The contribution of mentors to support beginning teachers: The case of primary schools

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Abstract

The purpose of this study was to assess the contribution and responsibilities of mentors in supporting beginning teachers in primary schools. Its' internal consistency was 0.85.Mentors, beginning teacher, and principal respondents were selected randomly to fill out the questionnaire properly. Data gathered from 33 mentors, 63 beginning teachers, and 14 principals were analyzed and interpreted. Furthermore, portfolio of beginning teachers and information obtained through observation were incorporated. The findings of the study indicated that mentors did not support fresh teachers effectively, although mentors seem good in knowing their contribution and responsibilities. Absence of training, shortage of time and logistic, lack of interest, little number of experienced teachers in remote schools and absence of planned regular meeting were identified as crucial factors that affect mentoring relationship. The relationship between mentors and beginning teachers was found good. Accommodating students' difference, in- effective evaluation, and absence of well developed content knowledge were identified as problem facing the novice teachers. Providing mentoring training, encouraging experienced teachers to retain in the remote schools for longer years, appropriate support by district expert and sharing experience from experienced teachers are some of the possible solutions.
Keywords: Beginning teachers, Contribution, Mentors, Primary school, Support

I. INTRODUCTION

At all stages of teacher education and in many countries of the world, mentoring is an acknowledged part of learning and developing new skills. Given the current pressure for educational reforms, mentoring can be an effective way to train teachers to adopt new practices (Doan, 2013). Professional development practices such as mentoring that provide one-to-one guidance and ongoing on-site support can become successful because learning depends on the

collegiality among teachers. A scene of collegiality also makes less experienced teachers feel safe to make mistakes, study themselves and share learning with each other to create excellence in their delivery (Dantonio, 2001). The support for mentoring in teacher training is relied for supporting novice teachers in keeping up with the constant demands of new educational reforms that require them to adopt new practice (Doan, 2013).

According to Tessema (2007), in Ethiopia a mentor is an experienced practitioner who provides professional guidance and support. Similarly, Donaldson (2008) defined a mentor as normally a more experienced colleague with knowledge of the needs and professional contexts of other person. Mentoring is therefore, the process by which experienced teachers give support, motivation and any other help when necessary to someone less experienced. It is also a method that helps newly employed teachers(novice) to set goals and strive for their success by having the necessary knowledge, skills, and attitude (Tessema, 2007). It is a means of support offered by a staff member or colleague with more experience in the profession to another staff member who is with little experience. To be a mentor requires knowledge - not only of the subject itself but also knowledge of communication and teaching. Someone may have a wealth of knowledge and experience within the lifestyle, but without the skills to impart that knowledge, it can never be passed on properly.

A mentor must be a teacher, and trustworthy enough to be a confidante where necessary, to be able to give guidance, support and advice, without prejudice and with an open minded view at all times. To be a mentor means giving time. There is no point in saying "I will be your mentor" if you then can't find the time to do so.

Mentoring is not something that should be taken on without due consideration of the effect it can have on your own life. The person being mentored needs regular time and sometimes spontaneous time as well, if there is a question or a situation that needs addressing.

So a dominant mentor in BDSM should have a good knowledge of the aspects of this lifestyle, as well as skills and experience in play, and be able to teach these things to the person being mentored if needed. Not all mentoring is the same, perhaps some may need full on lessons as well as the theoretical and the advice, but there are situations where practical lessons are not needed.

A good mentor will encourage his or her protégée to seek out knowledge from other places as well and may advise on books to be read or tasks that would be good learning curves.

A mentor role should not be confused with the role of training a submissive or becoming someone's Dominant. These are all separate aspects of life within BDSM… and there are some who like to think that calling themselves "mentor" gives them the right to take advantage of and take liberties with the person being mentored. A mentor should not be engaging in play with the person being mentored, as this changes the dynamic from one of Mentor to one of trainer or play partner, or potential Dominant. A mentor should not be imposing restrictions or punishments; this is not what a mentor does. A mentor should, however, expect some level of commitment – and not expect that the person being mentored will just take what he or she thinks is needed and then walk away and not give anything back..

I have seen my Master in a mentor role, He is often asked to mentor people and takes each request individually, considering whether or not He is the best person for the job, and whether or not He has the time to give - and He does not always say yes.

