

Impact of District Teacher Educators Mentoring Support upon the Professional Progress of Primary School Teachers

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Abstract

This research was conducted to study the impact of District Teacher Educators Mentoring Support upon Primary School Teachers' professional progress. It was methodologically related to both descriptive and survey type research. Structured Interview was used as instrument in this study. During the analysis of data, chi-square test was applied to find out the significance of mentoring programme and the difference among the opinions of the respondents. The sample consisted of the Heads of 40 CTSCs of Mandi Baha-ud-Din district. They were the respondents of the study for ascertaining the overall impact of Mentoral Programme in this district. The objective of the study was to assess the impact of DTEs mentoral support upon the professional progress of PSTs in light of CTSC Heads satisfaction, perception and opinion reflection. Major findings of the study indicated that CTSC Heads were satisfied about one identified responsible factor for the impact, i.e., the overall standard of DSD's mentoral programme development. But they were not satisfied about the eligibility criteria of DTEs qualification, DTEs mentoral methodology, the effectiveness of mentoral programme of PSTs professional development through mentoral support programme and the DTEs professional performance. Conclusions of the study indicated that CTSC Heads were not satisfied about the impact of DTEs mentoring support programme.

Keywords: District Teacher Educator, Primary School Teacher, Teacher Education, Continuous Professional Development, Mentoring, Professional Progress

Introduction

The professional development of teachers both at pre-service and in-service level is the need of hour. The professional development begins with in service training and continues throughout the career (Saeed, 2000; Jundran, 2002). Training is a sort of mentoring. Shukla (2005) defines mentoring as the process in which an experienced colleague is assigned to an inexperienced individual and assists in a training or general support role. Grosser, Spafford and Paesce (1998) says that Mentor term is often used in education to designate a teacher who serves as a model for a less experienced professional. The Directorate of Staff Development

(2007) relates that a conceptual frame work for continuous professional development (CPD) of teachers has been developed. Cluster Training & Support Centres (CTSCs) have been established at grass-root level to impart mentoring support to all Primary School Teachers (PSTs). Mentors have been made responsible for the progress of the PSTs (Mentees) through mentoring process. Mentoring can have positive effects for Mentees, Mentors, and organizations. Mentees experience career advancement and increased confidence in the work place. Mentors experience personal satisfaction, collegiality, networking, and career enhancement. Organizations see improved productivity, recruiting, employee socialization, and

retention (National Centre for Women Information Technology, 2011). Ladd (2007) notes that many developed countries have been using formal mentoring programmes as a way to improve new teachers' chances of success. Paris (2010) has noted that Australia was finding teacher introduction failure and attrition rates were endemic in most Australian States. Thus, mentoring was advocated as an important mechanism for countering this problem. Punjab Government's Continuous Professional Development Programme has been initiated on behalf of DSD. For this purpose, DTEs have been recruited in three phases across the Punjab in all districts. Five years have passed since the start of this programme. High expenditure is going to be consumed for this task. Its effectiveness or the impact of this programme needs to be assessed (Directorate of Staff Development, 2007).

Statement of the Problem

The purpose of this study was to assess the Impact of District Teacher Educators Mentoral Support upon the professional Progress of Primary School Teacher (Mentees) in District Mandi Baha-ul-Din.

Objectives of Study

1. To explore the satisfaction of CTSC Heads with effectiveness of continuous mentoral support program of District Teacher Educators for the professional progress of PSTs.
2. To assess the rate of progress in professional skill of PSTs through the mentoral support of DTEs.
3. To assess the level of CTSC Heads satisfaction with the professional performance of DTEs.
4. To rank the standard of DSD's on-going mentoral support programme.

Significance of the Study

Mentoring programme provides professional support and services for new teachers. It results in retention of teachers, quality instruction and students achievement. Sound, comprehensive and up-to-date mentoring programme for Punjab education was helpful for increasing students literacy-rate and decreasing students drop out rate.

Assessment of the impact or effect of Punjab Government's mentoring programme was very essential. Because, five years had passed since start of this programme. High expenditure was going to be consumed for this task. According to District Training and Support Centre Mandi Baha-ul-Din (2014), there were working seventy three (73) DTEs in this district and total expenditure was Rs. 32,85000/- per month at district level (Personal communication, April 29, 2014). So, its effectiveness or the impact of this programme needed to be assessed.

Review of the related literature

The review section discusses the definitions of Mentor, Mentee, and District Teachers Educators, the concept of mentoral support programme and professional progress followed by the Impact of District Teacher Educators Mentoring Support upon Primary School Teachers Professional Progress in District Mandi Baha-ul-Din. It also discusses in detail the role and responsibilities of CTSC Heads and the introduction and implementation of mentoral programme in district Mandi Baha-ul-Din.

Background and Development of Mentoring Programme

Messurier (2012) states that mentoring is a comparatively new idea. The traditional Australian example of an informal mentoring process is the effective elder system of aboriginal and Torres Strait Island peoples. More recently, formal mentoring programmes have begun to

develop among employees in middle and senior management positions in both the commercial world and the public sector.

Odell (2012) remarks that the question of what constitutes quality mentoring has been the focus of literally hundreds of studies and both scholarly and practitioner oriented products, and videos. Almost all of these products have included various guidelines, suggestions, and recommendations about what mentoring is and should look like in practice.

Mentor as a Quality Teacher

Plano Independent School District (2004-2011) reported that an exemplary veteran teacher is selected by the campus administrator to work on a regular basis with one or more teachers. Mentor teacher's major role is to support and help the fresh and new teachers.

According to Long (2004), quality of mentor is that always a successful teaching is very important. Mentor is expected to observe mentee. Relationship between mentor and mentee is built on trust and communication.

