UNIVERSITY OF CAPE COAST

INFLUENCE OF MENTORING ON THE CAREER DEVELOPMENT OF PHYSICAL EDUCATION STUDENT-INTERNS AT UNIVERSITY OF EDUCATION, WINNEBA, GHANA

MUNKAILA SEIBU

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BY

MUNKAILA SEIBU

Thesis submitted to the Department of Health, Physical Education and Recreation of the Faculty of Science and Technology Education, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Doctor of Philosophy Degree in Physical Education (Curriculum and Pedagogy)

JULY 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature……Date……...

Name: Munkaila Seibu

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast

Principal Supervisor's Signature…… Date……..……

Name: Prof. Charles Domfeh (PhD)

Co- Supervisor's Signature…… Date…….

Name: Dr. John Elvis Hagan Jnr

ABSTRACT

The purpose of this study was to assess the prevalent mentors mentoring characteristics and practices, their influence on Physical Education (PE) student-interns' career development, barriers to mentoring, and the relationship between mentoring characteristics, mentoring practices, and career development of PE student interns. The explanatory sequential mixed method design, census and purposive sampling were used to select participants for the study. A questionnaire was used to collect quantitative data from 122 PE student-interns. Eight PE mentors and eight PE student-interns were also interviewed using semi-structured interview guide. The findings of the study indicate that mentoring characteristics and practices were highly prevalent in mentoring PE student-teachers during internship, mentoring characteristics and practices showed moderate prevalent influence on the career development of student-interns during internship, inadequate training and retraining of mentors recorded as the highest barrier to effective mentoring during internship, and both mentors mentoring characteristics and practices were good predictors of PE student-interns career development during internship. The ITECPD of UEW should take into consideration, mentors' mentoring characteristics and practices in selecting of mentors. The ITECPD should ensure that all the stakeholders of mentoring are trained and retrain at least every two years for effective mentoring of student-interns. Mentoring barriers should be minimised through training and motivation to ensure effective preparation and development of student-interns during internship. Mentors mentoring characteristics improve mentors' mentoring practices for quality student-interns career development.

KEYWORDS

Career development

Internship

Mentors

Mentors' mentoring characteristics

Mentors' mentoring practices

Student-interns.

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DEDICATION

To my parents, siblings, wife, and children

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CHAPTER ONE

INTRODUCTION

Background to the Study

Teacher training in Ghana has gone through significant reforms in meeting the nation's changing needs because the quality of preparation and development of teachers is essential to any nation's global success in implementing the national curriculum (Owusu-Mensah, 2015). Mentoring programme noted as the tremendous and systematic means of adequate teacher career preparation seems not to be meeting the quality expectations of 21st-century teachers. This chapter presents the background to the study, statement of the problem, the purpose of the study, the significance of the study, delimitations of the study, definition of terms, and organisation of the rest of the thesis.

Research has revealed an exponential increase of teacher content knowledge at the expense of pedagogical content knowledge (Mohd, Azman, Nur & Jantan, 2015; Ntim, 2017). An increase of inactivity of the youth and heart-related diseases was as a result of inability to meet the challenges of teaching and learning due to inadequate time for student-internship (Poattob, Ofori & Adams, 2017). Another research was conducted in Ghana by Nyawornota et al. (2018) to collect data on how kids participate in physical activities. The finding indicates that only 48% of the youth participate in meaningful physical activity. This finding supports the earlier research that teachers who teach physical education, especially at the basic schools (primary, junior high, and senior high), have inadequate pedagogical

knowledge to help learners acquire appropriate knowledge and skills needed to stay active for life.

Despite these challenges, there is a gap in curriculum and pedagogy research relating to teacher preparation and mentoring. Research on mentoring and career development of PE student-interns is still limited globally, especially in the Ghanaian context. Understanding the relationship between mentoring characteristics, mentoring practices, and career development will be a crucial first step in selecting mentors, training mentors, and quality mentoring of student-interns for effective teaching and learning in Ghana.

