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The Role of Pedagogical Mentoring in Improving the Performance of the Trainee Teacher and Achieving Effective Practice.

دورالمرافقة البيداغوجية في تحسين أداء الأستاذ المتربص وتحقيق الممارسة الفعلية

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Abstract:

The study aimed to identify the role of pedagogical mentoring in improving the performance of trainee teachers and achieving effective practice in organizing learning situations, managing learning processes, and assessing students' work, based on the variables of gender and teaching stage. The study adopted a descriptive approach and used a questionnaire as a data collection tool from a randomly selected sample of 100 male and female teachers. The findings revealed that pedagogical mentoring contributes moderately to the organization of learning situations and highly to the management of learning. Participants' responses indicated a moderate level regarding the assessment of students' work and a high level concerning the challenges and obstacles facing pedagogical mentoring**.**

Keywords: Pedagogical mentoring, Trainee teacher,

الملخص:

هدفت الدراسة للتعرف على دور المرافقة البيداغوجية في تحسين اداء الأستاذ المتدرب و تحقيق الممارسة الفعلية لديه في مجال تنظيم وضعيات التعلم و إدارة التعلمات ،و تقويم أعمال التلاميذ ،تبعا لمتغير الجنس و مرحلة التدريس، اعتمدت الدراسة على المنهج الوصفي، وعلى الاستبيان كأداة لجمع البيانات من عينة قوامها 100 استاذ و استاذة تم اختيارهم بطريقة عشوائية، حيث توصلت الدراسة إلى أن المرافقة البيداغوجية تساهم في تنظيم وضعيات التعلم بدرجة متوسطة وفي إدارة التعلمات بدرجة عالية كما جاءت استجابات افراد العينة بدرجة متوسطة لمجال تقويم أعمال التلاميذ ،و بدرجة عالية على المجال المتضمن الصعوبات و المعيقات التي تواجه المرافقة البيداغوجية.

الكلمات المفتاحية : المرافقة البيداغوجية، الأستاذ المتربص

1. INTRODUCTION

The challenges resulting from today's rapidly changing world have not excluded teacher training institutions. These institutions have been compelled to adapt to a new reality that requires enhancing the quality of their educational services to provide effective training for trainee teachers, enabling them to continuously develop their knowledge and professional practices. "However, improving training is not limited to acquiring pedagogical and professional competencies suited to the new teaching context".[1] it also requires the trainee teacher to adopt effective and active educational strategies that allow meaningful participation in their training journey. Given that education depends on well-prepared teachers who are the cornerstone of the educational system it is essential for them to keep up with the latest developments.

From this perspective, attention to the role of the pedagogical mentor has become increasingly necessary. This includes equipping them with the knowledge and information related to their mentoring duties, enhancing their skills, and adjusting their attitudes. Such progress can only be achieved by adopting a training strategy based on identifying training needs and structuring them into general and specific learning objectives.

Pedagogical mentoring is one of the mechanisms and methods adopted by the Ministry to facilitate the integration of newly recruited teachers into the education sector and to empower them to acquire the competencies and capabilities needed to apply pedagogical knowledge and continue their professional development. "This was done by issuing official texts regulating the mentoring process and assigning the role to experienced teacher-trainers. While the process has yielded several benefits for trainee teachers such as meeting certain developmental needs in their training pathway it has also encountered obstacles and inconsistencies.

Thus, the mentoring process in educational institutions should be viewed as an experience that needs constant review and assessment to extract its strengths and weaknesses. To gain a more comprehensive understanding of how pedagogical mentoring is conducted in the field, this study seeks to explore the real-world impact of pedagogical mentoring on trainee teachers and its role in helping them acquire teaching skills and competencies, taking into account the official regulations and the actual practices on the ground.

2. Problem Statement

Pedagogical mentoring plays an active role in enhancing the educational process. Its importance stems from being a collaborative effort that aims, through its comprehensive concept, to develop all elements of the teaching-learning process—particularly the teacher, who represents its key human component. ''It also seeks to establish the foundations of participation, interaction, and decision-making in shaping a scientifically and critically minded individual capable of navigating a rapidly changing world''[2]. Therefore, paying attention to the teacher as a central figure in the educational system requires helping them formulate their goals and make appropriate decisions concerning their academic and professional future, primarily through identifying their training needs.''[3]

According to Tuhani (2007) "training needs refer to "the required changes in an individual's knowledge, experience, performance, behavior, and attitudes to make them suitable for fulfilling a role and

executing current tasks efficiently."[4] Hamadneh and Sarhan (2013) ‘’state that, in the era of modern education, the teacher’s role is to help learners discover and employ their abilities effectively’’[5]. The teacher must also foster a balanced dialogue and treat students as genuine partners in the learning process—focusing more on how knowledge is acquired than on the content itself—acting as a mediator between the student and knowledge.

