ANALYSIS OF MOTIVES FOR MENTORING STUDENTS IN PRACTICAL PEDAGOGICAL TRAINING

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Submitted in January, 2010

BACKGROUND: The main goals of the renovation of study programmes were, in the majority of the EU member states, the unification and conversion of programmes that will enable the development of the EU into one of the strongest knowledge based societies. Modern study programmes emphasise the interconnection of practice and theoretical principles, which students acquire during their studies; therefore, practical training is one of the most important key parts of all study programmes. Consequently, an efficient system of competent and quality mentorship plays an important part, as mentors prepare individuals for entering the job market by developing their specific competencies in an authentic environment.

OBJECTIVE: As many European Union member states have not yet established a system of competent and quality mentorship, the study presents a system of measures for increasing the motivation of teachers for mentoring students and achieving a better quality of mentorship. The study examined motives for mentoring students in practical pedagogical training.

METHODES: The research included 62 teachers, who mentored students of the Faculty of Sport. The questionnaire used included 26 different motives. Descriptive statistics and factorial analysis were used for data analysis.

RESULTS: It has been revealed that mentors decide to mentor students during their pedagogical training in order to develop their own professional competencies and to further their career – to climb the professional ladder by acquiring additional points needed for advancing in the direction of a higher title. Both reasons result in a higher "status" in the work environment.

CONCLUSIONS: It has been found that in future, a model of partnership cooperation should be established between the Faculty of Sport and mentoring schools; certain measures should also be introduced, facilitating higher motivation of mentors to carry out mentoring. Such measures would influence the practical pedagogical training of students to improve its quality and promote realistic preparation for working in a real work environment.

Keywords: Practical pedagogical training, mentorship, motivation, physical education.

INTRODUCTION

The process of the renovation of study programmes has by now been completed in the majority of the European Union member states. The main purpose of renovation was, in addition to creating standardised programmes, also their modernisation. Both measures should facilitate the development of the European Union as one of the strongest knowledge based societies (Bologna declaration, 1999; Education and training in Europe, 2002; Key competencies, 2002; Lisbon European Council, 2000; A program of lifelong learning, 2006), which has also been one of the starting points of the Lisbon strategy (Lisbon European Council, 2000). In addition, it is important that an individual, during his/her studying years, acquire professional competencies as quickly as possible and then enter the job market. Therefore, practical training for work with an efficient system of competent and quality mentorship holds a special importance in the renovated study programmes.

Mentoring is a process of guiding and leading an inexperienced individual by giving him/her advice and explanations. In the field of educational studies, a mentor is an experienced teacher, who guides and leads either a student in practical training or a teacher trainee in his/her apprenticeship.

A mentor represents a model of a good teacher, holding simultaneously an advisory role that will help the protégé to plan and put into practice lessons in the pedagogical process.

A similar view on mentorship can be seen in a traditional model (Koopman, 2004; Korber, 2004; Van Emmerik, Baugh, & Euwema, 2005), where the more experienced partner in a relationship (mentor) protects a colleague with little or no experience (protégé) in a dyadic relationship. This model has researched mainly the effects of mentorship on the protégé and has ne-

glected the motives of mentors as well as the strategies and contents of the mentoring process.

Van Emmerik, Baugh and Euwema (2005) have reported that, despite various researchers (e.g. Aryee, Cahy, & Chew, 1996; Ragins & Cotton, 1993) warnings as far back as the 1990s about the fact that not everyone who takes on mentoring is suited to be a mentor, only a few research projects have been carried out about the factors influencing the decision to become a mentor.

Van Emmerik, Baugh and Euwema (2005) have researched the factors that influence the *desire* and *decision* to become a mentor in working organisations. They have found that the most important factor is a desire to develop one's own career. In addition, they have found that individuals, who feel strongly about belonging to an organisation or profession, do not have any larger desire to become mentors in comparison to individuals with a lesser feeling of belonging. In contrast to expectations, the results have revealed that individuals who strive to develop a social network, wish to become mentors to a lesser extent. Similar findings have been also found by Allen (2003).

