



تقييم البرنامج الإرشادي (النظرية والتطبيق) للمعلمين المرشدين في المدارس الثانوية  
بمحافظة اب من وجهة نظرهم

**Evaluation of Mentoring in Thought and Action Program for  
Secondary School Mentor-Teachers from Their Perceptions**

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## الملخص:

هدفت هذه الدراسة الى تقييم البرنامج الإرشادي (النظرية والتطبيق) للمعلمين المرشدين في المدارس الثانوية بمحافظة اب من وجهة نظرهم والذي نفذ بواسطة وزارة التربية والتعليم في العام الأكاديمي 2014م. ولتحقيق اهداف الدراسة، استخدم الباحث المنهج الوصفي، بالاستعانة باستبانة مكونة من (25) فقرة مغلقة وفتحتان مفتوحتان، وزعت على عينة مقصودة مكونة من (20) مدرساً ممن التحقوا بالبرنامج الإرشادي. ولقد خلصت الدراسة إلى وجود وجهة نظر إيجابية نحو البرنامج الإرشادي، برغم الإعاقات التي أعاقت تطبيق هذا البرنامج لاحقاً في المدارس الثانوية بالمحافظة، نظراً لاندلاع الحرب في نفس العام. ولقد أوصت الدراسة صناعات القرار والسلطات التربوية ومدراء المدارس بدعم عملية الإرشاد التربوي، بشكل رسمي وغير رسمي كتطبيق مثل هذه البرامج الإرشادية، وعقد الورشات والمناقشات والزيارات الإرشادية، بهدف الحصول على التعليم النوعي للغة الانجليزية في الواقع اليمني.

**الكلمات المفتاحية:** المعلم المرشد، الإرشاد، النظرية والتطبيق، وجهة النظر، البرنامج.

## Abstract:

The primary aim of this study was to find out how the Yemeni secondary school mentor-teachers perceived "Mentoring in Thought and Action"- a mentoring program implemented by the Ministry of Education and conducted in the academic year 2014. To get adequate data, the descriptive methodology was used. The data were gathered through a questionnaire containing 25 closed-ended questions and two open-ended ones. Twenty mentor-teachers who joined this program were chosen purposefully to participate in this study. The results showed that the participants had positive perceptions towards the mentoring program with a total ( $M=3.20$  &  $SD= 1.11$ ) in spite of some difficulties happened in the same year. Recommendations called policy makers, educational authorities, and school administrators to support the mentoring process either formally or informally by means of conducting further mentoring programs, workshops, discussions, visits, etc. to improve the quality of English language teaching and learning in the Yemeni situation.

**Keywords:** mentor-teachers, mentoring, thought and action, perceptions, program.

## Introduction

An evaluation of any program is a critical foundation in its formation, implementation, analysis, and improvement. The evaluation process whether formative or summative aims at measuring the program effectiveness, accomplishments, goals, and outcomes to determine its strengths, weaknesses and sustainability to be applied in the future. But, before conducting any program, it should be evaluated by some experts who are supposed to ask beneficiaries to express their perceptions, opinions, attitudes, and beliefs towards this program and give their feedback and recommendations regarding its suitability, progress, strengths and weaknesses to the

concerned bodies and policy makers (Hines, 2009).

Policy makers based on evaluation findings are supposed to provide the beneficiaries with guidance, recruit talented mentors, identify mentoring needs, seek for sponsors' support, justify its resources, point out mentoring challenges, and give some recommendations and plans for further programs. The findings and outcomes of the evaluation process will help in improving mentors' competencies, enhancing the professional development and confidence of mentees, curing program weaknesses, sustaining its strengths, driving positive direction and development of the program,

increasing the knowledge, skills, attitudes, values, and experiences of the mentees, and expanding future participation in further programs (Bland et al., 2011).

Evaluation process could be achieved in three stages: a) the first stage deals with appropriately designing and developing a program to meet its objectives and goals, b) the second stage deals with selecting mentors, suitable activities, training methods, and supportive environment for conducting the program, and c) the third stage deals with evaluating the results and the outcomes of the program. To sum up, there are some issues that should be taken into consideration when evaluating a mentoring program: its content, formation, implementation, results, findings and outcomes. So, evaluating a mentoring program is a crucial issue in making necessary adjustments to determine its effectiveness, relevance, and sustainability which could be achieved in this study by evaluating the program of "Mentoring in Thought and Action" to be conducted in the near future.