He believes that the role of a Mentor is more than just being a teacher or guide, He believes that a good friendship base is necessary for Mentorship, which is different to teaching…though has many of the same characteristics. In other words, a mentor is definitely a teacher, but a teacher is not necessarily a mentor.

A teacher teaches you a craft or a skill which can help you in your life, whereas a mentor tends to help you determine your own outlook on life and on the world we choose to be a part of…a mentor leads by example – a mentor is the person you strive to be like, to emulate.

A teacher does not get as involved in your life as a mentor, and a teacher maybe teaching a room full of people, whereas mentorship is much more a one on one basis, which makes it more intimate and more personal. Of course there are also submissive who need mentors, a new and unsure sub can be greatly helped by having a mentor or advisor, often this turns into a deep friendship between the more experienced submissive and the new one.

I love being able to communicate and teach, and to see people learn and gain confidence from the knowledge I can give, is very worthwhile for me and very satisfying.

I am sometimes amazed at the fact that people consider me experienced enough to ask questions and to accept my advice, but I relish it, because when I was new and just starting out, I had no one to ask, no one to talk to, no one to discuss feelings and emotions with at all. I remember how I felt and I now believe that my role as mentor gives back something to this community which has been so welcoming and friendly to me, and gives those who ask me to

mentor them, something that I never had. I try to make myself available to anyone who may need a submissive to talk to, though i do now take more care of myself to make sure that i do not get burnt out by trying to give too much advice and ignoring any of my own issues. There is often a lack of willingness to take on a mentor role, which is a shame as there are many people who have much to offer the new people coming into the scene.

Unfortunately, there are a few unscrupulous people who sometimes decide to be a mentor, and who do it for the wrong reasons, and without the knowledge or skills needed – it is this minority group that can give mentorship a bad name.

It is my opinion that those who have a good mentor in the scene should eventually be prepared to take on that role at some stage in their own future, so that the right values and lessons will continue to be passed on. If we can all give a little back then the community will flourish and grow.

Teachers who are new to the profession often experience stress in their teaching experiences. In addition to the traditional burdens of school rules, deadlines, procedures and expectations, today's schools face many new challenges: schedules are tight, assessing students are much more stringent requirement, and teachers are busier than ever trying to keep up with new content, new technology, and new methodology(Gagen,et al.2005). Novice teachers are more likely vulnerable because they are more likely than their more experienced colleagues to be assigned to low- performing students (Gagen,et al.2005). Despite the added challenges that come with teaching children and adolescents with higher needs, most novice teachers are given little or no mentoring they have to contend with lack of professional support and feedback, and a demonstration of what it takes to help their students succeed (Anthony & Kristsonis, 2006).This shows that mentors play significant roles in providing support for new teachers as they manage classrooms.

Studies conducted in the primary schools of Ethiopia in the last three years demonstrated that new teacher turnover rates can be cut in half through comprehensive induction that includes a combination of high quality mentoring professional developmental support, scheduled interaction with other teachers in the school and in the community at large, and formal assessment for new teachers during at least their first two years of teaching (Smith & Ingersoll, 2004). Regarding its process and careful planning in the primary school of the study area, it has been reported in different meetings, panel discussions, workshops, seminars and discussions that the mentoring process in particular, and the CPD program in general, has many problems or constraints in

implementation. In fact, there is also lack of a recognized study (at least to the researcher's knowledge) that explains whether mentors are appropriately guiding novice teachers or they failed to do their responsibilities in the Ethiopian context. Besides, there is knowledge gap (lack of experience) on the status of mentors' and novice teachers' relationship during the mentoring process in the district primary schools.

Mentors regarded mentoring as an important responsibility, believed they were effective in their role, and found the experience of mentoring a rewarding one. In Donaldson's (2008) study, mentors thought "they had created an appropriate balance between pastoral care and support and level of challenge for new teachers." Mentors gave clear accounts of ways in which novice teachers acted upon their support, sharing experience and were making progress in developing skills as teachers. In addition to this, mentors found it beneficial when another promoted member or staff under took an occasional lesson observation and confirmed that beginning teachers were making appropriate progress. The duties undertaken by mentors were in most cases, outlined clearly in the form of guidelines. The guidelines provided in continuous professional development manuals, helped mentors and novice teachers to develop their understanding and expectations of support strategies.

According to the (Akalu, 2016 & Rhodes, et al. 2004), mentors must possess ideals and expertise of the teaching profession, which are shared with the new teacher. The function of the mentor teacher varies depending on the needs of the new employee, the goal of the mentoring program, and the local and broader education.