To realize this aim in practice, the presence of a pedagogical mentor is essential to provide these services to trainee teachers. Various studies have demonstrated the impact of pedagogical mentoring in strengthening the training of novice teachers by equipping them with modern and effective teaching methods aligned with the competency-based approach, with the ultimate goal of improving learner training outcomes.

everal studies have emphasized the importance of pedagogical mentoring for newly employed trainee teachers in acquiring competencies and skills in teaching. For instance, Al-Qasim (2001) found a correlation between supervisory methods and the degree of their application from the perspective of educational supervisors, taking into account variables such as gender, job position, and experience.[6] Tashoua (2009) highlighted differences in training needs based on teaching experience and academic level, noting that teachers with less experience or limited exposure to training formats require more support[7] Nasraoui (2012) outlined the primary training needs of newly hired trainee teachers, including pedagogical mentoring, research, teaching, assessment, and supervision.[8]

Abu Shamla (2009) investigated the effectiveness of supervisory techniques such as classroom visits, educational workshops, demonstration lessons, and peer mentoring for middle school teachers in math and Arabic. The study found these methods to be widely and effectively practiced, although some deficiencies in supervisory practices reduced the quality of support provided. No statistically significant differences related to gender were observed. Similarly, Akker (2008) studied the role of educational supervision in addressing challenges faced by technology and applied science teachers in Gaza and found statistically significant differences based on gender, qualifications, years of service, and specialization.[9]

Abu Fouda (2008) also found gender-related differences in teachers' perceptions of the challenges they face in the classroom, favoring female teachers. Likewise[10], Aichi and Qara (2018) confirmed the role of supervisory methods in mitigating difficulties faced by novice primary school teachers.[11]

As for the extent to which pedagogical mentoring helps research-oriented trainee faculty acquire relevant competencies, Boutouil (2021) found that mentoring was highly effective in areas related to applying psychology and pedagogy in teaching, managing pedagogical and administrative relationships within university structures, and understanding educational regulations. Moderate effectiveness was observed in areas like teaching competencies, research techniques, curriculum development, bibliographic research, and use of ICT.[12]

Pedagogical mentoring of trainee teachers involves guiding and supporting them in acquiring essential professional competencies that enable them to carry out

their duties and contribute to the goals of Algerian education[13]

Building on previous studies, this research aims to highlight the current state of pedagogical mentoring for newly employed trainee teachers and its contribution to skill acquisition and competence development in teaching based on official regulations and real-world practice.[14]

3. Research Question :

To what extent does pedagogical mentoring contribute to the acquisition and achievement of teaching competencies among trainee teachers in the following areas:

-Organizing learning situations

-Managing learning processes

-Assessing students' work

4.Research Hypotheses

Pedagogical mentoring significantly contributes to the acquisition and achievement of teaching competencies among trainee teachers in the areas of organizing learning situations, managing learning processes, and assessing students' work.

-There are statistically significant differences in the perceptions of the importance and role of pedagogical mentoring among the study sample based on the gender variable.

-There are no statistically significant differences in the perceptions of the importance and role of pedagogical mentoring among the study sample based on the teaching stage variable.

5.Significance of the Study

The significance of this study lies in the following points:

-Examining the current state of pedagogical mentoring for trainee teachers.

-Highlighting the main legal and regulatory texts that govern pedagogical mentoring specific to trainee teachers.

-Identifying the key challenges that hinder the effectiveness of pedagogical mentoring in achieving its objectives.

-Providing recommendations as a foundation for conducting similar future studies and research.

6.Operational Definitions

6.1.Pedagogical Mentoring:

Pedagogical mentoring is defined as the continuous support and guidance provided to the trainee teacher, aimed at directing, advising, and assisting them in acquiring a set of essential professional competencies that enable them to perform their teaching duties and fulfill the goals of Algerian education.

6.2.Trainee Teacher:

A trainee teacher is one who has recently been recruited to work in the national education sector across one of the three educational levels (primary, middle, or secondary). They undergo a probationary period lasting one year, which may be extended, before taking the final tenure examination.

7.Theoretical Framework and Previous Studies

In order to enable teachers who have successfully passed the national education recruitment examination to effectively carry out their duties, the Ministry of National Education has implemented a pedagogical mentoring program during the probationary period. This initiative allows new teachers to acquire teaching skills and the ability to organize and plan learning situations for students. The mentoring process is entrusted to experienced teacher-trainers, as their seniority and expertise qualify them to guide newly recruited teachers.