### Statement of the Problem

Because of the rapid changes and challenges of technological revolution regarding teaching and learning processes besides the crucial need for English qualified teachers at schools as pointed out through a series of interviews and training needs assessment workshops, the Ministry of Education in Yemen has made some arrangements for a shift in classroom practices from outdated, teacher-centered instructions to a more updated, learner-centered ones to guide, advise and develop secondary school teachers' competency as prospective mentors and prepare them for economic, social and technological challenges of today's world (Bernard et al., 2014). In 2014, the Ministry of Education conducted a mentoring program named 'Mentoring in Thought and Action' prepared by the "Spectacle Learning Media Team" and administered by the "Educational Projects Administration Unit" to enhance the quality and quantity of English language teaching in the Yemeni secondary schools based on both theoretical concepts and practical skills of mentoring (Bernard et al., 2014).

After finishing the training process of the selected teachers as prospective mentors, some of them managed to implement this program and transfer their knowledge, experience, and skills to the Yemeni secondary school teachers in some districts such as Al-Mashanah and Al-Dhehar, Ibb city. Other mentor-teachers couldn't implement it because of the difficult circumstances, instability, and lack of fund and support in Yemen due to the war that took place in the same year. Therefore, this study aims at evaluating this program to point out its suitability and sustainability, improve and update a good model of mentoring programs for training a qualified cadre of experienced teachers to be prospective mentors for the sake of helping novice teachers, building their capacities through mentoring, improving their professional development and enhancing their retention in the teaching profession hoping to be conducted again in the near future.

### Literature Review

Mentoring is a productive process by which more skilled teachers teach, sponsor, encourage, counsel and support the less skilled or inexperienced ones for the sake of promoting the latter's professionalism by means of different kinds of professional support and constructive feedback (Daresh, 2004). It is a matter of professional practice and interactions between a more experienced and knowledgeable mentor and mentees for the purposes of the latter's professional development and support. It is also a theory and practice for building mutual relationship between mentors and mentees based on mutual trust and constructive feedback. Moreover, it is a reciprocal, dynamic and reflective process aiming at developing mentees' knowledge, skills, dispositions, attitudes and values in a suitable and safe environment which in turn improve students' quality of learning afterwards (Shea, 2002).

Mentoring is an old practice since ancient Greek when Odysseus, the King of Athena, went to fight in the Trojan War. He left the care of his son Telemachus to an old and trusted friend named "Mentor." "Mentor" served as a teacher and as an overseer of Odysseus's son, and his role was not just to raise and care for

Telemachus but to prepare him for the coming responsibilities and tasks. When the king comes back, he finds his son has grown up spiritually, intellectually, mentally, and emotionally under the care, advice and wisdom of "Mentor". Thereby, the term "Mentor" has now become equal to the concept of a trusted adviser, friend, teacher, guide, counselor, positive role model, wise and experienced counselor trusted to educate young men with little experience and knowledge (Pask & Joy, 2007).

The profession of mentoring is still needed and used nowadays and perhaps in the future in different fields and situations. According to Ambrosetti (2010), the nature of mentoring requires mentor-teachers to go through an actual set of long-time and systematic mentoring programs to be able to convey their knowledge, skills, support, and experience to new teachers because it is only the well-trained teachers who could achieve a highly qualified learning environment for their students.

With regard to a mentoring program, it refers to different kinds of activities and tasks such as orientation sessions, collaborative periods, developmental workshops, extra classroom assistance and meetings with mentors. The nature and the quality of a mentoring program play an important role in new teachers' competence. The overall objective of a mentoring program is to give new teachers a local guide of learning and teaching processes (Britton, Paine, Raizen, & Pimm, 2003). The best mentoring program should create some kind of interaction among mentors and mentees and build some kind of mutual trust, relationship and respect between mentors and mentees (Wong, Britton & Ganser, 2005).

