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Effectiveness of Mentoring Practices in East and West Hararghe Zones' Secondary Schools of Eastern Ethiopia

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This research aimed at assessing the effectiveness of mentoring practices in East and West Hararghe Zones' secondary schools in Eastern Ethiopia. A descriptive survey research design was employed with a sample size of (n = 400) through multistage sampling techniques to collect pertinent data from the target population through a questionnaire. The data were subjected to both descriptive and inferential statistical analyses. Firstly, about 80% of the mentoring practices were ineffective, lacked practicality, were very poor, and were low even though there were significant mean differences among the groups with large effect sizes. Secondly, there were significant mean differences between mentees and mentors in the effectiveness of mentoring practices with moderate effect size. Thirdly, there was no significant mean difference between natural and social science streams. Finally, there was a significant negative relationship between mentors and mentees on the effectiveness of mentoring practices. Therefore, it was concluded that mentoring practices were a serious problem that needed intervention from the immediate stakeholders in Ethiopian secondary schools. Thus, the study recommended that mentoring guidance ought to focus on helping teachers employ social interactions and instructional practices, feedback, and clarity in teaching that have direct measurable impacts on student learning achievements.

Keywords: Haramaya University, mentee, mentoring, mentors, psychology

INTRODUCTION

Mentoring is a process in which an experienced individual helps another person develop his or her goals and skills through a series of time-limited, confidential, one-on-one conversations and other learning activities (Gobena, 2022). Mentoring is an interactive process that helps individuals acquire teaching skills based on lesson designs, and methods of delivery; stimulating interest in the subject and motivating students to learn more effectively and efficiently thus improving teacher effectiveness (Okumu, Ogwang, and Wafula, 2021). The word mentoring also relates to the Latin word "mens" that is, about, or occurring in the mind (Simpson & Weiner, 1989). Braimoh (2008), defines mentoring as a process where an older person with rich life experiences helps guide a younger and inexperienced person. Mentoring was very helpful as it could guide, encourage, and motivate individuals in organizations/institutions. This process of helping teachers when well executed will lead to students' achievement in Government-aided secondary schools of Wet and East Hararghe zones. The practice of apprenticeship and transferring generational knowledge, so prevalent in craft societies of past centuries, draws heavily on the concept of mentoring (Okumu *et al.,* 2021; Gobena, 2022).

Altaf (2012) observes that the term teacher effectiveness is used broadly, to mean the collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired learning outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens. As a professional development tool, mentoring has direct relevance to

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teacher effectiveness (Nolan, 2012). As a tool for addressing social exclusion, it means that teachers need to liaise with mentors to gain inclusion in the body of professionals. Mentoring is essential as it brings about changes in pedagogical practices. Through mentoring teachers are guided, supported, and taught to transform their classroom practices. This transformation improves mentees' preparations, teaching quality, and learning environment leading to teacher effectiveness. Mentoring transforms mentees' classroom practices compared to those who are not mentored. This is supported by Clark & Byrnes (2012) who explained that mentors rated that the mentoring experiences they had were more helpful as compared with those mentees who were not provided mentoring support. Mentoring processes guide mentees to develop their talents, skills, and knowledge, and to change attitudes toward teaching. It is a liberating approach to teaching couched in an act of cognition, not in the transfer of information. The most valued mentoring skill is encouraging (Gobena, 2022). This includes giving our mentoring partners recognition and sincere positive verbal feedback. As mentees are guided, supported, and taught, they transform the way they teach. The observations, interactions, and practices they make improve teacher effectiveness. Mentees who are not mentored will continue to teach the same way they were taught in secondary schools, meaning they will not be transformed into effective teachers as their classroom practices will not be improved.

