

Challenges and Opportunities of Mentoring Pre-service EFL Teachers at Hossana Teacher Education College

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Keywords

Mentoring, Pre-Service Teachers, Co-Operating Teachers, Challenges, Opportunities

Abstract

The purpose of this mixed method design study was to investigate the challenges and opportunities of mentoring pre-service EFL teachers through the lenses of the five factors mentoring model. Data was collected during pre-service teachers' field practice. The participants were 10 purposively selected mentees and 5 mentors in phase one, and 107 mentees from one purposively selected Teacher Education College in phase two. Mentees participated in two rounds of semi-structured interviews. Mentors also participated in semi-structured interviews during mentoring practice. In phase two, the questionnaire was administered to 107 mentees. The data gathered from the interview was coded to draw themes and analyzed separately. Data gathered via questionnaire was tabulated and analyzed in descriptive statistics using SPSS version 16. The finding of the study revealed that pre-service EFL teachers faced numerous challenges as well as opportunities. It was also investigated that mentoring pre-service EFL teachers became more successful when they were provided with steady support by experienced mentors. Nevertheless, some mentees felt uncertain due to the strategies employed by their mentors. The study forwarded implications that effective mentoring enhances teachers' professional development.

Article History

Received
Feb 28, 2023
Accepted
June 25, 2023
Published
June 30, 2023

Introduction

Quality education in general and teachers' professional development in particular has remained a big challenge for the Ethiopian education system. Although tremendous achievements have been made in terms of quantitative expansion, the quality of education has deteriorated and student achievement declined from time to time (Fekede & Fiorucci, 2012). Research indicated that due to the expansion of education and large class sizes; teachers heavily relied on traditional teaching methods resulting in declining students' academic achievement and poor-quality education. As one can witness from experience to date large number of newly qualified teachers leave the teaching profession very quickly. Some others are making necessary preparations aiming to join different organizations seeking a better life. Thus, the MOE formulated an education policy that aimed to emphasize upgrading and updating the professional skills of both pre-service and in-service teachers. Accordingly, the Ministry has introduced programs like HDP, CPD, ELIP, SBEM, EGRW, Practicum, and PGDT at every level of education (MOE, 1994). Although the MOE has carried out all these programs, the quality of education has been declining from time to time.

Education experts often criticized the procedure by which these programs were carried out (Fekede and Fiorucci, 2012). For example, the prime concern of such a program was associated with fundraising programs rather than quality education which designed quality education for all citizens (Birbirso, 2013). Therefore, it's worth paying attention to these programs and planning to investigate the mystery behind teacher professional development. This study aimed to investigate major challenges that primary school pre-service EFL teachers face during their mentoring practices based on the mentoring model at Hossana Teacher Education College. Besides, the study aimed to investigate what benefits mentees gain from mentoring practice.

The Research Questions

The study attempts to answer the following research questions from the perspective of mentoring pre-service EFL teachers.

1. What challenges do pre-service EFL teachers face during their field practices?
2. What type of opportunities does mentoring provide mentees with to develop their professional skills?
3. How do mentees alleviate the challenges they face during their field studies?

Review of Literature

There are various definitions of mentoring in each definition has equivalent relevance of its own. However, for this study, the following definition of mentoring is found more comprehensive. According to Kay and Hinds, mentoring is:

The relation between two parties (i.e. mentor and mentee), who are not connected in a line management structure, in which one party (the mentor) guides the other (the mentee) through a period of change and towards an agreed objectives, or assists them to be acquainted with a new situation (Kay & Hinds, 2009).

As can be read from the definition, mentoring is a two-way interaction in which there should be no hierarchical differences. Besides, the relationship should be based on clearly stated objectives. Moreover, the value and importance of a mentor in facilitating mentees'

learning is further supported by educational psychologists including Vygotsky's (1978) conception of more knowledgeable one helps another move from one point to a point beyond what they could get their own and demonstrated repeatedly in field of education through research and practice in a great deal of literary works. The objective of a mentoring scheme is to assist mentees to achieve a particular goal; however, emphasis must be on helping them through a process and not doing the work for them or dictating to them how it must be done, (Kay & Hinds, 2009).

Mentoring in Pre-service Teacher Education

Practicing teaching is one of the most important requirements that help student teachers graduate from teacher education institutions (Yesilbersa et al., 2013). Thus teaching practices aim to integrate educational theory with practice, and provide pre-service teachers the opportunity to teach and participate in multiple types of teaching experiences that are essential for their professional learning. Throughout the field experiences, pre-service teachers were exposed to various mentoring activities of cooperating teachers and supervisors. Mentoring, as defined by Malderaz (2009), is "Being supportive of transformation or the development of mentees and their acceptance into a professional community". However, the supervisor's role is more focused on evaluation and judgmental processes set by an organization rather than mentees' professional development. , Okan and Yildirim (2004) argue that mentoring is an essential concept in developing pedagogical skills of pre-service teachers' field practice.

