



**CHALLENGES OF IMPLEMENTING MENTORING
NEW TEACHERS IN GOVERNMENT SECONDARY
SCHOOLS OF ADDIS ABABA**

**BY
DADE GIRMA**



**ADDIS ABABA UNIVERSITY
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Approved by board of examiners

<u>Yekunoamlak Alemu</u> Chair person, Department Graduate Committee	<u>Yekunoamlak Alemu</u> Signature	<u>27 May 2011</u> Date
<u>Yekunoamlak Alemu</u> Advisor	<u>Yekunoamlak Alemu</u> Signature	<u>27 May 2011</u> Date
<u>Kenenissa Dabi</u> Examiner	<u>Kenenissa Dabi</u> Signature	<u>27 May 2011</u> Date

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Acronyms

ANOVA	Analysis of variance
CPD	Continuous Professional Development
ETP	Education and Training Policy
I.C.T.	Information Communication Technology
LAMP	Leadership and Management Program
MDG	Millennium Development Goals
Mentee/ protégé	a young person who receives guidance, training, and support from somebody who is older and has more experience or influence
MoE	Ministry of Education
NDT	Newly Deployed Teachers
OECD	Organization for Economic Cooperation and Development
SIP	School Improvement Program
SPSS	Statistical Package for the Social Sciences
TDP	Teacher's Development Program
TESO	Teacher Education System Overhaul

Abstract

To bring about a desired quality standard in education it is necessary to address all the factors that contribute in every aspect. Such factors could be categorized in to inputs, processes and out puts of human elements. And from among the human elements teachers occupy the key role. They are the professionals responsible in shaping the youth in words as well as in deeds. But the teachers themselves should pass through a training system and continue to develop their pedagogical skill, knowledge and attitude as far as they remain in the profession and if quality of education is to be attained (MoE, 1994). That was what necessities a program of "Continuous Professional Development" (CPD). Induction (mentoring new teachers), is the basic part of the Continuous Professional Development and a focus point of this paper. Therefore the main purpose of this study was to investigate the implementation practice and challenges of mentoring new teachers in government secondary schools of Addis Ababa. The study employed descriptive survey method. The issues discussed cover perception of respondents towards mentoring, benefits of mentoring as rated by teachers, mentor-mentee relationship, planning, current implementation practices of mentoring at schools and challenges of mentoring practices. Regarding the population size, three sub-cities, nine schools and one hundred seventy five participants (educational officials, mentors and mentees) were selected using simple random sampling techniques. As to data gathering tools questionnaire (with five point Likert scale) and guided interview were preferred to gather data from respondents. Besides document analysis was employed. The data was analyzed using statistical tools like frequency count, mean, and percentage. Moreover, a one way ANOVA was employed to see the degree of perception difference between principals, mentors and mentees. The result showed that majority of them (75 %) were not oriented about mentoring, thus their perception toward mentoring program was low. As to current practice, though principals' and mentors' reply rated high, the percentage value of mentee's reply indicated as low.

The study also showed there was perception difference between mentors and mentees on the benefits of the program. As it was shown in the study the mean value of mentees' response was less. Hence, it is concluded that the mentees' perception toward mentoring was in low condition. In order to get better contribution of the program, educational leaders at various levels and schools should pay due attention to build their staff with the knowledge and skill of professionalism through effective mentoring program. Further suggestions were forwarded by respondents on the conclusion and recommendation parts.

CHAPTER ONE

The Problem and Its Approach

1.1. Background of the Study

Currently every country is striving to attain quality education to its citizens, thereby to accelerate its development. That is why education becomes one of MDG programs and maximum effort is being exerted by every country to achieve the specified goal. Particularly special attention is given to raising the quality of education so that citizens who pass through that system would be competent enough to take any responsibility anywhere.

Since 2006 major attention had been given to the quality of Ethiopian education system (MoE, 1999). To bring about a desired quality standard in education it was necessary to address all the factors that contribute negatively. Such factors could be categorized in to inputs, processes and out puts of material and human elements. And from among the human elements teachers occupy the key role. They are the professionals responsible in shaping the youth in words as well as in deeds. But the teachers themselves should pass through a training system and continue to develop their pedagogical skill, knowledge and attitude as far as they remain in the profession and if quality of education was to be attained (MoE,1994). That was what necessities a program of “Continuous Professional Development” (CPD), of which induction (mentoring new teachers), was a part.

To implement the quality assurance process the government had devised a package consisted of six programs (TDP, SIP, Civics, Curriculum, I.C.T. and LAMP (MoE, 1999: 9). Along that line, structural arrangement (a vice principal responsible to look after teacher’s development) was assigned. And modules for mentors and mentee were prepared (MoE, 2004). The profession being a science and an art requires teachers to be equipped with both. Those qualities can be

acquired through formal training and collegial experience sharing, in other words mentoring.

Different authorities define the practice of mentoring and the role of the mentor in various ways. The Oxford Advanced Learner's Dictionary defines a mentor as "an experienced person who advises and helps somebody with less experience over a period of time"(2000: 737) According to other writers mentor is an individual, usually older, always more experienced, who helps and guides another individual's development. Kreitner and Kinicki (2004) defined it as a phenomenon of using carefully chosen and assigned individuals to guide and advise individuals so as to help them in their professional development.

For Armstrong mentoring is the process by which one person assists another to grow and learn in a safe and sympathetic environment. The word "mentor" has become synonymous with 'trusted adviser', 'friend', 'teacher' and 'wise person'. History offers many examples of helpful mentoring relationships such as Socrates and Plato, Haydn and Beethoven, Freud and Jung. The mentor plays the role of a coach. The mentor usually possesses more experience and is older in age (Armstrong, 2004).

For others mentoring is an ongoing relationship that is developed between a senior and junior employee. Mentoring provides guidance and clear understanding of how the organization goes to achieve its vision and mission to the junior employee (Smith, 1999).

From what has been said so far we can easily understand that all the definitions capitalize on the provision of professional support to beginning teachers. Mentoring works with the assignment of carefully selected mentors as a guide. The aim is to develop the new teacher professionally and to create a comfortable and safe environment. It is not a one-time activity. It is continuous, intensive and systematic. Teacher mentoring is a program that helps to integrate newly deployed teachers to the education system and to enhance the

culture of collaboration. Its ultimate goal is to enhance quality of education in the country by improving the performance of students.

The success or failure of mentoring is closely tied to how well the mentor and mentee are matched. Most sources agree that a mentor should not be the direct supervisor of the mentee or that they even be from the same department if that is possible. If the personality types are tremendously different, there may be problems with the relationship. In addition there must be a sense of win-win in both the mentor and the mentee. Both should want to participate. This relationship can stretch over months or even years. Special care must be taken at the beginning in matching the mentor and the mentee, as well as the use of written mentoring agreement signed by both parties and clear evaluation of expectations at specific times are all vital to the success of a mentoring program.

Coming to the implementation practice of mentoring among Addis Ababa government schools, the above mentioned factors were not given enough attention. Due to lack of training and orientation, inadequate course materials, mismatch of mentor-mentees, lack of interest and motivation etc. the mentoring program was not as fruit full as it was expected. Hence the need for study on the factors that challenge the successful implementation of mentoring program.

1.2. Statement of the Problem

The purpose of the study was to assess the level of implementation practice and challenges of mentoring newly deployed teachers in some selected secondary government schools of Addis Ababa.

It is believed that mentoring new teachers is assumed to bring quality of the education system by creating efficient professionals and helping the newly deployed teachers feel at ease in different aspects. That is, mentoring helps the newly deployed teachers to socialize themselves with the environment they found themselves. Besides, mentoring enhances the diverse abilities of both the mentor and the mentee, so that the institution benefits from their efficiency.

But educational officials at different levels and the newly deployed teachers seem unaware about the diverse benefits of mentoring. As a teacher and principal, the researcher had observed long ago the need for mentoring so that the teacher can be equipped with necessary skills and attitudes.

To this effect, Fletcher (2000) pointed out that mentoring is a process whereby skills and attitudes are changed. Mentoring relationship enables teachers to cope up with change and enables change within teaching too.

In Ethiopia, though there was growing interest for quality education, the quality standard remain below expectation. The researcher suspects that there are factors that need to be assessed and addressed if the problem of quality education is to get solution. Among those factors may be the professional competency, skill and attitude, sense of responsibility, concern, and motivation of teachers. The government believes that most of the above issues could be resolved through practice of continuous professional development (CPD) in which mentoring was the basic part.

The researcher had an opportunity to have a look on some researches made on mentoring practices of secondary schools that addressed some of the above issues and concluded saying “lack of purpose, training, and material supply” as main factors for the limited success of mentoring practice (Girma, 2009). But there must be reasons beyond those. That was what necessities further study on the subject. To that end, this study will attempt to answer the following questions.

1. How much teachers and educational officials at sub-city and “*woreda*” level perceive the significance of mentoring to the proficiency of the teaching profession and quality of education?
2. To what extent schools offer mentoring to newly deployed teachers in an organized and planned manner?
3. What factors are hindering mentoring practice at schools?

1.3. Objective of the Study

The major objective of the study was to assess the overall practices of mentoring and identify potential challenges to mentoring activities in government secondary schools of Addis Ababa city administration. Under this general objective, the specific objectives were:-

- To assess how teachers perceive the benefit of mentoring.
- To assess the level of mentoring practice.
- To check whether there is difference of opinion between principals, mentors and mentees towards mentoring.
- To identify challenges hindering the practice of mentoring.

1.4. Significance of the Study

There is empirical evidence of the value of mentoring intervention. A New Jersey study found that first year teachers attrition rates without mentoring was 18%, whereas the attrition rate for first year teachers in a program that included mentoring was only five percent (Gold, 1999).

Another study cited in Holloway reported that 96 % of beginning teachers and 98 % of experienced teachers benefited from the mentoring relationship. The experienced teachers were especially enthusiastic stating "...they believed that mentoring allowed them to help others, improve themselves, receive respect, develop collegiality, and profit from the novice teachers' fresh ideas and energy" (Holloway, 2001). The researcher, therefore, believes that the study has significant importance in the following ways:-

- It helps sub-city and "*woreda*" level educational officials to pay due attention to the practice of mentoring at schools.
- It helps school leaders and professionals outside schools to have clear understanding about the benefits of mentoring in cultivating teacher's performance, which in turn improves the achievement of students.

- It can facilitate cordial relation, cooperation, confidence, professionalism, effectiveness among teachers and good performance of students if they give due attention to the mentoring program.

1.5. Delimitation of the Study

The study was entitled assessment of implementation practices and challenges of mentoring in Government Secondary Schools of Addis Ababa City Administration. Due to the limited time given to the study and the decisiveness of the two years mentoring program to the profession of teaching, the study was limited to issues such as mentor-mentee relationships and perceptions, the mentoring program implementation process, and problems encountered. It covers staff of randomly selected government secondary schools of Addis Ababa City administration taken from three sub cities i.e. Addis Ketema, Arada, and Gullele, which were selected through simple random sampling method. Totally there were three schools from each sub city that makeup nine secondary schools (Addis Ketema secondary, Yekatit 23 secondary, Delachen secondary, Menilik II secondary. Tikur Anbassa secondary, Meskerem secondary, Meraf secondary, Yekatit 12 secondary and Dil Ber secondary school). All the principals and teachers (as mentors and mentees) were participants of the study in combination with three education officials.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1. Historical Background of Mentoring ✓

An important component of any successful organization is the manner and style in which new people are brought into the organization and how they learn or are taught their responsibilities within the organization. Mentoring is a tool that organizations can use to nurture and grow their people. Mentoring is one of the development tools at the disposal of the organization that expects efficiency and effectiveness of its human resource.

The term 'mentor', like many familiar words, has its origins in ancient Greek literature. When Odysseus sailed to join the war against the Trojans, he chose a friend, mentor, to act as a guide and adviser to his son Telemachus while he was away (Stapleton, 1978).

The first recorded modern usage of the term 'mentor' can be traced to a book entitled "Les Aventures de Telemaque", by the French writer François Fénelon. In the book the lead character is that of mentor. This book was published in 1699 and was very popular during the 18th century and the modern application of the term can be traced to this publication (Colley, 2003: 203). This is the source of modern use of the word mentor, which implies a trusted friend, counselor or teacher, usually a more experienced person.

Although the history of mentoring can be traced back to the ancient Greece history, the practice of mentoring beginning teachers emerged in the 1980's as a professional development strategy for achieving a variety of goals (Little, 1990).

In earlier times, the younger new employee had a single mentor. However, this is not always the case, and many successful people report that they have had several mentors who assisted them in their careers, either serially or simultaneously (O'Neill & Sankowsky, 2001). In the simultaneous mentoring

model, different mentors help the mentee with various aspects of his or her career and even aspects of his or her personal and social life. For example, one mentor might aid the mentee in understanding the political climate of the institution or a particular organization, a second mentor might help with purely professional aspects of the mentee's career, and a third might sponsor the mentee's introduction into purely social activities with professional colleagues (Selby, 1998).

History offers many examples of helpful mentoring relationships such as Socrates and Plato, Haydn and Beethoven, Freud and Jung. (Armstrong, 2004). So a mentor is a more experienced person who acts as a role model, teacher, and guide. In the management and human resources literature, mentor now refers to the patterned behaviors or process whereby one person acts as mentor to another. Mentee/ protégé, which are gender neutral, refer to the one who receives mentoring.

2.2. Concept and Processes of Mentoring

Mentoring provides guidance and clear understanding of how an organization goes to achieve its vision and mission through the junior employee (Herrera, 1999). Therefore, mentoring is the process by which one person assists another to grow and learn in a safe and sympathetic environment. Mentoring enables an individual to follow in the path of an older and wiser colleague who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities. The concept of mentoring implies some form of psychological bonding between the mentor and the mentee. The mentor develops a genuine interest in the mentee and feels rewarded with each success that the mentee acquires, which implies an emotional investment on the part of the mentor. The mentor not only supplies information and gives advice but also offers critical support for the mentee at times of need. That is one way of building the human element of an organization in excellence-that will in turn lead to institutional success. Cunningham and Gresso (1993) who believed the same way, say that:

The only way we are going to get from where we are to where we want to be is through staff development.... When you talk about school development, you are talking about people improvement. ...the school is the people, so when you talk about excellence or improvement, or progress, we are really focusing on the people who make up the building

Mentor is often highlighted as a caring, self-sacrificing educator and guide. Mentors try to help participants to reflect upon their experiences, to develop an understanding, and to apply these understandings to new situations. The process involves looking to values and feelings as well as developing skills and building theories about why things happen as they do. (Colley, 2003).

In other words mentoring is a process of helping other colleagues learn and enhance their professional role. As Brooks and Sikes,(1997) stated mentoring is "a nurturing process in which a more skilled or more experienced person serving as a role model, teacher, sponsor, encourages, and councils a less skilled or less experienced person to the purpose of promoting the latter's professional and/or personal development."

Research indicates that professional development of teachers occurs, for most, well beyond their first year in teaching. For example, Feiman-Namser and Remilland, (1991) suggest that teaching expertise is not achieved until the first five-to-seven years of service. At all stages of teacher education mentoring can be acknowledged as part of learning and developing new skills since the earliest and the fastest way to learn is from others.

2.2.1. Definition of Mentoring:

Oxford Advanced learner's Dictionary (2000: 737) defines the word "mentor" as experienced counselor, guide, teacher, adviser and supporter: somebody, usually older and more experienced, who advises and guides a younger, less experienced person. And "mentoring" refers to the task of acting as a mentor to somebody especially to a junior colleague.

Scholarly definitions on the subject forwarded by different writers focus on the importance of "relationship." Sited by Crosby the most concise definition came

from Jan Cummings. Her definition goes "Mentoring is a relationship. Through this developmental partnership, the mentee, with the assistance from mentor set goals for the key purpose of development of the mentee. Enhancing skills, gaining new knowledge and implementing new behaviors are the intended targets of a mentoring program." (Crosby,1998 and Stockdale, 2002). For Sweeny (2008) mentoring is a

Nurturing process in which a more experienced person, serving as a role model, teacher and sponsor encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the protégé.