When viewed as a highly complex and multidisciplinary activity related to various types of knowledge, skills, and attitudes relevant to an uncertain world of practice, teaching can be challenging and rewarding (Garrett, Wrench, & Piltz, 2007). Teaching techniques have been an essential part of teacher education studies for decades because of their profound teaching and learning quality. Many nations' curricula seem unable to achieve the quality of education they intended due to teachers having inadequate pedagogical content knowledge to unpack each subject curriculum and implement it effectively. Accordingly, in many countries worldwide, mentoring and induction programmes continue to play an increasingly important part of preparing the next generation of educators since the 1980s (Gjedia & Gardinier, 2018) as revenue of developing a holistic and excellent teacher for quality implementation of the curriculum. It is also against this ideology that the national basic school curriculum development and implementation were aligned with the curriculum of Colleges of Education to give teachers the requisite content and creative pedagogies for quality

implementation of curriculum for national development. This alignment of content of Colleges of Education with the basic school curricula justify the need for quality teacher preparation for quality implementation of the national curriculum.

Several schools of thought define student-internship differently based on their philosophies. Student-internship was defined as structured and career-relevant work experience obtained by students before graduation from an academic programme (Gault, Leach, & Duey, 2010). From this perspective, student-internship is seen as professional training of student-interns in a vast array of academic discipline or an organisation either as regular or part-time placement for career development. According to Livingston (2016), the mentoring process is known as the student-internship programme, and the programme's period is termed student-internship. Student internships' general intent is to expose student-interns to understudy experienced mentors in their subject areas for career-related skills development.

Despite the varying differences in definitions, researchers agree that mentoring is a helping, nurturing or developmental relationship in which a more experienced person helps a less experienced person (Caruso, 1990; Crisp, & Cruz, 2009; Clutterbuck, 1991; Earl & Timperley, 2008; Roberts, 2000). Mentoring can also be viewed as a nurturing relationship based on trust, promoting both the mentor and intern's development and professional growth. In this regards, entorship is defined as a developmental relationship in which a more experienced person helps a less experienced person to acquire professional skills in order to become self-dependent (Aslan & Öcal, 2012). The implication may be that when novice teachers are not mentored

well by trained and experienced mentors during internship, then the novice teachers can experience low motivation, burn-out, or leave the profession in future. A mentor-mentee relationship refers to a professional relationship in which one individual (the mentor) helps a less experienced individual (the mentee) develop specific skills and knowledge necessary to contribute to the overall growth of that individual's professional and personal growth (Glickman, Gordon, & Ross-Gordon, 1998; Glatthorn, 1990).

Kochan (2012) explained that mentoring activities can be influenced by cultural purpose. As a result, the authors classified mentoring as traditional mentoring and transformative mentoring. According to Kochan and Pascarelli, traditional mentoring involves the transmission of the culture and values of the organisation, whereas "transitional mentoring" is a more collaborative process, respecting both the culture of the organisation and the identity of the mentee. Transformative mentoring emphasis on intimate roles between both mentor and mentee, mutual growth and development. In another dimension, mentoring can be classified into four; namely, traditional mentoring, mentoring forward, team mentoring, and peer mentoring (Gee & Popper, 2019). Nevertheless, in terms of mentoring philosophies, mentoring can be viewed beyond supervision when philosophical approaches such as clinical mentoring, developmental mentoring, and differentiation mentoring are used in mentoring student-interns for inclusion and equity (Rust & Sinelnikov, 2010).

Mentoring is currently taking over all other career development processes in all walks of life, especially in teacher training, nursing training and medical training institutions due to its benefits such as job satisfaction and

self-efficacy (Ingersoll & Strong, 2011; Straus, Johnson, Marquez, & Feldman, 2013). Mentoring has also been identified to enhance mentors' and mentees' pedagogical content knowledge. It reduces new teachers' feelings of isolation, and promotes teachers' ongoing professional development and lifelong learning (Caena, 2014; Livingston, 2016; Mena, García, Clarke, & Barkatsas, 2016).

Researchers have demonstrated that mentoring contributes to new teachers' professional development (Hargreaves & Dawe, 2010). Despite many studies, few of them focus on the role of mentoring in student-interns' development (Caena, 2014; Wang, Odell, & Schwille, 2008), Teachers who have received some form of mentoring in their early years of teaching will see more gains in student achievement (Ingersoll & Strong, 2011). Some studies have shown that benefits of mentoring characteristics and practices are influenced by school environments, backgrounds, and the financial climate of educational communities (Hobson et al., 2009; Ingersoll & Strong, 2011). For instance, studies suggest that autocratic schools usually hurt mentee-mentor relationships, while schools with a more collaborative culture tend to affect positively. The climate findings of these schools support the suggestion that teaching and learning are influenced by the school culture (Stigler & Hiebert, 2009; Zuljan & Pozarnik, 2014).