Mentoring is a process of social interaction in which mentors and mentees form and practice for the interaction of career development purposes and in response to contextual challenges they may face (Fairbema et al., 2000). These relationships can be summarized into three major areas that synthesize a holistic mentoring relationship relational, developmental, and contextual (Lai, 2005). The relational component focuses on the relationship between mentors and mentees created during practicum placement. Whereas, the developmental part refers to how mentors and mentees develop personally and professionally, to achieve their common goals. The contextual component deals with the cultural and situational characteristics of the school community where they are assigned to work. These three components are the most decisive factors that impact the success of mentoring programs.

Benefits of Mentoring

Mentoring provides paramount benefits to mentors, mentees, and education systems (Hagger & McIntyre, 2006; McCann & Johannessen, 2008; Smith & Ingersoll, 2004). Concerning this, Zey (1984) introduced a Mutual Benefits Model which is drawn from social exchange theory. His model is based on the premise that individuals enter into and remain part of relationships to meet certain needs, for as long as parties continue to benefit.

Numerous education experts state that mentoring benefits mentors in various ways. For instance, (Kouze & Posner, 2007; York-Barr et al., 2001; Andrea, 2010) profile of a reflective educator, mentors asserted that mentoring enabled them to increase professional development. Moreover, reflective practice mentors report that it has helped them reflect on their own beliefs about teaching, students, learning, and teaching as a career development. They added that mentoring created opportunities to validate the experience they gained over the years (Ganser, 1997). Mentors indicated that teachers learn more about their subject by teaching, so analyzing and talking about teaching is the opportunity to deepen teaching sensitivity and skills (Tamil Son, 1995).

Mentors claim that their mentoring experiences contributed them a way of giving back to the teaching profession (Boreen et al., 2000). Besides, some mentors point out that continued contact with mentees created better interactions (Breen et al., 2000). Mentor training and experiences can build mentors' capacity for leadership through structured professional development including training and experiences in classroom observation and coaching skills. Mentoring is intended primarily to help mentees' professional development. If they are to achieve all the benefits, they must be briefed adequately (Kay and Hinds, 2009). As a mentor, one should play a significant role in training and developing strategies. The mentor's role would be to discuss with the mentee the nature and purpose of the scheme and the likely benefits he/she can expect, some of which include the following. Mentors can be role models, available to help them focus their careers as caring, and the process transforms both mentors and mentees (Healy & Welchert, 1990). Some of the most common rewards from which mentees benefit are the creation of improved communication and acculturation of pre-service teachers with rules and regulations set by school communities; better staff retention levels and recruitment; prospects of a cost-effective way to support talent development and succession planning; it creates smooth managerial team; appropriately socializes and integrates employee; heightens students academic achievement, and reduces employees termination from the profession (Healy & Welchert, 1990).

The Five Factors Model for Effective Mentoring

A mentoring model first developed by Hudson (2004) and Hudson et al., (2005) points out that five major factors for effective mentoring: personal attributes system requirements, pedagogical knowledge, modeling, and feedback. Embedded within the model is the notion of educative mentoring which is "mentoring that helps novices learn to teach and develop skills and dispositions to continue learning in and from their practice" (Feiman-Nemser, 1998). This is the only model within the literature to define practices specific to mentoring primary English for mentors to positively impact novice learning and development. It helps provide structure for what good mentoring practices look like and became the foundational ideas within the present study's conceptual framework. Emotional support is cited as one of the strongest needs of beginning teachers (Hargreaves & Fullan, 2000; Whittaker, 2000).

Mentors' attributes help them reflect on practices, and instill confidence and a positive attitude in mentees. Research indicates that an effective mentor gives priority to personal and interpersonal skills to create bonds with mentees. These personal attributes focus on maintaining a strong and trustworthy relationship with mentees (Moir, 2009; Bird & Hudson, 2015). Similarly, Danin & Bacon (1999) emphasize that mentors need effective communication using personal attributes, particularly when a mentor is "supportive, and willing to listen". The supportiveness can arrive in terms of professional and emotional support as a way for mentors to interact with mentees. Kilburg (2007) argues that when new teachers do not receive emotional support from their mentors, they become "more apt to have anxiety, insecurity, and lack of confidence". Mentoring support includes encouraging mentees to reflect on teaching experiences towards developing a teaching identity (Pitton, 2006). Glenn (2006) describes the relationship between mentors and mentees as a collaborative "give and take," where mentors and mentees care about each other personally and professionally.

In system requirements, mentors need to articulate the aims, policies, and curricula required by the education system. Achienstein (2006) claims that student teachers join school communities with little information about the culture and politics of school life. Therefore,

they need access to theoretical and practical knowledge of schools as organizations. They also need help navigating the school site and district.

