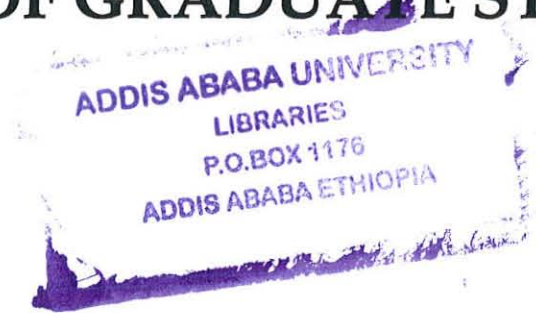


# **ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES**



**MENTORING: THE PRACTICE AND CHALLENGES OF  
GOVERNMENT HIGH SCHOOLS OF ADDIS ABABA**

**BY  
GIRMA BEKA**



**JUNE, 2009**

**MENTORING: THE PRACTICE AND CHALLENGES OF  
GOVERNMENT HIGH SCHOOLS OF ADDIS ABABA**

**By  
Girma Beka**

**A Thesis Presented to the School of Graduate Studies  
Addis Ababa University**

**In Partial Fulfillment of the Requirements for the Degree of  
Master of Arts in Human Resource and Organizational  
Development in Education**

**June, 2009  
Addis Ababa**

# School of Graduate Studies

## MENTORING: THE PRACTICE AND CHALLENGES OF GOVERNMENT HIGH SCHOOLS OF ADDIS ABABA

By  
Girma Beka



### Approval of the Board of Examiners

Yekunoalem Alemu (Ph.D)  
Chairperson, Department  
Graduate Committee

[Signature]  
Signature

### Tilahun Fanta(Ato)

Advisor

[Signature] 2.0/07/09  
Signature

[Signature]  
Examiner

[Signature]  
Signature

## **Acknowledgments**

Above all, I would like to thank the Lord for helping me to pass all the hard moments during my stay in AAU as a postgraduate student.

Next, my greatest and heartfelt thanks go to my advisor Ato Tilahun Fanta for his persistence and unconditional guidance on critical issues in this study. His punctuality and scholarly comments towards assisting me will remain with me for the rest of my life as guiding principle.

I am also very much obliged to express my special thanks and indebtedness to my wife Rediet Yohannes for her encouragement and support.

Moreover, I express my heartfelt thanks to my dearest friends Luel Gebru, Taye Melesse and Berhanu Tadesse who have been always in my side during the whole course of the study.

Finally, I would like to extend my thanks to all individuals who directly or indirectly contributed to the completion of this thesis.

## Table of Contents

Acknowledgement .....	i
Table of Contents .....	ii
List of Tables .....	v
Abbreviations and Acronyms .....	vi
Abstract .....	vii
<b>Chapter One: Introduction .....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.2 Statement of the Problem .....	3
1.3 Objectives of the Study .....	5
1.4 Significance of the Study .....	6
1.5 Delimitation of the Study .....	6
1.6 Limitation of the Study .....	6
1.7 Operational Definitions of Key Terms .....	7
1.8 Organization of the Study .....	8
<b>Chapter Two: Review of Related literature.....</b>	<b>9</b>
2.1 The Nature of Mentoring .....	10
2.1.1 Definition of Mentoring .....	18
2.1.2 Historical Background of Mentoring .....	12
2.1.3 Benefits of Mentoring.....	13
2.1.4 The Purpose of Mentoring .....	17
2.1.5 Why and How Mentoring Introduced in Our Country .....	25
2.2 Organization of Mentoring .....	19
2.2.1 Selection of Mentoring .....	19
2.2.2 Training .....	20
2.3 Models of Mentoring .....	22
2.4 Phases (Processes) of Mentoring .....	23
2.5 Characteristics of Effective Mentoring.....	25
2.6 Stages of the Mentoring Process .....	26

2.7 Mentor Roles, Skills, and Qualities.....	29
2.8 Criteria of a Good Mentor.....	32
2.9 Characteristics of a Good Mentor .....	33
2.10 Characteristics of a Good Mentee .....	35
2.11 Managing Mentoring .....	36
2.12 Challenges (Factors affecting)of Mentoring.....	37
<b>Chapter Three: Research Design and Methodology .....</b>	<b>41</b>
3.1 Sources of Data.....	41
3.2 Sample Size and Sampling Techniques .....	41
3.3 Data Gathering Tools .....	43
3.4 Procedures of Data Collection .....	45
3.5 Data Analysis Techniques .....	47
<b>Chapter Four: Presentation and Analysis of Data .....</b>	<b>48</b>
4.1 Description of Respondents.....	48
4.2 Analysis of Data .....	51
<b>Chapter Five: Summary, Conclusion &amp; Recommendations .....</b>	<b>75</b>
5.1 Summary.....	75
5.2 Conclusions .....	79
5.3 Recommendations .....	81
<b>References .....</b>	<b>83</b>

**Appendices**

- Appendix I : Questionnaire for Mentees
- Appendix II: Questionnaire for Mentors
- Appendix III: Interview guide for Educational Officials
- Appendix IV: Reliability Test of Questionnaires

**List of Tables**

Table 1	Number of Education Officials, Mentees and Mentors of the Respective Sample Sub-cities (42)
Table 2	Finally Received Response Rates by Sample Institutions (46)
Table 3	Classification and Interpretation of Mean Scores and Percentages (47)
Table 4	Demographic Characteristics of Respondents (50)
Table 5	Perception of Mentees and Mentors on the Major Purposes of Mentoring (52)
Table 6	Skills of Mentors as Rated by Mentees (54)
Table 7	Skills of Mentees as Rated by Mentors (55)
Table 8	Roles of Mentors as Rated by Mentees (56)
Table 9	Roles of Mentees as Rated by Mentors (57)
Table 10	Responsibility of Mentors as rated by Mentees (58)
Table 11	Responsibility of Mentees as Rated by Mentors Feedback (59)
Table 12	Quality of mentors as rated by mentees (61)
Table 13	Quality of mentees as rated by mentors (62)
Table 14	Responses of Mentors and Mentees on orientation and training (63)
Table 15	Responses of Mentors and Mentees on Training Duration (65)
Table 16	Duration of mentor mentee meetings (67)
Table 17	Tasks of Mentees and Mentors when Rated by One Another (68)
Table 18	Scores of Respondents on the Challenges of Mentoring (70)
Table 19	Selection of mentors (72)
Table 20	General mentoring practice in schools judged by mentees and mentors (73)

## **Acronyms**

TESO	Teacher Education System Overhaul
AACA	Addis Ababa City Administration
AAEB	Addis Ababa Education Bureau
TDP	Teachers Development Program
CPD	Continuous Professional Development
NDT	Newly Deployed Teachers
ITE	Initial Teacher Education
MOE	Ministry of Education
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
TOT	Training of Trainers

## **Abstract**

The over all functions of education is changing the behavior of the learners so as to make them play a proactive role in a changing world. The roles will be played if teachers are professionally competent and transmit knowledge, skills and attitudes. To strengthen this competency, the attention given to teachers, particularly to be engaged in mentoring teachers as a mentor and mentee is a basis for their professional development, is promising. Thus, the purpose of this study was to examine systematically the practices and challenges of mentoring in government high schools of Addis Ababa. Accordingly, the major variables were the Purposes of the mentoring, Practices of mentees and mentors, Orientation and Training on Mentoring, Timing and Frequency of meetings for discussions, Judgments of the practices of mentoring, and Challenges/Barriers of mentoring were the focus of the study. In order to achieve the purpose of the study, a descriptive survey method was employed. The study was conducted in three sub-cities found in Addis Ababa that were selected based on simple random sampling technique. Among 15 high schools in these three sub-cities, 8 were selected with stratified random sampling techniques. From 8 high schools, all mentees and mentors were selected purposefully. Moreover, 6 officials of sub-cities educational departments (i.e., 2 from each sub-city) and 2 from AAEB were also selected purposefully too. Data were gathered from sample respondents through a survey questionnaire, interview, and data analysis. The data were analyzed using statistical tools such as frequency count, percentage, mean, and t-test were used for data analysis. The findings of the study revealed that mentees do not have awareness that mentoring program comes out with built team spirit and shared wisdom that pertain cooperation when compared with mentors. As to the practice of relationship, both mentees and mentors have relatively a wide gap to put their expected roles, skills, responsibilities and qualities into practice. In addition, orientation and training given was not adequate, long lasting and continuous, and; timely. On the other hand, the major challenges experienced were poor clarity of roles, lack of well experienced expertise regarding mentoring and the absence and mal distribution of hand book and course materials for mentees and mentors. In general, the current practices of mentoring was judged as being less effective in achieving the major objectives that it intended to serve. Therefore, due emphasis should be given on improving the mentoring activities by being proactive toward the success. Moreover, timely, adequate and appropriate orientation and/or training on mentoring and its elements should be focused on in order to build commitment and team spirit. All the suggestions should be taken as a package and needs joint planning and monitoring and evaluation.

# CHAPTER ONE

## THE PROBLEM AND ITS APPROACH

This chapter deals with the background of the study, statement of the problem, objectives, significance, delimitation and limitations of the study.

### **1.1 Background of the Study**

Education functions in changing the behavior of the learners so as to make them responsive in a changing world. It will be taken to mean any long term learning activity aimed at preparing individuals for a variety of roles in society: as citizens workers and members of family groups (Cole,1997, p. 271). This purpose of education is attained when quality education is delivered. The provision of quality education may depend on the availability, access and proper utilization of inputs. Among the inputs, the role and competency of teachers are very immense.

Teachers have key roles in providing quality education to the citizens. The expected roles of teachers are enhanced by exposing them to further education and training so as to make them upgrade and update their profession. This has an effect on the effectiveness of quality education.

In 2002, the Ministry of Education designed Teacher Education System Overhaul (TESO) based on the findings and recommendation given from the research entitled "The Quality and Effectiveness of Teacher Education in Ethiopia" (Ministry of Education, 2004, p. 2).

TESO focuses on the teachers development program (TDP) despite teachers have key roles in providing quality education to the citizens

(Ministry of Education, 2004, p.1). Two years ago, TDP was introduced officially in our country-Ethiopia. The program entailed different issues. One of them is induction-the training scheme for the newly deployed teachers through mentoring for two consecutive years.

The concern of this study was one form of empowering teachers by experienced workmates through mentoring. Mentoring is the process of helping another learns and enhances their professional role. As Darling-Hammond (2000) stated, mentoring is also used for training purposes. On top of this, he defined mentoring as:

“ Mentoring is a nurturing process in which a more skilled or more experienced person , serving as role model , teachers and sponsors 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 and caring relationship between the mentor and the protégé” (p. 9).

This description embraces the elements like nurturing process and caring relationships. The nurturing process and ever-caring relationship depict the interactive process occurring between individuals of different levels of experience.

Mentoring is a process in which one person (mentor) is responsible for overseeing the career and development of another person (mentee) outside the normal manager / subordinate relationship (Clutterbuck, 2001, p. 3).

Mentoring has varied history in organizational life. "Mentoring as a concept and practice is by no means new. Its origin dates back to Greek mythology, with the history of mentoring, in Homer's *Odyssey*" (Klasen, 2002, p. 5). During those days, mentoring was equated with an adviser and a friend. But, today mentoring becomes beyond advising. It is a method that recognizes the gap of formal education and aimed at bridging the gap.

Klasen (2002) describe the effectiveness and importance of mentoring as follows:

"Mentoring is seen as an effective method of enhancing the development of people, precisely because it typically improves both learning retention as well as the transfer of the learned information to real life situations – the work place"(p. 6).

## **1.2 Statement of the Problem**

It is believed that mentoring teachers is assumed to help the education system by assisting the newly deployed teachers in different aspects. This is to mean that it enables them to socialize themselves with the existing situations in a certain schools or institutions. Furthermore, mentoring enhances the abilities of both the mentor and mentee, so the school benefited from the increased efficiency.

To this effect, Fletcher (2000) pointed out that mentoring is a process whereby skills change. A mentoring relationship enables teachers to cope with change and enables change within teaching too (p. 2). However, its

practicality is challenged by different factors like organizational issues and relationship issues. Clutterbuck (2001) describes problems facing mentoring in line with the following points. pp. 113-114.

- ✓ • **Poor planning and preparation:** unclear program objectives, failure to gain the public endorsement of senior managers, and under-resourcing the program are all common failings.
- **Poor clarity of role:** failure to distinguish between the roles of the line manager and the mentor leads to confusion and sometimes to conflict between mentor and line manager.

Regarding relationship issues, the forgoing author states that expecting too much of each other are another challenges to mentoring. If either the mentor or mentee brings a set of unrealistic expectations to the relationship, this is unlikely to be helpful. That is when mentee realizes the mentor is unable to transmit his or her message; the mentee may feel resentful and betrayed (pp. 121-122).

From experience, the researcher recognizes that the perception the mentee has towards the mentor is reflected as he/she is assumed to himself/herself a trained teacher. Besides, problems like follow up gap, time management failure, and facilities seems a great bottleneck for the achievement of the mentoring practice.