Teachers' roles are becoming increasingly important in advancing student learning outcomes; hence, they need quality mentoring to contribute to a broader system change. The following parameters for collective practice were used specifically: teaching together in the same class; monitoring and providing input on other teachers' classes; participating in cooperative events

across various classes and age groups as well as mutual professional growth. It, therefore, elucidates that no matter how mentoring programme is organised, it is still seen as a place of gaining the best experiences to develop upon, rehearsing while still learning to advance what it is really like as a teacher (Behets & Vergauwen, 2006).

Following the preceding perspective, Livingston (2016) argued that the role of partnerships in mentoring student-interns is still unclear and may lead to inadequate preparation and development of student-interns during student-internship. The primary goal of the mentors' training programme is to orient mentors about internships and train them to use best theories and practices in mentoring as well as provide high-quality feedback to assist student-teachers in improving practice (McGee, 2019). Therefore, school mentors need to receive up-to-date and systematic training and ongoing professional learning to understand their role better and be valued by their peers and as teacher educators (Gjedia, 2018).

However, many empirical gaps remain in the literature despite the known benefits of mentoring. Hobson et al. (2009) described many critical areas such as mentoring process and its related issues in which further research was required. Researchers have identified evidence to show that mentors play a critical role in helping new teachers learn, certain specific mentoring activities tend to yield the most benefits, and the mentoring role is crucial for assessors (Ingersoll & Strong, 2011; McGee, 2019; Rust & Sinelnikov, 2010). Mentoring by a subject-area specialist has been identified as very important in providing early career teachers support (Sharer, 2015). Sharer further explains that the strength of mentoring relationship depends on a mentor's quality,

frequent mentoring opportunities, evidence-based feedback, and a compatible personality. From another school of thought, mentoring is viewed as a psychosocial function whereby the mentor acts as a role model by allowing the mentee to mentors' behaviour, attitudes, and values in all facets of professional disposition (Bower, 2012).

Prior research studies have shown that student-internship periods were too short, and most of the student-interns suggested that the student-internship period should be at least six months (Poatob et al., 2017). The researcher further remarks that transient nature of student internships will not enable the mentors to prepare the mentee to become a fully functional employee after the student-internship. In another study, it was revealed that student-internships, if not adequately organised, can breed discord among student-interns and their mentors, leading to the former's victimisation (Kasli & Ilban, 2013). As a result, universities should be responsible for ensuring that student-interns mentoring programmes offer meaningful learning experiences linked to their current career expectations.

There are five different kinds of mentoring benefits mentioned by the European Commission (2010), which Zuljan and Pozarnik (2014) summarised as financial support based on reduced workload, clarity regarding roles, responsibilities, and roles' value. Additionally, cooperation between different parts of the system and among teachers at various stages of their careers: quality control in terms of promoting the growth of crucial competencies in teachers and tracking and reviewing induction policies: and a culture that views school as a learning environment in which all members will benefit from shared professional development.

With its rampant educational reforms to ensure that teachers' performance measures their demands, the accountability movement policy has emphasised what student-interns should know and be able to do. Teachers have also found themselves under pressure due to this policy to search for the best practices in their professional development (Merideth, 2007). According to UEW Student Internship Handbook, (2018), preparing teachers who exhibit brilliance in the classroom and who serve as leaders in education is of much concern and the primary goal of school-based mentoring. Thus, to become an effective teacher requires intense preparation in subject content knowledge, pedagogical content knowledge, technological knowledge, inclusion knowledge, proper dispositions, and the development of the ability to make sound judgment (Shulman, 1987). However, such knowledge and skills are incomplete without being exposed to the reality of the teaching context.