Elaine Cox (2000) has researched the influence of motivational factors on the success of mentorship in mentor – volunteers. The motives of future mentors have been formed into three groups, named as an altruistic group (the desire to help and give back what they received), a compensational group (the desire to offer help due to one's own negative experience in a similar situation) and a career group of motives (acquiring additional experience, one's own professional development). The results have shown that the most important mentors are the ones concentrating on their career (approximately 85%); it is interesting to notice that the altruistic type of mentor is successful in less than 50% of the cases, whereas the compensational type of mentor did not prove to be successful at all. According to Cox, mentors concentrating on their own career have set themselves specific goals, are striving to succeed and are consequently more prepared to learn and acquire additional knowledge.

Jurišević et al. (2005) have found, in a sample of 327 Slovenian teachers – mentors from different programme areas and different levels of schools – that mentors perceive their mentoring role in a sense of their own professional development (as a professional challenge, as an opportunity to learn whilst interacting with students, as a process of their own progression). On the average, they have disagreed that the role of mentors is only an additional burden. In addition, the authors have also found a significant statistical correlation between the mentors' evaluation of the efficiency of practical pedagogical training and their understanding of the mentoring role; namely, mentors who see their role more in a sense of their own development value the efficiency of the carrying out of practical pedagogical training more highly. A similar finding can be also seen by Furlong and Maynard (1995), who claim that this has an important effect on the relationship with students and their experience with practical pedagogical training.

Slovenian teacher – mentors experience a certain degree of incompetency in their mentoring role, as there is no specific training available for their role. They have expressed a desire for additional professional training, which would contribute to achieving a higher quality of mentorship in the following areas: the role and responsibility of the mentor, the organisation and carrying out of the practical pedagogical training of students, modern didactic methods and approaches to and communication with students (Jurišević et al., 2005).

One of the activities of Slovenian teachers is also mentoring students. This activity is not "a professional obligation" for teachers. The larger part of the practical pedagogical training of physical education students at the Faculty of Sport is carried out as condensed mentored pedagogical practice under the guidance of teacher – mentors, who are required to hold the title of mentor. This, in the Slovenian educational system means, that they have at least four years of their own teaching experience. Mentored pedagogical practice is being carried out at selected primary and high schools and is considered to be a practical upgrade to theoretical knowledge, which students have acquired in their studies, in laboratory lessons, seminars and while attending practical training sessions. It is considered to be an acquisition of practical experience in authentic situations in order to gain basic professional competencies for the work of physical education teachers under the guidance of teacher – mentors. Therefore the high quality of mentorship is important, as mentors influence the formation of "professional values" with their own approach and example; these values are often crucial for the status of physical education compared to other academic subjects in school. As a result, it is important for teacher – mentors to carry out their work well, to look after their own professional development and to monitor novelties in the professional field. Only in this way a good linking chain between "theory and practice" can be established (Fullerton & Malderez, 1998, quoted in Malderez & Bodoczky, 1999).

As mentorship is not compulsory, the main aim of the study was to find out which systematic measures would ensure a higher motivation of teachers for mentoring students and would also ensure a better quality of mentorship in the practical pedagogical training of students.

METHODS

The study formed part of the project "A model of the practical pedagogical training of students at the Faculty of Sport" (Majerič, Kovač, Strel, & Kolenc, 2007), carried out in 2006/07 at the Faculty of Sport, University

of Ljubljana. The project has been partly financed by the European Social Fund and the Ministry of Education and Sport of Slovenia and has corresponded in contents and timing with the renovation of studying programmes at the Faculty of Sport. The study included 63 mentors involved in the project. Data were collected in June 2007 with the use of a questionnaire (Majerič, Kovač, Strel, & Kolenc, 2007), which has been used for the final analysis of the project.

The questionnaire included evaluation of teachers – mentors about the reasons for mentoring students in practical pedagogical training and evaluation of teachers – mentors about suggested systematic measures, which would increase the motivation of teachers for mentoring work with students and would ensure a better quality of mentorship. A four level measuring scale has been used in evaluation, with one representing the least important statement and four the most important statement.

Data were analysed with the use of the SPSS for Windows statistical programme. Basic indicators of simple statistics and factorial analysis were calculated.