Effective mentors articulate how to schedule lessons for mentees. Preparation for teaching needs to be discussed particularly with location and use of resources. Teaching strategies are keys for effective lesson delivery in which effective mentors can provide experienced perspectives. A mentor needs to check out mentees' content knowledge to ensure it is in keeping with system requirements and appropriate to grade levels. There are incidental problems that arise during lesson delivery in that the mentor can be assisted in how to solve problems. Classroom management including managing students' behavior must be discussed with mentees especially as the mentor has insight into various student's personalities and behavioral traits. Effective teaching requires astute questioning skills for which a mentor can discuss higher and lower-order questions along with equitably distributing the questions. Lessons have a structure so that effective mentors can discuss the implementation processes like ensuring key learning or concepts are appropriate in the introduction, body, and conclusion of lessons. Mentors can provide pedagogical knowledge about assessment and viewpoints of effective teaching practices that link curriculum, pedagogy, and assessment.

Modeling contributes a lot to mentees' professional development (Darling-Hammond et al., 2005). Effective mentors are often viewed as models of best instructional coaches and best instructional practices themselves (Moir, 2009). The mentor's enthusiasm as a teacher can present desirable teaching traits. Importantly teacher-student relationship is central to teaching and demonstrating positive rapport with students can show mentees how these behaviors can facilitate learning. Mentors also need to model appropriate classroom language suitable for students learning, teaching, classroom management, hands-on lessons, etc. Effective mentors model mentees' teaching practices as tangible evidence of what works and what does not (Moir, 2009). Besides, Roehrig et al., (2007) confirmed that successful mentoring occurs when mentors model effective teaching practices. The quality of modeling and opportunities for mentees to observe and engage in practices appear to be a key to successful pedagogical development and can assist mentees in enacting such pedagogy themselves. Successful mentor demonstrates models of pedagogical practices and focuses on instructional issues that student teachers might not detect by themselves (Strong & Baron, 2004).

Effective mentors also articulate expectations and provide advice to mentees in the form of reviewing lesson plans, observing mentees' teaching methods; providing oral and written feedback, and giving further feedback on mentees' evaluation of teaching and learning environment. Mentors usually give feedback to their mentees either orally or in written form and feedback should be delivered in simple language in such a way that builds confidence, creates positive attitudes, and enhances the pedagogical skills of the mentee (Glenn, 2006; Hudson, 2007). Moreover, a mentor's intervention that offers support can assist the mentee's development into the teaching profession. Schmidt (2008) argues that providing mentees with feedback regularly enables them to manage the challenges of teaching. Moreover, Rich and Hannafin (2009) emphasize that a mentor's feedback is highly valuable for pre-service teachers to monitor their teaching practices. Feedback becomes effective when it is specific to mentees' needs, which demands willingness for mentees to engage in a two-way dialogue. Feedback becomes more helpful when it is specifically based on specific teaching practices (Bartell, 2005).

Challenges of Mentoring

Mentoring challenges both mentors and student teachers. Thus investigating those challenges of pre-service teachers has become a burning issue for education experts and

researchers nowadays. Some researchers argue that beginning teachers happen to experience more responsibilities in and out of classrooms during their field practice compared to veteran teachers in which mentees should have to accept the situation without any reaction (Noriani & Chag, 1991; Ming, 2013). For instance, research carried out by Murray-Harvey et al. (2000) indicate that class management, settling disciplinary problem, time management and coping with overall teaching workload were a case in point. Besides, Gan (2013) depicts that pre-service teachers had serious problems implementing suitable pedagogical practices that they had studied in classes from their methodological courses about class management and adjusting their language competency according to students' grade level and psychological development. Furthermore, Yunus et al. (2010) proved that PTs faced challenges regarding students' discipline and motivation to learn the language along with problems they faced in selecting suitable teaching methodologies and strategies.

In-service teachers also encounter challenges while they are carrying out mentoring pre-service EFL teachers. For instance, they face problems of balancing in terms of providing adequate support and freedom that pre-service teachers need. Besides, they lack confidence while offering in-depth knowledge, leadership, and useful professional strategies. Furthermore, they experience the feeling of inefficacy in planning and modifying instruction to best benefit pre-service teachers.

Methods

This study employed a sequential exploratory methods design. The researcher employed a purposive sampling technique to select participants. Five mentors and ten mentees were purposively chosen based on their overall performance and participation during mentoring practices. Data was gathered through semi-structured interviews and questionnaires. The conceptual framework, related to five factors established within the literature as effective in demonstrating a proactive, positive mentoring relationship (Hudson et al., 2005), guided the formulation of the interview questions.