Current trends in teacher education are moving away from the situation where teacher education institutions see themselves as the sole conduits of training and developing student instructors, (Student Internship Handbook, 2018). Teacher education is now characterised by the mentorship models similar to an internship programme that healthcare institutions such as medical schools, nurses, and midwifery schools, as well as journalism institutions, undergo (Hobson, Maxwell, Stevens, Doyle, & Malderez, 2015; Koc, 2012; Liu, 2014). By this, student-interns are to be placed in partnership schools under an experienced subject area teacher called a mentor to guide, assist, and expose the student-interns to the realities of career responsibilities needed by a modern teacher to function effectively. Koc (2012) combines two theoretical concepts: Kram's mentor role theory and Wang and Odell's mentor approach

theory. On their part, Hobson et al. (2015) dwelt on the reach, strengths, and limitations of school-based mentoring. Liu (2014) used an inductive content analysis approach to identify the critical mentoring skills of mentors.

Research has also indicated that skilled mentors are critical to student-interns training (Silet, Asquith, & Fleming, 2010). Experts have also proposed specific characteristics, competencies, and skills that mentors must have to be good mentors. For example, Abedin et al. (2012) have identified eight major categories of relevant skills for research mentors (integrity skills, creative thinking, leadership, communication skills, judgment skills, political skills, strategic perspective, and empowerment).

Mentoring in physical education started in the United States of America (USA) and Australia in the late 1990s focused on what it means to be a physical education teacher and how to learn to teach in physical education classrooms (Mawer, 1996). The argument for mentoring interns in physical education was based on the premise that placing student-interns simply in the classroom without the subject area teacher's support will give the student-interns little chance to develop effective classroom management and subject teaching pedagogies (Booth, 1993).

The major problem that drives most educational reforms globally is the decrease of teachers' pedagogical skills, which determine the rate of learners' academic performance, and this problem seems to have a direct link with mentoring of student-teachers. From the history of teacher preparation and development, individual theories such as Erickson's psychosocial theory (1963), Bandura's social cognitive theory (1989), Bennett's contingency theory (1998), and relational-cultural theory (Comstock et al., 2008) were

applied in one way or the other. However, none of these single theories had been able to stand the test of time.

Research has shown that the kind of mentoring programme teacher training institutions used for teacher preparation and development has a dramatical impact the kind of teachers it will produce for the nation (Barlin, 2010). As a result, when mentors are well-selected, given good training, and time to work intensively with student-interns, they help average teachers become good teachers and good teachers to become great teachers. On the other hand, when mentors are not committed, or there are lapses in the process of mentoring student-interns during the internship, the worst teachers will be produced (Amedeker, 2018). The worst situation may arise as the mentors' guide student-interns without supporting mentoring model or theory. In effect, Baugh and Sullivan (2015) recommended that individuals interested in teacher education research should look at mentoring and career-related issues for adequate mentoring and quality teacher preparation and development.

From the reviewed literature, it was found that much of the research has focused on the evaluation of the student-internship period, the role of the triad (the student-intern, the mentor, and the university supervisor), challenges of student-internship programme, evaluation of student-internship programme, and teaching practice from various disciplines (Asuo-Baffour, Daayeng, & Agyemang, 2019; Poatob et al., 2017). For example, Bukari and Kuyini (2015) used a qualitative case study approach to explore the role of mentoring in teacher training colleges in Ghana. Similarly, Nolan, McConville, Addona Tintle, and Pearl (2020) also used a quantitative research approach to study undergraduate mentoring of research statistics students. Both studies have

scope and methodological limitations. Due to these scope and methodological limitations, I decided to employ an explanatory sequential mixed method design in assessing mentors mentoring characteristics and mentoring practices on career development of PE student-interns from UEW, Ghana. This research approach and designs might bring about quality data collection and analysis for credible research results for internal and external generalisation.

Statement of the Problem

The current educational concern in Ghana is that PE teachers are not actually enthusiastic of teaching the subject. Specifically, concern has been raised of some PE teachers from UEW spanning 2013 to date, are gradually losing pedagogical content knowledge at the expense of subject matter content knowledge. As a result, these PE teachers resort to organising sports and games instead of teaching PE in Senior High Schools.