Responsibilities of Primary School Teachers

In this study, Primary School Teachers stand for Mentees. Their responsibilities are as under:

1. To participate in in-service training courses, follow-up workshops and a host of other CPD activities;
2. To attend professional meetings regularly;
3. To teach according to the given methods and guidelines;
4. To collaborate with DTEs and teacher colleagues for individual and group professional development;
5. To share experiences and problems with colleagues;

6. To report to the DTE what works and what does not work ;
7. To be available to be observed in classrooms by DTEs and other teacher colleagues;
8. To work constantly to achieve excellence in teaching for effective child learning.
(Directorate of Staff Development, 2007)

Functions of DTEs

According to Directorate of Staff Development Punjab (2007), following are the functions of DTEs

1. Ensure Universal Primary Education campaign through 100% enrollment at Primary and Elementary levels;
2. Ensure zero drop-out at Primary, Elementary and Secondary levels;
3. Ensure 100% attendance of the staff and report daily absenteeism through email to district and provincial authorities;
4. Ranking of schools, Head teachers and Teachers on results and key Performance Indicators (KPIs) given in the letter;
5. Arrange systematic co-curricular activities, listed below, according to academic calendar;
6. *Bazm-e-Adab*;
7. Debates;
8. Drama / Variety Shows;
9. Physical Training (PT);
10. Plantation;
11. *Qira'at and Na'at*;
12. Essay-Writing ;
13. Games;
14. Girl Guides / Boy Scouts;
15. Creative Writing;
16. Conduct census of schools, staff and facilities.

Evaluating mentoring programme

Rationale, Procedure and Significance

According to Rossi (2004), of all the technically evaluation tasks, impact

assessment is the most challenging. The evaluation design that has the best chance of detecting programme specific impact is the controlled randomized experiment.

Mertens (2010) maintains the essential standards for evaluation credibility:

- (i) Feasibility ;
- (ii) Propriety ;
- (iii) Accuracy;
- (iv) Utility;
- (v) Meta-evaluation.

Khawaja (2001) says about the characteristics of programme evaluation that evaluation should be realistic and relevant to decision-making. It is in the context of expectation or objectives, and assumption. It is supported by quantitative analysis. It is continuous and forward-looking.

Corsini (1987) writes that programme evaluation is most typically applied to sponsored activities implemented through an identifiable organizational structure with designated staff, appropriate facilities, defined budget, and so forth. Programme evaluation might be applied to any such programme through in practice. Its domain has been almost exclusively human service programme.

Agochiya (2009) reports that first stage is pre-training evaluation, second is ongoing evaluation, third is end programme evaluation and the best is post training evaluation. Thus the researcher's current study is related to ongoing evaluation study.

Jaradat, Ajlouni, and Alhamneh (2010) explain the evaluation of any training programme has certain aims to fulfill. These are concerned with the determination of change in the organizational behaviour and the change needed in the organizational structure. Thus, evaluation of any training programme must inform whether the

training programme has been able to deliver the goals and objectives in terms of cost incurred and benefits achieved. The researcher's present study is related to eight areas:

- (i) *Ta'leemi Calendar;*
- (ii) Lesson Planning;
- (iii) Teaching through activities;
- (iv) Use of A.V.Aids;
- (v) Interaction between students;
- (vi) Management of class rooms;
- (vii) Assessment of students;
- (viii) Home work;

An overview of impact assessment of different programmes

A brief review of different programmes impact assessment has been given as under;

“Impact of Financial on Efforts for Achieving Universal Primary Education in Pakistan”

Quareshi (2009) writes that the purpose of this study was to evaluate the impact of financial constraints for achievement of Universal Primary Education (UPE) in Pakistan and to suggest measures for improving the financial conditions to ensure achievement of universalization of primary education in the country.

The total sample included 500 subjects which comprised 60 planners, administrators and heads of institutions, and 440 teachers from different strata of schools as Federal Government educational institutions.

The main objectives of this study were:

- 1 To review the existing financial status;
- 2 To critically analyze the efforts for improving the financial conditions and provisions for achievement of UPE;

- 2 To suggest measures for effective and judicious utilization of financial resources in achieving UPE in Pakistan.

Impact of Decentralization in Education on Universalization of Primary Education

According to Khan and Mirza (2010), the main objective of this study was to examine the impact of decentralization in education on the enrollment and drops outs at primary school level in the province and in its low literacy and height literacy districts.

Two districts, one from the low literacy category and the other from the high literacy category were selected randomly.

Thus, the findings supported the argument that decentralization would help in expanding access to education and controlling drops-out which might lead to early attainment of Universal Primary Education in Pakistan.

Impact of Parental Support on the Academic Performance and Self Concept of the Students.

According to Chohan and Masrur (2010), the study examined the impact of educational support given by the parents on the academic achievement and on the self-concept of grade four public school sectors.

The data regarding parental support, its effects on the academic achievement and the self-concept were collected from a sample (N=305) of grade 4 students in the urban primary school and elementary Public schools.

The findings of study revealed that parents' contribution to their children's education had a consistent and positive effect on academic achievement and on the self-concept.

Impact of Teacher's Verbal Immediacy behaviours upon Students Learning at Different Levels

Nasim and Khan (2009) note down that the study was conducted to explain the effects of teacher immediacy on students learning at school.

The sample consisted 308 students from school 108 from college 87 and 114 from University. Data analysis was conducted through. Chi-square test also showed a considerable difference of students perception towards teacher immediacy among different age groups and institution levels.

Impact of Adult Literacy on Women Lives

Rehman (2008) points out this empirical study investigated and developed an in-depth understanding of adult literacy programme in district Ketch Baluchistan. The adult literacy programme was designated to achieve a 50% improvement in levels of adult literacy by 2015. Sample consisted of 50 learners, 6 literacy co-ordinators, 15 local area supervisors and NCHD district general manager ketch. Only interview was research tool. The major findings of study showed that adult literacy programme led to emotional and psychological control, developing caring attitudes, enhanced day-to-day boring and tended to lead community participation.

An Empirical Study on Mentoring B.Ed Students in Pakistan

According to Reid (2009), this paper focused perceptions of B.Ed students and their teachers on key indicators for effective mentoring. Sample consisted of 252 B.Ed students and 44 teachers of two colleges of Mianwali and Lahore in Pakistan.

For data collection, two instruments were designed: questionnaire for students and questionnaire for teachers.

Findings revealed that mentor-mentee good relationships, mentor's commitment to achieve targets and evaluation were the most important indicators for effective mentoring.

