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# Kindergarten Teacher Perceptions of the Quality and Impact of Mentors in leading Instructional and Professional Development in AI Ain - United Arab Emirates

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Kindergarten Teacher Perceptions of the Quality and Impact of
Mentors in leading Instructional and Professional Development
in Al Ain – United Arab Emirates

By

Salama Obaid Ali AL Yabhouni AL Dhaheri

A Thesis Submitted to

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# Kindergarten Teacher Perceptions of the Quality and Impact of Mentors on Instructional and Professional Development

Theses submitted in partial fulfillment of the degree of master of education

(Education Leadership)

Approved by

1. Dr. Abdelrahman Al Nuaimi (Advisor) .........................................

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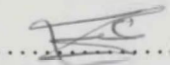3. Dr. Ali S. AlKaabi(member) .........................................

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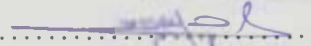
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# ABSTRACT

Mentoring is an important teacher professional development strategy that can produce a pool of quality early childhood educators. The purpose of this study was to investigate the perception of Kindergarten teachers participating in the mentorship program implemented by Abu Dhabi Education Council (ADEC) on value of mentorship practice, quality of mentor and mentor's impact on their teaching and professional development. The study was completed at ten Kindergarten schools in Al Ain educational zone. The subjects of 150 teachers participated in a survey to determine if they perceive the mentorship practice and to examine how they perceive the quality of mentors and their impact on improving teaching practices and professional development for teachers in Kindergarten schools.

The findings of the study indicated that most of Kindergarten teachers in the sample perceive mentorship process as tool to positively impact their teaching. The findings on the mentee's perception of the personal attributes and quality of their mentor indicated that mentors in Kindergarten schools demonstrate quality and personal attributes that are associated to the effective mentorship. The findings of the study also indicated a significant impact of mentors and mentorship practice on teaching practices and teachers' professional development in Kindergarten schools as most participants believe that mentorship process has made them better teachers.

# ACKNOWLEDGEMENT

This study would not have been possible without the support of many people. The author wishes to express her gratitude to her supervisor, Dr. Abdulrahman Alnuimi who was plentifully helpful and offered invaluable assistance, support and guidance.

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CHAPTER ONE

GENERAL FRAMEWORK

Introduction

Principals and teachers mentoring is a crucial topic in the education today that is growing steadily and making places in the policy initiatives that aim toward educational professionals' development and retention (Barlin, 2010). The attrition rates in education filed are high and there is call to focus on can do to retain new teachers and to maintain ongoing support for old and in-service teachers (Mazzeo, 2003). New teachers begin their careers in education with both excitement and anxiety about being in the classrooms. Most of them have new and fresh ideas to experiment in their first year as teachers. However, the full of enthusiasm of new teachers may turn to disappointment that make them feel like failures just few months after they enter the profession (Delgado, 1999). The daily routine of classrooms, classroom management, curriculum, discipline, testing and more of teaching challenges are overwhelming to a limit that lead teachers to feel that they are not prepared well to deal with the challenges and reality of teaching. They feel isolated and at the most times, they will hesitate to ask for help in order to avoid appearing incompetent (Boss, 2001). The feelings of isolation also extend to old teachers who deal with the new challenges brought by the dynamic environment of teaching with no sufficient support. As a result of their feelings of isolation and failure, many teachers tend to leave the field of teaching after only a few years. Research demonstrates that an estimated 11% of novice teachers leave the classroom after only one year of teaching, 10% after their second year, approximately 29% after three years while after five years 39% have left teaching (Ingersoll, 2002).

Among various reasons and aspects that play a significant role in the decision teachers make to leave teaching profession, 43% of teachers who have changed their career indicated the insufficient support as their primary reason (Ingersoll, 2002). Jones and Pauley (2003) stated that the "US congress found that teachers without a mentoring program leave the profession at rate nearly 70% higher than those who participate in mentoring program" (p.1). Many suppose that a mentor will help shaping the beliefs and practices of beginning teachers (Gratch, 1998). It is believed that the mentor can provide a methodical guidance to the teachers' mentees in order to help them to deal with the problems and challenges that many teachers face (Vonk, 1996). A study introduced by Gratch (1998) and Odell and Ferraro (1992) provided that mentorship practice might help the beginning teachers to adjust to teaching and accordingly reduce the attrition rate of first year teachers. In more various empirical studies, mentoring is reported to be effective in both supporting and developing principals and teachers (Allen, Cobb & Danger, 2003; NFER, 2003; Sinclair, 2003; Lindgern, 2005; Israel, 2008; Barlin, 2010).

Mentoring is a long term course within which a more experienced individual (mentor) is willing to share his or her knowledge with less experienced individual in relationship of confidence and mutual trust. The studies of international mentoring programs for teachers and school principals have concluded that mentoring program works effective; for an example 80% of the new principles who participated in mentoring programs in US stated that these programs had been helpful for them to carry on their new responsibilities as school leader (NCSL, 2003).

Mentoring programs are carried out by assigning the teachers to more experienced teachers, inspectors and/ or consultants. Mentors and mentees then agree on the professional development plan and agenda and both may sign one year to many

years contract to ensure commitment to the mentoring process. During the process, communication between mentors and mentees occurs in different ways including face-to-face meetings, email corresponds, telephone conversations, school visits and in groups meetings that includes other mentor-mentee pairs. The role of mentor in this process revolve about assisting the mentee to solve their own problems in additional to their position' problems. The mentor acts as a channel to connect mentee to people and learning and professional resources; also, the mentor discuss the various topics related to the teaching, instructional strategies and classroom management and lead mentee to implement the best practices. Obviously, for the program to work most effectively, mentor and mentee is better to be form the same level of schooling (Moore, 2001).

The most benefits reported from the mentoring programs for teachers include reducing their feeling of isolation and frustration and increasing their confidence and self-esteem. They also include accelerated learning rate, improved personal and technical skills, and increased reflective practices and enhanced leadership qualities. From other hand, mentors enjoy the sense of achievement and recognition and themselves benefit from the mentoring program as a professional development opportunity for them in additional to the collegiality and networking opportunities (Allen, Cobb & Danger, 2003; NCSL, 2003; Sinclair, 2003; Lindgern, 2005; Israel, 2008; Barlin, 2010)

However and although mentoring can be helpful, it is alone does not have an effect on teachers' effectiveness or attrition rates, especially if it is not done well (Wong & Asquith, 2002). There are several factors that impact the mentoring programs effectiveness and need to be carefully addressed at very early stages of preparing for the mentoring programs. These factors include the availability of time

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(from mentors and mentees) to embark for mentoring, the matching between mentor and mentee, the quality of mentors and whether they are trained for effective mentoring strategies. Moreover, it is recommended to implement the mentoring program in formal manner and have both parties sing a commitment contract and also ensure the process to be thoroughly monitored and evaluated. One more very important factor is the mentees' needs analysis to be run earlier in the process in order for mentors to develop the mentoring programs that meets the individual needs of each mentee especially novice teachers who have very specific needs that should be met (Sinclair, 2003 ; Long 2004).

Having this said, the problem that many mentorship programs face is that mentors do not have the sufficient skills or the knowledge of how to support teachers. Mentors who are usually experienced teachers find it difficult most often to relate to other teachers and to explain their reasoning behind certain instructional strategies or classroom practices and theories. Hence, it is important that potential mentors are trained sufficiently to be prepared to give the specific support that enables the teachers' mentees to succeed (Evertson & Smithey, 2000). Also, it is important to follow up with teachers' mentees to assess the impact of mentors on their practice and development.

Mentoring Background in UAE

Recently, the Abu Dhabi Education Council (ADEC) in the UAE has implemented a New School Model (NSM) that aims to improve the quality of private and public schools in Emirate of Abu Dhabi (ADEC 2011). The NSM is seen to enhance the school and students learning outcomes through incorporating new instructional plans and focusing on developing the school leadership and teaching capacity. Prior to the NSM implementation and in 2006 was the pilot project of

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Public-Private Partnership Project (PPP) within which ADEC has several public school linked in a partnership with an international private school with a support of mentoring program managed by the private school educational services. The aim of the PPP is to help the public schools leaders and teachers to benefit from the experiences of the international private school and to help them develop their practices to the international standards. Each public school was assigned a mentor for the school principal and teachers. The mentor is expected to oversee the principle and teacher training and evaluation and implementation of the teaching methods; to monitor the ADEC curriculum delivery and work with the school faculty utilizing student test data to improve instruction. The mentor is also responsible of submitting required monitoring reports to ensure success of the partnership and to provide continuous monitoring of progress. The NSM and PPP are further detailed in the following section according to information and presentation extracted from ADEC website (ADEC, 2011).

The New School Model (NSM)

Abu Dhabi Education Council (ADEC) in UAE has implemented the (NSM) with the aim to improve the quality of private and public schools in emirate of Abu Dhabi. The NSM is seen to enhance the school and students learning outcomes through incorporating new instructional plans and focusing on developing the school leadership and teaching capacity.

The new school model is introduced by Abu Dhabi Education Council (ADEC) in alignment with its strategic plan (2009-2018) to achieve the 10-years targets that include: elevating the school and learning outcomes quality, improving the quality of leadership and teaching, improving access to the P-12 education, preserving UAE culture and heritage and increasing the parents and community involvement The

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model implementation began in KG 1 to Grade 3 in the fall of 2010 and it is planned to be rolled out to later grades in subsequent years and in all ADEC schools regardless of the school types. The key elements of NSM are Arabic and English, learning outcomes, classroom resources and support for teachers.

The model emphasize on developing the students' Arabic and English skills through joint planning and teaching practices between Arabic and English teachers. The model aspires more consistent and realistic learning outcomes that meet the needs of Abu Dhabi and intend to consistently resource the schools with instructional materials, information and communication technologies (ICT) and consumables as needed for all areas of learning. One more key element is about supporting the teachers through the curriculum guides, teacher resources and upfront and ongoing professional development by ADEC. Thus, the objectives of the NSM can be summarized in: foster a child-centered learning environment; develop Arabic and English language capabilities, critical thinking skills and cultural and national identity and standardize the curriculum, pedagogy, resources and support across all ADEC school types.

Within the NSM, teachers are expected to create an enabling and supportive healthy learning environment wherein each child is understood to be a unique individual who is capable of learning and within which relationships are positive and respectful. Teachers are also expected to work in partnership with agents from educational services and with each other to meet the needs of all students. Also, teachers will reach out to parents as partners to support student learning. The NSM also provides teachers with the Gradual Release Model (GRM) to support the student learning .The GRM expects the teachers to make careful observations and professional judgments based on the needs of each student in order to plan the

learning opportunities. For the daily work, teachers are expected to follow the RESPOND Process. RESPOND Process consists of seven steps to meet the specific learning needs for children. These steps are: (1) observe the children, (2) predict present stage of development, (3) compare student progress against learning needs,(4) identify student learning needs, (5) plan and select resources, (6) teach, (7) observe, assess and reflect. The GRM and RESPOND processes are illustrated in Figure 1 and 2.

In term of measuring the student progress in the NSM, the most used assessment tool is seen to be the teacher observation of the student performance in relation to the skills, behaviors and concept understanding expected for the student' grade level. The two scales will be used for student assessment are the approaches to learning and the academic performance.