An effective mentoring program has two kinds of outstanding practices: communication and support. Communication practices, on the one hand, deal with mentor's ability to deliver adequate information about the procedures, content, tasks, experiences and skills that should be learned and mentored, explain the benefits of attending mentoring programs, and provide constructive feedback. On the other hand, support practices deal supporting mentees emotionally, administratively, and pedagogically to enable them acquire new

knowledge, experience, and have positive attitudes towards mentoring process (Zuraidah et al., 2004). Fox et al (2010) assert that the most important part of mentoring is to help both mentors and mentees to rethink of practices and views about successful learning and teaching to improve the ultimate performance of teachers, maintain the quality of teaching and reduce the turnover among novice teachers.

Being a mentor, one should carry out many duties such as becoming a role model, a source of motivation, a good communicator, a supervisor and supporter, guidance and suggestions provider, skills improver, and finally able to carry out all these responsibilities firmly (Bland et al., 2011). As a mentor, one should be equipped with necessary pedagogical knowledge, skills, vocational competences, and personal abilities. The most important characteristics of a good mentor is to be a good listener to mentees, be able to motivate them, have the power of persuasion, and be punctual at time-management (Allen & Eby, 2007).

Meyer and Mabosa (2007) also show that mentors are supposed to provide two kinds of supports: professional and psychosocial. While the professional support deals with training, coaching, sponsoring, developing and adopting mentee's visibility, the psychosocial support deals with counseling, role modeling, encouraging, providing constructive feedback, and guiding mentors to be experts in the teaching profession and confident when dealing with everyday life situations.

Furthermore, Christine et al (2011) affirm that an outstanding mentor should have admirable personal qualities: be compassionate, enthusiastic, generous, honest, insightful, selfless, and wise. They must provide guidance in a productive manner. The mentor must be able to highlight the potential in mentees and emphasize the importance of on-going communication.

There are many reasons beyond conducting mentoring programs. First of all, mentoring programs are essential factors beyond the success and effectiveness of mentees, mentors, and educational institutions. Mentoring programs help mentees practice career development and increase their confidence in

the workplace, and help mentors get satisfaction, collegiality, networking, and career enhancement, and finally improve productivity, recruiting, socialization of educational institutions.

Secondly, novice teachers deal with a huge number of pedagogical, social and administrative challenges and demands such as students' naughty behavior and classroom disturbances, deficiency of experience, low sense of self-efficacy, inability to cope with real situations, over workload, extra tasks, lack of appreciation from colleagues, and low academic outcomes and motivation. This greatly affects teacher's performance, productivity, competency, and socialization and make them feel as if they were thrown into the classroom to "sink-or-swim." So, mentoring programs become crucial ways to help them come over such challenges and demands (Deal & Chatman 2012, p. 26).

Thirdly, by mentoring programs; however, teachers could learn more effective practices to achieve competence in teaching. Many researches (Strong, Fletcher, & Villar, 2004) reveals that new teachers who received intensive mentoring had significant effect on students' achievement within a year. Furthermore, (Charleston-Cormier 2006; McCollum, 2014 and Yirci, 2017) shows that the trained teachers valued and positively perceived mentoring program as they support them instructionally, emotionally; and administratively. On the contrary, the novice teachers who are not prepared enough academically and professionally to deal with every day challenges and problems, inevitably, will leave the teaching profession in the first years due to the lack of professional support, time concerns, occasional mentor and mentees' mismatch and different attitudes towards mentoring, lack school heads' encouragement, and lack of mentors and mentoring programs (Stansbury & Zimmerman, 2000; Koroleva, 2007).

Fourthly, Klassen and Chiu (2010) confirm the need for supporting teachers by means of a verbal constructive encouragement and feedback to improve their teaching career and avoid their retention and stress. New teachers need to be involved and accepted as part of

teaching staff to achieve professional success. According to Sutch, Darling-Hammond and Carver-Thomas (2016), though public and private schools employ a huge number of teachers every year, 40% of them leave the job in the first five years due to the shortage of collegial and supervisors support, mentoring programs and educational support which may lead to teachers' attrition crisis.