It should be kept in mind that the mentor teacher is a helper, not a supervisor, or evaluator, and "a very special person, a model of professionalism". Most of the time, various literatures, books and studies related to mentoring typically describe the benefits for novice teachers. However, facilitators of mentoring programs and researchers are recognizing that mentors also derive substantial benefits from the mentoring experience (Donaldson, 2008). Teacher quality is improved by the implementation of best teaching practice. Mentoring plays a significant role in the implementation of best practices by asking reflective questions, and providing curriculum resources. Thus, for the purpose of effective mentoring to take place, the mentor and novice teacher must develop a full faith interaction and share common interests, values and goals among each other. It is not only the duty of mentors for effective interaction but novice teachers also have a great role in the mentoring process.

Being new, beginners are seldom aware of the school culture, norms, and expectations (Wildman et al.1992).They must learn the social expectations and conventions that guide daily school operations and interactions among administrators, colleagues, parents, and students. Novices often do not understand their roles in the social setting, and the mentors may have to smooth over blunders, at times putting their own reputations on the line. Even after initial training and consciousness-raising, the mentors often forgot or were not truly aware of the differences between experts and novices. Problems also arose when the beginner would not reciprocate in the sharing process. Occasionally, mentors commented that their beginners would take everything (e.g., time, materials, and ideas) and give nothing in return (Matters, 2009).Conditions that created problems for novices often related to their academic or extra-curricular assignments.

Today, mentoring has become an important topic in Ethiopian education and a preferable strategy in continuous professional development program focused on beginning teachers' induction (Tulu, A. 2019).Besides, creating new career opportunities for experienced teachers, assigning mentors to work with and help for beginning teachers represent an improvement over the abrupt and unassisted entry into teaching that characterizes the experience of many novices. In-service training given to mentors expands the teaching role and thus improves the quality of mentoring. Growe, R.& Montgomery,P 1999) stated that the mere presence of a mentor is not enough; the mentor's knowledge of how to support new teachers and skill at providing guidance are crucial factors. Mentoring is likely to be of no value if mentors do not improve in their knowledge and expertise and change teaching practices to reflect current research. Similarly, (Davis, & Higdon, 2008) proposed that mentoring could only be effective if both parties are willing to grow and learn and base their relationship on mutual trust and openness.

In general, there is a growing concern among educators, whether at the national or district level, that the single most important factor in determining student performance is the quality of his or her teachers. Therefore, if the national goal of achieving quality of education for all across the country is to be met, it is critical that efforts be concentrated on developing and training high-quality teachers in every community and at every grade level. Moreover, qualified and efficient mentors are also very necessary to help, guide, and create expert beginning teachers. Therefore, considering the importance it gives to mentors and newly deployed teachers, the researcher finds it necessary to make a study on the roles of mentors in helping novice teachers. Therefore, this study attempted to identify and describe the role of mentors in supporting beginning teachers, major

factors that affect the mentoring process of the novice and the mentors, an investigation has been made to identify whether the relationship between mentor and beginning teachers during mentoring was effective or not effective. Based on the above discussions, this study aimed at answering the following research questions:

1. Do mentors guide and support beginning teachers frequently?
2. Do mentors know their roles and responsibilities to support beginning teachers to think critically?
3. What are the conditions that affect the mentoring relationship between the mentors and less experienced teachers?
4. What are the major issues faced by beginning teachers?

The general objective of the study was to investigate mentors contributions in guiding and supporting beginning teachers in Dangila district primary schools. Accordingly, the specific objectives of the study were to identify mentors guide and support fresh teachers frequently, to assess the role and responsibility of mentors, to investigate the conditions affecting mentoring relationships and to identify major problems faced by beginning teachers.

II. MATERIALS AND METHODS

The research design of the study was descriptive survey research. This research design deals with the current state of affairs of the mentors, new teachers and of principals about the role of mentors in guiding and supporting novice teachers.

Source of Data

For this study, primary sources of data were employed. The primary sources were mentors, beginning teachers and principals of Dangila district primary schools. The determination of sample schools was based on Dangila district 2018 annual Educational report.

According to this report, there were 48 primary schools. Of these, 26 Primary schools were Without fresh teachers and the remaining 22 primary schools were with novice teachers. So, the researcher selected 22 primary schools as a target population for this study. From these 22 primary schools14 (63.6%) schools were selected by simple random sampling.