Figure 1: The Gradual Release Model (GRM)
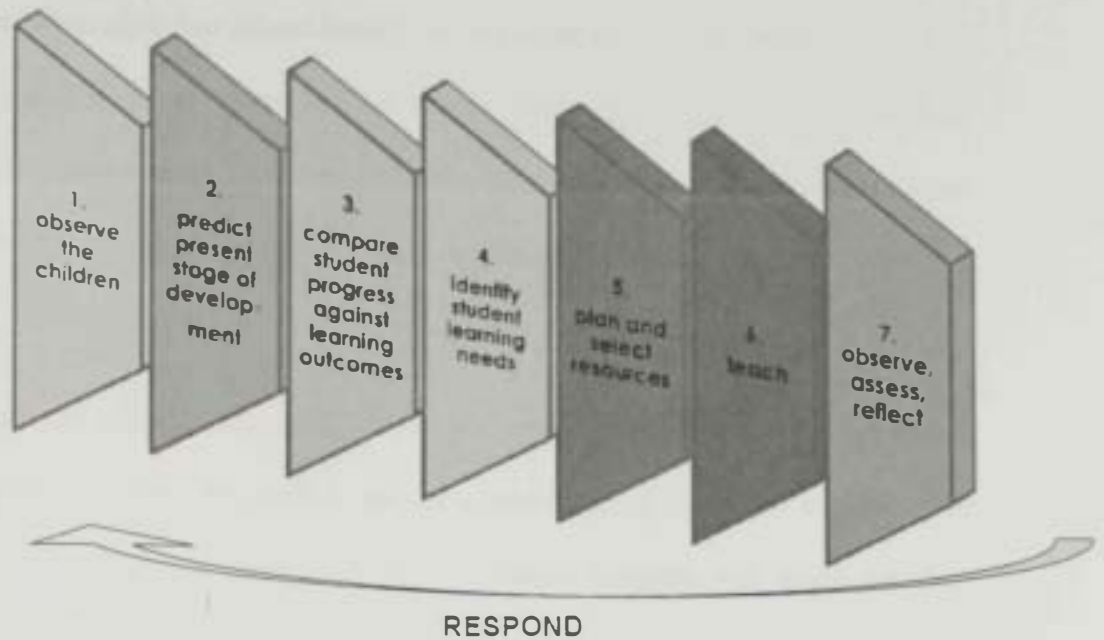
**RESPOND**

Figure 2: RESPOND Process

The approaches to learning scale will be used to measure the student development in terms of social, emotional, attitudinal behaviors in addition to the creativity and technological skills measures. The academic process scale will be used to measure the outcomes expected to achieve against a set of established expectations or outcomes specified to the student grad and age. Reporting`the student assessment will be expanded to include specific achievement, skills and understanding that the student demonstrates. Parents will be informed with the assessment report which indicates their children' academic progress and achievement; this is rather than the traditional single percentage.

The schools' leaders are seen as the enabler of the NSM and ADEC expects them to play a critical role in implementing the model and in achieving the council's vision of providing quality educations for all students in Emirate of Abu Dhabi. The implementation of NSM requires effective school organization, guiding principles and new structures of leadership and staff employment and processes. The key guiding

principles and concepts that school leaders are expected to act based on to be effective leaders are: all students are capable of learning; the teacher is responsible for student learning and school leaders hold the responsibility to create a cultural framework that corresponds with these concepts and to help teacher to implement them as a standard educational practice.

The main change the NSM introduces to the learning environment is that students will be taught by Arabic speakers and English speakers teachers. For Kindergarten level, the Arabic and English speakers teachers will share the class teaching with both teachers exist in the class at the same time. The Arabic-speakers teacher will teach the subjects of Arabic and Religion while he English speakers teachers will teach the subjects that should taught in English like English language, Science and Math. For grade 1 to 3 levels, English-speakers will teach the subjects of English, Science and Math while Arabic-speakers teacher will teach the Arabic language, Religion, Social studies, while specialized Arabic-speakers teachers will take care of teaching Arabic literature, information and communication technology and health and physical education.

Each school is expected to assign two teaching faculty chiefs: Arabic-speaker and English-speaker who will lead and guides the subject-base teams of educators to implement the instructional plans of ADEC and to apply the assessment tools and mechanism to support the students' academic achievement. The faculty chiefs are also expected to communicate with the school leadership to support the school and professional development initiatives.

Public-Private Partnership Project (PPP)

Prior to the NSM implementation was the pilot project of Public-Private Partnership Project (PPP) within which ADEC has several public school linked in a

partnership with an international private school with a support of mentoring program managed by the private school educational services. The aim of the PPP is to help the public schools leaders and teachers to benefit from the experiences of the international private school and to help them develop their practices to the international standards.

The PPP project was implemented earlier in 2006 with partnership with SABIS Educational Services. The public schools in UAE which entered partnerships with SABIS are come to implement the SABIS education system with Academic Quality Controlee (AQC) acts as a mentor for leadership and teachers to help them with implementation of SABIS teaching methods to deliver the ADEC delivery. The SABIS educational system goes with the concept of the NSM model that believes all students, regardless of their ability levels, can learn and achieve very high academic standards provided they want to learn. Some other features of SABIS educational system include a well-structured and comprehensive curriculum, books, in core subjects, designed to dovetail precisely with the curriculum, instructional methods that keep students engaged and learning efficiently, educational tools to assess and to support the SABIS® program and enhance efficiency, and positive environment that encourages learning and responsible behavior (SABIS, 2011).

The mentor also acts as the link between the school and the SABIS management and ADEC. The responsibilities of the mentor include implementation and supervision of the PPP/SABIS instructional plan. Included in the duties of the mentor is the formation of a strong partnership with the PPP school principal and teaching staff. Daily oversight of teacher training and evaluation, implementation of the SABIS teaching methods, monitoring of ADEC curriculum delivery, utilizing student test data to improve instruction, submitting required monitoring reports and, most importantly, advancing student achievement are all critical components of the

role of the mentor. Reports to and works closely with the mentor to ensure success of the partnership and to provide continuous monitoring of progress.

Part of the professional training, the mentor and school principal and teachers are supposed to involve in the mentor-mentee relationships within which they discuss the various topics related to the school management and instructional practice and mentor is expected to guide principal and teachers to solve their problems and to implement the best practices. The educational international institutions participate in PPP project include SABIS, Nord Anglia, Mosaica and CFBT-Education Trust. An overview of each of these institutions is presented in Appendix 1.

Objective of this Study

The objective of this study was to develop an understanding if teachers participating in PPP (namely, Kindergarten teachers) realize the value of mentorship practice and its impact on their teaching. Mentees were questioned to determine their perceptions on mentorship and if their mentors have or have not demonstrated the skills and practices of effective mentorship. They were asked if they acknowledge that the mentoring process has made them more effective teachers and/or had an impact on their professional lives. The mentees were also questioned on the quality of practice of their mentors and lastly, if they are ready to serve in mentor role to guide and support more other teachers.

Problem and Significance of the Study

The mentor role in PPP aims to help the school teachers to develop their practices; and to improve the instruction outcomes. However, since the implementation of PPP in 2006, there was no research study conducted to evaluate the effectiveness of the mentor role and how the school faculty evaluates this role impact. Also, no research has done to explore the attitude of school teachers toward

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implementing the quality of mentor, mentorship practice and its potential impact on teacher's instructional and professional development. As a new project, many questions have been raised about its feasibility and if that mentors' interventions in school leadership and teaching practices carry constructive aspects. Also, questions have been raised about the quality of mentor in PPP.

It is the significance of this study to provide a field-research based information about how teachers in public school perceive the role of mentor and how they evaluate his/ her impact on their practices and development. This study is important because no previous study was conducted to explore the attitude of teachers toward implementing the PPP in general and toward the role of mentor and the quality of mentoring practice and the impact of the role on the teaching practice and on teachers' development.

The Purpose of the Study and the Study Questions

The purpose of this study is to explore the perceptions of Kindergarten teachers on mentorship process, quality of mentors and their impact on teachers' instructional and professional development. This will contribute to understand to what extend mentor helps in implementing the NSM and the vision of ADEC. To achieve this purpose, the following research questions are addressed:

1. Do Kindergarten teachers in PPP perceive the mentorship act?

2. How Kindergarten teachers in PPP perceive the quality of their mentors and mentorship practices?

3. How Kindergarten teachers in PPP perceive the impact of mentorship practices and mentor on their instructional and professional development?

4. Do Kindergarten teachers in PPP see themselves serve in a mentor role?

The Study Audiences and Anticipated Benefits

The study results will be useful to the policy makers, ADEC, international education services and also the individual in the mentor role to learn how school faculty evaluate the ability and impact of mentor on teaching staff. The study results may trigger more studies about the effectiveness of the mentor role or the quality of the mentors recruited by ADEC. The study also will help the mentors to learn about how Kindergarten teachers perceive their role and its impact on teachers' development.

Limitations of the Study

The results of the study will be limited by the following:

- The sample consists of Kindergarten teachers who serve in only ten Kindergarten schools in Al Ain city and which at the PPP and NSM are implemented.

- The study represents the sampled teachers in the ten Kindergarten schools in Al Ain area and so results can't be generalized for other school of different levels or areas.

- The study participants of Kindergarten teachers may hesitate to convey their honest opinion about the items of questions pertaining to mentors' quality and their impact on teaching practices and teachers' development.

Plan of the Study

The current chapter introduces the study general framework. Chapter Two will contain a review of literature that will discuss the origin of mentoring, criteria for mentor selection, the role of the mentor and mentorship practices, the characteristics of an effective mentorship program and the qualities and skills of a good mentor. It will also discuss the ideal mentee-mentorship relationship and impact of mentoring

process on novice teachers. The literature review section will also introduce similar studies which aimed to explore the perceptions of teachers-mentees on mentors and mentorship process. Chapter three describes the methodology used in the study and the analysis process used to interpret the data. Chapter four presents the results of the information gathered from the participants. Chapter five discusses the results and Chapter six concludes the study and offers suggestions by the researcher on ways to improve mentorship program.

CHAPTER TWO

LITERATURE REVIEW

This chapter contains a literature review that will discuss different aspects of mentorship in education filed. It begins with the historical origins of mentoring and its utilization in education filed. This is followed by providing an overview of mentor-mentee relationship and the duties of mentor in this relationship. The factors to implement effective mentorship program and criteria to select mentors are also presented. In addition, this chapter describes the steps of mentorship process and the ideal relationship between mentors and mentees. The role of the mentor is broken down into separate functions of practices that the mentors demonstrate to support teachers. The skills, qualities and knowledge of effective mentors are also addressed. Finally, this chapter presents recent studies that support the positive impact of mentorship.

Foundation of Mentorship

The origin of mentorship practice has its root in Greek mythology as Homer recounts how a wise man, the Mentor, was a consultant, teacher, adviser and friend of Telemachus, Odysseus's son. However, since then, more updated and changed definitions were emerged for mentorship act. Mullen and Kealy (1999) suggested that mentoring is a modernized process of development while Aryee, Wyatt and Stone (1996) introduced that mentorship is the process in which norms, valuations and behaviors are transferred from one individual to another (as cited in Lindgren, 2005). Mentoring is also referred to as "a dynamic, reciprocal relationship is a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at prompting the career development of both" (Healy & Weichert,

1990, p.17 as cited in Allen, et al., 2003). In more details and terms that shape to the mentoring practice today, mentoring has been defined as "the process of intellectual, physiological, and effective development based on meetings of relative frequency scheduled over a reasonably extended time-frame and that mentors accept personal responsibility as competent and trustworthy non parental figures for the significant growth of other individuals (Galbraith & Maslin-Ostrowski, 2000 as cited in Galbraith, 2002/2003).

Mentor _ Mentee Relationship

As the definition implies, mentoring is far more than only giving advices, it is a long time process that starts with developing a natural relationship between the mentor and the mentee (protégé) with present of fundamental attributes that include mutual trust, respect, openness, honesty, collaboration and reflective practices. Compatibility between mentors and their mentees is also an important attribute that may influences the effectiveness of the relationship; mentors and mentee should think about the mentoring process the same way and believe that it can be a mean of development. When mentor and mentee agree on conceptions of mentoring, their experiences tend to be more productive (Koballa, Jr. & Bradbury, 2009). The mentoring relationship may last from one to three years depending on mentee' needs, resource availability and school/district policy. At the end of the process timeframe, a transition away from the relationship begins to disclose and the mentee should have the capacity to effectively work autonomously. At this stage, the mentee could be able also to serve in a mentor role and participate in developing other professionals (Jones & Pauley, 2003).

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Roles and duties of Mentor

After the initial relationship development phase, the mentoring process moves toward application which is based on real time leadership (for principals) and teaching interactions in real school and classroom situations. The mentor may be engaged in assisting the mentee's practices and also in demonstrating new practices for mentee to observe and reflect upon. The mentor also is expected to work with mentee to develop and try new ideas and strategies and to address questions concerning the daily experiences and challenges. Mentor and mentee are engaged in continuous reflective dialogue to evaluate practices and what worked and what did not and what could be tried next. This continuous practice of planning, application and reflection is what supports the mentor and mentee professional growth during the mentoring relationship.

The ideal mentoring relationship involves series of mentor-mentee interactions that distinguished for collaborative critical thinking and planning, joint participation in specific goals setting and decision making, shared evaluation of results and actions and reciprocated reflection on the areas of progress and development (Galbraith, 2002/2003). The mentor is seen to encourage, motivate and challenge the mentee in order to help them to grow in their maximum professional growth (Jones & Pauley, 2003). The Education Commission of the States (ECS) (1999) stated that the duties of the mentor may include 'advising about the instructional content and strategies, demonstrating classroom instruction, observing mentored teachers' instruction, consulting about lesson plans and objectives, advising about school resources and student and parent relations, and informing about the expectations of the school, the district and the state.'

