

The Influence of Mentoring and Coaching Relationship on Job Satisfaction and Life Satisfaction in Teachers: Pilot Study of Vocational Teachers in Thailand

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Abstract

A lack of support from the principal, colleagues or other school leaders is one of the most important problem in teachers. There are many dimensions for teachers to handle in their lives such as workload, independently in career, life balance, and stress. Then it may decrease job satisfaction and life satisfaction in teachers. Mentoring and coaching are strategy that can support teachers not only in working life but also well-being. This study intended to investigate pros and cons of mentoring and coaching for teachers and examine the effects of mentoring and coaching relationship on job satisfaction and life satisfaction in teachers. For analyzing data, researcher uses questionnaire about mentoring and coaching experience, job satisfaction and life satisfaction in teachers using correlation and linear regression statistics. In this pilot study, data were collected by 44 vocational teachers from 7 provinces in northern, northeastern and southern parts of Thailand. The results showed that there were 3 factors correlated to job satisfaction; which were mentoring vicarious, mentoring psychosocial and mentoring verbal. Mentoring vicarious strongly associated with job satisfaction. Moreover, it had correlation between job satisfaction and life satisfaction in teachers. Findings could predict that we should promote mentoring vicarious in teachers for example creating modeled leadership or fostering supportive environment by working and learning alongside with mentors.

Keywords: Job satisfaction, Life satisfaction, Coaching, Mentoring

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Introduction

The rapidly changing world causes the education to change including teachers. There are a lot of expectation to teacher to improve their knowledge, skills and performance to increase students' achievement. Teachers do not only teach in their classroom but need to take care of their students about feeling and behaviors. In addition, documents and implementing new policies are the things that teachers are responsible. Teachers work with administrators, parents, staffs and other stakeholders. These may affect to their lives and career such as workload, isolation in career, life balance and so on. From the review, teachers are faced with problems that make them dissatisfy in their lives and career. The Teacher Wellbeing Index,2018 from UK showed that 29% of all teachers work more than 51 hours a week on average. Long hour of working make stress appear and link to other mental health. 72% of education professionals have experienced about behavioral, psychological or physical symptoms by reason of their work. In Bhutan, teachers were challenge with expectations of parents. Moreover, they are in between of the system and the community and the living standard in country (Drukpa, 2010). In USA study found that teachers feel tired intellectually and emotionally when they deal with student misconducts (Chang,2009). Teacher who are emotionally loaded are fewer effective educators and more likely to leave the profession (Chang,2009). Teachers in primary schools are experiencing job stress because they had to deal with students' misbehavior (Ismail et al., 2019). In Thailand context, Thai teachers are busy with administrative and community work in addition to teaching. Low salaries made most of teachers deeply in dept and work at other jobs to fulfil their few teaching incomes (Wallace, 2003). These are all reasons that effect to teachers' job satisfaction and life satisfaction. Teachers who are not fully satisfied with their jobs may affected to the standard of education and the motivation levels of the students (Amin, Shah, & Tatlah, 2013). Moreover, job satisfaction and life satisfaction in teachers can affect to motivation to leave from their profession as well. It showed that workload and over of documentations are triggers for teacher to leave. (Lindqvist et al., 2014)

In vocational context, vocational education is overshadowed by the increasing emphasis on general education. Vocational education is often seen as having a low status (OECD,2020). It may cause vocational teachers feel low motivation to teach. From my preliminary on site observation in vocational teacher training in Thailand, I found that vocational teachers have many challenge in their work and lives such as workload, misconduct of students' behavior, colleagues and administrator support. It causes stress and dissatisfy in their job and life. It can conclude that teachers need support to enhance job satisfaction and life satisfaction because it effects in many ways such as teacher performance, teacher attrition or student achievement. Coaching and mentoring are the methods that can support teachers. Coaching can be used to develop teaching' instructional skills especially in new teaching practice. (SeferoGlu, 2000). In the study of Amal Alsaleha et. al.,2017 showed that peer coaching in pre-service teacher can develop a cooperative climate and trustworthy relationship. Moreover, it helps teachers to have more self-confidence and good teaching skills. For mentoring, it helps teacher to enhance both career and psychological development. (Kram, 1983). The mentor can give support and ease the isolation that often happen in teachers especially new teachers (Jonson, 2008).

Research objective

The purpose of this study is to investigate pros and cons of mentoring and coaching for teachers and examine the effects of mentoring and coaching relationship on job satisfaction and life satisfaction in teachers.

