

Mentoring Role in Enhancing Yemeni Novice Teachers' Professional Development

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Abstract

This study aimed at investigating Yemeni novice teachers' perceptions of the role of mentoring in their professional development. To achieve the objectives of the study and have a deep insight regarding the study investigation, a mixture of quantitative and qualitative research methods was used by means of an observation checklist and a questionnaire consisting of 24 items and administered to 10 novice teachers who were mentored at their schools for six months in the academic year 2020. The findings of the study showed the participants had positive perceptions towards the mentoring role. The participants confirmed that the mentoring process was useful in enhancing their teaching knowledge, updating their instructional methods and use of media, and providing them with sufficient instructional and administrative skills regarding classrooms and students' management and performance assessments. Some recommendations were made to school administrators, policymakers, and program designers to pay more attention to novice teachers' needs and demands using formal or informal mentoring practices to improve the quality of English language teaching and learning in the Yemeni situation.

1. INTRODUCTION

The first three years of teaching are considered the cornerstone of novice teachers' success or failure and greatly affect their decision whether to stay in the teaching profession or to leave it. And, due to the lack of professional support and guidance, one-third of novice teachers leave the profession in their first three years (Ingersoll & Smith, 2004). To support this, Borsuk (2000) stated that "teachers are nearly twice as likely to leave after their first three years of teaching if they do not have mentoring or other induction programs at the beginning of their careers" (as cited in Yohon, 2005, p.23). In this regard, Shunkeyeva and Yeskazinova (2014), stated that "as teachers continue through their careers they will need guidance on new skills and professional understanding" (p.31). In addition, the needs and demands of novice teachers are of great interest worldwide (Yohon, 2005).

Yemen is one of the poorest countries in the Arab world. It faces many challenges in many fields, especially educational and economic fields because of the recent conflicts and war. Such challenges lead to teachers' insecurity of life, the rising cost and scarcity of basic needs, and the rapid decline in the availability of public services, in particular in education. In this regard, Yemeni teachers lack the essential needs for their professional development because of the lack of support and fund. Most of the Yemeni experienced teachers left their schools and sought other jobs to spend on living. This problem entails school administrations hiring some novice teachers to replace the experienced teachers who left their schools. Novice teachers in turn are not prepared enough and lack a lot of knowledge, experience, and teaching skills (Al-Ameri and Dokam, 2006; Al-Dughhaish and Alturki, 2009; Diehl, 2008; Sharafaldin, 2007; Shuga'a Al-Deen, 2010; UNESCO, 2011). To solve such problems, novice teachers must be supported and trained enough to be able to deal with such challenges employing mentoring programs and practices.

Not only in Yemen but also around the world, novice teachers deal with an overwhelming number of unfamiliar challenges and demands such as classroom management, modern teaching strategies, curriculum design, adaptation to school culture, test preparation and administration, building relations with others around them, and making interactions with their colleagues (Smith, 2000; McKenzie et al., 2005). Without any support, novice teachers may feel frustrated, have negative attitudes toward teaching, and perhaps leave schools. Strong, Fletcher, and Villar (2004) revealed that novice teachers who received intensive mentoring support had retained in their schools and set on the path of effective teachers, and make a significant effect on students' achievement.

Moreover, a huge number of novice teachers graduated from faculties of arts and language institutes. To the extent of the researcher's knowledge as an inspector, those teachers did not study any course/subject related to English language teaching methods, and most of them lack teaching experiences, knowledge, and skills. Those teachers are hired to teach English in many schools due to the shortage of English teachers and the increasing number of private schools in most parts of Yemen. Those unqualified and inexperienced teachers feel ineffective and isolated in their classrooms without any support and guidance. They feel that they are left on their while being held accountable for all of their actions. This means that such teachers do need great support and help to deal with teaching situations, curriculum content, and students management. Moreover, the unsupportive teaching environment, lack of essential supplementary materials, administrators' guidance, and colleagues' support might lead to novice teachers' frustration and professional attrition. So, supporting and guiding novice teachers becomes a must (Arends & Kilcher, 2010).