Requirements of Effective Mentoring Program

Implementing ideal mentoring relationship and effective mentoring program entail several factors. Screening and selecting for qualified mentors becomes at the top of these factors direct after organizational support and clearly defined outcomes (NAESP, 2009). Mentors must be highly skilled in communicating, listening, analyzing, providing feedback, and negotiating (Galbraith, 2002/2003; Jones & Pauley, 2003; NAESP, 2009). More importantly, mentors should be able to address the content-area concerns and management issues and else related skills to leadership and teaching practices. Mentors who do not understand the expectations for student learning and teacher practice or uncertain about how to lead or teach, are not eligible to offer advices about these topics (Koballa, Jr. & Bradbury, 2009). The Education Commission of the States (ECS) (2007) identified the qualifications or requirements of teacher mentors to "have a minimum of three years' successful teaching experience and subject-area expertise; demonstrate effectiveness in classroom instruction via provision of such evidence as: (a) student achievement growth, including standardized test scores, (b) portfolio of student work documenting evidence of student learning, and (c) documentation of effective teaching, e.g., results of observations by principals/ supervisors, videotaped lesson, model professional learning and growth through participation in (and/or leadership of) job-embedded professional development activities; and demonstrate excellence in communicating and collaborating with colleagues."

Galbraith (2002/2003) suggested that the good mentors "demonstrate a wide range of professional skills and an awareness and access to resources, along with the willingness to share these with mentees. Beyond such attributes, the mentor must have the will to invest time and effort in developing an effective professor and adult learner

relationship." (p.4). Barlin (2010) stated that "when mentors are well-selected, well trained,... they not only help average teachers become good, but good teachers become great." (p.1)

Further, Cohen (1993) argued that to be effective, mentor must understand and engage in the six behavioral functions that are associated with the complete mentor process. During the mentoring process, the mentor plays more than one role based on a synthesis of these six behavioral functions that are essential for development significant mentoring relationship. The six behavioral functions as presented by Cohen (1993) are: (1) relationship emphasis (mentor expresses through active listening and understanding and acceptance of mentee's feelings)' (2) information emphasis (ensures that the mentor' advice is based on accurate and sufficient information about the mentee and the practice of advice); (3) facilitative emphasis (mentor guides the mentees through a reasonably deep review of their interests, abilities and beliefs toward their personal, professional and career goals); (4) confrontive emphasis (mentor challenges the mentees' explanations for or avoidance of decisions and actions relevant to their development as learners); (5) mentor model (mentor shares with mentees life experiences motivate them to make decisions and take risks); and (6) mentee vision (mentor encourages mentees to envision their future and to develop personal and professional potentials.

Galbraith (2002/2003) recommended that understanding all the six function areas proposed by Cohen (1993) is essential to constitute the complete mentor with the primary focus toward practicing these functions in an effective manner. He argued that while not all mentors will have the same effectiveness in all functions, it is imperative that all these functions are taken in hand throughout the mentoring relationship process.

Qualities of Mentor

The effective mentor will have specific qualities and use various skills that are associated with good teaching, professional development, peer coaching, and leadership. Findings of several studies suggested that having these skills only is not sufficient for being a good mentor. According to Ganser (1996), good mentors possess both knowledge and skills. He suggested four parts of knowledge component that are: (1) information about teacher career development; (2) information about adult development and adult learning; (3) understanding of teaching as profession; and (4) information about mentoring that includes usual mentoring roles and activities. The understanding of profession of teaching itself requires the mentor to understand and evaluate the schools as workplaces with specific cultures.

Good mentors then have to develop cultural knowledge to help them understand interactions and differences of school site. The skill components as stated by Ganser (1996) include:

1. Conferencing which entails different skills such as establishing relationships, active listening, determining effective encouragement and support approaches, using meditation questions and more.

2. Problem solving strategies

3. Systematic observe of teaching and classrooms;

4. Helping beginning teachers to set short-term and long-term professional goals;

5. Effective use of role playing within mentoring activities

6. The ability to use the clinical observation cycle to collect proficient information that helps beginning teachers to lean about their own teaching.

In his turn, Rowley (1999) identifies six basic and essential qualities of the good mentor and which are: commitment to the role of mentoring, acceptance of the beginning teachers as a developing individuals and professionals highly skilled at providing instructional support, effective in different interpersonal communications, models continues learner and capitalizes on opportunities to assert the potentials for their mentees.

In "Twelve tips for developing effective mentors," Raman, Gruppen and Kachur (2006) argue that mentors need awareness of cultural and gender issues and they should have no tolerance for discrimination. Moreover, the cultural awareness will help mentors and mentees to overcome cultural difference and innate prejudices. This supports the findings of Ganser (1996) who emphasizes the understanding of schools as site-specific cultures and teachers with different backgrounds and experiences. Raman at al. (2006) also proposes that effective mentors need to balance support with challenge by allowing growth opportunities and setting positive expectations. They argue that if mentor is overly supportive but not challenging mentee, then the mentee will not grow professionally, while if mentor is challenging the mentee without sufficient support, then the mentee will regress in their professional development.

More research studies have listed some valuable qualities of effective mentors that include interest in the mentoring relationship, being respected and knowledgeable, being responsive, open, accessible and available to their mentees, being knowledgeable of their mentee's potentials and capabilities, motivating and encouraging mentees to challenge themselves, acting as advocate to drive their mentees' development, listening and the ability to give both positive as and negative

feedback ((Bhagia & Tinsley, 2000; Grainger, 2002, Hesketh & Laidlaw, 2003; Jackson et al., 2003; Levy et al., 2004).

Glenn (2006) designed and conducted a qualitative research study to define the necessary qualities of the effective cooperating teachers who can serve as a mentor. The data that was gathered in the form of interviews, observations, and artifacts suggests that effective mentors collaborate rather than dictate, allow the mentees an appropriate level of control, open for personal relationships, accept differences and share constructive feedback.

Ideally, carefully selected mentors should demonstrate the knowledge and skills associated with good mentoring practices that are illustrated above. However, the question to be raised is that to how extent mentors are prepared with these skills to play their role effectively? One interesting study conducted by Hudson (2005) aimed to explore and describe final-year beginning teachers' perceptions of their mentoring practices in order also evaluate to the efficacy of mentors and their qualities. A literature-based survey was designed and used to gather 331 final-year beginning teachers' perceptions of their mentoring in primary science education from nine Australian universities. Gathered data were analyzed within five factors projected for effective mentoring: personal attributes, system requirements, pedagogical knowledge, modeling, and feedback. Results indicated that significant number of mentors was provided not to be supportive of their mentee's development due to lack of confidence or sufficient knowledge of teaching and/or specific subject mentoring. More importantly, the results indicated that only 25% of mentors were perceived to provide problem solving strategies for teaching materials and 57% of mentees have not experienced modeling teaching or demonstration of how to teach. In general, the majority of mentors did not provide effective mentoring model in teaching practices

and qualities associated personal attributes, pedagogical knowledge, and modeling. Accordingly, Hudson (2005) argues that mentors require carful education to learn how to mentor and a unique training of mentorship knowledge and skills.

Impact of Mentorship

Mentorship programs have been found to be effective not only in encouraging teachers to remain in the teaching profession but also in influencing teachers to adopt pedagogical beliefs and practices that are seen to be vital in the classroom (Whitaker, 2000; Moore, 2001. In their study to examine the impact of mentoring relationship upon pre-service and in-service teachers' literacy instruction, Allen, Cobb & Danger (2003) indicated that mentored teachers expanded their instructional strategies. In-service teachers in the study reported increased reflection and an adaptation to their instructional strategies. The study findings also support the conclusion that early mentoring experiences promote professional growth for both pre-service and in-service teachers. Lindgern (2005) found through a study that was conducted in Sweden to examine the impact of the mentoring process on seven novice teachers during their first-year teaching, that these teachers experienced personal and professional support from their mentors. Onchwari (2006) conducted a study to examine the extent to which a national Head Start early literacy staff development mentor-coach initiative model was effective in local Head Start Programs. The assessment of the initiative was based on analysis of 44 teacher interviews across two mid-western states. The research results point to the positive effectiveness of the mentor-coach model and support similar initiatives in the future for enhancing teacher instructional practices.

Israel (2008) claimed that implementing mentoring model that provides full-time mentor to teachers with five or fewer years of experience in Baltimore County Public School, US has helped in stemming the tide of teacher attrition and also benefited student achievement. Barlin (2010) who is the associate policy director of the New Teacher Center, a national, nonprofit teacher-development organization in US, supported this claim by sharing the experienced outcomes of the implementation of instructional mentoring programs in educational districts of Boston, Chicago, Durham and New York stating that "instructional-mentoring programs provide a powerful level for closing the teacher-quality gap and ensuring that all students, regardless of their backgrounds, have a real opportunity to succeed". (p.1)

# CHAPTER THREE

## METHADOLOGY

The purpose of this study is to explore the perceptions of Kindergarten teachers on mentorship process, quality of mentors and their impact on teachers' instructional and professional development. To achieve this purpose, the following research questions are addressed:

5. Do Kindergarten teachers in PPP perceive the mentorship act?

6. How Kindergarten teachers in PPP perceive the quality of their mentors and mentorship practices?

7. How Kindergarten teachers in PPP perceive the impact of mentorship practices and mentor on their instructional and professional development?

8. Do Kindergarten teachers in PPP see themselves serve in a mentor role?

This chapter describes how this study was completed and the instrumentation used to gather data. It provides a detailed description of sampling technique and sample subjects, data collection instrument and measurement of its reliability and validity. The methods and procedures to collect and analyze data are also described in this section.

### Sampling

#### Schools Sampling

The population aimed by this study is the teachers in public Kindergarten schools which locate in Al Ain zone of UAE. The schools for study are selected in convenient sampling method and the on the base of easy access to the school up to maximum ten (10) schools. The schools to be included in the sample are intended to

be similar in terms of number of administrative and teaching staff, number of mentors and serve close number of students.

The selection of participants

The participants for the interviews and questionnaires were selected in a convenient and voluntary manner from Al Ain Kindergarten. The data collection instrument (survey) was announced as voluntary participation before it was administrated to members of school teaching teams who agreed to be part of the study.

Study Sample

The study sample included 180 Kindergarten teachers who work in Al Ain educational district. The survey was administrated to all of sample members but only 150 members which equal to 83% of original sample returned the survey back. Table (1) illustrates the distribution of the study sample members who completed the survey in terms of study independent variables.

Table 1: Distribution of sample members according to the independent variables

| Variables | Categories | Frequency | Percentage |
|---|---|---|---|
| Teaching Class | KG 1 | 93 | 62.0 |
| | KG 2 | 57 | 38.0 |
| | Total | 150 | 100.0 |
| Teaching Experiences | One year or less | 47 | 31.3 |
| | One year – 3 years | 16 | 10.7 |
| | 3 years – 5 years | 28 | 18.7 |
| | More than 5 years | 59 | 39.3 |
| | Total | 150 | 100.0 |
| Academic Level | Diploma | 8 | 5.3 |
| | Bachelor | 133 | 88.7 |
| | Master | 5 | 3.3 |
| | PhD | 4 | 2.7 |
| | Total | 150 | 100.0 |
| Period of being Part of (PPP) | One year | 51 | 34.0 |
| | 1- 2 years | 74 | 49.3 |
| | 3-5 years | 25 | 16.7 |
| | Total | 150 | 100.0 |

Study Instrument

The "Mentoring Impact on Teaching in Kindergarten Schools" (MITKS) survey instrument in this study evolved firstly through a series of investigations on effective mentoring practices and potential impact on teaching practices and new teachers' development. The second stage in developing MITKS was to review studies in about how to write a survey as a simple and productive tool to aid collecting data (Creswell, 2008). That was an important step for author to learn about data type, scales measures and questionnaire' structure. Most importantly was to learn how to design reliable and valid questionnaire. Appendix 2 illustrates MITKS instrument.

The first part (Part A) of the survey instrument MITKS included questions that aimed to describe the sample of mentees in term of their academic level, years of experience, teaching classes and for how long they were part of mentorship program at Public- Private Partnership Project (PPP). The second two parts of MITKS contained 33 items that were linked to literature-based mentoring effective practices and its potential impact on teaching practices. The survey items aimed to investigate the attitude of the teachers toward mentoring as a whole practice and its impact on supporting new teachers. The survey items also explore how teachers perceive the mentor's quality and her ability to achieve the desired impact. The MITKS asked teachers to indicate their attitudes and beliefs toward mentoring practice experience on 33 questions divided into 8 yes-no questions in Part B and 25 five-point Likert scale from 5= "strongly agree" to 1= "strongly disagree" in Part C.