Finally, Bang and Luft (2014) show that novice teachers to work with professional teachers in mentoring programs to obtain the some professional, administrative, and communication skills when dealing with students and to have a wide knowledge about teaching practices, beliefs, and content knowledge and ways of diagnosing students' needs and behaviors. For them, "the induction of new teachers into their craft is one of the most critical parts of this improvement process" (p.26) which could be achieved by conducting suitable mentoring programs.

### Questions of the Study

This study attempts to answer the following questions:

- 1) What are secondary school mentor-teachers' perceptions towards the mentoring program "Mentoring in Thought and Action"?
2. What are the main skills for achieving effective mentoring process?
- 3) What are the main hindrances that hinder the implementation of mentoring process in Yemeni context?

### Methodology

The descriptive methodology via quantitative method is used in conducting this study. For gathering adequate data, a reviewed questionnaire containing 25 close-ended questions and two open ended ones has been administered to 20 mentor-teachers who joined the mentoring program "Mentoring in Thought and Action". The data regarding the two open ended questions were collated and themed qualitatively then analyzed quantitatively by means of using the descriptive statistics.

### Population and Sample of the Study

The population of this study was all mentor-teachers who were trained on the mentoring program "Mentoring in Thought and Action" in

Ibb governorate. Twenty mentor-teachers of them were selected purposefully depending on the records of mentor-teachers at Ibb Education Office. The participants had joined the mentoring program offered by the Ministry of Education and implemented it in secondary schools in their districts. Ten of the participants (50%) were from Al-Mashana District and the other ten (50%) were from Al-Dhehar District. The participants had been working at different public secondary schools for considerable years in Al-Mashana and Al-Dhehar Districts, Ibb City. Among those participants, the males were the majority (80% males and 20% females (see Table 2 below).

**Table 1**  
**Names of Districts and Number of Participants**

No	District	No. Teachers
1.	Al-Mashana	10
2.	Al-Dhehar	10

With respect to the background of the participants in terms of gender and experience, the number of the participants involved in this study was 20 mentor- teachers. Sixteen of them (80%) were males, and four of them (20%) were females. Eight of them (40%) had served 5-10 years, and 12 of them (60%) had served more than years. This shows that most of the participants were experienced enough to be prospective mentors and had adequate work experience in the teaching profession.

**Table 2**  
**Descriptive Statistics of Participants' Demographic Variables \**

Variables	Category	Frequency	Percentages
<b>Gender</b>	Male	16	80%
	Female	4	20%
<b>Experience</b>	5-10 years	8	40%
	more than10 years	12	60%

### Study Procedures and Data Analysis

Based on the objectives of the mentoring program, the literature review regarding the mentoring process, and the researcher's experience and knowledge as mentor-teacher in Ibb Education Office, the researcher has designed a questionnaire containing 25 items with two sections (see appendix A). In the

second semester of the academic year 2021/2022, the researcher distributed 20 copies of the perception questionnaire, and requested the participants to, honestly, respond to the items of the questionnaire. All the copies of the questionnaire were returned with a return rate of 100%. The answered copies of the questionnaire were kept with the researcher for further analysis later on. It is also worth indicating that the analysis of data associated with the study results was based on participants' responses to the 25 close-ended items (1-25) as well as the two open-ended questions provided in the questionnaire. The participants were asked to indicate their range of perceptions towards the mentoring program based on Likert's 5-point scale with five options 1-5, wherein 5= strongly agree, 4 = agree, 3 = undecided, 2 =disagree, and 1 = strongly disagree. The descriptive statistics represented by the mean scores, standard deviation, and frequencies were used to analyze and calculate the data of the study using SPSS V. 21.

### Results and Discussion

#### Results related to participants' perceptions towards the mentoring program "Mentoring in Thought and Action"

The first question of this study was "What are the perceptions of secondary school mentor-teachers towards the mentoring program "Mentoring in Thought and Action"? To get adequate data regarding this question, the researcher used a perception questionnaire containing 25 close-ended items. The participants were asked to express their perceptions towards the mentoring program by answering the (1-25) close-ended items. Their answers were analyzed and calculated using descriptive statistics (mean scores, standard deviations, and frequencies) at the level of all items of questionnaire as a whole and at the level of each item of this questionnaire.