The purpose of this study is, therefore, to assess the practices and challenges of mentoring in Addis Ababa High Schools and to forward possible recommendations based on the findings. To this end, the study tries to answer the following research questions.

1. To what extent do schools implement mentoring teachers as an organized system?

2. What are the improvements seen as a result of practicing mentoring teachers in schools?
3. What are the factors affecting school mentoring teachers?

### **1.3 Objective of the Study**

As indicated above the major objective of this study is to systematically examine the overall practices, and identify the potential challenges of mentoring activities in high schools of Addis Ababa city administration. Accordingly, the specific objectives of this study are to:

- assess the purposes of mentoring program;
- assess mentoring implementation;
- examine improvements gained through mentoring; and
- identify the challenges hindering the practice of mentoring and forward possible solutions that alleviate these problems.

### **1.4 Significance of the Study**

Mentoring teachers was introduced into schools by the initiation of the government two years ago. Thus, its practice is a recent phenomenon in the education system of Ethiopia. The researcher, therefore, believes that this study has paramount importance in the following ways.

- It may help the education officials to pay due attention to the practice of mentoring at school levels.
- The study may help the teachers to have clear understanding about the benefits of mentoring in developing teachers' career which in turn improve the achievement of students.

- It could provide feedback on the strength and weakness of mentoring practices. Thus, education officials at each administrative level, and school directors might well use the findings and recommendations of the study to reconsider or revise the current mentoring practices in their schools and take remedial actions.
- It may initiate and encourage others to carry out further rigorous study in wider scope and depth; and may also serve as a documentary source for future study.

### **1.5 Delimitation of the Study**

This study was entitled with the practices and challenges of mentoring in government high schools of Addis Ababa city Administration. Although there are different issues in mentoring activities, this study is delimited to themes such as mentor- mentee relationships and perceptions, setting up of the mentoring program, monitoring and evaluation, and problems encountered during the implementation of the mentoring program. It also covers the government high schools of Addis Ababa and the time from TDP commences (2000 E.C).

### **1.6 Limitations of the Study**

The limitations of this study include lack of access to published reference materials especially on mentoring. Unfortunately, the time scheduled for data gathering has overlapped with final exam period of some institutions. As a result, it was so discouraging to get teachers at the limited time resource since the study was carried out along the teacher's regular work. In addition, lack of cooperation from some institutions was also another constraint to collect data from relevant sources at the

anticipated time. The power of the above problems, however, were challenged by repeated travels of the researcher to these institutions and frequently followed up the respondents to collect the questionnaires.

## **1.7 Operational Definitions of Key Terms**

**Induction:** the process of admitting or introducing an individual as a member of a distinct entity.

**Mentoring:** The induction of new comers to the inner networks of the school and is a process (correlation) within a mentor and a mentee (and within a peer group of mentees) in the atmosphere trust, friendship, respect and taking care of each other in respect of pedagogical acting.”

**Mentor:** experienced in subject teaching and learning who is a trusted counselor or guide

**Mentee:** Newly qualified and deployed teachers who is willing to learn in a peer group of mentees

## **1.8 Organization of Study**

This study has five chapters. The first part deals with background of the study, research problem, and its approaches. Then the review of related literature appears in chapter two. The third and the fourth chapters treat the research design and methodology, and presentation and interpretation of the data respectively. Finally, the fifth chapter presents summary, conclusion, and recommendations of the study. Bibliography and appendices are also attached at the end.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### **2.1 The Nature and Concept of Mentoring**

In response to the many problems faced by the novice teacher, some states and school districts have established induction program for the provision of assistance during the first years of teaching (Huling-Austin, 1992, p. 49). Teacher induction program offer support and guidance to new teachers through mentoring, workshops, additional training, and on-the-job assessments. It also uses different activities “to orient, support, assist, train, and assess teachers within their first two years of employment in schools. These activities are entirely included in mentoring.

Mentoring is a critical topic in education today and a favored strategy on teacher induction. Besides creating new career opportunities for experienced teachers, assigning mentors to work with beginning teachers represents an improvement over the abrupt and unassisted entry into teaching that characterizes the experience of many beginner teachers. Still, the promise of mentoring goes beyond helping beginner teachers survive their first year of teaching. If mentoring is to function as a strategy, it must be linked to a vision of good teaching, guided by an understanding of teacher learning, and supported by a professional culture that favors collaboration and inquiry.

Mentor teachers are an important link in the process for developing 21st century teachers. Their beliefs and actions have direct impact on what student teachers do and learn during their field experience. They provide

guidance in terms of pedagogy and "real world" classroom experience (Bey, 2006, p. 76).

According to Indiana Professional Standards Board (2007) the mentor "embodies knowledge, reflection, insight, wisdom, cleverness, and intuition." (p. 62). Mentors can provide beginning teachers with practical, specific help in working with students and parents, providing instruction, and dealing with the school environment.

### **2.1.1 Definitions of Mentoring**

Different scholars define mentoring differently. According to Care (1993) mentoring is a phenomenon of using carefully chosen and assigned individuals to guide and advice individuals so as to help them in their professional development.

For Tillman (2000) mentoring is the process of forming and maintaining an intensive and lasting developmental relationship between a senior person (the mentor) and a junior person (the protégé, if male; or protégée, if female).

Similarly, Sweeny (2000) defined mentoring as:

"Mentoring is a nurturing process in which a more experienced person, serving as a role model, teachers and sponsors encourages, counsels, and be friends 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 with in the context of an ongoing, caring relationship between the mentor and the protégé." (p.21).

With regard to this, Clutterbuck (2001) define mentoring as a process in which one person (mentor) is responsible for overseeing the career and

development of another person (mentee) outside the normal manager/subordinate relationship.

As to Conway (1998) mentoring is a private relationship between two individuals based on a mutual desire for development towards an organizational objective.

According to Klasen (2002) mentoring is a process which supports learning and development and thus performance improvements, either for an individual, team, or business.

For Fletcher (2001) mentoring is the term, now in wide use within many professions that reflects the potential of a one-to-one professional relationship that can simultaneously empower and enhance practice. ... It is often used in the context of education to describe a combination of coaching, counseling and assessment, where a classroom teacher in a school is delegated responsibility for assisting pre-service or newly qualified teachers in their professional development.

As to Anderson, cited in Sikes (1997) mentoring is defined as a nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, 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.

This process can be defined as, a "dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both"

Mentoring is concerned with 'growing an individual', both professionally and personally. It is linked with professional and career development

(rather than a specific goal or area as in coaching,). It is characterized by an 'expert–novice' relationship

Mentoring is a process to help and support people to manage their own learning in order to maximize their potential, develop their skills, improve their performance, and become the person they want to be (Parsloe, 1995, 31).

### **2.1.2 Historical Background of Mentoring**

"Mentoring" entered the vocabulary of teacher education in the early 1980's as part of a broader effort to professionalize teaching (Feiman-Nemser, 1998), and has been used to describe the process of assisting beginning teachers in their career. Mentoring helps the novice grow professionally and personally, through the guidance of an experienced individual.

Gray (1985) stated the history of mentoring in journal of Educational Leadership Vol.37as:

"Mentoring has long a history of success, beginning with Odysseus' decision to entrust the education and development of his son to a wise and learned man named Mentor some 3,500 years ago, and continuing to present application in training Nurses, Psychologists, Sociologists, Scientists, Teachers, Educational administrators, and Business executives" (p.37).

### **2.1.3 Benefits of Mentoring**

The program stimulates individual and collective achievements and the benefits are most apparent at the individual level. Many of the benefits come from the counseling and support functions of the mentor.

According to Conway (1998) the following are benefits of mentoring.

#### **1. Benefits to the individual**

- ✓ Improves mentees performance especially in interpersonal, leadership and planning skills.
- ✓ Clarity of personal vision.
- ✓ Knowledge of barriers to personal performance.
- ✓ Knowledge of self and others.
- ✓ Improved self confidence.
- ✓ Helping to overcome barriers.
- ✓ Improved ability to handle stress.
- ✓ Benefits to the society
- ✓ An improved understanding of vision, mission and objectives.
- ✓ People able to identify and overcome barriers to performance.
- ✓ Improve change management.
- ✓ Improve management development.
- ✓ Improved teamwork.
- ✓ Better leadership.

## **2. Benefits to the organization**

**Organizational effectiveness:** Improving organizational effectiveness is, of course, the main objective of mentoring schemes. Mentoring can realize this objective in a variety of ways, including enhancing individual and organizational performance, increasing motivation, supporting change, and ensuring the retention of key staff. Mentoring is also often a way of identifying high potential individuals, the discovery and nurturing of whom is central to the organizational effectiveness. Furthermore, it helps organizations to bring out into the open issues the culture has ignored because they were too difficult to confront. Example: work-life balance.

**Performance:** Mentoring helps people to take responsibility for their learning. Through this they can acquire new skills and knowledge, thereby enhancing their overall competence. Furthermore, mentoring stimulates mentees to view learning as an ongoing process, reinforcing in their mind the importance of continued professional development. Where employees embrace this concept, they will continue to grow and develop themselves even after a mentoring relationship has ended. Naturally, greater individual competence will benefit the performance of the organization that they are part of.

Furthermore, if productivity is considered as a measure of performance, mentoring can also add to this component. Mentoring for new hires initiative has substantially improved the productivity amongst this employee group because mentoring enables them to understand more quickly how to go about their jobs (Tyler, 1998).

**Organizational learning:** With its emphasis on learning and its capacity to share knowledge, ideas and experience between mentor and mentee, the mentoring relationship is a power tool for promoting organization-wide learning. Mentors and mentees tend to learn from one another, and pass this on to other parties as well.

**Development:** Mentoring relationships are assumed to offer reciprocal benefits for mentors and mentees. Many corporations believe that mentoring programs may offer the optimal mechanism for providing developmental job experiences for new managers. The very introduction of a mentoring scheme will promote greater awareness of the existence and benefits of employee development. It may also help to nurture an organization-wide development culture.

**Strategic succession planning:** Mentoring can be a great vehicle for strategic succession planning. It can develop people for higher-level roles that they have recently assumed or are intended to assume in the near future.

### **3. Benefits for the learner**

The generic benefits that are likely to accrue for any learner include the following:

- Greater understanding of the total organizational perspective.

Learners should be able to gain access to information, resources or other support structures from within the organizations, if the mentor is more senior. Finally, mentoring should help them to 'read' and understand the culture within the organization.

#### **4. Personal benefits.**

As human beings, we have needs to socialize and affiliate with other people. We derive satisfaction from relationships, and a good mentor-learner relationship is no different from any other good relationship in the respect.

- Learning outcomes.

The development of skill and competence is one of the major benefits for the learner.

- Developing his/hers own learning to learn skills.

As we learn, so we become more confident and competent as learners. We will increasingly be able to focus explicitly on our own learning processes, approaches and styles.

#### **5. Benefits to the mentor**

- Increase in personal satisfaction

As with the learner, and for many of the same reasons, the mentor can get immense satisfaction from the relationship. In addition, the mentor can often feel that he/she is making a significant contribution to system.

- Role enhancement and the expansion of repertoire of skills

Mentors also have plenty to learn from the mentoring relationship. In the first instance, they are likely to learn about the role and skills associated with mentoring itself. The learners may have different functional or technical skills, some of which may rub off on to the mentors.

#### **2.1.4. The Purpose of Mentoring**

Sweeny and DeBolt (2000) observe that mentoring is essential to promote high performance culture because it creates a sense of oneness by enhancing commonly held organizational values. Its socialization aspect helps to build togetherness among members; and it increases the interaction among staff. The purpose of mentoring as to Conway, (1998, p. 29-30) is to improve leadership styles in mentors as such as mentees, which in turn can foster teamwork and cooperation in the business. The Industrial Society cited in Carre (1993) observes that mentoring has some specific purposes:

- To assist individuals with their personal development and career development
- To improve the individual's performance and productivity
- TO improve the effectiveness of induction of those members of staff who move to new jobs
- To improve internal communication

This implies that mentoring is helpful in promoting school effectiveness and in creating cohesive staffs. Teachers develop their professional competence and they are well acquainted with the roles expected of school communities.

#### **2.1.5. Why and How Mentoring was introduced in our Country**

The Teachers' Continuous Professional Development (CPD) program has been launched based on the review made and conducted a Teacher Education System Overhaul (TESO). The reason why CPD has introduced is stated In Mentor's Handbook, (Ministry of Education, 2004, p. 2), as:

During the last two years the Ministry of Education (MOE) has been reviewing all aspects of its Teacher Education provision and conducting a 'Teacher Education System Overhaul' (TESO). Now these plans are in the implementation stage. Priority has been given to the need and right for all teachers to have high quality and relevant continuous professional development (CPD) opportunities throughout their careers. Teachers are encouraged to embrace the concept of lifelong learning for their own benefit and for the benefit of the pupils they teach and the communities in which they live.

The Ethiopian Induction program which is the components of CPD has specific aim and objectives.

### **Aim**

To support new teachers during their first two years of teaching and to ensure that they have the skills and knowledge and become increasingly competent professionals.