Furthermore, technology flaws and open learning environments put many charges and demanding responsibilities on novice teachers related to curriculum content, classroom organization, use of media, lesson planning, reflecting their educational practice, updating their knowledge, and struggle for their personal and professional development. So, such demands need to be met by creating opportunities for developing novice teachers' professionalism and abilities which entails developing students' learning skills (Darling Hammond et al., 2005). Novice teachers need to update themselves with quality knowledge and skills to meet students' needs and desires to be accepted and respected by others around them (Jordell, 2006).

Strong et al., (2004) emphasized the importance of a variety of teachers' improvements and support and called for updating of teachers' comprehensive background to improve their teaching. Feiman-Nemser (2001) also proved that mentoring practices have a powerful impact on their development and performance as teachers because mentoring acts as a filter during teachers' training programs and impacts what they learn.

Novice teachers need some instructional, emotional, and administrative support which could be achieved by conducting formal and informal mentoring and training programs as these programs primarily deal with the processes of tutoring, coaching, counseling, sharing knowledge, skills, and experience based on mutual trust and relationship and constructive feedback (Perchiazzi, 2009).

To sum up, the current study aimed to fill the gap and investigate the role of mentoring by which novice teachers could get a chance to develop their professionalism to be able to cope with nowadays changes and challenges the world witnesses because of globalization, cultural and linguistic variety and rapid access to information.

2. LITERATURE REVIEW

Professional development is an integral part of the teaching and learning processes. It refers to the process of providing novice teachers with professional experiences, practices, knowledge, and skills that could improve their performance in teaching practices and help them overcome nowadays challenges and achieve educational goals. It is defined as an ongoing process aiming at achieving many objectives: updating teachers' knowledge, skills, and attitudes and enabling them to adapt with new teaching techniques, circumstances, and educational research based on mentoring programs, teaching practices reflection, constructive feedback, learning activities, adequate time, latest research integration, knowledge creation, competence development, and follow-up support (McKenzie et al., 2005). Professional development could be a solution to many problems of demotivated and frustrated teachers (Hughes, 2012). For Odabasi & Kabakci (2007), professional development should start from the early period of pre-service teaching and continue throughout in-service teaching period and teachers' professional life.

Mentoring, on the other hand, is an effective strategy for professional development and an essential factor in the success or failure of novice teachers, and certainly, the quality of teaching and learning mainly depends on the teacher's professionalism (Mizell, 2010). So, to achieve professionalism in teaching, teachers should continually improve their teaching methods and strategies through lesson reflection and collaboration with more experienced teachers (Villegas-Reimers, 2003)

Moir (2003) argued that the quality of an educational system cannot exceed the quality of its teachers, and the only way to achieve desired outcomes is by improving its instruction. Researchers around the world (e.g., Chapman et al., 2012; McKenzie et al., 2005; Mizell 2010) argued that professional development of novice teachers could be achieved formally by conducting in-service training, mentoring programs, conferences, seminars, workshops, collaborative learning, training courses, and whole-school improvement programs, or informally employing professional discussions, mentoring meetings, mentors' visits to novice

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teachers, teachers' online courses, independent reading and research, and observations of colleagues' performance. Whatever the form is, the purpose is the same: to improve novice teachers' performance, reduce their attrition and increase students' learning achievements.

Fullan (2001) called novice teachers to update their content knowledge regularly and learn new methods of teaching and learning to be able to cope with the latest developments and to ensure learners' achievement. According to Prinsloo (2010), professional development could be achieved by any one of these strategies namely, coaching, modeling, monitoring, reflecting, and mentoring to develop school systems structures, and human resources, and to improve teachers' performance, students' achievements and institutions' administrators to achieve the desirable goals.

Regarding mentoring as an effective strategy for developing teachers' professionalism, Cruddas (2005) revealed that mentoring is one of the professional development strategies aiming at improving the quality of teaching and learning in schools. Dynmoke, Harrison, and Pell (2006) also described mentoring as an adapted form of professional development, and its core objectives are to improve teachers' effectiveness, fulfill their satisfaction, increase students' achievements, and decrease teachers' attrition and turnover. It is also defined as a mutual, dynamic, and reflective process within the context of professional support which entails developing students' learning, and novice teachers' knowledge, skills, personalities, attitudes, and values professionally in a suitable and safe environment (Ingersoll, 2003). It could be distinguished from other forms of professional development by its highly interpersonal and guided interaction between a mentor and mentee, in-depth development of their knowledge, skills, and attitudes, a high level of devotion, trust, and mutual respect when transferring knowledge, skills, and experience from mentors to mentees and a way of exposing mentees to the school culture (Rockoff, 2004).