The program is based on several executive decrees and ministerial decisions, including:

-Executive Decree No. 17-322 dated November 2, 2017, which defines the rules applicable to trainees in public institutions and administrations.

-Ministerial Decision No. 37 dated December 15, 2011, which outlines the duration, content, and procedures for organizing preparatory pedagogical training during the trial probation period for education staff.

-Ministerial Decision dated August 24, 2015 (9 Dhu al-Qi'dah 1436), which further defines how this preparatory pedagogical training is to be organized, its duration, and program content.

-Ministerial Circular No. 240/11/M.A.B/2014, which includes methodological guidelines for accompanying trainee teachers (Mentoring Guide).

These official documents and guidelines aim to systematize the training and probation process for public employees in general and teachers in particular, under the assumption that while the trainee teacher may possess extensive subject-matter knowledge, applying it practically in the classroom remains a challenge. Contemporary teaching requires high levels of competence and skill, which can be cultivated through pedagogical mentoring.

The General Inspectorate of Pedagogy has issued a practical guide to accompany novice teachers during their probation period. This guide includes the following key components:

1. Objectives of the Mentoring Process

According to the guide, the pedagogical mentoring process aims to:

-Make the trainee aware that self-training is the most effective path to developing professional competencies.

-Facilitate the integration of the trainee teacher into their new teaching environment.

-Establish the educational institution as the ideal space for the professional development of the trainee.

-Identify the needs of the trainee and address them through mentoring, promoting collaboration and interaction among trainees and between them and experienced colleagues.

-Propose a training program within a working team that includes the inspector, the trainee teacher, and the mentor teacher.

-Encourage ongoing exchange of experiences and knowledge among all educators and promote the use of information and communication technologies (ICT) in this context.

2. Competencies to Be Acquired Through Mentoring

The mentoring process targets the development of several key teaching competencies, including:

A. Organizing and Planning Learning Situations:

-Mastering curriculum interpretation (especially linking learning objectives with content).Defining specific learning objectives for each instructional session.

-Constructing appropriate learning situations tailored to students' levels and ensuring their effective facilitation.

-Utilizing pedagogical support documents and making effective use of the textbook.

-Designing well-structured and purposeful lesson plans (creating a detailed and goal-oriented scenario for the teaching-learning process).

-Encouraging students to engage in both individual and group activities, positioning

them at the center of the learning process, with the teacher serving as a guide and facilitator.

-Using support activities based on the differentiated instruction approach.

1.1. Classroom Organization and Learning Management

-Accompanying students from the playground to the classroom.

-Organizing working groups (managing both the groups and the individuals within them).

-Managing classroom educational activities.

-Organizing students' participation and interventions.

-Effective use of the blackboard and various pedagogical tools.

-Recognizing the importance of written output by students (caring for the quality and clarity of student work in their notebooks).

1.2. Assessment of Students' Work

-Becoming familiar with different types of assessments: diagnostic, formative, and summative.

-Differentiating between assessment components (tools, questions, instructions, guidance, grading criteria).

-Organizing assessment procedures.

-Analyzing assessment results and utilizing them effectively.

1.3. Management of Ongoing Self-Development

-Developing awareness that self-training is the best way to enhance professional teaching competencies.

-Identifying personal professional needs and addressing them through research and coordination with peers and inspectors.

-Regularly exchanging experiences and knowledge with colleagues, especially since ICT offers broad opportunities in this field.

-Collaborating within the institutional team and ensuring continuous coordination with its members.

. Implementation Method

At the beginning of the academic year and following the recruitment process, the subject inspector organizes a training meeting that gathers all the trainee teachers within their jurisdiction, along with a group of mentor or experienced teachers. During this session:

1. The "Trainee Teacher Mentoring Guide" is explained, particularly the competencies to be developed, along with instructions on how to use the "Trainee Teacher Mentoring Form."
2. Each trainee teacher is assigned to a mentor or experienced teacher to accompany them during the mentoring process, under the supervision of the inspector, who must give utmost importance to follow-up and guidance.
3. A schedule of meetings (trainee/mentor) is determined according to the attached model, to be held outside the trainee teacher's working hours, during the first semester.
4. Each trainee teacher receives a mentoring form to be used during every scheduled meeting with their mentor.
5. The mentoring form outlines the objectives for each session. The mentor is responsible for working toward these goals and evaluating the competencies being developed by recording observations and signing the form during each meeting.
6. The mentoring process is conducted within the school where the mentor is employed. The school principal oversees and ensures the mentoring process follows the agreed-upon schedule.