Simple random sampling technique gives an equal chance for all the study population.

Why 14 schools were selected? Because the 14 schools can be above 50% and representative for the study population.

All the teachers who had three years and above experience and who were assigned as mentors and all the mentees were the respondents of this study. Therefore, 42 mentors (30 males and 12 females) and 68 novice teachers (27 males and 41 females) were selected by comprehensive sampling technique since the number of teachers was manageable. In addition 14 school principals (13 males and 1 female) were selected from the sample schools as the already selected schools were 14.

Data gathering instruments

The main data gathering instruments of the study were close ended and open ended questionnaires. Interview and observation were used to supplement the information obtained through the questionnaire. The questionnaire was prepared in a likert scale such as strongly agree, agree, undecided, strongly-disagree and disagree. The mentors gave responses regarding the novice teachers while the novice teachers were responding questions about the mentors. Two sets of questionnaires were developed by the researcher:

1. The questionnaire for the mentors contained 45 items, designed to obtain data about conditions that affect mentoring relationships, major problems facing beginning teachers and to check the presence of healthy relationships between mentors and novice teachers. These were based on the procedure of data administration that mentors communicated with their mentees to obtain empirical data from respondents.

2. The second questionnaire was prepared for beginning teachers, having 35 items designed to obtain information about effectiveness of mentors, role and responsibility of mentors, conditions that affect the mentoring relationships and the degree of healthy relationship. These were based on the novice teachers' responses they participated in which mentees reply.

Reliability of the questionnaire was determined by alpha coefficient and it was 0.85 for effectiveness of mentors, 0.88 for the role and responsibility of mentors, 0.77 for the conditions that affect mentoring relationship, 0.83 for health relationship, and 0.86 for the major problems faced to novice teachers. Reliability of the questionnaire was calculated after pilot study conducted outside the sample schools. That is why each research questions indicates consistency of the instrument.

Data analysis techniques

In the presentation and analysis of data, descriptive statistical analysis was employed. Some of the items of the questionnaire were grouped into their categories. Data collected through structured

questionnaire were analyzed using percentage and mean. Narrative description was applied for the information obtained through observation and interview to triangulate results of the data collected through questionnaires.

III. RESULTS AND DISCSSION

This part of the paper deals with the analysis of the data gathered from sample school mentors and beginning teachers in the study area. A total of 110 copies of questionnaires were distributed to the respondents. Of which 68 questionnaires were distributed to novice teachers and 42 questionnaires were distributed to mentors in the sample elementary schools. However, for various reasons all the questionnaires were not returned and correctly filled. The response rate was 96(87.3%). The remaining 4 %(12.7) respondents were not filled properly. Thus, 63 questionnaires obtained from novice teachers and 33 questionnaires obtained from mentors were used for this study

Mentors Effectiveness in supporting beginning teachers

Table 1: *Mentors abilities to Guide and Support beginning Teachers*

No	Items	Respondent	Total Number of respondent Novice Teachers - 63 Rating Scale										Mean (M)	Standard Dev.
			1		2		3		4		5			
			No	%	No	%	No	%	No	%	No	%		
1	Mentors possess qualities and abilities that you respect and admire.	N.T	6	9.5	19	30.2	9	14.4	24	38.1	5	7.9	3.04	1.18
2	Mentors have understanding of instruction in the area you teach.		6	9.5	21	33.3	14	22.2	18	28.6	5	7.9	2.87	1.09
3	Mentors are exemplary teachers for you.		6	9.5	20	31.7	11	17.5	21	33.3	4	6.3	2.98	1.17
4	Mentors show an awareness of current		6	9.5	23	36.5	13	20.6	15	23.8	5	7.9	2.85	1.14

	teaching trends.												
5	Mentors demonstrate a wide range of interpersonal skills.	5	7.9	2 6	36. 5	1 1	17. 4	1 8	4.7 8	3 6	4. 7	2.80 7	1.09

Key: N.T= Novice teachers, strongly agree=5, Agree=4, undecided=3, Disagree=2, strongly disagree=1,

Table 1, presents mentor effectiveness in guiding and supporting novice teachers. As rated by respondents, against the mean scores(average score) were interpreted in such a way that mean scores below 3 indicated ineffectiveness of the mentor, inversely a mean score value of 3 or greater than 3 indicated effectiveness of the mentor. 39.6% of the novice teachers disagreed that mentors possessed qualities and abilities that respect and admire while the majority (46%) agreed the idea. Hence, novice teachers believed that mentors possessed qualities and abilities that respect and admire.39.6% was the sum total of strongly disagree and disagree rating scales which grouped together for the convenience of data analysis.