There are many studies around the world conducted on mentoring and professional development and called for maintaining and improving the quality of teaching as a fundamental issue in improving the quality of learning to achieve educational goals (Koroleva, 2017; , et al., 2005; Rockoff, 2004; Sullivan (2019). They showed the effect of mentoring practices on developing novice teachers' professionalism confirming that teachers' teaching quality is significantly and positively correlated with students' attainment, and it is more effective than school leadership or financial conditions. Teachers' quality could be achieved by training, coaching, and mentoring as effective strategies for professionalism.

With respect to mentoring, many researchers (Crasborn, et al, 2008; Ellinger, 2010; Haak, 2006; Williams & Prestage, 2002; Zuljan & Vogrinc, 2007) revealed that mentoring is one of the most effective approaches of professional development whereby mentors use their knowledge and experience to guide and support others, enhance job promotion, provide opportunities for career advancement, fulfill teachers' satisfaction, and increase their retention in schools regardless of the hindrances that may take place during the process of mentoring such as time constraints, lack of fund, teachers' unwillingness to change and lack of formal mentoring process facilities.

Ingersoll and Smith (2004) confirmed that when teachers are mentored and properly familiarized with the school system and culture, they will be committed to the teaching

profession, decrease their retention, increase learners' accomplishment, and achieve effective teaching and learning, in general. Hughes (2012) added that novice teachers consider the lack of mentors' support and isolation as major factors beyond their decision to leave the teaching profession. For him, about 40% of teachers who left the profession attributed that to the lack of mentors' support.

The effective mentoring process starts with careful planning, followed by attentive implementation, and ended with constructive feedback to ensure its response to teachers' teaching needs and educational goals. It also needs to be conceived, planned and applied carefully, instructionally, and administratively by experienced teachers to achieve high results and desirable outcomes (Aydín, 2018).

With respect to the role of mentoring in students' achievements, Pons et al., (2015) confirmed that students' progress and achievements mainly depend on the quality of teachers and teaching, and undoubtedly the better the teacher's knowledge and pedagogical skills, the higher students' academic achievements and progress. Thus, to meet students' needs and desires, teachers should obtain essential skills and experiences that enable them to teach effectively to achieve teaching goals successfully. Therefore, the continuous development of teachers' professional knowledge and skills should be one of the essential objectives of school administration to increase school effectiveness and make students gain higher results in standardized examinations (Ehrich & Hansford, 1999).

With regard to the mentors' role and requirements, Hobson et al., (2009) ensured that the nature of mentoring requires mentors to go through an actual set of long-time and systematic mentoring programs to be able to convey expertise, skills, support, and guidance to novice teachers successfully which entails a highly qualified learning environment for their students. It was also proved that teachers who participated in mentoring programs have acquired new knowledge and skills as theory and put them into practice or action.

For novice teachers' performance to be operative, they should permanently update and develop their teaching methods, knowledge, experience, competencies, expertise and practice reflection and collaboration with other colleagues or under the guidance of a mentor which in turn leads to achieving professional growth, gaining experience, and applying teaching process systematically (Villegas-Reimers, 2003). When joining the teaching profession, novice teachers' role changes from being a student to being a teacher carrying the accountability of leading and guiding students towards their goals and getting adequate knowledge and personal development. And, because novice teachers' professional and administrative abilities are still low, they are undoubtedly supposed to encounter some challenging and unpredictable situations where they are judged and evaluated by pupils, colleagues, school administration, and parents regarding their preparation, performance, and expectations (Cullingford, 2002). Moreover, they may encounter difficulties in applying their theoretical knowledge into action or practice leading them to pay more attention to their way of teaching rather than to students' learning (McLaughlin, 2002; Lindgren, 2003).

To conclude and according to Tutkun and Aksoyalp (2010), novice teachers should be trained and supported sufficiently to be able to face nowadays demands at the multicultural and

international level, familiarize themselves with the needs and problems they encounter, put forward solutions to such problems, and be in productive positions.

3. METHODOLOGY

This descriptive study aimed at exploring the perceived role of mentoring in enhancing Yemeni novice teachers' professional development at their schools in Ibb Governorate. A mixture of quantitative and qualitative methods was used using an observation checklist and a questionnaire because both of them were considered to be the most suitable tools for data collection in social sciences research (Creswell, 2012).