Data Gathering Instruments

This sequential exploratory mixed method design employed two-phase data collecting techniques. In the first phase, data was collected and analyzed by using semi-structured interviews. In phase two data was collected by using a questionnaire. A pilot study was carried out to crosscheck the validity of data collection methods. In this study, a semi-structured interview was utilized to cross-check the reliability of data gathered from other data-gathering tools like document analysis and focus group discussion. Mentors were interviewed to assess their perception of mentoring practices and how mentoring was helpful for their professional development. Similarly, the interview for mentees was based on the type of interaction they had with their mentors, how supportive was school environment for them, and what challenges they faced.

The questionnaire was used as an additional data-gathering tool in this study. This instrument was adapted from literature and developed to suit the purpose of the study. The main reason for this was that using questionnaires helped the researcher collect information from a larger sample than can be reached from interviews. Besides, questionnaires are among the most widely used methods in quantitative research because they commonly need subjects to respond to a situation to help the researcher investigate the participants' perceptions on

issues related to the effectiveness of mentoring practices. Moreover, quantitative results were intended to obtain responses from questionnaires to help the researcher triangulate results gathered from tools.

Method of Data Analysis Procedure

Data analysis followed procedures like preparing data, reviewing and exploring data, analyzing data, and representing data. Thus the procedure of data analysis varied in each phase. The qualitative data was obtained through semi-structured interviews. The data gathered were organized and transcribed into text. After reading the data and notes carefully, qualitative codes were developed. The data coded and labels assigned helped the group and look into related themes analyzed. In phase two, data was prepared based on the information obtained from the literature review and phase one of this research. The data were coded and assigned numeric values followed by recording and preparing data that were suitable for computer analysis. The quantitative data was analyzed with the help of SPSS version 16, a computer-assisted software looking for trends and distributions.

Results

The findings of this study are presented in two phases based on the research questions mentioned earlier. The first part presents qualitative data which was coded and analyzed thematically. The second phase deals with quantitative data analyzed based on descriptive statistics, SPSS version 16. Pre-service teachers study both theoretical and practical skills side by side at teacher education colleges and linkage schools respectively. In doing so, they face various challenges during their field studies. The researcher reduced them to form the following themes. The most common challenges that mentees faced during their mentoring practices were students disciplinary problems; time management; phobia caused by Covid-19 pandemic as a communication barrier; shortage of educational inputs; lack of follow-up; poor language competency; lack of confidence to teach independently; absence of regular support; inadequacy of training for mentors, and absence of rewards for mentors participation.

One of the most common problems that pre-service EFL teachers experienced were difficulty in managing students' disciplinary problem. Mentees faced problems with discipline and motivation to learn a language in addition to the challenge they experienced in choosing the appropriate teaching methodology and strategy (Yunus et al., 2010). Studies showed that the students may misbehave due to various reasons. For instance, a lack of interest in the methodology that their teacher implemented or the difficulty level of the topics they are studying may lead them to behave differently. Respondents also suggested that they were assigned to shoulder several responsibilities during their fieldwork. One of the samples (PST1) claimed that one of the main challenges he faced was failing to shoulder responsibilities where he had little experience. According to him, the responsibilities include teaching independently as a full-timer, conducting counseling services, running co-curricular activities, preparing instructional materials, and writing portfolios.

The researcher raised several questions to explore possible solutions from the respondents. Sampled mentees suggested the following as possible solutions to overcome the challenges they faced valuing mentors' unreserved effort; assigning educational materials for mentoring programs; organizing teamwork culture and cooperation; assessing pre-service teachers' needs; arranging training and incentives for mentors; creating positive rapport with

students; reducing the workload for mentors and mentees; arranging steady follow-up program for mentees, and providing administrative support and follow up for mentees and mentors. Some respondents considered that mentoring practice was “an eye opener” which enabled them to see the actual situation that took place at the school compound. For instance, (PST2) pointed out: "Mentoring was the first A, B, C... of my longest journey which paves me towards the teaching profession".

The metaphoric expressions mentioned above revealed that one of the distinct characteristics of the teaching profession is a lifelong learning process in which teachers update their professional skills from time to time. Unlike any other profession, lifelong learning is a must for teachers who must model in long-term learning skills and dispositions for their students and must operate in a profession that makes a difference in their level of proficiency (Kimmos, 2018). Another mentee, (PST3), pointed out: "Mentoring practice opened me a big room in which I learned how to develop self-confidence and competence in the early journey of my professional progress". This expression emphasizes that mentoring provides access for pre-service teachers to develop their professional skills in such a way that they learn from various sources such as their mentors, colleagues, and students as well as their day-to-day interaction with other school com Lifelong learning implies that learning does not end when you leave a classroom or finish a degree. Rather, as you go through life it is essential for you to continually connect with other professionals to learn, to teach, and to share resources.