The declining rate of PE teachers pedagogical content knowledge seems to emanate from the changing institutional admission policy relating to the quota given to mature students who are mostly trained teachers and have teaching experience and direct students who have just completed secondary school with no teaching experience without a correlational change of mentoring model and internship duration (Poatob et al., 2017). Though, the UEW has been training and producing PE teachers for years, there has not been any empirical assessment of the process such as mentors' mentoring characteristics, mentors' mentoring practices and their influence on student-interns' career quality.

Globally, research findings including World Health Organization (WHO) survey on physical activities indicate that there is a gradual increase in

the inactivity of the youth leading to a corresponding increase in heart-related diseases due to poor quality of teaching PE in schools (Bukari, & Kuyini, 2015; WHO, 2018).

Few studies (e.g., Ammah, 2008; Nyawornota et al., 2018) in Ghana also found that teachers lack quality pedagogical content knowledge when they come out from teacher training institutions resulting in poor quality of teaching, especially, PE in Senior High Schools. This deteriorating quality of teaching PE may culminate in lack of skills, information and interest of some students to participate in regular physical activity (PA) for healthy living. Similarly, Ntim's (2017) research finding indicates gradual decreasing rate of teachers' pedagogical content knowledge as against subject-matter content knowledge due to poor quality of student-interns' mentoring process. The decreasing rate of pedagogical content knowledge alarms the prediction of the kinds of teachers the country will produce in future.

Purpose of the Study

The purposes of this study were to: (i) assess the most prevalent characteristics of mentors mentoring UEW PE student-interns during their internship, (ii) assess the most prevalent practices of mentors mentoring UEW PE student-interns during their internship, (iii) determine the perceived mentoring characteristics and practices of mentors influencing UEW PE student-interns' career development, (iv) identify the perceived barriers to mentoring UEW PE student-interns during the internship, (v) test the relationship between mentors' mentoring characteriatics, mentors' mentoring practices and career development of student-interns during the internship, and

(vi) explore lived mentoring experiences of PE mentors and PE student-interns of the University of Education, Winneba (UEW).

Research Questions

The following research questions guided the study:

1. What are the most prevalent characteristics of mentors mentoring UEW PE student-interns during their internship?
2. What are the most prevalent practices of mentors mentoring UEW PE student-interns during their internship?
3. What are the perceived prevalent mentoring characteristics and practices of mentors influencing UEW PE student-interns' career development during internship?
4. What are the perceived barriers to effective mentoring of UEW PE student-interns during internship?
5. What is relationship between mentors' mentoring characteriatics, mentors' mentoring practices and career development of UEW PE student-interns during the internship?
6. How does the lived experiences of PE mentors and PE student-interns of UEW help to better explain some quantitative results of the study?

Significance of the Study

The study would contribute to the developing body of knowledge in mentoring characteristics and mentors' mentoring practices in student-interns' career development by offering further insight into collaboration in mentoring and the implication for teachers learning in a professional context. The results of this study would enable student teachers, mentors, and other stakeholders (e.g., UEW, Curriculum Division) to identify the general mentors' mentoring

characteristics and mentors' mentoring practices that influence the career development of PE student-interns.

The findings of the study could unearth the best strategies to improve PE student teachers' pedagogical content knowledge during student-internships. The study will also create awareness to physical education student teachers, mentors, and stakeholders about barriers to effective mentoring of PE student-interns during student-internship and remedies to overcome those barriers.

Anytime there is the need to restructure the curriculum, the findings of this research may serve as a guide to the PE department to restructure the curriculum to serve as a base for effective mentoring of PE students in the department during teaching practice.

Furthermore, the information gathered would augment existing literature with new knowledge on mentoring characteristics, mentoring practices, and physical education student interns' career development. The findings will also be a source of reference material for students and stakeholders who intend to do similar work and also use the revised related literature as source of references.

Finally, this research would empower stakeholders involved in mentoring to consider the selection procedures, training needs, effective management strategies, adequate resources, and conditions for quality mentoring of the student-teachers in the future (Hodge, Lieberman, & Murata, 2012).

Delimitation

The study was delimited to 2018/2019 level 400 physical education student-interns of UEW and their mentors who have completed their one-semester student-internship programme and are back on campus for their last semester's academic work. It was also delimited to only mentors who have mentored UEW PE interns one time or the other.