3.1. STUDY QUESTIONS

This study attempted to answer the following questions:

- 1- What is the role of mentoring in enhancing Yemeni novice teachers' professional development from their point of view?
- 2- To what extent does mentoring affect the professional development of Yemeni novice teachers?

3.2. STUDY SAMPLE

The participants of this study were ten novice teachers selected purposefully from three different schools namely, Alazm Private School, Al-Qadesiah, and Alnahdha public schools in Ibb Governorate. The selected participants were mentored by the researcher as an assigned mentor and supervisor at Ibb Education Office for six months in the academic year 2020. The participants at least had a two-year experiences in teaching English. The participants' ages ranged from (20-30 years). Five of them (50%) had taught at Alazm private school and five of them (50%) had taught at Alnahdah and Al-Qadesiah public schools (see Table 1 below).

Table 1: Number of Participants and their Settings

No	Name of School	Teachers No.	Percentage	District	Types of School
1.	Al-Azm	5	50%	Rif Ibb	Private
2.	Al-Nahdha	2	20%	Al-Dhehar	Public
3.	Al-Qadesiah	3	30%	Jiblah	Public

Concerning the background of the participants in terms of gender, qualifications, and experience, the number of participants involved in this study was 10 teachers. Among those participants, seven of them (70%) were males and three of them (30%) were females. Six of the participants (60%) were bachelor's degree holders while four of them (40%) were high diploma holders, and due to the lack of bachelor's degree holders, diploma degree holders were hired to teach in such schools (See Table 2 below). Regarding the experience of the participants, six of them (60%) had served 1-3 years, and four of them (40%) had served 3-5 years. This shows that all the participants are still novice teachers and don't have adequate work experience in the teaching profession (see Table 2 below).

Table 2: Frequency and Percentages of Participants' Demographic Information

Variables	Types	Frequency	Percentage
Gender	Male	7	70%
	Female	3	30%
Qualification	Diploma	4	40%
	Bachelor	6	60%
Experience	1-3	6	60%
	3-5	4	40%

4. DATA ANALYSIS AND DISCUSSION

4.1. Study Question One

What is the role of mentoring in enhancing Yemeni novice teachers' professional development from their point of view?

The answer to this question was obtained by analyzing participants' responses to items (1-24) provided in the questionnaire in Table 3 above regarding novice teachers' perceptions of the role of mentoring in enhancing their professional development which they were asked to indicate their range of perceptions of mentoring role based on Likert's 5-point scale with five options, namely strongly agree, agree, undecided, disagree, and strongly disagree.

Table 3: Descriptive Statistics of Novice Teachers' Perceptions of the Mentoring Role

N	Statement	Mean	SD	Rank
	Through the mentoring process, I received sufficient professional development in the area of:			
1	Planning lessons	4.50	0.87	1
2	Evaluating students' achievements	4.19	0.97	8
3	Adopting curriculum when needed	3.05	1.27	19
4	Using different types of teaching methods	4.45	0.85	2
5	Managing Classroom	4.34	1.02	4
6	Diagnosing students' needs	4.10	0.78	10
7	Building relationships with others	3.65	1.01	15
8	Taking my responsibilities efficiently	4.19	0.87	8
9	Developing teaching aids	3.55	1.07	16
10	Becoming oriented to school culture	3.15	1.37	18
11	Communicating with parents	2.31	1.24	22
12	Assisting students with special needs	2.85	1.37	20
13	Dealing with school forms, records, etc.	2.67	1.21	21
14	Using communicative activities	4.29	0.87	5
15	Being familiar with mentor' roles	3.91	1.09	13
16	Being familiar with mentees' roles	3.97	1.02	12
17	Collecting data through classroom observation	3.65	1.01	15
18	Developing interpersonal skills	4.23	0.81	6
19	Developing problem-solving strategies	4.17	1.03	9
20	Co-teaching with colleagues	4.21	0.96	7
21	Managing my time and work	4.41	0.76	3
22	Creating relationship with mentees	3.87	0.99	14
23	Creating relationship with mentors	3.51	1.05	17
24	Using teaching aids successfully	4.11	0.78	11

	Total Average	3.80	1.01	
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Descriptive statistics represented by mean scores, standard deviations, and frequencies were calculated at the level of questionnaire items as a whole and at the level of each item of the questionnaire (see Table 3 above). The results of the analysis showed that the participants' perceptions of mentoring role were generally positive with a total mean score of (3.80) and a total standard deviation of (1.01). Mentoring was perceived as a vital strategy in developing novice teachers' professional development in many aspects such as planning lessons, managing classes, assessing students, creating relationships with others, and using different kinds of teaching methods.