Starting with data analysis of the participants' responses to the 25 items of the questionnaire as a whole, the results show that the participants' perceptions towards mentoring program is generally positive based on Liker's rating scale. This could be seen in the total average of all positively worded items with a total mean score of 3.20 and a total standard deviation of 1.11.

The mentoring program was perceived as an effective strategy in mentor-teachers' professional development in terms of planning and implementing updated teaching methods, creating relationships with others, using

different kinds correction techniques, and giving feedback.

**Table 3**  
**Descriptive Statistics of Mentor-Teachers' Perceptions of the Mentoring Program**

No.	Item	Mean	SD	Rank
1.	The mentoring program exposed me to various teaching strategies.	3.95	0.98	2
2.	The mentoring program helped me develop a positive attitude towards teaching.	3.40	1.02	5
3	The mentoring program provided me with emotional support.	2.83	0.93	15
4	The mentoring program provided me with administrative support.	3.23	1.10	9
5	The mentoring program provided me with pedagogical support.	3.37	1.13	7
6	The mentoring program helped me a lot in writing a practical lesson plan.	2.73	1.35	17
7	The mentoring program made me feel a sense of confidence to teach.	2.75	1.05	17
8.	The mentoring program helped me develop a sense of professionalism.	3.23	1.10	9
9	The mentoring program provided me with strategies to collaborate with experienced teachers.	3.15	1.06	12
10	The mentoring program allowed me to build mutual relationship with other novice teachers.	3.29	0.98	8
11	The mentoring program influenced my decision to remain in teaching.	3.01	1.13	14
12	The mentoring program gave me an opportunity to share my experiences with other teachers.	2.55	1.21	19
13	The mentoring program provided me with constructive feedback from experienced teachers based on their observations.	3.07	1.13	13
14	The mentoring program gave me an opportunity to develop my mentoring skills.	4.01	1.06	1
15	The mentoring program gave me a chance to identify problem areas through reflective questioning.	3.19	1.07	11
16	The mentoring program guided me to adapt myself to the teaching profession.	3.29	0.98	8
17	The mentoring program helped me reduce feelings of isolation.	3.37	1.16	6
18	The mentoring program afforded me opportunities to discuss classroom management strategies.	2.73	1.35	18
19	The mentoring program guided me to use media in class rooms while teaching.	3.23	1.04	10
20	The mentoring program provided me with strategies of assessing students' performance	3.91	1.04	3
21	The mentoring program helped me develop my professional growth.	3.45	1.17	4
22	The mentoring program provided me with some suggestions on mentorship process.	3.19	1.31	11
23	My mentor was readily available to assist me any time.	3.35	1.11	7
24	The time of the program sessions was adequate.	3.01	1.17	14
25	The facilities of the program were provided.	2.76	1.11	16
	<b>Total</b>	<b>3.20</b>	<b>1.11</b>	

With regard to data analysis at the level of each item of the questionnaire, the mean scores and standard deviations were analyzed for each item based on Likert's scale. It was found that Items (1, 2, 4, 9, 10, , 13, 14, 15, 17, 19, 21, 23, 30) got the highest ranks (4.20-3.40). These

items are related to pedagogical and administrative support the mentoring program provided mentor-teachers with. Moreover, Items (3, 6, 7,11, 18, 21, 24, 25) got the moderate ranks (3.39-2.60). These items are related to emotional support, mentoring facilities, classroom management and crating

confidence and getting rid of isolation while teaching. Only Item (12) got the lowest rank (2.59-1.80) which dealt with sharing experiences and resources due to the absence of follow up after finishing the training period of the mentoring program because of the difficult circumstances due to the war in Yemen.

Moreover, Item 14 "The mentoring program gave me an opportunity to develop my mentoring skills" got the top rank with a mean score of (4.01) and a standard deviation of (1.06). This could be attribute to the nature of the mentoring program which aims at developing teachers' mentoring skills such as guidance, constructive feedback, building relationships with others, etc. Item 1 "The mentoring program exposed me to various teaching strategies" also got the 2<sup>nd</sup> rank with a mean score of 3.95 and a standard deviation of (0.98). This could be attributed to the well-design and content of the program which include many teaching methods. It exposed teachers to updated methods, helped them to reflect their own teaching practices and made them eager to update their ways of teaching to achieve success in teaching English as a foreign language. Being able to change update teaching methods according to the needs of students creates a great desire for retention in the teaching profession. On the contrary, Item 12 "The mentoring program gave me an opportunity to share my experiences with other teachers" scored the last rank with a mean of (2.55) and standard deviations of (1.21). This could be attributed to the lack of time, instability of training process, and absence of follow up process because of the war that took place in the days of conducting the mentoring program.