Mentees who have not transformed largely use transmission methods of teaching, which lack the 21st-century approach (Nabwire, 2015). He placed too much emphasis on academic learning and passing examinations at the expense of appropriate knowledge and skills needed for solving real-life problems. A strong strand in the mentors' perception of their role was that of looking at themselves as learners who would also grow as a consequence of the mentoring interactions (Halai, 2018). These studies provide evidence of mentor's knowledge enhancement of how teachers learn their developing or refining skills of working collaboratively with teachers and down development of their subject knowledge (Adams, 1992, Okumu *et al*., 2021; and Gobena, 2022). Most teachers remember the first time they stood in front of a class – no longer learners looking up to the teacher but now student-teachers trying to live up to a perfect ideal or passionately trying to perform well. As such, a student-teacher can be defined as a college student who is teaching under the supervision of a certified teacher to qualify for a degree in education (Farlex, 2008). Thus, teaching practice can be described as the time in mentees' training when they are exposed to school life under the guidance of a mentor. Mentoring is a relationship. At the same time, it is a journey mentors and mentees embark on together. Throughout this journey, two or more individuals help each other arrive at a destination called professional excellence. Naturally, the journey can be challenging, with occasional muddy trails and blind spots but with many more panoramic lookouts and high points. Good mentoring is simply the best way to get there (Adams, 1992; Okumu *et al.,* 2021). If a mentee is viewed as lacking commitment, the mentor needs to try to discern the cause. It may be that the mentee-mentor match is not working well, or it may be that the mentee has discovered that his or her career focus is no longer appealing. Individuals who choose academic careers tend to be highly motivated, so while there may be an occasional case in which there is a real lack of commitment; there is usually another issue underlying the problem and it is the mentor's job to identify it and help resolve it (Landman, 2008). Koye, Yesewzer, and Yonnas (2015) who surveyed the attitudes of mentees toward the teaching profession, found that the majority of mentees believed that they joined the teaching profession because of a lack of other options, but not because they love it. This may indicate that they are living in the profession till they get other options and using teaching as a springboard to look for other professions and may not devote to their level best for teaching as a profession in general and mentoring relationships in particular. Therefore, this study was conducted to assess the effectiveness of mentoring practice in Eastern and Western Hararghe's Secondary Schools in Eastern Ethiopia.

Internationally, teaching practice is an issue that has been researched for some time (Robinson 2001). Recently, Landman (2008); Naude (2007); Rademeyer (2008a); and Van Niekerk (2008) observed that teaching practice in South Africa is in crisis. Although schools are willing to accommodate

mentees, poor management, non-existent timetables, lack of staff, and non-mentoring all impact negatively on the practice, leaving some students demotivated and disillusioned (Cilliê, 2008; Rademeyer, 2008b; and Timm, 2008). Thus, the restructuring of teaching practices at schools is essential. In support of these findings, Koye *et al.*(2015) who surveyed eastern Ethiopian secondary schools found that poor school management, lack of resources, lack of well-qualified staff, and non-mentoring all impact negatively on the practice, leaving some mentees demotivated and disillusioned about teaching-learning processes in schools. Several studies on teacher training revealed that the organization of practice teaching for mentees presents both logistical and educational challenges (Du Plessis, 2011; Aldridge, Fraser & Ntuli, 2009). The main problems facing the ineffectiveness of mentoring practices in Ethiopian secondary schools in general and the study area, in particular, were misplacing mentees at unapproved schools, difficulty in mentoring and supervising them during school visits, lack of building relationships with all stakeholders, assessment, and feedback resulted in the practices inefficient and ineffective.

Therefore, the ineffectiveness of the mentoring practices that the researcher observed for the last thirteen years, he tried to conduct the study to investigate the effectiveness of the mentoring process in teaching practices, which was necessary to investigate the mentors' and mentees' views on the most vital concerns of mentoring for the effectiveness of the practices.

Specifically, the specific objectives of the study were intended to:

- Identify the status of the effectiveness of mentoring practices in Secondary Schools of East and West Hararghe.
- Compare whether there is a significant mean difference between gender, mentors & mentees, and streams of the respondents.
- Find out the relationship between mentors and mentees on the effectiveness of the mentoring practices in Secondary Schools of East and West Hararghe.

METHOD

A descriptive survey research design was employed in carrying out this study because it provides an opportunity for the researcher to predict scores and explain the relationship among variables (Creswell, 2012, 2018). In descriptive survey research designs, the researcher uses different statistical tools to describe and measure the degree of relationship between two or more variables or sets of scores. In this design, the researcher does not attempt to control or manipulate the variables as in an experiment; instead, he relates, using different statistical tools for variables under the study. The researcher collected primary data from the target population in the Haramaya University (HU), College of Education and Behavioural Sciences (CEBS)'s 11 departments within two streams (College of Natural and Computational Sciences (CNCS)- five departments and College of Social Sciences and Humanities (CSSH)-six departments) through a questionnaire. The target population for this study consisted of one higher learning institution, HU's three colleges (CEBS, CNCS, and CSSH) with a total population of 1145 (945- mentees and 200 mentors) in-out-in undergraduate programs that have been called Postgraduate Diploma in Secondary SchoolTeaching (PGDT). These mentees and mentors were from the CEBS, CNCS, and CSSH streams. The CNCS is divided among departments (Biology, Chemistry, Mathematics, Physics, and Sport Sciences) with a total population of 743(613- mentees and 130 mentors). On the other hand, the CSSH also is divided among six departments (Afan Oromo, Amharic, Civics & Ethical Education, English, Geography, and History) with a total population of 402 (332- mentees and 70- mentors).