Conceptual Framework

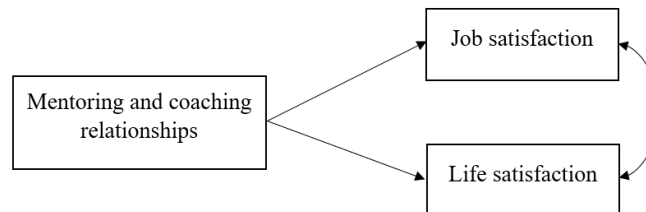


Figure 1: conceptual framework of the study

Literature review

Coaching

Coaching is a way to deliver results in large measure because it is powerful working relationship emerged and it is the way of style in communication. It can approach in many ways in workplace such as goal setting, strategic planning, creating engagement, motivating and inspiring, teamworking, problem solving, career development, giving feedback, appraisal and relationship alignment (John Whitmore, 2017). Coaching is a profession that took place from the world of sports into the world of business in early of 1980. Nowadays, coaching acquires concepts and skills from wide range of other discipline including management consultancy, psychology, psychotherapy, linguistics, anthropology and meditation. In coaching profession, there are different sub-groups including business coaches, NLP (Neuro Linguistics Programming) coaches, CBT (Cognitive Behavioral Therapy) coaches and many others. Coaching can help people who get coached to become more self-awareness and self-responsible and to assist them to set SMART (specific, measure, attainable, relevant, timebound) goals for their future action. Coaching will lead to transformative learning because it can convert knowledge to skill and make a transformation in people who get coached (Fazel, 2013).

In education field, peer coaching is one of famous method that teachers use. It can foster teachers' career growth based on teaching practice. Teachers' learning, team cooperation and teachers' self-confidence. Peer coaching is a process that two and more colleagues can work together for specific objective like improving the instructional performance. Peer coaching can help teachers to understand themselves and their students by using self-reflective practice and reflective peer coaching practice (Soisangwarn and Wongwanich, 2014). There are three main skills that coaches use for facilitating session to support clients or coachee to achieve the purpose which are 1) active listening 2) asking powerful questions 3) giving feedback (Fazel, 2013). It might help clients or coachee to have self-confidence and awareness by using psychosocial and verbal persuasion.

Mentoring

Mentoring program was spread in United States since 1970 in the context of training. Mentorship has a potential to increase 2 functions of development which are career and psychosocial. Career function is the aspects of relationship that enhance career advancement; it concludes sponsorship, exposure and visibility, coaching, protection and challenging assignment. For psychosocial function is the aspect of the relationship that enhance sense of competence, clarity of identity and effectiveness in the managerial role; it concludes role modeling, acceptance and confirmation, counseling and friendship (Kram, 1983). Mentoring process can happen in both formal and informal. For informal process, the matching will occur when the potential mentees search for experienced, successful people whom they perceive as good role models. Potential mentors find for talented people who are learnable.

In schools, Mentor is a role for developing and training for someone new in the profession. The effective mentor give support and relieve the isolation that often happen with novice teachers. The mentors develop the relationship of trust with beginning teachers. Successful mentoring relationship can produce mentees to have personal and professional competencies, thus mentees have capability and opportunity to progress career goal that they chose by themselves. The characteristics of mentor is to enhance motivation and facilitating coping efficacy, developing mentee career self-efficacy, developing a sense of belonging. (Pfund et al., 2016)

Pros and cons of coaching and mentoring methods

Articles	Author, year of publication and country of study	Pros	Cons	Types of coaching/ mentoring
Impact of peer coaching strategy on pre-service teachers' professional development growth in Kuwait.	Amal Alsaleh et al. (2017). Kuwait	<ul style="list-style-type: none"> - Useful experiences that encourage participants to cooperate with other teachers. - Teachers can improve teaching practices and strengthen positive skills by others. - Teachers feel more confidence, active and increase spirit to work. 	<ul style="list-style-type: none"> - Flexibility of head of department for class schedule. - Time consuming. 	Coaching
The Effects of Coaching on Teacher Efficacy, Academic Optimism and Student	Nancy Akhavan & Susan Tracz (2016). USA	<ul style="list-style-type: none"> - Coaching effect on teachers' belief that coaching increases their ability to impact student achievement. 		Coaching