### **Objectives**

To ensure that newly deployed teachers have the opportunity to develop further their professional knowledge, skills and attitudes, so that at the end of the two years, they will be competent in:

- ✓ Knowledge of the values, attributes, ethics and abilities essential to professionalism; in upholding those professional and producing responsive citizens in the future.
- ✓ Subject knowledge and methodologies for their teaching.
- ✓ Management of their classrooms.
- ✓ Understanding of the school, its community and the education system.

- ✓ To ensure that, by working through the course materials, the new teachers will demonstrate progress and develop in these areas of competence and have a portfolio of evidence to demonstrate this (MOE, 2004, P. 2).

The Ministry of Education states that the Induction program takes two years and it is intended to enhance teachers' competence in four dimensions:

**Professional development:** 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 in their classrooms. The projects planned in this induction program will develop the new teachers' action research skills.

**Professional Appraisal:** these are formal meetings and discussions between new teachers and mentors, in which evidence of the new teachers' performance is reviewed. The meetings will form the basis upon which it will be decided whether the new teachers gain their full teaching license.

**Classroom observations:** (part of the professional development)-these will be carried out by the mentor. Feedback from these observations will guide the teachers' professional development (MOE, 2004, P. 2)

## **2.2. Organization of Mentoring**

### **2.2.1 Selecting Mentors**

Mentors are helpers. Their styles may range from that of a persistent encourager who helps mentee to build confidence and appreciate excellence in performance. Based on this fact, Tharp & Gallimore (1988). stated the selection of mentors as follows:

Mentors must be carefully selected and matched with protégés, and mentor- protégé pairs must be trained to work together harmoniously. Support personnel must be trained to provide supervision, formative evaluation, and additional training during the mentoring process.

Therefore, the matching process is important in increasing a successful mentoring initiative.

Conway (1998:25) argued that there is no scientific way of matching individuals in the mentoring relationships.

Most mentors find that they can cope effectively with only one mentee. However it may be possible for mentors to have more than one partner where there is sufficient support and time for this. In some organization, the shortage of suitable mentors has led to one mentor being linked with several mentees.

On the other hand, William A. Gray and Marilynne M. Gray stated in *Educational Leadership* (Volume 37, P. 38) that:

... every effort [should] be made to select a support teacher who is not only considered to be a successful teacher, but also teaches the same subject and grade level as the first year teacher, whose classroom is in the same general area of the building, and who has compatible ideologies about teaching, classroom management and discipline.... An effort should also be made to determine if the beginning teacher recognizes the benefits to be gained from working with a support teacher. If he/she does not, these benefits should be explained and the beginning teacher should be encouraged to consider the advantages of this type of relationship.

### **2.2.2 Training**

Training helps to direct, support and enhances the potential for positive mentoring experiences. That is it is something intended to help people

understand their roles better so that they can contribute to the program's success and gain a lot from it. With regard to mentors and mentees, the objective of training summarized by Gibson, 1999 cited in Klasen (2002, P. 255):

The objective of training is not mastery of all the skills, but to equip them with the confidence to begin the relationship, the insight to recognize how it should be managed and the tool a to identify where the relationship is being least effective and most importantly, how to take appropriate action.

The reason why training is given and the impact of well-designed training is listed bellow as to Klasen (2002, PP. 256-257) is:

Not only be willing to participate, but also be capable of doing so. Most of the time training can provide people with the knowledge and skills necessary to perform well.

Acquire realistic expectations of themselves, colleagues and the organizations with regards to the program.

Gain insight into the appropriate as well as potentially harmful behaviors of the participants of mentoring relationships.

Attain knowledge of problems that can potentially occur in mentoring relationships and programs. Training should equip them with appropriate resolution strategies so that problems do not escalate but can be managed positively.

Be in a position to achieve maximum gains from and for the program.

### **2.3. Models of Mentoring**

The approaches of specific models of mentoring and/or coaching vary across three different spectra Klasen (2002).

- 1) One-to-one versus group mentoring/coaching approaches
- 2) Peer-to-peer support (e.g. co-learning) versus 'expert-novice' support (i.e. approaches facilitated by an expert, e.g. expert management coach, or an experienced colleague)
- 3) Same-sector approaches (where the mentor and mentee are from the same sector, as in mentoring initial trainee teachers) versus approaches where the two parties are from different sectors (e.g. cross sector or multi-disciplinary learning).

These approaches can be seen into the models identified by Child & Merrill and Robins as follows.

#### **❖ Apprenticeship model**

Mentor acts as the master teacher, conveying the rules and values, to be emulated.

#### **❖ Competence model**

Mentor relates training and assessment to practice.

Mentors perform the role of trainer, assessor and gatekeeper of the profession.

#### **❖ Reflective model**

Mentor adopts the role of critical friend who assists in the evaluation of teaching, to develop a reflective practitioner.

Mentor as model - To inspire and to demonstrate.

Mentor as acculturator to help the mentee become accustomed to the particular professional culture.

Mentor as sponsor to open doors and introduce the mentee to the right people. Power and control is not shared; the mentor has primary responsibility for managing the process.

Directive styles such as coaching and guiding are used.

Mentor as provider of support to provide the mentee with a safe place to release emotions or let off steam.

Mentor as educator to listen, to coach and to create appropriate opportunities for the mentee's professional learning.

#### ❖ **Development model**

Non-directive styles such as counseling and facilitating are used. Balance of formal and informal arrangements. Personal and professional change through reflection.

## **2.4 Phases (processes) of Mentoring Relationship**

The mentoring relationship typically has four distinct phases:

### **Orientation - building the base**

During the first three to six months, both the mentor and protégé are getting to know each other, and building trust. At this time, both the protégé and the mentor are developing expectations of each other. The interaction which occurs at this stage will lay the foundation for a strong and beneficial relationship.

### **The middle period**

The middle phase is typically the most rewarding time for both mentor and protégé. The mutual trust which has developed between the two can

give the protégé the confidence to challenge the ideas of the mentor, just as the protégé's ideas will be challenged by the mentor.

### **Dissolving the relationship**

Typically, the relationship begins to draw apart after a year or two. It is important, at this STAGE, WHICH the mentor STEPS back from the formal relationship to discuss together with the protégé, how they wish to continue their relationship.

### **Redefining the relationship**

The mentor-protégé relationship enters a new phase, where both parties can regard one another as equals. They continue to have some form of interaction, although it is now on a more casual basis.

As to how long the mentoring process should take, Sweeny & DeBolt (2000). cite the findings of Kram, who identified four phases: (1) initiation (2) cultivation (3) separation, and (4) redefinition.

**Initiation:** it takes six months to a year. The relationship begins and proves to be useful for both the mentor and protégé/protégée. Dreams become true needs and expectations. The expectations are fulfilled; the mentor coaches; provides challenging tasks and always available. The protégé/protégée showed respect to the mentor and demonstrates the desire to be mentored/coached.

**Cultivation:** It takes two to five years. During this period, the career and psychosocial functions provided are developed to the highest level. Both the mentor and protégée/protégée benefit from the relationship. The opportunity for interaction and level of intimacy increases between the two.

**Separation:** it may extend six months to two years after a significant change of role and emotional experience that arises as a result of the

mentoring relationship. The protégé/protégée needs no more guidance rather wants to work autonomously. The mentor may not be available for many reasons and this spoils relationship and affects the warmth of psychological attachment.

**Redefinition:** No limited time frame. The relationship ends and takes new form of friendship. The anger and frustration that arose due to separation diminishes. In stead, appreciation increases.

Others also see that mentoring follows a cyclical process. They put it as a cycle of introduction; mutual trust-building; teaching of risk-taking, communication, and professional skills; transfer of professional standards; and finality.

## **2.5 Characteristics of Effective Mentoring Relationships**

For beginning teachers critical ingredients to effective mentoring relationships were the availability of the mentors, and whether they were approachable, friendly, open and actively interested in the development of their beginning teachers. The research suggests that the separation of mentor and supervisor roles is less critical than the degree of personal compatibility between beginning teacher and mentor. The personal qualities of both mentor and beginning teacher and their interpersonal compatibility appear to be important factors contributing to effective mentoring relationships during induction. In summary an effective mentor for a beginning teacher, is most likely to be a teacher, more experienced than the inductee, who:

- can empathize with the circumstances of the beginning teacher and can provide psycho-social support
- teaches close by

- shares the same students and/or teach the at the same class level
- is regarded as an exemplary teacher by others
- is friendly and approachable
- is the same gender as the beginning teacher
- is capable of initiating and fostering collaborative enquiry and reflection on practice and thus conceptualizes teacher learning as moving beyond transmission and incorporating transactional and transformational processes.

Mentor/mentee relationship strengthened and developed gradually over time. On top of this Clutterbuck (2000) discuss the mentor mentee relationship is said to be a dynamic relationship which evolves over time as the relationship matures and as both the mentor's and the mentee's experience and expertise develop.

## **2.6. Stages of the Mentoring Process**

There are four stages in the mentoring process.

### **Stage 1: establish rapport**

- ✓ exchange views
- ✓ agree a way of working
- ✓ identify and plan resources
- ✓ set up future meetings
- ✓ set up other useful contacts

### **Stage 2: direction setting**

- ✓ diagnose needs
- ✓ set objectives
- ✓ identify priority work
- ✓ set tasks
- ✓ clarify focus
- ✓ begin work

### **Stage 3: making progress**

- ✓ use each other's expertise
- ✓ review progress and adapt
- ✓ identify new issues

### **Stage 4: moving on**

- ✓ review what has been achieved
- ✓ discuss moving forward
- ✓ identify contacts for the future
- ✓ allow the relationship to end

Where should mentoring start? It would be better if it begins after the necessary preconditions are fulfilled. Different authorities see different conditions for Stages in Mentoring. For Example, let's consider the following;

The mentoring program is likely to be successful when the person who is mentored has the awareness and takes responsibility for his/her own learning.

Having set the precondition, the mentor and the protégé/protégée go further to clear the ground and put sign posts for their future task. Carre (1993) identifies the following steps:

- Identify the areas of knowledge, skills or capabilities where learning needs to take place, provide for continuous development or improve performance.
- Ensure that the person accept the need to learn.
- Discuss with the person what needs to be learned and the best way to undertake the learning.
- Gets the person to work out how he/she can manage his/her own learning while identifying where he/she will need help from the mentor.
- Provide encouragement and advice to the person in pursuing the self learning program me.
- Provide specific guidance as required where the person needs your help.
- Agree how progress will be monitored and reviewed.

### The Stages in the Mentoring

Mentoring is like any other relationship. It will go through predictable phases as the partnership and individuals develop. Each stage has

different and shared characteristics and challenges. There are four stages which are usually associated with mentoring in schools:

1. Getting acquainted and sharing common interests, values and goals.
2. Communicating expectations, agreeing on procedures and establishing the patterns of interaction.
3. Exploring needs and fulfilling objectives.
4. Redefining the relationship as colleagues, peers and friends.

## **2.7. Mentor Roles, Skills and Qualities**

For the mentoring relationship to be effective, the mentor and mentee need to be clear about their respective role and responsibilities. Different scholars like, Clutterbuck (2000), identified the roles of mentors in the following manner.

A number of distinct roles for the mentor are showing the range of different mentoring relationships:

**Classic mentors** – when the mentor is ‘wise and trusted adviser’. Giving an overview of a situation and the paths that people could follow towards achieving their goals. Their sharing of knowledge helps people to take greater control of their lives.

**Models** – the mentor teaches the mentee about ‘the things to do to be successful around here’.

**Teacher** – a great teacher does three things: inspire others to want to learn, provides tools that work and helps the other person to integrate the learning into their everyday lives.

**Advisers** – mentors can move into the role of giving advice but this is not the role of the mentor. If mentors do find themselves in a situation when they feel advice is necessary and they are able to give it, they must indicate to mentees that they are stepping out of the role.

**Counselors** – in this role the mentor is creating the right climate, practicing listening and being no-directive, thus helping the person to find the answers to his or her own problems.

**Buddies** – this occurs when an experienced staff member ‘shows a new person the ropes’. There are occasions when mentors might develop this type of relationship when they become a buddy with their mentee but this is less common, except when the mentor is a peer.

**Leader** – great leaders encourage others to focus on certain values, pursue a clear vision and deliver visible results.

Parsloe (1995) identified seven roles for mentors:

1. **Sounding board** – similar to the classic mentor in this role, the mentor is able to give feedback to the mentee by drawing on experience and wisdom.
2. **Critical friend** – the mentor fulfilling this role is able to challenge the mentee to question his or her own motivation and behavior, and give honest feedback that would be more difficult for a colleague to give.
3. **Listener** – when the mentor is there to listen and give encouragement.
4. **Counselor** – an empathetic listener able to use reflective and questioning skills. Mentors effective in this role are able to help in dealing with dysfunctional behavior.

5. **Career adviser** – helps the executive think through career options, plan personal developments towards defined carrier goals and lessons learnt from previous careers.

6. **Net worker** – provides access to people helpful to the executive for his or her career or development.

7. **Coach** – when the mentor is required to help the executive to make a personal change happen. This may occur when the executive is addressing a specific behavioral issue or needs to make a change to interpersonal behavior.