Table1
Summary of population, sample size, and sampling techniques

	Mentees			Mentors		
No	Departments	Population (N_i)	Sample (n=29.74%)	Population (N_i)	Sample (n_i = 66.5%)	Sampling Techniques
1.	Afan Oromo	60	17	13	9	Multistage
2.	Amharic	48	14	10	7	Multistage
3.	Biology	150	45	32	21	Multistage
4.	Chemistry	141	42	30	20	Multistage
5.	Civics	70	21	14	9	Multistage
6.	English	60	17	13	9	Multistage
7.	Geography	36	12	8	5	Multistage
8.	History	58	17	12	8	Multistage
9.	Math	156	46	33	22	Multistage
10.	Physics	88	26	19	12	Multistage
11	Sport Science	78	24	16	11	Multistage
	Total	945	281	200	133	

The sample size was determined by using Taro's (1967) formula which can be used for the well-defined and well-known population as it was indicated in Table 1. Accordingly, the size for both populations (mentees and mentors) respectively as follows. $n_i = \frac{N_i}{1 + N_i(\alpha^2)}$ where N_i is the total number of population; n_i is the total sample size to be include whereas α is the sampling error with a value of .05. Therefore, the total sample size taken from the mentees 'population is 281 as it was indicated below.

$$n_i = \frac{N_i}{1 + N_i(\alpha^2)} = \frac{945}{1 + 945(0.05)^2} = \frac{945}{1 + 945(0.0025)} = \frac{945}{1 + 2.3625} = \frac{945}{3.3625} = 281$$ Similarly, the total sample size taken from the mentors' population is 133.

$$n_i = \frac{N_i}{1 + N_i(\alpha^2)} = \frac{200}{1 + 200(0.05)^2} = \frac{200}{1 + 200(0.0025)} = \frac{200}{1 + 0.5} = \frac{200}{1.5} = 133.$$

Out of 281 mentees, 70 of them were females whereas 211 of them were males. Moreover, from 133 mentors 58 of them were females whereas 75 of them were males. Generally, 414 sample sizes were taken from the population out of which 128 (31%) of them were females whereas 286 (69%) of them were males. The researcher believes these sample sizes were big enough to meet the purpose of the research. Multistage random sampling techniques (stratified and systematic) were employed. The researcher used the stratified random sampling technique to form strata to reduce the heterogeneity of the population because firstly, there were different subdivisions in the targeted population which are important to be considered. Secondly, there were also variations in population sizes of different strata in this case (gender, streams (CCNS & CSSH), and department) which were not equal in size. The systematic random sampling technique was used to take the sample size from the population after calculating the interval (K^{th} –value) to take the determined sample within the interval. This was done after alphabetically arranging the target population in their respective strata. The questionnaire has three parts namely demographic information, general overviews of the mentoring practices, and measure of the effectiveness of mentoring practices. The second part of the questionnaire contains 15

different items with yes or no, and alternatives to measure the general overviews of the participants about mentoring processes. The third part of the questionnaire contains 34 items to measure the effectiveness of mentoring practices by both mentees and mentors. The items are Likert scales where 1 = Very low, 2 = Low, 3 = Moderate 4 = High 5 = Very high.

