

Mentoring: A Mechanism for Improving Teachers' Performance in Khyber Pakhtunkhwa, Pakistan

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Abstract

It was a descriptive study, which identified the need of mentoring for improving the performance of Primary School Teachers. It explored the possibilities of introducing a mechanism of mentoring to improve efficiency of in-service and prospective teachers with a view to bring positive change by integrating the mentoring system initially in the main stream of primary education of Khyber Pakhtunkhwa, Pakistan. The study reviewed relevant literature, which included a study of documents, internet sources, books, journals and research studies as well as personal data bank of the researcher. The population of study included all the 3400 male teachers of 956 Govt; Boys' Primary Schools and 15 District Level Education Officers of Mansehra. The sample of the study included 384 teachers of 192 Govt; Boys' Primary Schools of district Mansehra and 5 district level education officers. The tools of the study for data collection included an opinionnaire that was fielded personally to 384 primary school teachers of district Mansehra and interviews held with five District Level Education Officers of the same district. The key questions examined in the study asked: 1. What is the current status of mentoring in Khyber Pakhtunkhwa?, 2. What is the need and importance of mentoring in local and global perspective? and 3. What implementable suggestions the study could make for introducing mentoring in teacher education programme at the primary level? The validity and reliability of the instruments and data were ensured through the traditional techniques such as pilot study, establishment of rapport, application of statistical measures and un-biased approach to the study. The outcome of the study indicated that the launching of mentoring programme would be useful both for mentors and mentees for their professional development. Major problems identified were non-availability of mentoring system in government boys' primary schools in Khyber Pakhtunkhwa, and the half baked training of the teachers in the teacher training institutions. The study found that there was dire need to introduce mentoring mechanism in main stream of education at primary level in Khyber Pakhtunkhwa. Several gaps were found which included lack of proper mentoring system, need of professional support to the prospective and serving teachers, poor performance of supervisors in the field and lack of opportunity to explore career. The results of the study would be useful for curriculum planners, teacher educators, policy makers and professional teachers who would benefit the students through their improved teaching skills. It was also discovered that mentoring helped teachers to establish goals and fulfill their career related needs. The effectiveness of teachers and their pedagogical skills could be improved with the mechanism of mentoring, which generated self-confidence, enthusiasm and communication skills. It motivated teachers to accept challenges, find solution of the problems and learn to manage stress. The focus of the recommendations of the study was on the development of a mechanism for implementation of the strategy that included suggestions for appointment of mentors, selection criteria and a plan for training and workshops. The study proposed a mechanism of mentoring for training mentors and other key personnel of education department and made recommendations for its proper induction in main stream of education for Govt; Boys' Primary Schools in Khyber Pakhtunkhwa, Pakistan.

Key Words: Mentor, Mentee, Mentoring, Teacher Education, Primary School Teachers, District Level Education Officers, Curriculum Planners, Policy Makers.

1. Introduction

Mentor is an experienced and properly qualified person who provides support and gives helpful advice to prospective and less experienced teachers. Good quality mentoring in schools renders valuable contribution to the development of professional skills of junior and newly recruited teachers by sharing with them the learning experiences for improving teaching learning process. High quality professional development can be ensured only through commitment, devotion and dedication of teachers, who are supported by mentors.

Ganser and Nordenqvist (2003) stated that mentoring had gained popularity all over the world. United States of America, Britain and some other countries of Asia had responded positively to the mechanism of mentoring in

order to equip their teachers with this technology both in schools and colleges. Traditionally, mentoring process takes place whenever an experienced teacher provides guide-lines and suggestions to newly inducted staff in the fulfillment of their responsibilities. Being an experienced faculty member, the mentor commits time and energy as part of his/her professional responsibility to build the capacities of the prospective teachers. Mentoring involves a relationship between mentor and mentee. They interact with the aim to share concerns and reservations in experiences and new knowledge in their routine work of schooling.