Cranwell-Ward. (2004, P. 167) summarizes mentor roles into three key points so that the mentoring relationship is a positive experience for the mentee:

1. **Support** – the mentor needs to give the right level of encouragement and recognition to their mentee. To give effective support, the mentor must:

- ✓ Listen actively and work to understand the mentee
- ✓ Question to help clarification of key issues
- ✓ Identify and build on strengths
- ✓ Disclose facts, feelings and opinions to help to build rapport and trust
- ✓ Encourage the mentee to set his or her own challenges

Offer help and guidance.

2. **Challenge** – the mentor also needs to ask challenging questions and help the mentee to have stretching targets. This helps the mentee to take his or her development experience forward. This embraces the critical friend role. To provide effective challenge, the mentor must:

- ✓ Question level of risk others are taking – too little or too much?
- ✓ Highlight possible avoidance or negative behavior thinking
- ✓ Set challenging targets for the mentee
- ✓ Offer alternatives – different opinions and approaches.

3. **Guidance** – finally the mentor needs to offer guidance, drawing on the experience they have to offer the mentee. This role combines the sounding board, career adviser and net worker. To provide effective guides, the mentor must:

- ✓ Offer examples drawn from their own experience
- ✓ Give guidance on possible options
- ✓ Offer access to their network where possible to extend understanding of new areas and provide networking opportunities.

## 2.8. Criteria of a “good” Mentor

- **Competence:** theoretical and practical competent in their domain (subject);
- **Reflection:** Good mentors can accept feedback and critical remarks; they are able to develop.
- **Standards and values:** trustworthy, punctuality,

- **Personality:** flexible, creative, resolute, foresighted: Good mentors have a feeling for the needs of the mentees. They are mature persons with rich life experiences and experiences in teaching.

## **2.9. Characteristics of a Good Mentor**

All successful business people do not necessarily make effective mentors; certain individuals are more effective in the role of developing others. Whether or not an individual is suited to the role of mentor may depend on his or her own stage of development and experience. For example, a fairly successful individual may have had a specific, or limited, background and may not have enough general experience to offer. Prior to entering into a mentoring relationship, the protégée should assume the responsibility of assessing the mentor's potential effectiveness.

The qualities which are essential in an effective mentor include:

- a desire to help
- Individuals who are interested in and willing to help others.
- have had positive experiences
- Individuals who have had positive formal or informal experiences with a mentor tend to be good mentors themselves.
- good reputation for developing others
- Experienced people who have a good reputation for helping others develop their skills.
- time & energy
- People who have the time and mental energy to devote to the relationship.

- up-to-date knowledge
- Individuals who have maintained current, up-to-date technological knowledge and/or skills.
- learning attitude
- Individuals who are still willing and able to learn and who see the potential benefits of a mentoring relationship.
- demonstrated effective managerial (mentoring) skills
- Individuals who have demonstrated effective coaching, counseling, facilitating and networking skills.

Qualities of good mentor, on the other hand, as indicated in Mentor's Handbook of Ministry of Education are the following:

A good mentor will:

- Enjoy teaching and be a good classroom practitioner
- Provide consistent advice and support to the newly deployed teacher, who is following the induction course
- Be available for discussions with the new teachers at times mutually agreed
- Be punctual and well prepared for meetings
- Be prepared to meet new teachers at short notice if there is a clear need for further support
- Give guidance and support in a fair and equitable way

- Give supportive feedback on the work of the newly qualified teacher (NDT) in activities, projects and observations fulfilling the role of 'critical friend'
- Be a role model for the professional attitudes of good teachers
- Adhere to high standards of professional ethics
- Give encouragement and to build the confidence of new teachers so that they will believe in their ability to succeed
- Complete all the necessary feedback sheets and reports required by the course to indicate the new teachers progress and development
- Provide the school director and other education officials with such documentation as the course requires
- Discuss any difficulties or issues with senior colleagues or the school director
- Take mentoring training, when available, to improve their own skills
- Regard being a mentor as a significant contribution to their own professional development (2004, P. 4).

## **2.10. Characteristics of a Mentee**

- ✓ Committed to expanding their capabilities
- ✓ Open and receptive to new ways of learning and trying new ideas
- ✓ Able to accept feedback and act upon it
- ✓ Willingness to apply learning back on the job

- ✓ Focused on achieving desired business results
- ✓ Able to communicate and work cooperatively with others
- ✓ Knows when to ask for help
- ✓ Have a sense of personal responsibility and commitment
- ✓ Willing to meet on a regular basis.

### **2.11. Managing Mentoring**

Effective aspects of the organization and management of mentoring and coaching include: providing sufficient time, providing training and support for mentors, establishing quality assurance and monitoring systems, paying attention to the recruitment and allocation of mentors, having a clear focus and understanding of mentoring, and organizational culture and strategic planning.

Whilst many of the effective features appear to apply regardless of the type of mentoring and coaching or the sector involved, there is a suggestion that Organizational support and strategic planning may be particularly important for the effectiveness of mentoring and coaching schemes in schools.

The mentoring or coaching relationship is critical for effectiveness. Key aspects include the promotion of reflective practice and development of a reciprocal collaborative learning relationship. It can be beneficial for the mentor to be independent or even from a different sector.

A wide range of qualities and skills are important for the effectiveness of the mentor. It is considered critical that the mentor is knowledgeable, experienced and a successful practitioner.

Important qualities include: trust, respect, approachability, empathy, flexibility and self-awareness.

Important skills include: listening skills, communication skills and interpersonal skills.

## **2.12 Challenges (factors affecting) of Mentoring**

A range of challenges and effective features of mentoring are the following:

- The main challenges centre in the region of time and workload pressures and the demanding requirements of the mentor or coach role. Challenges concerned with understanding and expectations, gaining the commitment of the workforce, the profile of the workforce and the workplace culture are also identified. Potential conflict between adviser and assessor roles is the one too.
- Whilst many of the overarching challenges appear to be issues regardless of the type of mentoring and coaching or the sector involved, there is an indication from the sources examined that understanding of mentoring and coaching may be more limited within the education sector.
- Different challenges relating to workplace culture are noted for education and social care. Whilst the structure of the school environment can promote a culture of isolation for teaching professionals, the unsettled and turbulent environment within social care can be problematic.
- Effective aspects of the organization and management of mentoring and coaching include: providing sufficient time, providing training and support for mentors/coaches, establishing quality assurance and monitoring

The challenges associated with mentoring identified fall into six main areas (in rank order):

- ✓ time and workload pressures
- ✓ the requirements of the mentor/coach role
- ✓ understanding and expectations
- ✓ gaining the commitment of the workforce
- ✓ the profile of the workforce
- ✓ work place culture.

Cole (1997) focuses on the confusion of roles between mentees and mentors can be created. It was stated as:

**Potential for tension and conflicting roles:** there can be a mismatch between mentors' and participants' views of the impact of coaching and a potential conflict between the expectations of a non-hierarchical approach to mentoring and the power inequalities within schools. They stress the need to establish shared understandings of the focus and purpose of the mentoring process otherwise this can lead to role ambiguity. It was noted that this can be more difficult when the ownership of the process is shared between an external agent – the program – and the school. In addition, the standard assessment frameworks within which the training of some professions (e.g. teachers, nurses) is located requires mentors to exercise the role of assessor, which is potentially problematic in terms of conflicting loyalties.

**Varying perceptions of the mentor role:** Perceptions of the mentor role can vary across professionals.

Whilst teachers perceive their mentor role predominantly as an advisory one, nurse mentors stress the importance of acting as a

model, teacher and supporter, and midwife mentors associate themselves more with the process of facilitation and teaching.

**Ensuring clarity, relevance and understanding:** the strategic use of coaching depends on the clarity and relevance of the coaching focus. Accordingly goes on to say that the challenges of introducing coaching can sometimes mean that the process appears to be an end in itself and that it is only when coaching is fully understood that its true strategic potential is realized.

**The commitment of the workforce:** there are four sources referring to issues to do with gaining the commitment of the workforce or the potential reluctance of mentees to participate as challenges. This appears to be a challenge regardless of the type of mentoring or coaching or the sector involved.

- **Lack of motivation and commitment:** The motivation of the mentor and the mentee are said to be critical issues which influence mentor practice. Some coaches involved in school-based coaching as part of Leading from the Middle may not have been sufficiently committed.
- **Reluctance of mentees to participate:** referring specifically to group supervision, state that those who feel instructed to attend by managers are more likely to resist the process and to perceive the instruction as to do with implicit criticism or concerns about performance.

## **Chapter Three**

### **Research Design and Methodology**

The main concern of this research was to the practices and challenges of mentoring teachers in high schools of Addis Ababa. In conducting this research a mixed approach, that is, both quantitative and qualitative research approaches were used. To this end, the investigator mainly utilized the quantitative approach of researching the issue, specifically a descriptive survey design since this design is characterized by the prior formulation of specific research questions. Descriptive survey design also investigates phenomena in their natural setting.

#### **3.1 Sources of Data**

The sources of data for this study include primary and secondary sources. Thus, teachers (mentors and mentees), higher officials from sub-cities education office, and representatives of TDP of Addis Ababa Education Bureau are the major informants. Besides, secondary data like reports, minutes of mentor-mentee was used basic sources.

#### **3.2 Sample Size & Sampling Techniques**

The study populations were mentees and mentors in government high schools, and officials from education departments of sub-cities and education bureau of Addis Ababa City Administration (AACCA). From 10 sub-cities of Addis Ababa, three of them (30%) were selected randomly as a sample. The sample sub-cities are Arada, Kirkos, and Kolfe Keraniyo. According to Addis Ababa Education Bureau (AAEB), currently there are about 15 high schools in these three sub-cities (i.e., 7 from Arada, 4 from Kirkos, and 4 from Kolfe Keraniyo). Besides, the number of mentee in

these sub-cities are 172 where 36 from Arada, 73 from Kirkos, and 63 from Kolfe Keraniyo. Likewise, the number of mentors are 139 where 42 from Arada, 58 from Kirkos, and 39 from Kolfe. Therefore, the populations of this study were 15 high schools. Out of these 15 high schools, 8 were selected with stratified random sampling techniques.

As far as the respondents are concerned, all mentees and mentors in these 8 sample schools were selected purposefully. Moreover, 6 officials of sub-cities educational departments (i.e., 2 from each sub-city) and 2 from AAEB were also selected purposefully. The sample schools, number of mentees and mentors from the respective sample sub-cities are indicated in Table 1.

Table 1: The Number of Education Officials, Mentees and Mentors of the Respective Sample Sub-cities

Sub-city	Sample Schools	Sample Size		
		Mentee	Mentor	Sum
Arada	Meskerem Hulet High School	17	13	30
	Tikur Anbessa High school	11	9	20
	Minilik II High School	18	13	31
	Yekatit 66 High School	10	7	17
Kirkos	Abiyot Kirs Preparatoy School	15	11	26
	Shimelis Habte Secondary School	10	7	17
Kolfe-Keraniyo	Kolfe Secondary School	13	9	21
	Keraniyo Secondary School	18	15	33
Total		112	84	196

### **3.3 Data Gathering Tools**

The intended information for this study was acquired through three data gathering tools: questionnaire, semi-structured interview, and document analysis.

#### **1. Questionnaire**

A questionnaire is a quite popular data-gathering instrument, particularly in case of enquiries. As Best and Kahn (2002) noted, “a questionnaire is used when factual information is desired.” (p. 230). In order to secure pertinent information for this study, two different questionnaires were developed for mentees and mentors. Based on the basic research questions and in light of the review of related literature, they were prepared in English since the medium of instruction at high school level is English and it was believed to be well comprehended by both groups.

The items in the questionnaires comprised both close-ended and open-ended items. The close-ended items were used for the very reason that they are easier to categorize the responses gathered. Some items were in five points of Likert scale whereas other items have three options. The items having five points to be rated ranged from ‘strongly agree’ to ‘strongly disagree’; and from ‘very high’ to ‘very low’ with the assigned value which run through 5 to 1, respectively. The three points, on the other hand, were in the form of ‘yes’, “not sure’ or ‘no’; with items to be chosen as the possible reasons for their responses. The others were open-ended items and their major purpose was to give opportunity to instructors and department heads to express their feelings and perceptions related to the items without restriction.

## **2. Semi-structured Interview**

Interviews help to obtain relevant data that cannot be handled by questionnaire and essential to countercheck the information already obtained. To this end, a semi-structured interview was employed. As Bell (1993) noted, "semi-structured interview tends to be the most favored by educational researchers as it allows respondents to express themselves at some length, but offers enough shape to prevent aimless ramblings." (p. 154). Thus, it enables the researcher to get detailed information about the practices and challenges of mentoring in high schools of these sub-cities. Based on the basic research questions, seven major leading questions were formulated to obtain relevant information. Further more, probes followed them where necessary.

## **3. Document Analysis**

Documents related to the implementation of mentoring such as reports, minutes, organizational and other plans were assessed to gather relevant information such as time management, contents covered, problems encountered during implementations and the like.

