiarity of the mentor with the arrangement of the mentee's lessons	Educational component		
41	Mentor's up-to-dateness in the mentee's knowledge and expertise			
42	Focusing on newly recruited teachers who are academically vulnerable and improving their teaching status			
43	Introducing new applied research fields related to the field of study	Research component		

Table 3. Statistics of second-order confirmatory factor analysis of dimensions affecting effective communication

Latent variables	Parameter estimate	Impact coefficient	T statistic	Test result
human component (mentor)	1.000	0.95	12.79	Confirmed
human component (mentee)	0.773	0.80	11.03	Confirmed
Islamic component	0.879	0.76	10.97	Confirmed
Structural component	1.17	0.85	11.24	Confirmed
Social component	0.846	0.72	9.75	Confirmed
Educational component	0.841	0.87	11.91	Confirmed
Research component	0.736	0.68	9.38	Confirmed
Mental health component	0.891	0.89	12.12	Confirmed

Table 4. Confirmatory fit indices

Fit index	χ^2/df	SRMR	RMSEA	GFI	AGFI	NFI	NNFI
Obtained value	1.8	0.029	0.0919	0.90	0.908	0.910	0.921
Accepted range	1-5	> 0.05				<0.9	

Discussion

The results revealed that the causal conditions include cultural, organizational, and macro factors. Based on the results, priority is given to organizational factors. In the contextual conditions, priority is given to organizational strategies. Mentoring strategies include organizational, individual, and extra-organizational strategies. Priority is given to organizational strategies. The priority in intervention conditions is given to extra-organizational strategies. The outcomes include organizational, individual, and extra-organizational outcomes. Also, priority is given to individual outcomes. This study was conducted in two qualitative and quantitative sections to shape the presentation of an effective communication model in the form of mentoring.

Based on the network of themes extracted from the qualitative section, according to the interviewees' viewpoint, 8 components and 43 indices were obtained in the model of effective communication with the mentoring approach in the field of training newly recruited teachers in Gilan province. The components included human (mentor), human (mentee), Islamic, structural, social, educational, and research components. Establishing communication is the basic

characteristic of human societies. Humans are social creatures and are naturally inclined to communicate with others.

Establishing communication in today's era of human life has become more important than before to the extent that meeting people's needs and achieving many of their goals depends on the ability to communicate effectively (12). Evidence from many studies indicates the role of the human component of a mentor in mentoring. Among them, we can refer to the results of several studies that were in line with the results of the present study (13-16).

The human component of the mentor with its basic themes was so important that it was a significant part of the participants' opinions in the qualitative interview. These factors include the most basic skill of a mentor, which is motivating the mentee to identify his problems. The role of the mentor and special competencies in the supportive-interactive process of mentoring is evident (17). The factors involved in mentoring are individual factors, organizational factors, and extra-organizational factors. All factors and strategies have a two-way relationship with each other and they lead to the implementation of mentoring. After the

implementation of the mentoring program, the results of the program can be seen.

Mentors can provide the knowledge gained after years of experience for mentees. They have communications, guidelines, and recommendations that mostly take several years for a novice to acquire such capabilities. It is also associated with many experiences and failures. A mentor can prevent many barriers, provide ways for career progress quickly, and be a role model for mentees. With his help, a mentee can gain knowledge and insight beyond his experiences. An appropriate mentor can become a resource that can be referred to many times in the long term. Mentors are inspiring, uncover possibilities, and show the best strategies to achieve goals. The results of the present study are in line with the results of studies by Cook et al. (18), Weinberg (19), Karimi et al. (20), E'temadfar et al. (21), and Daneshmandi et al. (16).

Also, the higher education environment is one of the environments where today's interactions occur in individual, social, educational, professional, etc. forms. Among the various disciplines offered in this field, education, and related fields were considered in the present study due to the sensitivity of their role in the education system.

The present study was an attempt to develop and validate the dimensions of mentoring newly recruited teachers in Gilan province in the form of designing an Islamic model so that it can be implemented in the teaching fields with a slight change in some components in other educational occupations. It aims to analyze the comprehensive conditions of newly recruited teachers as mentees and use capable and experienced mentors to establish an interaction with them with support and intimacy (22).

Accordingly, the ultimate goal is to make mentees not feel abandoned and neglected by the officials and can enter the field of the

education system as expert and servant manpower. The nature of the challenges of newly recruited teachers is creating and guiding the mentoring of newly recruited teachers' challenges, which were explained in the present study in human, Islamic, structural, educational, social, and research dimensions (23). In the mentoring process, worthy mentors are people who motivate people, have informal communication skills, and are considered practical role models for mentees in the human dimension. To continue and bring results in the mentoring process, the mentee should have characteristics such as honesty in expressing problems, accepting the mentor's suggestions, and demanding and taking responsibility for what the mentor assigns to him (24).

Another aspect of mentoring is related to the quality of the interaction between the mentee and the mentor in the religious field. The Islamic environment includes all the conditions and stimuli that affect learning. It consists of a set of cognitive, cultural, social, emotional, motivational, and educational factors. Important variables such as stresses resulting from anxiety conditions affect the quality of mentee performance. The mentor's step-by-step support in such situations causes the mentee's early mastery of the situation and strengthens the skill of correctly facing similar situations using Islamic teachings (25). The lack of complete learning of course content, the need to introduce new research fields to the mentee, the need to introduce mentoring to other parts of the education system, and the importance of entering valuable and expert outputs into the education system are considered to be the fundamental axes of the mentoring process for newly recruited teachers.

Conclusion

The model presented in this study can be used in educational organizations such as the Education Organization and fill the existing gaps to a large extent. This model can provide the conditions for the

improvement and development of organizational human resources in education. It also enables the organization to improve and increase the growth of the organization, improve the quality of life, and ultimately improve mental health. Since mentoring is a way to enter the world of the challenging events of the mentee, which are often rooted in his inner and even spiritual issues, establishing informal relationships free from legal and mandatory frameworks paves the way for the mentor to understand the limitations and concerns of the mentee. The extroverted spirit of the mentor and his ability to create informal and friendly communication is a determining factor in mentoring. Providing a free, friendly, and sincere atmosphere for the mentee will make him describe his conditions and problems clearly.

Authors' contribution

Jaber Dadfar and Morteza Hazrati developed the study concept and design. Morad Rezaei Dizgah and Jaber Dadfar acquired the data. Jaber Dadfar and Morteza Hazrati analyzed and interpreted the data, and wrote the first draft of the manuscript. All authors contributed to the intellectual content, manuscript editing and read and approved the final manuscript.

Informed consent

Questionnaires were filled with the participants' satisfaction and written consent was obtained from the participants in this study.

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Conflict of interest

The authors declare that they have no conflict of interests.

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