1.2. Mentoring in Education System of Khyber Pakhtunkhwa

The primary education system is familiar to the mentoring programme, to some extent, but in a different way. The Government of Pakistan, in collaboration with the World Bank, launched a project in 1979 to assist the primary education. The components of the project included construction of primary schools, provision of residential facilities to female teachers, supply of equipment, availability of audio visual aids and teaching modules for the professional training of primary school teachers. A cadre of Learning Coordinators was also introduced to improve quality of education at the primary level. One of the main objectives of this programme (LCs) was to check the absenteeism of teachers and supervise classroom activities in primary schools in order to improve the teaching learning process for better students' achievements. They were also mandated to provide professional support to teachers, collect statistical data and report to district education officers about administrative and academic problems.

The Learning Coordinators were provided a link between the administration and the schools. Each Learning Coordinator had to supervise 25-30 schools. They were supposed to visit each school at least once a month, observe teachers and head teachers in their classrooms, comment on their lesson plans and take other steps to improve and enhance the quality of teaching practices. The performance of the Learning Coordinators was closely related to students' achievement and visits to the schools. The posts of the Learning Coordinators were sanctioned almost for all the districts of Khyber Pakhtunkhwa keeping in view the number of primary schools in each district. However they were not given the name of mentors and their posts were abolished in 2001. In fact, they performed most of the duties of mentors. So it would be unjust to say that the education system remained totally unaware about the responsibilities of mentors and mentees.

At present, there are three hundred circles in Khyber Pakhtunkhwa province and each one is handed over to one male and one female Assistant District Education Officer. One male Assistant District Education Officer is responsible for 100-230 schools and one female Assistant District Education Officer for 50-150 schools. In district Mansehra at Balakot circle, an Assistant District Education Officer is supposed to monitor 229 schools. In total 180 working days, it is an uphill task to visit a primary school of the circle even once a year. On the other side, females are reluctant to work as Assistant District Education Officers' posts in districts like Mansehra, Kohistan, Battagram, Shangla, Malakand and Dir.

In fact, mentoring is not a new technology in Pakistan. Mentors already work efficiently in Punjab and Sindh provinces. However, it has never been introduced appropriately in its proper context in the main stream of education in Khyber Pakhtunkhwa to reap full benefits of this technology. In European as well as other Asian countries, mentoring programmes have been adopted to yield better results but most of the teachers in Khyber Pakhtunkhwa province of Pakistan are not fully conversant with this mechanism.

1.3. Current Scenario of Teacher Education

The training and orientation of the employees of any institution is vital to the maintenance and improvement of its functional effectiveness. Teaching staff constitutes the core element of an educational institution in a country. In order to provide quality education to the masses and bring country at par with developed nations a planned mechanism for teacher education is needed, which should consider not only future assessment of professional needs but also determine their effectiveness from time to time.

There are currently two main routes for the training of Primary School Teachers in Khyber Pakhtunkhwa. First is through the 9-month pre-service course at the designated training colleges, which leads to the award of PTC certificate. The second main route for the training of in-service primary school teacher is either through the three months short course or through Allama Iqbal Open University's distant learning programme.

There is general complaint that the PTC courses taught in training colleges have little impact on the teachers' knowledge and skills to prepare them for the committed position of teachers. The PTC courses are taught in training colleges by those teachers, who are transferred to these colleges not necessarily by virtue of their qualification or expertise in teacher education but, sometime on complaint or personal interests of such teachers

to serve at the stations of their choice. Therefore, whenever an occasion arises, they get themselves transferred back to other schools. This remained the practice in the past several years. The end product of this type of half-backed training did not serve the real purpose to equip the prospective teachers with adequate cognitive and pedagogical skills.

The evidence based on experience in the area of teacher training indicates that the staff responsible for the training of PTC teachers is often poorly trained and not motivated enough to perform the assigned duties diligently. They use inappropriate teaching methods in these institutions. They do not properly supervise the teaching practice of pupil teachers with a view to enhance their teaching skills. More often the prospective teachers rely on market based models and ready made materials. On the other side, the in-service training is largely a passive listening activity at present and is obviously not making observable impact on class room practices. It neither addresses the real needs of the teachers nor provides opportunities to them to seek help from senior and qualified faculty.

Currently, the primary level of education is facing a lot of problems in Khyber Pakhtunkhwa province of Pakistan. It has always fallen an easy prey to political stalwarts. Their interference has driven it almost to the verge of destruction. There is no viable system of teacher training and mentoring at the grass root level. The school teachers are in such a majority that they have become a political force which is instrumental in the election of public representatives to provincial and national assemblies. In this type of situation, a mechanism for professional support of primary school teachers is urgently needed to fill up the vacuum created after the abolition of the cadre of the Learning Coordinators. This would not only improve the quality of education at grass root level but would also equip the newly inducted and in-service teachers with the skills necessary to meet the challenges of 21st century.