RESULTS

The questionnaire has been returned by 53 out of 64 teacher – mentors, representing 82.8% of all included teacher – mentors in the project. Male teachers represented 49.1 % (N = 26) and female teachers 50.9% (N = 27) of the included subjects; 39.6% (N = 21) of the measured subjects worked in primary school and 60.4% (N = 32) in high school. Of the measured subjects, 86.8% held a university degree, whereas the others held a further education degree. The majority of the measured subjects (37.7%) have worked for over 20 years in the field of education. The proportion of the teachers, employed in education between 6 to 10 years (18.9%), 11 to 15 years (20.8%) and 16 to 20 years (20.8%) is approximately the same. The measured subjects were teaching on average 21.28 hours per week and have been mentoring students for 10.13 years.

An analysis of mean values (TABLE 1) revealed that in teacher – mentors, the most common decisions for the mentoring of students in pedagogical practice are those related to the development of their own professional competencies.

Afterwards, the teachers have evaluated suggestions of systematic measures, which could ensure the higher motivation of teachers for mentoring work and would thus enable a better quality of mentorship. An analysis of mean values (TABLE 2) revealed that all the suggestions have been evaluated with high marks; therefore, only the top six were analysed, whereas the others were studied with the use of factorial analysis. Teachers have evaluated with the highest marks a suggestion for the free of charge once a year participation at a chosen seminar for permanent professional improvement (3.81). Other suggestions revealed that mentors should be released from the administrative work of mentoring to the greatest extent (e.g. forms for the evaluations of students should be as simple as possible, the writing and sending of forms should be done electronically) (3.79); mentorship should be evaluated with more points for progressing in accordance with the Regulation for titles and progression of employees in education in the Republic of Slovenia (3.70); mentors should receive a "special" professional title "student mentor", signed by the Dean of the Faculty of Sport or the Minister for

TABLE 1
Evaluation of reasons for the mentorship of students in pedagogical practice

Reasons	M	SD
Mentoring is professional work that facilitates my own progress.	3.55	0.57
I like to pass on my working experience to younger colleagues and thus help students.	3.49	0.80
I acquire and exchange different information, ideas and answers on professional problems.	3.47	0.61
I can learn some new things from students.	3.43	0.60
Mentoring is professional work that improves my professional competencies.	3.21	0.77
It keeps me informed on novelties in the field of didactics.	3.17	0.87
Mentoring is a responsibility which I accept as a professional challenge.	3.09	0.84
It keeps me in touch with lecturers and their assistants at the Faculty of Sport.	2.55	0.91
I can establish new social and business ties and open the way for new business opportunities.	2.26	0.88
It enables me to gain points in order to achieve a higher title.	1.91	0.95
It allows me to unload, as the student carries out a part of my job.	1.47	0.72

Legend:
M – mean value
SD – standard deviation

Education and Sport in the Republic of Slovenia (3.68); mentors should be allowed free of charge web access to various professional, research or scientific databases of the faculties (3.65) and mentors should be entitled to an additional three days of holiday for training in the field of mentoring students in accordance with the Collective employment contract in education in the Republic of Slovenia (3.64).

A 4 level measuring scale has been used with 1 representing bad suggestion and 4 a good suggestion.

TABLE 2
Evaluation of suggestions of "systematic measures" in order to achieve better motivation of teachers for mentoring work with students and higher quality of mentorship