Impact of INSET Imparted Through Asian Development Bank (ADB) Assisted Project in Pakistan

Mahmood, Ghafoor and Saeed (2003) remark that this study was related to the in-service training imparted through Asian Development Bank (ADB) Teacher Training Project (TTP) in the Punjab province of Pakistan. The study was carried out on a sample of 240 teachers. Research instruments were observation of students and opinionnaire of teachers.

Major findings were that majority of teachers had the opinion that in-service training imparted through TTP was effective as a whole and they had learnt much from the training.

The Impact of Mentoring Programmes on the Support and Collaboration of Teachers

According to Roff, K. A. (2010), this case study addressed the gap in literature by focusing on how teachers perceived the impact of mentoring programmes on the support and collaboration of teachers. A qualitative case study design was conducted using interviews and documents. A sample of 16 teachers from 2 different schools was taken.

Findings of this study could be applied to foster additional support and collaboration for mentees and mentors and possible improvements to existing mentoring programmes.

Effectiveness of Modular Teaching in English at Secondary Level

Behlol (2007) points out about this study that the concept of Modular teaching explored differences between module and

lecture method: checked the effectiveness of Modular teaching in the academic achievement of students in English at secondary level and its impact on the academic achievement of low and high achievers.

Pre-test, Post-test was applied for checking the effectiveness. Samples were divided into control and experiment group on the basis of pre-test.

Findings showed that the students of different abilities learnt better by the Modular teaching as compared to the traditional methods of study.

Evaluation of the Industrial Arts Programme of the Agro-Technical Teachers, Training Centers in Pakistan

Nawaz (1999) says that the concept of integration of general and technical education in Pakistan emerged from the criticism that our education was bookish in character while there was ever-increasing trend towards technical development in the world.

Research instruments were used i.e. opinionnaires for principals, teachers and graduates. Sample was taken from twenty students randomly.

Findings that arrangements at the centers to get industrial arts equipment and facilities by safety experts. Teachers qualified in first aid and safety procedure.

In this brief overview of impact assessment studies it has been found that Questionnaire, Interview and Observation have been used as instruments hereby. Sample was taken from teachers/students. This study is related to mentoral support programme. Structured interview has been used as suitable instrument in this study. Sample was taken from teachers, Head teachers. The object of the current study was the impact assessment of DSD's Mentoral Support Programme.

Research methodology

The study was related to both descriptive and survey type research. It was an evaluative research. Because, it was intended to evaluate the effectiveness of ongoing mentor support programme. Its primary purpose was impact assessment of Directorate of Staff Development's ongoing mentor support programme.

Population

The study was limited to one District of Punjab. This District was included in the first phase of Punjab Government's Mentoring Programme. There were working total 40 CTSC Heads in this district. Total number of DTEs available in this district was seventy three. (District Training and Support Centre Mandi Baha-ul-Din, 2012). Population of the study was based upon:

1. All District Teacher Educators (DTEs) working in 36 districts of Punjab Province for improving Mentor Support of Primary School Teachers.
2. All Cluster Training and Support Centre (CTSC) Heads working as Headmaster, Senior Headmaster and Principal in high and higher secondary schools in public sector in the Punjab Province.

Sampling in the Study

District Mandi Baha-ud-Din had three tehsiles, i.e., Phalia, Malakwal and Mandi Baha-ud-Din. There were working 40 CTSCs in Mandi Baha-ud-Din district. Out of 40 CTSCs, 16 were in Tehsil Phalia, 10 in Tehsil Malakwal and 14 in Tehsil Mandi Baha-ud-Din. Forty CTSC Heads were involved in the impact assessment of DTEs mentoring support programme in District Mandi Baha-ul-Din. The sample of the study consisted of 40 CTSC Heads working in the M.B.Din district included in the first phase of this mentoring programme. The access to the data was

convenient in this district for principal researcher.

Source of Data

Data was generated from following source:

1. Cluster Training and Support Centre Heads, i.e., (CTSC Heads).

Instrument of Data Collection

It was a descriptive survey type study. Therefore structured interview was used as an instrument in this study. This instrument was relevant tool for this purpose. Structured Interviews are often associated with social surveys where researcher is trying to collect large volumes of data from a wide range of respondents. Structured Interview is often used to check the impact of any project.

Construction of Structured Interview

Structured Interview was planned for seeking feedback response from CTSC Heads about the DSD's Mentor Support Programme. It consisted of four close-ended Questions and one open-ended Question. The close ended Questions were related to impact assessment of this programme and open ended Question, further sub-divided into five parts, was related to CTSC Heads proposals for the betterment of this programme. Thus, Structured Interview related to DTEs professional progress (sub-divided in four questions and five required suggestions) was to be wrought with CTSC Heads responses about:

1. Satisfaction about the effectiveness of mentor programme of PSTs professional development ;

2. Increase in PSTs professional development through Mentorship Support Programme;
3. Satisfaction about DTEs professional performance ;
4. Perceptions about the overall standard of DSD's Mentorship Programme.

were collected through structured Interview with the Cluster Training & Support Centre Heads.

The last open-ended Question was CTSC Heads proposals about:

- (a) Mentorship material;
- (b) DTEs qualification;
- (c) DTEs guiding methodology ;
- (d) The facilities needed at CTSCs;
- (e) Educational facilities needed for CTSC Heads, DTEs, and PSTs.

Structured Interview involves tight control over the format of questions and answers. The researcher has a predetermined list of questions. Each respondent is faced with identical questions. This type of interview is rigidly standardized and formal. Structured Interview was very essential for evaluate the any project, mentoring programme.

Pretesting of the Interview

As with the Questionnaire, a small focus group was involved to refine interview Question-statements. Three CTSC Heads (Heads of Clustre Training and Support Centre) were consulted for this purpose. One assessment expert/statistician (Senior Subject Specialists Statistics) was also consulted to determine whether the resulting data can be quantified and analyzed in the manner intended.