Based on Likert's scale, items (5-4.20) had very high ranks, Items(1, 4, 5, 14, 18, 20, 21) got the highest ranks. Most of these items deal with issues related to the role of mentoring in developing the novice teachers' instructional abilities such as planning lessons, teaching methods, managing time and classrooms.

Furthermore, based on Likert's scale (4.20- 3.50) as medium ranks, Items (2, 8, 9, 15, 16, 17, 19, 22, 23, 24) got the medium ranks. these items dealt with the role of mentoring in developing novice teachers' emotional and administrative abilities. Items 11, 12, and 13) got the lowest ranks because they deal with some activities done outside classrooms such as adapting to school cultures and communicating with parents regarding teaching and learning processes.

For further item analysis of each item of the questionnaire, mean scores and standard deviations were calculated and discussed as follows:

Item 1 dealt with the role of mentoring in helping novice teachers plans lessons posited the 1st rank with a mean score of 4.50 and a standard deviation of 0.87. Certainly, planning lessons is good road map for achieving successful teaching. Item 4 dealt with the role of mentoring in guiding novice teachers to use different types of teaching methods and got the 2nd rank with a mean score of 4.45 and a standard deviation of 0.85. It is the nature of the program to expose teachers to different ways of teaching methods to achieve success in second language teaching. Item 21 dealt with the role of mentoring in helping novice teachers manage their time and work and came in the 3rd rank with a mean score of 4.41 and a standard deviation of 0.76. Being able to manage time and work creates a great desire and interest in loving teaching and retention in schools. Item 5 dealt with the role of mentoring in helping teachers manage the classroom and got the 4th rank with a mean score of 4.34 and a standard deviation of 1.02 because having quiet classes and a suitable atmosphere is the cornerstone of success in teaching. Item 14 dealt with the role of mentoring in guiding novice teachers to use communicative activities and it came in the 5th rank with a mean score of 4.29 and a standard deviation of 0.87. It is communicative activities that develop students' quality and quantity of learning English and create an atmosphere of fun and enjoyment. In fact, sociolinguistic competence could be developed through communicative activities. Item 18 dealt with the role of mentoring in helping novice teachers develop their interpersonal skills and came in the 6th rank with a mean score of 4.23 and a standard deviation of 0.81 because mentoring programs are based on creating some kind of mutual relationship and respect between mentors and mentees.

Item 20 dealt with the role of mentoring in helping novice teachers co-teach with colleagues scoring the 7th rank with a mean of 4.21 and a standard deviation of 0.96. By co-teaching with colleagues, novice teachers could break the ice and get a lot of benefits from their colleagues' performance. Item 8 dealt with the role of mentoring in guiding novice teachers to take their responsibilities efficiently and came in the 8th rank with a mean score of 4.19 and a standard deviation of 0.87. Item 19 dealt with the role of mentoring in helping novice teachers develop problem-solving strategies and came in the 9th rank with a mean score of 4.17 and a standard deviation of 1.01. The more practice of teaching and contact with students, the more perfect a novice teacher would be. Item 6 dealt with the role of mentoring in guiding novice teachers in diagnosing students' needs and came in 10th rank with a mean score of 4.10 and a standard deviation of 0.78. Creating a good relationship and rapport with students is one of the main features of successful teachers. Item 24 dealt with the role of mentoring in helping novice teachers to use teaching aids successfully and came in the 11th rank with a mean score of 4.11 and a standard deviation of 0.78. Item 16 dealt with the role of mentoring in familiarizing novice teachers with mentees' roles and came in the 12th rank with a mean score of 3.97 and a standard deviation of 1.02. In fact, teachers could learn a lot from good models such as experts and experienced mentors. Item 15 dealt with the role of mentoring in familiarizing novice teachers with mentor roles scoring the 13th rank with a mean of 3.91 and a standard deviation of 1.09. Item 22 dealt with the role of mentoring in helping novice teachers create a relationship with mentees and came in the 14th rank with a mean score of 3.87 and a standard deviation of 0.99 because building a mutual relationship with mentors is one of the main objectives of mentoring. Items 7 and 17 dealt with the role of mentoring and guiding novice teachers to collect data using classroom observation and building relationships with others came in the 15th rank with a mean score of 3.65 and standard deviation of 1.01, and Item 9 dealt with the role of mentoring in helping novice teachers developing teaching aids scored the 16th rank with a mean of 3.55 and a standard deviation of 1.07. In fact, searching for resources could help a lot in updating and enriching teachers' knowledge and experiences to create and develop teaching aids.