Mentoring is preventative by nature (Dubois and others 2002: 96) and designed to connect the interests of an institution, the profession and the mentee by forming positive and caring relationships. Matching mentors' skills and experiences with mentee's individual needs can facilitate the development of a positive relationship and according to mentoring history positive relationships are key part of achieving positive outcomes.

Mentoring is a special type of developmental relationship, characterized by two main functions: career functions, involving sponsorship, exposure-and-visibility, coaching, protection, and challenging assignments; and psychosocial functions, including role modeling, acceptance and confirmation, counseling, and friendship (Kram, 1985).

For Awaya and others, mentoring is more than a role with a list of preconceived duties; rather it is a unique personal relationship, characterized by trust, sharing of expertise and moral support, knowing when to provide access to this expertise and support, and when it should be withheld (Awaya, McEwan, Heyler, Linsky, Lum, & Wakukawa, 2003). Essential elements in the definitions of mentoring are that it is a multi-dimensional and multi-functional developmental relationship that evolves over time. These elements distinguish

mentoring from its individual components, establishing mentoring relationships as an example of the sum being greater than the parts. Mentoring is a mutually beneficial and developmental relationship between two or more individuals that evolves over time, and includes a range of career and psychosocial functions. Within a single interaction or activity, the career functions and psychosocial functions of mentoring often occur simultaneously. While many of the career functions of mentoring depend upon the organizational roles of the individuals, most of the psychosocial functions of mentoring require a personal commitment on the part of both individuals.

2.2.2. Types and Processes of Mentoring

Mentoring could assume different types and may involve several processes. Broadly speaking it may assume two types, such as formal and informal one.

Formal mentoring programs are structured, have oversight, and have clear and specific organizational goals. For example, some institutions, as part of their formal on boarding process, assign mentors or “peer associates” to new hires as an information source allowing new employees the opportunity to better navigate a new work environment. Formal mentoring relationships develop within organizational structures that are specifically designed to facilitate the creation and maintenance of such relationships. Wanberg, Welsh, & Hezle, (2003) identified six primary characteristics of formal mentoring programs that can directly influence the program’s effectiveness: (a) program objectives, (b) selection of participants, (c) matching of mentors and mentees, (d) training for mentors and mentees, (e) guidelines for frequency of meeting, and (f) a goal-setting process.

Program objectives may vary from socializing newcomers into an organization to intense career development of a target population. These objectives affect the scope of the mentoring and will help drive goal-setting and training objectives.

Formal mentoring programs are generally more effective when mentors voluntarily participate (rather than being coerced) and are intrinsically

motivated to help mentees (Boyle, & Boice, 1998). Formal programs vary widely in their methods to match mentors and mentees, and in their preparation of individuals to be engaged in mentoring. Programs that seek important matching criteria from both parties are more likely to initiate successful mentorships. Matching criteria may include professional interests, demographics, geographical location, human interest factors (e.g., hobbies, lifestyles), personality, values, and learning orientation. Orientation or training programs for mentors and mentees can help both parties establish a psychological contract for the relationship. Training objectives can include clear communications of expectations of the relationship, goal-setting procedures, conflict resolution skills, and general structure of the mentoring program.

Informal mentoring Unlike formal mentoring, informal mentoring has minimal to no structure and may or may not have a clear and specific goal. Informal mentoring is normally for interpersonal enhancement, but can also promote career development. Informal mentoring relationships develop spontaneously and are not managed or specifically recognized as a mentoring relationship within a larger organization. A mentor reaches out to a mentee (or vice versa) and a relationship develops which benefits the mentee's professional development. Due to the spontaneous development, these relationships depend somewhat more on the individuals having things in common and feeling comfortable with each other from the beginning. The relationship may develop out of a specific need by the mentee around a task or situation for guidance, support, or advice. The relationship is most likely to be initiated by the mentee as she or he seeks support around a specific task. This type of relationship might also develop when an established professional needs an early career professional to complete certain tasks within an office or project setting.

Nevertheless, the success of either type of mentoring is greatly dependent upon clearly defined roles and expectations (Elaine, 2008). An important element of the mentoring relationship is setting and facilitating clearly-defined learning objectives. The process may begin with a first meeting where both parties can

discuss their expectations. More detailed objectives can be defined and adopted as the relationship devolves. At the first meeting start-up issues, expectations, and initial goals could be addressed.

An informal mentoring relationship often just happens. Someone takes an interest in us, or we in them. A formal mentoring relationship has an acknowledged commitment of time and energy for the purpose of guiding and sharing. Both types can be for specific projects or for extended time periods (Raabe & Beehr 2003).

According to Kirkpatrick, (2008) in a more specific manner, mentoring can assume one of the following types, i.e., instance mentoring, group mentoring, peer mentoring, situational mentoring, supervisory mentoring, team mentoring, and virtual mentoring.

Instance Mentoring is a less expensive and simple option to employ senior staff to become mentors without investing a lot of time. The only requirement is one-hour or less of a mentor's time to meet with a mentee. During the one-hour session, mentors can share lessons learned, life experiences and advice to aspiring mentee. After that meeting, mentors and protégés can decide if they would like to continue the relationship. The matching process is simple. Mentors and mentees are matched with little or no criteria. Mentee may recruit their own mentors. Once a mentee is assigned to a mentor, it is the mentee's responsibility to contact the mentor within an established timeframe. After the initial meeting, the mentor and mentee decide whether or not to continue the relationship.

Group Mentoring this type takes place when a mentor counsels several mentees who meet at the same time. As the mentor poses questions, listens and reflects he or she engages all members of the group into the conversation. Each one has their own experience and insight to share and can draw their own learning from the discussion.

Peer Mentoring is usually a relationship of two individuals (mentor & mentee) within the same grade, organization, and/or job series. The purpose of peer mentoring is to support colleagues in their professional development and growth, to facilitate mutual learning and to build a sense of community. Peer mentoring is not hierarchical, prescriptive, judgmental or evaluative. Peer mentoring involves mutuality rather than complementarity, providing greater focus on psychosocial functions over career enhancement functions. Without the organizational and hierarchical authority to offer career mentoring functions of sponsorship, visibility, coaching, protection, and challenging assignments (Kram, 1985). The strength of peer mentoring is in the provision of the benefits of psychosocial functions of mentoring, particularly friendship, counseling, and acceptance-and-confirmation. Scholars warn of a potential barrier to effective peer mentoring. In academic environments where there is competition for limited resources, new staff may perceive that they are pitted against each other, and be reluctant to engage in a peer mentoring relationship when trust, sharing and mutual respect are lacking (Angelique, Kyle, & Taylor, (2002).

Situational Mentoring is the right help at the right time provided by a mentor when a mentee needs guidance and advice. It is usually short term addressing an immediate situation but can be transformed to a more long-term connection.

Supervisory Mentoring is an inherent responsibility of leadership. The Individual Development Plan usually outlines expectations for supervisory coaching and feedback. Most frequently, this mentoring is informal and related to day-to-day guidance about the current job. As leaders, supervisors should also encourage outside mentoring partnerships, informal and formal, and allow their employees the time to work on them.

Team Mentoring involves more than one mentor working with one mentee or a group of mentees. Team mentoring allows mentors to work together or separately to help the mentee and reach identified developmental goals. If

mentors work separately, they should communicate regularly to share information and ideas.

Virtual Mentoring uses videoconferencing, the Internet, and e-mail to mentor individuals. This is beneficial for those who are unable to leave their workplace and for those who live in rural or remote communities. Virtual mentoring is usually less expensive compared to face-to-face mentoring and provides an individual with more choices for mentors. Even with virtual mentoring, it is recommended the mentor and mentee meet face-to-face at least once a month.

\ The response obtained from interview shows that peer mentoring was the commonly used type in our context. But it was not the only one. Group mentoring type was also used where the number of mentors and mentees was not proportional i.e. where there was shortage of mentors.

The essential characteristic of successful mentoring relationships is that they are built around the career needs of the mentee. Given the broad range of possible mentoring activities, it is essential that mentees articulate their career development needs in order to select an appropriate mentor and plan for an effective mentoring relationship (Sands, Parsons & Duane, 1991).

Mentoring relationships are very personal experiences. They take time, energy, and effort from both parties. The mentoring process will depend a lot on the commitment of both parties. When planning and developing mentoring programs, organizations must consider the types of mentors and decide which type(s) of help will be most appropriate given the program goals. In other words organizations have to decide what structure they are going to employ: Formal or informal mentoring (Elaine, 2008).

2.2.3. Benefits and Purpose of Mentoring

Beginning staff (with no previous experience) will not find the level of assistance that they need for success in an informal mentoring atmosphere. Beginning educators have far too much to learn in a very short period of time. They go in to the new job expecting that they have a lot to learn, but are suddenly

overwhelmed with the sheer volume of tasks and responsibilities they must carry and with the necessity to learn it fast and demonstrate mastery now. Beginning teachers, as a result, often internalize their struggles and begin to feel that they may never master the job or last through a career with such levels of stress. Unsupported beginning teachers begin to question their own adequacy and choice of career. If the purpose for mentoring is to provide beginning staff with the support they need until they gain self confidence, then a more formal approach to mentoring will become a necessity. There is evidence that beginning teacher needs are not met through "traditional" informal mentoring (Holloway, 2001). Developing organizations must find ways to be intentional about what values and cultural norms are passed to new staff. Carrying out such intentions will require a formal approach to mentoring. Formal mentoring is the natural tool to accomplish this purpose. Benefits of mentoring extend to mentees, mentors, and the organizations.

Mentees benefit because someone cares enough to support them, advise them, and help interpret inside information - that level of interest enhances mentees' sense of their own worth.

For mentors, the benefits are of a more personal nature. Mentoring provides the mentor with the opportunity to reflect on his or her skills and practices. Working with a protégé also exposes the mentor to new ideas. Mentors experience the fulfillment of passing along hard-earned wisdom, influencing the next generation, and receiving appreciation from a younger worker - all of which enhances the sense of accomplishment. The relationship also provides mentors a place to learn about generational and cross-cultural differences and about the benefit of giving. Finally, there is a personal satisfaction in teaching and sharing one's experiences as Capioppe (1998) said.

The organization benefits when the optimism and energy of younger, more culturally, technologically, and ethnically diverse employees intersects with the efficiency and confident decision-making skills of more experienced personnel. Ideally, mentoring of younger workers reduces turnover, helps mentees deal

with organizational issues, and accelerates their assimilation into the culture (Kram, 1985). Organizational benefits of mentoring include; increased organizational commitment and retention or reduced turnover (Raabe and others, 2003).

Those who have been mentored are more likely to provide mentoring to the next generation (Bozionelos, 2004), thereby preserving and enhancing the organizational investment in their greatest resource, human capital. Many organizations are aware of the economic benefits of mentoring in preparing junior employees for more senior positions (Lyons & Oppler, 2004). In times of financial restraint, when organizational funding for training, education and professional development may be scarce, mentoring provides inexpensive but invaluable professional and personal development to protégés and mentors alike (Billet, 2003).

Research has shown various positive social and emotional outcomes connected to school based mentoring (Rhodes and others, 2005). Literature review reported that common outcomes for mentoring programs include improved peer and academic achievement, self-concept and behavior. A qualitative study made by Herrera (1999) found that mentors encouraged more positive relations between the school teachers, and administration which in turn reinforced the student's positive behavior.

For mentees, mentoring expands their knowledge of leadership skills and management practices. They gain the opportunity to discuss administrative and educational issues with an experienced person. Mentors provide mentees with an increased professional network and access to inside information. Furthermore, mentees receive honest, constructive feedback, as well as ongoing support and encouragement.

Mentoring has proven to be a useful tool in retention of employees (Holloway, 2001). It has also shown to strengthen bondages. It is also a form of recognition and reward to the mentee. Thomsen and Gustafson (1997) argued that an

effective mentoring experience leads to beginning teacher's satisfaction and competence in teaching, consequently, professional growth of mentored teachers outpaces non-mentored ones (Spuhler & Zetler, 1994). This, in turn, increases the retention level of new teachers.

Referring to the purpose of mentoring Kreitner & Kinicki (2001) observed that it is essential to promote high performance culture because it creates a sense of oneness by enhancing commonly held organizational values. Its socialization aspect help to build belongingness among members and increases the interaction among staff.

2.2.4. Phases and Stages of Mentoring

A poorly planned and unstructured mentoring relationship can be a waste of time. Using a systematic process, mentors and mentees can be more effective and productive in their relationships. Here is a brief description of process that can help form a mentoring relationship more easily, work together productively and end the partnership in a natural, fulfilling manner. Kreitner & Kinicki (2001: 88) cited the findings of Kram, who identified four phases: (A) initiation phase (B) cultivation phase (C) separation phase (D) redefinition phase:

In the initiation phase, two individuals enter into a mentoring relationship. For informal mentoring, the matching process occurs through professional or social interactions between potential mentors and mentees. Potential mentees search for experienced, successful people whom they admire and perceive as good role models. Potential mentors search for talented people who are "coachable." Mentoring research describes this stage as a period when a potential mentee proves himself/herself worthy of a mentor's attention. Both parties seek a positive, enjoyable relationship that would justify the extra time and effort required in mentoring.

Formal mentoring programs manage the matching process instead of letting these relationships emerge on their own. Good matching programs are sensitive to demographic variables as well as common professional interests. The

assignment of a mentee to a mentor varies greatly across formal mentoring programs. Mentors may review mentee profiles and select their mentees or program administrators may match mentors and mentees. Regardless of the method, a good formal mentoring program would require both parties to explore the relationship and evaluate the appropriateness of the mentor-mentee match.

The cultivation phase is the stage of learning and development. Assuming a successful initiation stage, during the cultivation stage, the mentee learns from the mentor. Two broad mentoring functions are at their peak during this stage. The career-related function often emerges first when the mentor coaches the mentee on how to work effectively and efficiently. Coaching may be active within the mentee's organization when a mentor assigns challenging assignments to the mentee, maximizes the mentee's exposure and visibility in the organization, and actively sponsors the mentee through promotions and recognition. The psychosocial function emerges after the mentor and mentee have established an interpersonal bond. Within this function, the mentor accepts and confirms the mentee's professional identity and the relationship matures into a strong friendship. The cultivation stage is generally a positive one for both mentor and mentee. The mentor teaches the mentee valuable lessons gained from his experience and expertise. The mentee may also teach the mentor valuable lessons related to new technologies, new methodologies, and emerging issues in the field. That is known as reverse mentoring. Reverse mentoring aims to help older, more senior people learn from the knowledge of younger people, usually in the field of information technology, computing, and Internet communications. The key to success in reverse mentoring is the ability to create and maintain an attitude of openness to the experience and dissolve the barriers of status, power and position (Kirkpatrick, 2008).

The separation phase generally deals with the end of a mentoring relationship. The relationship may end for a number of reasons. There may be nothing left to learn, the mentee may want to establish an independent identity, or the mentor may send the mentee off on his or her own the way a parent sends off an adult

child. If the relationship's end is not accepted by both parties, this stage can be stressful with one party unwilling to accept the loss. Problems between the mentor and mentee arise when only one party wants to terminate the mentoring relationship. Mentees may feel abandoned, betrayed, or unprepared if they perceive the separation to be premature. Mentors may feel betrayed or used if the mentee no longer seeks their counsel or support (Kreitner & Kinicki 2001).

Finally during the redefinition phase, both mentor and mentee recognize that their relationship can continue but that it will not be the same as their mentoring relationship. If both parties successfully negotiate through the separation stage, the relationship can evolve into a collegial relationship or social friendship. Unlike the cultivation stage, the focus of the relationship is no longer centered on the mentee's career development. The former mentor may establish mentoring relationships with new mentees. Likewise, the former mentee may serve as a mentor to others. The mentoring program is likely to be successful when the person being mentored has the awareness and takes responsibility for his/her own learning. Mentoring focuses on developing specific skills, empowering people and helping them to control their work. For a mentoring program to be successful, it has to be based on the following stages according to Armstrong (2004). Building the relationship, negotiating agreements, developing the mentee and ending the relationship.