Data collection, analysis and interpretation

This phase presents data analysis based on information received from the responses of Cluster Training Support Centre Heads (CTSCHTs). These responses were related to different areas and different categories. These responses

Table 1 Cluster Training Support Centre Heads Responses about the Impact of District Teacher Educators Mentoring Support upon Professional Progress of Primary School Teachers in District Mandi Baha-ul-Din

Sr. No	CTSC Heads/ Respondents	Satisfaction about the effectiveness of mentorship program for PSTs professional development					Increase in PSTs professional development through mentorship support programme					Satisfaction about DTEs professional performance					Perception about the overall standard of DSD's mentorship program			
		V. Less	Less	Not	Much	V. Much	V. Less	Less	Not	Much	V. Much	V. Less	Less	Not	Much	V. Much	Best	Good	Fair	Weak
1 to 40	Respondents 1 to 40																			
	Total Responses from Respondents about Qs	6	13	5	12	4	5	20	3	10	2	3	14	4	15	4	6	8	22	4
	Responses Reflection in Percentage Measure	15%	33%	12%	30%	10%	19%	50%	7%	25%	6%	8%	35%	10%	37%	10%	15%	20%	55%	10%

Note: The tick ✓ sign indicates the response of CTSC Head about the respective Qs. Pertinent to DTEs mentorship support and DSD's mentorship program.

Table .2 *Descriptive Analysis of CTSC Heads Suggestions about the Amendment / Betterment of DSD s Mentorl Support Programme for the Professional Development of PSTs- Q.No. 5 of Interview*

CTSC Heads Respondents	Suggestions about the Mentorl Material (Item 5.1)	Suggestions about the Eligibility/ Qualification of DTEs (Item 5.2)	Suggestions about the DTEs Mentorl Methodology (Item 5.3)	Suggestions about the Facilities Required at CTSC Level (Item 5.4)	Suggestions about the Educational Essentials Needed for CTSC Heads / DTEs/ PSTs (Item 5.5)
R 1	Mentorl material is excellent. However, much more A.V. Aids may be provided and used in schools.	No Suggestion	DTEs mentorl programme needs to be properly supervised.	They are adequate at CTSC level.	No suggestion
R2	No suggestion	DTEs recruitment criteria may be improved.	DTEs usually do not seek counseling from CTSC Heads.	Facilities are available.	PSTs deficiency may be made up.
R3	No suggestion	No suggestion	No suggestion	No suggestion	No suggestion
R4	Mentorl material is adequately better one. But teachers do not avail of it.	Intelligent, ethically elevated and highly qualified teachers may be appointed as DTEs.	Mentorl methodology is reasonably better. But Lady DTEs may be recruited for lady teachers.	Facilities are very less. Separate conference rooms equipped with the latest facilities should be built.	DTEs should be well-versed and well-informed. CTSC Heads should be very capable and active.
R5	Guide lines should be simplified and clarified further.	Minimum eligibility for DTEs qualification should be declared M.A English M.Sc.	DTEs mentorl methodology is correct.	A separate unit block of two rooms equipped with multi media and generator may be construed.	Library, Math Teaching kit and Science kit may be provided.
R6	Supply of mentorl material on regular basis and in time be ensured.	DTEs remain busy mostly in their personal affairs while quitting their official duties.	DTEs remain busy mostly in tests taking. Rather they should impart model lessons. DTEs should mark attendance at CTSC in the morning time. Then they should leave for mentoring.	Computers in larger numbers and one photostate machine may be made available.	An instructional / curricular kit aligned with revised curriculum may be provided to CTSC Heads.
R7	Good mentorl material is being presented.	DTEs educational qualification is adequate.	DTEs should provide friendly environment to PSTs.	Chalk, duster, marker , white board, projector, VCR, cassettes, CDs diary, training room, A.C, fans, and water cooler, sufficient funds and reasonable refreshment, should be provide to CTSC Heads /DTEs/PSTs.	PSTs training performance should be evaluated during and at the end of course.
R8	No Suggestion	No Suggestion	No Suggestion	No Suggestion	No Suggestion

R9	Mentoral material is good but guidance is not provided in schools.	No Suggestion	DTEs prior role as teachers was good. Now, they render only mentoral service. Department has been deprived of able teachers by this conversion.	No Suggestion	No Suggestion
R10	Mentoral material should be available in Urdu language.	DTEs qualification is excellent.	DTEs mentoral methodology should be somewhat stern.	Better facilities are available.	Study-leave with pay should be approved for the needful DTEs.
R11	Mentoral curriculum should contain uniformity.	DTEs holding equivalent level qualification should be appointed.	No Suggestion	Chairs, cool water, charts, refreshment may be made available at CTSC level.	No Suggestion
R12	Mentoral material is good.	Those DTEs who wish repatriation they may be repatriated and new DTEs may be recruited against them.	DTEs do less mentoring and more assessment.	Multimedia should be made available.	CTSC Heads/ DTEs/PSTs all should be held responsible and accountable.
R13	Training curriculum for PSTs should be decided at district level. SLOs description for PSTs is very difficult and hardly understandable	No Suggestion	No Suggestion	Training material , A.V.Aids, library books , and teaching material should be made available at CTSC.	Admin orders cannot change values and behaviours. Rather need self-realization and significance work for it. Training being imparted at DSD level is much more generic (not specific). PSTs should be mentally and psychologically prepared to act upon DSD,s programme. TE's role should be increased.
R14	Mentoral material is suitable.	DTEs qualification is adequate.	DTEs should practically guide PSTs how to give individual attention to the students in the class-rooms.	Facilities are appropriate according to available resources.	Missing facilities should be provided at primary schools.
R15	OK	At least M.A along with BPS No. 16 should be prescribed qualification	OK	No attention is given towards CTSC needs. Financial allocation for this programme should be devised at CTSC level.	
R16	Mentoral material should be provided by DSD.	At least M.A; B.Ed.	DTEs should spend 02 hours at CTSC. Mentees should not be on leave on Mentoring Day. Action should be taken against non-attendant PSTs.	Quality furniture for staff should be provided at CTSC.	CTSC Head should check DTEs diary daily. CTSC Heads should take part in training pertinent to the evaluation of teachers performance.