A pilot study was conducted on 40 mentees and mentors (18 females (12 mentees & 6 from mentors and 22 males (14 mentees & 8 from mentors) who represented the population character but not the sample to check the reliability and validity of the items by Crookback Alpha and expert views respectively. Accordingly, the researcher was able to decide the characteristics of the questionnaire that needed to be adjusted or remained or changed some technical words and phrases that seemed to have technical meaning to the participants. The reliability of the questionnaire was, therefore, calculated and it was .77 and .85 for items filled by mentees and mentors respectively, which was reliable. The content validity was checked by psychologists who are well experienced in these issues and found the items valid with few modifications like pronouns, appropriate naming of variables, long sentences, incomplete statements of the items and repeated words and phrases that need to be modified and changed accordingly. After preparing and finalizing the selected tools for data collection, the researcher visited each department under investigation personally to get prior permission from the department heads of each department found under the college to collect the necessary data. Subsequently, the researcher discussed in detail his investigation with the heads of the respective departments and sought permission from them. In the first phase, good rapport with the participants of concerned departments was established to do the assignment carefully. Before assigning the task, instructions for each item used in the study were made clear. To give responses to the items freely and frankly, honestly, and sincerely, they were made aware that there are no right or wrong answers to these items and their dignity would not be affected as it was only an exercise for research purpose and their responses would be kept strictly confidential. Finally, keeping in view the questionnaire was administered by the researcher himself. To free the participants from boredom, they were given sufficient time intervals between items. Thus, the items were administered under proper conditions.

To make the interpretation descriptively easier, the researcher used descriptive statistics (percentages to compute the participants' characteristics by gender proportions and departments and streams; means- to compute the effectiveness of mentoring practices among the items and standard deviation- to compute variability among variables in the effectiveness of mentoring practices). Furthermore, inferential statistics (chi-square tests, one-way ANOVA, and Karl Pearson's Coefficient of Correlation) were used to show the association between groups, mean differences between genders, departments, and streams on the effectiveness of mentoring practices among the participants, and the relationship between variables respectively. Moreover, the assumptions of one-way ANOVA were tested by using the Bartlett test of homogeneity of variance to show that the group variances are equal which is used to indicate the normality of the data from where it has been taken. Accordingly, the computed (Bartlett's K-squared = 1.26, with p = .87) for items filled by mentees, indicated that the p-value is much greater than 0.05. In this case, the researcher accepted the homogeneity of variances. Similarly, the homogeneity test for one-way ANOVA to items filled by mentors was computed by using (Bartlett's K-squared = 1.67, with p = .77), which indicated that the p-value is much greater than .05. In this case the researcher accepted the homogeneity of variances. Therefore, the research was very safe to apply one-way ANOVA for the analysis and interpretations. The level of significance was done at $\alpha = .05$.

FINDINGS

The section was going to talk about the characteristics of respondents and the core effectiveness of mentoring in the teaching practice. Four hundred and fourteen questionnaires were distributed to mentees and mentors who participated in the study; however, 400 (272 mentees & 128 mentors)

questionnaires were returned to the researcher. Therefore the return rate of the questionnaire was 96.62%, which comprised 68% of the total mentees whereas 32 % of the total mentors in the study; 277 (69 %) were males and 123 (31%) of them were females. The data obtained from these participants were analyzed using the Statistical Package for the Social Sciences (SPSS version 20). The mean score (M) was used to see the level of agreement of the participants on the effectiveness of mentoring in the teaching practice. Accordingly, if the computed mean score (M) = 1.00-1.50, it strongly disagrees; if M = 1.50-2.50, it disagrees; if M = 2.50-3.50, it is undecided, if M = 3.50-4.50, it is agreed, and if M = 4.50-5.00, it is a strongly agree (Bluma, 2018; Gobena, 2024).

Table 2
Demographic information of the respondents

I.Sex		Frequency	Percentages	Cumulative Frequency
Male		277	69.3	69.3
Female		123	30.7	100.0
Total		400	100.0	
II.	Ages in years	Frequency	Percentages	Cumulative Frequency
Below 25		29	7.3	7.3
25-30		317	79.3	86.5
30-35		27	6.8	93.3
35-40		10	2.5	95.8
40-45		8	2.0	97.8
Above 46		9	2.3	100.0
Total		400	100.0	
III.	Qualifications	Frequency	Percentages	Cumulative frequency
Diploma		5	1.3	1.3
BA		137	34.3	35.5
BSC		253	63.3	98.8
MA		3	0.8	99.5
MSC		2	0.5	100.0
Total		400	100.0	
IV.	Experiences	Frequency	Percentages	Cumulative Frequency
0-5		226	56.5	56.5
5-10		79	19.8	76.3
10-15		50	12.5	88.8
15-20		19	4.8	93.5
Above 20		26	6.5	100.0
Total		400	100.0	
Streams		Frequency	Percentages	Cumulative Frequency
CNCS		260	65.0	65.0
CSSH		140	35.0	100.0
Total		400	100.0	