Its is could be said that the results of this study come in line with the findings of (Charleston-Cormier 2006; McCollum, 2014;

Yirci, 2017) which reveal that mentoring programs were perceived positively by participants as they were useful in enhancing teachers' knowledge, experiences and expertise and providing them with opportunities to communicate, share benefits regardless of any challenges happened when conducting such programs.

### Results related to participants' perceptions of the main skills for achieving effective mentoring process

The second question of this study was "What are the main skills for achieving effective mentoring process"? To get adequate data regarding the main skills for achieving effective mentoring process, the researcher used the first open-ended question of the questionnaire. The participants' responses were grouped into categories to look for the key ideas, then themed and coded based on frequency accounts of "reoccurrence themes" using a standard content analysis (Mckay, 2006). Frequencies were used to determine the total number of phrases that reoccurred per a theme then percentages of the reoccurred themes were calculated. The key themes were presented in a table according to its reoccurrence and ranked according to the percentage value of each theme (see Table 4 below). To make it clear, the analysis of data regarding this question was done by editing and grouping participants' answers into themes qualitatively then analyzing and ranking them quantitatively by means of frequencies and percentages.

**Table 4**  
**Descriptive Statistics of Mentoring Process Main Skills**

No.	Main Mentoring Skills	Frequency	Percentages	Rank
1	Listening actively	18	90%	1
2	Building trust with mentees	16	80%	2
3	Encouragement	12	60%	5
4	Identifying goals	10	50%	7
5	Developing teaching capabilities	15	75%%	3
6	Providing constructive feedback	14	70%	4
7	Building mutual relationships	11	55%	6



Based on the participants' responses to question two of the study, it was found that there were seven main mentoring skills mentors and mentees should acquire to achieve an effective mentoring process. "Listening actively" was the top main mentoring skill mentors and mentees should have with a percentage of 90%. Active listening is the most essential mentoring skill on which other skills depend. It leads to trust building and feeling a sense of acceptance and mutual relationship between mentors and mentees. Both mentors and mentees should be trained previously in listening skills to be able to develop communication and relationship skills. "Building trust" was the second main mentoring skill with a percentage of 80%. The more mentors and mentees trust each other, the more committed they would be to their partnerships and the more respect and confidence they would have. Mentors and mentees should accept each other and avoid barriers of effective mentoring. In addition, both of them should have a desire to work together where the mentor is ready to mentor mentees and the mentees are ready to be mentored.

"Developing teaching capabilities" was the third main skill to achieve successful mentoring process with a percentage of 75%. All mentors do some teaching or instruction as part of mentoring requirements to acquire some teaching strategies and ideas, processes a tutoring mode and reflect what they have acquired provided that mentors observe them and support them constructively. "Providing constructive feedback" was the fourth main mentoring skill with a percentage of 70%. Giving a sincere and constructive feedback is one of the potentials of effective mentoring partnership. Mentors should be willing and able to give mentees positive and frequent feedback especially when they make mistakes or perform weakly. "Encouragement" was the fifth main skill with a percentage of 60%. The most valued mentoring skill is giving encouragement. This could be represented by giving mentees some recognition, sincere positive verbal feedback, and praise to increase their confidence and enable them to develop their abilities. On other hand, successful mentees reinforce their mentors' performance

positively which serves to keep their mentors focused and motivated. This could be achieved by a matter of compliment and expressing thanks and appreciation for each other.

"Building mutual relationships" was the sixth main skill with a percentage of 55%. Building mutual relationship is necessary for establishing and negotiating the mentoring arrangements with mentors, including agreements on goals, expectations, length of the relationships, confidentiality, feedback processes, and meeting schedules. Familiarity also greatly facilitates the mentor/mentees' relationship besides having some personal and professional qualities. "Identifying goals" was the seventh mentoring skill with a percentage of 50%. Both mentors and mentees should have a personal vision, specific goals, and a good grasp of current reality. Mentor should be clear on and talk to their mentees about their visions, dreams, career goals, strengths and weaknesses as well as the current reality of situations of their schools to determine their roles and responsibilities.