	M	SD
Mentors should be entitled to once a year free of charge participation at a chosen seminar for permanent professional improvement.	3.81	0.483
Mentors should be released from the administrative work of mentoring to the greatest extent (e.g. forms for the evaluations of students should be as simple as possible, the writing and sending of forms should be done electronically).	3.79	0.495
Mentorship should be evaluated with more points for progressing in accordance to the Regulation for Titles and Progression of Employees in Education.	3.70	0.503
Mentors should receive a "special" professional title "student mentor", signed by the Dean or the Minister.	3.68	0.581
Mentors should be allowed free of charge web access to various professional, research or scientific databases of the faculties.	3.65	0.623
Mentors should be entitled to an additional three days of holiday for training in the field of mentoring students in accordance with the Collective Employment Contract in Education.	3.64	0.623
Mentors should be entitled to feedback about their work from the students whom they mentored in practical pedagogical training (e.g. opinion about their success, etc.).	3.60	0.599
Mentoring schools should receive a "special" title "mentoring schools", signed by the Dean or the Minister.	3.57	0.636
Mentors should be included as professional experts for practical pedagogical training at institutions for further education.	3.55	0.667
Mentors should receive the free of charge mailing of professional literature (e.g. magazines, etc.).	3.50	0.728
Mentors should be allowed to borrow literature from the libraries of further education institutions free of charge also in the afternoons.	3.48	0.727
Mentors should be allowed to enroll in postgraduate courses under better payment conditions.	3.42	0.887
Mentors should be enabled the free of charge development of their professional competencies through e-learning.	3.40	0.689
A universal system of training and licensing of mentors should be created.	3.40	0.793
Special licensing seminars should be organised for mentors in order to be additionally trained for mentorships.	3.36	0.736
Mentors should have access to novelties in the professional field through e-learning.	3.35	0.738
Mentors should have better opportunities for professional cooperation with chairpeople at the university.	3.30	0.668
Mentors should be helped to mutually acquire and exchange various information, ideas, "examples of good practice" and answers to professional problems within the framework of professional symposia (round tables, etc.).	3.25	0.731
Mentors from different further education institutions with pedagogical programmes should have a common web portal, available for accessing data, contents and "examples of good practice" in mentorship.	3.25	0.738
Mentors should have a chance to participate in research projects at suitable further education institutions.	3.23	0.807
Mentors should be able to enter free of charge into an e-learning community of teacher – mentors, lecturers and assistants at the University and students, where they could exchange examples of "good practice".	3.22	0.759
In order to support the mentorship of students (notices, forms, schedules of students, information about novelties, "examples of good practice", diary…), a www.sportflio.si type of e-learning society should be set up as a single web portal for teachers – mentors, lecturers and assistants at the University and students.	3.21	0.689
Experienced mentors should individually train mentors without experience at licensing seminars.	3.21	0.689
A summer school with professional topics should be organised once a year for all mentors of pedagogical further educations.	3.11	0.891

Legend:
M – mean value
SD – standard deviation

Factorial analysis has been used to calculate 8 factors, explaining together 74.60% of total variance. Nevertheless, a dispersed diagram has revealed that an interpretation of 5 factors is more reasonable, together explaining 60.64% of total variance. The first factor explained 28.50% of total variance, the second factor 10.08%, the third factor 8.44%, the fourth factor 8.10% and the fifth factor explained 5.54% of total variance.

TABLE 3
Distribution of the first components, which together explained more than 50% of the total values

Factors	Initial value		
	Total	% of variance	Cumulative %
1	6.832	28.468	28.468
2	2.419	10.081	38.549
3	2.028	8.449	46.999
4	1.944	8.102	55.100
5	1.329	5.539	60.639
6	1.223	5.095	65.734
7	1.109	4.619	70.353
8	1.018	4.243	74.597

TABLE 4
Factorial distribution of first components with Kaiser's Varimax normalisation

"Systematic measures"	Factors				
	1	2	3	4	5
A universal system of training and licensing of mentors should be created.	.779	–.164	.293	.228	–.150
Mentors should receive free of charge mailing of professional literature (e.g. magazines, etc.).	.688	.370	.143		
Mentors should be allowed to enroll in postgraduate courses under better payment conditions.	.683		.150	–.109	.225
Experienced mentors should individually train mentors without experience at licensing seminars.	.675	.195	.127	.120	.116
A summer school with professional contents should be organised once a year for all mentors of pedagogical further education.	.606	.296	.111	.113	
Special licensing seminars should be organised for mentors in order to be additionally trained for mentorship.	.597	.203		.546	
Mentors should be released from administrative work with mentoring to the greatest extent (e.g. forms for the evaluations of students should be as simple as possible, the writing and sending of forms should be done electronically).	.510		–.455	–.289	.124
Mentors should be able to enter free of charge into an e-learning community of teacher – mentors, lecturers and assistants at the University and students, where they could exchange examples of "good practice".	.457	.406	.169	.404	–.203
Mentors should be enabled the free of charge development of professional competencies through e-learning.	.201	.790		.211	–.100
Mentors should be allowed free of charge web access to various professional, research or scientific databases of the faculties.		.782	.294	–.186	.208
Mentors should have better opportuniities for professional cooperation with chairpeople at the university.		.701	.234		
Mentors should be allowed to borrow literature from the libraries of further education institutions free of charge also in the afternoons.	.446	.661		–.193	.263
Mentors should have access to novelties in the professional field through e-learning.	.374	.592			–.424
In order to support the mentorship of students (notices, forms, schedules of students, information about novelties, "examples of good practice", diary…), a www.sportflio.si type of e-learning society should be set up as a single web portal for teachers – mentors, lecturers and assistants at the University and students.	.190	.506	.354		
Mentors from different further education institutions with pedagogical programmes should have a common web portal, available for accessing data, contents and "examples of good practice" of mentorship.	.271	.157	.831		