The study was also delimited to explanatory sequential mixed-method design, allowing the researcher to conduct a follow-up interview as a build-up on quantitative results for an in-depth explanation of the problem. Finally, the study used a survey questionnaire to collect quantitative data and interviews for qualitative data from sampled PE student-interns and PE mentors' biographic data, mentors' mentoring characteristics, mentors' mentoring practices, barriers to mentoring, and student teachers' career development.

Limitations

The explanatory sequential mixed-method design used for this study has over-emphasised a quantitative approach. There might also be under-and-over reporting of data associated with the qualitative approach. Due to these limitations, this study's results cannot entirely be generalised to other PE student-interns from other institutions and mentors who mentor student-interns from other institutions other than UEW.

Definition of Terms

Career development: It involves matching individual subjective and objective aspects of a career with a person's personal qualities and personal needs and matching individual career goals with an organisation's objectives. (McDougall & Vaughn, 1996)

Direct students: They are students who are below 25 years and used SSCE or WASSCE results/certificate to apply for admission because they satisfied the entry requirement.

Mature students: They are students who are above 24 years and do not have SSCE or WASSCE entry requirement or used teacher training certificate (Diploma in Basic Education) to apply for admission.

Mentor: The mentor is the supervisor who oversees student-interns in the school where there is student-internship and oversees the work of preservice teachers, observing, recording, and often evaluating (Clarke, 2007).

Mentoring: Mentoring is a developmental relationship in which a more experienced person helps a less experienced person in a career context to become self-dependent (Aslan, & Öcal, 2012).

Mentoring mentoring characteristics: These are the attributes of both knowledge variables (subject-matter content knowledge, pedagogical content knowledge, curriculum knowledge, technological knowledge, and inclusive knowledge) and psychosocial variables (personal quality, emotional support, communication, satisfaction, and motivation), which mentors ought to know to be able to perform their responsibilities effectively.

Mentoring mentoring practices: These are all the behaviours and actions mentors exhibit during the mentoring process, such as feedback, emotional support, relationship, modelling, etc., to help student-interns become effective teachers.

Student-interns: These are student-teachers doing their internship programme in UEW partnership schools (Student Internship Handbook, 2018).

Student-internships: It is a period where student-interns tend to receive academic credit or grades for their workplace and career development (Gault, Leach & Duey, 2010).

Student-teachers: They are student-interns who are going through training to become professional teachers.

Trained teacher: They are student-interns who have gone through training college education experience and have been certified, registered as teachers before gaining admission to pursue Bachelor of Science in PE programme in UEW, Ghana.

Trained mentors: They are the PE teachers who have gone through orientation to the internship programme by ITECPED at least once before mentoring UEW PE student-interns during internship (UEW Student Internship Handbook, 2018).

Untrained teacher: They are student-interns who have no previous training college education experience before gaining admission to pursue Bachelor of Science in PE programme in UEW, Ghana.

Untrained mentors: They are the PE teachers who have not gone through orientation to the internship programme by ITECPD before mentoring UEW PE student-interns during internship (UEW Student Internship Handbook, 2018).

Organisation of the Study

This study is organised into five chapters. Chapter one, which constitutes the introductory part of the study, includes the background to the study, statement of the problem, the purpose of the study, research questions, the significance of the study, delimitations, limitations, definition of terms,

and organisation of the study. Chapter two is devoted to the literature review, specifically, the concept of mentoring during internship, theoretical base of the study, conceptual framework, mentors' mentoring characteristics, mentors' mentoring practices, barriers of mentoring student teachers, relationship between mentors' characteristics, mentoring practices, career development of student-interns and summary. Chapter three focuses on the methodology. This includes the research design, population, sampling procedure, data collection instruments, data collection procedure, data processing and analysis, and chapter summary. Chapter four presents the study results, discusses findings in line with the research questions, and chapter summary. Finally, chapter five summarises the key findings, conclusions, recommendations, and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

The purposes of this study were to: (i) assess the most prevalent characteristics of mentors mentoring UEW PE student-interns during their internship, (ii) assess the most prevalent practices of mentors mentoring UEW PE student-interns during their internship, (iii) determine the perceived mentoring characteristics and practices of mentors influencing UEW PE student-interns' career development, (iv) identify the perceived barriers to mentoring UEW PE student-interns during the internship, (v) test the relationship between mentors' mentoring characteriatics, mentors' mentoring practices and career development of student-interns during the internship, and (vi) explore lived mentoring experiences of PE mentors and PE student-interns of the University of Education, Winneba (UEW).This chapter presents the literature review under (1) conceptual and theoretical review, and (2) empirical review.

