

# The professional development and community empowerment of resilient teacher candidates in a student mentor program



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# DEBRECENI EGYETEM

## Resilience:

Latin in origin

„Resilire” means bounce,  
rebound, jump back

Overcoming Difficulties

Avoiding harmful consequences

Adaptation

Coping

Maintaining function

*(Grotberg, Masten et al., Waxmann et al., Sugland et al., Sameroff, Békés, Nemes, Bass-Darvas)*



# **Resilience in education**



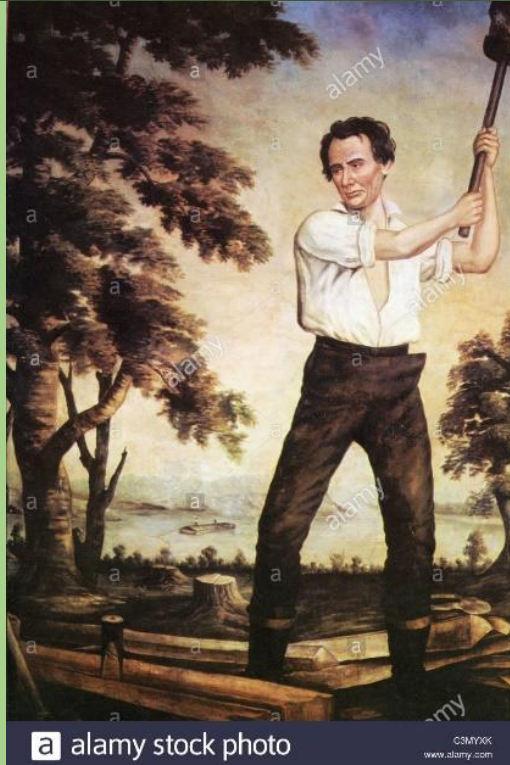
## Academic resilience

A successful lifepath, despite the person's disadvantaged social background



**Alexander Fleming –  
discover of penicillin**

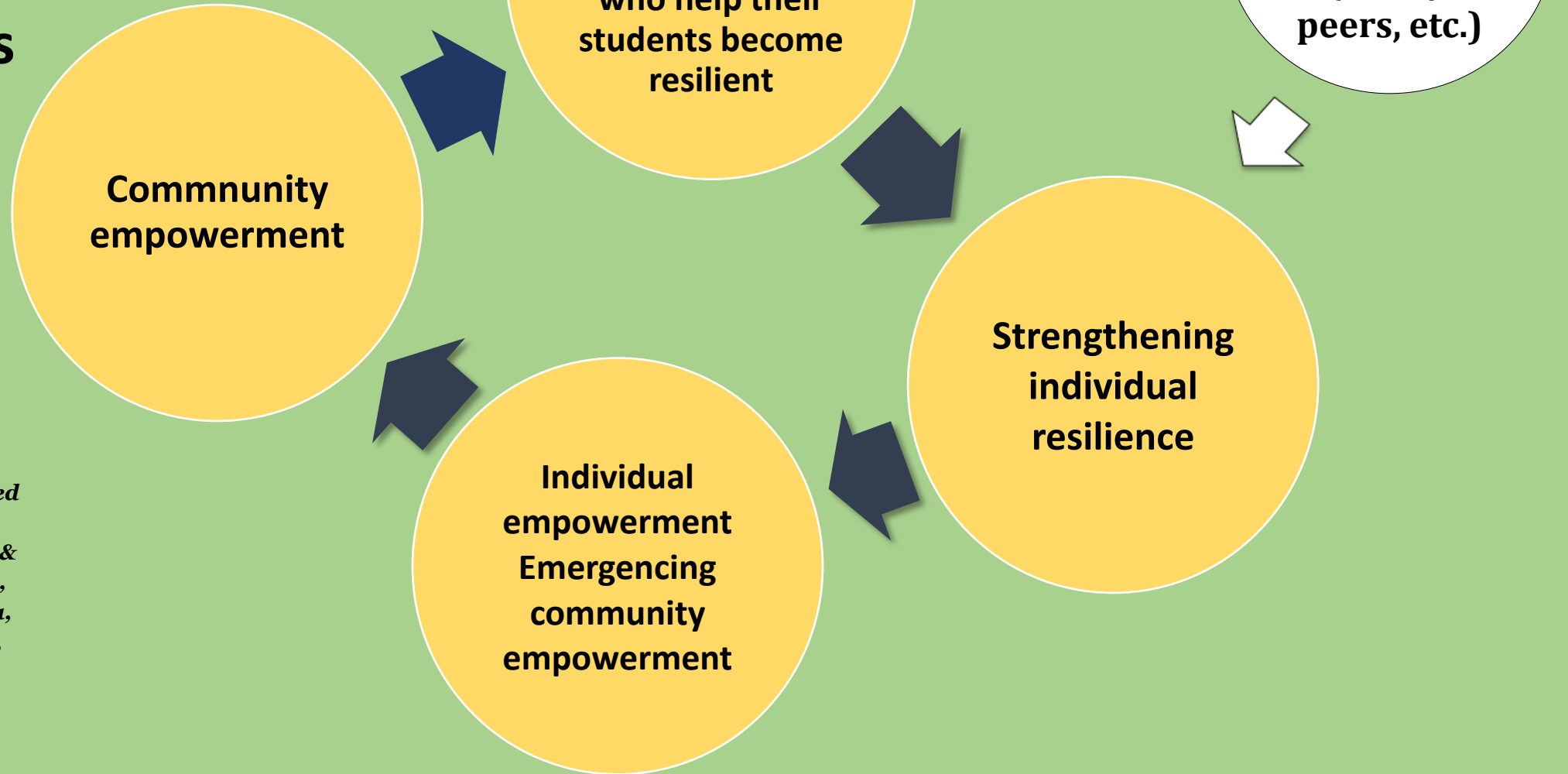
**Abraham Lincoln  
(„rags to riches”)**