In addition to the qualitative results, a questionnaire was administered to respondents at the end of their field studies. The findings obtained from the study were discussed based on the research questions mentioned earlier. Statistical analysis of the quantitative data was carried out based on SPSS software version 16. The calculated percentages of participating student teachers' responses related to the five factors are summarized in Table (2). The calculated percentage of pre-service teachers' responses for each factor namely pedagogical content knowledge, modeling, personal attribute, feedback, and institutional expectation are summarized in the following manner. (See Table 1)

Table 1(a)

Summary of the Statistics of Pedagogical Content Knowledge Mean Scale Statistics

Mean	Var.	SD	Cronbach Alpha	Number of Items
2.90	1.05	1.02	.84	10

The above table presents the responses of those samples selected for each statement concerning the cooperating teachers' pedagogical content knowledge which mentors shared with their mentees during the final field studies. The statistical analysis indicates that the mean score = 2.9, variance = 1.1, standard deviation (SD) = 1.02, and the internal item reliability (Crombach alpha) = .84 which is .04 above the standard.

Table 1(b)

Percentage of Respondents Selecting Each Alternative Related to Pedagogical Content Knowledge (N-Items: 10) During My Mentoring Practices My Mentor

S. No.	Mentoring activities	SDA (%)	DA (%)	U (%)	A (%)	SA (%)

1.	guided me with lesson preparation.	3.5	5.3	20.1	41.7	29.3
2.	guided me with strategies for teaching English language skills.	1.8	8.1	18.0	42.4	29.7
3.	observed my method of teaching before providing me with feedback.	1.8	10.6	22.3	36.7	28.6
4.	assisted me with timetabling (scheduling my lessons).	2.1	6.7	19.1	35.0	37.1
5.	discussed the evaluation techniques of my teaching methodology	5.7	12.4	21.6	38.2	22.3
6.	assisted me in the development of my teaching strategies.	6.4	11.7	21.6	30.7	29.3
7.	was effective in teaching language skills.	1.8	9.2	24.4	33.2	31.4
8.	showed me how to assess students' learning.	2.1	12.0	20.5	39.2	26.1
9.	assisted me in solving challenges while teaching language skills.	2.5	10.6	21.2	23.7	42.0
10.	discussed with me the content knowledge I needed for teaching.	2.5	7.8	21.9	36.7	31.1

The findings were discussed based on the research questions mentioned above. The statistical analysis of the quantitative data was carried out with the help of SPSS version 16. The calculated percentage of participating pre-service English teacher's responses is in Table. (See Table: 8). As can be seen, Table 1 presents the data obtained from the participants' responses illustrated with percentages (%) of student teachers selecting each alternative. The analysis of pre-service English teachers' responses about their co-operating teachers' pedagogical content knowledge indicates that most pre-service teachers did not agree or strongly disagree with the guidance given to them regarding the way to prepare lessons for language classes. For instance, the majority of the mentees (71%) agreed or strongly agreed that their mentors guided them in the strategies of preparing language lessons. On the other hand, small portions of the participants (20%) lacked the confidence to decide if they had received guidance from their mentors concerning preparing lessons for language classes during their field practices. Yet, only a few number of the sample (8.8%) boldly confirmed that they did not receive any guidance based on the ways of planning lessons.

The responses obtained from the participants indicate that more than fifty percent of the sample (65.3%) of the participants admitted that their mentors observed them while they were teaching language skill lessons before they were given feedback by their mentors. However, about a quarter of the sample (22.3%) remained undecided to confirm whether they received any type of feedback given by their mentors before they delivered English lessons. The remaining 12.4% of the respondents disagreed to accept the idea of getting feedback from their mentors before teaching any lessons. The participants forwarded their judgment based on the assistance given by their mentors about techniques for scheduling lessons. Accordingly majority of the participants (72.1%) confirmed that their mentors provided them with support on techniques for scheduling lessons for language classes. On the other hand, some respondents (19.1%) preferred to remain undecided to declare their position. In addition to this, the remaining participants (8.8%) pointed out that they didn't get any assistance from their mentors concerning the way to timetable their lessons during their field studies. The responses given by the participants showed that a large number of the respondents (60.5%) agreed that their cooperating teachers were ready to explain how to evaluate their method of

teaching language skills. However, some respondents (21.6%) didn't say anything if they got a chance to discuss the evaluation techniques of their teaching techniques with their mentors during the final practicum placement. On top of that the remaining samples (18.1%) disagree that they did not get any opportunity to discuss their evaluation method of teaching with mentors.

Table 2(a)

Summary of the Statistics of Modeling Mean Scale Statistics

Mean	Var.	SD	Cronbach alpha	Number of items
3.06	.95	.91	.71	6

The above table presents the responses of those samples selected for each statement concerning the cooperating teachers' **modeling** which mentors shared with their mentees during their field studies. The statistical analysis indicates that the mean score = 3.1, variance = .95, standard deviation (SD) = .91, and the internal item reliability (Cronbach alpha) = .71, which is .01 above the standard indicates that the extent to which mentors were modeling to help their mentees be competent in their professional career development at its earlier stage.