On item 2, of the same table, 42.8% of the novice teachers believed that mentors had no understanding of instruction while 36.5% of the novice teachers agreed the idea. Therefore, mentors had not enough understanding to support the mentees. Item 3,(39.6%) of novice teachers believed that mentors were exemplary teachers but(41.2%) disagreed the idea. Thus, Dangila district primary school teachers believed on mentors were not exemplary teachers.

In relation to item 4, the majority (46%) of novice teachers disagreed while (31.7%) of them agreed. Therefore, novice teachers in that district did not believe on mentors' awareness of current teaching trends. In the last item of this table however, (44.4%) of novice teachers disagreed on mentors interpersonal skill, (9.52%) of the novice teachers agreed upon. It seems to be true that mentors had shortage of interpersonal skill to sustain positive professional relationships.

Mean score was used to show the effectiveness of mentoring program. In line with this, the mean score of novice teachers in item 1 was (3.04) which were above 3. In the application of mean score, the researcher did not keep to the patterns of presenting starts through percentage (%). This indicated that novice teachers in the sample schools believed on mentors qualities and abilities. For the remaining for items, the mean score of novice teachers were below 3 (i.e.2.87, 2.98, 2.85, and 2.87) respectively. This shows that mentors have less ability to support novice

teachers. According to Rhode, (2012) & MOE (2013), mentors should be exemplary, have good interpersonal skills, and awareness of current teaching trend.

Roles and responsibilities of mentors

Table 2*: Qualities of Mentors*

No	Items	Respondent	Total Number of respondent Mentors - 33 Rating Scale										Mean (M)	Standard Dev.
			1		2		3		4		5			
			No	%	No	%	No	%	No	%	No	%		
1	Mentors serve as a professional role model	M	3	9.1	11	33.3	4	12.12	9	27.3	6	18.18	3.12	1.31
2	Mentors serve as a critical friend	M	2	6.06	6	18.18	4	12.12	13	39.4	8	24.24	3.57	1.22
3	Mentors are models of effective instructional techniques for novice teachers	M	3	9.1	8	24.2	4	12.12	12	36.4	5	15.15	3.30	1.28
4	Mentors are sensitive to needs of others.	M	3	9.1	6	18.18	4	12.12	12	36.4	8	24.24	3.48	1.30
5	Mentors are enthusiastic about the profession	M	4	12.1	7	21.2	6	12.12	12	36.4	4	12.12	3.15	1.25

Key=Mentors strongly agree=5, Agree=4, undecided=3, disagree=2, strongly disagree=1

From the above table, (45.48%) mentors agreed that they serve as a professional role model, while the remaining (42.4%) of the mentors were disagreed. For item 2, (63.64%) mentors agreed that they serve as critical friend to the novice teachers. But (24.24%) disagreed on the idea. Therefore, majority of the mentors believed that mentors serve as critical friends for mentees. For item 3,(54.58%) and (33.3%) of the mentors agreed and disagreed respectively.

Hence, majority of the mentors believed that mentors were models of effective instructional techniques for the novice teachers.

From table 2 above item 4 &5, (48.5 %) and (33.32%) of the respondents agreed and disagreed respectively. Thus, most mentors were sensitive to the needs of others and enthusiastic about the profession. The mean score was used to indicate whether mentors know their roles and responsibilities .The mean score of mentors were greater than 3(i.e.3.12, 3.57, 3.30, 3.48, and 3.15 from item 1-5 respectively). This showed that mentors know their roles and responsibilities.

