

## **EFFECT OF MENTORING ON THE TEACHERS TEACHING LEARNERS WITH LEARNING DIFFICULTIES IN SOUTH KOREA: AN EMPIRICAL ANALYSIS**

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### **ABSTRACT**

About one in five children have learning and attention difficulties. Teaching learners with learning difficulties require teachers to differentiate instruction and this can negatively hinder the learning process if they are not adequately equipped and supported. Therefore, teachers mentoring has the potential of improving classroom practices thereby improving the teaching skills of teachers teaching difficult to learn learners. Specifically, this study empirically analysed the effectiveness of teachers' mentoring programme on the teaching skills of teachers teaching pupils with learning disabilities in South Korea. Four teachers participated in this action research over the period of eight weeks. Pre and post data collection methods which include observations and semi-structured interviews were employed to test the validity of the study hypothesis. Purposive sampling technique was used to sample participants for the study. The study employed quantitative and qualitative research methods in addressing the research problem in the study location. The study found significant relationship between teachers' mentoring and the teaching skills of teachers teaching the difficult to learn pupils. Based on the findings from this research, this study recommends the need for school administration to not only implement mentoring programmes but to create and sustain a mentoring culture in order to improve the skills of the special education teachers as well as the learning outcomes of the difficult to learn pupils.

**Keywords:** Mentoring, Teaching, Disability, Inclusiveness & implementation, Teaching Skills