Table 2(b)

Frequency Percentage of Modeling (Mod: 1-6)

S. No.	Mentoring practices	SDA	DA	U	A	SA
1	Demonstrated strategies for creating good rapport with students.	2.1	4.0	16.6	32.0	45.3
2	Displayed enthusiasm with learners with special needs.	1.8	4.2	16.3	44.5	33.2
3	Demonstrated well-designed lesson plan.	3.2	2.8	18.7	39.9	35.4
4	Delivered sample English lessons.	1.1	7.8	17.0	39.2	34.6
5	Organized a variety of classroom management techniques.	2.5	6.0	19.4	43.5	28.6
6	Held time management strategies.	2.4	4.9	20.6	37.5	34.6

Numerous research findings indicate that successful mentoring occurs as a result of the mentors' ability in carrying out teach language skills that can serve as a model for their mentee's professional development (Roehring, Bohlen, & Pressley, 2007; Bird & Hudson, 2015). Based on the research findings as a guideline, the researcher administered the above questionnaire to the participants at the end of their final practicum placement. As can be read from Table (10) the respondents forwarded their agreement or disagreement in the following manner. A large number of the respondents (75.3%) agreed that their mentors demonstrated strategies for cultivating good rapport with students. On the other hand, some respondents (16.3%) remained uncertain regarding their position, yet the remaining participants (6.1%) disagreed that they didn't find any exemplifying technique that could be helpful for them in cultivating good rapport with their students.

A vast majority of the respondents (77.7%) agreed that their mentors displayed enthusiasm with learners' varied learning preferences. Scholars emphasize this idea saying that co-operating teachers' enthusiasm to their mentees while mentoring practice is in progress

has the power to create favorable conditions for learning (Hudson, 2010). In other words, the teacher-student relationship is central to teaching, and demonstrating a positive rapport with students can show mentees how these behaviors can facilitate teaching-learning. As can be witnessed from experiences, students have varied learning preferences so teachers should have to arm themselves with strategies that help them satisfy the needs of the learners. Whereas, a few portion of the respondents (16.3%) preferred to remain undecided to agree or disagree with their mentor's effort to be taken as a model on the way of showing enthusiasm with learners who were seeking special treatment during their mentoring practices.

The responses obtained from the sample indicate that a large number of them (75.3%) confirmed their mentors' demonstrated modeling lesson planning strategies. However, about (19%) of the respondents abstained themselves from agreeing or disagreeing. Very few of the respondents (6%) did not agree to consider their mentor's lesson planning strategies as a model so that it could help them develop their professional skills. The majority of the respondents (74%) agreed that their mentors presented sample lessons which gave them access to improve their method of preparing language lessons. On the other hand, some of the participants (17%) remained undecided about their position. Finally, the remaining participants (9%) disagreed with the proposition of their mentors delivering sample English lessons from which they could learn to improve their practical professional skills.

Table 3

Summary of Descriptive Statistics for Personal Attribute (n= 10)

Mean	Var.	SD	Cronbach alpha	Number of items
3.07	.94	.97	.80	10

The above table presents the responses selected by the participants for each statement concerning the cooperating teachers' modeling which mentors shared with their mentees during their field studies. The statistical analysis indicates that the mean score = 3.1, variance = .94, standard deviation (SD) = .97, and the internal item reliability (Crombach alpha) = .80 which is .10 above the standard indicates that mentees found their mentor's attribute was valuable for them to improve their overall personality development during their practicum placement.

Table 3(b)

Frequency Percentage for Personal Attribute (n= 10)

S. No.	Mentoring practices	SDA	DA	U	A	SA
1.	was supportive of my teaching English.	1.8	4.6	13.1	41.3	39.2
2.	reinforced me development of my listening skills.	1.8	6.7	18.7	43.1	29.7
3.	displayed enthusiasm while helping learners with special needs.	6.4	8.5	24.0	34.3	26.9
4.	was comfortable in talking with me.	3.9	8.5	18.0	39.2	30.4
5.	supplied me with instructional materials for teaching English	.7	3.9	18.4	42.4	34.6

6.	instilled a positive attitude in teaching English.	5.5	6.4	22.6	32.2	32.5
7.	assisted me feel more confident as a teacher	2.1	5.7	20.5	37.1	34.6
8.	supported me in developing a strategy for solving challenges.	3.2	4.6	20.5	34.3	37.5
9.	listened to me attentively.	.7	7.4	15.9	46.6	29.3
10.	willing to share experiences with me.	1.8	3.9	15.2	41.7	37.5