Research, in this area, is also scarce which further justifies the need and significance of the current study. It is considered as an interactive process to give moral and psychological support to the teachers. The implementation of proposed mechanism of mentoring is likely to enhance the efficiency and professional knowledge of prospective and newly recruited teachers.

2. Literature Review

The study attempted to review relevant literature on mentoring and other related factors that usually affect the mentoring process. The following aspects were studied:

2.1. Conceptual Framework of Mentoring

Mentoring can be defined as a dynamic relationship, which leads to creativity, professional growth and mastery over problem solving techniques. It is generally accepted that a mentor is a person who provides profession-related support, guidelines and motivation to improve skills, enhance knowledge and improve efficiency of the in-service and prospective teachers. In the same way, a mentee can be defined as a person who needs support and guidelines of a senior qualified person in order to bring a positive change in his/her attitude and behaviour.

Ganser (2006) stated that mentoring was a tool which had remained very significant in improving management skills and staff development. Hence it was hard to pin down the definition exactly as it varied according to the visions of different authors.

According to Wang and Odell (2002) a wide range of definitions of mentoring had emerged in different contexts in the literature. Different professions and disciplines adopted mentoring as a useful strategy to improve the efficiency of their employees. In fact there appeared no single and comprehensive definition acceptable to all irrespective of their professions, vocations and organizations. Cohan (1995) documented that mentoring was a one-to-one relationship between mentor and mentee which passed through different phases to develop separately or in combination, the personal, educational and professional potential of the mentee.

According to Anderson and Shannon (1985) the concept of mentor required that a senior teacher or person should be made responsible to bring about behavioural change in the new comer and ensure his professional development in order to be more effective in teaching and learning process. A mentor would be expected to carry out his functions within the context of on-going process and simultaneously maintaining the relationship with the mentee. Rowley (1999) viewed that mentoring was a relationship of mutual trust and confidence between an experienced person and a young person.

Donald (2008) viewed that mentoring in schools played significant role in improving communication and pedagogical skills of newly inducted personnel of education department. Novice teachers could benefit from this mechanism as they worked towards raising the standard of education. He recognized the importance of mentor's interpersonal communication skills in how they supported less qualified and novice teachers. He also opined that mentoring was essentially a mutual relation of co-operation whereby the mentor assisted mentee to enhance his learning and address issues and problems the latter was confronted with.

2.2. Origin of Mentoring

According to Pask and Joy (2007) the origin of the term mentor was based on ancient Greek literature. When the king of Ithaca, Odysseus was engaged in fighting Trojan War, he handed over his son Telemachus to his trusted friend Mentor for grooming his personality. The role of Mentor was not only to look after Telemachus but also to train him for the responsibilities and challenging tasks lying ahead him. Hence the term mentor became synonymous with the concept of a trusted guide, experienced teacher and a wise counselor.

2.3. Modern Concepts of Mentor

According to Oxford Advanced Learner's Dictionary (2015) Mentor is an experienced person who helps and guides somebody with less experienced person over a given period of time. Jones (2012) documented that mentor is a wise person who has knowledge and experience and provides information to other persons to find solutions to their problems.

Rogers (2007) reported that a mentor was a career friend working in the same organization, who knew how to climb a ladder to reach the top and could act as a sponsor and benefactor. Shea (2002) viewed, "A mentor is a person who enhances knowledge, gives insight and provides wisdom that is especially useful to the personal and professional development of the other person. The mentor acts as an effective tutor, wise counselor, trusted friend and enables the mentee to improve skills and widen his/her understanding".

Mullen (2000) defined traditional mentor as a "Knowing and experienced professional, who commits to an advisory and none evaluative relationship that often involves a long term goal".

2.4. Characteristics and Skills of a Mentor

A huge volume of literature examines the characteristics and skills related to a mentor in order to define the exact role of a mentor. Some theorists feel that mentors become prominent because of their personal characteristics and professional skills. The setting in which they work also plays a significant role to endear them among colleagues. Wood (2001) viewed that certain skills may have different significance and meaning in different professions but that the mentoring functions and skills needed to assist a mentee when first entering the teaching profession may be the same across the fields.