# Resilient life paths and careers

- ***Individual empowerment***: someone can defeat his own disadvantages and can himself be able to control his fate (e.g. Varga 2019, Haficová et al. 2020, Ceglédi 2012, 2018)
- ***The continuation***:
  - **Limiting benefits to their own offspring (keeping)** (Beck 1983, Csata 2006, Boreczky 2000, Ferge 1972, Bourdieu 2003)
  - **Community empowerment**: if a resilient person can pass on his strength and knowledge to others, and give back to his community (passing on) (pl. Varga 2009, Ceglédi 2015, 2018, 2019, Ceglédi & Szathmáriné Csóke 2019, Ceglédi, Hamvas, Katona, Kiss, Torner & Vas 2018, Godó & Kiss & Ceglédi 2020, Kozma & Ceglédi 2020)

# A possible life cycle and work of resilient teachers



*Source: Own editing, based on: Varga 2019, Ceglédi 2015, 2018, 2019, Ceglédi & Szathmáriné Csóke 2019, Ceglédi, Hamvas, Katona, Kiss, Torner & Vas 2018, Godó & Kiss & Ceglédi 2020, Kozma & Ceglédi 2020*

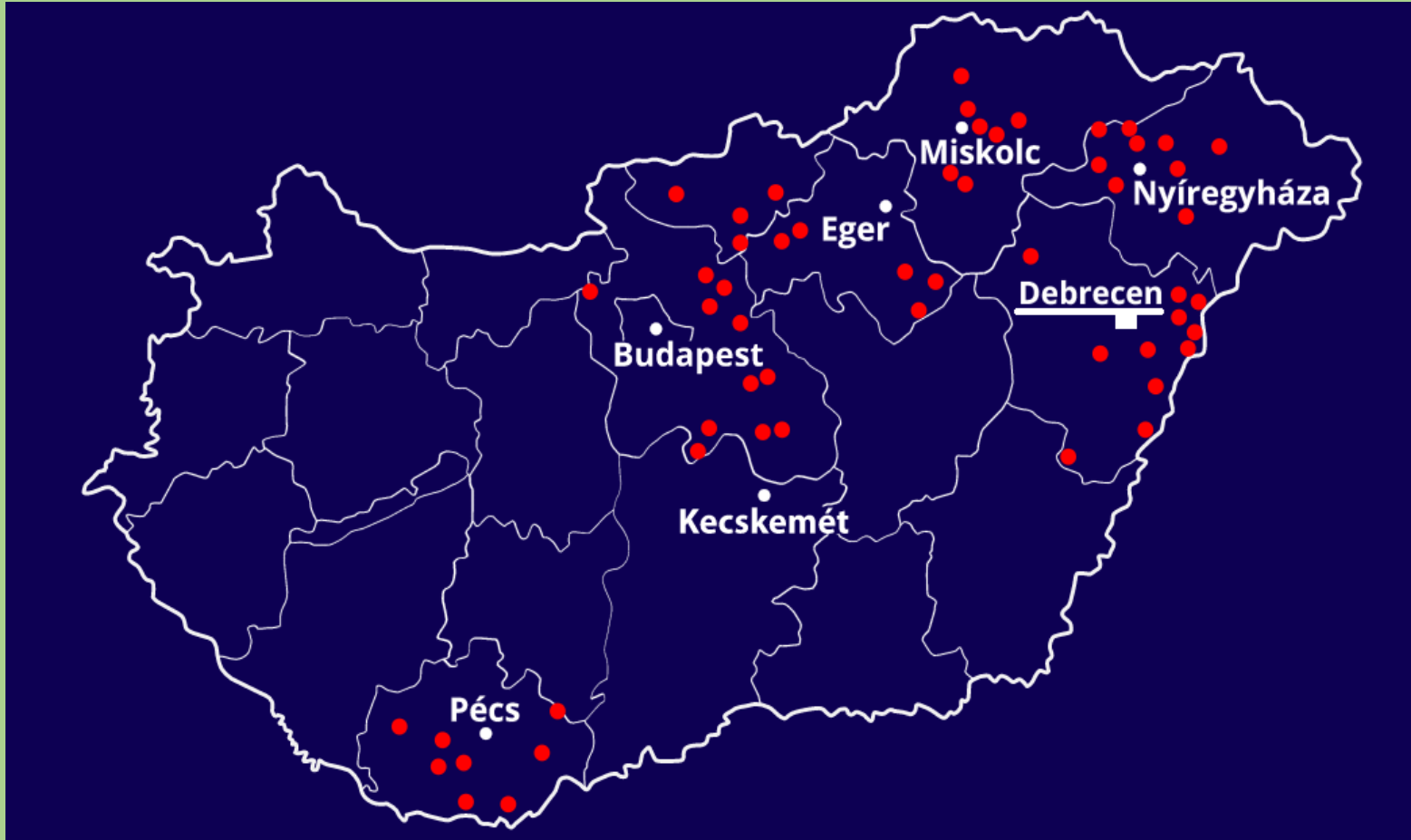
# Teacher education – empowerment – mentoring



Source: [tmo.gov.hu](http://tmo.gov.hu)

- **Mentoring:** Participants in mentoring mutually affect each other
- Mentoring have a positive effect on **mentors** (*Kormos 2013, Godó et al. 2020, Ayoobzadeh & Boies 2020*)
- **Areas highlighted in the present research:**
  - The benefits of mentoring in **teacher education** (*Fejes & Szűcs 2009, Arató et al. 2020*).
  - The mentoring program can be an important milestone in the process of personal and community **empowerment** (*Varga 2019; Haficová et al. 2020*).

# Let's Teach for Hungary Mentoring Program



## The key points of the program

- **National program**
- **Program starts** in the spring term of the 2018/19 school year
- **Target groups: primary school pupils** (age: 12-13) in small towns + **student mentors**
- **6 hours per week**
- **Volumen:**
  - Hundreds of mentors and mentees
  - 7 universities
  - **Scholarship** of 30.000 forints a month