1. Concept of Mentoring during Internship
2. Theoretical Base of the Study.
3. Conceptual Framework.
4. Mentors' Mentoring Characteristics.
5. Mentors' Mentoring Practices.
6. Ifluence of Physical Education Mentors' Mentoring Characteristics and Practices on Career Development of Studnent-Interns
7. Barriers to Mentoring Student-Interns.
8. Relationship between Mentors' Mentoring Characteristics, Mentoring Mentoring Practices and the Career Development of Student-interns.

Concept of Mentoring durinOg Internship

An internship programme provides every institution with the mandate to place student-interns in a school under a qualified mentor who is willing to mentor the student intern in an academic context. It is within the context of the internship programme the mentoring processes occur. Furco (1996) defined student-internships as engaging students in service activities primarily to provide them with hands-on experience that improves their learning or comprehension of issues related to a specific study field. On the other hand, as McMahon and Quinn (1995) point out, student-internships are experiences whereby students perform a specific function for an entity they learn about during their training. The result is that student internships are any work or service experience in which they are closely supervised and actively focus on what they are learning during attachment. Internships take place, depending on the partners' schedules, at various times throughout the year. There may be part-time or full-time student internships of varying lengths. Student internships are typically entry-level, educational positions that can be paid or unpaid and usually provide college credit for one's efforts (but not always). Sometimes one can find student-internships that last for two semesters, although they are usually only for one semester.

History of UEW student-internship programme

Before 1999 when the University of Education, Winneba, was a University College of Education affiliated to the University of Cape Coast (UCC), this university practised one-year teaching practice at UCC. During this era, the student teachers went out after completing the first three years on campus and one-year teaching practice under the supervision of any university

lecturer who visited the partnership school and not necessarily the subject area. The University of Education, Winneba in Ghana, having realised its core mandate to train competent teachers for all education levels, introduced the Student-internship Programme in 1999. After many educators' realisation, the teaching practice model has failed to train student teachers to demonstrate realistic teaching skills, methods, and correct teaching propensities, resulting in reduced classroom performance (Student Internship Handbook, 2018). It called for a strong partnership with schools with a similar vision to set up quality systems to facilitate teachers' growth and development under a qualified school-based subject area mentor to ensure that student teachers are adequately prepared in their teaching careers.

Consequently, during the 2002/2003 academic year, the UEW established a partnership with some selected public and private schools and colleges that share a mutual interest in developing quality teachers for improving and advancing education in Ghana. During that period, the student-internship programme lasted for the whole year. It means that student teachers spend the fourth year for their student-internship programme and come back to campus for their post-student-internship interactions when the regular students are on vacation. Upon continuous review of the student-internship programme, it was realised that the quality of the programme did not depend on the duration but its content. As a result, the Institute for Teacher Education and Continuing Professional Development was restructured again in 2013 for student teachers to spend the seventh or the first semester in the fourth year on student-internship and return to campus in the last semester for post-student-internship activities.

The student-internship programme is an initiative to provide intern teachers with the opportunity for autonomy, responsibility, and accountability in a school with a mentor and to combine theory and practice in real-life situations. The goal of the ITECPD is to facilitate school improvement by developing a mentoring force in schools (Student Internship Handbook, 2018). Bullough, Birrell, Young, and Clark (1999), as cited in Student Internship Handbook (2018), suggest that one way to ensuring a connection between theory and practice is through the development of the school-university partnership. Sweitzer and King (2009) note that a successful student-internship facilitates three aspects of a students' development: personal, professional, and civic.