## **Piloting the Instruments**

Piloting has paramount importance for sifting out the difficult, vague, and ambiguous items and concepts. It is one of the best ways of improving the instruments for data collection. After preparation, the instruments were tested to check whether they can generate the desired information (validity) and to judge their internal consistency (reliability).

Accordingly, the instruments were administered to two-classmates so as to judge the content validity. Valuable comments were given on each part of the questionnaire prepared for mentees and mentors. Comments on

contents of “purposes of mentoring” were strong and enabled the researcher to revise these items. Based on these valuable suggestions and recommendations necessary modifications were made.

Moreover, some instructions were made clearer. In addition, slight modifications were made on two items of the interview guide. Finally, the instruments were retyped and made ready for reliability test.

Then, the two questionnaires were distributed to 10 mentees and 5 mentors of Ayer Tena High School. After the respondents had filled it in, the reliability estimates for the total items of each part were computed using SPSS computer software. Overall, 55 items were analyzed in each questionnaire. The reliability estimates for the total items of the questionnaire prepared for Mentees and Mentors using Cronback alpha were found to be 0.819, and 0.974 respectively (cf. Appendix IV).

### **3.4 Procedures of Data Collection**

The first step of the survey distribution process involved contacting the directors of the respective schools. The research purpose was briefly described in order to ascertain their willingness to support the data gathering process. Each of the persons in charge of the sample institutions agreed to support this research effort.

To this end, the questionnaires were distributed to 112 mentees and 84 mentors. A total of 171 questionnaires were filled in and returned which yielded a response rate of 87.2%. Among them, eight questionnaires were not yet fully filled. As a result, a total number of questionnaires that were successfully filled and returned are 163 (83.2%). Finally, they were coded and prepared for analysis.

Second, an interview guide was prepared and then administered to the officials from education department of three sub-cities and from AAEB who were administering and following-up the overall activities and successes of mentoring. Since their number is small (two from each sub-city) and two from AAEB, the data gathering process was properly managed.

Third, document analysis related to the implementation of mentoring such as reports, minutes, organizational and other plans was assessed and relevant information such as time management, contents covered, problems encountered during implementations and the like were gathered and interpreted.

Table 2 Finally Received Response Rates by Sample Institutions

Su-city	Respondents				Response returned in%
	Officials	Mentees	Mentors	Total	
Arada	2	44	36	82	82.0
Kirkos	2	22	15	39	86.7
Kolfe-Keraniyo	2	26	20	48	84.2
Total	8*	92	71	171	84.3

\* includes the officials from AAEB.

Table 2 describes the response rate of each study sample sub-city. As indicated in the table the overall response rate of Arada sub-city is (81.0%), Kirkos is (84.4) and Kolfe Keraniyo (84.2%). Thus, the total response rate is (84.3). In general, except the postponement of filling

questionnaires by some respondents and some minor inconveniency, the data gathering process was successfully carried out.

### 3.5 Data Analysis Techniques

The data collected through different tools were analyzed in line of the basic questions raised in chapter one. After coding, the question items of the questionnaires that could be analyzed quantitatively were fed in to a computer program called Statistical Package for Social Sciences (SPSS) version 15. Then, they were analyzed quantitatively using frequency counts, percentages, means, and t-test. The test of significance level, which is used in this study, was alpha ( $\alpha = 0.05$ ).

Quantitatively analyzed data were interpreted mainly using percentages and mean scores. Therefore, the interpretations of the analysis of mean scores and percentages are as elaborated below.

Table 3. Classification and Interpretation of Mean Scores and Percentages

	Category	Score Range	Average Value	Mean Range	Interpretation (Meaning)
1	Mean	1 – 4	2.50	$\geq 3.84$	Excellent
				3.00 – 3.83	Very good
				1.67 – 2.99	Good
				$\leq 1.66$	Poor
		1 – 5	3.00	$\geq 4.50$	Very high
				3.50 – 4.49	High
				2.50 – 3.49	Medium
				1.50 – 2.49	Low
				$\leq 1.49$	Very low
2	Percentages*	1 – 100	50.5	$\geq 87.63$	Very high
				62.88 – 87.62	High
				39.13 – 62.87	Moderate
				13.38 – 39.12	Low
				$\leq 13.37$	Very low

\*used only for actual percentages not for relative once.

# Chapter Four

## Presentation and Analysis of Data

This chapter is set out to examine different data in order to find answers for the basic questions of the study. It comprises of two major parts. The first part presents the characteristics of the sample respondents of the study. Here, the respondents are discussed in terms of their age, sex, and services, and qualification.

The second part of this chapter deals with the analysis of the data obtained from the respondents in terms of the basic questions. The data were analyzed in accordance with the research questions by using the appropriate statistical tools such as frequency counts, percentages, and t-test. That is to say, the data obtained through questionnaire, interview, and document analysis are presented and discussed in line with these basic questions. The following major variables were analyzed based on the responses obtained from all respondents. These are the *Purposes* of the mentoring, *Practices* of mentees and mentors, *Orientation* and *Training* on Mentoring, *Timing* and *Frequency* of meetings for discussions, *judgments* of the mentoring, and *Challenges/problems* of mentoring.

### 4.1 Description of Respondents

Four demographic variables of the respondents were gathered as background information. These are age, sex, qualification, and teaching experience. These characteristics of the respondents were summarized in Table 4. As far as gender distribution of the respondents is concerned, the males considerably outnumber the females; i.e., male 136 (79.5%) and female 35 (20.5%) as indicated in the table. Therefore, it is possible

to conclude that the number of female respondents from mentees, mentors and higher officials is almost insignificant.

As far as the age of respondents is concerned, the majority of them (117, i.e. 68.4%) are in the range 21 to 30 years of age indicating that most are in the young age category. The second largest age category is from 31–40 which counts for 19.3%. The two extremes, i.e., 20 and less, and 51 and more, are consisting of 2 individuals that account for 1.2% and 3 individuals that account for 1.8% of the respondents respectively. Moreover, the majority 32 (45.1%) of mentors are in the 21 to 30 years of age category indicating that they are all energetic to contribute their potential for better achievement of the schools goals for which they work as employees. But this indicates that the majority of mentors are from beginner to teacher in their career ladder which means less experienced teachers are becoming mentors.

When we examine the educational status of the respondents, more than three fourth or (93%) of them were BA/BSc holders by their educational qualifications while the rest (3.5%) were second-degree holders and (3.5%) were diploma holders. None of them was PhD holders. When judged against some standard, it would not be very difficult to believe that the data fulfill the requirements set by Ministry of Education (MoE). According to the standard, high schools should be composed of BA/BSc at minimum requirement. But there are 6(3.5%) mentees diploma holders though it is insignificant.

Table 4. Demographic Characteristics of Respondents

Items		Respondents						Total	
		Mentees		Mentors		Higher Officials			
		N	%	N	%	N	%	N	%
Sex	Male	70	76.1	59	83.1	7	87.5	136	79.5
	Female	22	23.9	12	16.9	1	12.5	35	20.5
	Total	92	100.0	71	100.0	8	100.0	171	100.0
Age	20 & less yrs	2	2.2	0	0.0	0	0.0	2	1.2
	21 – 30 years	85	92.4	32	45.1	0	0.0	117	68.4
	31 – 40 years	5	5.4	22	40.0	6	75.0	33	19.3
	41 – 50 years	0	0.0	14	19.7	2	25.0	16	9.3
	51 & more yrs	0	0.0	3	4.2	0	0.0	3	1.8
	Total	92	100.0	71	100.0	8	100.0	171	100.0
Qualification	PhD	0	0	0	0	0	0	0	0
	MA/MSc	0	0	2	2.8	4	50.0	6	3.5
	BA/BSc	86	93.5	69	97.2	4	50.0	159	93
	Diploma	6	6.5	0	0	0	0	6	3.5
	Total	92	100.0	71	100.0	8	100.0	171	100.0
Services	5 & less years	92	100.0	7	9.9	0	0	99	57.9
	6 – 10 years	0	0	13	18.3	0	0	13	7.6
	11 – 15 years	0	0	19	26.7	3	37.5	22	12.8
	16 – 20 years	0	0	26	36.6	2	25.0	28	16.4
	21 & more yrs	0	0	6	8.5	3	37.5	9	5.3
	Total	92	100.0	71	100.0	8	100.0	171	100.0

## **4.2 Analysis of Main Data**

As stated in chapter one, the basic questions focus on the extent schools implement mentoring, improvements seen, and the potential problems or challenges related with mentoring teachers. The data obtained through questionnaire, interview, and data analysis were presented, analyzed, and discussed in line with the respective basic questions as indicated hereunder.

### **A. Purposes of Mentoring**

To elicit the opinion of respondents about the major purposes of mentoring teachers in their respective schools, different questions were raised. Accordingly, six items concerning purposes of mentoring teachers were presented in the list. The mentees and mentors responded to the items using a five-point Likert scale which ranged as follows: “strongly agree”, “agree”, “undecided”, “disagree”, and “strongly disagree” and the scores run through five to one respectively.

Table 5. Perception of Mentees and Mentors on the Major Purposes of Mentoring

	Purposes	Respondents				t-value
		Mentee		Mentor		
		Mean	SD	Mean	SD	
A	To provide change in schools	4.27	.813	4.10	.897	1.660
B	To improve individuals career development	3.78	1.014	4.09	.967	3.695
C	To foster teamwork and cooperation	3.61	1.079	4.42	.625	32.073*
D	To maximize potential, skills and performance of mentor	3.64	1.115	4.10	.831	8.355*
E	To share wisdom gained from experience and learning	3.64	1.115	4.25	.921	14.011*
F	To induct new comers into the expectations and procedures in work place	3.60	1.110	4.25	.527	21.085*
	Total	3.76	.863	4.20	.563	14.187*

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

Table 5 describes the result of t-test on the perceptions of mentees and mentors concerning these purposes. As can be noted from the table the most perceived purposes of mentoring by mentors and mentees similarly are to provide changes in schools and to improve individual's career development. The result of t-test, however, showed there is statistically significant difference at the 0.05 level between the mean score of mentees (3.76) and that of mentors (4.20). This indicates that mentors have

higher insight on the purpose of individual's career development. But, both parties have different views on the rest purposes. Mentors responded that they have an understanding of purposes in fostering teamwork and cooperation; and sharing wisdom gained from experience and learning. On the other hand, mentees do not have awareness that mentoring program comes out with built team spirit and shared wisdom that pertain cooperation. The possible reasons might be there were no or inadequate orientation and training delivered to the new comers.

Moreover, the composite mean scores of these two groups, 3.60 for mentees, and 4.25 for mentors also indicate that there is a statistically significant difference between these respondents in perceiving/understanding the overall purpose of mentoring program in general and the impacts it has in the schools in particular. Thus it is possible to infer that the purposes of mentoring were not well communicated with newly deployed teachers (mentee) and/or the participation of mentors in the overall process of mentoring that enable them familiar with the purpose and how they go through the system.

## **B. Implementation or Practices of Mentees and Mentors**

The second research question of this study was concerned with the extent of implementation of mentoring by schools. Like the purpose, data for the practices were found through questionnaire, interview, and document analysis. The data obtained through these tools are presented as follows.

The questionnaires contained four categories that were mentees/mentors skills, roles, responsibilities, and qualities. The respondents responded to

the items using a four-point Likert scale which were labeled as “Excellent”, “very good”, “good”, and “poor”, having 4 to 1 points respectively.

**a. Skills of Mentors and by Mentees**

Table 6. Skills of Mentors as Rated by Mentees

	Skills of Mentors	Mean Value
A	Listening	3.09
B	Questioning	2.83
C	Setting goals and expectations	2.46
D	Building relationships and the mentoring environment	2.60
E	problem solving	2.12
F	Reflection and feedback	1.47
	Total	2.48

Table 6 lists the perceptions of mentee respondents on skills of mentors. As indicated in the table, there is significant difference in the mean score of skills in problem solving and in reflection and feed back. Thus, it is safe to conclude that in both skills of mentors there is skill gap so that mentees are not well managed or handled which in turn can affects the effectiveness and efficiency of mentoring program in which students are not benefited from. When we consider to what extent the skills of mentors scores are, they are good at listening and questioning i.e. 3.09 and 2.83 mean score respectively. In contrast, in problem solving and

feedback, the mean scores of mentors become lower which is below average i.e. 2.12 and 1.47 mean score respectively. The document analysis also assures that the reflection session which is the basis for feedback is not well used by both parties. For instance, the focus for giving feedback was on general comments that couldn't address a specific success or failure. Thus, it can be concluded that, there are lack of skills on how to solve problem; and reflecting and giving feedback with regard to what is happening in the mentees activities. The total mean score also showed below average (2.48) which indicates that mentors lack mentoring skills so that mentees might not be equipped with necessary knowledge and skills from their mentoring course book.