A. Relationship Building

Building a trusting relationship requires sufficient time and dedicated effort. Sometimes people are tempted to hurry the process or neglect this step altogether. When they do, they deny themselves out of valuable mentoring experiences and decrease the likelihood that the relationship will succeed. The focus is on getting to know each other and establishing a foundation of trust, exploring experiences and goals of both the mentee and the mentor. Relax and realize that becoming acquainted is a critical step that will lead to positive results. While building relationship, this step also includes planning meetings,

making them more frequent at first, and ensuring that both are actively involved in the mentoring process (Kirkpatrick, 2008).

B. Negotiating agreements

After becoming acquainted, they're ready to create a set of operating agreements for the mentoring relationship. For example, defining role as a mentor or mentee; determining schedule and meeting logistics, and clarify any limitations or preferences in the relationship. Negotiating clear expectations will help the relationship run smoothly and help each partner achieve his or her mentoring goals. This step includes establishing measures of success, discussing confidentiality, and clarifying the expectations of the mentor and mentee.

To avoid misunderstanding of what is required of mentors and mentees, it is useful to draw up a brief written agreement which defines the broad parameters of the mentoring relationship (Kirkpatrick, 2008). Such an agreement varies, but can specify the general areas to be addressed, the time commitment and the expected duration of the mentoring relationship. Perhaps most importantly, the agreement should provide for the termination of the agreement by either party. At this point, it is also good to set some ground rules on issues such as frequency of communication, type of contact (telephone, email, mail, etc.) and possibly a commitment on how long to work together. These can all be re-negotiated as needed, but it is important to start out with agreed upon expectations.

C. Developing the mentee

Developing the mentee is the longest step in the process and will comprise most of the mentoring efforts. During this step, the mentoring partners will set one or more goals, choose objectives to reach the mentee's goals, select development activities to achieve the objectives and maintain regular contact with each other (Kirkpatrick, 2008).

D. Ending the relationship

Ending any relationship is difficult and feelings can be hurt. With a mentoring relationship, it is good to acknowledge the ending and celebrate accomplishments of the relationship. A mentoring relationship may end because the project for which the relationship was begun ends, or one or the other of the participants no longer has time or energy for the commitment. A mentoring relationship may end because partners just aren't happy with each other. An appropriate way to end is for both to acknowledge the end, say what they learned in their time together, and thank each other for those times and lessons learned. They can wish each other the best in coming ventures and offer continuing support as they can (Donald, 2008).

Scheduling a formal ending is an important event in the mentoring relationship where they can celebrate their accomplishments and plan for the future. A formal ending prevents the relationship from dwindling without focus or disintegrating from inactivity. It also gives each mentoring partner a needed sense of closure and a transition into a less formal partnership or a new mentoring arrangement. It is an excellent time to evaluate their work together, finish their last objectives, and plan for future options.

2.3. Organization and Models of Mentoring

According to Kreitner and Kinicki (2001) solid mentoring program should be organized based on the following assumptions if realistic objectives are to be attained.

Take deliberate learning as the cornerstone: The mentor's job is to promote intentional learning, which includes capacity building through methods such as instructing, coaching, providing experiences, modeling and advising.

Leaders need to tell their stories: Personal scenarios, anecdotes and case examples, because they offer valuable, often unforgettable insight, must be

shared. Mentors who can talk about themselves and their experiences establish a rapport that makes them learning leaders. Kreitner and Kinicki, (2001)

Development matures over time: Mentoring, when it works, taps into continuous learning that is not an event, or even a string of discrete events. Rather, it is the synthesis of ongoing event, experiences, observation, studies, and thoughtful analyses.

Mentoring is a joint venture: Successful mentoring means sharing responsibility for learning. Regardless of the facilities, the subject matter, the timing, and all other variables. Successful mentoring begins with setting a contract for learning around which the mentor, the mentee, and their respective line managers are aligned Kreitner and Kinicki, (2001)

Other authorities suggest the organization of mentoring program starting from mentee preparation all through the mentor-mentee pairing, the mentoring agreement, structuring the mentoring relationship, and the role of a coordinator.

Preparation of mentee

Before entering a mentoring relationship, potential mentees should be helped to clearly articulate their career development needs, since meeting these needs will form the structure of the mentoring relationship (Wunsch & Johnsrud, 1992).

Forming mentor-mentee pairs

Although traditional mentoring relationships involve mentees voluntarily seeking out a mentor within their own department, other options have also proven effective: Pairs formed by the arbitrary assignment of mentees to mentors by department heads, Pairs formed across departments, as well as pairs from within departments. (Boice, 1992).

Cross-department pairings have the advantages of fostering more open relationships and more neutral analyses of departmental politics. Furthermore, external mentors are perceived as objective advocates for the mentee (Boice, 1992). The disadvantage of cross-departmental pairings is that mentees may have to solicit department specific information (e.g. policies, politics) from a source in their own department.

The general pattern reflected in literature suggests that while some degree of professional or personal development overlap enhances the mentoring relationship, pairs that are too close or too distant are not successful (Wunsch & Johnsrud, 1992). Mentoring relationships founded on previous friendships have been least successful (Boice, 1992).

Structure of mentoring relationship

The structure of mentoring relationship is determined by the goals of mentees. Mentoring pairs who establish clear objectives and meet regularly report the most successful and satisfying experiences. Clear objectives allow the mentee, in consultation with the mentor, to organize the mentoring plan around specific activities which will be part of the mentee's academic responsibilities (e.g. course design). The focus on specific activities provides opportunities for mentees to seek advice and mentors to offer support on well defined career development goals. Linking objectives to specific events also provides target dates for meeting specific goals. Regularly scheduled meetings are also important to maintaining the mentoring relationship. Without a minimum schedule of meetings, such as once a month, mentoring relationships tends to decline over time (Boice, 1992).

The role of coordinator

It is essential that mentoring programs do not become institutionalized or bureaucratic. If a coordinator is involved, his/her role should be determined by the needs of departments and individual mentoring pairs. The involvement of a coordinator allows confidential third party brokering of mentor-mentee pairing

and encourages the maintenance of mentoring relationships. Coordinators can also provide additional resources of support, including: setting up seminars on areas of common concern (e.g. academic writing or planning for term) or periodic meetings for staff to discuss mentoring strategies (Wunsch & Johnsrud, 1992). In applying these suggestions, it is important to remember that the goal in establishing a mentoring program is to strike a balance between the strength of naturally occurring mentoring relationships in meeting the needs of the mentee and the degree of structure which will open the mentoring process to greater numbers of staff and encourage the maintenance of mentoring relationships.

The structure of mentoring are not uniform everywhere. It varies depending on the nature and culture of organizations (Boice, 1992). There are about five main mentoring models namely: informal, positional, formal, situational, and innovative.

Informal model of mentoring takes place when a veteran employee decides to take someone less experienced under his or her wing.

Positional model of mentoring method occurs when the mentor is the mentee's line manager (Boice, 1992).

Formal model is standardized mentoring program that emerged to address the limitations of positional mentoring as well as informal mentoring. In the 1990s, a surge in interest towards mentoring methods leads to the combined model where companies can reap the benefits of both informal and positional mentoring.

Situational model of mentoring method provides advice for a specific circumstance or project, for example, when the mentee has to implement a new computer system or take up outside posting.

Innovative model is the most popular mentoring model in recent times as it can be shaped to fit the fluid and volatile business environment. Innovative mentoring programs have evolved to include a variety of models such as group

mentoring, virtual networks, mentoring chat rooms, strategic exchange counters and other diverse forms of combined learning and mentoring (Boice, 1992).

2.4. Characteristics of Effective Mentoring

The success of mentoring relationship depends on the time and commitment invested in the relationship. A strong mentoring relationship helps mentees adjust to and succeed in the work environment. When solid communication and commitment are established between employees and the organization, the incidences of employee dissatisfaction and turnover may be reduced. The primary resource of successful mentors is knowledge of the norms, values and procedures of their institutions. This knowledge is essential to mentees in meeting their objectives, but there are also personal characteristics which contribute to effective mentoring. These include the ability to value the mentee as a person, develop mutual trust and respect, maintain confidentiality, listen both to what is being said and how it is being said, provide constructive feedback, help the mentee solve his or her own problem, rather than giving direction, focus on the mentee's development, and resist the urge to produce a replica. Successful mentors avoid negative criticism and confrontation and do not prevent mentees from taking reasonable risks in meeting their objectives.

According to the Mentor's Handbook for Newly Deployed Teachers' (NDT) Induction Course (MoE, 2004) qualities of a good mentor include some fifteen points like: enjoying teaching, willing to provide consistent advice and support to the, being available for discussion, being punctual and well prepared for meetings, giving supportive feedback on the work of the NDT, being a role model for the professional attitudes, adhering to high standards of professional ethics, give encouragement and build the confidence of the NDT, etc. (MoE, 2004: 4).

Other literatures agree with the above expectations. They argue that a successful mentoring is said to have taken place if the assigned mentor has the following characteristics.

- ✓ Willing to mentor another employee and is committed to the employee's growth and development and cultural integration.
- ✓ Familiar with the organization's norms and culture. Can articulate and teach the culture.
- ✓ Demonstrates honesty, integrity, and respect for and responsibility for stewardship.
- ✓ Initiates new ideas and fosters the employee's willingness and ability to make changes in his/ her performance based on the constant change occurring in their work environment.
- ✓ Has enough emotional intelligence to be aware of their personal emotions and is sensitive to the emotions and feelings of the employee he is mentoring.
- ✓ Is an individual who would be rated as highly successful in both the job and in navigating the organization's culture by coworkers and managers.
- ✓ Willing to communicate failures as well as successes to the mentored employee
- ✓ Able to spend an appropriate amount of time with the mentored employee.
- ✓ Able to say when the relationship is not working and back away appropriately without regard to ego issues or the need to assign blame or gossip about the situation. (Boice, and others, 1992).

The responses obtained from interview indicate that mentors are selected and assigned based on some of the above qualities such as willingness and commitment, being familiar with the school's norms and culture, rated as highly successful in the job, and able to spend appropriate amount of time with the mentee. However, in practice these qualities were not observed on all mentors. The reasons are attached with personal and financial issues.

Regarding the role of mentees, the primary characteristics of successful mentees include the ability and willingness to clearly articulate career needs, assume responsibility for their own professional growth and development, set goals and make decisions to achieve those goals, spend time reflecting on the achievement of goals, be receptive to constructive feedback (Murray, 1991).

The mentor-mentee relationship is driven by the mentee. It is only successful in so far as the mentee is willing to take responsibility for and to take advantage of all that the relationship can offer. Imperative to this relationship is the mentee's ability to be proactive in delineating expectations of the relationship. A good mentor can anticipate the next step in the mentee's career, but no mentor is a mind reader.

2.5. Mentor's role, Skills and Qualities

Mentors should possess very specific knowledge, skills, and abilities that are aligned with the program purpose, mission, vision, and core values. Additionally, mentors should possess: strong interpersonal skills, organizational knowledge, technical competence, strong leadership skills, sense of personal power, ability to maintain confidentiality of mentoring relationship, and willingness to be supportive and patient. A mentor should be fully supportive of a mentee's professional development and should provide encouragement and guidance. As to the techniques a mentor can employ, since the focus of mentoring is to develop the whole person, the techniques are broad and require wisdom in order to be used appropriately (Daloz, & Jossey-Bass, 1990)

A study of mentoring techniques most commonly used in business was published in 1995 under the title *Working Wisdom* (Bob Aubrey, Paul Cohen, & Jossey Bass, 1995). In the study, five major techniques were found to be used most commonly by mentors. These are:

1. Accompanying: This means making a commitment in a caring way. Accompanying involves taking part in the learning process by taking the path with the learner.

2. Sowing: Mentors are often confronted with the difficulty of preparing the learner before he/she is ready to change. Sowing is necessary when you know that what you say may not be understood or even acceptable to learners at first but will make sense and have value to the mentee when the situation requires it.

3. Catalyzing: When change reaches a critical level of pressure, learning can jump. Here the mentor chooses to plunge the learner right into change, provoking a different way of thinking, a change in identity or a re-ordering of values.

4. Showing: this is making something understandable, or using your own example to demonstrate a skill or activity. You show what you are talking about, you show by your own behavior.

5. Harvesting: Here the mentor focuses on "picking the ripe fruit" it is usually learned to create awareness of what was learned by experience and to draw conclusions. The key questions here are: "What have you learned?" "How useful is it?"

In our context most of these techniques were not used by mentors as the answer to interview and open ended questions indicates. There are indications that manifest limited practices of sowing and showing among few mentors but there was not serious attempt on accompanying, catalyzing, and harvesting. The reasons are associated with lack of knowledge, skill, personal commitment, follow-up and financial problems.

2.6. Potential Problems in Mentor-Mentee Relationships

Although mentoring is generally defined as a relationship that helps the mentee, the mentor, and the institutions, problems in the relationship may hinder the career development of either individual or the institution. Even with good processes in place, unexpected challenges may arise. Grievances, personality clashes, crossed signals, and communication problems may occur. In addition to structural problems such as time constraints and lack of recognition or compensation for mentors, overcoming barriers to successful mentorship will require a multifaceted approach. Many authors highlight strategies targeting personal aspects, relational aspects and structural aspects of mentoring problems (Young, Cady, & Foxon, 2006). If the bounds of the relationship are not clearly understood, a mentee may be overly dependent on a mentor, asking for micromanagement instead of career advice and counsel. A mentee may also ask for personal favors or expect involvement and credit with the mentor's work. Such a relationship would not help the mentee establish his/ her own independence and would intensify difficulties in the separation stage.

On the other hand mentors should not use nor exploit their mentees, nor should they take credit for the mentee's work. They may resist the separation stage and insist on some voice in the mentee's career decisions. Severe interpersonal problems with the relationship may diminish the value of many mentoring lessons.

Perhaps the most visible interpersonal problem in mentoring occurs when the relationship moves from a professional one to a personal one. Research on cross gender mentoring has identified sexual relationships as a potential problem (Young, Cady, & Foxon, 2006). Kram (1985) describes how observers perceive unfair advantages to a mentee who is also in a personal relationship with the mentor. If the personal relationships are substantiated within a single organization, the organization should generally terminate any formal relationship between the two individuals. In addition to problems within the

relationship, mentors and mentees may experience problems with performance issues.

Mentors may be jealous when their mentees outshine them. Furthermore, one partner may struggle as a result of errors made by the other. For example, a mentee's reputation may be stained if his/her mentor commits a serious breach of ethics. Likewise, a mentor may be viewed negatively if his/her mentee's performance is not meeting expectations. The mentor's judgment in selecting a good mentee may be questioned as well as the quality of the mentor's counsel and advice. Problems with mentoring may be minimized when both parties have clear expectations of what the professional relationship can do and what it should not do. Formal mentoring programs often include a training component for both parties to understand the expectations. Specific content of these training programs depends on the form and purpose of the mentoring program.

In general, personal reflection about the mentor relationship both before initiating it and throughout its course, by both the mentor and mentee, will contribute to a healthy, growth-oriented relationship. Finally, although obvious but often forgotten, both the mentor and mentee are human beings who strive to meet personal needs and goals in a complex world. Everyone has bad days, and forgiveness and patience will aid in overcoming what may appear to be barriers to a successful mentor relationship (Wanberg, 2003).

2.7. Practices of Mentoring in Some Countries ✓

The practice of mentoring seems to have far off origins. In ancient Greece young males usually lived with more mature men at their side. This way they could learn values. Usually the older men were friends or relatives of the young man's father (Di Giusti & Taranto, 2000). The same principles as those used in modern mentoring, as Murray states (2001), can be traced to the corporations of arts and professions dating back to medieval times.

Beginning teachers face enormous challenges in their first year of teaching. High attrition rates of teachers within the first five years attest to the difficulties

inherent in commencing professional life as a teacher. In the USA, a national study by Ingersoll (2001) indicated that 39% of beginning teachers leave the profession in their first 5 years of teaching. Similarly, 40 percent of teachers in the United Kingdom leave the profession within the first three years. In Australia, it is estimated that up to 25% of beginning teachers leave in their first 5 years (DEST, 2003).