Achievement: The Consideration of a Continued Professional Development Option for Teachers				
The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence	Matthew A. Kraft, David Blazar and Dylan Hogan (2018) USA	<ul style="list-style-type: none"> - Improve instructional practice in teachers. - Changing of teachers' behavior effect on student achievement. 	<ul style="list-style-type: none"> - High cost for face-to-face coaching - Coach and evaluator should not be the same person because it undercuts trust. 	Coaching
Mentoring beginning teachers: What we know and what we don't. (Review)	Andrew J. Hobson, a, Patricia Ashby, a, Angi Malderez, b, Peter D. Tomlinson, b (2009) UK	<ul style="list-style-type: none"> - Reduce isolation, increased confidence and self-esteem, professional growth, improve self-reflection and problem-solving capability. - Increase morale and job satisfaction in new teachers. - Reduce teacher attrition rate in early career teachers. 	<ul style="list-style-type: none"> - Poor mentoring practice by mentors who provide insufficient support. - Mentees have not been adequate challenge and not sufficient autonomy to innovate. 	Mentoring
Influences of Mentoring Functions on Job Satisfaction and Organizational Commitment of Graduate Employees.	Morena William Nkomo, Wellington Didibhuku Thwala, and Clinton Ohis Aigbavboa (2018) South Africa	<ul style="list-style-type: none"> - A supportive mentoring affects the worker's organizational turnover intentions through job satisfaction and organizational commitment. - The role-modelling mentoring has a major impact on job satisfaction. 	<ul style="list-style-type: none"> - Concern about understanding the mentoring behavior's that foster mentees' affective commitment and job satisfaction because knowledge transfer could be negative sometimes. 	Mentoring
A case study exploring teachers job satisfaction and teachers' retention issues	Chase J. Raymond (2018) USA	<ul style="list-style-type: none"> - A mentor-mentee relationship can foster affiliation, reduce stress and enhance job satisfaction in 		Mentoring

in a large urban Oklahoma school district.		teachers.		
Coaching and mentoring for frontline practitioners.	Morgan, M. and Rochford, S. (2017) Ireland	<ul style="list-style-type: none"> - Coaching enhance professional performance, foster ongoing self-directed learning, increase life satisfaction and personal growth and improve executive leadership's behavior. - Mentoring improve self-confidence, develop career advancement, increase job satisfaction and personal satisfaction. 	<ul style="list-style-type: none"> - Coaching is appropriate for developing people' potential rather than treatment for failing performers, 	Coaching and mentoring
Holistic mentoring and coaching to sustain organizational change and innovation.	Kathryn G. Hollywood, Donna A. Blaess, Claudia Santin, & Lisa Bloom (2016)	<ul style="list-style-type: none"> - Encourages employees to discover their strengths and potential contributions. - Generate their own approaches and potential solutions to workplace challenges which support their job satisfaction. - Increase organizational performance and productivity. - Sustain change and innovation in organization. 		Coaching and mentoring

Research methodology

Population and Sample

The correlation design with regression analysis was applied in this study. The population size of this study were 29,915 teachers in vocational college. This study was a pilot to examine correlation between coaching and mentoring experiences on

job satisfaction and life satisfaction in teachers. Then data were collected only 44 vocational teachers in Thailand.

Variables

Variables included coaching and mentoring experiences, job satisfaction and life satisfaction in teachers.

Instruments

A questionnaire comprised of demographic information, coaching and mentoring experiences, job satisfaction and life satisfaction scale was used as the research tool. Coaching and mentoring experiences questionnaire developed from Julie Diane Helber (2015) which have 4 components: career, psychosocial, vicarious, and verbal persuasion. Job satisfaction developed from Skaalvik & Skaalvik (2011) which have 4 items. Life satisfaction developed from The Oxford Happiness Questionnaire (Hill & Argyle, 2002) which have 8 items. These three parts were 5-Likert scale ranged from 1 (completely disagree) to 5 (completely agree).

Data collection

The online survey was used for data collection from teachers in 44 vocational college of Thailand who are in northern, northeastern and southern areas.

Findings

The results of mean comparison of job satisfaction, life satisfaction, coaching and mentoring experiences were shown in Table 1. In addition, the correlation between coaching and mentoring experience on job satisfaction and life satisfaction was presented in Table 2.

Table 1 Mean and standard deviation of job satisfaction, life satisfaction, coaching and mentoring experiences in teachers.