The first 8 items investigated to which extend the teachers in Kindergarten schools understand and appreciate mentoring and to which extend the teachers in Kindergarten schools were involved in mentoring plans. For example, item 3 in part B stated, "Do you believe on Mentorship is beneficial to enhance the teaching practice?"

while item 6 in part B stated. "Do you have a signed agreement (contract) with your Mentor?"

The rest 25 items in Part C investigated the quality of mentor and mentorship practices as perceived by the teachers in Kindergarten schools and the level of support, modeling and training introduced by mentor to enhance the professional development of the teachers in Kindergarten schools and their instructional skills. For example, item 1 in part C stated "My mentor demonstrates a wide range of professional skills and competencies in the area of learning and teaching" while item 6 stated, "My mentor demonstrates new teaching practices for me to observe and reflect upon".

Reliability and Validity Assessment of MITKS Instrument

Reliability and validity information are used to ensure that the scores from using the instrument are stable, consistent and meaningful (Creswell, 2008; Kaplan & Saccuzzo, 2001). Reliability means that the scores from the instrument are stable and consistent. Scores are considered stable when they come out to be the same each time the instrument is administered. Consistency means that when participant answer certain questions one way, the participant should answer the related questions in the same way (Creswell, 2008; Kaplan & Saccuzzo, 2001). Validity means that the individual' scores from an instrument make sense and they enable the researcher to make useful predictions and overall interpretations (Creswell, 2008). The reliability and validity of the MITKS were evaluated in four phases. In the first phase, four experts from the field were recruited to review the content validity of each item in MITKS. The list of experts' names and positions is illustrated in Appendix 3. The experts assessed the extent to which the questions on the MITKS instrument represent all possible questions that could be asked about the content in this context. In the

second phase, the MITKS was administered as a first test to five potential participants Kindergarten teachers who are assumed to represent the population of teachers in Kindergarten schools. In the third phase, the MITKS was administered as a re-test with almost one month gap to the same five Kindergarten teachers who completed the test in the second phase. In the last phase, the experts' responses were analyzed to determine the content validity. In order to determine data reliability, the responses of MITKS from the test and re-test were compared and also the Correlation Coefficient was calculated to determine the association between the two tests. Cronbach's alpha was also calculated in phase four to assess the inter-item consistency.

In order to evaluate the validity of MITKS, the field' experts were given MITKS tool in order to review it and to add their comments. The experts were asked to assess the importance of each question to determine to what extent it contributes to the study. The experts were also inquired to point out if they believed that there were any items that should be added to the MITKS. Analyzing the experts' feedback in the last phase, the four experts evaluated each of the main items of the MITKS to be an important question that contributes to the objective of the study. Also, the experts didn't report any items to be missing from the MITKS and did not suggest any items to be added to the instrument.

In phase two for evaluating the reliability of MITKS, the survey as administrated for five participants and responses were recorded as Test 1 in a typical Excel Sheet. Four weeks later, phase three, the same participants were asked to complete the survey as a re-Test 1. The responses from re-Test 1 were also recorded at the same excel sheet. The final responses of Test 1 and re-Test 1 were correlated using the CORREL function in Excel for each participant completed the MITKS (see Appendix 4). Furthermore, Cronbach's alpha was calculated through entire MITKS

to achieve more accurate reliability estimation. MS Excel pre-built tool (reliability calculator) developed by Dr. Del Siegel (from Neag Center for Gifted Education and Talent Development - University of Connecticut) was used to calculate Cronbach's alpha (Siegle, 2011).   A snap shot of the reliability calculator is illustrated in Appendix 5. The responses to the MITKS items indicated a good internal consistency (Correlation $\alpha = .98$) and (Crobach's $\alpha = .90$).

Data Collection

In order to collect the study data, the researcher administrate the instrument of study to the study sample by visiting the Kindergarten schools and explaining the purpose of the study and study procedures for principals and teachers.  The study instrument MITKS then was distributed and for all teachers who allowed an adequate time to respond independently and in isolation from the study researcher. The researcher followed up several times with teachers to maintain high participation rate. Finally, the researcher re-visited the schools to collect the completed surveys.

Procedures of Study

The study investigates and describes the Kindergarten teachers' perceptions of their monitoring and their attitude toward the quality of mentor and monitoring impact on their teaching practices within mainly three areas: teachers' understanding and appreciation of mentoring practice; teachers' involvement in mentorship plan; quality and personality of selected mentors and finally the impact of mentorship on teaching practices and teachers' professional development.   In order to achieve the goal and objectives of the study, the researcher followed the following procedures:

- Review the related literature to develop the necessary knowledge about effective mentoring practices and potential impact on teaching practices and new teachers' development.

- Develop the study instrument (MITKS) that consisted of three main parts with total of 33 questions of two min format: yes-no and five-point Likert scale.

- Assess the validity of the study instrument (MITKS) through recurring four experts from the field to evaluate each item of the instrument and suggest editing.

- Assess the reliability of the study instrument (MITKS) utilizing the Test and Re-Test method and internal consistency procedures. Test and Re-Test reliability assessment requires that the instrument of study administrated twice for the same group of participants over a two distanced period of time. The scores are analyzed through a mathematical formula. Theoretically, the resulting coefficient range from .00 to 1.00. Higher coefficient represents greater internal consistency. Also, Cronbach's alpha - commonly used for obtaining a statistical estimate for internal consistency- was calculated to assess the inter-item consistency.

- Obtain letter of support from United Arab Emirates University (UAEU) in order to get permission to access the school sites and to facilitate the tasks of researcher in surveying and interviewing the participants.

- Administrate the instrument of study to the study sample then collect it back over period of three to four weeks.

- Use descriptive statistical analysis of central tendency (mean) and variability statistical (standard deviation) tests describe trends in the data to each question in the MITKS instrument. The survey results were analyzed and discussed in total percentages of each categories (strongly agree, agree, not sure, disagree and strongly agree) for each survey item/question to indicate the overall review of participants feedback/responses.

- Present the final result of the study as well as future outlook and recommendations.

# CHAPTER FOUR

## RESULTS AND ANALYSIS

This section describes the results of the study that aimed to Kindergarten teachers' perceptions of their monitoring and their attitude toward the quality of mentor and monitoring impact on their teaching practices.

The 150 complete responses (100% female; 62% KG1) from kindergarten teachers in Al Ain educational district provided data on the mentorship practices, mentor-mentee relationship and descriptors of qualified and effective mentors. The mentees' perception of their mentoring in Kindergarten schools were responses on the survey instrument gathered at the conclusion of their experiences with the mentor on light of three drivers: teachers' understanding and appreciation of mentoring practice; teachers' involvement in mentorship plan; quality and personality of selected mentors and finally the impact of mentorship on teaching practices and teachers' professional development. The following sections illustrate and analysis the results according to these three main drivers.

Description of Mentees

Sixty-two percent of the sample (n=150) are teaching KG1. Thirty-nine percent of the mentees are of teaching experience that is more than five years; while thirty-one percent are of one year experience. The remaining thirty percent mentees are of teaching experience ranges from one to four years. There were no participants with teaching experience in Kindergarten schools that is beyond eight years. Eighty-eight percent of the sample respondent having a bachelor degree while small percents represents teachers having diploma (5.3%), master (3.3%) and doctorate degree (2.7%). Forty-nine percent of survey teachers have less than two years Part of Mentorship program at Public- Private Partnership Project (PPP); while sixteen

percent experienced the mentorship program for more than two years. Chart 1 illustrates distribution of sample according to years of teaching experiences against the participation in PPP.
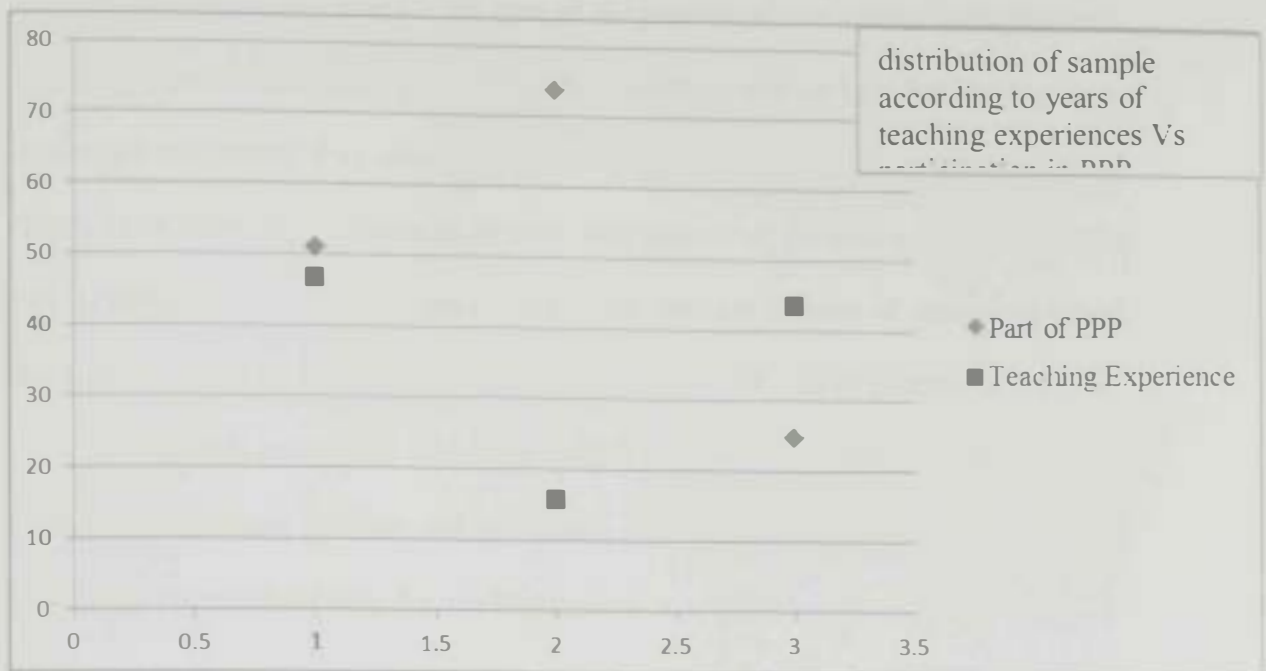


Chart 1. Distribution of sample according to years of teaching experiences Vs participation in PPP

Results for the three Drivers of the study

The main three drivers of the study are: 1) teachers' understanding and appreciation of mentoring practice; 2) quality and personality of selected mentors and finally 3) the impact of mentorship on teaching practices and teachers' professional development. These drivers were analyzed through the participants' responses to different groups of questions provided in the survey. The following provides specific data associated with each driver.

I.    Understanding and appreciation of mentoring practice:

The part B of the survey have eight items or questions of type yes and no that aimed to investigate to which extend the teachers in Kindergarten schools understand

and appreciate mentoring and to which extend the teachers in Kindergarten schools were involved in mentoring plans. The findings indicated that while most of teachers understand and appreciate the mentorship process and its impact to enhance their teaching, they didn't experience the part of the process where mentors provide them with an analysis-based plan to address their instructional and professional growth challenges and issues; they also didn't perceive the mentors as highly qualified ones (Table 1). According to the results, seventy-two percent of the total sample stated that they understand the concept of mentorship, with seventy percent of them understand the different steps of the mentorship process. Almost fifty-three percent of the total surveyed teachers responded that they believe that the mentorship is beneficial to enhance the teaching practice and moreover, almost sixty-percent do not think that mentorship is beneficial only for novice teachers.

Table 1:

| Item Statement | % | | Frequency | |
| --- | --- | --- | --- | --- |
| | Yes | No | Yes | No |
| Do you understand the concept of Mentorship | 72 | 28 | 108 | 42 |
| Do you understand the different steps of the Mentorship process | 70.7 | 29.3 | 106 | 44 |
| Do you believe on Mentorship is beneficial to enhance the teaching | 53.3 | 46.7 | 80 | 70 |
| Do you think mentorship is beneficial only for novice teachers | 40.7 | 59.3 | 61 | 89 |
| Do you believe that mentor and mentee should have an agreement (contract) at early stage in order to set expectations and guide their relationship | 98.7 | 1.3 | 148 | 2 |
| Do you have a signed agreement (contract) with your Mentor | 11.3 | 88.7 | 17 | 133 |
| Did your mentor provide you with an analysis-based plan to address your instructional and professional growth challenges and issues | 40 | 60 | 60 | 90 |
| Do you think your mentor is selected as a highly qualified mentor | 37.3 | 62.7 | 56 | 94 |

In term of establishing the mentorship relationship, ninety-eight point seven percent of the participants believe that mentor and mentee should have an agreement

(contract) at early stage of mentorship process in order to set expectations and guide their relationship. However, almost eighty-eight percent of participants stated that they didn't sign any contract with their mentor. The findings also indicated that sixty-percent of mentees were not provided with an analysis-based plan by their mentor in order to address their instructional and professional growth challenges and issues.