Teachers leave the profession for many reasons. In reviewing the literature on teacher attrition Macdonald (1999) identified a number of sources of dissatisfaction for beginning teachers that included “student management, lesson planning, alienation, isolation, deprecation of personal interests and dependence on outside opinion and observation”. Other factors include large classes, unmotivated students, balancing work and domestic responsibilities, and the need to compromise pedagogical beliefs and practices. McCormack & Thomas, (2003) added to these concerns is general teacher dissatisfaction with burdensome workloads (Smithers & Robinson, 2003), with relatively low salaries (Ingersoll & Smith, 2003), with the increasing employer and societal demands for accountability and change (Macdonald, 1999).

As a result in some countries (for example, the United Kingdom, Australia, France, and Germany) there are shortages of teachers in general or in specific fields. In these countries, governments are proposing special recruitment incentives, such as extra pay for hard-to-staff subjects and schools (Stoel & Thant, 2002).

In other countries (for example, Japan, the Czech Republic, Portugal, and Hong Kong SAR) the supply of teachers is adequate. Teaching is still an attractive career in these countries and draws enough teachers to replace those leaving the system. Each state in the United States bears responsibility for licensing its own teachers and managing the balance between supply and demand, with the result that a variety of different policies exists.

Therefore, it would be the duty of schools and all responsible bodies to look for solution to overcome many of the problems encountered by beginning teachers through intervention programs of mentorship.

When faced with difficulties in finding sufficient numbers of quality teachers, school administrators traditionally do one of three things. They either hire less-qualified teachers, assign teachers trained in one area to teach in the shortage area, or make extensive use of substitute teachers. As a consequence, many students are being taught by teachers who lack the knowledge and skills necessary to produce desired student learning. The effects of teacher quality are long lasting and cumulative (Haycock, 1998). Various strategies are used to deal with the problem caused by the gap between the supply of high quality teachers and the demand for them.

Internationally, recruiting quality teachers is a problem primarily due to the low status of teaching (as evidenced in some countries by very low salaries) and the lack of appealing found in the profession. In a study of ten Asia-Pacific countries (Japan and Taiwan were exceptions to this generalization, with salaries and teacher status being quite high in these countries) this is very much evident (Morris & Williamson, 2000).

There is great diversity in teacher preparation programs internationally depending in large part on the economic, political, and social contexts that exist within each country. In countries such as China (both mainland and Hong Kong), Indonesia, and Singapore changes in school standards and programs have influenced the emphasis given to teacher preparation. Hence the need for induction or mentoring programs (Morris, 2000).

International interest in teacher induction has existed since the 1960s, but only in a relatively few countries. In general, when retention is a greater problem, induction receives greater emphasis. New Zealand, for example, encouraged mentor programs to offset retention and recruitment problems. In Japan in the

late 1990s the focus was on lifelong professional development of teachers, with mentoring being an important aspect. (Morris, 2000).

Finally, incentives should be provided to mentors in an effort to encourage high quality teachers to participate in the program. Mentor programs that provide incentives for attracting mentors and for quality mentor training tend to be more effective. High quality induction programs are effective in providing the support needed by new teachers during their first years of teaching. New teachers indicate that where such programs are supported and financed, the guidance offered them has increased the likelihood that they will remain in teaching longer.

Induction (Mentoring) Programs in some countries

As in the United States, the typical postsecondary education program for teachers is uniformly four years in Australia, Canada, England, and Korea. In many other countries, the length differs for teachers at the primary and secondary levels, but programs tend to be longer than in the United States, particularly for high school teachers. Across the developed countries the average duration is 3.9 years for primary school teachers, 4.4 years for lower secondary school teachers, and 4.9 years for upper secondary teachers (OECD, 2005)

In Europe, Germany has one of the longest, most rigorous, and most inflexible programs of teacher preparation. Initial teacher education takes five years for primary teachers and at least six years for secondary teachers (Gabor Halasz & others, 2004). The first phase of the training, which lasts three to four years, takes place in universities and ends with a thesis and written and oral examinations. Upon successful completion of these examinations, students are eligible to move to the second or preparatory service, phase, which lasts between one and a half and two years. In this phase, students work at schools at a reduced salary and participate in training seminars run by various ministries of education countrywide (Gabor Halasz & others, 2004).

Beginning teachers in all countries tend to be overwhelmed and to struggle with classroom management and other problems (Veenmann, 1984). Increasingly, developed countries have been using formal induction or mentoring programs as a way to improve beginning teachers' chances of success and thereby to reduce the rate of teacher attrition. This trend is consistent with research literature that shows positive benefits not only for the novice teachers but also for the mentors (OECD, 2005).

Table 1: Formal Induction Programs for Beginning Teachers,
In selected OECD Countries, 2004

Mandatory (1 year)	varies (by school)	not offered
England and Wales	Australia	Austria
France	Canada	Belgium
Greece (8 month)	Denmark	Belgium (Fr.)
Israel	Netherlands	Chile
Italy	Sweden	Finland
Japan	united state (by district)	Germany
Korea (7 month)		Hungary
Northern Ireland		Ireland
Scotland		
Switzerland (2 or 4weeks over 2 years)		

Source: OECD, Teachers Matter; Attracting Developing And Retaining Effective Teachers (Paris, 2005).

Not all countries have such programs. Of the OECD countries listed in table 1, ten have national mandatory induction programs, the majority of which last a year. Six countries have such programs in some schools or, in the case of the United States, some districts. In the United States twenty-three states require some form of mentorship or induction program, and those programs are generally designed and controlled at the local level (National Council on Teacher Quality, 2004).

Eight countries have no formal induction program. Note, though, that while Germany is included in this group, it does include an induction program in its basic teacher preparation program. Scotland appears to have one of the more generous induction programs. It guarantees a one-year teaching post to any eligible student who has graduated with a teaching qualification from a Scottish institution of higher education and sets a maximum teaching load of 70 percent, with the rest of the time set aside for personal development. When new teachers apply for a teaching position, they are asked to rank the five local authorities in which they would most like to work. If they are assigned to and accept a position outside their top five authorities, they are eligible for a location bonus of £6,000. Thus, the program is being used not only to make beginning teachers more successful but also to reduce teacher shortages (Scottish Executive Education Department, 2005)

Beginning in 1999, England introduced a legal induction period of one year for newly qualified teachers. In contrast to the Scottish program, however, the English program frees up only 10 percent of the teaching time for personal development.

2.8. Mentoring in Ethiopia

Since the introduction of new Education and Training Policy (ETP), in 1994, major changes have been achieved in the Ethiopian education system regarding access and relevance. Currently the government of Ethiopia is introducing different reforms with the intention of raising the quality level of education. To

bring about a desired quality standard in education it is necessary to address all the factors that contribute in either ways. Such factors could be categorized in to inputs, processes and out puts of human elements. And from among the human elements teachers occupy the key role. They are the professionals responsible in shaping the youth with words as well as deeds. But the teachers themselves should pass through a training system and continue to develop their pedagogical skill, knowledge and attitude as far as they remain in the profession if quality of education is to be attained. That is what necessities a program of "Continuous Professional Development" (CPD). Induction (mentoring) is the foundational part of the Continuous Professional Development.

To implement this program the government has devised quality package consisted of six programs, structural arrangement and training modules (MoE, 1999). The Teacher's Development Program (TDP) provides structural arrangement (a vice principal responsible to look after teacher's development) and modules to mentors and mentees for every semester (MoE, 2004).

The Ministry of Education had devised Teacher Education System Overhaul (TESO) in 2004 based on the major findings and recommendation given by the research entitled "The Quality of Teacher Education in Ethiopia" (MoE, 2004). During the last few years the (MoE) has been reviewing all aspects of its Teacher Education program-that entered implementation stage by 2006. Priority has been given to the need and the right for all teachers to have high quality and relevant Continuous Professional Development opportunities throughout their careers.

According to MoE, (2003), teachers are encouraged to embrace the concept of lifelong learning for the benefits of the pupil, they teach and the communities they live with. Because qualified and committed teachers are essential in creating responsible and skilled citizens. As it is stated in the ESDP III, without competent teachers, no curriculum can be implemented effectively and the quality of education will not be attained (MoE, 2003) Among the priority target

areas that form scope of work of the TESO, one was the Teacher Development Program (TDP). The program meant to raise professionalism of educators requires the adoption of multifaceted approach. One of them is induction: the training scheme for Newly Deployed Teachers (NDT) through mentoring for two consecutive years. Thus, the concern of the induction program is developing new teachers with the help of experienced workmates through mentoring process. Only after successful completion of this course within two years, they will have the title of "Teacher" and a license certificate to teach (MoE, 1999).

The induction program has specific aim. that is to support new teachers during their first two years of teaching and to ensure that they have the skills and knowledge to become increasingly competent professionals (MoE, 2004: 2). Concerning the objectives of the program the same material states that it is devised to ensure newly deployed teachers have the opportunity to develop further their professional knowledge, skill and attitudes, so that at the end of the two years training, they will be competent in :/

the knowledge of the values, attributes, ethics and abilities essential to professionalism; in upholding those professional ethics and producing responsible citizens in the future, knowledge of their subject and methodologies of their teaching, the management of classrooms their understanding of the school, its community and the education system. (MoE, 2004: 5).

The Ethiopian induction program has the following four components:

Professional Development- this component contains activities that the new teacher will carry out to develop their expertise in the classroom.

Action Research- this is recognized as a valuable method of enabling teachers to improve their practice by looking at what is happening in their teaching and their classrooms. The projects planned in this induction program will develop the new teacher's action research skills.

Professional Appraisal – these are formal meetings and discussions between new teacher and mentor, in which evidence of the new teacher's performance is

reviewed. These meetings will form the basis upon which it will be decided whether the teacher gains their full license.

Classroom Observations (part of Professional Development) – these will be carried out by the mentor. Feedback from these observations will guide the teacher’s professional development (MoE, 2004)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research methodology, variables of the study, study area, sampling techniques, instruments, data collection and statistical analysis.

3.1 Design and Methodology

The main concern of this study was to assess implementation and challenges of mentoring new teachers in selected secondary government schools of Addis Ababa. In conducting the research quantitative and qualitative research approaches were used. But the researcher mainly used the quantitative approach, particularly descriptive survey method. This method is selected because it is helpful to show the situation as currently exist (Anderson, 1990). This design is also characterized by the prior formulation of specific research issues.

3.2 Source of Data

The sources of data for this study include primary and secondary sources. The primary sources of data were collected from teachers (mentees, mentors), principals and Educational Officials of sub-cities, using questionnaires and interview as appropriate tools. The secondary sources of data were collected from documents (reports, minutes), that are related with factors affecting mentoring program.

3.3. Sample Size and Sampling Techniques

The study covers three Sub-Cities (Addis Ketema, Arada, and Gullele), of the ten sub-cities of Addis Ababa. These were selected through simple random sampling technique. This sampling technique was preferred because it gives equal and independent chance for all elements in the defined population of being selected in the sample. Moreover it is the best way to obtain a representative of a sample (Gay and Airasian, 2000). The sampling covered three (30 %) of the ten sub-cities. Again from each sub-city three secondary

schools (totally nine) were selected randomly. From these nine schools all with their principals, mentors and mentees were included in the study. In addition, three education officials of the sub-cities were involved as informants. So the respondents of the study include three education officials, 18 principals, 103 mentors, and 121 mentees (Table 3.1).

Table 3.1: The sample population

Sub-city	Sample school	Sample size							sum
		Mentor	%	Mentee	%	Prin- cipals	%	Offi- cials	
Addis Ketema	Addis Ketema Sec. school	4	100	7	100	2	100	1	13
	Yekatit 23 Sec. school	22	100	22	100	2	100		47
	Delachen Sec. school	31	100	36	100	2	100		69
Arada	Menilik II Sec. school	3	100	4	100	2	100	1	9
	Tikur Anbassa Sec. school	3	100	3	100	2	100		9
	Meskerem Sec. school	2	100	2	100	2	100		6
Gullele	Yekatit 12 Sec. school	9	100	9	100	2	100	1	20
	Dil Ber Sec. school	21	100	21	100	2	100		45
	Meraf Sec. school	8	100	17	100	2	100		27
	Total	103	100	121	100	18	100	3	245

3.4. Data gathering instruments and procedures

3.4.1. Data gathering instrument.

Both qualitative and quantitative methods of data collection methods were used, as both methods were required for the study. Employing multiple method of data collection helped the researcher to combine the strength and amend some of the inadequacies of any source of data to minimize the risk of erroneous conclusions. Consistent research indicates that findings among different data collection methods increase the credibility of the research

findings. Accordingly interview, questionnaire and document analysis were used to collect relevant information.

Questionnaires were the main instruments to collect information from different groups. The questionnaire contains mainly closed ended and few open ended items. The closed ended items offer pattern, frequency, ease of use; they are simple to administer; the format is familiar to most respondents; they are simple and quick for the respondent to complete, information is collected in a standardized way, respondents have time to think about their answers; they are easier to categorize the responses gathered. Depending on the type of question item, choices and rating scales were used in the questionnaire. Besides, items of five points of Likert scale (rating from very high to very low, strongly agree to strongly disagree), and some in two points like yes/no were also used. Structured interview was used to get factual information from principals and education officials. The open ended items were used to give opportunities to respondents to express their feelings and perceptions related to the mentoring practices. They also allow the interviewer to observe the candidates facial expressions/body language which in turn will give the interviewer a clearer indication of the respondents' true, honest feelings/ emotions. Also, the respondent is more likely to provide the interviewer with more information in terms of 'open-ended' questions as they may feel more comfortable/ open speaking just one-to-one.

Document item analyses, reports, minute were also useful method to investigate decision making and strategic planning, resource allocation, outcomes alignment etc. Document analysis enables an immediate overview of a previously unknown subject area, rapidly identifies key topic areas, completing in minutes a task that would have taken hours or days.

3.4.2. Data Gathering Procedures

Review of related literature was made in advance to get information from what has been done on the issue. Basic questions were formulated. Later data gathering instruments were prepared. Questionnaire were prepared in English and distributed to respondents (principals, mentors and mentees). The questionnaire had six parts that addresses different issues. Part one deals with the background information of the respondents; part two focuses on the issue of preparation, programming, perception, quality and supply of materials; part three about current practices; part four addresses the issue on planning and implementation problems; part five challenges, achievements, and suggestion issues; the last one, part six deals on the skills, roles, and qualities of mentors and mentees.

The validity and reliability of items were established through pilot testing using respondents of similar character outside the sample of the study. Questionnaire and interview items were commented by the research advisor and improvement had been made based on the feedback. The questionnaires were distributed to 103 mentors, 121 mentees, and 18 principals and vice principals. Out of which 95 (92.2 %) questionnaires of mentors, 106 (90.5 %) questionnaires of mentees and 18 (100%) questionnaires of principals and vice principals totally 219 were filled and returned. Among these questionnaires 23 (24.2%) of mentor's and 24 (22.6 %) of mentees, totally 47 (22.8 %) were not properly filled. These were excluded. Finally 72 (92.2 %) questionnaires of mentors, 82 (90.5 %) questionnaires of mentees and 18(100%) questionnaires of principals totally 172 were properly filled, coded, and entered in to SPSS.15 Data editor for analysis.

3.5. Data Analysis

Data Analysis relevant to each variable has been employed to interpret both qualitative and quantitative data. Content analysis was made in identifying the major, common explanations and understandings in respondents' response through open ended questionnaire and interview. Textual analysis was made to interpret the data from the document and statistical analysis in computing quantitative data gathered from different sources.

Percentage and frequency count were used to analysis various characteristics of the sample population such as sex, age, qualification and years of service. Average mean was used to analyze responses in rating opinions and one way ANOVA was used to compare the difference of opinion among principals, mentors and mentees. The results of statistical tests are significant at $p < 0.05$. Data from document analysis were incorporated to substantiate the quantitative information.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation and interpretation of the data gathered through questionnaire from respondents. 242 copies of questionnaires were prepared and distributed to the three categories of respondents (principals, mentors, mentees), Out of which 219 (90.01%) were returned.

