

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

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ABSTRACT

Approximately one in five children experience learning and attention difficulties. Teaching learners with learning difficulties requires teachers to differentiate instruction and adapt their teaching approaches to meet individual learning needs. However, teachers may struggle to do so effectively when they lack adequate training and support. Teacher mentoring therefore has the potential to enhance classroom practices, teaching skills and teachers' emotional wellbeing. This study empirically examined the effectiveness of a teacher mentoring programme on the teaching skills and emotional wellbeing of teachers working with pupils with learning disabilities in South Korea. Four teachers participated in an eight week action research study. Data were collected through pre and post classroom observations and semi structured interviews. Purposive sampling was used to select the participants. The study employed quantitative and qualitative approaches to address the research problem. The findings indicated positive changes in the teaching skills and emotional wellbeing of teachers following their participation in the mentoring programme. Based on the findings from this research, this study recommends that school administration not only implement mentoring programmes but also create and sustain a mentoring culture to improve the skills and emotional wellbeing of teachers as well as the learning outcomes of learners.

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