R17			DSDs Programme already in practice is going better.		
R18	No Suggestion	Higher than already set academic and professional qualification is required.	DTEs mentoring should not be only a ceremonial and superficial activity. They should act upon cent per cent of DSDs instructions. They should do their duties with hard work.	These facilities are inadequate.	There facilities are also inadequate. CTSC Heads have not been given training honorarium even after the expiry of one year.
R19	Mentoral material should be presented in simple English or Urdu language.	A specialized mentoring course should be chalked out for DTEs.	Ladies mentor staff should be deputed for ladies . Mentoring should be expanded up to secondary level.	Monthly budget at least worth Rs. 2000 should be sanctioned for each CTSC.	At least 06 teachers should be appointed in each primary school for 06 classes (nursery to Grade v). Mentoring oriented incentive structure should be introduced for mentees mentors, mentoral supervisors.
R 20	No Suggestion	No Suggestion	No Suggestion	No Suggestion	No Suggestion
R 21	No Suggestion	At least M.Sc	No Suggestion	Well-equipped training room may be built on behalf of DSD.	CTSC Heads monthly honorarium, i.e.; 1000/- is very less as compared to his required involvement in this assignment.
R 22	No Suggestion	No Suggestion	No Suggestion	No Suggestion	No Suggestion
R 23	No Suggestion	DTEs are able teachers. They should be repatriated into their previous schools. This mentoral programme should be stopped.	No Suggestion	No Suggestion	No Suggestion
R 24	No Suggestion	No Suggestion	No Suggestion	No Suggestion	No Suggestion
R 25	No Suggestion	No Suggestion	DTEs should give model lesson on the monthly meeting day.	No Suggestion	Teachers availability according to the students enrolment should be ensured Single teacher is unable to manage whole school activities.
R 26	No Suggestion	No Suggestion	No Suggestion	No Suggestion	PST s should recruited through PPSC teachers should be given reasonable salary. Primary schools

R 27	DSD Programme is going on well. It should be launched in full swing.	DTEs should be introduced to modern knowledge.	DTEs may be provided latest educational equipments.	Facilities should be increased at CTSC level.	should be well equipped and well furnished. Training should be devised for head teachers.
R 28	DSD should be made an autonomous institution.	DTEs entry qualification may be improved. Fresh and well qualified may be recruited for this programme.	Poor performance might be got rid of.	No Suggestion	Promotion opportunities may be given to DTEs. PSTs entry qualification and season should be improved.
R 29	Mentoral material should be simplified for PSTs.	No Suggestion	DTEs should be introduced to modern methodology and training skills.	Latest facilities like projector and multi media should be provided at CTSC.	DSD should make better the facilities and monitoring of programme.
R 30	Material is better.	Experienced people should be recruited.	No Suggestion	Adverse weather conditions should be kept in view.	Facilities may be increased.
R 31	No Suggestion	Already OK	DTEs serve as the best medium of communication.	There is severe shortage of building furniture and staff.	Acute deficiency of teachers in primary schools should be made up.
R 32	No Suggestion	Eligibility and recruitment criteria should be revised.	DTEs mentoral methodology is excellent. It should be practiced upon.	Separate office should be made available for DTEs.	Professional Development Day (PD Day) activities should be made relevant and useful for the mentees.
R 33	No Suggestion	No Suggestion	No Suggestion	No Suggestion	No Suggestion
R 34	No Suggestion	Qualification should be kept in view at the time of DTEs appointment.	No Suggestion	No Suggestion	DTSC Heads may be provided letter facilities for the better monitoring of DTEs.
R 35	No Suggestion	Qualification should be kept in view at the time of DTEs appointment.	No Suggestion	No Suggestion	DTSC head may be provided letter facilities for the better monitoring of DTEs.
R 36	Detailed mentoral material related to all areas may be provided to all teachers.	At least M.Ed, qualification should be essential.	DTEs should get signed their mentoring by the DTEs. They should impart it as a written document.	Electricity generator photo copies, UPS systems A.V.Aids should and provided at all CTSCs.	No Suggestion
R 37	No Suggestion	DTEs should hold at	No Suggestion	There should be made	No Suggestion

		least M.A/M.Ed or M.Sc.M.Ed level qualification because their mentees (teachers) hold at least B.A/B.Sc/B.Ed level qualification.		available Science and Maths kit in each school.	
R 38	Mentoral material is standardized.	DTEs qualification is in accordance with their designation.	DTEs mentoral methodology is suitable.	Electricity generator, Overhead projector science kit, A.V.Aids and quality furniture should be provided	Teaching staff deficiency should be managed.
R 39	No Suggestion	DTEs entry qualification is low. It should be enhanced.	No Suggestion	No Suggestion	CTSC Heads find little time for the visit of cluster schools. PSTs take little interest and they do not become ready for enhancing their professional capability.
R 40	On the whole DSD's programme is very good.	Ok	Ok	Ok	PSTs themselves are not in mode to gain some skill or knowledge. The rest is ok.

Table .3 Statistical Analysis of CTSC Heads Suggestions about the Amendment/Betterment of DSD's Mentoral Support Programme for Professional Development of PSTs (Question No 5 of the interview)

01	Number of Total Items Related to Question 5	Item 5.1	Item 5.2	Item 5.3	Item 5.4	Item 5.5
02	Caption of Items	Suggestions about the Mentoral material	Suggestions about the Eligibility/Qualification of DTEs	Suggestions about the DTEs Mentoral Methodology	Suggestions about the Facilities Required at CTSC level	Suggestions about the Educational Essentials needed for CTSC Heads/DTEs/PSTs
03	Total Number of Responses	40	40	40	40	40
04	Number of Respondents who Provided Responses Received in the Respective Each Item	22	27	24	26	27
05	Number of Respondents who Provided Satisfactory Responses in the Respective Area's Items	11	5	7	5	3
06	Reflection of Satisfactory Remarks in Percentage Measure	50%	19%	29%	19%	11%
07	Number of Respondents who Provided Dissatisfactory Remarks/Proposed Amendments/Demand farther improvement	11	22	17	21	24
08	Reflection of Dissatisfactory Remarks (Amendment Demanding) (Improvement Demanding) in Percentage measure	50%	81%	71%	81%	89%

Note: The highest level of dissatisfaction has been noted about the educational essentials/facilities needed at CTSC level.