# Methodology of Research

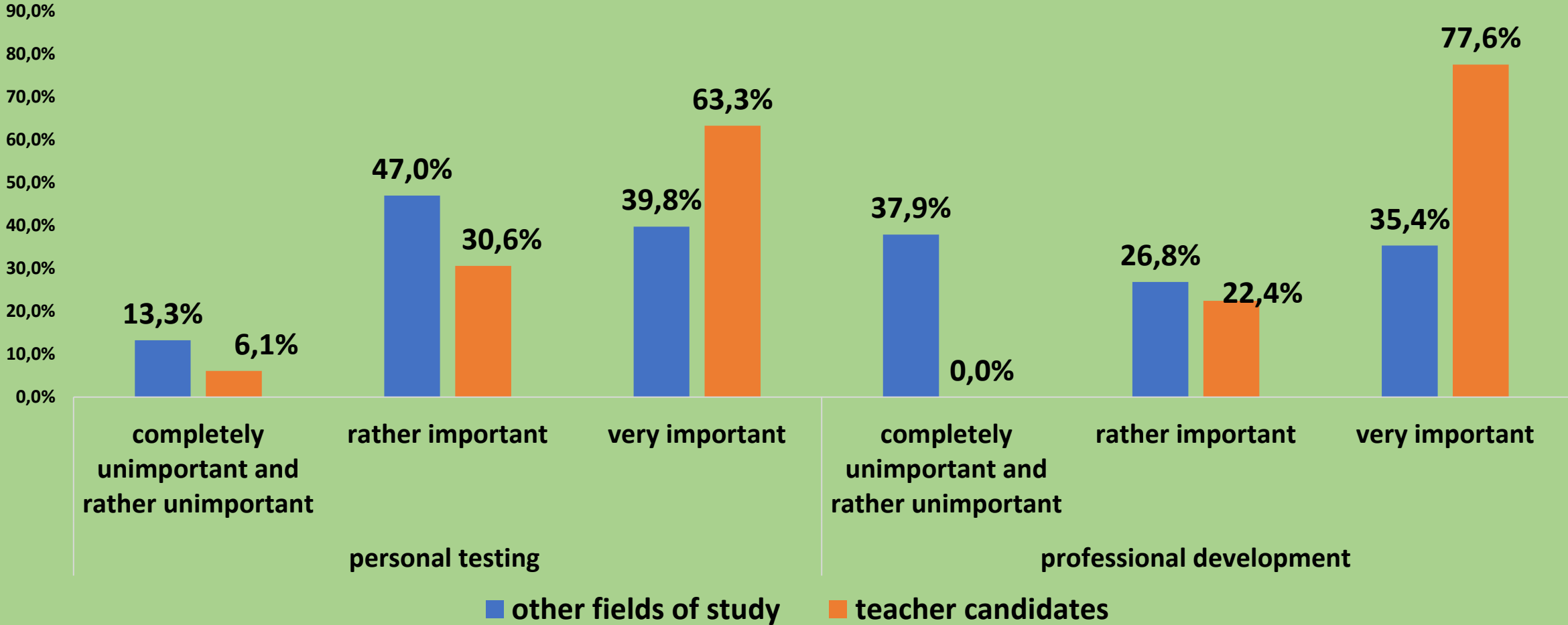
- **2018/19 spring semester** → 2019/20 autumn semester
- **Target group:** mentor candidates
  - **DE students** (full-time + correspondence, various courses, no age limit)
  - **Mentoring staff:** N=151 (ratio of responses was 88.8%)
  - **Among them:** Teacher students (33.1%)
- **Quantitative research**
- **Questionnaire:** TMO Program input questionnaire for mentor candidates
- **Input measurement** (at the end of the course, before preparation)
- **Questionnaire compiled by:** Dr. Tímea Ceglédi, Dr. Lajos Hüse, Dr. András Berényi, Dr. Tímea Szűcs
- **Key dimensions:**
  - demographics (family background, education, studies)
  - motivations, preferences
  - fears, worries
  - personal experiences
- **Important:**
  - Finally, not everyone became a mentor (only 76 people)
  - We were able to know their expectations and needs **at the beginning of the program** through the questionnaire

# Our Hypotheses

- **H1:** We assume that mentor candidates preparing for a teaching career come with a **different motivational pattern** than those choosing other careers.
- We expect that when comparing them with those choosing other careers, the demand for **professional development and personal testing** will be stronger.
- **H2:** We deem stronger social commitment to be likely among teacher candidates compared to those of another career path.