The findings in this section also indicated that sixty two point seven percent of Kindergarten teachers in the sample do not think that their mentor is selected as a highly qualified mentor. The detailed findings and charts for the survey questions Part B are illustrated in Appendix 5.

II.     Quality and personality of selected mentors

The findings on the mentee's perception of the personal attributes and quality of their mentor indicated that mentors in Kindergarten schools demonstrate quality and personal attributes that are associated to the effective mentorship but not a significant percentage (mean item score range: 2.37 to 2.97; SD range: 0.935 to 1.182, Table 2). For example, 68% of participants indicated that their mentors demonstrate a wide range of professional skills and competencies in the area of learning and teaching; 52% of mentees believe that their mentors are highly skilled in communicating, listening, analyzing and providing feedback; and 56% of mentees indicated that their mentor conducted a deep review of their interests, abilities and beliefs that are related to teaching.

| s Statement | % | | | | | Frequency | | | | | Mean | Standard Deviation (SD) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | | |
| mentor demonstrates a wide range of professional and competencies in the area of learning and ing | 12.0 | 56.0 | 19.0 | 8.0 | 4.0 | 18 | 84 | 29 | 12 | 7 | 2.37 | .959 |
| mentor actively listens and understands my feelings | 3.3 | 71.3 | 11.3 | 4.7 | 9.3 | 5 | 107 | 17 | 7 | 14 | 2.45 | .987 |
| mentor conducted a deep review of my interests, ties and beliefs that are related to teaching. | 2.0 | 54.0 | 21.3 | 18.7 | 4.0 | 3 | 81 | 32 | 28 | 6 | 2.69 | .935 |
| mentor demonstrates new teaching practices for me observe and reflect upon | 3.3 | 46.7 | 25.3 | 15.3 | 9.3 | 5 | 70 | 38 | 23 | 14 | 2.81 | 1.047 |
| mentor is highly skilled in communicating, ning, analyzing and providing feedback | 40 | 48 | 20 | 18.7 | 9.3 | 6 | 72 | 30 | 28 | 14 | 2.81 | 1.083 |
| mentor lets me express my feelings and ideas | 10 | 40.7 | 16 | 24 | 9.3 | 15 | 61 | 24 | 36 | 40 | 2.82 | 1.182 |
| mentor and I have the same educational philosophy | 1.3 | 41.3 | 26.7 | 20 | 10.7 | 2 | 62 | 40 | 30 | 16 | 2.97 | 1.049 |
| mentor accepts and treats me as a unique individual | 67 | 40.7 | 22 | 24 | 6.7 | 10 | 61 | 33 | 36 | 10 | 2.83 | 1.077 |
| mentor is well trained to be a mentor | 5.3 | 42.7 | 24 | 18.7 | 9.3 | 8 | 64 | 36 | 28 | 14 | 2.84 | 1.087 |
| mentor models the self-reflection process | 8.7 | 58.7 | 16 | 10 | 6.7 | 13 | 88 | 24 | 15 | 10 | 2.47 | 1.015 |
| mentor understands and appreciates the cultural ect of my school environment | 10.7 | 56.7 | 9.3 | 15.3 | 8.6 | 16 | 85 | 44 | 23 | 12 | 2.53 | 1.121 |

The findings also indicated that mentors demonstrate new teaching practices for

at most 50% of survey teachers while 25.3% of the sample size neither agree or

disagree that their mentor demonstrates new teaching practices for them to observe

and reflect upon. Mentors are perceived to understand and appreciate the cultural aspect of my school environment by 67.4% of teachers in the sample; they are also perceived to model the self-reflection process by 57.4% of teachers. 74.6 % of participants indicated that their mentor actively listen and understand their feelings and 50.7% indicated that their mentor let theme express their feelings and ideas. However. 24% of the sample size are disagree that their mentor lets them express my feelings and ideas.

On the other hand. 52% of participants believe that their mentor is not well trained to be a mentor while 24% neither agrees or disagrees. Also, 57.4% agree that they and their mentor don't have the same educational philosophy with percentage of 26.7% who weren't able to agree or disagree. Finally 52.6% indicated that their mentors don't accept or treat me as a unique individual while 22% neither agree nor disagree.

III.     The impact of mentorship on teaching practices and teachers' professional development

The findings indicated a significant impact of mentors and mentorship practice on teaching practices and teachers' professional development in Kindergarten schools (mean item score range: 2.49 to 3.07; SD range: 1.001 to 1.97, Table 3). For an example. 62% of participants indicated that they are engaged in continues reflective dialogue with their mentors to evaluate teaching practices; while 62.7% indicated that their mentors evaluate their practices with evidence-based and subjective approach.

Mentors are perceived to share their experiences and skills by 56.7% of teachers in the sample. Also, 56% of teachers provided that they meet with their mentors in regular basis and the same percentage of teacher (56%) stated that their mentor

provides them with constructive feedback based on observational data. Moreover, the findings indicated that mentor assist at most 54.7% of teachers on solving problems and on addressing questions concerning the daily experiences and challenges with the percentage of 20% of teachers who either agree or disagree.

The results also indicated that although that 22.7% of the sample size either agree or disagree that their mentor motivates them to make decisions and take risks; approximately, 50% of participants indicated that their mentors motivate them to make decisions and take risks. Similarly, 27.3% of participants either agrees or disagree that their mentors help them to identify strength and weakness areas; 50% of participants agree that they do so. This is consistent with the findings that 50% of teachers in the sample believe that mentorship process has made them better teachers while 22.7 neither agree nor disagree.

3: The impact of mentorship on teaching practices and teachers' professional development.

| Statement | % | | | | | Frequency | | | | | Mean | Standard Deviation (SD) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | | |
| ...ntor assists me on setting personal, professional and ...goals | 6.0 | 41.3 | 22.7 | 20.7 | 9.3 | 8 | 62 | 34 | 31 | 14 | 2.86 | 1.105 |
| ...entor motivates me to make decisions and take risk | 3.3 | 46 | 22.7 | 18.7 | 9.3 | 5 | 69 | 34 | 28 | 14 | 2.85 | 1.066 |
| ...entor works with me to develop and try new ideas and ...gies | 5.3 | 32 | 24.7 | 26 | 12 | 8 | 48 | 37 | 39 | 18 | 3.07 | 1.130 |
| ...nentor assists me on solving problems and on addressing ...ions concerning the daily experiences and challenges | 10.7 | 44 | 20 | 30.3 | 12 | 16 | 66 | 30 | 20 | 18 | 2.72 | 1.188 |
| ...nentor and I are engaged in continues reflective dialogue to ...ate teaching practices. | 18.7 | 43.3 | 16.7 | 12 | 9.3 | 28 | 65 | 25 | 18 | 14 | 2.50 | 1.197 |
| ...entor encourages me to envision my future and to develop ...nal and professional potentials | 7.3 | 30.0 | 22 | 32 | 8.7 | 11 | 45 | 33 | 48 | 13 | 3.05 | 1.125 |
| ...nentor provides me with constructive feedback based on ...vational data | 6.3 | 48.7 | 22 | 40.7 | 73 | 11 | 73 | 33 | 22 | 11 | 2.66 | 1.054 |
| ...entor evaluates my practices and practice with evidence- ...and subjective approach | 12 | 15.7 | 20.7 | 10 | 6.7 | 18 | 76 | 31 | 15 | 10 | 2.49 | 1.047 |
| ...mentor provides me with resources for developing and ...ementing new constructive ideas | 4.7 | 41.3 | 20.7 | 24.7 | 8.7 | 7 | 62 | 31 | 37 | 13 | 2.91 | 1.093 |
| ...ntor helps me to identify strength and weakness areas | 4.7 | 46 | 27.3 | 13.3 | 6.7 | 7 | 69 | 41 | 23 | 10 | 2.73 | 1.001 |
| ...entor shares his/her experiences and skills | 14 | 42.7 | 18.7 | 18 | 6.7 | 21 | 64 | 28 | 27 | 10 | 2.61 | 1.135 |
| ...entor process have made me a better teacher | 12 | 38 | 22.7 | 18 | 9.3 | 18 | 57 | 34 | 27 | 14 | 2.75 | 1.165 |
| ...entor and I meet in regular basis | 4 | 52 | 16.7 | 18 | 9.3 | 6 | 78 | 25 | 27 | 14 | 2.77 | 1.089 |
| ...of mentorship process. I can serve in a mentor role and ...ipate in developing other professionals | 8.0 | 35.3 | 26 | 21.3 | 9.3 | 12 | 53 | 39 | 32 | 14 | 2.89 | 1.121 |

On the other hand, a significant percentage of teachers (62.7%) provided that

their mentor didn't work with them to develop and try new ideas and strategies and

24.7% neither agree or disagree. Further, 54% agreed that their mentors didn't provide them with resources for developing and implementing new constructive ideas. The same significant percentage of teachers (62.7%) indicated that their mentors didn't encourage them to envision their future neither to develop personal and professional potentials.

There were also 52.7 % of teachers who indicated that their mentors don't assist them on setting personal, professional and career goals; while 22.7% of the sample size neither agree or disagree that their mentor assists them on setting personal, professional and career goals. Finally, 56.7% of participants indicated that they can't serve in a mentor role and participate in developing other professionals as ultimate end of their mentorship process and 26% were not able to agree or disagree.

Looking into attention-attract relationships among a quantity of independent variables of this study and the perceptions of Kindergarten' teachers toward mentor and mentorship program at PPP; the results show that the relationship between the period of time within which the teacher was part of mentorship program and to how extend the mentor understands and appreciates the cultural aspect of the school environment is very significant according to the results of the Pearson Chi-Square Test (Table 6), $x^2$=31.820[a], $p$=0.000. This indicates that mentors develop better understanding and appreciation of unique culture of schools' environment in UAE. However, the teachers who were part of the program for two years support this claim more than others (Table 5).

Table 5 : Relationship between the period of time within which the teacher was part of mentorship program and to how extend the mentor understands and appreciates the cultural aspect of the school environment

| | | My mentor understands and appreciates the cultural aspect of my school environment | | | | | |
| | | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Total |
|---|---|---|---|---|---|---|---|
| Part of Mentorship program at Public- Private Partnership Project (PPP) | One year | 1 | 30 | 14 | 2 | 4 | 51 |
| | < 2 years | 8 | 45 | 2 | 13 | 6 | 74 |
| | < 3 years | 4 | 13 | 8 | 0 | 0 | 25 |
| Total | | 13 | 88 | 24 | 15 | 10 | 150 |

ble 6: Chi-Square Tests for relationship in table 5

| | Value | Df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| arson Chi-Square | 31.820[a] | 8 | .000 |
| celihood Ratio | 39.371 | 8 | .000 |
| near-by-Linear Association | 2.189 | 1 | .139 |
| of Valid Cases | 150 | | |

7 cells (46.7%) have expected count less than 5. The minimum expected count
.67.

further, the Pearson Chi-Square Test for the relationship between teaching experience of mentees and the perception of mentors' professional skills and competencies in the area of learning and teaching is very significant, $x^2$=29.412[a], $p$=0.003 (Table 8). This is important as more experienced teachers will be more able to assist the quality of mentors' professional skills that are required for Kindergarten teaching. The results show that the teachers with most experience (more than 5 years) agree or strongly agree that their mentors demonstrate wide range of professional skills and competencies in the area of learning and teaching with total of 35 votes against 23 and 17 for teachers with teaching experiences more than 3 and 2 years, respectively (Table 7).

Table 7: Relationship between teaching experience of mentees and the perception of mentors' professional skills and competencies in the area of learning and teaching

| | | My mentor demonstrates a wide range of professional skills and competencies in the area of learning and teaching | | | | | |
|---|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Total |
| Teaching Experience | One year | 4 | 27 | 8 | 4 | 4 | 47 |
| | > 1 year | 0 | 13 | 0 | 0 | 3 | 16 |
| | > 3 years | 6 | 17 | 4 | 1 | 0 | 28 |
| | > 5 years | 8 | 27 | 17 | 7 | 0 | 59 |
| Total | | 18 | 84 | 29 | 12 | 7 | 150 |

Table 8: Chi-Square Tests for relationship in Table 7

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 29.412[a] | 12 | .003 |
| Likelihood Ratio | 35.723 | 12 | .000 |
| Linear-by-Linear Association | .990 | 1 | .320 |
| N of Valid Cases | 150 | | |

a.11 cells (55.0%) have expected count less than 5. The minimum expected count is .75

One more interesting significant relationship is that the one between teachers' academic level and the perception of how extend the mentors encourage them to envision their future and to develop personal and professional potentials. The Pearson Chi-Square Test for this relationship as shown in Table 10 is, $x2$=42.434[a], $p$=0.000. The teachers how hold bachelor degree 41% indicated that mentors didn't encourage them to envision their or to develop personal and professional potentials in contrast to the teachers who hold PhD degree who agree that mentors do so (Table 9).