7. The principal signs the mentoring form after confirming that the mentor and trainee teacher have completed the full schedule.
8. At the end of the mentoring period, the mentor evaluates the trainee's competencies using the attached model (Trainee Teacher Evaluation Form). A copy is given to the trainee, another is kept in their file, and a third is submitted to the inspector, signed by both the mentor and the principal.
9. The subject inspector reviews and utilizes both documents (Mentoring Form and Evaluation Form) to support and guide further training as needed.

Areas of Pedagogical Mentoring

-Informational and Administrative Domain: Focuses on welcoming the new teacher and providing orientation. It also involves updating all teachers on developments in the education sector, whether pedagogical or administrative.

-Pedagogical Domain: Aims to improve the quality of the teaching-learning process, organize classroom work, and assist the teacher in shaping their training journey.

-Methodological Domain: Focuses on training in research methods to address educational and procedural problems.

-Technical Domain: Provides proper guidance in the use of pedagogical tools and instructional materials.

-Psychological Domain: Seeks to motivate teachers to improve the quality of their teaching and encourage self-directed professional development.[15]

Steps and Procedures of the Study

Population of the Study: The study population consisted of all trainee teachers in the three educational levels (primary, middle, and secondary), with a total of 170 teachers, according to statistics from the Directorate of Education of Saida Province for the 2019/2020 academic year.

Sample of the Study: A sample of 100 trainee teachers (male and female) was selected using simple random sampling (lottery method). The sample was distributed according to the study variables, as shown in Table 1 (not included here).

Table 1: Distribution of the Sample According to Study Variables

Variable	Category	Number	Percentage
Gender	Males	37	37%
	Females	63	63%
Total		**100**	**100%**
Teaching Level	Primary	55	55%
	Middle	30	30%
	Secondary	15	15%
Total		**100**	**100%**

The data in Table 1 indicate that female teachers represent 68.57% of the total number of respondents, while male teachers account for 31.42%. Regarding the teaching level, 42.85% of the trainee teachers belong to the primary level, 35.71% to the middle school level, and 21.42% to the secondary level.

1.Research Methodology

The researcher adopted the descriptive research method, which aims to study the phenomenon "as it exists in reality, providing an accurate, quantitative and qualitative description of its components".[16]

2.Research Instrument

A questionnaire was developed in its initial version comprising 30 items, based on a review of relevant previous studies such as those conducted by Nasraoui (2012), Lareqt (2017), and Boutouil (2021). The questionnaire was constructed using a three-point Likert scale, with response options of High, Medium, and Low, corresponding respectively to scores of 3, 2, and 1.

The final version of the questionnaire included 25 items distributed across four (4) domains, as detailed in Table 2.

Table 2: Dimensions and Items of the Questionnaire

No.	Domain	Number of Items
1	Organization of Learning Situations	08
2	Management and Facilitation of Learning	09
3	Assessment of Students' Work	07
4	Difficulties and Constraints	06
Total Number of Questionnaire Items		**30**

3.Psychometric Properties of the Study Instrument

3.1.Content Validity: To verify the content validity of the instrument, the questionnaire was submitted to a panel of experts, including university professors and pedagogical inspectors. Their task was to review the items, assess their relevance, examine the clarity and correctness of the language, and suggest modifications if necessary. The opinions of the majority were considered, and items lacking consensus were revised. The expert agreement rate on the questionnaire items was 85%, which is considered an acceptable standard by many researchers for validating or modifying items accordingly.

Internal Consistency Validity: To verify internal consistency, Pearson correlation coefficients were calculated between each item and the total score of the questionnaire. The results are presented in Table 3.

Table 03:Pearson Correlation Coefficients Between Each Item Score and the Total Score of the Questionnaire

Note: r ≥ 0.60: Strong and statistically significant correlation at the 0.05 level.
*r values marked with one asterisk () are statistically significant at α = 0.05.**

The data in Table 3 show that the Pearson correlation coefficients between the questionnaire items and the total score ranged from 0.45 to 0.90. Items that did not reach statistical significance specifically items 2, 12, 22, 28, and 30 were excluded from the final version of the instrument. As a result, the finalized questionnaire consists of 25 items, distributed across four (4) domains, as detailed in Table 4.