Table 3: School related factors that affect mentoring

No	Items	Respondent	Total Number of respondent										Mean (M)	Standard Dev.
			Mentors=33 Rating Scale											
			1		2		3		4		5			
			No	%	No	%	No	%	No	%	No	%		
1	Mentors get mentoring training	M	5	15.2	14	42.4	4	12.12	7	21.2	3	9.1	2.66	1.24
2	Experienced teachers are few in number at schools	M	4	12.1	5	15.2	7	21.2	16	48.5	2	6.06	3.21	1.16
3	Mentors carefully identify specific novice teachers need	M	4	12.1	7	21.2	6	18.18	12	36.4	3	9.1	3.12	1.21
4	Mentors selection is based on their personal and professional qualities	M	3	9.1	13	39.4	5	15.15	9	27.3	3	9.1	2.87	1.19
5	Mentors have planned meeting program	M	2	6.06	12	36.4	5	15.15	9	27.3	5	15.15	3.09	1.23

Key: M=mentors, strongly agree=5, Agree=4, undecided=3, Disagree=2, strongly disagree=1

As shown from table 3, the majority (57.55 %) of the mentors disagreed about the mentoring training but (30.31%) of the mentors agreed on the idea. Regarding teachers' experience, however majority (54.54%) of the mentors agreed that experienced teachers were

few in number in the schools, small number of the mentors (27.22%) disagreed with the idea. Similarly,(54.54%) of the respondents agreed that mentors carefully identified specific novice teachers learning need. Nevertheless, (33.33%) mentors disagreed.

For item 4, (48.45%) of the mentors disagreed that selection of the mentors was sought who possessed personal and professional qualities of the highest order. On the contrary,(36.37%) of the mentors agreed on the idea. Item 5, indicates that (42.42%) of the mentors disagreed that they had planned meeting program. The rest agreed on the idea. Therefore, mentors had no planned meeting program.

Mean score was used to indicate the overall condition that affect mentoring relationships. In line with this, for item 1, the mean score was below3 (2.66).Hence, mentors had not gained mentoring training. For item 4, the mean score of mentors was below 3(2.87) and hence, selection of the mentors was not on personal and professional qualities.

Challenges faced to Novice Teachers

Table 4: Novice teacher's activities in the classroom

No	Items	Respondent	Total Number of respondent Mentors=33 Rating Scale										Mean (M)	Standard Dev.
			1		2		3		4		5			
			No	%	No	%	No	%	No	%	No	%		
1	Novice teachers motivate students in the classroom	M	1	3.03	11	33.3	4	12.12	15	45.45	2	6.06	3.18	1.07
2	Novice teachers accommodate differences among students.	M	3	9.09	17	51.5	3	9.09	8	24.24	1	3.03	2.67	1.14
3	Novice teachers evaluate students work properly.	M	2	6.06	15	45.5	5	15.15	8	24.24	3	9.09	2.85	1.15
4	Novice teachers deal with parents of students.	M	4	12.1	12	36.4	5	15.15	11	33.33	1	3.03	2.79	1.14
5	Novice teachers have well	M	4	12.1	1		5	15.15	9	27.	4	12.1		

developed content knowledge.	1	1	15	27	2

Key: M=mentor, strongly agree=5, Agree=4, Undecided=2, Disagree=2, strongly disagree=1

As indicated from table 4 above, majority of the mentors (51.51%) agreed that novice teachers motivated students in the classroom, while small number (33.3%) of them were disagreed with the idea. For item 2, the larger proportion (60.6%) of the mentors disagreed that novice teachers accommodated difference among adults, but a smaller proportion (27.27%) agreed on the idea. Therefore, novice teachers had a problem in accommodating student difference. For item 3, (51.51%) of them disagreed that novice teachers had problems in evaluating students work properly but, the rest of the respondents agreed on the idea. The result indicates that novice teachers had problems in evaluating students work properly. For item 4,(48.48%) of the mentors were disagreed that novice teachers dealt with parents of the students, while (36.36%) of the mentors agreed on the idea. For item 5, majority (45.45%) of the mentors disagreed that novice teachers had well developed content knowledge but, minority (39.39%) of the respondents agreed on the idea.

The mean score of item1 was above 3(3.18). This indicated that novice teachers motivated students in the classroom. For the remaining four items, the mean score of mentors was below 3(as indicated in table 4).The result indicated that in accommodating students difference, effective evaluation of students, meeting with parent of students, content knowledge, effective technique of questioning, and effective organization of the classroom were the major challenges faced to novice teachers. According to Veenman(1984), novice teachers regarding maintaining classroom discipline, motivating students, accommodating differences among students, evaluating students work and dealing with parents were the most serious challenges they face. Similarly, the researcher found out that through observation and document analysis, novice teachers were faced to the above mentioned problems.