Cunningham (2005) stated that a mentor possessed the qualities of being self-aware, sensitive and thoughtful. He considered these to be important traits of the personality of a mentor. He identified some concrete skills for mentors, which included classroom effectiveness, management skills, sociability and friendliness to improve professional relationship, advanced communication skills, capacity to advocate the policy of an organization and command over subject knowledge.

According to Rogers et al (1989) some of the key mentoring skills included active listening, questioning techniques, pedagogical skills, empathy, management skills, urgency, courage to communicate, motivational power, concentration, supportive climate, delegation of authority, constructive feedback and ability to sum up.

2.5. Functions of Mentor

Kram, K. F. (1985) classified the functions of a mentor into two types: profession related function and psycho-social functions. He further elaborated that the profession related functions included providing training to mentee, teaching required skills, enabling the mentee to assume responsibilities, providing information, assigning challenging tasks, introducing self evaluation, providing inspiration, guidance and advice, whereas psycho-social functions included role modeling, counseling and instructions, acceptance and access as well as intimate relations with mentee.

2.6. Benefits of Mentoring

It is quite obvious that mentoring offers benefits not only for the mentee but also for the mentor and the organization as well. According to Clark (1995) the mentor and the mentee make efforts to achieve goals and objectives set before them, improve their efficiency and overcome their deficiencies, promote professional skills

and enhance knowledge, remove obstacles which hinder the progress, dig out required information and learn strategies to act confidently in crises.

Linney (1999) observed that mentor not only carried out evaluation of mentee but also motivated them to resume their courage and energy during pitfalls and acted as an agent to release their tension caused by stress of hard work. In order to build their capacities the mentor improved their pedagogical skills and provided professional assistance.

According to Murray (1991) the benefits for the mentee included mental satisfaction, development of career related skills, learning to cope with crisis and achievement of goals. Britnor-Guest (2001) identified a number of organizational benefits including improved performance and efficiency, interpersonal communication skills, high spirit and boosted morale, devotion and dedication, effective recruitment and retention of staff. Mathew (2003) stated that a balanced mentoring relationship always encouraged an institution by recruiting staff of high caliber, mobilization of new staff, creating spirit of commitment and devotion and finally enhancing knowledge of the teacher and the taught.

3. Objectives of the Study

The following are the primary objectives of the study:

1. To conceptualize the term mentoring and bring home to stakeholders the attributes of mentors with regard to their professional responsibilities.
2. To make need assessment of mentoring and propose implementable suggestions for improving the performance of primary school teachers.

4. Methodology of the Study

The study was descriptive in nature and both the qualitative and quantitative methods were used to achieve the objectives. The researcher designed an opinionnaire containing 15 statements for 384 primary school teachers and interview items for 5 district level education officers. The opinionnaire, received responses of 384 primary school teachers regarding need assessment and importance of mentoring mechanism to improve performance of teachers the tools were subjected to two statistical techniques: frequency tables and t-test. The descriptive analysis was carried out on the basis of interviews and frequency table, whereas t-test was used for inferential measures to acquire overall information of sampled population. The primary source of data collection included opinionnaires fielded to 384 primary school teachers of district Mansehra and interviews held with five district level education officers. The secondary data were collected from the study of books, journals, office records and personal data of researcher's bank. The formula for statistical analysis of quantitative data is given as under:

$$t = \frac{\bar{X} - \mu}{\sigma / \sqrt{n}}$$

The following abbreviations were used in the analysis of data.

SA = Strongly Agree

A= Agree

UD= Undecided

DA= Disagree

SDA= Strongly Disagree

\bar{X} = Shows the mean value

σ = Show the standard Deviation

n= Total no of samples

$\mu = 1$

p= Significance value

%= Percentage

Assumed mean score= 3

If $p < 0.05$, then the calculated mean will be significantly greater or smaller than assumed mean.