Domain-1	r	Domain-2	r
Organization of Learning Situations		**Learning Management and Facilitation**	
Item 1	**0.88**	Item 16	**0.86**
Item 2	0.20	Item 17	**0.80**
Item 3	**0.61**	Item 18	**0.83**
Item 4	**0.63**	Item 19	**0.72**
Item 5	*0.53	Item 20	**0.70**
Item 6	**0.78**	Item 21	*0.45
Item 7	**0.71**	Item 22	0.17
Item 8	**0.60**	Item 23	**0.66**
Item 9	*0.59	Item 24	**0.77**
Item 10	**0.62**	Item 25	**0.72**
Item 11	*0.55	Item 26	**0.66**
Item 12	0.21	Item 27	**0.90**
Item 13	**0.61**	Item 28	0.30
Item 14	**0.63**	Item 29	**0.79**
Item 15	**0.86**	Item 30	0.11

Table 4: Domains and Items of the Final Version of the Questionnaire

No.	Domain	Number of Items
1	Organization of Learning Situations	07
2	Learning Management	07
3	Assessment of Students' Work	06
4	Difficulties and Constraints in the Pedagogical Mentoring Process	05
Total Number of Questionnaire Items		**25**

Reliability: Reliability was calculated using Cronbach's Alpha, which yielded the values shown in Table 5.

Table 5: Cronbach's Alpha Reliability for Each Dimension of the Questionnaire

No.	Domain	Number of Items	Cronbach's Alpha
1	Organization of Learning Situations	07	0.67
2	Learning Management	07	0.88
3	Assessment of	06	0.78

	Students' Work		
4	Difficulties and Constraints in the Pedagogical Mentoring Process	05	0.90
Total		**25**	**0.80**

It is evident from Table 5 that the Cronbach's Alpha reliability coefficients for the questionnaire domains ranged between 0.67 and 0.90, while the overall reliability of the instrument reached 0.80. These values are considered acceptable for research purposes.

Construct validity (self-validity) was assessed by calculating the square root of the reliability coefficient for each item and each domain of the instrument. The self-validity values ranged between 0.83 and 0.95, while the overall self-validity reached 0.90. This is a high and positive value, clearly indicating that the questionnaire possesses a high degree of construct validity.

A three-point Likert scale was used to evaluate responses on the questionnaire: High, Medium, and Low, with assigned values ranging from 3 to 1, as shown in Table 6.

Table 6: Three-Point Likert Scale

Response	High	Medium	Low
Score	3	2	1

Then, the arithmetic mean of the responses is calculated, which determines the direction of the sample members' responses to the questionnaire items using the following formula:

Range: 3 ÷ (3 - 1) = 1.0

-3- refers to the number of response options on this scale.

-1- is the relative weight in this case, corresponding to the lowest response option.

-3 represents the descriptive values (High, Medium, Low) as shown in Table 7.

Table 7: Corrective Scores of the Study Instrument

Corrective Score	Descriptive Value
1.00 – 1.66	Low
1.67 – 2.33	Medium
2.34 – 3.00	High

Presentation of the General Hypothesis Results:

The general hypothesis states: "Pedagogical mentoring contributes significantly to the acquisition and achievement of ompetencies among novice teachers in the following areas: (organizing learning situations, managing learning processes, and evaluating students' work)."

To test this hypothesis, arithmetic means and standard deviations were calculated for the participants' responses to the dimensions and items of the questionnaire, as shown in the following table:

1. Organizing Learning Situations:

Item No.	Statement	Arithmetic Mean	Standard Deviation	Descriptive Level
3	Mastery in planning and delivering lessons effectively	1.87	0.66	Medium
6	Ability to read the curriculum, use accompanying pedagogical documents, and utilize the textbook	1.84	0.68	Medium
4	Possession of skills in selecting learning activities and considering individual differences	1.82	0.70	Medium
2	Defining learning objectives for each activity or instructional session	1.77	0.56	Medium
1	Organizing and planning learning situations	1.65	0.61	Low
5	Varying teaching methods based on the requirements of the learning situation	1.61	0.49	Low
7	Organizing	1.57	0.50	Low

	educational activities within the classroom			
Overal Mean		**1.73**	**0.60**	**Medium**

The table illustrates the arithmetic means and standard deviations of the participants' responses to the questionnaire items related to the dimension of organizing learning situations. It is evident that items (3, 6, 4, and 2) ranked highest, with a medium level of agreement and arithmetic means ranging from 1.87 to 1.77, and standard deviations between 0.66 and 0.56. This indicates that pedagogical mentoring has helped novice teachers in effectively planning and delivering lessons, understanding the curriculum, using accompanying pedagogical documents, and utilizing the textbook. Moreover, the mentoring process enabled teachers to acquire skills in selecting appropriate learning activities, considering individual differences among students, and defining educational objectives for each activity or instructional session.