Mentoring schools should receive a "special" title "mentoring schools", signed by the Dean or the Minister.	.293		.724		.193
Mentors should have a chance to participate in research projects at suitable further education institutions.	.329	.257	.616	–.148	
Mentors should be helped to mutually acquire and exchange various information, ideas, "examples of good practice" and answers to professional problems within the framework of professional symposia (round tables etc.).		.443	.531	.354	–.135
Mentors should be entitled to feedback about their work from the students whom they mentored in practical pedagogical training (e.g. opinion about their success, etc.).	–.115	.268	.365	.153	
Mentors should be entitled to an additional three days for training in the field of mentoring students in accordance with the Collective Employment Contract in Education.			.270	.680	.233
Mentorship should be evaluated with more points for progressing in accordance to the Regulation for Titles and Progression of Employees in Education.		.123	.117	–.646	
Mentors should receive a "special" professional title "student mentor", signed by the Dean or the Minister.	.162			.166	.729
Mentors should be included as professional experts for practical pedagogical training at institutions for further education.		.440	.124		.713
Mentors should be entitled to once a year free of charge participation at a chosen seminar for permanent professional improvement.	.352	.311	–.153	.223	–.456

DISCUSSION

It has been found that teachers carry out mentorship as they can also progress themselves in addition to professional work with students; simultaneously they acquire and exchange various information, ideas and gain answers to professional problems, they also admit to learning new things from students. In a high second place has been an altruistic motive – they pass on their working experience to younger colleagues and thus help students. The findings are similar to those in the study by Jurišević et al. (2005), conferring that Slovenian mentors perceive their mentoring role mostly in a sense of their own professional development.

The reasons observed are a positive encouragement for the future, as the findings of some researchers (Cox, 2000; Van Emmerik, Baugh, & Euwema, 2005) indicated that mentors with predominant motives of own professional development are also the most successful at their work.

In any plans for establishing a system of better mentoring of students in practical pedagogical training, it would be wise to include the findings of the present study, which revealed that reasons related to rewarding in the sense of the acquisition of additional points for progressing towards titles or earning additional days for permanent professional development are highly important. These measures are already to a certain extent defined in the Law on organising and financing education (Official gazette no.16/2007) and in Regulations about the promotion of professional titles in education (Official gazette no. 54/2002). Teachers also wish to acquire licenses, which would offer them higher "status" in their working environment.

It can be concluded (similarly to Van Emmerik, Baugh, & Euwema, 2005) that additional professional training as a systematic measure has been rated the highest. Similar results have been found by Jurišević et al. (2005): mentors have expressed a desire for additional professional training, which should also contribute to achieving a higher quality of mentorship. In accordance with the Collective working contract in education in the Republic of Slovenia (1994), all the teachers in Slovenia have 5 days a year available for permanent professional improvement. The results of the study show that teachers wished more days were available for professional improvement in the field of mentoring.

As mentorship in Slovenia is not compulsory, the factor analysis has given us some other important answers to the main question "which systematic measures would ensure the higher motivation of teachers for mentoring students and would also ensure the better quality of mentorship in the practical pedagogical training of students".