Analysis of Data through Chi-square Test

Chi-Square, symbolized as χ^2 is a nonparametric test of significance. It is appropriate when the data are in the form of frequency counts or percentages and proportions that can be converted into frequencies. Two or more mutually exclusive categories are required in this test.

Hence, according to the nature of data acquired in this study. it is the most suitable statistical test for assessing the “Impact of District Teacher Educators Mentoring Support upon Primary School Teachers Professional progress in District Mandi-Baha-ul-Din”. The data tables have been re-designed here according to the information required for application of this test. Its detail is as under:

Tablel 3

Frequency Observed Interview Response about CTSC Heads of Mentoral Support Programme in District Level

Question No	V.Less	Less	No	Much	V.Much	Best	Good	Fair	Weak	Total
01	6	13	5	12	4	-	-	-	-	40
02	5	20	3	10	2	-	-	-	-	40
03	3	14	4	15	4	-	-	-	-	40
04	-	-	-	-	-	6	8	22	4	40
Total	14	47	12	37	10	6	8	22	4	160

Table 4

Summarized Frequency Observed Response of CTSC Heads about Mentoral Support Programme in District M.B.Din

Q.No	V.Less	Less+Fair	Not+Weak	Much+Good	V.Much+Best	Total
01	6	13	5	12	4	40
02	5	20	3	10	2	40
03	3	14	4	15	4	40
04	-	22	4	8	6	40
Total	14	69	16	45	16	160

Table 5

Frequency Expected Response of CTSC Heads about Mentoring Support Programme in District M.B.Din.

Q.No	V.Less	Less+fair	Not+weak	Much+Good	V.Much+Best
01	3.50	17.25	4	11.25	4
02	3.50	17.25	4	11.25	4
03	3.50	17.25	4	11.25	4
04	-	17.25	4	11.25	4

Table 6

Question-wise Response of CTSC Heads about DTEs Mentoring Support Reflected in Frequency Observed and Expected according to

	Formula,i.e.,	$x^2 = \Sigma (f_0 - fe)^2$	
		<u>fe</u>	
Responses Item-wise/ Area wise	Frequency Observed	Frequency Expected	$\frac{(f_0 - fe)^2}{fe}$
1	6	3.50	1.79
2	5	3.50	0.64
3	3	3.50	0.07
4	0	3.50	3.50
5	13	17.25	1.05
6	20	17.25	0.44
7	14	17.25	0.61
8	22	17.25	1.30
9	5	4	0.25
10	3	4	0.25
11	4	4	0.25
12	4	4	0
13	12	11.25	0.05
14	10	11.25	0.14
15	15	11.25	1.25
16	8	11.25	0.94
17	4	4	0.00
18	2	4	1.00
19	4	4	0.00
20	6	4	1.00
			14.28

Note: The aggregate of values given in the last column indicates the value of Chi-square $(x)^2$, i.e., $x^2 = \Sigma (f_0 - fe)^2$
fe

Null Hypothesis = H₀

CTSC Heads were not satisfied about DTEs Mentoring Support Programme in District M.B.Din.

Alternative Hypothesis = H₁

CTSC Heads were satisfied about DTEs Mentoring Support Programme in District M.B.Din.

The aggregate of values given in the last column indicates the value of Chi-square (x^2) , i.e., $x^2 \sum (f_0 - f_e)^2$

f_e

Degree of freedom =

(R-1) (C-1)

(5-1) (5-1)

(4) (4)

16

Level of significance $\lambda = 0.05$

$1 - \lambda = .95$

From table x^2 $1 - \lambda, \lambda$

$x^2 = .95, 16 = 26.30$

$14.25 < 26.30$

Null Hypothesis $H_0 =$

CTSC Heads were not satisfied about DTEs Mentoring Support Programme in District M.B.Din.

Alternative hypothesis H_1

CTSC Heads were satisfied about DTEs Mentoring Support programme in District M.B.Din.

It shows that CTSC Heads were not satisfied about the Impact of District Teacher Educators Mentoring Support upon Primary School Teachers' Professional Progress in District Manid Baha-ul-Din. Thus Null Hypothesis has been accepted.

Findings of study

Cluster Training and Support Centre Heads Responses about DTEs Mentoring Programme

Findings of the CTSC Heads responses about DTEs mentoring programme have been given item-wise, respectively, as under:

Item 1

Satisfaction about the Effectiveness of Mentorship Programme for PSTs Professional Development

1. Ten per-cent of CTSC Heads replied that they were *very much* satisfied with the effectiveness of mentorship programme of PSTs professional development.
2. Thirty per-cent of CTSC Heads replied that they were *much* satisfied with the effectiveness of mentorship programme of PSTs professional development.
3. Thirty three per-cent of CTSC Heads replied that they were *less* satisfied with the effectiveness of mentorship Programme of PSTs Professional development.
4. Fifteen per-cent of CTSC Heads replied that they were *very less*

satisfied with the effectiveness of mentoral programme of PSTs professional development.

5. Twelve per-cent of CTSC Heads replied that they were *not* satisfied with the effectiveness of mentoral programme of PSTs professional development.

Overall analysis of findings pertinent to this item indicated that 40 per-cent of CTSC Heads were satisfied and 60 per-cent of CTSC Heads were not satisfied with the effectiveness of mentoral programme of PSTs professional development.

Item 2

Increase in PSTs Professional Development through Mentoral Support Programme

1. Six per-cent of CTSC Heads perceived that PSTs had found *very much* increase in their professional development through mentoral support programme.
2. Twenty five per-cent of CTSC Heads perceived that PSTs had found *much* increase in their professional development through mentoral support programme.
3. Fifty per-cent of CTSC Heads perceived that PSTs had found *less* increase in their professional development through mentoral support programme.
4. Nineteen per-cent of CTSC Heads perceived that PSTs had found *very less* increase in their professional development through mentoral support programme.
5. Seven per-cent of CTSC Heads perceived that PSTs had *not* found any increase in their professional development through mentoral support programme.