On the other hand, items (1, 5, and 7) came next with arithmetic means ranging from 1.65 to 1.57 and standard deviations between 0.61 and 0.50, where participants' responses reflected a low level of agreement. This suggests that novice teachers struggled with organizing and planning learning situations, diversifying teaching methods according to the demands of the instructional context, and organizing educational activities within the classroom.

Accordingly, it can be concluded that pedagogical mentoring contributed to the organization of learning situations to a moderate degree, as reflected by the overall arithmetic mean of 1.73 and a standard deviation of 0.60 for all items within this dimension.

2. Managing Learning Processes:

Item	Statement	Arithmetic Mean	Standard Deviation	Descriptive Level
7	Optimal use of pedagogical tools to clarify concepts for learners	2.60	0.86	High
5	Mastery of competency-based teaching	2.58	0.81	High
3	Awareness of the importance of written output for learners	2.55	0.74	High
6	Organizing instruction in groups among students	2.52	0.77	High
2	Ability to stimulate students' learning motivation	2.30	0.68	Medium
4	Preparing lessons based on students' interests	2.28	0.49	Medium
1	Skill in diversifying teaching methods	2.26	0.60	Medium
Overall Mean		**2.44**	**0.70**	**High**

The table shows that items (7, 5, 3, and 6) ranked highest in terms of the respondents' level of agreement, receiving high scores with arithmetic means ranging from 2.60 to 2.52 and standard deviations between 0.86 and 0.77. This indicates that pedagogical mentoring enabled novice teachers to: Make optimal use of pedagogical tools in explaining concepts to learners, Acquire the skill of competency-based teaching, Recognize the importance of students' written output, Organize instruction through group work among students.

In contrast, items (2, 4, and 1) followed in the next rank, receiving medium scores, with arithmetic means ranging from 2.30 to 2.26 and standard deviations between 0.68 and 0.60.

Considering the overall arithmetic mean of the items within this dimension, which is 2.44 with a standard deviation of 0.70, it

becomes evident that pedagogical mentoring contributed significantly to the management and facilitation of learning, from the perspective of the novice teachers.

3. Evaluating Students' Work:

Item No.	Statement	Arithmetic Mean	Standard Deviation	Descriptive Level
6	Developing pedagogical assessment methods	1.83	0.45	Medium
2	Identifying different types of assessment (diagnostic, formative, summative)	1.79	0.40	Medium
4	Assessing students' levels through their progress and alignment with specified objectives	1.74	0.88	Medium
1	Differentiating between various assessment components (materials, questions, instructions, criteria)	1.68	0.72	Medium
5	Analyzing results and using them to evaluate students' achievements	1.66	0.91	Low
3	Understanding how to construct summative achievement tests	1.57	0.66	Low
Overall Mean		**1.71**	**0.67**	**Medium**

It is evident from the table that items (6, 2, 4, and 1) which fall under the dimension of evaluating students' work ranked at a medium level, with arithmetic means ranging from 1.83 to 1.68 and standard deviations between 0.45 and 0.72. This indicates that pedagogical mentoring has helped novice teachers: Develop pedagogical assessment methods, Identify various types of assessment (diagnostic, formative, summative),Understand students' levels through their progression and engagement with the learning process based on defined objectives, Distinguish between different assessment components (support materials, questions, instructions, guidance, scoring criteria).

In contrast, participants' responses to the remaining items (5 and 3) were at a low level. These items involved analyzing results and using them to assess students' learning outcomes, and understanding how to construct achievement tests. The arithmetic means for these two items ranged between 1.66 and 1.57, with standard deviations between 0.91 and 0.66.

Considering the overall mean score for this dimension, which was 1.71, and the standard deviation of 0.97, we can conclude that pedagogical mentoring has contributed moderately to supporting novice teachers in learning the methods and techniques for evaluating students' work.

4. Difficulties and Obstacles to the Pedagogical Mentoring Process:

Item No.	Statement	Arithmetic Mean	Standard Deviation	Descriptive Level
3	Lack of understanding of the importance and role of pedagogical mentoring by the novice teacher	2.90	0.68	High
5	Lack of strict administrative follow-up of the mentor teachers	2.88	0.52	High
1	Difficulty communicating with the mentor teacher to receive guidance or advice	2.79	0.91	High
2	Failure of the mentor teacher to adhere to the scheduled	2.66	0.88	High

	mentoring timetable			
4	Excessive workload of the novice teacher and mismatch of the allocated mentoring time	2.58	0.79	High
Overall Mean		**2.76**	**0.75**	**High**

he results presented in the table indicate that participants' responses were high across all items related to the dimension of difficulties and obstacles facing the pedagogical mentoring process for novice teachers. This is reflected in the arithmetic means, which ranged between 2.90 and 2.85, and the standard deviations, which ranged between 0.68 and 0.79.