It can be seen that the first and most important factor explained almost a third of the total variance. This factor was represented with variables, related to the establishing of mentor licences and to mentors' professional growth. Variables included measures such as training to become a mentor, cheaper postgraduate studies and the introduction of modern approaches to the realisation of practical pedagogical training, such as an e-learning society, where examples of good practice could be exchanged with other mentors. The second factor was represented mainly by the variables of encouragement in the working environment, which are related to the sources of the improvement of professional competencies (literature, free internet access, cooperation with further educational institutions, establishing an e-learning society for the purpose of offering support in the realisation of practical pedagogical training), and to enablethe monitoring of novelties in their professional field.

The third important factor was defined by means of networking elements, as it included both the possibilities for cooperation in research projects, the organisation of professional meetings and the assurance for feedback information about mentoring work.

The fourth factor could be named "progress in one's professional career" and was represented by two variables, related to the changes in legislature which would enable mentors to gain an additional three training days for mentorship and would also award mentors more points, needed for promotion.

The fifth factor was represented by variables, apparently giving mentors a "special" status, which would separate them from other teachers, for example with a professional title of "student mentor" or their formal inclusion in practical pedagogical training as expert colleagues as well as free of charge participation at chosen seminars for permanent professional development.

On the base of factor analysis results and the similarity of factors it can be seen that the first 40% (the first and second factors) of variance, ensuring the motivation and quality of mentoring students in practical pedagogical training, are related to possibilities for the improvement of professional competencies. The next 30% (the third, fourth and fifth factors) are related to networking and providing additional professional benefits, to which mentors would be entitled in comparison to other teachers, awarding teacher – mentors in their working environment a "special status" (e.g. a good reputation).

The limiting factor of the present study needs to be considered; namely, the majority of variables were directed towards systematic measures, which can be fulfilled whilst respecting the current legislature or else can be fulfilled by the Faculty of Sport. Therefore, variables which cover various areas, from personal motivation to various possibilities for the development of professional competencies and rewarding, were not balanced. Considering this, the factors were probably not consistent; however, together with the evaluation about the reasons for mentorship in practical pedagogical training, they provide that insight into systematic measures, which could improve the motivation of teacher – mentors for taking up mentorship. These measures would consequently increase the quality of the practical pedagogical training of students.

When discussing setting up a system of competent mentorship in the field of the practical training of future physical education teachers, personal factors, such as altruism, also need to be considered. It is safe to expect that a relationship between input and output also has an effect on a decision. The input is usually the time, knowledge and energy which a mentor has to invest into the mentoring relationship as well as potential additional training. Output mainly comes as personal satisfaction and higher self respect, better career possibilities (e.g. promotion or additional days for permanent professional improvement), professional growth, meeting new people and networking. If the expected input is larger than the expected output, it can be assumed that teachers will not decide to become mentors.

CONCLUSIONS

On the basis of the results of the present research, it can be concluded that in the future a model of mentorship should be formed in such way as to recruit teachers, who would be personally engaged and would consider mentorship to be a certain professional challenge and not as more additional work. Such teachers should undergo training in order to carry out mentorship, thus gaining a license for mentoring. The main purpose of such training would be spreading information about the novelties in the field of studies, linking theory and practice as well as training in the use of informational communication technology in the realisation of lessons and mentorship.

Mentorship should also be set up in such way as to demand as little administrative work as possible, in support of mentoring all the necessary information (instructions, forms, additional information for development of competencies in mentorship, access to literature and databases) should be provided. Some data showed (Majerič & Kolenc, 2007) that an e-learning society for the development of professional competencies would serve the latter purpose and offer support to the realisation of practical pedagogical training. It would be sensible to introduce a slightly reduced workload (e.g. 4 hours per week) as a systematic measure, as this would also result in new jobs available for fresh graduates, who find work with difficulties.