Table 9: Relationship between teachers' academic level and the perception of how extend the mentors encourage them to envision their future and to develop personal and professional potentials

| | | My mentor encourages me to envision my future and to develop personal and professional potentials | | | | | |
|---|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Total |
| Acadimic Level | Diploma | 4 | 1 | 0 | 3 | 0 | 8 |
| | Bachelor | 6 | 40 | 33 | 41 | 13 | 133 |
| | Master | 1 | 0 | 0 | 4 | 0 | 5 |
| | PhD | 0 | 4 | 0 | 0 | 0 | 4 |
| Total | | 11 | 45 | 33 | 48 | 13 | 150 |

Table 10: Chi-Square Tests for relationship in Table 9

| | Value | Df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 42.434[a] | 12 | .000 |
| Likelihood Ratio | 35.900 | 12 | .000 |
| Linear-by-Linear Association | .001 | 1 | .969 |
| N of Valid Cases | 150 | | |

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .29.

Lastly, the Pearson Chi-Square Test for the relationship between the teaching class for mentees (KG1 or KG2) and to how extend the mentors provide professional experiences that is related to the Kindergarten teaching for each specific class was significant, $x^2$=22.177[a], $p$=0.000 (Table 12). The teachers of KG1 agree more than Teachers of KG2 (59 vs 24) that mentors were able to provide them with teaching experiences and professional advices to make them better teachers. (Table 11).

**Table 11:** Relationship between the teaching class for mentees (KG1 or KG2) and to how extend the mentors provide professional experiences that is related to the Kindergarten teaching

| | | My mentor provide professional experiences that is related to the Kindergarten teaching for my specific class | | | | | |
|---|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Total |
| Teaching Class | KG 1 | 4 | 55 | 18 | 6 | 10 | 93 |
| | KG 2 | 2 | 23 | 7 | 21 | 4 | 57 |
| Total | | 6 | 78 | 25 | 27 | 14 | 150 |

**Table 12:** Chi-Square Tests for relationship in Table 11

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 22.177[a] | 4 | .000 |
| Likelihood Ratio | 21.971 | 4 | .000 |
| Linear-by-Linear Association | 5.581 | 1 | .018 |
| N of Valid Cases | 150 | | |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.28.

# CHAPTER FIVE

## DISCUSSION

The original question of the research focused on investigating if Kindergarten teacher understand and appreciate the mentorship act and on determining the mentees' perceptions of their mentors and mentorship' impact on their instructional and professional development. Through this research, the author wanted to determine if the mentors at Kindergarten had the personal attitudes, qualifications and skills that characteristic the effective mentors and if they succeed to support their mentee's development. The research was broken down into three main questions: 1) Do Kindergarten teachers understand and appreciate the mentorship act? 2) Do Kindergarten teachers perceive their mentors as high qualified mentors? 3) Is the act of mentoring contributes into the instructional and professional development of Kindergarten teachers?

The surveys sent out to the subjects in order to gather background data and to determine their perceptions of their mentors and mentorship impact. Throughout all of the surveys there was a major finding that seemed to stand out in achieving effective mentorship relationship between mentee and their mentors. This finding is related to the establishing the mentorship relationship. Although that most of teachers understand and appreciate the mentorship process and its impact to enhance their teaching, they didn't experience the part of the process where mentors provide them with an analysis-based plan to address their instructional and professional growth challenges and issues. Teachers believe that mentor and mentee should have an agreement (contract) at early stage of mentorship process in order to set expectations and guide their relationship. This early involvement of mentees in designing the mentorship program is a success key for implementing ideal mentoring relationship and effective mentoring program. However, most teachers in this study didn't

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participate in developing their mentoring plans and didn't sign any contract with their mentors that should be based on initial assessment of teachers' needs and instructional practices. This missing part of the mentor-mentee relationship have a propensity to affect the outcomes of the mentorship process as when mentor and mentee agree on conceptions of mentoring, their experiences tend to be more productive (Koballa, Jr. & Bradbury, 2009). The fact is that mentorship is a long time process that starts with developing a natural relationship between the mentor and the mentee with present of fundamental attributes that include mutual trust, respect, openness, honesty, collaboration and reflective practices.

The point to arise here is the role of the program owner or regulator (ADEC in our case) to monitor the process of mentorship especially as the early stages of establishing the mentor-mentee relationship. Assigned mentors should be requested to provide ADEC with the essential assessment of teachers' needs and the analysis-based plan to address these teachers' instructional and professional growth challenges and issues. Teachers should be involved in developing these plans and to add their comments, expectations and the areas of enhancement they are looking for. Reports of plan progress should be also submitted in regular basis for all concerned parties including principals, teachers and program owner. By this way, the mentorship program is designed according to teachers' individuals' needs with clear expectations and collaborate mentor-mentee relationship. Obviously, in the case of ADEC mentorship initiative, teachers didn't participate in developing their mentoring plans and didn't see them if they exist.

The findings on the mentee's perception of the personal attributes and quality of their mentor indicated that mentors in Kindergarten schools demonstrate quality and personal attributes that are associated to the effective mentorship. Galbraith

(2002/2003) and Ganser (1996) suggested that the good mentors exhibit a wide range of professional skills along with the willingness to share these with mentees. Rowley (1999) identifies six basic and essential qualities of the good mentor and which are: commitment to the role of mentoring, acceptance of the beginning teachers as a developing individuals and professionals highly skilled at providing instructional support, effective in different interpersonal communications, models continues learner and capitalizes on opportunities to assert the potentials for their mentees. Participants in the research indicated that their mentors demonstrate a wide range of professional skills and competencies in the area of learning and teaching. They also perceive their mentors as highly skilled in communicating, listening, analyzing and providing feedback.

Most importantly, mentors are perceived to understand and appreciate the cultural aspect of mentees' school environment. This is crucial as Raman, Gruppen and Kachur (2006) argue that mentors need awareness of cultural issues while Ganser (1996) emphasizes the understanding of schools as site-specific cultures and teachers with different backgrounds and experiences will help mentors and mentees to overcome cultural difference and innate prejudices.

While the competencies and experiences in the area of learning and teaching are the core for mentors' selection; mentors will not be able to share such experiences with teachers if they lack the communication skills. Moreover, teachers will not benefit from the process of mentorship program if they don't receive systematic and continues feedback from their mentors. This study didn't investigate the details of mentors' professional and communication skills rather than the teachers' perceptions of these skills. It also didn't investigate to how extend mentors assigned by ADEC understand and appreciate the cultural aspects of learning environment in UAE. There

is no evidence that mentors who belong to different international bodies –mostly SABIS- receive a special training in the cultural aspects of UAE. Although these educational international institutions operate in different areas of the world, UAE is a unique area in term of cultures and history of education. There are in this part concerning the percentage of mentees who don't have the same educational philosophy with their mentors; and who believe that their mentors don't accept or treat them as unique individuals. These results can be – logically- attributed to the defect on establishing the initial mentor-mentee relationship that is discussed above and to the understanding of teachers as Emirate individuals. This is also seen to lead to the result that most participants in the study believe that their mentors are not well trained to be mentors.

The findings of the study indicated a significant impact of mentors and mentorship practice on teaching practices and teachers' professional development in Kindergarten schools. Most participants believe that mentorship process has made them better teachers. One of the goals of using mentorship in teacher professional development is to assist teachers/mentees to adopt and implement forms of reflective practices that seen to support best instructional practices and strategies (Schon, 1987). From different point of view, mentorship itself is seen as a form of professional development within which mentors adopt a reflective approach to their own mentorship activities and learning so as to effectively contribute to their mentees' learning, development and growth. According to Tomlinson (1995), "mentoring, like teaching, involves a continual reflective cycle where mentors aspire to be reflective coaches" (p. 38). Thus, without the guidance of reflective mentors, teacher mentees may be hindered in the development of self-reflective processes. Through this study, mentors are perceived to model the self-reflection process while most participants

indicated that they are engaged in continues reflective dialogue with their mentors to evaluate teaching practices.

Further, mentors in this study are perceived to share their experiences and skills with mentees teachers who indicated that they meet with their mentors in regular and receive constructive feedback based on observational data. Moreover, the findings indicated that mentor assist teachers on solving problems and on addressing questions concerning the daily experiences and challenges. Most teachers also indicated that their mentors motivate them to make decisions and take risks and agree that their mentors help them to identify strength and weakness areas. These findings are consistent with the practical skills mentors need to demonstrate (Ganser, 1996) and which include providing guidance and feedback, problem solving strategies and systematic observe of daily teaching and classroom to help teachers to lean about their own teaching. Also, these findings are consistent with the functions of effective mentors as suggested by Cohen (1993) within which mentors aim to help mentees to develop understanding and insights into unproductive behaviors and strategies and to evaluate their own needs and capacity to change. Mentors should share with mentees life experiences a role model in order to motivate them to make decisions and take risks.

More investigation on the impact of mentors and mentorship practice on teaching practices and teachers' professional development in Kindergarten schools is a necessity. This is because only surveying teachers' mentees is not enough to measure this impact. While survey is a good trigger to dig more, the actual measurement should depend on the teachers' improved practices and ability to solve problems. It will be useful to track one or group or teachers' development journey via classroom's

observation and student learning achievements in order to define how mentorship made them "better teachers".

Mentors play critical role on helping teachers to set short-term and long-term professional goals (Ganser, 1996) and on encouraging mentees to envision their future and to develop personal and professional potential through stimulating their critical thinking (Cohen, 1993). By this, mentees will be able to eventually act as independent learners and to develop their capacity of negotiation and change management. However, there were important percentages of teachers provided that their mentors: 1) didn't work with them to develop and try new ideas and strategies; 2) didn't provide them with resources for developing and implementing new constructive ideas; 3) didn't encourage them to envision their future neither to develop personal and professional potentials; and 4) didn't assist them on setting personal, professional and career goals. Two main things to consider in analyzing these results; the first is related to the structure of mentorship process and the second is related to the environment and site within which the process takes place.

In order for mentors to encourage mentees to envision their future and to set development and career goals, they need mainly to put more efforts in the first step of mentorship process: establishing the relationship. At this stage, mentor gets to learn the mentee as an individual and as a professional; then guides the mentee through a reasonably deep review of their interests, abilities and beliefs that are related to their area of specialty. This is of high important in order to ensure that the mentor's advice is based on accurate and sufficient information about the mentee and the practice to link to the personal, professional and career goals. It is obvious that this part was missing since early stages of mentorship program as most participants indicated that they never provided you with any analysis-based plan to address your instructional

and professional growth challenges and issues. From environment perspective, the question arises is that to how extent mentors are educated about teachers professional development and career opportunities in the country of UAE?

The results concerning mentors providing teachers with resources for developing and implementing new constructive ideas should be also analyzed on the light of the environment and school site: do mentors have access to these resources in the first place? What the role of school principals? How resources for mentorship program are planned and budgeted? These questions need to be addressed before measuring the impact of mentorship program on developing new instructional strategies.

The result within which most participants indicated that they can't serve in a mentor role and participate in developing other professionals as ultimate end of their mentorship process was not surprising taking into consideration that these teachers indicated that they understand mentorship process. This applies their understanding that developing an effective mentor requires intensive and careful training and preparation programs.

# CHAPTER SIX

## Conclusion AND Future work

### Concluding Remarks

The focus on the education is a world-wide concern. Governments across the world realize the essential role that education plays in economic, political and civic well being of the country. The awareness of the gaps and weaknesses in education systems continues to grow as well as the calls for improving the education quality and reforming the current systems and strategies to meet the increasing demands for more effective schools and match-notion-needs educational outcomes. Given this pressure for educational reforms, mentoring is perceived to be an effective way to train teachers to adopt new and effective practices. The origin of mentorship practice has its root in Greek mythology but since the mid-1970s, great attention has been paid to mentoring for professional development in education. This is because it has been widely used in the business world and it has the potential to be helpful as well in education filed.

Teachers' professional development practices that are based on mentoring and which provide one-to-one guidance and ongoing on-site support are perceived to be more successful because learning in this context depends on the collegiality among teachers and mentors. Mentorship models enable teachers to talk about practice with their assigned mentors, observe mentors' practice and work together to plan, design, evaluate curriculum, research and experiment new instructional strategies and teaching techniques. Mentors teach their mentees teachers what they know about teaching and learning and share their experiences in dealing with daily challenges of teaching and classroom management.