Table 7. Skills of Mentees as Rated by Mentors

	Skills of Mentees	Mean Value
A	Listening	3.01
B	questioning	3.04
C	Setting goals and expectations	2.87
D	communication	2.97
E	Time management	1.92
F	Reflection and feedback	2.00
	Total	2.64

Table 7 lists the perceptions of mentor respondents on skills of mentees. As indicated in the table, there is significant difference in the mean score of skills in time management and in reflection and feed back. Thus, it is safe to conclude that in both skills of mentees there is lack of skills so that mentees are not well managed or handled which in turn can affects

the effectiveness and efficiency of mentoring program in which students are not benefited from. When we consider to what extent the skills of mentors scores are, they are good at listening and questioning i.e. 3.01 and 3.04 mean score respectively. In contrast, in time management and feedback, the mean scores of mentees are lower which is below average i.e. 1.92 and 2.00 mean score respectively. Thus, it can be concluded that, there were lack of skills of handling time wisely; and reflecting and giving feedback what is happening in mentees activities.

**b. Roles of Mentors and Mentees**

Table 8. Roles of Mentors as Rated by Mentees

	Roles of Mentors	Mean Value
A	Listener	2.99
B	Challenger	2.41
C	self confident	2.96
D	Demonstrator (taught by example)	2.79
E	Role model	2.43
F	Motivator	2.16
G	Wise counselor	2.23
	Total	2.52

Table 8 depicts that mentors play a very good roles in listening and they are confident enough to mentor mentees. This shows that mentors have confidence and ready to help mentee. They are also good at demonstration i.e. mentors use tangible examples. But as the scores of mean value tells us that mentors are not a wise counselor and play

pivotal roles in motivating mentees to exploit them and go further as well. They are also not a good role model since its mean value is below average (2.43). The average mean value for all listed roles is (2.52) which indicates the roles mentors have to play is relatively on average but this much will not take mentees to where the goals of mentoring program and education wide at large. This is so because mentors are poor at motivating mentees to let them find the better way out from different drawbacks or in other words, they are not building commitment.

Table 9. Roles of Mentees as Rated by Mentors

	Roles of Mentees	Mean Value
A	Meet with mentors for confidential discussions	2.13
B	Share information about their strengths, weaknesses, ambitions and so on openly with their mentor	2.61
C	Initiate their own development	2.34
D	Successful follower	2.53
	Total	2.45

As table 9 indicates, mentees play a good role in showing feelings to share information about their strengths, weaknesses, ambitions and so on; and around average (2.53) mean score shows they tried to become successful follower. On the other hand, mentees are not open and confident to meet with mentors because the mean score is far below the average. Mentees also are not eager to enhance their own career development.

From table 8 it is concluded that mentors are not a wise counselor and a good motivator. This conclusion can be supported by the result of table 9 for the data indicates mentors are not a wise counselor to take initiatives and a good motivator to make mentees a better committed follower.

In conclusion, the roles mentees are engaged in are a bit in trouble since its total mean value is below average (2.45). This is the implication of the total sum of the roles of mentors i.e. the less the roles of mentors would be the less the roles of mentees will become.

### **c. Responsibility of Mentors and Mentees**

Table 10. Extent to which mentors carry out their responsibilities as rated by Mentees

	Responsibility of Mentors	Mean Value
A	Encouraged and motivated the mentee	1.98
B	Managed normal work objectives and time commitment	1.76
C	Helped mentee realize his/her carrier plan through development and experiential learning	2.77
D	Ensured confidentiality of the relationship	2.70
E	Prompted mentee to make contact with others who might be able to provide useful information or advice	2.63
	Total	2.35

According to table 10 above, mentors carried out their responsibility in helping mentee realize carrier plan and experiential learning; and in insuring the confidentiality of the relationship. The mean averages for those are (2.77) and (2.70) respectively. On the other hand, in both responsibilities; i.e. in encouraging and motivating mentees and in managing normal work objectives and time commitment, mentors might not responsible for and thus they are not materialized properly. The mean average for both showed below (2.00) which is very far from the mean average (2.50). The average mean value of all responsibilities showed (2.35) that illustrates mentors are not carrying out their own responsibilities as per the objectives of mentoring program. Furthermore, the document analysis showed that there is lack of time management and lack of commitment to the schedule mentees and mentors agreed on. From all these, the aspects of time management and planning are crucial to cover the courses of mentoring but get failed badly. From this one can infer that mentors are not committed to help beginner teachers and in turn may mentees develop carelessness.

Table11. Extent to which Mentees Carry out Their Responsibilities as Rated by Mentors

	Responsibility of Mentees	Mean Value
A	Defining expectations and objectives for the relationship	2.88
B	Agreeing and managing the work process	2.40
C	Commitment to completing tasks	2.38
D	Being open and honest	2.59
E	Share information about their strengths and weaknesses	2.14
	Total	2.48

Mentees responsibility as table 11 portraits is very good at defining expectations and objectives for the relationship (2.88). And also they are open enough and honest in fulfilling their responsibilities. But the rest are below average like agreeing and managing the work process (2.40), commitment in completing tasks (2.38) and in sharing information about themselves (2.14). Mentees still scored below average (2.48) and said to be they are not much responsible for their career development though they agreed with the purpose of mentoring that deals with professional career development. From the data it is safe to conclude that mentors do not carry out their responsibility as expected.

#### d. Quality of Mentors and Mentees

Table 12. Quality of mentors as rated by mentees

	Quality of Mentors	Mean Value
A	Relevant job related experience /skills	2.89
B	Well-developed interpersonal skills	2.90
C	An ability to relate well with people who want to learn	2.92
D	A desire to help and develop mentees	2.52
E	An open mind, flexible attitudes and recognition of own need for support	2.92
F	Time and willingness to develop relationships with mentees	2.87
G	Experience of facing difficulties , new challenges, working with others	2.36
H	Treats other's intentions and priorities with respect, even when holding a contrary view	2.23
I	Promotes two way communication and checks frequently for understanding	2.49
J	Gives constructive feedback	2.10
K	Can usually find creative ways to circumvent or overcome obstacles	2.26
	Total	2.59

Table 12 informs that mentors qualities are good in line with the Relevant job related experience /skills (2.89), Well-developed interpersonal skills (2.90), An ability to relate well with people who want to learn (2.92) and in Time and willingness to develop relationships with mentees (2.87). But

mentors qualities in others are lower specially in giving constructive feedback (2.10) and in treating mentees intentions and priorities with respect, even when holding a contrary view (2.23) and in finding creative ways to circumvent or overcome obstacles (2.26). In general, the mean value of mentors qualities describe mentors have average required qualities. But this does not mean that they are good at it. This indicates that mentors are not a better role model as it was discussed in table 8 that mentors mean value for becoming a role model was found to be (2.43) which is below average. Therefore, mentors are not influential counterpart to get better followers or successful adopters of their associates. This was validated in table 9 that mentees scored mean value of (2.53) which is very much nearer to average.

Table 13. Quality of mentees as rated by mentors

	Quality of mentees	Mean Value
A	Motivated	2.43
B	Articulates expectations and own objectives	2.46
C	Meets commitments to learn	2.42
D	Accepts feedback and acts on it	2.52
E	An open mind, flexible attitudes and listens for support	2.63
F	Self-aware and willing to develop relationships with mentor	2.88
G	Open and has Experience of facing difficulties , new challenges, working with others	2.10
H	Trustworthy	2.67
I	Understands program objectives/processes	2.51
J	Can usually find creative ways to avoid or overcome obstacles	2.12
	Total	2.47

Table 13 shows mentees have better qualities (2.88) that they are aware and showed willing to develop relations with mentors. But they failed to face difficulties, new challenges and working with others (2.10) and the way out from obstacles by creating solutions (2.12). They are also scored below average (2.42) in meeting commitments to learn. In sum, the cumulative average of mentees qualities is below the middling (2.47). When it is seen in line with that of mentors, both parties share similar drawbacks since the average score of mentors is (2.59) and the difference is insignificant i.e. (0.12). Furthermore, mentors also have no quality on how to overcome or circumvent obstacles (2.26) and have no experiences to face new challenges (2.36) as indicated in table 12. This indicates that mentors did not help mentees and/or mentees lack commitment to learn how to identify problems and how to solve problems or the way out from challenges cooperatively with others.

### C. Orientation and Training

Table 14 Responses of Mentors and Mentees on orientation and training

S. No.	Items	Respondents					
		Mentees		Mentors		Sum	
		f	%	f	%	f	%
1	Have you been informed about mentoring and how you go through?						
	A. Yes	41	44.6	26	36.6	67	41.1
	B. No	47	51.1	39	54.9	86	52.8
	C. Not sure	4	4.3	6	8.5	10	6.1
	Total	92	100.0	71	100.0	163	100.0
2	Have you been trained about mentees/mentors roles?						
	A. Yes	22	23.9	26	36.6	48	29.4
	B. No	64	69.6	45	63.4	109	66.9
	C. Not sure	6	6.5	0	0.0	6	3.7
	Total	92	100.0	71	100.0	163	100.0

The respondents were asked to indicate whether they have been informed about mentoring and how they went through. As indicated in Table 14, the responses from mentee showed that 41(44.6%) of them assured that they are informed about mentoring and how they go through; And about 26 (36.6%) of mentors agreed too. However, the majority 47(51.1%) of mentees and 39(54.9%) of mentors did not favor the provision of information about mentoring in the school. On the other hand, the rest 4(4.3%) of mentees and 6(8.5%) of mentors were not sure whether they are informed about mentoring and how they went through. In general, the percentage score of both groups of respondents showed that 67(41.1%) knows about mentoring and the way out where as 86(52.8%) responded as not informed. On the other hand, 10(6.1%) of them are not sure whether the information or orientation was given or not. These data point that schools are not fully concerned and following up the process of mentoring and the teachers development program (TDP) in general. Furthermore, the interview drawn from the higher officials of education sector assures that there was no data collected to identify who took and who did not take the training. This implies that the discussion was not planned and monitored. This is to mean that the discussion is mainly fire fighting type (being reactive) instead of being proactive.

As of what is expected from both parties, mentees and mentors were asked whether they had been trained or not on their roles. The response revealed that 22(23.9%) of mentees and 26(36.6%) of mentors agreed they were trained regarding their roles. On the contrary, 64(69.6%) of mentees and 45(63.4%) of mentors did say they did not take training concerning their roles. When the cumulative data is seen, 48(29.4%) said yes we are trained while 109(66.9%) answered they did not trained about the roles of mentor/mentee. From the interview, it was known that those who trained were handled by Trainers of training (TOT). These TOTs were trained for a week and it might indicate the transfer of the objectives and contents might

become shallow. In conclusion, this data corresponds with table 8 and 9 that indicated mentors were not playing their roles successfully especially in relation to counseling, motivating and challenging; and, mentees scored below average (2.45) and in focus they couldn't make confidential discussions and becoming successful follower in initiating their own development.

Table 15 Responses of Mentors and Mentees on Training Duration

S. No.	Items	Respondents					
		Mentees		Mentors		Sum	
		f	%	f	%	f	%
1	Training on mentoring has been given for:						
	A. More than two weeks	0	0.00	0	0.0	0	0.00
	B. One to two weeks	0	0.00	0	0.0	0	0.00
	C. One day to one week	13	14.1	6	8.5	19	11.7
	D. less than one day	38	41.3	44	62.0	82	50.3
	E. Training is not currently provided	41	44.6	21	29.5	62	38.0
	Total	92	100.0	71	100.0	163	100.0
2	Do you think that the mentee/mentor has adequate training on mentoring?						
	A. Yes	12	13.0	13	18.3	25	15.3
	B. No	75	81.6	54	76.1	129	79.2
	C. Not sure	5	5.4	4	5.6	9	5.5
	Total	92	100.0	71	100.0	163	100.0

Table 15 tells us that 13(14.1) of mentees and 6(8.5) of mentors had been taken training on mentoring one day to one week where as majority of both parties i.e. 38(41.3) of mentees and 44(62) of mentors said they had been taken training for less than one day. But 41(44.6) of mentees and 21(29.5)

confirmed that training was not provided yet. In sum, the reality lies either training was delivered for not more than a day 82(50.3) or training was not provided 62(38.0). Thus it can be concluded that what was given is orientation rather than training.

Regarding this, both mentees and mentors were asked on the adequacy of training on mentoring in terms of training contents including purpose, importance, expectations, roles and responsibilities and etc. The response is addressed as: 25 (15.3) yes they had adequate training; and 129(79.2) responded as they did not get adequate training that helps both mentees and mentors to achieve the purposes of mentoring. This loss might affect the implementations since they are not aware of the elements of mentoring and how to go through.

mentees better. The average data showed that 135(82.8) of both groups stayed with each other from 30 minutes to 2 hours.

Regarding to the frequency of meeting per week, majority of them 51(55.4) of mentees and 54(76.0) of mentors met together once per week. In sum, the dominant frequently used frequency was once per week as responded by the 105(64.4). The rest 21(12.9) met twice or three times. On the other hands, about 37(22.7) of respondents said that there was no meeting in a week rather it was in a month or a semester and/or informally. Those who replied the meeting took pace per month are 21(12.9); and some 8(4.9) said they met once in a semester. Both responses came from mentees. Besides, 7(4.3) of mentors and 1(0.6) of mentees assured that they meet informally i.e. there was no definite time frame where and when they have to meet. The document analyzed supported that there are interruptions of frequency of meeting and they stay together short i.e. not more than an hour. To sum up, this depicts that there are mentors who were not committed and responsible. Furthermore, the document analysis depicts that the sign to indicate that the completion of activities went continuously half way and then stopped. And again, there are on and off sign put on the reflection of both mentees and mentors.