4.1. Population and Sample

The population of study included 956 Govt; Boys' Primary Schools and 3400 primary school teachers of district Mansehra both in urban and rural areas and 15 district level education officers of the same district. The sample of the study included 384 teachers of 192 (20%) Govt; Boys' Primary Schools of district Mansehra and 5 (30%) district level education officers. Two teachers (male) were selected from each sampled school. The sampled respondents were selected through simple random sampling technique.

5. Analysis of Teachers' Responses

In order to elicit the views of primary school teachers about the use, importance and feasibility of introducing mentoring mechanism at primary school level an opinionnaire of 15 items with different statements was circulated to 384 Primary School Teachers. It was fielded personally and received back from the respondents in person. The responses of the teachers are reflected against each item. The inferences drawn from the data obtained are presented here under.

Opinions of Primary School Teachers about Need Assessment for Mentoring

S.No	Statements	SA	A	UD	D	SD
1.	There is an obvious need to introduce mentoring in the main stream of Primary education.	183	83	51	33	34
2.	Mentoring provides the services of highly qualified persons to interact with and develop skills and knowledge of prospective teachers.	152	165	35	16	16
3.	Mentoring fulfills the psycho-social and career related needs of the teachers.	75	46	43	131	89
4.	Mentoring helps teachers establish goals and objectives and provides systematic planning for their achievement	119	81	16	118	50
5.	Mentoring is needed for improving the performance of primary school teachers.	50	136	50	81	67
6.	Mentoring enhances teachers' effectiveness and improves efficiency through guidance and support of highly skilled mentors.	168	50	17	67	82
7.	Good quality mentoring in schools renders valuable contribution in grooming the personalities of teachers and brings out their hidden potentialities.	165	103	13	59	44
8.	High quality professional development among teachers can be ensured through mentoring with the spirit of commitment, devotion and dedication.	124	119	43	57	41
9.	Mentoring involves a relationship between mentor and mentee to develop strength, overcome weaknesses and solve problems.	142	103	46	44	49
10.	Mentoring provides opportunity to explore career and learn coping strategies to build the capacities of in-service and newly inducted staff.	166	84	16	50	68
11.	Mentoring always has a clear aim and helps teachers reach the highest level of accomplishment.	183	88	11	39	63
12.	Mentoring provides positive feedback to teachers and builds their communication skills.	116	201	17	33	17
13.	Mentoring generates self-confidence, self-esteem and renewed enthusiasm in the less qualified and the novice teachers.	215	58	16	50	45
14.	Mentoring motivates teachers to find solutions of the problems, avoid pitfalls and learn to manage stress.	104	132	43	74	31
15.	Mentoring does help to improve and refine the attitude of teachers towards professional duties.	201	58	12	52	61

Statistical Test

S. No	N	Mean \bar{X}	Standard Deviations σ	Value of P	Value of t
1.	384	3.9062	1.32127	.000<0.05	57.192
2.	384	4.0964	1.01095	.000<0.05	78.433
3.	384	3.2708	1.23888	.000<0.05	50.946
4.	384	3.2630	1.48837	.000<0.05	42.303
5.	384	3.0547	1.33623	.000<0.05	44.064
6.	384	3.4036	1.65924	.000<0.05	39.607
7.	384	3.7448	1.43164	.000<0.05	50.573
8.	384	3.5938	1.35252	.000<0.05	51.343
9.	384	3.6380	1.40373	.000<0.05	50.088
10.	384	3.5990	1.56014	.000<0.05	44.576
11.	384	3.7526	1.52738	.000<0.05	47.504

12.	384	3.9531	1.04364	.000<0.05	73.287
13.	384	3.9062	1.47443	.000<0.05	51.251
14.	384	3.5312	1.29028	.000<0.05	52.871
15.	384	3.7448	1.57078	.000<0.05	46.094