# Results

**The motivations of teacher candidates and of those following other career paths upon entry into the program – your personal (self-) testing and professional development (%). Source: LTHMP-UD (2019) (N=151).**

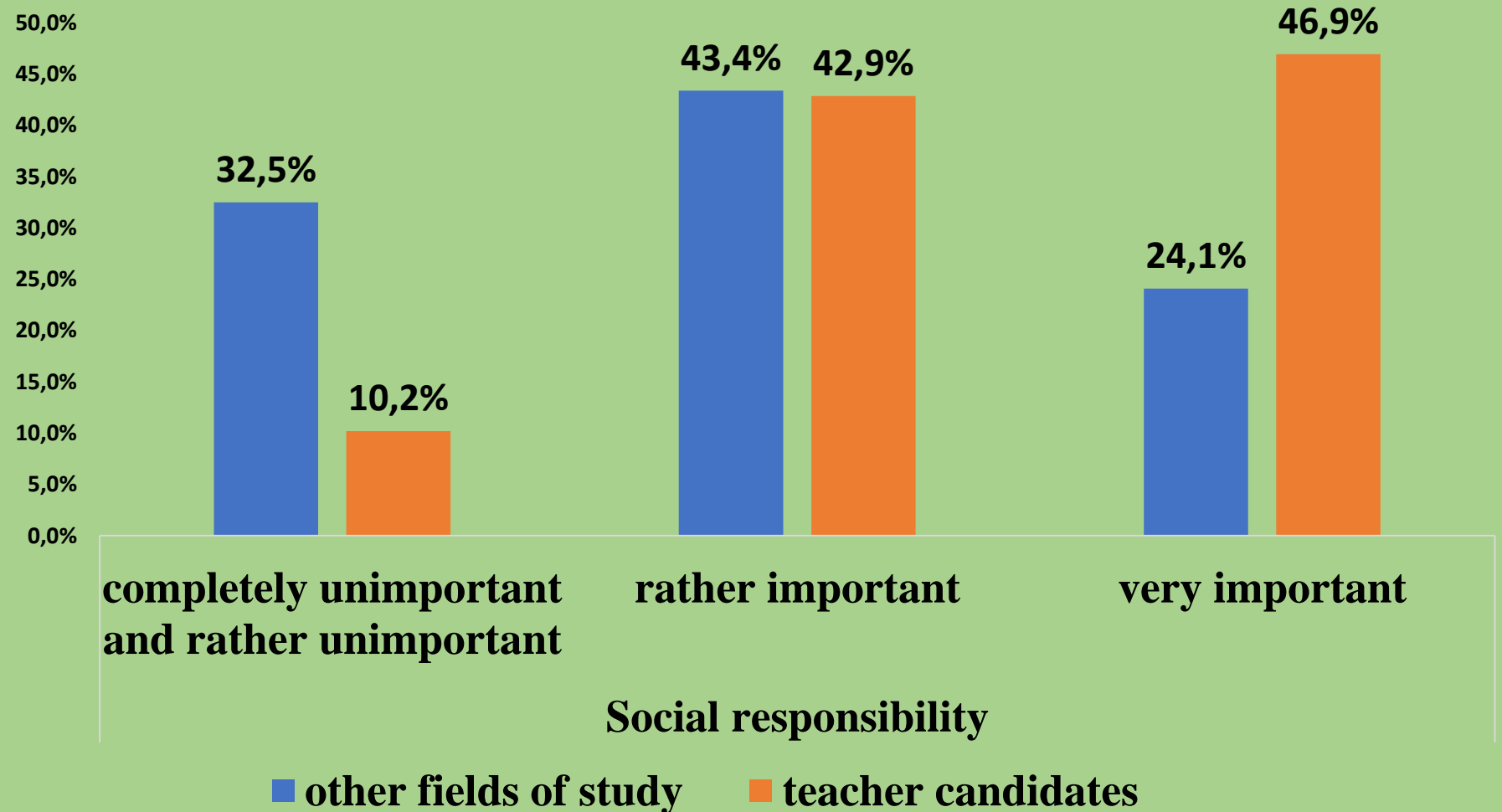




# The motivations of teacher candidates and of those following other career paths upon entry into the program – social responsibility (%)

Source: LTHMP-UD (2019) (N=151).

In item „helping others” → no difference



# Summary

H1:

- Teacher candidates have stronger expectations of the program and **hopes for professional development and personal testing.**

H2:

- **Social responsibility** appears as a stronger background motivation for teacher candidates
- **Helping others** appears to be equally important to all students.

# Conclusion

- Individual empowerment: personal testing (OK); professional development (OK)
- Community empowerment: social responsibility (OK); helping others (?)



**Thank you for your kind attention!**

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