## **E. Evaluation of Performed Tasks**

Table 17 Tasks of Mentees and Mentors when Rated by One Another

Description	N	Mean	SD	t-value
A. Tasks of Mentors when judged by Mentees	92	3.73	1.100	4.192*
B. Tasks of Mentees when judged by Mentors	71	3.07	.834	
Total	163	3.44	1.043	

\*significant at the level 0.05

Table 14 describes the extent to which mentees and mentors rated each other in line with different tasks they carried out to become competent professional. As indicated in the table there is significant difference in the mean score of each rating between mentees and mentors. Thus, it is safe to conclude that both groups (mentees and mentors) have no similar perception on each other against performed tasks. This indicates that mentors were not interested in the way mentees accomplished their tasks.

The interview drawn from the higher officials indicated that there were no diagnostic or formative evaluation regarding the well being of relationships of mentees and mentors.

## F. Challenges of Mentoring

Table 18. Scores of Respondents on the challenges of Mentoring

	Problems/Challenges	Respondents				t-value
		Mentee		Mentor		
		Mean	SD	Mean	SD	
1	Stipends for mentors are scarce or not available	3.52	1.321	3.71	.679	-1.142
2	Experienced teachers do not have the time to serve as mentors	3.67	1.205	3.67	1.156	-.011
3	Education bureau and sub-cities education offices have limited expertise in planning and preparation or operating a mentoring program	3.77	1.168	4.15	.994	-2.213*
4	Training for mentors is scarce or not available	3.66	1.141	4.22	1.197	-3.052*
5	Resources or materials for mentoring activities are scarce or not available	3.44	1.353	3.77	1.395	-1.518
6	Beginning teachers are not interested in receiving mentoring support	3.11	1.473	3.19	1.129	-.368
7	workload pressures reduces the frequency of the relationship between the mentor and mentee	3.85	1.245	4.42	.768	-3.353*
8	Poor clarity of roles	3.78	1.056	3.90	1.172	-.678
9	Understanding and expecting too much of each other	3.51	1.053	3.49	1.217	.101
10	workplace culture is not friendly	2.70	1.363	3.07	1.268	-1.741
11	Reluctance of mentees to participate:	3.38	1.299	3.49	1.053	-.594
12	Lack of motivation and commitment	3.52	1.362	3.52	1.119	.003
13	Varying perceptions of the mentor/coach role	3.70	1.114	3.40	1.237	1.613
	Total	3.51	.7354	3.69	.484	-1.821

\*significant at the level 0.05

Table 18 lists the challenges of mentoring. As indicated in the table there is significant difference in the mean score of each challenge between mentees and mentors. When it is considered to what extent the challenges are measured, the mentees mean score for #Experienced teachers do not have the time to serve mentors; is (3.77) for mentees while it is (4.15) for mentors. And, both parties (respondents) also have different views towards the "Training for mentors is scarce or not available" where mentees mean value is (3.66) and (4.22) of mentors. It was also identified from the table that there was different perceptions by mentees and mentors regarding "Workload pressures reduces the frequency of the relationship between the mentor and mentee"; the mean value of mentees for this challenge is (3.05) and (4.42) for mentors. The views mentees and mentors have on this three identified challenges are significantly different. This is to mean that mentors agreed on lack of time to help mentees but mentees perceived that it is not that much. And also mentees disagree with mentors in that work load is not a factor or challenge.

On the other hand, mentees and mentors both almost agree with the challenges listed and on the points raised earlier in table 9 and 15. Under these tables, it was discussed that mentors couldn't play better roles which matches with poor clarity of roles; and training of mentors and mentees were almost scarce.

The interview drawn depicts that the major barriers that hinders the success of mentoring are resource materials like course books, mentors handbook were lately dispatched, lack of adequate training, lack of commitment to the schedule mentors and mentees set, dissolving the relationship due to teachers transfer from one school to another, and turn over of competent expertise to another area of discipline.

Table 19. Selection of Mentors

S. No.	Item	Respondents					
		Mentees		Mentors		Sum	
		f	%	f	%	f	%
1	Who is involved in selecting your mentor?						
	A. school director	84	91.3	63	88.7	147	90.2
	B. unit leader	0	0.0	0	0.0	0	0.0
	C. department head	5	5.4	8	11.3	13	8.0
	D. yourself	0	0.0	0	0.0	0	0.0
	E. others *	3	3.3	0	0.0	3	1.8
	Total	92	100.0	71	100.0	163	100.0

The above table depicts that majority of mentees 84(91.3) and mentors 63(88.7) answered mentors are selected by school directors. Some 5(5.4) of mentees and 8(11.3) of mentors replied the selection goes to department heads of the school. The rest 3(3.3) mentees and 3 (1.8) mentors answers differently; i.e. the selection of mentors is done by school directors and department heads. From the interview drawn, the selections of mentors have been done by school directors. This way of selection matches with the idea of Conway (1998) in that there is no scientific way of matching people. Therefore, it can be said that the selection of mentors have been done appropriately.

Table 20. General Mentoring Practice in Schools Judged by Mentees and Mentors

S. No.	Item	Respondents					
		Mentees		Mentors		Sum	
		f	%	f	%	f	%
1	Newly qualified teachers are assisted in personal and career development	43	23.6	41	30.4	84	26.5
2	mentees improved performance and productivity	28	15.4	12	8.9	40	12.6
3	improved internal communication	27	14.8	31	23	58	18.3
4	mentees become competent professional	32	17.6	14	10.4	46	14.5
5	mentees are have been doing action research that solve problems pertinent to their school	28	15.4	6	4.4	34	10.7
6	the relationship between mentor and mentees is based on professional ethics on the realizations of effective performance	18	9.9	18	13.3	36	11.4
7	the whole process of mentoring is aiming at the improvement of student performance	6	3.3	13	9.6	19	6.0
8	other*						
		182	100.0	135	100.0	317	100.0

As it is shown in Table 20, 43(23.6%) of mentees and 41(30.4%) mentors reacted that the newly qualified teachers are assisted in personal and career development. The ideas that mentees improved performance and productivity is supported by 28(15.4%) of mentees and 12 (8.9%) of mentors. 27(14.8%) mentees and 31(23%) mentors respond that there is improved communication. 32(17.6%) mentees and 14(10.4%) mentors argue that

mentees become competent professionals. As to conducting action research, 28(15.4%) of mentees and 6(4.4%) of mentors reply that mentees have been doing action research that solve the problems pertinent to their school. 18(9.9%) mentees and 18(13.3%) of mentors agree that the relationship between mentor and mentees is based on professional ethics on the realizations of effective performance. Regarding the whole process of mentoring, 6(3.3%) of mentees and 13(9.6%) of mentors respond that, the whole process of mentoring is aiming at the improvement of student's performance. The interviewed officials responded in almost a similar way that they didn't do the formative evaluation even though they believe in that there are results gained from the practice of mentoring. Among the results, the facilitation of interpersonal communication, understanding of mentoring program objectives and practicing team work. From this one can conclude that the general mentoring practice in schools does not properly address its objectives.

# Chapter Five

## Summary, Conclusion and Recommendations

This chapter deals with the summary of the major findings of the study, the conclusion reached at, and the recommendations forwarded based on the findings.

### 5.1 Summary

The purpose of this study was to systematically examine the practice and challenges of mentoring in High Schools of Addis Ababa. To achieve this purpose, the following basic questions were formulated.

1. To what extent schools implement mentoring teachers as an organized system?
2. What are the improvements seen as a result of practicing mentoring teachers in schools?
3. What are the factors affecting school mentoring teachers?

In order to address the questions raised, a descriptive survey method was employed. Out of the total sub-cities of Addis Ababa three of them were selected by random sampling technique. The subjects of the study who belongs to the sample institutions were 8 higher officials from the sub-cities and from Addis Ababa Education Bureau, 92 mentees, and 71 mentors selected from the three sub-cities purposefully. Data from these sample respondents were obtained through a survey questionnaire, interview and document analysis.

The data collected were analyzed using different statistical computation tools such as frequency count, percentages, mean and t-test. Based on the results

of the data analysis, the major findings of the study are summarized as follow.

1. The notion of changes in schools and the improvement of carrier development of teachers are well understood purposes of mentoring by most mentors and mentees. Mentors have an understanding of purposes in fostering teamwork and cooperation; and sharing wisdom gained from experience and learning. However, mentees do not have awareness that mentoring program comes out with built team spirit and shared wisdom that pertain cooperation.
2. The result of the study disclosed that mentors are good at listening and questioning. However, they have poor skill in line with problem solving; and, in reflection and feed back. The result of mentees also notified there is a great problem in the aforementioned skills which is the reflection of the result of mentors. The over all mean score also showed mentors skills are below average (2.64) so that mentees might not be equipped with necessary knowledge and skills from their mentors. Thus, mentees are not well managed or handled which in turn can affects the effectiveness and efficiency of mentoring program in which students are not benefited from Further more, the findings pointed out that mentees time and feedback management is poorer which was seen in the mean scores being far below average (2.00).
3. Mentors play very good roles in listening and they are confident enough to advise mentees. They are also good at demonstration (using concrete examples). Nevertheless, the scores of mean value showed that mentors are not a wise counselor and play pivotal roles in

motivating mentees to take commitments and go further as well. In addition, they are not a good role model as the result proved. The average mean value for all listed roles mentors have to play is relatively on average (2.52). This much accomplishment will not take mentees to achieve the goals of mentoring program. The fact that mentors are not a wise counselor to make mentees take initiatives and they are not a good motivator, mentees failed to become a better committed follower as the data depicted.

4. The results of the study revealed that although mentors carried out their responsibility in helping mentee realize career plan and experiential learning; and in insuring the confidentiality of the relationship, they are too irresponsive in encouraging and motivating mentees and in managing normal work objectives and in time commitment to go in line with the existing conditions. The average mean value of all responsibilities mentors showed (2.35), illustrates mentors are not carrying out their own responsibilities as per the objectives of mentoring program.
  
5. Mentees achieved responsibility described was very good at defining expectations and objectives for the relationship they will have with mentors. And also they are open enough and honest in fulfilling their responsibilities. But they are not committed in completing tasks (2.38), managing the work process (2.40), and in sharing information about themselves with mentors (2.14). In conclusion, the mean average both mentors and mentees scored realized that they were not fully responsible.

interview drawn, very few numbers of deputy directors were following the frequency and the duration mentees and mentors meet or stay together.

8. The challenges to mentoring activities strongly agreed to were: lack of training, poor clarity of roles, the absence of well experienced expertise from the sub-cities and from the education bureau; and unavailability of materials and their distribution to schools timely. These drawbacks were also reflected in the skills, roles, responsibility and quality of mentors and mentees.

## 5.2 Conclusions

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

1. Most of mentors and some mentees do have awareness about the purposes of mentoring. But the result of the study revealed that especially mentees did not believe that the mentoring program resulted in the quality of cooperation which is the corner stone of building team spirit. Thus, it can be concluded that the purposes of mentoring were not communicated from the schools and from the higher officials of the sub-cities in a planned and organized manner as soon as the beginner teachers arrived at the institution to answer their personal and social questions.
2. The strong and fruitful relationship depends on mentees and mentors skills, roles, responsibilities and qualities. According to the results of the study, mentees and mentors skills, roles, responsibilities and qualities varied in level of performance because they were not oriented and trained well to materialize sufficiently the components of induction. As the document analysis shows, the skills, roles and

- Klasen, N. (2002). *Implementing Mentoring Schemes: A Practical Guide to Successful Programs*. Oxford: Butterworth-Heinemann.
- Lewis, G. (1996). *The Mentoring Manager*. London: Prentice Hall
- Collison, J. & Edward, A. (1996). *Mentoring and Developing Practice in Primary Schools*. Buckingham: Open University Press.
- Ministry of Education, (2004a). *Mentors Hand Book for Newly Deployed Teachers Semester One*. Addis Ababa: Filamingo Printing Press.
- Ministry of Education, (2004b). *Mentors Hand Book Semester Two*. Addis Ababa: Filamingo Printing Press.
- Mumford, A. (2004). *Management development*. Wimbledon: Jaico Publishing House.
- National Education Association (1999). *Creating a teacher mentoring program*. Retrieved January 29, 2009 from the World Wide Web: <http://www.nfie.org/publications/mentoring.htm>
- O'Neill, V.N. & Doyle, B. (2006). *Mentoring Entrepreneurs*. New Delhi: Prentice Hall of India.
- Parsloe, E. (1995). *The Manager as Coach and Mentor*. London: Institute of Personnel & Development.
- Shea, F. G. (2004). *Mentoring*. New Delhi: Viva Books Private Limited.
- Loan, P. & Marquardt, J.M. (2006). *The Manager as Mentor*. London: Preager Publishers.
- Sikes, P. & Brooks, V. (1997). *The Good Mentor Guide*. Buckingham: Open University Press.
- Sweeny, B. W., & DeBolt, G. P. (2000). A survey of the 50 states: Mandated teacher-induction programs. In S. J. Odell & L. Huling (Eds.), *Quality mentoring for novice teachers*. Indianapolis: Kappa Delta Pi.
- Tharp, R. & Gallimore, R. (1988). *Rousing minds to life*. Cambridge: Cambridge University Press.