Table 2 reveals that the majority, 277 (69.3%) of the total sampled respondents were males whereas 123(30.7%) of them were females. These data indicated that there were gaps between male and female respondents that need to be filled to keep equality and equity in the teaching-learning processes in Ethiopian General Secondary Schools. From the same table, it was identified that the majority, 317(79.73%) of the sampled respondents were aged between 25 to30 years; 29 (7.3%) of them were below 25 years old; nine (2.3%) of them were above 46 years old whereas 45 (11.3%) of them were between 30 to 45 years old. As far as the third demographic variable was concerned, the majority 390 (97.6%) of the respondents were Bachelor's degree (BA and BSc) holders; five (1.3%) of

them were Diploma holders whereas only five (1.3%) them were Master (MA and MSc) holders. The data indicated that almost all secondary school respondents were Bachelor's Degree holders. The data identified that most of the respondents were very young adults, which can provide the chance for professional opportunities for further professional development of the nation if they have been retained properly in schools. So, she stipulated that this finding was in line with the Ministry of Education standard for secondary schools. On the other hand, the majority, 226(56.5%) of the respondents were the least experienced of the groups which were between 0-5 years only; 26(6.5%) of them were the most experienced which was above twenty years whereas 148(37%) of them were experienced between 5-20 years in their respected schools. As far as service year was concerned, Wosen (2014) pinpointed that all mentees had served for 1-5 years while mentors had six or more years of service. These proportions may sound advantageous in having enough experienced teachers to handle the mentoring program. This finding is similar to the current finding of this study. From the same table, it was identified that the majority, 260(65%) of the respondents were from CNCS and the rest 140(35%) of them were from CSSH. The data indicated that most Ethiopian Secondary Schools were highly been dominated by natural and computational professionals. The policy of the country highly supported this as it was assumed the 70: 30 ratio of natural and computational sciences to social sciences and humanities.

Table 3
Identification of the status of mentoring practices in secondary schools

	Frequency	Percent	Cumulative Percentage
Very low	82	20.5	20.5
low	239	59.8	80.3
Medium	35	8.8	89.0
Very high	23	5.8	94.8
High	21	5.3	100.0
Total	400	100.0	

For the sake of better understanding the analysis of this data in Table 3, the researcher divided the five rating scales into three: low and very low as “Low”: “Moderate” remains as it is, and high and very high as “High”. Accordingly, the majority, 321 (80.3%) of the respondents identified that the status of the mentoring practices in Secondary Schools of Eastern and Western Hararghe was found to be low; 44 (11.1%) of them identified that the status of the mentoring practices in these secondary schools was at a high level whereas 35(8.8%) of them identified that the status of mentoring practices was at medium level. The data identified that mentoring practices almost faded up in these areas under the study, which was below expectation.

Table 4
Comparisons between genders on the status of the effectiveness of mentoring practices

Summary of descriptive statistics					Summary of ANOVA Table					
	N	M	SD	CV	SV	SS	df	MS	F	Sig.	$\hbar^2$
Male-mentees	205	1.7	0.6	35.3	Between groups	199.92	3	66.64	140.01	.000	.52
Male-mentors	72	3.6	1.2	33.3	Within groups	188.48	396	.48			
Female-mentees	67	2.0	0.3	15.0	Total	388.39	399				
Female-mentors	56	2.3	0.5	21.7							
Total	400	2.2	1.0	45.5							

*. $p < .05$.

The computed means scores, standard deviations, and coefficients of variations (CV) ($M_1 = 1.7$& $M_3 = 2.0$ and $SD_1 = 0.6$ & $SD_3 = 0.3$, and $CV_1 = 35.5\%$ & $CV_3 = 15.0\%$) of male and female mentees clearly explained that the status of the effectiveness of mentoring practices in the two zones was found low even though there was a higher variability was observed between males than female mentees. On

the contrary, the computed means scores, standard deviations, and coefficients of variations (CV) (M_2 = 3.6 & M_4= 2.3 and SD_2 = 1.2 & SD_4 = 0.5 and CV_2 = 33.3% & CV_4 = 21.7.0%) of the male and female mentors clearly explained that the status of the effectiveness of mentoring practices in the two zones was found high for male and low for a female even though there was a higher variability was observed between males than female mentors respectively. Overall, the combined means, standard deviations, and coefficient of variations (M_c = 2.2, SD_c = 1.0, and CV_c = 45.5%) respectively indicated that the status of the effectiveness of mentoring practices in the two zones was low with a higher variability among them. Moreover, the computed one-way ANOVA indicated that there were statistically significant mean differences among the four groups on the dependent variables (effectiveness of mentoring practices) with large effect size, F (3, 396) =140.01, p = .000, $\hbar^2$ = .52.