Item 23 which dealt with the role of mentoring in guiding novice teachers to create relationships with mentors posited the 17th rank with a mean score of 3.51 and a standard deviation of 1.05. Item 10 which dealt with the role of mentoring in orienting novice teachers to school culture posited the 18th rank and scored a mean of 3.15 and standard deviations of 1.37. This means that novice teachers should be familiar and tolerate with the situation and culture around them to be able to overcome any problem or difficulty. Item 3 dealt with the role of mentoring in guiding novice teachers to adopt curriculum when needed scoring the 19th rank with a mean of 3.05 and standard deviations of 1.27. Novice teachers should be provided with some techniques on how to adopt materials and use the available materials according to their needs. Item 12 assisting students with special needs scored the 20th rank with a mean of 2.85 and standard deviations of 1.37. Novice teachers should be provided with some techniques on how to deal with students having special needs to avoid their frustration and belittling their efforts. Item 13 dealt with the role of mentoring in guiding novice teachers to deal with school forms and records and came in the 21st rank with a mean score of 2.67 and a standard deviation of 1.21. Item 11 dealt with the role of mentoring in guiding novice teachers to communicate with parents posited the 22nd rank with a mean score of 2.31 and a standard deviation of 1.24.

4.2. Study Question Two

To what extent does mentoring affect the professional development of novice teachers?

The data regarding this question were gained through a classroom observation checklist prepared by the Spectacle Learning Media Team and administered by the Educational Projects Administration Unit to enhance the quality and quantity of teaching in Yemeni secondary schools focusing on both theoretical concepts and practical skills (Bernard et al., 2014), (see Appendix B). The researcher used this observation checklist to measure novice teachers' performance at the beginning and the end of the mentoring process when he visited those teachers at their schools. According to Patton (2002), data for qualitative analysis generally result from fieldwork experience utilizing using an observation checklist, portfolios, records, and documents. During fieldwork experience, the researcher spends a significant amount of time in the setting that is being investigated or examined.

Table 4. Descriptive Statistics of Teachers' performance before and After the Mentoring Process

No.	Domain	At the beginning of the Mentoring Process		By the end of the Mentoring Process		Rank
		Mean	SD	Mean	SD	
1	Teaching and learning environment	2.83	1.08	3.98	1.06	4
2	Lesson planning	3.06	.09.1	4.36	1.11	2
3	Methodology	3.38	1.04	4.38	1.12	1
4	Media	2.06	1.06	3.76	1.10	5
5	Assessments	3.20	.07 1	4.10	1.08	3
	Total performance	2.91	1.06	4.17	1.09	

Based on Likert's four-point scale (excellent=1, very good=2, good=3, weak=4). The data were coded and analyzed using descriptive statistics as shown in Table 4 above. The results showed that novice teachers had actually developed the most effective skills related to teaching practices and strategies utilizing the mentoring process. Table 4 above showed positive results of professional development through the mentoring process. It showed that there was some kind of development in teachers' professionalism from (M=2.91) at the beginning of the mentoring process to (M=4.17) by the end of the mentoring process. The major achievements were in domains related to 1) teaching methodology, 2), lesson planning, and 3) assessments. These domains include classroom management, building a rapport with students and relationships with their colleagues, dealing with students' naughty behavior and problems, writing a good lesson plan, using communicative activities, using well-constructed correction and assessment techniques, and giving students constructive feedback on their work and performance. In addition, Table 4 also showed that there were medium improvements in teachers' professionalism through the mentoring process in the other two domains: 1) creating a supportive learning environment and adapting themselves to the school curriculum and supplementary material and 2) using performance-based media such as audio-visual aids. This could be attributed to the kind of circumstances and facilities provided in such schools.