The researcher has administered the above questionnaire towards the end of mentoring practices. As can be read from Table 3(b) the respondents forwarded based on their agreement or disagreement in the following ways. The majority of the respondents (80.5%) agreed that their mentors were supportive when student teachers were practicing teaching English. On the other hand, some respondents (13.1%) were uncertain to forward their position, yet the remaining participants (6.4%) disagreed with the proposition because their mentors didn't provide them with any support while they were practicing teaching English lessons. Analyses based on mentors' attributes indicate that more than half of the respondents (69.6%) agreed that their mentors volunteered to share experiences with their mentees. However, some of the respondents (18%) were not prepared to judge their mentor's readiness to talk and share their experiences based on various issues. The responses obtained from the sampled pre-service English teachers indicate a vast majority of the respondents (77.2%) confirmed that their mentors' supported them by providing essential instructional materials when they were practicing teaching English language skills. Whereas, only the respondents (18.4%) were not certain to decide their position concerning their mentors provided them with necessary instructional material while they were practicing professional skills. However, a very few number of the sample participants (4.6%) pointed out that they didn't get any support from their cooperating teachers during the final mentoring practices. The responses gathered from the participants indicate that a large number of the participants (64.6%) witnessed that their mentors reinforced them to develop a positive attitude toward the teaching profession. On the contrary, nearly a quarter of the sample participants (22.6%) were not certain about accepting their mentor's role in instilling a positive attitude toward the teaching profession. Finally, the remaining participants (9%) disagreed with the proposition of their mentors delivering sample English lessons from which they could learn to improve their practical professional skills. The responses given by the sample indicate that a large number of the participants (71.7%) confirmed that their mentors supported them in building confidence in their professional careers. Nevertheless, the responses obtained from some of the participants (20.5%) indicate that they were uncertain to express their agreement or disagreement regarding support based on strategies for solving challenges during their mentoring practices. Furthermore, the remaining samples (7.8%) disagree with the idea of getting any strategies to alleviate hindrances that they might encounter when they were practicing teaching language skills.

According to the responses obtained from the participants, a large number of the participants (75.9%) confirmed that their mentors paid attention to listening to their ideas while they were practicing the teaching professional skills. Nevertheless, some of the participants (15.9%) preferred to remain undecided in expressing their positions regarding their mentor's readiness to listen to them attentively when they were discussing with their mentors. Moreover, a few number of the respondents (8.1%) suggested that their mentors were

not willing to listen to them when they were exchanging ideas regarding mentoring activities. The responses of the majority of the sampled pre-service teachers (79.2%) indicated that their cooperating teachers were ready to share their experiences with their mentees. On the other hand, some of the participants (15.2%) were not confident to forward their judgments about their mentors' willingness to convey their experiences to their mentees. Finally, the remaining few numbers of respondents (5.7%) identified that their mentors were not prepared to share their experiences to develop their professional career development during their final practicum placement.

Table 4(a)

Summary of Percentage of Feedback (FBC: 1-6)

Mean	Var.	SD	Cronbach alpha	Number of items
3.11	.94	.97	.74	6

As can be seen from the above table, the participants selected their agreement or disagreement for each mentoring practice about their mentors supported them by providing constructive feedback which mentees demand from their mentors during their field studies. The statistical analysis indicates that the mean score = 3.1, variance = .94, standard deviation (SD) = .97, and the internal item reliability (Crombach alpha) = .74 which is .04 above the standard indicates that the extent to which mentors' readiness to help their mentees develop their professional competency during their field practices.

Table 4(b)

Summary of Percentage of Feedback (FBC: 1-6)

S.No	Mentoring practices	SDA	DA	U	A	SA
1.	Gave me Oral and written feedback.	2.8	6.0	18.4	34.4	38.2
2.	Observed me before giving oral and written feedback.	4.6	6.0	43.5	29.7	
3.	Reviewed my lesson planning.	2.5	7.8	21.6	43.8	24.4
4.	Helped me identify my strengths and weakness.	6.4	9.2	25.1	35.3	24.0
5.	Indicated my area of improvisation.	3.2	4.9	18.7	43.5	29.7

The researcher has administered the above questionnaires to the selected pre-service English teachers by the end of the final mentoring practices. As can be read from Table 4(b), the respondents forwarded their agreement or disagreement in the following ways. The majority of the respondents (72.6%) agreed that their mentors provided them with oral and written feedback when they were practicing teaching English at linkage schools. On the other hand, some respondents (18.4%) remained undecided about mentioning their position, yet the remaining participants (8.8%) did not agree with the expression that they didn't get any exemplifying strategies that could be helpful for them to cultivate good rapport with their students during their field practices. A vast majority of the respondents (73.2%) agreed that their mentors observed them while they were teaching at linkage schools before their mentors gave them feedback. Whereas, some of the respondents (16.3%) didn't show their decision saying agreed or disagreed with whether their mentors observed them before giving them oral or written feedback during their last practicum placement. The remaining respondents (10.6%)