Table 5
LSD multiple comparisons between genders on the status of the effectiveness of mentoring practices

(I) Sex of the respondents	(J) Sex of the respondents	Mean Difference (I-J)	SE	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Male-mentees	Male-mentors	-1.92*	.10	.000	-2.11	-1.73
	Female-mentees	-.32*	.10	.001	-.51	-.13
	Female-Mentors	-.66*	.10	.000	-.86	-.45
Male-mentors	Male-mentees	1.92*	.10	.000	1.74	2.11
	Female-mentees	1.60*	.12	.000	1.37	1.83
	Female-Mentors	1.26*	.12	.000	1.02	1.50
Female-mentees	Male-mentees	.32*	.10	.001	.131	.51
	Male-mentors	-1.60*	.12	.000	-1.83	-1.37
	Female-Mentors	-.34*	.13	.007	-.58	-.09
Female-Mentors	Male-mentees	.66*	.10	.000	.45	.86
	Male-mentors	-1.26*	.12	.000	-1.50	-1.02
	Female-mentees	.34*	.13	.007	.09	.58

*. p < .05.

Table 4 reveals that there were statistically significant mean differences between groups as determined by one-way ANOVA, F (3, 396) = 140.01, p = .000, $\hbar^2$ = .52. This finding, leads the researcher to further identify which group means brought much difference among them. Accordingly, he applied the LSD post hoc test that revealed there were statistically significant mean differences among all of the four compared groups on the status of the effectiveness of mentoring practices (p < .007).

Table 6
Comparisons between mentees and mentors on the status of the effectiveness of mentoring practices

Summary of descriptive statistics					Summary of ANOVA Table						
	N	M	SD	CV(%)	SV	SS	df	MS	F	Sig	ђ2
Mentors	128	3.03	1.15	37.95	Between groups	144.53	1	144.53	235.89	.000	.37
Mentees	272	1.74	0.53	30.46	Within groups	243.86	398	.62			
Total	400	2.16	0.99	48.83	Total	388.39	399				

*. p < .05.

The computed means scores, standard deviations, and coefficients of variations (CV) (M_1 = 3.03 & M_2 = 1.74, and SD_1 = 1.15 & SD_2 = 0.53, and CV_1 = 37.95% & CV_2 = 15.0%) of mentors and mentees clearly explained that the status of the effectiveness of mentoring practices in the two zones was found moderate for mentors and low for mentees even though there was a higher variability observed between mentors than mentees respectively. Overall, the combined means, standard deviations, and coefficient of variations found at the bottom of the table written as total (M_c = 2.16, SD_c =.99, and

CV_c = 48.83%) of them were respectively indicated that the effectiveness of mentoring practices in the two zones was low with a higher variability among them. Moreover, the computed one-way ANOVA indicated that there was statistically significant mean difference between the two groups on the dependent variables (effectiveness of mentoring practices) with a moderate effect size, F (1, 399) = 235.89, p =.000, $\hbar^2$ =.37.

Table 7
Comparisons between streams on the status of the effectiveness of mentoring practices

Summary of descriptive statistics					Summary of ANOVA Table					
	N	M	SD	CV (%)	SV	SS	df	MS	F	Sig.
CNCS	260	2.18	0.97	44.50	Between groups	.36	1	.36	.37	.545
CSSH	140	2.12	1.03	48.58	Within groups	388.03	398	.98		
Total	400	2.16	0.99	45.83	Total	388.39	399			

Table 7 explains that the computed means scores, standard deviations, and coefficients of variations (CV) (M_1 = 2.18 & M_2 = 2.12 and SD_1 = 0.97 & SD_2 = 1.03, and CV_1 = 44.50% & CV_2 = 48.58%) of CNCS and CSSH respondents' responses clearly explained that the effectiveness of mentoring practices in the two zones was found low for both of them. Overall, the combined means, standard deviations, and coefficient of variations found at the bottom of the table written as total (M_c = 2.16, SD_c = .99, and CV_c = 45.83%) respectively indicated that the effectiveness of mentoring practices in the two zones was low with a consistent variability among them. Moreover, the computed one-way ANOVA indicated that there were no statistically significant mean differences among the two groups, F (1, 399) = .37, p =.545.