Interview was conducted with three sub city education officials for three days. Based on the responses secured from each of the respondents the analysis and interpretation of the data are presented in the subsequent section. Data collected using different tools were analyzed in line with the research questions by using frequency counts, percentages, mean value and one way ANOVA.

4.1 Description of Respondents

Four demographic variables of the respondents were gathered as background information. These were sex, age, qualification, and service. These characteristics are summarized in the following table (Table 4.1)

Table 4.1: Respondents by sex, age, qualification, & service

variables	Range	Respondents						Total	
		Principals		Mentors		Mentees		N	%
		N	%	N	%	N	%		
Sex	Male	15	83.3	70	97.2	73	89.0	158	91.86
	Female	3	16.7	2	2.8	9	11.0	14	8.14
	Total	18	100	72	100	82	100	172	100
Age	21-30	0	0	0	0	82	47.7	82	47.7
	31-40	3	16.7	8	11.1	0	0	11	6.4
	41-50	12	66.7	48	66.7	0	0	60	34.9
	>50	3	16.7	16	22.2	0	0	19	11.0
	Total	18	100	72	100	82	100	172	100
Qualification	MA/MSc	6	33.3	1	1.4	0	0	7	4.1
	BA/BSc	12	66.7	71	98.6	82	100.0	165	95.9
	Total	18	100	72	41.9	82	47.7	172	100
Service	Below a year	0	0	0	0	52	64.2	52	30.4
	1-5 years	0	0	1	1.4	29	35.8	30	17.5
	6-10	0	0	19	0	0	0	19	11.1
	11-15	2	11.1	27	37.5	0	0	29	17.0
	16 & above	16	88.9	25	34.7	0	0	42	24.0
	Total	18	100	72	100	82	100	172	100

From among the total respondents the male population constitutes the greater majority i.e. 158 (91.9 %), which shows that females were less involved as principals and mentors.

In terms of age group those between 21 to 30 years old makeup 82 (47.7 %), that shows the need for serious mentoring program. The age group of 41 and above constitutes 90 (52.3 %). The first group comprises mentees and the second group those of principals and mentors. This indicates the matured and energetic section was in dominance and that may be taken as a positive opportunity to run the mentoring program efficiently.

Pertaining to educational qualification, Table 4.1 depicts the majority 165 (95.9 %) as first degree holders, while the remaining seven (4.1 %) as masters graduate. This was in line with Ministry of Education standard for secondary schools.

Regarding service, all the mentees (47.9 %) had served from a year to five years, while the principals and mentors (52.1 %) have six and above years of service. This proportion may sound advantageous in having enough experienced teachers to handle the mentoring program, but when the eighteen principals are deducted what remain are seventy two mentors, dominated by eighty-two mentees.

4.2. Prior orientation, knowledge and perception of teachers towards

mentoring

As indicated in the review literature mentoring is a process of helping other colleagues learn and enhance their professional role. Brooks and Sikes, (1997: 80) stated mentoring as:

A nurturing process in which a more skilled or more experienced person serving as a role model and teacher counsils a less skilled or less experienced person to the purpose of promoting the latter's professional and/or personal development.

Further more research indicates that professional development of teachers occurs, for most, well beyond their first year in teaching. Feiman–Namser and Remilland, (1991) suggest that teaching expertise is not achieved until the first five-to-seven years of service. In line with this idea respondents were asked to reflect their prior orientation and knowledge towards mentoring.

Table 4.2: Respondent’s orientation and prior knowledge on mentoring

No	Item		Respondents’ Category						Total	
			Principals		Mentors		Mentees			
			F	%	f	%	f	%	f	%
1	Have you ever been oriented about mentoring?	No	12	66.7	55	76.4	62	75.6	129	75
		Yes	6	33.3	17	23.6	20	24.4	43	25
		Total	18	100	72	100	82	100	172	100
2	Do you believe you get adequate knowledge and skill?	Yes	6	33.3	16	22.2	20	24.4	42	24.4
		No	12	66.7	56	77.8	62	75.6	130	75.6
		Total	18	100	72	100	82	100	172	100

The first basic question of the study deals with the perception of teachers and educational officials on the significance of mentoring to the proficiency of the teaching profession and quality of education. Through Table 4.2 an attempt is made to assess the orientation and prior knowledge of respondents on mentoring there by to see their perception level. The data obtained through the various tools are presented here after.

The table shows that the majority i.e. 12 (66.7 %) of principals, 55 (76.4 %) of mentors and 62 (75.6%) of mentees say that they were not oriented about mentoring and how they go through it. They accounted 129 (75 %) of the total population. As a result, these respondents; i.e. 12 (66.7 %) of principals; 56 (77.8 %) mentors and 62 (75.6 %) of the mentees believe that they were not equipped with the basic knowledge and skills necessary to go through mentoring process as mentor or mentee. On the other hand 6 (33.3%) of principals, 17 (23.6 %) of mentors, and 20 (24.4 %) of mentees were oriented

about mentoring. And those respondents who were oriented believe that the orientation does provide them adequate knowledge and skill. But they constitute only 42 (24.4 %) of the total population. The great majority 130 (75.6 %) remained unaware about mentoring and its significance for their profession. The responses obtained through interview and open ended questions also confirmed the same idea that majority of the respondents were not provided with adequate orientation. Even the small minority, who responded as having been trained reported that the training was not satisfactory.

For the greater majority of the teaching staff it is safe to say that there was lack of adequate orientation which might affect the proper implementation of mentoring in the schools.

4.3. Perception of teachers (mentors and mentees) on the benefits of mentoring

For any program to succeed, perception particularly positive one is necessary from those who practice the profession and those responsible to coordinate the activities. Practices do not come to perfection by accident or overnight. A research conducted by Edward and Collins (1996) reveals that mentoring is not an instinctive activity which can be carried out by good practitioners as another layer of their professional function as class teacher. Hence, the need for mentoring. One can observe different countries introducing mentoring for different purposes, like meeting standards, recruitment problems, offsetting attrition (high turnover) etc.

There is great diversity in teacher preparation programs internationally depending in large part on the economic, political, and social contexts that exist within each country. In countries such as China, Indonesia, and Singapore changes in school standards and programs have influenced the emphasis given to teacher preparation. Hence the need for induction or mentoring programs. (Morris & Williamson, 2000).

New Zealand, for example, encouraged mentor programs to offset attrition and recruitment problems. In Japan in the late 1990s the focus was on lifelong professional development of teachers, with mentoring being an important aspect. In Ethiopia what necessitates mentoring program was to equip the new teachers with the knowledge of the values, attributes, ethics and abilities essential to professionalism (MoE, 2004). The question is do all teachers and educational officials perceive that way? That was what the study attempts to uncover. Seven items were presented for the three categories of respondents that requested them to reflect their perception towards mentoring.

In order to know their level of awareness data have been collected from respondents through questionnaires and structured interview. The responses are organized in table 4.3. The responses were transformed in to mean, which was valued in line with five levels scale (<1.0=Very Low, 1.00-1.9 = Low, 2.0-2.9 = Medium, 3.0-3.9 = High, 4.0 – 5.0 = very High)

Table 4.3: Perception of respondents on the benefits of mentoring

No	Items	Respondents						W. Mean	F value	sig
		Principals N=18		Mentors N=72		Mentees N=82				
		Mean	Std.	Mean	Std.	Mean	Std.			
1	Awareness about the objectives of mentoring	3.00	.840	2.90	.808	3.23	1.010	2.59	2.55	.081
2	Perception on mentoring	3.22	1.309	3.00	.949	3.37	.923	3.19	2.70	.071
3	The extent mentors are willing to provide support for mentees	3.33	1.029	3.32	.947	3.01	.975	3.17	2.20	.114
4	Follow-up, feedback and support of authorities	2.44	.705	2.29	.985	2.02	.860	2.25	2.55	.081
5	commitment among mentees	2.17	1.098	2.40	.988	2.60	1.087	2.39	1.51	.224
6	Mentor's Interpersonal skill	2.94	.725	2.80	.948	3.07	1.016	3.01	7.32	.008*
7	Mentee's Interpersonal skill	3.00	.767	3.14	1.11	3.04	.985	3.07	.25	.620
	Average mean	2.87		2.84		2.88		2.81		

*significant at the 0.05 level (p<.05)

As can be observed from Table 4.3 the average mean value of principals, mentors and mentees (2.87, 2.84 and 2.88 respectively) their reply look more or less similar, since all fall within the scale range of medium. But the examination of respondent's reply item by item reveals the presence of slight difference. Concerning item No 1 awareness about the objectives of mentoring principals' mean value (3.00) is higher than those of mentors mean value of (2.9) but still lower than those of mentees (3.23). Concerning their perception on the contribution of mentoring to teaching profession also reflects similarity of opinion with the mean value (3.22) of principals, (3.00) of mentors and (3.37) of mentees; all falling in the same category i.e. medium. The same is true for item no three, an issue on the extent mentors are willing to provide support for mentees (item 3), and mentees' interpersonal skill (item 7). The remaining items 4, 5, and 6 on follow up and support, commitment among mentees, and mentors' interpersonal skill, respectively were rated low.

The ANOVA result also showed no significant mean difference (except item 6) indicating agreement of respondent's reply. In general what the data showed was that perception level of respondents' towards mentoring falls between low and medium. This may be reflection of lack of adequate orientation /training on the program, which would in turn reduce their contribution to the success of the program.

4.4: Mentoring for the proficiency of teaching profession

Beginning teachers face enormous challenges in their first years of teaching. High attrition rates of teachers within the first five years attest to the difficulties inherent in commencing professional life as a teacher. In the USA, a national study by Ingersoll (2001) indicated that 39 % of beginning teachers leave the profession in their first 5 years of teaching. Similarly, 40 % of teachers in the United Kingdom leave the profession within the first three years.

In Australia, it is estimated that up to 25% of beginning teachers leave in their first 5 years (DEST, 2003). Ideally, mentoring of younger workers, helps

mentees deal with organizational issues, and accelerates their assimilation into the culture (Kram , 1985).

Research has shown various positive social and emotional outcomes connected to school based mentoring (Rhodes and others, 2005). Literature review reported that common outcomes for mentoring programs include improved peer and academic achievement, self-concept and behavior. A qualitative study made by Herrera (1999) found that mentors encouraged more positive relations between the school teachers, and administration which in turn reinforced the student’s positive behavior.

Mentoring has proven to be a useful tool in the retention of employees (Holloway, 2001). It had also proved to strengthen bondage. It is also a form of recognition and reward to the mentee. Thomsen and Gustafson (1997) argued that an effective mentoring experience leads to beginning teacher’s satisfaction and competence in teaching, consequently, professional growth of mentored teachers outpaces non-mentored ones (Spuhler & Zetler, 1994).

Table 4.4: Mentoring for the proficiency of teaching profession

No	Items	Respondents						W. Mean	F value	sig
		Principals N=18		Mentors N=72		Mentees N=82				
		Mean	Std.	Mean	Std.	Mean	Std.			
1	Mentor's support will contribute to mentee's success as a teacher	2.78	.73	2.92	.77	3.26	.83	2.99	4.797	.009*
2	Having a mentor will contribute to mentee's job satisfaction	2.94	1.21	2.97	1.11	2.89	.99	2.93	.115	.892
3	Mentor's desire to help and develop mentee to become good teacher	2.72	1.07	3.06	1.21	3.13	1.10	2.97	.958	.386
4	Mentee accepts feedback and acts on it	3.06	.93	3.10	1.10	3.16	1.05	3.11	.104	.902
5	Mentee's Commitment to learn from others	3.06	.93	2.88	1.09	3.15	1.04	3.03	1.285	.279
	Average mean	2.52		2.60		2.66		3.01		

*significant at the 0.05 level (p<.05)

(<1.0=Very Low, 1.00-1.9 = Low, 2.0-2.9 = Medium, 3.0-3.9 = High, 4.0 – 5.0 = very High)

Respondents were asked to rate their perception regarding the contribution of mentoring to the professional and personal development of teachers. The mean value of table 4.4 shows the prevalence of opinion differences among respondents, both within and between respondents that range from 2.72 to 3.26, which fall under average or moderate level. When one tries to observe the responses item wise, mentees rated medium item number two with the mean value of (3.26). This is the item that deals with the mentor's support contributing to mentee's success in becoming professional teacher. On the part of mentor respondents it was items number 5 & 4 that were given relatively higher mean value (3.10 and 3.06 respectively). Those items refer to mentees accepting feedback and acting on that, and mentor's desire to help and develop mentees to become effective teachers. Principal respondents also share the same attitude with the mean value of (3.06). This shows that most of the principals, mentors and mentees believe that the program does contribute to the professional and personal development of the teachers on average level.

The ANOVA test result also showed no significant mean difference (except item 1) indicating agreement of respondent's reply on the contribution of mentoring program to professionalism. In general what the data showed was respondents' believe that mentoring contributes to professional and personal development of teachers on medium level. This shows still more have to be done in providing adequate orientation /training on the benefits of the program.

4.5: Benefits of Mentoring as Rated by Teachers

Literature repeatedly indicates the multifaceted benefits of mentoring for the school, the mentor and the mentee as the teaching profession keeps on growing.

Ideally, mentoring of younger workers reduces turnover, helps mentees deal with organizational issues, and accelerates their assimilation into the culture (Kram, 1985). Organizational benefits of mentoring include; increased

organizational commitment and retention or reduced turnover (Raabe and others, 2003).

Mentoring provides the mentor with the opportunity to reflect on his or her skills and practices. Working with a mentee also exposes the mentor to new ideas. Mentors experience the fulfillment of passing along hard-earned wisdom, influencing the next generation, and receiving appreciation from a younger worker - all of which enhances the sense of accomplishment.

Mentees benefit because someone cares enough to support them, advise them, and help interpret inside information.

Table 4.5: Benefits of mentoring as rated by teachers

No	Item	Respondents' category			
		Mentors		Mentees	
		F	%	f	%
	What did you think you benefit from mentoring program				
1	Professional competence/ development	56	77.8	32	39.0
2	Psychological satisfaction	16	22.2	-	-
3	Fast assimilation into the school environment	-	-	17	20.7
4	Career structure	-	-	18	22.0
5	Lesson that teaching is lifelong learning	-	-	12	14.6
6	no benefit	-	-	3	3.7
	Total	72	100	82	100

One of the items posed to the responding mentors and mentees was related to the benefit they gained from the mentoring program and the respondents were allowed to give multi responses. The findings reveal that among mentors 56 (77.8%) responded for professional development and 16 (22.2%) for psychological satisfaction. From among the mentees 32 (39%) responded for establishment of professional competence, 18 (22.0%) of them take it as a means of getting career structure, 17 (20.7%) for fast assimilation into school

environment and three of them (3.7%) for no benefit. But neither of them provides multi response. The finding indicates that there was variation of perception toward the benefits they gain from the mentoring program.

One can conclude that the mentors, whose response accounts to (77.8%) seem to have a better understanding of the benefits of mentoring than the mentees, whose response indicate that they were not adequately aware of the benefit they intend to gain from the program. Of course 32 (39.0%) of them opted for professional development, which was in line with the guide line and expected benefits they ought to gain from the program (MoE, 2004).

4.6. Mentor-Mentee Interaction and Relationship

As already discussed in the review literature section, the effective interaction and relationship between mentee & mentor contribute to effectiveness of the implementation of mentoring. Based on this fact table 4.6 was designed to investigate the mentor-mentee interaction and relationship through selected six items.