clearly stated that their mentors didn't observe them in advance before giving them oral or written feedback during their practical professional studies. The responses obtained from the sample indicate that a large number of them (68.2%) confirmed their mentors' reviewed their lesson-planning strategies. However, about a quarter of the samples (21.6%) decided to abstain themselves from agreeing or disagreeing. Moreover, a few of the respondents (10.3%) pointed out that their mentors did not review their lesson planning strategies during their field practice. The participants' responses indicate more than half of the sample (59.3%) confirmed that their mentors assisted them by pinpointing their strengths and weaknesses while they were teaching at linkage schools. On the other hand, more than a quarter of the participants (25.1%) remained undecided to show their position. Finally, the remaining participants (15.6%) disagree that they did not get any assistance that might enable them to identify their progress or failure concerning their overall teaching-learning methodologies. Responses obtained from the participants showed that a large number of the sample (73.2%) agreed that their cooperating teachers helped them by figuring out their area of achievement so that they would be motivated and prepared to devote more effort to further progress. On the other hand, some of the respondents (18.7%) didn't show their agreement or disagreement regarding their mentor's effort to identify the progress they made and areas where they should have to improve. Moreover, a few respondents (8.1%) pointed out their objection towards their co-operating teachers' commitment to investigate the achievements pre-service teachers made and areas that sought more effort from mentees in the future.

Table 5(a)

Summary of Percentage of Institutional Expectation (FBC: 1-4)

Mean	Var.	SD	Cronbach Alpha	Number of Items
2.80	1.09	1.04	.61	4

As can be seen from the above table, the participants selected their agreement or disagreement for each mentoring practice about their mentors supporting them to fulfill the **Institutional expectation** during their practicum placement. The statistical analysis indicates that the mean score = 2.84, variance = 1.09, standard deviation (SD) = 1.04, and the internal item reliability (Crombach alpha) = .61 which is .09 below the standard indicates that support given to mentees by mentors to satisfy the instructional expectation was not satisfactory.

Table 5(b)

Summary of Percentage of Institutional Expectation (FBC: 1-4)

Mentoring practices	SDA	DA	U	A	SA
1. Discussed the aim/goal of teaching English.	2.1	7.1	16.3	37.5	37.1
2. Introduced me to the School policy.	3.5	6.7	18.4	37.5	33.9
3. Guided me in understanding school culture	2.1	3.9	22.6	38.5	32.9
4. Helped me improve my time management strategies.	.70	3.5	11.0	32.5	52.3

The above table illustrates the responses given by the sample to indicate their agreement or disagreement about each mentoring practice. As can be seen from Table 5(b), the majority of the respondents (74.6%) of them agreed that their mentors discussed the goal of teaching

English at the primary school level. However, some respondents (16.3%) decided to forward their position, yet the remaining participants (9.2%) disagreed because they didn't get any opportunity to discuss the goal of teaching English at primary school during their field practice. Similarly, a large number of the respondents (71.4%) pointed out that their mentors supported them in becoming accustomed to the linkage school policy, rules, and regulations. They pointed out that being aware of school policy helped them get acceptance and cooperation from the school community. On the other hand, some of the respondents (18.4%) preferred abstaining from showing their agreement or disagreement. A few respondents (10.2%) did not agree with their mentor's orientation concerning the school policy. The majority of the respondents (71.4%) witnessed that their mentors guided them to understand the school's culture during their field studies. On the other hand, some participants (22.6%) remain undecided about their agreement or disagreement. In the final analysis, a few number of the participants (9%) disagreed saying that they didn't get any guidance given by their mentors which helped them understand the school culture during their professional placement

Conclusion and Implication

The effect of mentoring on teachers' professional development seeks further investigation. However, this study was intended to explore the topic from the perspectives of pre-service English teacher's mentoring practices. The discussion mainly focused on the challenges and opportunities of mentoring pre-service teachers during their field practice. The findings indicated that both mentees and mentors benefited a lot from mentoring. The hindrances they faced were examined in light of the five factors mentoring model. Based on the findings of the study mentioned earlier, it was concluded that challenges they encountered were associated with their mentors' pedagogical content knowledge like lesson planning, classroom management, assessing students' progress, etc.; modeling of time management, demonstrating sample teaching methodology, preparing sample instructional materials, demonstrating sample lesson plan; personal attributes like social interaction, conflict resolution, creating a good rapport with students; feedback such as room for discussion, follow-up, and institutional expectation such as workload, assessment, developing visual aids and so on. Besides, the study identified that mentoring practice has a positive impact on the career development of both pre-service English teachers and cooperating teachers.

The implication for mentees includes a developed sense of collaboration, improved time management, enhanced lesson planning skills, and developed skills of conflict resolution. The implications for mentors include improved time management skills, developed sense of professionalism, promoted collaborative work, and improved students' academic achievement.

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