Table 8
The relationship between mentors and mentees in mentoring practice (n_i = 400, p = .000)

	Mentors	Mentees
Mentors	1.00	-.89**
Mentees	-.89**	1.00

**. p <.01 (2-tailed).

A Pearson product-moment correlation coefficient was computed from the data collected through a questionnaire from 400 respondents (128 mentors and 272 mentees) to assess the relationship between mentors' and mentees' responses on the effectiveness of mentoring practices in Eastern and Western Hararghe's Secondary Schools. Accordingly, it was found that there was statistically a significant very high negative relationship between respondents, r (398) = -.89**, p = .000. The negative sign of r indicates that the relationship between them is negative as the responses of mentees increase on the effectiveness of mentoring practices, the responses of the mentors decrease. Because r is close to 1, it tells us that the linear relationship is very strong, but not perfect. The r^2 value tells us that 79.2% of the variation in the effectiveness of the mentoring practices is explained by the relationship between these participants' responses.

DISCUSSION

The main objective of this study was to assess the effectiveness of mentoring practices in East and West Hararghe Zones' secondary schools of Eastern Ethiopia. It was found that about 80% of the respondents identified that the status of the mentoring practices in secondary schools of Eastern and Western Hararghe was low. The data identified that mentoring practices almost faded because of poor implementation, execution, and lack of practicality. The previous study by Wosen (2014) concluded that the training about the mentoring programs so far provided in the area has contributed to some extent created limited awareness about the purpose and importance of mentoring but was not enough to create a strong perception and commitment among participants that enable them to run the program fruitfully so that it found low implementation, poor execution, and low practicality. In supporting this

finding, Tyokumbur (2014) stated that as with other developmental indices, mentoring is as much a challenge in developed countries and is found low effectiveness. Personal circumstances, institutional challenges, and differences in beliefs and orientation between the mentor and the mentored or mentee could pressure the latter to opt for other supple disciplines to earn a living and not necessarily fulfill a lifelong aspiration in self-fulfillment. Mentoring junior scholars in developing countries could be very challenging, ineffective, and found on lower stages; however, this process of grooming future teachers in academia requires a boost of motivation, support from learned societies, and indeed government and non-governmental bodies (Okumu *et al,* 2021; Gobena, 2022).

The other finding of this study indicated that there were significant mean differences among the four groups on the dependent variables (effectiveness of mentoring practices) with a large effect size. Contrary to this finding, Kimberly *et al*. (2008) stated in their meta-analysis that investigating gender differences in mentor- and protégé-reported experience in mentorships as well as career and psychosocial benefits. There are no gender differences in experience as a protégé or protégé receipt of career development, but male protégés report receiving less psychosocial support than female protégés. Furthermore, males are more likely to serve as mentors than females and report giving more career development than female mentors. Conversely, female mentors report providing more psychosocial support than male mentors. In most cases, effect sizes are small and heterogeneous, providing important implications for future research. Contrary to these findings, Musanti (2004) stated that in the development of mentoring programs, the mentors should play a collaborative role with their mentees. In his study, he finds that mentoring is used as a tool for collaboration between colleagues. Immediately, following the second workshop, he noticed that there was more flexibility in the communication between mentors and mentees. Mentoring has benefits specifically for the mentors (Banks, 2010), because in serving as a mentor, many skills are developed, such as collaboration, effective communication, planning, problem-solving, and other factors. Researchers promote mentoring as a force for change to diminish isolation and promote teacher collaboration (Semeniuk & Worrall, 2000; Okumu *et al*., 2021). Integrating a mentoring and collaborative teacher role in a professional development program requires the construction of a network of interactions instead of the traditional dyadic relationship ascribed to the mentoring role (Musanti, 2004; Okumu *et al*., 2021).

Therefore, building a positive relationship between mentors and mentees is the most important skill for the success of the mentoring process. Effective mentoring depends on the affectivity of the joint work of the mentor and the mentee (Fischer & Andel, 2002). Thus, during the mentoring program, the mentors and mentees should work together on curriculum planning, classroom management, and assessment procedures. These important positive relationships have not been existing in Ethiopian Teachers' Education Systems. This is the reason why mentoring effectiveness was very poor, low implementation, and a lack of practicality in the last thirteen years. Mentoring is best described as a reciprocal and collaborative learning relationship between two (or more) individuals who share mutual responsibility and accountability for helping a mentee work toward the achievement of clear and mutually defined learning goals. Learning is the fundamental process, purpose, and product of mentoring. Building, maintaining, and growing a relationship of mutual responsibility and accountability is vital to keeping the learning focused and on track (Zacray, 2000). This confirms Mendenhall, *et al*., (2015) view that assistance given to teachers makes positive changes to their classroom practices, creates a safer learning environment, improves their relationships with their mentors, bolsters their confidence, and motivates them in teaching. Similarly, Sarma (2013) found that training helps teachers to be comfortable in conducting classes, and in explaining sensitive issues. They affirmed that, as they learned from training, they could prepare class-specific lessons.