Table 4.6: Mentor-Mentee Relationship

No	Items	Principals		Mentors		Mentees		F val.	sig
		Mean	Std.	Mean	Std.	Mean	Std.		
1	Mentor-mentee relationship	3.39	3.39	3.46	.786	3.61	.899	.877	.418
2	Rate of mentoring activities	3.06	.998	3.46	.903	3.04	.974	4.083	.019
3	Mentor's Lack of skill and Knowledge	2.83	1.150	3.43	.796	2.98	.889	.339	.562
4	Mentor's interpersonal skills	4.00	.594	2.46	.665	3.44	.833	7.319	.008*
5	Mentor's lack of commitment	.17	1.098	2.40	.988	2.60	1.087	1.510	.224
6	Mentee's interpersonal skill	3.00	.767	3.14	1.117	2.88	.877	.248	.620
	Grand mean	3.075		3.115		3.134			

*significant at the 0.05 level ($p < .05$)

As can be observed from Table 4.6 all the respondents (principals, mentors and mentee) seem to rate the mentor-mentee relationship moderate with grand mean value of (3.075), (3.115) and (3.134) respectively. Though their response falls within the moderate range, still some difference was observed between principals and teachers.

Concerning the mentoring activities of schools mentees rated it as high with mean value of (3.61). But principals and mentors evaluate the activities as medium with the mean value of (3.39) and (3.46). This difference may be the result of one group exaggerating (mentees), while the other group understating (principals & mentors).

When respondents were requested to evaluate the relationship between mentors and mentees, principals and mentors evaluate the relationship as medium with mean values of (3.39) and (3.46) respectively, while mentees rate the relationship as high with mean value of (3.61). Concerning rate of mentoring activities all the respondents rated it as average. Through item number three and four principals and mentees were asked to comment on mentors' skill, Knowledge and interpersonal skills. On the skill and Knowledge both responded saying moderate with mean (2.83) and (2.98) respectively. On the issue of mentors' interpersonal skills, however, their opinion showed significant difference with principals (4.00) rating high and mentees' (3.44) rating as low. On the other hand principals and mentors rated the mentees' interpersonal skill as moderate (3.00) and (3.14) mean.

The ANOVA result also showed no significant mean difference (except item 3) indicating agreement of respondent's reply on the mentor-mentee relationship. In general what the data showed was respondents' observation of the relationship was within the limit of medium level.

This shows that the relationship between mentors and mentees was positive and that may contribute to the smooth and effective implementation of the program provided that more attention is given.

4.7 Matching mentors and mentees

As to how mentors and mentees should be matched writers on the subject have different stand point. Some say that the mentee should choose his mentor(s), plural because some authors argue that a mentee can have two or more mentors on different issues (Wakukawa, 2003). Other writers favor the selection and assignment of mentor should be made by the respective institution leaders formally. Each side's argument has their merit and demerits.

Formal programs vary widely in their methods to match mentors and mentees, and in their preparation of individuals to be engaged in mentoring. Programs that seek important matching criteria from both parties are more likely to initiate successful mentorships. Matching criteria may include professional interests, demographics, geographical location, human interest factors (e.g., hobbies, lifestyles), personality, values, and learning orientation.

With such points in mind respondents were asked as to how mentors were selected and assigned in their schools.

Table 4.7. Selection and assignment of mentors and mentees

No	Who selects & assigns mentors/mentees?	Respondents' category						Total	
		Principals		Mentors		Mentees		f	%
		f	%	f	%	f	%		
1	CPD committee	12	66.7	37	51.41	25	30.5	74	43.0
2	Principals	6	33.3	35	48.6	25	30.5	66	38.4
3	Have no idea	0	0	0	0	32	39.0	32	18.6
	Total	18	100	72	100	82	100	172	100

According Table 4.7 the total percentage 74 (43.0 %) shows that CPD committee makes the selection and assignment, while 66 (38.4 %) indicate principals' involvement in such activity. A sizeable number 32 (39.0 % of the mentee group reported that they have no idea on the issue. When looking from each respondent's view majority of the principals 12 (66.7 %), report that the CPD committee is the one responsible in the selection and assignment of mentors to

mentees. Most of the mentors 37 (51.41 %) and mentees 74 (43.0 %) also replied the same way. On the other hand six (33.3 %) of principals, thirty-five (48.6 %) mentors and twenty-five (30.5 %) of mentees responded that the selection and assignment was made by the CPD committee. This shows that there is no consistent or similar way to select and assign mentors among schools even within a school. In fact the literature also shows that there is no single scientific mechanism of selection and assignment but paying attention to the interest of the mentee would be more fruit full.

4.8. Frequency of Mentor-Mentee Meeting Per week

Whether the mentor-mentee matching is based on formal or informal arrangement, most writers agree that frequent meeting is necessary for the relationship to be fruitful. As mentioned in the literature mentoring all about relationship. Building a trusting relationship requires sufficient time and dedicated effort. Sometimes people are tempted to hurry the process or neglect it altogether. When they do, they deny themselves out of valuable mentoring experiences and decrease the likelihood that the relationship will succeed. The focus is on getting to know each other and establishing a foundation of trust, exploring experiences and goals of both the mentee and the mentor. While building relationship, this step also includes planning meetings, making them more frequent at first, and ensuring that both are actively involved in the mentoring process (Kirkpatrick, 2008).

Table 4.8. Frequency of mentor-mentee meeting per week

No	mentor-mentee meeting in a week	Respondents' category						Total	
		Principals		Mentors		Mentees		f	%
		f	%	f	%	f	%		
1	once	18	100	45	62.5	61	74.4	124	72.1
2	twice	0	0	27	37.5	21	25.6	48	27.9
3	Three times	0	0	0	0	0	0	0	0
	Total	18	100	72	100	82	100	172	100

Another question raised to respondents was frequency of their meeting per week. Based on the responses forwarded one can observe that 124 (72.1 %) of the respondents indicated single contact time, while the remaining 48 (27.9 %) report twice a week contact time. Group wise, all the principals, majority of the mentors 45 (62.5 %) and 61 (74.4 %) of mentees responded once a week. The rest 27 (37.5 %) of mentors and 21 (25.6 %) of mentees responded twice a week.

This shows there is similarity of reply between respondents that majority of them meet once in a week. However it would have been better had they meet frequently. Because it enables them to discuss, offer support, get feedback and solve problems in a timely manner.

4.9. Average time mentor and mentee spent together per meeting

Not only meeting frequency, but the time spent per meeting also matters. So mentors and mentees were requested as to how time they spent together per meeting. The next table shows us their reply.

Table 4.9. Average time mentor & mentee spent together per meeting

No	Average time mentor-mentee spent together per meeting	Respondents' category						Total	
		Principals		Mentors		Mentees		f	%
		f	%	f	%	f	%		
1	30 minutes to an hour	4	22.2	17	23.6	32	39.0	53	30.8
2	1:00 – 2:00 hours	14	77.8	55	76.4	50	61.0	119	69.2
3	Above 2:00 hours	0	0	0	0	0	0	0	0
	Total	18	100	72	100	82	100	172	100

Table 4.9 shows the amount of time mentor and mentee spend per meeting. Item number two that accounts to 119 (69.2 %) shows mentor and mentee spent together an average of 1:00-2:00 hours per meeting, while the remaining 53 (30.8 %) respondents indicate 30 minutes to an hour stay.

On the response of groups there was difference of opinion within groups. For example while four (22.2 %) of principals report for 30 minutes to an hour

study per week, the great majority 14 (77.8 %) affirm 1:00-2:00 hour stay. Similarly while 17 (23.6) of mentors and 32 (39.0 %) of mentees responded 30min. to an hour, the majority 55 (76.4 %) of mentors and 50 (61.0 %) of mentees responded one hour - two hours meeting duration. Although the total amount of time per week was determined by the frequency of meeting, what should be considered was at least 30 contact hours per semester be arranged and used (MoE manual).

4.10: The Availability and Relevance of Course Materials

If a course is to achieve the desired objective adequate and timely supply of necessary (input) resources cannot be a point of argument. Where there is inadequacy or lack of supply, there starts the step for failure. Equally important is the relevance of the material for the achievement of the intended purpose. With such understanding in mind respondents were requested to rate the availability and relevance of course materials in five level scales, ranging from very low to very high.

Table 4.10: Availability and Relevance of Course Materials

No	Items	Principals		Mentors		Mentees		F Value	sig
		Mean	Std.	Mean	Std.	Mean	Std.		
1	Availability of course materials on time	3.50	1.098	3.44	.767	3.23	.879	1.485	.229
2	Relevance Of Course Materials	2.78	.732	1.89	1.015	1.76	.988	8.126	.000*
	Grand mean	3.14		2.67		2.5			

*significant at the 0.05 level ($p < .05$)

(<1.0=Very Low, 1.00-1.9 = Low, 2.0-2.9 = Medium, 3.0-3.9 = High, 4.0 – 5.0 = very High)

As indicated on table 4.10 two questions were presented to respondents concerning course materials. Through the first item they were asked to answer whether they obtain course material on time or not. The grand mean shows the prevalence of different responses that range between low (2.5) of mentees and medium (3.14), (2.67) of principals and mentees respectively. The ANOVA results (.229) also confirm absence of significant difference between the

respondents' opinion on the slow supply of resource materials. This way similarity of response is observed among the participants that course materials did not reach them on time. Therefore, from this finding one can conclude that lack of timely supply of course material negatively affected the smooth implementation of the program.

Regarding the relevance of the course materials in achieving objectives responses vary greatly. There was difference of opinion among respondents with mean value of (2.78) principals that leveled its relevance medium. On the part of mentors (1.89) and mentees (1.76) the material's relevance was rated low. The ANOVA result (.000) also shows statistically significant difference of opinion. This indicates that the course materials are less effective for the realization of the objectives of mentoring program. May be revising the course materials in the near future is necessary.

Furthermore, in responding the open ended questions 68 % of the respondents (mentors and mentees) indicate that the course materials were too large compared to available time, contain difficult (unclear) terms, have redundancy and boring contents.

4.11:-Current implementation practice of mentoring at schools

The other basic question was about the extent schools offer mentoring to newly deployed teachers in an organized and planned manner. Respondents were asked to comment on matters of preparation, planning, coordination, the extent mentors are willing, mentors' knowledge and skill, mentor's and mentee's interpersonal skill, follow up, and feedback mechanisms. What is presented underneath refers their responses to such issues.

Table 4.11(A): Current implementation practice (planning)

No	Who is preparing the plans?	Respondents' category						Total	
		Principals		Mentors		Mentees			
		f	%	f	%	f	%	f	%
1	CPD committee	8	44.4	35	48.6	25	30.5	68	39.5
2	Principals	10	55.6	37	51.4	27	32.9	74	43.0
3	have no idea	0	0	0	0	30	36.6	30	17.4
	Total	18	100	72	100	82	100	172	100

All the principal respondents, 43 (59.7 %) of mentors and 48 (58.5 %) of mentees say mentoring activities are planned. On the other hand 29 (40.3 %) of mentors and 34 (41.5 %) of mentees responded no and not sure. That shows considerable number of mentors and mentees were not involved or unaware of the planning of mentoring activities.

Table 4.11(B): who plans?

No	Are mentoring activities planned?	Respondents' category						Total	
		Principals		Mentors		Mentees			
		f	%	f	%	f	%	f	%
1	Yes	18	100	43	59.7	48	58.5	109	63.4
2	No	0	0	15	20.8	16	19.5	31	18.0
3	Not sure	0	0	14	19.4	18	22.0	32	18.6
	Total	18	100	72	100	82	100	172	100

As to who was preparing the plans, ten (55.6 %) of the principals indicate themselves, while the rest eight (44.4 %) refer to CPD committee. On the part of mentors majority of them 37 (51.4 %) say principals and 35 (48.6 %) say CPD committee. Still majority of mentees 30 (36.6 %) say have no idea, 27 (32.9 %)

say principals and the remaining 25 (30.5 %) CPD committee. These also confirm the least participation of mentors and mentees, whose involvement could have contributed much to the success of the program.

4.11: Current Practice of mentoring

In the past five years major attention had been given to the quality of the education system in Ethiopia. Teachers are expected to pass through a training system and continue to develop their pedagogical skill, knowledge and attitude as far as they remain in the profession and if quality of education is to be attained (Education & Training Policy, 1994). That is what necessitates a program of “Continuous Professional Development”(CPD), induction (mentoring new teachers) being the first phase of it.

To implement this program different preparation had been devised like preparing legal directives, introducing focused program (Teacher’s Development Program (TDP), structural arrangement (a vice principal responsible to look after teacher’s development) and developing course modules (MoE, 2004). The profession being a science and an art, requires teachers to be equipped with both. Those qualities can be acquired through formal training and collegial experience sharing. That is what is meant by induction (mentoring). In line with this idea, respondents were requested to rate the mentoring activity at schools on the following six points.

Table 4.11(C). Current Practice of mentoring:-

No	Item	Respondents' category			F. value	Sig
		Principals	Mentors	Mentees		
		Mean	Mean	Mean		
1	Rate of mentoring activities	3.06	3.46	3.04	4.083	.019
2	The extent mentors are willingly involved	3.33	3.32	3.01	2.198	.114
3	Mentors knowledge, skill and experience manifested	4.17	3.18	3.65	4.942	.029
4	Mentors' interpersonal skill taken as model	4.00	3.19	3.44	7.319	.008*
5	Mentees interpersonal skill initiated mentors	3.00	3.14	2.98	.248	.620
6	Follow up, feedback & support offered	2.44	2.29	2.02	2.550	.081
	Grand mean	3.33	3.10	3.02		

*significant at the 0.05 level ($p < .05$)

(<1.0=Very Low, 1.00-1.9 = Low, 2.0-2.9 = Medium, 3.0-3.9 = High, 4.0 – 5.0 = very High)

Table 4.11(C) deals with the mentoring activities in schools currently. Respondents were presented six items to rate very low, low, medium, high and very high regarding the practice in their respective schools. The average group mean (3.33) of principals, (3.10) of mentors and (3.02) of mentees shows practice of mentoring at schools was at the medium level. On the other hand principal respondent's rated high items three and four with mean value of (4.17) and (4.00) respectively, while mentors and mentees rated those items medium. This indicates difference of opinion. However, on the remaining items there was similarity of response among respondents leveling medium and low.

The ANOVA result also showed no significant mean difference (except item 4) indicating agreement of respondent's reply on the practice of mentoring at schools was at medium and low levels. This indicates that practice of mentoring at schools was not satisfactory and needs further attention.

4.12: Problems (Challenges) of mentoring practice

Many authors highlight strategies targeting personal aspects, relational aspects and structural aspects of mentoring problems (Young, Cady, & Foxon, 2006). The success or failure of mentoring is closely tied to how well the mentor and mentee are matched. If the personality types are tremendously different, there may be problems with the relationship. In addition there must be a sense of win-win in both the mentor and the mentee. Both should want to participate. This relationship can stretch over months or even years. Special care must be taken at the beginning in matching the mentor and the mentee, as well as the use of written mentoring agreement signed by both parties and clear evaluation of expectations at specific times are all vital to the success of a mentoring program. So participants were asked to rate thirteen major sources of problem like:- lack of adequate & experienced mentors, low level perception on the importance of mentoring, absence of adequate training, lack of commitment from mentors and mentees, low level interpersonal skills of mentors, unhealthy mentor-mentee relationship, mentees being unwilling & not interested, work load pressure, inadequate supply of course materials, lack of motivation from school, poor follow up, support and feedback, subsidy/stipend request of mentors, mentor's lack of skill and Knowledge. Table 4.13 was meant to present responses to these items.