To sum up, it could be said that the results of this study were positive and came in line with those (Crasborn, et al, 2008; Cruddas, 2005; Ellinger, 2010; Haak, 2006; Odell & Huling, 2000; Sullivan, 2019; Williams & Prestage, 2002; Zuljan & Vogrinc, 2007) which revealed that mentoring is an essential strategy for developing novice teachers' professional and

communicative skills in English regardless of the problems happened when applying mentoring process. There is sufficient evidence of the positive contribution of mentoring practices in teachers' professional development, social and teaching competence, and intellectual development which are crucial for professionalism in any discipline and teachers' satisfaction, motivation, and retention in the career.

5. CONCLUSION AND RECOMMENDATIONS

Based on the findings and results of this study, it could be said that professional development of teachers is a lifelong process that starts at teacher's initial education and ends at their retirement. It was found that mentoring process was perceived as an effective strategy in developing novice teachers' professionally and administratively to achieve success in teaching and learning processes. Many professional skills of Yemeni novice teachers had been improved during the mentoring process in terms of developing teaching methods, use of media, classroom and students' management, assessments techniques, teachers' confidence, mutual relationships with others including the teaching community, students' parents, and mentors, and helping them reflect their practices in real life situations. To achieve a successful mentoring process, the study suggested conducting further studies related to in-service mentoring practices and training programs taking into consideration that mentors and mentees relationships must be enhanced, novice teachers' capacity must be improved, and professional support must be provided to novice teachers.

Finally, the current study recommended education authorities, policymakers, and school administrators support novice teachers, meet their needs and desires, and develop their professionalism formally and informally. Novice teachers must be supported instructionally, emotionally, and administratively to be able to cope with nowadays challenges and concerns.

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APPENDIX (A)
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, “**Mentoring Role in Enhancing Yemeni Novice Teachers' Professional Development**” 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): Please read the statement below very carefully and write down your choice.

N	Statement	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
	Through the mentoring process, I received sufficient guidance from my mentor in the area of:					
1	Planning lessons					
2	Evaluating students' achievements					
3	Adopting curriculum when needed					
4	Using different types of teaching strategies					
5	Managing Classroom					
6	Diagnosing students' needs					
7	Building relationships with others					
8	Taking my responsibilities efficiently					
9	Developing teaching aids					
10	Becoming oriented to school culture					
11	Communicating with parents					
12	Assisting students with special needs					
13	Completing forms, paperwork, etc.					
14	Using communicative activities					
15	Being familiar with mentor' roles					
16	Being familiar with mentees' roles					
17	Collecting data through classroom observation					
18	Developing interpersonal skills					

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19	Developing problem-solving strategies					
20	Co-teaching with colleagues					
21	Managing my time and work					
22	Creating relationship with mentees					
23	Creating relationship with mentors					
24	Using teaching aids successfully					
	Total Average					

APPENDIX (B)
Observation Checklist
Inspector\ Mentor Form

Teacher _____ Date _____					
School _____					
Class _____					
Textbook _____					
Unit and Lesson _____					
Class Size _____ Gender of students) _____ Median Age _____					
Domain	Indicators	Excellent	V. Good	Good	Weak
Teaching and learning environment	•teacher-student rapport				
	•learner engagement				
	•classroom social climate				
	•class management skills				
	•physical dimension				
Lesson planning	•well defined learning objectives				
	•variety and sequencing of activities				
	•time management				
	•correlation between activities and objectives				
	•well-constructed assessment tools				
Methodology	•application of the communicative approach				
	•use of learner-centered techniques				
	•opportunities for students to practice EL communication skills				
	•competence in teaching language structures				
	•competence in teaching vocabulary				
Media	•use of motivational media such as games, warm ups, etc.)				
	•use of audio-visual aids				
	•use of performance based media(poetry, drama)				
	•use of locally developed media				
	•(drawings, models, photographs)				
Assessments	•use of formative assessment techniques to monitor student learning				
Additional Observations					

		General Comments	
Strengths			Areas for improvement
Constructive feedback			

We have reviewed and discussed the observations, comments and suggestions recorded in this form.

Inspector\ Mentor

Teacher