As the volume of practical pedagogical training at the Faculty of Sport has increased after the Bologna reform of studying programmes, the model of practical pedagogical training will in future have to be built on the systematic selection of mentoring schools and mentors, who will be prepared for partnerships, resulting in a mutual endeavour for cooperation of theory and practice. Namely, mentors have to know not only the characteristics of education, the demands and type of work of educational institutions (Cox, 2000), they have to also understand and internalise their mentoring roles (Louden, 1992; Korthagen, 1993). On the other hand, teacher – mentors are an important source of information for educational institutions about the good and bad aspects of the organisation of practical pedagogical training and the quality of studying programmes. Therefore, the cooperation has to be complementary, resulting in a partnership (Carroll, 2005).

It can be assumed that the findings of the present study will be useful also for other universities and further education institutions of European Union member states.

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ANALÝZA DŮVODŮ K MENTORINGU STUDENTŮ BĚHEM PEDAGOGICKÉ PRAXE

(Souhrn anglického textu)

VÝCHODISKA: Hlavním cílem inovace studijních programů ve většině členských států EU byla unifikace a modernizace těchto programů, která umožní rozvoj EU v jednu z nejsilnějších znalostních společností. Moderní studijní programy zdůrazňují vzájemné spojení teoretických principů, které si studenti osvojují během studia, s praxí z toho důvodu, že praktická příprava je jednou z nejdůležitějších částí všech studijních programů. Rovněž účinný systém kvalitních a kompetentních školitelů má významnou roli. Tito školitelé připraví jedince ke vstupu na trh práce právě rozvojem jejich specifických dovedností v autentickém prostředí.

CÍLE: Z toho důvodu, že mnoho členských států EU ještě nevytvořilo systém kompetentních a kvalitních

školitelů, prezentuje tato studie systém opatření k růstu motivace učitelů pro školení studentů a lepší kvalitu školitelské činnosti. Studie zkoumá motivy pro školení studentů v praktické přípravě.

METODIKA: Výzkum zahrnoval 62 učitelů, kteří vyučovali na Fakultě sportu v Ljubljani. Použitý dotazník obsahoval 26 různých motivů. Pro zpracování dat byla využita deskriptivní statistika a faktoriální analýza.

VÝSLEDKY: Výsledky ukázaly, že školitelé školí studenty v pedagogické praxi za účelem rozvoje svých vlastních profesních dovedností a z důvodu kariérních motivů – profesní postup v hierarchickém žebříčku získáváním dodatečných bodů umožňujících postup na vyšší profesní úroveň. Oba tyto důvody znamenají vyšší profesní postavení v pracovním prostředí.

ZÁVĚRY: Bylo zjištěno, že by bylo potřeba vytvořit model partnerské spolupráce mezi fakultou sportu a vzdělávacími školami a prostřednictvím vhodných opatření zajistit větší motivaci školitelů k výkonu jejich školitelské činnosti. Tato opatření by ovlivnila lepší kvalitu praktické pedagogické přípravy studentů při práci v reálném pracovním prostředí.

Klíčová slova: praktická pedagogická příprava, školení, motivace, tělesná výchova.

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Education and previous work experience

Since 1999 employed at the Department of Didactics of Physical Education in Schools at the University of Ljubljana, Faculty of Sport, where he completed Ph.D. in 2004 with a dissertation on the "Analysis of assessment models of sports knowledge in physical education". Working on the modern approaches to lifelong learning experience and permanent expert training of teachers and professionals in sport, he is a Head of the Centre for Lifelong Education in Sport at the Faculty of Sport and a Coordinator of Practical Pedagogical Training of the students at the Faculty of Sport. In 2006 and 2007 he has successfully competed the project "A model of the practical pedagogical training of students at the Faculty of Sport", which has been in part financed by the EU European Social Fund and the Ministry of Education and Sport of Republic of Slovenia. Within the project the first e-learning community Sportfolio.si, intended for the lifelong learning of teachers and students in Slovenia, has been set up. Sportfolio.si is based on an open method of adjustment, which the European Council in Lisbon (2001) defined as a way for expanding examples of good practice, which makes possible the fulfilment of strategic goals in the area of education and training in the EU until 2010. He is a member of the Programme Board for Further Education and Training of Professional Workers in Education in the Republic of Slovenia.

Scientific orientation

Recently, he has been researching knowledge management and modern approaches to lifelong learning in the field of sport, as well as the exchange and development of knowledge in the "society of knowledge".

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