Table 4. 12: Problems (Challenges) of Mentoring Practices

No	Item	Respondents' category			F value	Sig
		Principals	Mentors	Mentees		
		Mean	Mean	Mean		
1	Lack of adequate & experienced mentors	3.22	3.08	3.04	.206	.814
2	Low level perception on importance of mentoring	3.22	3.00	3.37	2.681	.071
3	Absence of adequate training	4.00	2.86	3.44	12.579	.000*
4	Lack of commitment from mentors and mentees	2.17	2.40	2.60	1.510	.224
5	Low level interpersonal skills of mentors	2.94	3.07	3.05	.259	.612
6	Unhealthy mentor-mentee relationship	1.67	2.11	2.33	4.505	.012*
7	Mentees being unwilling & not interested	3.56	3.54	3.27	2.189	.115
8	Work load pressure	2.78	3.07	2.65	3.477	.033*
9	Inadequate supply of course materials	4.28	3.72	3.67	3.462	.034*
10	Lack of motivation from school	3.39	3.93	4.06	4.218	.016*
11	Poor follow up, support and feedback	3.67	3.51	3.22	1.727	.181
12	Subsidy/stipend request of mentors	3.83	3.61	3.39	2.143	.120
13	Mentor's Lack of skill and Knowledge	2.83	2.81	2.98	.339	.562
	Average group mean	3.2	3.13	3.16		

*significant at the 0.05 level (p<.05)

*scale: (<1.0=Very Low, 1.00-1.9 = Low, 2.0-2.9 = Medium, 3.0-3.9 = High, 4.0 - 5.0 = very High)

Table 4.12 shows list of real and potential challenges to the program of mentoring. The items listed are common to the three types of respondents. The responses are analyzed by making comparison within group and between groups on each item's mean against total mean of each type of respondent, and among mean scores of all respondents.

Principal's major problem seems to focus on items No 9 and 3 that deal with inadequate supply of course materials with the mean value of (4.28) and absence of adequate training with (4.44) mean value.

The items were negatively stated and the majority of principals responded strongly agree, with the highest point (5). During the interview they stressed that their concern is logical because in the absence of adequate training, guide books and hand books for the mentors and mentees, conducting sessions is difficult and confusing let alone achieve the success of the program. Hierarchically the next issues rated as high for principals were stipend request of mentors with mean value of (3.83) and poor follow up, feedback and support from educational authorities (3.67), which are described as high and average level respectively. These issues were further stressed by principals during the interview sessions saying that they are being confronted with a paradox of expecting result from mentors while doing nothing to cover up even transport and other expenses of mentors. At the same time receiving no follow up, feedback and support from higher officials, they claim, left them single handed. Next items like mentees being unwilling & not interested (3.56), lack of motivation from school (3.39), lack of adequate & experienced mentors (3.22), low level perception on the importance of mentoring (3.22), low level interpersonal skills of mentors (2.94) were rated average. Implying that their impact is moderate, if not critical. Compared to the total mean value (3.2) items classified by principals as lesser degree source of challenge include:- mentor's lack of skill and knowledge (2.83), work load pressure (2.78), lack of

commitment from mentors and mentees (2.17) and unhealthy mentor-mentee relationship (1.67).

On the part of mentors items rated high were lack of motivation from 'school leadership (3.93) and inadequate supply of course materials (3.72). In this respect they share similar view with the principals. The items mentors rated as moderate problems emanates from Subsidy/stipend issue (3.61), mentees being unwilling & not interested (3.54) poor follow up, support and feedback (3.51), Lack of adequate and experienced mentors (3.08), work load pressure (3.07), low level perception on the importance of mentoring (3.00), and absence of adequate training (2.86). The interesting thing on the mentor's response is that they were not hesitant to comment on themselves on issues like low level interpersonal skills of mentors (3.07) and mentor's lack of skill and Knowledge (2.81). The least challenge according to their opinion was unhealthy mentor-mentee relationship (2.11). That means they do not face major problem with the mentees.

For the other respondent group (mentees) the major problem rated high was lack of motivation from school leadership with mean value of (4.06). Except that of unhealthy mentor-mentee relationship (2.33) indicated as the least source of problem, the other items like inadequate supply of course materials (3.67), lack of adequate & experienced mentors (3.04), low level perception on importance of mentoring (3.37), absence of adequate training (3.44), low level interpersonal skills of mentors (3.05), work load pressure (2.65), mentor's lack of skill and knowledge (2.98) lack of commitment from mentors and mentees(2.6), mentees being unwilling and not interested (3.27) were rated medium challenges.

The mentees being new to the schools, community, culture etc. and the immediate boss they knew being the principal, give special attention to school leadership for positive or negative outcome. As the saying goes "first impression lasts long", they believe that whatever success or failure takes place is due to

the leaderships' nature. So they attach performance of the leadership as a major problem in the implementation of mentoring program.

Based on the above data one can observe that there is narrow gap or an agreement in average group mean value (3.2) of principals, (3.13) of mentors and (3.16) of mentees. However, on some items there is significant difference in the mean score among the three groups of respondents. For instance when one considers the issue of "absence of adequate training", among principals it is rated high (4.00), among mentors low (2.86) while it is rated average (3.44) among mentees.

On the other hand although there is significant difference in the ANOVA result (items No 3, 6, 8, 9 and 10), the major problems that the three parties mostly seem to agreed are:- work load pressure, that reduces the frequency of relationship between mentor and mentee, low level perception about the importance of mentoring, lack of adequate training, low level interpersonal skill of mentors and mentees, lack of commitment from mentors and mentees, Subsidy/stipend for mentors. These are the major challenges (problems) that require immediate solution from concerned bodies according to the respondents.

Concerning the open ended questions of questionnaire the following responses were frequently forwarded. What are the major achievements of mentoring program? Most of the respondents indicated that, it helped to develop their skill and knowledge, develop their relationship with their peers, solves day-to-day problems, develops their profession and helps to improve educational quality. Regarding the problems of implementation practice respondents indicated; lack of sufficient and timely materials, lack of adequate training, lack of adequate time (over burden), problems in time usage (punctuality) by mentors and mentees, problems of volume (too large), content redundancy and language difficulty in the course materials as the major ones.

Suggestions forwarded by respondents include; reduction of work loads, improving the contents of the course materials and provision of adequate training.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, the conclusion drawn from the findings and the recommendations based on the conclusion.

5.1 Summary

The objective of this study was to assess the implementation practices of mentoring program in selected secondary schools of Addis Ababa, problems encountered in the implementation activities and look for prospective situations that help in the implementation of mentoring program. In order to meet the objective, the study was guided by the following basic questions.

1. How much teachers and sub-city educational officials perceive the significance of mentoring to the proficiency of the teaching profession and quality of education?
2. To what extent schools do offer mentoring to newly deployed teachers in an organized and planned manner?
3. What factors are hindering mentoring practice at schools?

The study employed descriptive survey method and was conducted in three sub cities and nine secondary government schools. The respondents of the study were eighteen principals, seventy two mentors, eighty-two mentees and three education officials. As a sampling technique, simple random sampling technique was used to select sample schools and respondents.

Based on the data analysis, the major findings of the study are summarized as follows.

1. Formal or informal orientation and training are among factors considered to contribute to one's perception. Results of the study revealed that only 43 (25.0 %) of the total respondents had been trained/oriented about mentoring and how they go through, and they believed that the training/orientation provided them some knowledge about the aim of mentoring. On the other hand the great majority, 129 (75.0 %) of the respondents were never trained/oriented about mentoring. Thus, there were many untrained principals and mentors who are expected to manage and implement the two years induction (mentoring) program. At the same time the mentees were simply made to join mentoring program without adequate orientation. Therefore, the perception of respondents about mentoring (induction) program and its contribution to the professional and personal development of beginning teachers was less than satisfactory. The results of the study indicate medium and low. This may be a reflection of lack of adequate orientation/training, which would in turn reduce their contribution to the success of the program.
2. Respondents' perception regarding the contribution of mentoring to the personal and professional development of teachers shows that slightly above 50% of the principals, mentors and mentees believe the program does contribute to the professional and personal development of the teachers on average level.
3. On the issue of planning, result of the study indicate similarity of opinion between respondents that plans were mainly prepared by principals with lesser involvement of mentors and mentees. Regarding the rate of current practice in schools and the extent mentors are willing to support new teachers all respondents had rated it medium level. This indicates that practice of mentoring at schools was not satisfactory and needs further attention. Respondents also reflected the low level of follow up, feedback and support system without difference of opinion.

4. With regard to benefit of mentoring the finding indicates that there was similarity of perception toward the benefits they gain from the mentoring program i.e. mentors and mentee indicated professional development as the main benefit of mentoring program.
5. The relationship between mentors and mentees was rated as moderate and high by the majority (74 %) of respondents. As to mentor-mentee meeting frequency most of them meet twice a week and spent 1:00 hour to 2:00 hours per meeting.
6. Concerning the availability and relevance of course materials, in most cases the course materials were not supplied adequately and on timely manner. Content wise the course materials were criticized for their large volume, redundancy and difficult items.
7. The problems of mentoring activity agreed to were: work load pressure- that reduces the frequent relationship between mentee and mentor, low level perception about the practices of mentoring, lack of adequate training, low level interpersonal skill of mentors and mentees, lack of adequate number of experienced teacher-mentors,
8. Some of the achievements of mentoring program indicated during the study were: - it helps teachers to develop knowledge and skill of the profession, to strength relationships with their peers, to solve their day to day problems and to improve quality of education.
9. Suggestions forwarded by respondents focus on reduction of work load, improving the contents of the course materials, and provision of adequate training.

5.2 Conclusion

Based on the summary of the findings the following conclusions were drawn.

The orientations so far provided have to some extent created limited awareness about the purpose and importance of mentoring but not enough to create strong perception and commitment among participants that enable them to run the program in a successful manner.

Planning of mentoring activities was mainly made by principals without involving mentors and mentees. Besides respondents reflected the low level follow up, feedback, and support system from immediate higher authorities.

Ideally respondents believe that mentoring contributes to the professional and personal development of beginning teachers, though it was rated average. According to principals and mentors mentoring activities in the schools was rated high, but the percentage value of mentee's reply indicated was low.

There was a healthy relationship between mentors and mentees which is rated as very good and good

Course materials (modules) were not supplied adequately and on timely manner. Content wise, the course materials were criticized for their large volume, redundancy and difficult items.

Problems of mentoring activity agreed upon were: - work load pressure, low level perception about the benefits of mentoring, lack of adequate training, low level interpersonal skill of mentors and mentees, lack of adequate number of experienced mentors and lack of commitment among mentors.

Among the achievements of mentoring program mentioned were; it enables teachers to develop their knowledge and skill of teaching profession, strengthen relationship with peers (work mates), solve day to day problems in the classroom and in and improve quality of education.

5.3 Recommendations

Based on the findings of the study and the conclusions drawn, the following recommendations are forwarded.

Because of lack of adequate training mentors and mentees are not sufficiently aware of the purpose and importance of mentoring. Therefore, it would be appropriate to establish a system of training and upgrading mechanism to raise proficiency of mentors so that they can contribute to the success of the program and create quality professionals. Such a system can be established using the existing structure of Teachers' Development Program (TDP) at Regional Education Bureau, Sub-city and school level. This may solve problems like low level of perception about the practices of mentoring, low level of interpersonal skill of mentors and mentees, lack of adequate number of experienced mentors.

In most cases the course materials were not supplied adequately and on timely manner. Content wise the course materials were criticized for their large volume, redundancy and difficult items. If so, the researcher would like to suggest revision of the materials in the immediate future, taking in to account the comments of mentors and mentees.

Short term solution for the lack of adequate number of experienced teachers could be using experienced teachers from neighboring schools through coordination of cluster centers.

The question of incentive for mentors was raised repeatedly in the response collected through questionnaire and open ended questions. It sounds logical that as far as the program is expected to contribute in raising the quality of education, the mentors should be motivated morally or materially. So a mechanism of reward should be arranged for the work done to improve mentors commitment.

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APPENDICES

Appendix I

Interview Guide for education officials

1. Can you tell when mentoring new teachers began?
2. Is there standard program for all schools?
3. How was the introduction of the mentoring program executed ?
4. Have mentors received adequate training? On what contents/issues?
5. Are there modules/Hand books for mentors and mentee?
6. What are the major contents of the modules/Hand books?
7. Who trains the mentors?
8. What material, financial, technical, equipment etc. support do you make?
9. How often do you take follow up sessions and how do you give feedback?
10. How successful is the current mentoring process and what has been the most important achievement?
11. What changes, if any, would you suggest to make the program more effective?
12. What have been the major barriers to providing mentoring?

Appendix II

Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management (EDPM)

**Assessment on the Implementation Practices and challenges of mentoring
new teachers in selected secondary government schools of A. Ababa**

Questionnaires filled out by Principals & vice Principals

The purpose of this questionnaire is to gather data regarding the practices and problems of mentoring in secondary school. This study is academic and would not affect anybody in any case. However, the findings of the study and recommendations forwarded are believed to provide valuable inputs for the education sector regarding mentoring program. To this effect, your genuine and timely response is useful for the success of the study. Therefore, you are kindly requested to respond each question item carefully and return the questionnaire on time.

Note:

1. No need of writing your name
2. Where alternative answers are given, please put a tick mark in the box against your choice. If necessary, (give more than one answer if possible)
3. Where alternative answers are not given fill the blank space.

THANK YOU IN ADVANCE FOR FILLING OUT THE QUESTIONNAIRE IN TIME.

Section I - Personal information

1. Name of school _____
2. Age : A. 21 – 30 B. 31- 40 years C. 41 – 50 years D. 51 and above
3. Sex: Female Male
4. Your educational qualification:
A. Diploma B. BA. / BSc./BED. C. MA/ MSc D. Other _____
5. Service years as principal: A. below a year B. 1-5 C. 6-10 D. 11-15 E. 16 and above

Section II:- Setting of the Program

1. Have you ever been trained about mentoring and how you go through it?

A)Yes B)No

2. Did the training provide you adequate knowledge and skill to plan and implement mentoring?

A) Yes B) No

3. Are there planned mentoring activities in your school? A) Yes B)No

4. Who is involved in the preparation of the plan? (You can give more than one option)

A) The CPD committee B) The principal only C) The department head
 D) Others (Specify) _____

5. Who is involved in selecting and assigning mentors for new beginning teachers?

A) The CPD committee B) The school principal
 C) The mentor or mentee by her/him D) Unit leader E) Others (Specify) _____

6. How do you evaluate the relationship between mentors and mentees in your school?

A) Excellent B) Very good C) Good D) Poor E) Very poor

Section III:- Current practices of mentoring of program in your school

Instruction:- Below are a series of statements which represent practices of mentoring, read each statement carefully and indicate your opinion about the current practices of mentoring in your school by putting a “√” mark in one of the alternatives, very high(=5), high(=4) neither high nor low (=3), low(=2), very low(=1).

No	I T E M S	Rating (Response)				
		(5)	(4)	(3)	(2)	(1)
1	How do you rate mentoring activities in your school.					
2	The extent mentors are willing to be an advocate and supporter of mentoring program.					
3	How do you evaluate mentor’s knowledge , skill, and experience to assist beginning teachers.					
4	The extent to which mentors possess good interpersonal skill.					
5	The extent to which mentees possess good interpersonal skill.					
6	Follow-up feedback and support from educational authorities					
7	The availability of adequate and timely resources					

Section IV:-Rate the problems of planning and implementing of induction program.

Instructions: Below are a series of statements which represent the major problems of planning organizing and implementing of mentoring program, read each statement carefully and indicate your opinion about the major problems in your school by putting a “√”mark in one of the five alternatives, Strongly disagree= (1) disagree= (2), not decided= (3), agree = (4) strongly agree= (5).

No	I T E M S	Rating (Response)				
		(5)	(4)	(3)	(2)	(1)
1	Lack of adequate number of experienced and competent teachers to serve as a mentor					
2	Low level perception about the importance of mentoring					
3	Absence of adequate training for mentors					
4	Lack of commitment from mentors and mentees.					
5	Low level interpersonal skills of mentors.					
6	Low level interpersonal skills of mentees.					
7	Unhealthy relationship between mentors and mentees.					
8	Beginning teachers are not willing or interested in receiving mentoring support.					
9	Work load pressure reduces the frequency of relationship between mentors and mentee.					
10	Delayed or inadequate supply of course materials.					
11	Lack of motivation for mentoring activities by all concerned					
12	Poor follow up, feedback and support system from higher education authorities.					
13	Subsidy request of mentors					

Section V

1. What are the major achievements of mentoring program?

1. _____
2. _____

2. What are the major problems in the implementation of mentoring in your school?

1. _____
2. _____

3. What should be done for the successful implementation of mentoring program?

1. _____
2. _____

THANK YOU!!!