In order to achieve the desired results from mentoring, mentors should be selected carefully as an experienced teachers who are well trained to perform the

functions and tasks that are associated to the mentor' role. There are several factors that impact the mentoring programs effectiveness and need to be carefully addressed at very early stages of preparing for the mentoring programs. These factors include the availability of time, the matching between mentor and mentee, comprehensive assessment and analysis of mentees' needs, the quality of mentors as well as the quality of mentorship practices.

Recently, the Abu Dhabi Education Council (ADEC) in UAE has implemented a New School Model (NSM) and Private Partnership Project (PPP) aiming to improve the quality of private and public schools in emirate of Abu Dhabi. Within these two initiatives, each public school was assigned a mentor for the school principal and teachers. The mentor is expected to oversee the principle and teacher training and evaluation and implementation of the teaching methods; to monitor the ADEC curriculum delivery and work with the school faculty utilizing student test data to improve instruction. The mentor is also responsible of submitting required monitoring reports to ensure success of the partnership and to provide continuous monitoring of progress.

The purpose of this study was to develop an understanding if, Kindergarten teachers participating in NSM and PPP realize the value of mentorship practice and its impact on their teaching. The original questions of the research focused on the perceptions of Kindergarten teachers on the quality of mentors and their impact on teachers, instructional and professional development. Through this research, the aim was to determine if Kindergarten teachers appreciate the mentoring practice and if they perceive PPP as an effective mentorship program. The research was broken down into three main questions: 1) Do Kindergarten teachers in PPP understand and appreciate the mentorship act; How Kindergarten teachers in PPP perceive the quality

of their mentors and mentorship practices? 3) How Kindergarten teachers in PPP perceive the impact of mentorship practices and mentor on their instructional and professional development? And to answer the questions of the study, the researcher developed the study instrument (MITKS) that consisted of three main parts with total of 33 questions of two min format: yes-no and five-point Likert scale; administrate the instrument of study to the study sample consisted of 150 Kindergarten teachers then collect it back over period of three to four weeks.

This findings of the study indicated that most of Kindergarten teachers in the sample understand and appreciate the mentorship process and its impact to enhance their teaching. They believe that mentor and mentee should have an agreement (contract) at early stage of mentorship process in order to set expectations and guide their relationship; however, they didn't experience the part of the process where mentors provide them with an analysis-based plan to address their instructional and professional growth challenges and issues. The findings on the mentee's perception of the personal attributes and quality of their mentor indicated that mentors in Kindergarten schools demonstrate quality and personal attributes that are associated to the effective mentorship. The findings of the study also indicated a significant impact of mentors and mentorship practice on teaching practices and teachers' professional development in Kindergarten schools. Most participants believe that mentorship process has made them better teachers. The findings also showed that participants are not ready to serve in a mentor role and participate in developing other professionals as ultimate end of their mentorship process.

The findings of this study also indicated important elements to consider in order enhancing the mentorship program in PPP. These elements include paying more attention to deep reviews the needs and objectives of mentees and to address

these early stages through establishing the mentor-mentee relationship. Also, mentors and teachers should be provided with sufficient and adequate resources for developing and implementing new constructive ideas

The results of the study are limited to the sampled teachers in the ten Kindergarten schools in Al Ain area and so results can't be generalized for other school of different levels or areas. A second limitation factor to consider is that the study participants of Kindergarten teachers may hesitate to convey their honest opinion about the items of questions pertaining to mentors' quality and their impact on teaching practices and teachers' development.

Recommendations

Based on the results of this study, few recommendations are suggested as follows:

Clear policies and procedures should be set to regulate educational mentorship initiatives in UAE. These regulations should outline the criteria and guidelines to select mentors and to assess their role in the educational settings.

- Selected mentors to work in UAE schools should be enrolled in cultural awareness sessions to prepare them to deal with the unique environment of schools in the country.

- Teachers will need to be involved in different awareness sessions in order to develop broad understating of mentorship practice; and also to develop a new perspective of mentor' role and their own role in mentorship relationship.

- ADEC is required to mentor the mentors' performance in regular basis and also to track the teacher's development through the mentorship practice. This includes emphasizing that mentors should provide mentees with an analysis-based plan to address their instructional and professional growth challenges

and issues. The early agreement (contract) between mentor and mentees at the early stage of mentorship process must be also emphasized in order to set clear expectations to guide the process toward achieving it goals.

- Resources to enable mentors' work and to support teachers' development should be also provided as required.

Future Work

There are several aspects of this study that could be further researched in the future. This was also a very small study that only looked at mentoring in ten Kindergarten school setting. A larger study that encompasses elementary and secondary mentors and mentees is suggested to expand the range of this study. Also, the suggested future research works involve in depth study of the impact of mentoring on teachers' instructional development and students achievement supported by on-site evidences and performance measurement metrics. It is important to look back at how mentoring has changed the practices of beginning teachers and outcomes of their teaching practices. This is can be achieved by carrying long life study over number of academic years to track the development of mentees' teachers as well as the academic progress of their students. Mentoring is not only improving the quality of education for the professionals involved but also for the lives of the students that these teachers touch daily.

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# APPENDIX 1

Educational International Institutions Participate in PPP project
I.      SABIS Education System

SABIS® Educational Services S.A.L. was established in Lebanon in 1993 as the managing arm of the SABIS® School Network and was assigned with the responsibility of developing the SABIS network in the Middle East, Africa, and Asia. Currently, SABIS® Educational Services operates schools in Africa, the Gulf, Near East, North Africa East, and Asia. SABIS® Educational Services now operates 60 Schools in Africa, the Gulf, Near East, North Africa East, and Asia and this includes the UAE.

In SABIS® schools: *"all students, regardless of their ability levels, can learn and achieve very high academic standards provided they want to learn"* (SABIS, 2011). To achieve this purpose, students are continuously monitored in order to prevent any knowledge gap during their learning process.  Students are motivated to learn and provided with efficient, rich and high quality educational experience aiming to help them to achieve their full potentials. Some features of the SABIS® Educational System include (SABIS, 2011):

- A comprehensive and well-structured curriculum

- Proficient learning materials and books designed to support the curriculum

- Established instructional methods

- Regular assessment to track the student's performance and fill any learning gaps they may develop

- Advanced educational tools to support SABIS educational programs

- A student-led organization and positive learning environment

## II.    Nord Anglia Education

Nord Anglia Education (NAE) is intruded as a leader in the international provision of innovation and high quality education, training; and guidance especially for children and young adults. NAE, which was founded in 1972, focuses on managing schools and working with international governments to raise the standards and improve the educational achievement as desired by these government.

NAE operates first-class quality kindergartens all through to the end of secondary (K-12) in eight different cities in the world with over 6,000 students. Most of NAE schools follow a curriculum that is based on the National Curriculum of England (NCE) and which is adapted country by country in order to meet the different local cultures and conditions.

NAE provides its learning services in the UK and the Middle East by working with government, education authorities, schools and other public sector bodies and organizations to deliver a broad range of education, training and learning support. Part of the learning services is school inspection and quality reviews, leadership development, training for teachers and inspectors and e-learning systems for schools as well as individual learners. NAE also provides education consultancy to advice governments on education policies, reform and improvement initiatives besides managing the education authorities on their behalf (Nord Anglia Education, 2009.

## III.    Mosaica

Mosaica Education is a for-profit school company that is originated in 1997 in United State of America and which currently operates elementary, middle and high school programs globally

in India, Turkey, and the United Arab Emirates. Through 14 years, the academic model of Mosaica has educated more than 45,000 students in more than 90 school programs. The focus of Mosaica is to develop charter school programs that incorporated the Paragon curriculum (hands-on approach that addresses students' multiple intelligences and individual learning styles), cutting-edge classroom technology and learning that is customized to achieve students' individual successes.

The services provided by Mosaica include managing schools, K-12 online schools, reform and enchantment plans for under-performing schools for governments (in US and overseas), Professional Development, leadership training, Curriculum development, Recruitment Services (teachers and school leaders), and finally support services such as accounting and information technology (Mosaica Education, 2011).

IV.    CFBT-Education Trust

CFBT-Education Trust is not-for-profit organisation and which uses its fund for educational purposes and practice-based educational research. The company is known as a leading that provides education consultancy and services for public benefit both in the UK and world-wide in more than 40 countries. CFBT-Education Trust manages large government contracts as well as managing directly a growing number of schools.

The company stated mission is "education which enables individuals, institutions and communities to achieve their maximum potential". To achieve its mission, CFBT-Education Trust appreciated the teaching and learning differences among clients in the different countries and works to meet the needs of those needs to our clients in their different cultures (CFBT-Education Trust, 2011).

## MITKS Instrument – Expert Validity Evaluation Questionnaire

### Directions

Please provide the identifying information requested on the right.

The 33 items in this form are the main questions in the "Mentoring Impact on Teaching in Kindergarten Schools" (MITKS) survey that was developed to collect data to investigate and describe the Kindergarten teachers' perceptions of their monitoring and their attitude toward the quality of mentor and monitoring impact on their teaching practices. For each item, check the circle at the point that best represents your rating of the question importance.

Please then indicate if item is missing and add your suggestions.

Date: _____

Expert Name : _____

Gender:  ◯ Male    ◯ Female

Job Title: _____

Orginzation: _____

Total Years of Expereinces : _____

| MITKS Item | Very Important | Somewhat Important | Not Important |
|---|---|---|---|
| | 3 | 2 | 1 |
| 1. Do you understand the concept of Mentorship? | ◯ | ◯ | ◯ |
| 2. Do you understand the different steps of the Mentorship process? | ◯ | ◯ | ◯ |
| 3. Do you believe on Mentorship is beneficial to enhance the teaching practice? | ◯ | ◯ | ◯ |
| 4. Do you think mentorship is beneficial only for novice teachers? | ◯ | ◯ | ◯ |
| 5. Do you believe that mentor and mentee should have an agreement (contract) at early stage in order to set expectations and guide their relationship? | ◯ | ◯ | ◯ |
| 6. Do you have a signed agreement (contract) with your Mentor? | ◯ | ◯ | ◯ |

| | | | |
|---|---|---|---|
| 7. Did your mentor provide you with an analysis-based plan to address your instructional and professional growth challenges and issues? | ○ | ○ | ○ |
| 8. Do you think your mentor is selected as a highly qualified mentor? | ○ | ○ | ○ |
| 9. My mentor demonstrates a wide range of professional skills and competencies in the area of learning and teaching. | ○ | ○ | ○ |
| 10. My mentor actively listens and understands my feelings. | ○ | ○ | ○ |
| 11. My mentor conducted a deep review of my interests, abilities and beliefs that are related to teaching. | ○ | ○ | ○ |
| 12. My mentor assists me on setting personal, professional and career goals. | ○ | ○ | ○ |
| 13. My mentor motivates me to make decisions and take risks. | ○ | ○ | ○ |
| 14. My mentor demonstrates new teaching practices for me to observe and reflect upon. | ○ | ○ | ○ |
| 15. My mentor works with me to develop and try new ideas and strategies. | ○ | ○ | ○ |
| 16. My mentor assists me on solving problems and on addressing questions concerning the daily experiences and challenges. | ○ | ○ | ○ |
| 17. My mentor and I are engaged in continues reflective dialogue to evaluate teaching practices. | ○ | ○ | ○ |
| 18. My mentor encourages me to envision my future and to develop personal and professional potentials. | ○ | ○ | ○ |
| 19. My mentor is highly skilled in communicating, listening, analyzing and providing feedback. | ○ | ○ | ○ |
| 20. My mentor lets me express my feelings and ideas. | ○ | ○ | ○ |
| 21. My mentor provides me with constructive feedback based on observational data. | ○ | ○ | ○ |
| 22. My mentor evaluates my practices and practice with evidence-based and subjective approach. | ○ | ○ | ○ |
| 23. My mentor provides me with resources for developing and implementing new constructive ideas. | ○ | ○ | ○ |
| 24. My mentor and I have the same educational philosophy. | ○ | ○ | ○ |

| | | | |
|---|---|---|---|
| 25. My mentor helps me to identify strength and weakness areas. | ○ | ○ | ○ |
| 26. My mentor shares his/her experiences and skills. | ○ | ○ | ○ |
| 27. My mentor accepts and treats me as a unique individual | ○ | ○ | ○ |
| 28. My mentor process have made me a better teacher | ○ | ○ | ○ |
| 29. My mentor and I meet in regular basis. | ○ | ○ | ○ |
| 30. My mentor is well trained to be a mentor. | ○ | ○ | ○ |
| 31. My mentor models the self-reflection process. | ○ | ○ | ○ |
| 32. By end of mentorship process. I can serve in a mentor role and participate in developing other professionals. | ○ | ○ | ○ |
| 33. My mentor understands and appreciates the cultural aspect of my school environment. | ○ | ○ | ○ |