It could be concluded there are many skills that should be acquired and developed by both mentors and mentees to achieve successful mentoring practices. These findings are consistent with the findings of some researchers (Zuraidah et al., 2004; Meyer & Mabosa, 2007; Bang & Luft, 2014) which show the need for supporting mentees professionally emotionally, administratively, and pedagogically to enable them acquire adequate knowledge, experience, stay in the teaching profession and have positive attitudes towards mentoring practices. Wong, Britton & Ganser, (2005) and Allen & Eby (2007) mentioned some skills mentors and mentees have to acquire to achieve successful mentoring relationship and practices.

### **Results related to the main hindrances that hinder the implementation of mentoring in Yemeni context**

The third question of this study was "What are the main hindrances that hinder the implementation of mentoring in Yemeni context"? To get adequate data regarding the main hindrances that hinder the implementation of mentoring in the Yemeni

context, the researcher used the second open-ended question of the questionnaire. The analysis of data regarding this question was done by editing and grouping participants' answers into themes qualitatively then analyzing and ranking them quantitatively by means of frequencies and percentages as shown Table 5 below. The participants' responses to this question were grouped into categories to look for the key ideas, then themed and coded based on frequency accounts of "reoccurrence themes" using a standard content analysis.

Frequencies were used to determine the total number of phrases that reoccurred per a theme. Once, the total number of phrases per a theme was determined, then percentages of the reoccurred themes were calculated. Then the themes were presented in a table according to its reoccurrence and ranked according to the percentage's values of the themes (see Table 5 below).

**Table 5**  
**Descriptive Statistics of Mentor-Teachers' Perceptions of the Main Hindrances**

No.	Items	Frequency	Percentages	Rank
1	Absence of awareness of mentoring	15	75%	1
2	Shortage of fund and support	13	65%	2
3	Dependence on supervision process instead of mentoring process	11	55%	4
4	Shortage of qualified mentors	12	60%	3
5	Shortage of mentoring facilities	10	50%	5
6	Lack of time	8	40%	6
7	Lack of encouragement from school administrators'	7	35%	7
8	Mentors and mentees' mismatch	6	30%	8
9	Absence of effective communication between school administrators and education offices	5	25%	9
10	Shortage of supportive environment	4	20%	10

Based on the participants' responses to question three of the study, it was found that there were many hindrances that might impede the process of mentoring in Yemeni context. "The absence of awareness of mentoring process" was the first hindrance with a percentage of 75%. This could be attributed to the shortage of knowledge and unfamiliarity with mentoring process in the Yemeni context. "Shortage of support and fund" got the second rank of hindrances with a percentage of 65%, and this could be attributed to the difficult situation in Yemen because of the recent war. without any fund and support, there will be no mentoring programs, workshops or any progress in teaching process. "Shortage of qualified mentors" got the third rank with a percentage of 60%. "Dependence on supervision process instead of mentoring process" got the fourth rank with a percentage of 55%. There are no future plans for training experienced teachers as prospective mentors because of the great dependence on supervisors to evaluate teachers. "Shortage of mentoring facilities" got the fifth rank of hindrances with a percentage of 50%. During the mentoring process, teachers

suffer from shortage in stationary, projectors and materials used for training process. "Lack of time" was the sixth hindrance with a percentage of 40%. Teachers are overloaded with work and afraid to waste the time of their students when joining the mentoring programs. "Lack of encouragement from school administrators" got the seventh rank with a percentage of 35%. Some school heads are strict, and they do not give any chance for their teachers to develop themselves as mentors. "Mentors and mentees mismatch" was the eighth hindrance with a percentage of 30% because some mentees have different values and beliefs towards mentoring and believe that their mentors attempt to impose their teaching style and ideas on them. "Absence of effective communication between school administrators and education offices" was the ninth hindrance with a percentage of 25%, and "shortage of supportive environment" was the 10<sup>th</sup> hindrance with a percentage of 20%.