Implications of the study

➢ Mentors did not support fresh teachers effectively, although mentors seem good in knowing their contribution and responsibilities.

➢ There was absence of training, shortage of time and logistic, lack of interest, little number of experienced teachers in remote primary schools.

- ➢ Absence of planned regular meeting was identified as crucial factors that affect mentoring relationship.
- ➢ The relationship between mentors and beginning teachers was not found to be frequently.
- ➢ Lack of developed content knowledge was identified as problem facing the novice teachers.

IV. CONCLUSION

The purpose of this study was to gain some insight and understanding of the mentors' contribution in supporting beginning teachers of primary schools. From the results obtained, the following could be concluded.

- ❖ Mentors had not appropriate awareness of current teaching trend, understanding of instruction, and also interpersonal skill to establish and sustain positive professional relationships.
- ❖ Mentors did not provide well targeted support, had not well planned developmental program to the novice teachers and did not provide progressive feedback properly.
- ❖ Mentors and novice teachers of the selected schools had shortage of time and logistic to run mentoring program effectively.
- ❖ The major factors that affect mentoring program were time, absence of interest, absence of mentoring training, and few numbers of experienced teachers.
- ❖ Novice teachers had problems in accommodating students' difference in the classroom, effective organization of the classroom, and effective technique of evaluation.

V. RECOMMENDATIONS

On the basis of the findings of the study, the following could be recommended.

- ➢ Willingness to share skills, knowledge, and expertise.
- ➢ A good mentor is willing to teach what he/she knows and accept the mentee where they currently are in their professional development. Good mentors can remember what it was like just starting out in the field. The mentor does not take the mentoring relationship lightly and understands that good mentoring requires time and commitment and is willing to continually share information and their ongoing support with the mentee.
- ➢ Demonstrates a positive attitude and acts as a positive role model.

- ➢ A good mentor exhibits the personal attributes it takes to be successful in the field. By showing the mentee what it takes to be productive and successful, they are demonstrating the specific behaviors and actions required to succeed in the field.

- ➢ Takes a personal interest in the mentoring relationship.

- ➢ Provides guidance and constructive feedback.

- ➢ One of the key responsibilities of a good mentor is to provide guidance and constructive feedback to their mentee. This is where the mentee will most likely grow the most by identifying their current strengths and weaknesses and learning how to use these to make themselves successful in the field. A good mentor possess excellent communication skills and is able to adjust their communication to the personality style of the mentee. A good mentor will also provide the mentee with challenges that will foster professional development and a feeling of accomplishment in learning the field.

- ➢ Respected by colleagues and employees in all levels of the organization.

- ➢ Ideally mentees look up to their mentors and can see themselves filling the mentor's role in the future. Mentees want to follow someone who is well respected by colleagues and co-workers and whose contribution in the field is appreciated.

- ➢ Sets and meets ongoing personal and professional goals.

- ➢ A good mentor continually sets a good example by showing how his/her personal habits are reflected by personal and professional goals and overall personal success.

- ➢ Values the opinions and initiatives of others.

- ➢ A mentor who values others is also someone who works well in a team environment and is willing to share his/her success. A good mentor appreciates the ongoing effort of the mentee and empowers him/her through positive feedback and reinforcement.

  - ➢ Motivates others by setting a good example.

- ➢ The support obtained from mentors for novice teachers was not effective. Thus, the school principals, supervisors, and officers should provide the necessary assistance for mentoring program implementation.

- ➢ It was found out that mentors had not well planned developmental program and also not used their time for novice teachers. Hence, the concerned bodies (i.e. district expertise, school principals, and supervisors) should evaluate the mentoring program.

➢ It has been pointed out in the study that majority of the respondents revealed shortage of time, shortage of experience teachers, and logistic affecting mentoring program. Hence, the district should allocate budget and employ teachers to reduce work load of novice teachers.

➢ District education office should encourage teachers that had three years and above to stay in the school for longer years.

➢ Cluster supervisors, school principals, and mentors should design experience sharing programs to reduce challenges faced to the beginning teachers (i.e. how to evaluate students, accommodate student difference, effective organization of the classroom, and invite others to make classroom observation fro best teachers).

➢ Finally, this study focused on survey of mentors' roles in guiding and supporting novice teachers in Dangila district primary schools. Therefore, interested teachers are recommended to investigate it in- depth and in broader scope of the current situation of the mentoring program with different settings.

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