**Do you believe that that are missing items or outcomes to be inquired?**        ○ Yes        ○ No

**If Yes, then please clarify and add your suggestion:** -----------------------------------------------------
-------------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------------

The list of Experts' Names and Positions

| Prof. Mohamed AbdelDayem | Faculty member in Department of Foundation And Education |
|---|---|
| Dr. Ali Alkaabi | Ass. Student Affairs, Foundation & Education Faculty member |
| Dr. Ali Ibrahim | Faculty member in Department of Foundation And Education |

## MITKS Reliability Assessment: Test and Re-Test Method

| estions | Test 1 | | | | | | Re- Test 1 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| # | Sub1 | Sub2 | Sub3 | Sub4 | Sub5 | | Sub1a | Sub2a | Sub3a | Sub4a | Sub5a |
| 1 | 1 | 0 | 1 | 1 | 1 | | 1 | 0 | 1 | 1 | 1 |
| 2 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 |
| 3 | 0 | 0 | 1 | 1 | 1 | | 0 | 0 | 1 | 1 | 1 |
| 4 | 0 | 1 | 0 | 1 | 0 | | 0 | 1 | 0 | 1 | 0 |
| 5 | 1 | 0 | 1 | 1 | 1 | | 1 | 0 | 1 | 1 | 1 |
| 6 | 1 | 0 | 0 | 0 | 0 | | 1 | 0 | 0 | 0 | 0 |
| 7 | 1 | 1 | 0 | 0 | 0 | | 1 | 1 | 0 | 0 | 0 |
| 8 | 0 | 1 | 0 | 0 | 0 | | 0 | 1 | 0 | 0 | 0 |
| 9 | 4 | 4 | 3 | 2 | 3 | | 4 | 4 | 3 | 2 | 3 |
| 10 | 3 | 3 | 3 | 3 | 4 | | 3 | 3 | 3 | 3 | 4 |
| 11 | 3 | 4 | 1 | 2 | 4 | | 3 | 4 | 1 | 2 | 4 |
| 12 | 3 | 4 | 1 | 3 | 3 | | 3 | 4 | 1 | 4 | 3 |
| 13 | 4 | 3 | 2 | 3 | 3 | | 4 | 3 | 2 | 4 | 3 |
| 14 | 3 | 3 | 2 | 2 | 3 | | 3 | 3 | 2 | 2 | 3 |
| 15 | 3 | 4 | 2 | 3 | 3 | | 3 | 4 | 2 | 3 | 3 |
| 16 | 3 | 4 | 2 | 3 | 4 | | 3 | 4 | 2 | 3 | 4 |
| 17 | 3 | 3 | 2 | 2 | 4 | | 3 | 3 | 2 | 2 | 4 |
| 18 | 3 | 3 | 1 | 3 | 4 | | 3 | 3 | 1 | 3 | 4 |
| 19 | 3 | 4 | 3 | 2 | 3 | | 3 | 4 | 3 | 2 | 3 |
| 20 | 3 | 4 | 3 | 4 | 4 | | 3 | 4 | 3 | 4 | 4 |
| 21 | 3 | 5 | 2 | 4 | 4 | | 3 | 4 | 2 | 4 | 4 |
| 22 | 3 | 5 | 2 | 3 | 4 | | 3 | 4 | 2 | 3 | 4 |
| 23 | 3 | 3 | 5 | 4 | 3 | | 3 | 3 | 4 | 4 | 3 |
| 24 | 3 | 3 | 4 | 3 | 4 | | 4 | 3 | 4 | 3 | 4 |
| 25 | 3 | 4 | 3 | 3 | 4 | | 4 | 4 | 3 | 3 | 4 |
| 26 | 3 | 4 | 3 | 4 | 4 | | 4 | 4 | 3 | 4 | 4 |
| 27 | 3 | 3 | 3 | 3 | 4 | | 3 | 3 | 3 | 3 | 4 |
| 28 | 3 | 3 | 2 | 2 | 3 | | 3 | 3 | 2 | 2 | 3 |
| 29 | 3 | 4 | 4 | 2 | 3 | | 3 | 4 | 4 | 2 | 3 |
| 30 | 3 | 4 | 3 | 2 | 3 | | 3 | 4 | 3 | 2 | 3 |
| 31 | 3 | 3 | 3 | 2 | 3 | | 3 | 3 | 3 | 2 | 3 |
| Correlation coefficient | | 0.980883 | | | | | | | | | |

Reliability Calculator

| A3 | ▾ | $f_x$ | Cronbach's Alpha |

| | A | B | C | D | E | F | G | H | I | J | K | L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Cronbach's Alpha | 8.50018331 | | **Reliability Calculator** | | | | | | | | |
| 2 | Split-Half (odd-even) Correlation | 0.809868501 | | created by Del Siegle (dsiegle@uconn.edu) | | | | | | | | |
| 3 | Spearman-Brown Prophecy | 0.894947341 | | | | | | | | | | |
| 4 | Mean for Test | 85.8 | | | | | | | | | | |
| 5 | Standard Deviation for Test | 10.70327053 | | | | | | | | | | |
| 6 | KR21 | 2.267021648 | | Questions | Subjects | | | | | | | |
| 7 | KR20 | 2.784150663 | | 11 | 5 | | | | | | | |
| 8 | | | | | | | | | | | | |
| 9 | | Question 1 | Question 2 | Question 3 | Question 4 | Question 5 | Question 6 | Question 7 | Question 8 | Question 9 | Question 10 | Question 11 |
| 10 | Subject1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 4 | 3 | 3 |
| 11 | Subject2 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 4 | 3 | 4 |
| 12 | Subject3 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 3 | 3 | 1 |
| 13 | Subject4 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 2 | 3 | 2 |
| 14 | Subject5 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 3 | 4 | 4 |
| 15 | Subject6 | | | | | | | | | | | |
| 16 | Subject7 | | | | | | | | | | | |
| 17 | Subject8 | | | | | | | | | | | |
| 18 | Subject9 | | | | | | | | | | | |
| 19 | Subject10 | | | | | | | | | | | |

# Questionnaire

**Directions:**

## A) Please provide the identifying information requested on below

**School name :**

**Teaching Class :**

○ KG1    ○KG2

**Teaching Expereince:**

○  Less than one year

○  1-3 years

○  4-6 years

○ More than six years

**Academic Level:**

○  Diploma

○  Bachelor

○  Master

○ PhD

○  Others  (Please specify) ----------------------------

**Part of Mentorship program at Public-Private Partnership Project (PPP)**

○  less than one year

○  1-3 years

○  4-5 years

**B) Please circle the answer following questions as they best apply to you**

1. Do you understand the concept of Mentorship?

   a) Yes                    b) No

2. Do you understand the different steps of the Mentorship process?

   a) Yes          b) No

3. Do you believe on  Mentorship is beneficial to enhance the teaching practice?

   a) Yes                    b) No

4. Do you think mentorship is beneficial only for novice teachers?

   a) Yes                    b) No

5. Do you believe that mentor and mentee should have an agreement (contract) at

   early stage in order to set expectations and guide their relationship?

   a) Yes                    b) No

6. Do you have a signed agreement (contract) with your Mentor?

   a) Yes                    b) No

7. Did your mentor provide you with a analysis-based plan to address your

   instructional and professional growth challenges and issues?

   a) Yes                    b) No

8. Do you think your mentor is selected as a highly qualified mentor?

   a) Yes                    b) No

C) Please check the circle at the point that best represents your level of agreement with the statement which describes your feelings and/or your opinion about your mentor and his/her contribution to your practice. 1- Strongly Agree 2- Agree 3- Neither Agree or Disagree 4- Disagree 5- Strongly Disagree

| Item Statement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| My mentor demonstrates a wide range of professional skills and competencies in the area of learning and teaching. | ○ | ○ | ○ | ○ | ○ |
| My mentor actively listens and understands my feelings. | ○ | ○ | ○ | ○ | ○ |
| My mentor conducted a deep review of my interests, abilities and beliefs that are related to teaching. | ○ | ○ | ○ | ○ | ○ |
| My mentor assists me on setting personal, professional and career goals. | ○ | ○ | ○ | ○ | ○ |
| My mentor motivates me to make decisions and take risks. | ○ | ○ | ○ | ○ | ○ |
| My mentor demonstrates new teaching practices for me to observe and reflect upon. | ○ | ○ | ○ | ○ | ○ |
| My mentor works with me to develop and try new ideas and strategies. | ○ | ○ | ○ | ○ | ○ |
| My mentor assists me on solving problems and on addressing questions concerning the daily experiences and challenges. | ○ | ○ | ○ | ○ | ○ |
| My mentor and I are engaged in continues reflective dialogue to evaluate teaching practices. | ○ | ○ | ○ | ○ | ○ |
| My mentor encourages me to envision my future and to develop personal and professional potentials. | ○ | ○ | ○ | ○ | ○ |

| Item Statement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| My mentor is highly skilled in communicating, listening, analyzing and providing feedback. | ○ | ○ | ○ | ○ | ○ |
| My mentor lets me express my feelings and ideas. | ○ | ○ | ○ | ○ | ○ |
| My mentor provides me with constructive feedback based on observational data. | ○ | ○ | ○ | ○ | ○ |
| My mentor evaluates my practices and practice with evidence-based and subjective approach. | ○ | ○ | ○ | ○ | ○ |
| My mentor provides me with resources for developing and implementing new constructive ideas. | ○ | ○ | ○ | ○ | ○ |
| My mentor and I have the same educational philosophy. | ○ | ○ | ○ | ○ | ○ |
| My mentor helps me to identify strength and weakness areas. | ○ | ○ | ○ | ○ | ○ |
| My mentor shares his/her experiences and skills. | ○ | ○ | ○ | ○ | ○ |
| My mentor accepts and treats me as a unique individual | ○ | ○ | ○ | ○ | ○ |
| My mentor process have made me a better teacher | ○ | ○ | ○ | ○ | ○ |
| My mentor and I meet in regular basis. | ○ | ○ | ○ | ○ | ○ |
| My mentor is well trained to be a mentor. | ○ | ○ | ○ | ○ | ○ |
| My mentor models the self-reflection process. | ○ | ○ | ○ | ○ | ○ |
| My mentor understands and appreciates the cultural aspect of my school environment. | ○ | ○ | ○ | ○ | ○ |

ب) لا            أ) نعم

8. هل يقرأ طفلك أو يكتب بعض الحروف أو الكلمات؟

ب) لا            أ) نعم

7. هل يستطيع طفلك التعرف على الأشكال والألوان المختلفة؟

ب) لا            أ) نعم

6. هل يحب طفلك الاستماع إلى القصص؟

ب) لا            أ) نعم

5. هل يستطيع طفلك أن يعبر عن احتياجاته ورغباته بالكلمات بشكل واضح؟

ب) لا            أ) نعم

4. هل يستطيع طفلك اللعب مع الأطفال الآخرين؟

ب) لا            أ) نعم

3. هل يستطيع طفلك ارتداء ملابسه بمفرده؟

ب) لا            أ) نعم

2. هل يستطيع طفلك استخدام الحمام بمفرده؟

ب) لا            أ) نعم

1. هل يستطيع طفلك تناول الطعام بمفرده؟

---

كم عدد ساعات النوم التي يحصل عليها طفلك؟

○ من 5-4 ساعات    ○ من 3-2 ساعات    ○ أكثر

ما هو نوع الطعام المفضل لدى طفلك؟

○ ما
○ حلويات    ○ خضروات    ○ فواكه    ○ أرز (الوجبات)

كم عدد ساعات استخدام طفلك؟

○ أكثر    ○ من 6-4 ساعات    ○ من 3-2 ساعات    ○ ساعة واحدة

المستوى الدراسي:

○ KG2    ○ KG1

اسم الطفل: ..........................

تاريخ الميلاد:

البيانات

الرجاء قراءة العبارات التالية

| العبارة | غير موافق بشدة 1 | غير موافق 2 | لا أدري 3 | موافق 4 | موافق بشدة 5 |
|---|---|---|---|---|---|
| درجة الموافقة على العبارة: | | | | | |
| 1. | | | | | |
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| 24. | | | | | |

غير موافق بشدة =1، غير موافق =2، لا أدري =3، موافق =4، موافق بشدة =5.

ملحق الرقم

إن النظام المعمول به في الاستثمارات الأجنبية في التشريع المغربي في ...

[النص عربي باهت ويصعب قراءته بدقة بسبب دوران الصفحة]

... 150 ...