Overall analysis of findings pertinent to this item indicated that 31 per-cents of CTSC Heads were satisfied and 69 percent of CTSC Heads were not satisfied with the increase in PSTs professional development through mentoral support programme.

Item 3

Satisfaction about DTEs Professional Performance

1. Ten per-cent of CTSC Heads endorsed that they were *very much* satisfied with the DTEs professional performance.
2. Thirty-seven per-cent of CTSC Heads endorsed that were they *much* satisfied with the DTEs professional performance .
3. Thirty five per-cent of CTSC Heads endorsed that they were *less* satisfied with the DTEs professional performance.
4. Eight per-cent of CTSC Heads endorsed that they were *very less* satisfied with the DTEs professional performance .
5. Ten per-cent of CTSC Heads endorsed that they were *not* satisfied with the DTEs professional performance.

Overall analysis of findings pertinent to this item indicated that 47 percent of CTSC Heads were satisfied and 53 percent of CTSC Heads were not satisfied with the DTEs professional performance.

Item 4

Perception about Overall Standard of DSD's Current Mentoral Programme

1. Fifteen per-cent of CTSC Heads ranked it as *the best*;

2. Twenty per-cent of CTSC Heads ranked it as *the better*;
3. Fifty five per-cent of CTSC Heads ranked it as the *good / fair*;
4. Ten per-cent of CTSC Heads ranked it as *the weak*;

Overall analysis of findings pertinent to this item indicated that 65 per-cent of CTSC Heads were satisfied and 35 percent of CTSC Heads were not satisfied with the overall standard of DSD's mentorship programme.

Proposals for Betterment / Amendment of DSDs Mentorship Support Programme Particularly about (i) The Mentorship Material (ii) The Qualification of DTEs (iii) The Mentorship Methodology (iv) The Facilities Required at CTSC (v) The Essential need of DTEs, PSTs and CTSC Heads

Item 5.1

Fifty per-cent of CTSC Heads had been found satisfied about the mentorship material.

While fifty per-cent of CTSC Heads had wanted changes in mentorship material.

Item 5.2

Nineteen per-cent of CTSC Heads had been found satisfied with the existing eligibility qualification and recruitment criteria of DTEs.

While eighty one per-cent of CTSC Heads had not been found satisfied.

Item 5.3

Twenty-nine per-cent of CTSC Heads endorsed that they were satisfied with the DTEs mentorship methodology.

While seventy one per-cent of CTSC Heads endorsed that they were not

satisfied about the DTEs mentorship methodology.

Item 5.4

Nineteen per-cent of CTSC Heads reported that they were satisfied about the facilities available at CTSC level.

While eighty-one per-cent of CTSC Heads reported that they were not satisfied.

Item 5.5

Eleven per-cent of CTSC Heads replied that they were satisfied about the availability of educational essentials needed for CTSC Heads, DTEs and PSTs however, eighty-nine per-cent of CTSC Heads replied that they were not satisfied about the availability of educational essentials needed for CTSC Heads / DTEs/ PSTs. They wanted reforms like (a) PSTs deficiency may be made up; (b) DTEs should be well-versed, and well-informed, (c) CTSC Heads should have been found very capable and active.

Discussion

It is a review of the results including limitations of the study, placing the findings in a broader perspective. This section presents the researcher's interpretation of what the results imply for theory and practice. In this discussion section researcher has placed their results in a broader content. Here they recapitulate any difficulties that were encountered, make note of the limitations of the study, and suggest further related studies that might be done. There would be argumentation and disagreement about the broader interpretation of these results.

Item 1 to 4

Discussion of CTSC Heads responses about DTEs mentoring programme has been given as under:

The review of CTSC Heads perceptions as reflected in the findings indicated that the overall standard of DSD's ongoing mentorship programme was desirably positive. However, CTSC Heads satisfaction about the expected effectiveness of mentorship programme, the expected increase in PSTs professional development, the expected professional performance of DTEs were all found comparatively at lower level. The CTSC Heads have not been found satisfied with the expected achievements in these areas. Its reasons might be:

1. The lack of proper co-ordination, and interaction between CTSC Heads and DTEs;
2. The lack of proper co-ordination and interaction between CTSC Heads and Mentees;
3. The lack of proper co-ordination and interaction between CTSC Heads and DSD's management;
4. The lack of deep interest among DTEs about the uplift of mentorship support programme;
5. The lack of proper management in the implementation of mentorship support programme at CTSC level;
6. The lack of funding and facilities at CTSC level required for full-fledged launch of this programme.

Among others, it might be the presence of less qualified PSTs, the appointment of less qualified DTEs, the severe deficiency of teaching staff in schools, and the lack of specifically mentoring oriented promotion structure

for DTEs. According to Government of the Punjab, School Education Department (July 31, 2013), eight hundred and eighty-nine (889) posts of teachers were lying vacant in the public school education sector in Mandi Baha-ul-Din district. Among them, the highest number of vacant posts was related to Elementary School Educator (ESE) category, i.e., it was 533 out of 889. Elementary School Educator (ESE) post is equivalent to Primary School Teacher (PST) post.

Item 5

The review of CTSC Heads responses, opinions and comments about "Impact of District Teacher Educators Mentoring Support upon Primary School Teachers Professional Progress in District Mandi-Baha-ud-Din" reflected in the findings indicated that the standard of mentorship material was desirably positive.

However, CTSC Heads satisfaction about the prescribed eligibility qualification of DTEs mentorship methodology, facilities available at CTSC level, supply of educational essentials needed for CTSC Heads/ DTEs/ PSTs were all found comparatively at lower level. The CTSC Heads had not been found satisfied about the Impact of District Teacher Educators mentoring support upon Primary School Teachers professional progress in District Mandi Baha-ud- Din and expected achievements in these areas.

Its reasons might be less qualification of some DTEs, DTEs formal mentoring methodology, lack of

proper facilities at CTSC and staff deficiency, in particular.