Appendix 1  
Questionnaire for Mentees

**Part one: background information**

Name of your institution \_\_\_\_\_

Age

A. 20 years and below  B. 21 - 30 years

C. 31-40 years  D. 41-50 years

E. 51 years and above

Sex A. Male  B. Female

Educational qualification:

A. PhD.  B. MA/MSc  C. BA/BSc

D. Diploma  E. Other \_\_\_\_\_

Total Years of service

A. 5 years and below  B. 6-10 years

C. 11-15 years  D. 16-20 years

E. 21 years and above

**PART TWO: PURPOSE OF MENTORING**

Instruction: some of the purposes of mentoring are listed in the following table. Please read each of them carefully and indicate your agreement or disagreement by putting "√" mark in each column using the following rating scales: Strongly agree (SA), Agree (A), Undecided (UD) Disagree (D) and Strongly disagree (SD).

Appendix 1  
Questionnaire for Mentees

2.1 What do you think are the primary purpose/es of mentoring in your institution?

	<b>purposes</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
a	to provide change in schools					
b	to improve individuals career development					
c	to foster teamwork and cooperation					
d	to maximize potetial, skills and performance of mentee and mentor					
e	to share wisdom gained from experience and learning					
f	to induct new comers into the expectations and procedures in work place					

**PART THREE GENERAL QUESTIONS**

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

<b>No</b>	<b><i>Mentor Skills</i></b>	<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Poor</b>
1	Listening				
2	Questioning				
3	Setting goals and expectations				
4	Building relationships and the mentoring environment				
5	Problem solving				
6	Reflection and feedback				
	<b><i>Mentor roles</i></b>	<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Poor</b>
1	Listens and understand mentee				
2	Challenger				
3	Built self confidence				
4	Demonstrator (Taught by example)				

Appendix 1  
Questionnaire for Mentees

5	Role model				
6	Motivator				
7	Wise counselor				
No	<i>Mentor responsibility</i>	<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Poor</b>
1	Encouraged and motivated the mentee				
2	Managed normal work objectives and time commitment				
3	Helped mentee realize his/her carrier plan through development and experiential learning				
4	Ensured confidentiality of the relationship				
5	Prompted mentee to make contact with others who might be able to provide useful information or advice				

No	<i>Mentors quality</i>	<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Poor</b>
1	Relevant job related experience /skills				
2	Well-developed interpersonal skills				
3	An ability to relate well with people who want to learn				
4	A desire to help and develop mentees				
5	An open mind, flexible attitudes and recognition				

Appendix 1  
Questionnaire for Mentees

17. Do you think that the mentor has adequate training on mentoring - its purpose, importance, expectations, roles and responsibilities, etc ?

A. Yes  B. No  C. Not sure

18. Have you been trained about mentors roles?

A. Yes  B. No  C. Not sure

19. How do you rate the extent to which your mentor carries out different tasks so as to help you be a competent professional?

A. very high

B. high

C. medium

D. low

E. very low

20. What do you conclude about the general mentoring practice in your school? **(more than one choice is possible)**

- newly qualified teachers are assisted in personal and career development
- mentees improved performance and productivity
- improved internal communication
- mentees become competent professional
- mentees are have been doing action research that solve problems pertinent to their school
- the relationship between mentor and mentees is based on professional ethics and on the realizations of effective performance
- the whole process of mentoring is aiming at the improvement of students performance
- other \_\_\_\_\_

Appendix II  
Questionnaires for Mentors

4. Educational qualification:

- A. PhD.       B. MA/MSc       C. BA/BSc   
 D. Diploma       Other \_\_\_\_\_

5. Total Years of service

- A. 5 years and below       B. 6-10 years   
 C. 11-15 years       D. 16-20 years   
 E. 21 years and above

**PART TWO: PURPOSE OF MENTORING**

**Instruction:** some of the purposes of mentoring are listed in the following table. Please read each of them carefully and indicate your agreement or disagreement by putting “√” mark in each column using the following rating scales: Strongly agree (SA), Agree (A), Undecided (UD) Disagree (D) and Strongly disagree (SD).

2.1 What do you think are the primary purpose/es of mentoring in your institution?

	<b>Purposes</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
a	to provide change in schools					
b	to improve individuals career development					
c	to foster teamwork and cooperation					
d	to maximize potential, skills and performance of mentor					
e	to maximize potential, skills and performance of mentee					
f	to share wisdom gained from experience and learning					
g	to induct new comers into the expectations and procedures in work place					

Appendix II  
Questionnaires for Mentors

**PART THREE: General questions on mentees & mentors skills, roles, quality and responsibility.**

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

No	<i>Mentees Skills</i>	Excellent	Very good	Good	Poor
1	Listening				
2	questioning				
3	Setting goals and expectations				
4	communication				
5	Time management				
6	Reflection and feedback				
	<i>Mentee's roles</i>	Excellent	Very good	Good	Poor
1	Meet with mentors for confidential discussions				
2	Share information about their strengths, weaknesses, ambitions and so on openly with their mentor				
3	Initiate their own development				
4	Successful follower				

Appendix II  
Questionnaires for Mentors

No	<i>Mentee's responsibility</i>	Excellent	Very good	Good	Poor
1	Defining expectations and objectives for the relationship				
2	Agreeing and managing the work process				
3	Commitment to completing tasks				
4	Being open and honest				
5	Share information about their strengths and weaknesses				

Appendix II  
Questionnaires for Mentors

No	<i>Mentees quality</i>	Excellent	Very good	Good	Poor
1	motivated				
2	Articulates expectations and own objectives				
3	Meets commitments to learn				
4	Accepts feedback and acts on it				
5	An open mind, flexible attitudes and listens for support				
6	Self-aware and willing to develop relationships with mentor				
7	Open and has Experience of facing difficulties , new challenges, working with others				
8	trustworthy				
9	Understands programme objectives/processes				
10	Can usually find creative ways to avoid or overcome obstacles				

Appendix II  
Questionnaires for Mentors

12. *Mentee's Training* has been given for:

- More than two weeks
- One to two weeks
- One day to one week
- Less than one day
- Mentees training is not currently provided

13. Generally, how much time do mentees and you spend together per meeting on average?

- 30 minutes \_ 1 hour
- 1 hour \_ 2 hours
- 2 hours \_ 3 hours
- more than 3 hours

14. How often do you meet with mentee per week?

- Once
- Twice
- three times
- every day
- other \_\_\_\_\_

15. Have you been trained about mentoring and how you go through?

- A. Yes       B. No       C. Not sure

16. Who is involved in selecting your mentee? (**More than one choice is possible**)

- A. school director       B. unit leader   
C. department head       D. yourself   
E. others (please specify if any) \_\_\_\_\_

Appendix II  
Questionnaires for Mentors

**PART FOUR: PROBLEMS AND CHALLENGES ASSOCIATED WITH MENTORING PRACTICE**

*Barriers to Implementing Mentoring Activities*

No	<i>Problems or challenges</i>	SA	A	UD	D	SD
1	Stipends for mentors are scarce or not available					
2	Experienced teachers do not have the time to serve as mentors					
3	Education Bureau and Sub-cities Education offices have limited expertise in planning and preparation or operating a mentoring program					
4	Training for mentors is scarce or not available					
5	Resources or materials for mentoring activities are scarce or not available					
6	Beginning teachers are not interested in receiving mentoring support					

Appendix II  
Questionnaires for Mentors

7	workload pressures reduces the frequency of the relationship between the mentor and mentee					
8	Poor clarity of roles					
9	Understanding and expecting too much of each other					
10	workplace culture is not friendly or attractive to show efforts					
11	Reluctance of mentees to participate:					
12	Lack of motivation and commitment					
13	Varying perceptions of the mentor/coach role					
14	Other*					

**\* = list challenges not stated here**

---



---



---



---

Appendix II  
Questionnaires for Mentors

**ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING & MANAGEMENT:  
HUMAN RESOURCE & ORGANIZATIONAL DEVELOPMENT  
STREAM**

An interview guide to be raised for interviewing Addis Ababa Education Bureau representatives of Teachers Development Program (TDP).

Dear respondents,

This interview is designed to collect reliable information for a research on **The Challenges & Practice of Mentoring in High schools of Addis Ababa**. The research is done as partial fulfillment for MA in Human Resource & Organizational Development. Therefore, your honest response is a paramount important. All your responses that you provide with this regard will be kept confidential and used only for research purpose. So, you are kindly requested to answer all items provided in the interview.

**Background information**

Qualification \_\_\_\_\_

Position in the office \_\_\_\_\_

Experience \_\_\_\_\_

Appendix III  
Interview Guide

1. When did your region begin providing mentoring support to beginning teachers?
2. How was the introduction of the mentoring scheme handled? What changes, if any, would you suggest?
3. Have mentors received adequate training? If training is provided, what were the contents of the training?
4. Who trains mentors in your region?
5. How are you maintaining mentor – mentee relationships to provide them financial, technical, training, materials or equipments?
6. How often do you take follow up sessions and how do you give feedback?
7. How successful do you think current mentoring activities in your region and what have been the most important results? Then, how do you expand improvements or better practices to others?
8. What have been the major barriers to providing mentoring support for beginning teachers in your region?

Appendix IV  
Reliability Test of Questionnaires

## 1. Reliability Test of Questionnaire Prepared for Mentees

Your trial period for SPSS for Windows will expire in 4 days.

```
GET  
FILE="C:\Users\user\Documents\BEKA Y\Girma's  
Thesis\SPSS's\Reliability te"+  
"st of Mentees.sav".  
DATASET NAME DataSet1 WINDOW=FRONT.  
RELIABILITY  
/VARIABLES=Q2.1a Q2.1b Q2.1c Q2.1d Q2.1e Q2.1f Q3.1A Q3.2A Q3.3A  
Q3.4A  
Q3.5A Q3.6A Q3.1B Q3.2B Q3.3B Q3.4B Q3.5B Q3.6B Q3.7B Q3.1C Q3.2C  
Q3.3C  
Q3.4C Q3.5C Q3.1D Q3.2D Q3.3D Q3.4D Q3.5D Q3.6D Q3.7D Q3.8D Q3.9D  
Q3.10D  
Q3.11D Q12 Q13 Q14 Q15 Q17 Q18 Q19 Q4.1 Q4.2 Q4.3 Q4.4 Q4.5 Q4.6 Q4.7  
Q4.8  
Q4.9 Q4.10 Q4.11 Q4.12 Q4.13  
/SCALE('ALL VARIABLES') ALL/MODEL=ALPHA.
```

### Reliability

[DataSet1] C:\Users\user\Documents\BEKA Y\Girma's  
Thesis\SPSS's\Reliability test of Mentees.sav

### Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded( a)	0	.0
	Total	10	100.0

a Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.819	55

Appendix IV  
Reliability Test of Questionnaires

## 2. Reliability Test of Questionnaire Prepared for Mentors

```
GET  
FILE="C:\Users\user\Documents\BEKA Y\Girma's  
Thesis\SPSS's\Reliability te"+  
"st of Mentors.sav".  
DATASET NAME DataSet2 WINDOW=FRONT.  
RELIABILITY  
/VARIABLES=Q2.1a Q2.1b Q2.1c Q2.1d Q2.1e Q2.1f Q3.1A Q3.2A Q3.3A  
Q3.4A  
Q3.5A Q3.6A Q3.1B Q3.2B Q3.3B Q3.4B Q3.5B Q3.6B Q3.7B Q3.1C Q3.2C  
Q3.3C  
Q3.4C Q3.5C Q3.1D Q3.2D Q3.3D Q3.4D Q3.5D Q3.6D Q3.7D Q3.8D Q3.9D  
Q3.10D  
Q3.11D Q12 Q13 Q14 Q15 Q17 Q18 Q19 Q4.1 Q4.2 Q4.3 Q4.4 Q4.5 Q4.6 Q4.7  
Q4.8  
Q4.9 Q4.10 Q4.11 Q4.12 Q4.13  
/SCALE('ALL VARIABLES') ALL/MODEL=ALPHA.
```

### Reliability

[DataSet2] C:\Users\user\Documents\BEKA Y\Girma's  
Thesis\SPSS's\Reliability test of Mentors.sav

### Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	4	80.0
	Excluded( a)	1	20.0
	Total	5	100.0

a Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.974	55

## Declaration

I, the undersigned, declare that this thesis is my original work and that all sources of material used for this thesis have been duly acknowledged.

Name: Girma Beka

Signature: 

Date: 04/07/09

This thesis has been submitted for examination with my approval as a university advisor.

Name: Tilahun Fanta

Signature: 

Date: 04/07/09