According to the sample, the most prominent challenges included: Lack of understanding of the importance and role of pedagogical mentoring on the part of the novice teacher, Lack of strict administrative follow-up on the mentor teachers, Difficulty in communicating with the mentor teacher for guidance or consultation, Non-adherence to the scheduled mentoring sessions by the mentor teacher.

Presentation of the Results of the First Sub-Hypothesis: This hypothesis states:"There are statistically significant differences in the perceptions of novice teachers regarding the importance and role of pedagogical mentoring, attributed to the variable of gender."

To test this hypothesis, the Independent Samples t-test was applied for two independent groups (males and females), as shown in Table 8.

Table 8: Results of the Independent Samples t-Test for Differences Between the Two Groups

Gender	N	Mea	Stand ard Devia tion	t-value (calculat ed)	Signific ance Level (p)
Males	37	2.75	0.33	1.672	0.658
Females	63	2.58	0.58		

The critical (table) t-value is (1.67), while the calculated t-value is (1.672) and the significance level is (0.658).

The results shown in the table indicate that there are no statistically significant differences at the 0.05 level in the perceptions of novice teachers regarding the importance and role of pedagogical mentoring, attributable to the gender variable. This conclusion is based on the calculated t-value (1.672) and its corresponding significance level (0.658), which is greater than 0.05.

Presentation of the Results of the Second Hypothesis:The second hypothesis states:

"There are no statistically significant differences in novice teachers' perceptions of the importance and role of pedagogical mentoring attributable to the teaching level variable (primary, middle, secondary)."

To test this hypothesis, the arithmetic means and standard deviations were calculated for the perceptions of novice teachers regarding the importance and role of pedagogical mentoring, according to the teaching level variable, as presented in Table 9.

Table 9: Arithmetic Means and Standard Deviations of the Perceived Importance and Role of Pedagogical Mentoring According to Teaching Level

Teaching Level	N	Arithmetic Mean	Standard Deviation
Primary	55	2.53	0.41
Middle	30	2.73	0.61
Secondary	15	2.68	0.65
Total	**100**	**2.59**	**0.52**

It is observed from the table that there are apparent differences between the arithmetic means regarding the perceived importance and role of pedagogical mentoring from the

perspective of novice teachers, attributed to the teaching level variable.

Participants from the middle school level obtained the highest mean score of 2.73, Followed by the secondary school level with a mean of 2.68, And finally, the primary level with the lowest mean of 2.53.

To determine whether these differences are statistically significant at the 0.05 level, a One-Way ANOVA test was applied.

The results of the ANOVA test are presented in Table 10.

Table 10: One-Way ANOVA Analysis of the Significance of Differences in the Perceived Importance and Role of Pedagogical Mentoring Attributed to the Teaching Level Variable

Source of Variance	Sum of Squares	Degrees of Freedom (df)	Mean Square	F-value	Significance Level (p)
Between Groups	2.342	2	1.171	4.344	0.018
Within Groups	86.854	312	0.259		
Total	89.169	314			

The results shown in the table indicate that there are statistically significant differences at the 0.05 significance level regarding the importance and role of pedagogical accompaniment in improving teachers' performance from the perspective of trainee teachers. These differences are attributed to the variable of teaching level, based on the calculated F value, which reached 4.344 with a significance level of 0.018. To determine the direction of these differences according to the teaching level variable, Scheffé's post hoc test was used, as shown in Table 11.

Table 11: Scheffé's Test to Identify the Significance of Differences in the Perceived Importance and Role of Pedagogical Accompaniment in Enhancing Teacher Performance Attributed to the Teaching Level Variable.

Teaching Level	Mean Score	Primary	Middle	Secondary
		2.73	2.68	2.53
Primary	2.73	–	**0.44***	**0.53***
Middle	2.68		–	0.09
Secondary	2.53			–

(*) Statistically significant at the 0.05 level.

The table shows that the differences according to the teaching level are in favor of primary school teachers when compared with middle school and secondary school teachers.

Discussion of Results:

The results revealed that novice teachers' perception of the importance and role of pedagogical mentoring in improving teaching performance was moderate regarding the dimension related to organizing learning situations. The highest-rated item in this area was the statement affirming that pedagogical mentoring helped novice teachers effectively plan and deliver lessons, understand the curriculum, use accompanying pedagogical documents, and utilize the textbook. It also enabled them to acquire skills in selecting appropriate learning activities and addressing individual student differences by setting specific learning objectives for each activity or session.