The findings of study revealed that primary school teachers recognize mentoring as a powerful tool, which helps individuals and institutions to develop and grow mutually. The analysis of statement No: 1 reflects that majority of teachers need mentoring to be introduced in main stream of Teacher Education. The calculated mean score 3.90 is significantly higher than the assumed mean score, as $P<0.05$. Hence, there is an obvious need to introduce mentoring in primary schools. Out of 384 respondents, there was consensus among 317 teachers that mentoring provides the service of highly qualified persons to interact with and develop skills and knowledge of prospective teachers. For statement No: 3, teachers expressed reservations and their responses reflected that mentoring does not fulfil psycho-social needs of teachers. In response to statement No: 4, teachers strongly agreed that mentoring helps them establish goals and objectives. The statistical analysis supported the statement. For statement No: 5, an overwhelming majority viewed that mentoring is needed for improving the performance of primary school teachers. There was consensus among 218 respondents that mentoring enhances teachers' effectiveness and improves efficiency through guidance and support of highly skilled mentors. The statistical analysis revealed that the calculated mean score is 3.40, which is higher than the assumed mean score, as $P<0.05$. For statement No: 7, the responses of majority of teachers reflected that good quality mentoring in schools renders valuable contribution in grooming the personalities of teachers and brings out their hidden potentialities. The test of statistics also supported the statement. Majority of teachers strongly agreed in statement No: 8 that high quality professional development among teachers can be ensured through mentoring with the spirit of commitment, devotion and dedication. The statistical analysis of the statement revealed that the calculated mean score is 3.59, which is higher than the assumed mean score, as $P<0.05$. Hence, the given assumption was true. For statement No: 9, an overwhelming majority of teachers strongly agreed that mentoring involves a relationship between mentor and mentee to develop strength, overcome weaknesses and solve problems. The statistical analysis endorses the statement. In response to statement No: 10, majority of the teachers were of the view that mentoring provides opportunity to explore career and learn coping strategies to build the capacities of in-service and newly inducted staff. For statement No: 11, teachers opined that mentoring always has a clear aim and helps teachers reach the highest level of accomplishment. The test of statistics also supported the statement. The analysis of statement No: 12, revealed that mentoring provides positive feedback to teachers and builds their communication skills. The statistical approach indicated that the calculated mean score is 3.95, which is higher than the assumed mean score, as $P<0.05$. Hence, the statement was proved correct. For statement No: 13, there was consensus among respondents that mentoring generates self-confidence, self-esteem and renewed enthusiasm in the less qualified and the novice teachers. The statistical analysis indicated that the calculated mean score is 3.95, which is higher than the assumed mean score as $P<0.05$. Hence, mentoring makes less qualified and novice teachers confident and enthusiastic. In response to statement No: 14, majority of the teachers viewed that mentoring motivates teachers to find solutions of the problems, avoid pitfalls and learn to manage stress. The statistical analysis endorsed the statement. Out of 384 respondents, there was consensus among 259 subjects that mentoring improves and refines the attitude of teachers towards professional duties. The statistical analysis revealed that the calculated mean is 3.74, which is higher than the assumed mean score as $P<0.05$. Hence, the statistical analysis supported the statement that mentoring refines the attitude of teachers towards professional duties.

5.1. Interviews with District Level Education Officers

The interview items were designed to find out the current status of mentoring in Khyber Pakhtunkhwa province of Pakistan and explore its need and importance in the context of Govt; Boys' Primary Schools. The answers of the respondents indicated that they had an understanding of the mentoring system. The respondents unanimously agreed that there was no mentoring model in vogue in education system at the primary level. The respondents agreed that mentoring system would improve the performance of novice and less qualified teachers of education department. By providing professional assistance, mentoring could enhance their effectiveness. The respondents indicated a range of skills and characteristics for mentors, which included, among others, rich experience, mastery over subject knowledge, pedagogical and communication skills, competency, support and enthusiasm, management and questioning skills, active listening, flexibility and ability to bring innovation. There was consensus among the respondents that mentoring rendered valuable contribution by sharpening professional skills of teachers. The psycho-social and career related needs of teachers could be fulfilled through this mechanism.

5.2. Conclusions

The study reached to the conclusion that there is dire need to introduce mentoring system in the main stream of education at primary level. Several gaps were found which included lack of proper monitoring and mentoring system, need of the professional support to the prospective and working teachers, poor performance of supervisors in the field and lack of career opportunities. It came to light that mentoring provided the services of highly qualified persons to develop knowledge and skills of prospective teachers. It came to light that mentoring fulfilled the career related needs of the teachers. It helped teachers to establish goals and develop objectives for lessons. The study discovered that mentoring enhanced the effectiveness of teachers. It rendered valuable contribution in grooming the personality of teachers and brought out their hidden potentialities. A large number of respondents agreed to the assumption that high quality professional development of teachers could be ensured through mentoring in term of commitment, devotion and dedication. The respondents admitted that the relationship between mentor and mentee should be strengthened to overcome weaknesses and solve problems. There was consensus on the issue that mentoring generated self-confidence, self-esteem and renewed enthusiasm in the less qualified and novice teachers. There was no denying fact that mentoring motivated teachers to find solutions of the problems, avoid pitfalls and learn to manage stress. Majority of the respondents agreed that mentoring did help to improve and refine the attitude of the teachers towards professional duties.