Appendix III

Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management (EDPM)

**Assessment on the Implementation Practices and challenges of mentoring
new teachers in selected secondary government schools of A. Ababa**

Questionnaires to be filled by Mentors

The purpose of this questionnaire is to gather data regarding the practices and problems of mentoring new teachers in secondary schools. This study is academic and would not affect anybody in any way. However, the findings of the study and recommendations forwarded are believed to provide valuable inputs for the education sector regarding mentoring program. To this effect, your genuine and timely response is useful for the success of the study. Therefore, you are kindly requested to respond to each question item carefully and return the questionnaire on time.

- Note:**
1. No need of writing your name
 2. Where alternative answers are given, please put a tick mark "√" in the box against your choice. If necessary, give more than one answer.
 3. Where alternative answers are not given fill the blank space.

THANK YOU IN ADVANCE FOR YOUR COOPERATION !!!

Section I- personal information

1. Name of School _____
2. Age A. 21 – 30 B. 31- 40 years C. 41 – 50 years D. 51 and above
3. Sex Female Male
4. Your educational qualification A. BA/ BSc. B.MA/ MSc. C. Other _____
5. Years of service:
A. 1 – 5 years B. 6 – 10 years C. 11-15 Years D. 16 and above
6. Career structure status _____
7. Period load per week A. below 10 B.11-15 C.16-20 D. 21-25 E. 26-30

Section II: Preparation and programming

1. Have you ever been trained about mentoring and how you go through it?
A) Yes B) No
2. Do you believe that the training provided you adequate knowledge about mentoring?
A) Yes B) No
3. Who was involved in selecting your mentee?
A. CPD committee B. Principals C. Yourself D. others (specify) _____
4. To what extent do you believe that mentoring (induction) program contribute to your professional development of being teachers?
A. Very high B. High C. Medium D. Low E. very low
5. How often do you meet with your mentee in a week?
A) Once B. Twice C. Three times D. Every day E. Others (specify) _____
6. How do you evaluate the relationship between you and your mentee?
A) Excellent B) Very good C) Good D) Poor E) Very poor
7. What do you think you benefit from the mentoring program?
A. Professional development B. Psychological satisfaction C. To get career structure
D. Nothing, only to discharges my responsibility
E. Other (Please specify) _____
8. How much time do you spend with your mentee together per meeting on average?
A. 30 minutes – an hour B. 1 hour – 2 hours
C. 2 hours – 3 hours D. More than 3 hours E. Other _____
9. To what extent are the course materials relevant to achieve mentoring objectives?
A. Very high B. High C. Medium D. Low E. very low
10. If you say low, what do you think is the reason (s)? (You can use more than one option)
A. Too large volume compared to the available time
B. Below standard content compared to professional and or/ academic knowledge of teachers.
C. Too complex contents compared to professional and/ academic knowledge of teachers.
D. Unethical contents in relation to professional and personal status of teachers.
E. If others (please specify it) _____
11. Mentor training has been given for:

(A) Less than one day _____	<input type="checkbox"/>
(B) One day to one week _____	<input type="checkbox"/>
(C) One to two weeks _____	<input type="checkbox"/>
(D) More than two weeks _____	<input type="checkbox"/>
(E) Currently not being provided _____	<input type="checkbox"/>

Section III: - Current practices of mentoring program in your school

Instruction: - Below are a series of statements which represent practices of mentoring. Read each statement carefully and indicate your opinion about the current practice(s) of mentoring in your school by putting a “√” mark in one of the alternatives. Very high=5, high=4, Neither high nor low =3, low=2, very low=1.

No	Items	Rating (Response)				
		5	4	3	2	1
1	How do you rate mentoring activities in your school?					
2	How do you evaluate mentee's readiness and willingness to respond to advice of mentors?					
3	The extent your mentee possess a good interpersonal skill.					
4	The availability of adequate and timely resources					
5	Follow-up, feedback and support from the school principals and other educational authorities.					

Section IV: - Rate problems of planning and implementation of mentoring program

Instructions: Below are a series of statements which represent the major problems of organizing and implementing of mentoring program. Read each statement carefully and indicate your opinion about the major problems of planning and implementing of mentoring in your school by putting a “√” mark in one of the five alternatives: strongly disagree =1, disagree =2, not decided =3, agree =4, strongly agree =5.

No	Items	Rating (Response)				
		5	4	3	2	1
1	Low level perception about the importance of mentoring					
2	Absence of adequate training for mentors					
3	Low level interpersonal skills of mentees.					
4	Beginning teachers being not willing or interested in receiving mentoring support.					
5	Work load pressure reduces the frequency of relationships between mentors and mentees.					
6	Lack of motivation from the school administration and the system.					
7	Course materials are scarce or not available on time.					
8	Poor follow up, feedback and support from the school principals and other educational authorities.					
9	Unhealthy relationship between mentors and mentees.					
10	Stipends for mentors are scarce or not available.					
11	Experienced teachers do not have time to serve as mentor.					

Section V: - Achievements, Problems, and Suggestions.

1. What do you think are the major achievements of mentoring program?
 1. _____
 2. _____

2. What do you think the major problems are for the successful implementation of mentoring program?
 1. _____
 2. _____

3. What should be done for the successful implementation of mentoring program?
 1. _____
 2. _____

Part VI: Questions on Skills, Roles, Responsibility, and Quality of mentees

Please tick (√) mark on the scale that reflects your opinion about each statement.

No	Perception	Excellent	Very Good	Satisfactory	Poor	Very Poor
1	awareness about the objectives of mentoring					
2	awareness on his duties and responsibilities during the course					
3	Having a mentor will contribute to my job satisfaction					
4	Communication					
5	mentoring will contribute to my success as a teacher					
6	Participating in a formal program will contribute to my success					
	I t e m s					
1	Meet with mentor for confidential discussion on time.					
2	Share information openly with mentor					
3	Initiates his/her own development					
4	Successful follower					

	I t e m s	Excellent	Very Good	Satisfactory	Poor	Very Poor
1	Defining expectations & objectives for the relationship					
2	Manages the work process					
3	Commitment to complete tasks.					
4	Being open and honest					
5	Share information on strengths & weaknesses					
6	Motivated					
7	Commitment to learn					
8	Accepts feedback and acts on it					
9	Self-aware & willing to develop relationship					
10	Experience of facing difficulties, challenges, working with others					
11	Trust worthy					
12	Gives constructive feedback					

THANK YOU!!!

Appendix IV

Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management (EDPM)

**Assessment on the Implementation Practices and challenges of mentoring
new teachers in selected secondary government schools of A. Ababa**

Questionnaires to be filled out by Mentees

The purpose of this questionnaire is to gather data regarding the practices and problems of mentoring in secondary schools. This study is academic and would not affect anybody in any way. However, the findings of the study and recommendations forwarded are believed to provide valuable inputs for the education sector regarding mentoring program. To this effect, your genuine and timely response is useful for the success of the study. Therefore, you are kindly requested to respond to each question item carefully and return the questionnaire on time.

Note:

1. No need of writing your name
2. Where alternative answers are given, please put a tick mark "✓" in the box against your choice. If necessary, give more than one answer.
3. Where alternative answers are not given fill the blank space.

THANK YOU FOR YOUR COOPERATION!!!

Section I- personal information

1. Name of School _____
2. Age A. 21 – 30 B. 31- 40 years C. 41 – 50 years D. 51 and above
3. Sex Female Male
4. Your educational qualification. A. Diploma B. BA/ BSc C. MA/ MSc
D. Other _____
5. Years of service: A. Below a year B. 1 – 5 years C. 6 – 10 years
D. 11-15 _____ E. 17 and above

Section II:- Preparation and programming

1. Have you ever been oriented about mentoring and how you go through it? A) Yes B) No
2. Do you believe that orientation provided you adequate knowledge about mentoring?
A) Yes B) No
3. Who is involved in selecting your mentor?
A. CPD committee B. Principals C. Yourself D. others (specify)
4. To what extent do you expect mentoring (induction) program will contribute to your professional and personal development?
A. Very high B. High C. Medium D. Low E. very low
5. What do you think you benefit from mentoring program?
A. Fast assimilation into the school environment
B. Establishment of professional competence C. To get career structure
D. Introduction to teaching as a continually developing or life long career
E. Nothing, simply to fulfill requirements
6. How often do you meet with your mentor in a week? A. Once B. Twice
C. Three time D. Every day E. Others (Please specify) _____
7. How do you evaluate the relationship between you and your mentor? A) Excellent
B) Very good C) Good D) Poor E) Very poor
8. How much time do you and your mentor spend together at a meeting on average?
A. 30 minutes – an hour B. 1 hour – 2 hours
C. 2 hours – 3 hours D. More than 3 hours
9. Did you obtain the course material on time? A) Yes B) No
10. To what extent are the course materials relevant to achieve mentoring objectives?
A. Very high B. High C. Medium D. Low very low
11. If your answer is low, what do you think is the reason(s)? (You can use more than one option)
A. Too large volume compared to the available time
B. Below standard content compared to professional and or/ academic knowledge of teachers.
C. Too complex contents compared to professional and/ academic knowledge of teachers.
D. Unethical contents in relation to professional and personal status of teachers.
E. If others (please specify) _____

Section III: - Current practices of mentoring of program in your school

Instruction: - Below are a series of statements which represent practices of mentoring. Read each statement carefully and indicate your opinion about the current practices of mentoring in your school by putting a "✓" mark in one of the alternatives. Very high=5, high=4, neither high nor low =3, low=2, very low=1.

No	Current practice of mentoring	Rating (Response)				
		(5)	(4)	(3)	(2)	(1)
1	How do you rate mentoring activities in your school?					
2	How do you evaluate mentors knowledge skill and experience to assist you?					
3	The extent to which your mentor is willing to be an advocate and supporter.					
4	The extent to which mentor possess a good interpersonal skill.					
5	The availability of adequate and timely resources					
6	Follow -up, feedback and support from the school Principals and other educational authorities.					

Section IV: - Rate the major problems of planning and implementing of mentoring (induction).

Instructions:- Below are a series of statements which represent the major problems of planning (organizing) and implementing of mentoring program. Read each statement carefully and indicate your opinion about the major problems of planning and implementing of mentoring program in your school by putting a mark in one of the five alternatives; strongly disagree =1, disagree =2, not decided =3, agree =4, strongly agree =5.

No	Problems	Rating (Response)				
		(5)	(4)	(3)	(2)	(1)
1	Low level perception about the importance of mentoring					
2	Absence of adequate orientation and training.					
3	Lack of commitment from mentors.					
4	Low level interpersonal skills of mentors.					
5	Unhealthy relationship between mentor and mentees.					
6	Lack of support from the school principals and other educational authorities.					
7	Beginning teachers are not willing or interested in receiving mentoring support.					
8	Lack of motivation from the management and /or the system.					
9	Delayed or inadequate supply of course materials.					
10	Work load pressure on mentors and mentee.					
11	Lack of due attention /subsidy to mentors.					
12	Lack of adequate knowledge, skills, and experience of mentors.					

Section V:- achievements, Problems, and Suggestions.

1. What do you think are the major achievements of mentoring program?
 1. _____
 2. _____
2. What major Problems are there in the implementation of mentoring in your school?
 1. _____
 2. _____
3. In your opinion what should be done for the successful implementation of mentoring program?
 1. _____
 2. _____
 3. _____

Part VI: Questions on Skills, Roles, Responsibility, and Quality:

Please tick (√) mark on the scale that reflects your opinion.

No	Items	Excellent	Very Good	Satisfactory	Poor	Very Poor
1	Listening & Questioning					
2	Flexibility					
3	Setting Goals and expectations					
4	Building relationships and introducing environment					
5	Time Management					
6	Gives Reflection and feedback					
	Items					
1	Listens & understand mentee/ empathy					
2	He is good Challenger					
3	Built self confidence					
4	Demonstrator (teaches by example)					
5	Excellent Roll model					
6	Motivator					
7	Wise counselor/helping attitude					
	Items					
	Mentor's Responsibility	Excellent	Very Good	Satisfactory	Poor	Very Poor
1	Encourages and motivates the mentee					
2	Manages work objectives & time commitment					
3	Helps mentee to realize his/her carrier plan through development and experience learning					
4	Ensures confidentiality of relationship					
5	Prompted mentee to make contact with others who might be able to provide useful information or advice					

ክፍል ከተማ	ተቁ	የት/ቤቱ ስም	የክፍል ደረጃ	ር/መምህራን			ም/ር/መምህራን			ጠቅላላ ድምር
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አቃቂ ቃሊቲ	1	ደራርቱ ቱሱ መሰናዶ	10 - 12 ✓			1		1	1	18
	2	በሰቃ 2ኛ ደረጃ	9 - 10		1			2		
	3	ቡልቡላ 2ኛ ደረጃ	9 - 10		1			2		
	4	ፊታ/አባይነህ 2ኛ ደረጃ	9 - 10		1			2		
	5	ቃሊቲ 2ኛ ደረጃ	9 - 10		1			2		
	6	አ/አ ማረጋገጫ ቤቶች	9 - 10		1			2		
አራዳ	1	ዳግማዊ ምንጊዘ መሰናዶ	11 - 12 ✓		1			1	1	33
	2	ጥቁር አንበሳ 2ኛ ደረጃ	9 - 10		1			2		
	3	ወ/ሮ ቀለመወርቅ 2ኛ ደረጃ	9 - 10		1			2		
	4	መስከረም 2ኛ ደረጃ	9 - 10		1			2		
	5	የካቲት 66 የመጀ/ደረጃና 2ኛ ደረጃ	1 - 10		1			2		
	6	አዲስ አበባ የመጀ/ደረጃና 2ኛ ደረጃ	1 - 10		1			2		
	7	ኒው ኤራ 2ኛ ደረጃ	1 - 12		1			2		
	8	ቤተሰብ 2ኛ ደረጃ	1 - 10		1			2		
	9	አግክሊፍን ቁ 3 2ኛ ደረጃ	1 - 10		1			2		
	10	በላይ ዘለቀ 2ኛ ደረጃ	1 - 10		1			2		
	11	አፍሪካ አንድነት ቁ 1 2ኛ ደረጃ	1 - 10		1			2		
ቦሌ	1	ቦሌ 2ኛ ደረጃና መሰናዶ	9 - 12 ✓		1			2		18
	2	ለም 2ኛ ደረጃ	9 - 10		1			2		
	3	ዶ/ር ሀዲስ ዓለማየሁ 2ኛ ደረጃ	9 - 10		1			2		
	4	በሻሌ 2ኛ ደረጃ	9 - 10		1			2		
	5	ቦሌ ህ/ሰብ የመጀ/ደረጃና 2ኛ ደረጃ	1 - 10		1			2		
	6	አየር አምባ የህዝብ 2ኛ ደረጃ	1 - 10		1		1	1		
ጉለሌ	1	መድኃኒዓለም መሰናዶ	11 - 12 ✓			1		2		18
	2	የካቲት 12 መሰናዶ	11 - 12 ✓			1		1	1	
	3	ድል በር 2ኛ ደረጃ	9 - 10		1			2		
	4	አንጦጦ አምባ 2ኛ ደረጃ	9 - 10			1		2		
	5	ምዕራፍ 2ኛ ደረጃ	5 - 10		1			2		
	6	ተጨኔ ደብረ ሆላም 2ኛ ደረጃ	5 - 10		1			2		
ልደታ	1	ልማት ምንጭ መሰናዶ	11 - 12 ✓		1			2		9
	2	ደጃ/ባልቻ 2ኛ ደረጃ	9 - 10		1			2		
	3	አፍሪካ ህብረት	9 - 10		1			2		

Declaration

I, the undersigned, declare that this is my work and it has not been presented before in any University. Moreover, I declare that all sources of materials used for this thesis have been dully acknowledged.

Name: DADE GIRMA

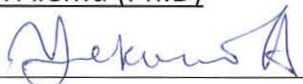
Signature 

Place AAU

Date of submission: 27 May 2011

This Thesis has been produced under my supervision and submitted for examination with my approval as University advisor.

Name: Yekunoamlak Alemu (Ph.D)

Signature 

Date of approval 27 May 2011