In terms of managing learning processes, responses showed a high degree of agreement. Novice teachers demonstrated an awareness and understanding of the goals and outcomes of pedagogical mentoring, as it enhanced their grasp of the concept and its practical applications. This awareness aligned with their desire to develop their teaching skills and competencies. Mentoring helped them make optimal use of pedagogical tools to clarify concepts for learners, adopt competency-based teaching

approaches, and recognize the importance of students' written output through structured group-based instruction.

Concerning the evaluation of students' work, the responses from the study sample indicated a moderate level of agreement. Participants believed that pedagogical mentoring enabled them to identify students' strengths and weaknesses and distinguish between different types of assessment (diagnostic, formative, summative). This was achieved by understanding students' progress and aligning it with the specific objectives of each subject. Thanks to their mentors, novice teachers were able to differentiate between assessment elements (supporting materials, questions, instructions, guidelines, and scoring criteria).

According to the researcher, these results may be attributed to the novice teachers' mental image shaped by their recent entry into the profession and their lack of prior experience, which led them to view pedagogical mentoring as a means to enhance their performance and integrate into the educational team. This finding aligns with Abu Shamla's (2009) study, which showed that supervisory methods practiced by educational mentors were effective and highly present, and with Tachouaa's (2009) study, which emphasized that novice teachers and those with limited training are in greater need of mentoring to develop their theoretical knowledge and improve their teaching tasks. Similarly, Nasraoui (2012) and Boutouil (2021) identified the most critical training needs of novice teachers in areas such as research, teaching, assessment, and supervision. Al-Akkar's (2008) study highlighted the role of educational supervision in overcoming challenges faced by technology and applied science teachers, while Gheichi and Gara (2018) underscored the role and effectiveness of educational supervision in improving primary school teachers' performance, especially novices. Roula's (2018) findings also confirmed the role and impact of continuous training in enhancing secondary school teachers' competencies.[17]

The study also found no significant gender differences in perceptions of the importance and role of pedagogical mentoring in developing novice teachers' performance. The researcher attributes this to both genders sharing a conviction about the importance of mentoring and having undergone similar internship experiences, including anxiety, uncertainty, and pressures resulting from lack of experience in managing and organizing learning activities. These challenges arise in preparation for permanent employment confirmation. This result supports Abu Shamla's (2009) study, which indicated no statistically significant gender-based differences in teachers' views on the effectiveness of supervisory methods as a mentoring tool. However, it contrasts with studies by Al-Qasim (2001), Al-Akkar (2008), and Abu Foudeh (2008), which found significant gender-based differences in how supervisory methods were practiced and perceived, often favoring female teachers, particularly in technology and applied sciences.

Statistically significant differences were found based on teaching level, with primary school teachers scoring higher than their middle and secondary school counterparts. This could be attributed to the particular nature of the primary level, along with the limited number of training activities organized by subject inspectors, which increases novice teachers' professional challenges and anxieties. As a result, they become more convinced that the primary aim of pedagogical mentoring is to help them secure a permanent teaching position. This finding aligns with Al-Akkar's (2008) study, which found statistically significant

differences in the role of educational supervision in addressing issues faced by teachers in technical and applied sciences, depending on specialization.

Regarding the difficulties and obstacles that affect the effectiveness of pedagogical mentoring from the perspective of novice teachers across all educational levels, the most notable issues include: lack of awareness among novice teachers about the importance and role of pedagogical mentoring, difficulties in communication with the mentor teacher, non-adherence to the mentoring schedule by the mentor, inadequate time allocated for mentoring, and lack of strict administrative follow-up on mentors' commitment.

Conclusion

The study concluded that pedagogical mentoring for novice teachers across the three educational levels (primary, middle, and secondary) helped them acquire and develop various competencies related to organizing learning situations, managing the learning process, and assessing students' work to varying degrees.

Based on the study results:

-The level of skill acquisition related to organizing learning situations was moderate.

-Competency in managing learning processes was high.

-The ability to apply evaluation techniques and tools was moderate.

-Novice teachers showed a high awareness of the challenges and obstacles hindering effective pedagogical mentoring.

-To overcome these challenges, the study recommends:

-Focusing on the practical aspect of mentoring by offering field-based lessons conducted by mentor teachers.

-Raising novice teachers' awareness of the role and importance of pedagogical mentoring as a mechanism for acquiring teaching competence.

-Ensuring strict administrative follow-up on mentors to enforce adherence to official guidelines.

-Facilitating communication between mentors and novice teachers through the use of modern communication technologies.

-Allocating appropriate time within teachers' work schedules specifically for pedagogical mentoring.

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