In sum, these findings showed that there were really many hindrances and obstacles that might hinder the implementation of mentoring programs and practices in the Yemeni context. These findings are similar, to some extent, to

the findings of some researchers (Stansbury & Zimmerman, 2000; Koroleva, 2007) which show that there were some challenges impeding the process of mentoring and mentoring programs such as to lack of teachers' professional support, time concerns, occasional mentor and mentees' mismatch, different attitudes towards mentoring, lack of school heads' encouragement, and lack of qualified mentors and mentoring programs.

### Conclusion

Mentoring programs are effective ways for developing teachers' professionalism. The Yemeni secondary school mentor-teachers revealed positive impressions and perceptions towards the mentoring program "Mentoring in Thought and Action", as it developed their quality of teaching which entailed improving students' learning, as well. The mentoring program dealt with many supportive aspects such as developing mentor-teachers' teaching strategies and skills, guiding them on how to deal with naughty students, create supportive teaching environment, develop their professionalism and communication skills, etc. Mentor-teachers also added that they were exposed to teaching practices, reflection opportunities, emotional support, and mutual relationships with others around them. Based on the findings of the study, The current study recommended that there are many skills and competencies both mentors and mentees should develop to achieve success in mentoring practices and programs such as setting goals previously, sharing experience, building relationships, and widening their pedagogical knowledge. In addition, the study recommended that there were many hindrances and problems that should be overcome and solved to implement the mentoring successfully in the Yemeni context.

### Limitation of the Study

Due to the small number of secondary school teachers who joined the mentoring program and trained as prospective mentors at Ibb Education Office, the sample of the study was limited to the mentor-teachers who had been trained and implemented the mentoring program in their districts (Al-Mashana and Al-Dhehar), Ibb city.

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**Appendix A**

Questionnaire

*Thank you in advance for your time and help*

**Dears,**

I have written this questionnaire as an instrument for my present study entitled " **Evaluation of "Mentoring in Thought and Action" Program for Secondary School Teachers from Their Perceptions** " which requires field responses from you. In this questionnaire you are requested to write down your choice of the alternatives and be sure that your responses will be very confidential and will be used only for the purpose of the study.

**Section (1): Teachers' Demographic Information:**

1		.....
2	Gender	.....
3	Age	.....
4	Qualifications	.....
5	Years of experience	.....
6	Place of work	.....

**Section (2): Close-ended questions**

N	Item	strongly agree	agree	Undecided	Disagreed	Strongly Disagree
1.	The mentoring program exposed me to various teaching strategies.					
2.	The mentoring program helped me develop a positive attitude towards teaching.					
3	The mentoring program provided me with emotional support.					

4	The mentoring program provided me with administrative support.				
5	The mentoring program provided me with pedagogical support.				
6	The mentoring program helped me a lot in creating a practical lesson plan.				
7	The mentoring program made me feel a sense of confidence to teach.				
8.	The mentoring program helped me develop a sense of professionalism.				
9	The mentoring program provided me with strategies to collaborate with experienced teachers.				
10	The mentoring program allowed me to build mutual relationship with other novice teachers.				
11	The mentoring program influenced my decision to remain in teaching.				
12	The mentoring program gave me an opportunity to share my experiences with other teachers.				
13	The mentoring program provided me with constructive feedback from experienced teachers based on their observations.				
14	The mentoring program gave me an opportunity to develop my mentoring skills.				
15	The mentoring program gave me a chance to identify problem areas through reflective questioning.				
16	The mentoring program guided me to adapt myself to the teaching profession.				
17	The mentoring program helped me reduce feelings of isolation.				
18	The mentoring program afforded me opportunities to discuss classroom management strategies.				
19	The mentoring program guided me to use media in class rooms while teaching.				
20	The mentoring program provided me with strategies of assessing students' performance				
21	The mentoring program helped me develop my professional growth.				
22	The mentoring program provided me with some suggestions on mentorship process.				
23	My mentor was readily available to assist me any time.				
24	The time of the program sessions was adequate.				
25	The facilities of the program were provided.				
	<b>Total</b>				

**Section 3: Open-ended questions**

**1.What are the main skills for achieving effective mentoring process?**

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