Conclusions

Conclusions reached through review of the findings of CTSC Heads response are as under:

Overall standard of DSD's mentorship support programme has been found *Good* according to CTSC Heads perceptions about it. But so far its impact on the mentees on behalf of DTEs is concerned, it has not been perceived significant rather it has been noted weaker in all areas.

Moreover, standard of mentorship material has also been noted reasonably better. But CTSC Heads have proposed amendments and betterments in the DSD's ongoing mentorship support programme with reference to:

- (a) Entry qualification /eligibility of DTEs;
- (b) Formal mentorship methodology of DTEs;
- (c) Facilities required at CTSC level;
- (d) Educational essentials needed for CTSCs / DTEs / PSTs:

Mentorship impact was analyzed less dominant and comparatively weaker in all these regiments.

Item 1

Overall analysis of findings pertinent to this item indicated that 40 per-cent of CTSC Heads were satisfied and 60 per-cent of CTSC Heads were not satisfied with the effectiveness of mentorship programme of PSTs professional development.

Thus it can be concluded that the majority of CTSC Heads was not satisfied

about the effectiveness of mentorship program of PSTs professional development.

Item 2

Overall analysis of findings pertinent to this item indicated that 31 per-cents of CTSC Heads were satisfied and 69 percent of CTSC Heads were not satisfied with the increase in PSTs professional development through mentorship support programme.

Thus it also gives the conclusions that only one third numbers of CTSC Heads had found good rate of program in professional skill of PSTs.

Item 3

Overall analysis of findings pertinent to this item indicated that 47 percent of CTSC Heads were satisfied and 53 percent of CTSC Heads were not satisfied with the DTEs professional performance.

It concludes that CTSC Heads satisfaction with the performance of DTEs was on average level.

Item 4

Overall analysis of findings pertinent to this item indicated that 65 per-cent of CTSC Heads were satisfied and 35 percent of CTSC Heads were not satisfied with the overall standard of DSD's mentorship programme.

It shows that overall standard of DSD's current mentorship programme was above average level.

Item 5.1

Fifty per-cent of CTSC Heads had been found satisfied about the mentorship

material being used in mentorship support programme.

Fifty per-cent of CTSC Heads had wanted changes in mentorship material like that mentoring material should be presented in simple English or Urdu language. Mentorship material should be used by the teachers in class-rooms and its supply related to all areas should be regularized.

It concludes that CTSC heads satisfaction about the mentorship was average level.

Item 5.2

Nineteen per-cent of CTSC Heads had been found satisfied with the existing eligibility qualification and recruitment criteria of DTEs.

Eighty one per-cent of CTSC Heads had not been found satisfied with the existing eligibility / qualification of DTEs. They had wanted changes in criteria set for the eligibility of DTEs, like enhancement in entry qualification, i.e., it should be M.A.; M.Ed at least.

It shows that the majority of the CTSC Heads wanted review and improvement in criteria PST for the eligibility of DTEs and they were dissatisfied with the existing criteria.

Item 5.3

Twenty-nine per-cent of CTSC Heads endorsed that they were satisfied with the DTEs mentorship methodology.

Seventy one per-cent of CTSC Heads endorsed that they were not satisfied about the DTEs mentorship methodology. They wanted changes like DTEs should provide friendly environment to PSTs. DTEs do less mentoring and more assessment. DTEs should give model lesson on the Professional Development Day.

It concludes that DTEs mentorship methodology was not appropriate in the light of CTSC Heads Observation.

Item 5.4

Nineteen per-cent of CTSC Heads reported that they were satisfied about the facilities available at CTSC level.

Eighty-one per-cent of CTSC Heads reported that they were not satisfied about the facilities required at CTSC level. They wanted facilities like provision of funds, furniture, office, water-cooler, VCR, multimedia, overhead projector, A.V. Aids and construction of training room at CTSC Headquarter. Moreover, a budget of two thousand rupees should be provided to each CTSC.

It concludes that CTSC Heads were not satisfied about the available facilities at CTSC level. Thus CTSCs were not found well-equipped for this purpose.

Item 5.5

Eleven per-cent of CTSC Heads replied that they were satisfied about the availability of educational essentials needed for CTSC Heads, DTEs and PSTs.

However, eighty-nine per-cent of CTSC Heads replied that they were not satisfied about the availability of educational essentials needed for CTSC Heads / DTEs/ PSTs. They wanted reforms like (a) PSTs deficiency may be made up; (b) DTEs should be well versed, and well-informed, (c) CTSC Heads should have been found very capable and active.

It concludes that educational essentials available at CTSC were not meeting the needs at CTSC level.

Recommendations

1. Effectiveness of mentorship programme for PSTs professional development should be made significant. It will increase the impact of DTEs mentorship support program. It will make up the prevailing deficiency.
2. PSTs professional development through mentorship support programme should be continuously increased. It should not be stopped at any time. It will reinforce the impact of DTEs mentoring support programme.
3. DTEs should provide exact information to their CTSC Heads about the updates and betterments related to the Mentees (PSTs) professional development and their own professional performance on regular basis. It will increase CTSC Heads satisfaction about ongoing mentorship program.
4. Highly qualified teachers, at least M.A M.Ed should be appointed as DTEs.
5. Need-based logistic and instructional facilities should be provided at Cluster Training and Support Center for improvement of mentorship programme. Monthly budget at least Rs. 10000/- should be sanctioned for each CTSC.
6. Mentoring oriented promotion structure should be devised for Mentees/ Mentors / Mentorship Supervisors and Mentorship managers.
7. Advance increments should be given to the high performers in Mentorship Programme from grass root level to top management.
8. Accelerated promotion and incentive may be introduced for rapid re- reinforcement of mentorship support programme.
9. DTEs should be provided friendly environment for mentoring of PSTs. It will increase the DTEs mentorship methodology for Primary School Teachers professional progress.
10. Furthermore, due facilities, furniture , computer , A.V. Aids , water-cooler, chairs , white boards and multi-media should be provided at CTSC level. It will improve the quality of mentorship programme.
11. DTEs should be well-versed and well-informed and CTSC Heads should remain very capable and active to unify the DTEs mentorship support programme.

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