Several scholars such as Nguyen (2009); Ofsted (2004; Bandura (1986, 1994); Genevieve, (2017); Kawaah (2018); and Laurillard (2013) all agreed that the assistance given to teachers helps them build confidence in teaching. However, this contradicts the finding by Kawaah (2018) that assistants had

very little exposure to real classroom practices in the course of their training, a situation which eventually made them ineffective teachers in Ghana. However, the assistance given to teachers helps them build confidence in teaching. This is because such help enhances mentees' skills, knowledge of content, and pedagogical knowledge in classroom practices. If the mentor is enthusiastic and energetic, their mentees will be active as well. The assistance also makes mentees in secondary schools friendly, pleasant, and enthusiastic. They gain confidence in classroom practices; for example, they will confidently prepare their lesson plans and schemes of work, present the lesson, and carry out assessments with ease. When mentee help is visualized from the Ethiopian perspective, the situation is not the same as pointed out by Munir and Amin (2018) and Gobena (2022) who argue that one of the bottlenecks constraining the quality of classroom practice is inadequate assistance and inadequate experiences among mentors. This results in low motivation, incompetence, and loss of trust among mentees. The researcher found that help given to mentees enhances their teaching competencies and confidence in classroom practices for example, they learn to communicate effectively, prepare adequate instructional materials, and present content systematically. However, according to organizational behavior theories, mentors' motivational level determines the level of their performance. School mentors could use various strategies to motivate mentees for example through support supervision, providing quality feedback, sending them for training, praising and rewarding good performance, and encouraging and supporting weak performance.

CONCLUSION

In this study, the researchers assessed the effectiveness of mentoring practices in East and West Hararghe zones' secondary schools and observed that teachers are the light of a nation through teaching; they prepare learners who later help in a nation's economic development. Secondary schools therefore need resourceful, innovative, and creative teachers who can fulfill the interests and demands of the learners and society as a whole. Mentoring has enormous potential to bring about learning, personal growth, and development for professional teachers. This study confirms that helping teachers to improve their classrooms through effective mentoring practices is very essential and builds their confidence in teaching. Teachers increase their effectiveness when they are helped with strong instructional guidance in this way, it improves their skills of teaching. The school mentors in the two zones' secondary schools negatively acknowledged that helping teachers improve the teaching process is not equally important. This explains why helping teachers has insignificant effects on the effectiveness of mentoring practices in these secondary schools of East and West Hararghe Zones in Eastern Ethiopia.

The mentors in these schools were not close to the mentees, shared ideas with them, talked about their welfare, monitored the mentees' work, and then not discussed them their areas of strengths and weaknesses. However, one of the bottlenecks constraining the quality of effective mentoring practices was inadequate assistance and inadequate experiences among mentors. These result in low motivation and incompetence, loss of trust among mentees. Helping mentees improve their skills sets them up to enter the classroom better prepared both in terms of how to teach and what to teach. The research results showed that mentors in these secondary schools did not adequately help guide mentees to improve teacher effectiveness and the effectiveness of the mentoring practices. Yet, helping mentees can result in mentees being creative, resourceful, confident, and active in teaching and fully implementing the curriculum of the subjects to the demanded level. As it is well known, the goal of mentoring is to guide teachers to improve their teaching practices through effective mentoring in secondary schools. Therefore, effective mentoring practices should focus on helping teachers employ high-yielding instructional practices, feedback, and clarity in teaching that have direct measurable impacts on student learning. Mentoring teams should be formed in these secondary schools to help teachers who may need individual help in specific areas of the teaching process. Through routine mentoring, the school mentors should identify teachers facing difficulties in teaching such as content

mastery, use of learners' experiences, use of instructional materials, and choosing contemporary teaching methods to help them acquire more skills, build their confidence, and encourage team teaching among teachers.

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