5.3. Recommendations

The study made the following viable recommendations for introduction of mentoring system initially in Govt; Boys' Primary Schools in Khyber Pakhtunkhwa province of Pakistan.

1. The Directorate of Curriculum and Teacher Education should institutionalize mentoring in teacher education to ensure professional development of primary school teachers at the grass root level.
2. Learning Resource Centres (LRCs) should be established at the level of each union council to create opportunities for professional development of teachers.
3. The District Education Officers should select mentors at Union Council level, in consultation with Assistant District Education Officers of the circle, renowned educationalists of the areas and members of Parent-Teachers Association.
4. Professionally competent and committed teachers should be chosen as mentors.
5. Cluster-based mentoring programmes should be launched which may comprise 30 to 40 teachers. The duration of the course may be 3 months, involving at least 120 hours of face-to-face session and 50 hours of field based practice. In order to avoid wastage of precious time of students, every Saturday and Sunday of the month may be selected, comprising 4 to 5 hours long sessions.
6. Highly knowledgeable teachers and District Level Education Officers should be given proper training in mentoring less qualified and newly inducted teachers.
7. A handsome package should be given to the course participants to maintain their interest and increase their motivational level.
8. In order to mobilize mentors to their assigned destination, conveyance facility or allowance should be provided.

Strategy for Mentors' Training and Workshop Activities

Phase I: Cluster-Based Mentoring Programme of 120 Hours Face-to-Face Sessions

Study area	Project activities & workshop	Implementing Authority	Training Institution
<p>Introduction to Mentoring.</p> <p>Theoretical and Practical Aspects of Mentoring.</p> <p>Benefits of Mentoring.</p> <p>Mentoring Models</p> <p>School Organization</p> <p>Lessons Plan and Scheme of Study</p> <p>Teaching Methodology</p> <p>Curriculum</p> <p>Evaluation</p>	<p>Sharing Information about Background of Mentoring.</p> <p>Clarifying the Concept of Mentor, Mentoring and Mentee.</p> <p>The role and Functions of a Mentor. The Characteristics and Skills of a Mentor. Mentor as a Role Model, wise Counselor, Trusted Friend, Encourager and Sponsor.</p> <p>Benefits for the Mentor, Mentee and Organization. Improvement in Teaching Skills.</p> <p>Apprenticeship Model, Competency-based Model, Reflective Model, Knowledge-building Community Model, Anderson and Shannon's Model, Furlong and Maynard's Staged Mentoring Model, Clinical Supervision Model etc.</p> <p>Planning, Management and Organization of Various School Affairs. Classroom Management</p> <p>Information about Various Steps Involved in Lesson Planning, Preparing Scheme of Studies and Annual Schedule of Activities.</p> <p>Knowledge about Various Teaching Strategies. Activity Based Learning, Co-Operative and Inquiry Based Learning, Project Method, Lecture Method, Translation Methods, Group Discussion, Questioning and Problem Solving Techniques etc.</p> <p>Process of Curriculum Development, implementation of Curriculum, Objectives and Goals of Curriculum at National Level. Content Knowledge in subject Areas, Learning New Ways of Integrating Different Subjects.</p> <p>Knowledge about Various Types of Tests and Measurement. Students' Assessment and Record Keeping.</p>	<p style="text-align: center;">District Level Education Officers and Mentor Teachers</p>	<p style="text-align: center;">Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa and Learning Resource Centres</p>

Phase II: Field-Based Practice of 50 Hours

Study area	Project activities	Implementing Authority	Training Institution
Teaching Practice	Model lessons, Reflective writing Critical thinking and other field based Activities.	District Level Education Officers and Mentor Teachers	Learning Resource Centres and Primary Schools

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