Descriptive Statistics			
	M	SD	N
Job satisfaction	4.56	.369	44
Life satisfaction	4.30	.352	44
Career Mentoring	4.37	.514	44
Psychosocial Mentoring	4.20	.602	44
Vicarious Mentoring	4.12	.584	44
Verbal Mentoring	4.33	.457	44

From table 1 career mentoring and coaching experience is the highest (M = 4.37, SD. = .514) meanwhile vicarious mentoring and coaching experience is the lowest (M = 4.12, SD. = .584)

Table 2 Correlation coefficients between mentoring and coaching experience on job satisfaction and life satisfaction via Pearson Correlation

Correlations						
	Career Mentoring	Psychosocial Mentoring	Vicarious Mentoring	Verbal Mentoring	Job satisfaction	Life satisfaction
Career Mentoring	1	.666**	.569**	.506**	.162	.080
Psychosocial Mentoring		1	.728**	.522**	.321*	.014
Vicarious Mentoring			1	.487**	.461**	.148
Verbal Mentoring				1	.347*	.275
Job satisfaction					1	.643**
Life satisfaction						1

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

From table 3 correlation coefficient between mentoring and coaching experiences on job satisfaction and life satisfaction showed that vicarious mentoring presented positive correlations at the significance of .01 to job satisfaction meanwhile verbal mentoring and psychosocial mentoring showed positive correlations at the significance of .05. Moreover, job satisfaction showed positive correlation at the significance of .01 to life satisfaction as well.

Discussion

From the review about pros and cons of coaching and mentoring, it presented that coaching and mentoring can support both personal and professional growth. For coaching, it focuses on performance, increase self-directed learning, develop new skills, dealing with unexpected situation, increase self-confidence and increase the levels of workplace well-being. Although there is some concern for example it is not appropriate for treatment in failure performance and time consuming sometimes. Meanwhile, mentoring can reduce isolation for mentees, improve self-reflection, increase morale in new joiners, reduce attrition rates of employees, reduce stress and increase job satisfaction. On the other hand, poor mentoring may affect to negative knowledge transfer sometimes if mentors provide insufficient support for mentees. Both of learning methods are focus on difference areas to develop people but it can help people to be more effective through talking, increase self-direction, self-esteem, efficacy, and accomplishments (Serrat,2009)

The results from pilot study by using linear regression analysis showed correlation between mentoring and coaching relationships on job satisfaction. Vicarious mentoring was strongly correlated with job satisfaction as Cynthia Mathieu et al. (2015) said that supervisory behavior effect on job satisfaction. It seems that modeling learning from mentors or coaches are effect on job satisfaction of mentees or coachee. The same as Gilbert F. Garcia (2015) reported that modeling peer behavior promotes both learning and engagement. Meanwhile psychosocial and verbal mentoring are less effect on job satisfaction. From the recommendation of Abigail Opoku Mensah and Asamani Lebbaeus (2013) said that giving verbal encouragement can help employees to overcome self-doubt and perceiving of self-efficacy in themselves. Moreover, the report of Carla U. Sizer (2008) showed that participants with mentors had a higher means for job satisfaction than the participants

without mentors. It represents about the significant of mentoring program in workplace.

The relationship between job satisfaction and life satisfaction has shown in this study as well. It related to the study of the Belgin Aydıntan and Hakan Koç (2016) reported that relationship between the teachers' job and life satisfactions is positively and important. Positive relationship shows that the higher level of job satisfaction means the higher level of life satisfaction of the teachers as well. It seems that job satisfaction can predict life satisfaction as Janet P. Near (1984) said that job satisfaction causes life satisfaction but that life satisfaction does not cause job satisfaction.

To summarize, three factors of mentoring and coaching relationship which showed positive correlation to job satisfaction should be focus and study more for improving professional development program.

Implication

This report should be extended for use in a variety of teacher surveys to compare differences. It can help to design the intervention in professional development program by using coaching and mentoring.

Limitation

The limitation of this study is small sample of pilot group, it should be extended to do full survey of teachers in this issue.

Conclusion

Mentoring and coaching does not one size fit all methods to use in teachers. It might integrate approach and support both teachers who feel failure and increase the potential in teachers who want to reach their goal. Besides, mentoring and coaching should apply for e-coaching and e-mentoring to save time and cost. Supportive school culture should promote by using mentoring and coaching in teachers because it can build trust, collaboration and increase performance in teachers that effects to student achievement.

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