Students usually enter into an internship programme at different career developmental levels primarily for career exploration and opportunity to become socialised into the norms and values of a profession (Royes, 2007). Since student-internship became a component of the teacher education programme, the UEW has been sending student-interns to partner institutions across the country. To qualify for a student-internship, a prospective student teacher should complete the six semesters of any of the UEW Bachelor of Education programmes, should pass all courses by the six semesters, should pass the Pre-student-internship Seminar (EDC 361), and finally, register for the student-internship programme, having paid the appropriate fees. These partnership institutions are supposed to benefit from injecting new and innovative ways of teaching PE from these student-interns. Simultaneously, the schools also have the responsibility to assist the university in mentoring its student-interns. Experienced PE mentors either from partnership institutions or

other institutions close to these partnership institutions where the student teachers are placed are appointed or tasked to mentor these student-interns to achieve the set goals.

The goals of the ITECPED through the school-university partnership for UEW student-interns are to:

i. Establish a mutually beneficial, collaborative, and growing partnership with schools/colleges.,
ii. Provide student-interns with an enriching teaching experience in the classroom, supported by mentors and university supervisors,
iii. Improve schools through the development of mentorship forces whereby teachers become change agents.
iv. Collaborate with colleagues in order to maximize the benefits of collaboration, insight, and learning through cross-fertilization (Student Internship Handbook, 2018).

These objectives will enable the intern to experience what is taught at the university concerning the realities of the classroom. Even though the goals of the ITECPD demonstrate a partnership professional training for student-interns between the university and partnership institutions, Manthiram, & Kathryn (2021) doubts the effectiveness of mentoring during student-internships on the professional development of the intern teacher to be a reflective teacher. This, Mavhunga (2004) attributes to the lack of professional know-how of the mentors. It suggests an apparent disconnection between what the university expects from mentors and what happens during the student-internship period. The student-internship programme run by the University of Education, Winneba has identified the following as key participants: the

intern, the mentor, heads of partner institutions, and the university supervisor. Each of these participants has clearly defined guidelines of operations.

The components of the University of Education, Winneba student-internship programme for student teachers include participation in all school activities, building a teaching portfolio, developing a statement of teaching philosophy, writing a reflection on their teaching, and writing action research or inquiry project. These components are designed to prepare the student teachers to become independent in discharging their duties as professional teachers in their areas of specialisation.

Types of mtudent-internship programme

There are three types of student-internship programme. These are cooperative student-internships, paid and unpaid student-internships, and independent and college-sponsored student-internships.

Cooperative student-internships

Some colleges and universities include Cooperative Education in their curriculum for a specific field of experiential learning. Cooperative student internships are essentially similar to student internships in that students gain knowledge when applying academics and skills in the workplace. The meanings of these two terms (student internships and co-ops) are frequently specific to the individuals or organisations who use them. There is always some confusion with these terms between the university, the employer, and the student. Cooperative education programmes, in general, involve paid positions. These cooperative education opportunities are student-internship programmes that are usually expected and only open to students with specific majors. As the job is typically full-time, it is more likely that one will be

offered full-time employment. Sometimes they include two six-month assignments, with a period of a semester or a year in between. However, this timetable is not always followed.

Paid and unpaid student-internships

In some internship programmes, students are paid allowances and while in others, students are not paid any allowance. Ultimately, the employer makes the decision. Some schools may have prescriptive policies regarding paying student-interns from their institutions, but most will accommodate both types of student-internships for employers. Market forces typically drive the matter of student internships. For example, in engineering firms, where student interns' costs are high and results are meaningful to employers, most student-internship opportunities are in the form of paid positions (Anjum, 2020).

In contrast, internships in the field of human services and advertising are usually unpaid. Students who are interning at government departments are also subject to the same rules. However, when students are participating in unpaid college internships, the following criteria must be met in order for the internship to be considered valid. The intern's work either requires credits or the work is a requirement for graduating, for which the student must submit a report to a faculty supervisor. Employers receive a letter from the school, or other documentation, indicating that the school approves the student-internship. The programme is educationally relevant, with outlined objectives.

Concept of mentoring

From a historical perspective, mentoring as guidance and instruction can be linked to the most famous Greek myths, the "Odyssey." Odysseus

entrusted his young, inexperienced son, Telemachus, to his trusted friend, mentor, to guide and instruct while Odysseus was away (Hamilton, 1942). This historic perspective explains that mentoring is a relationship that is more casual than formal. Mentoring is about socialising and spending quality time together in non-academic ways and should not based on face-face interactions only. Mentoring is about trust, commitment, longevity, collaboration as well as learning from each other.

Like a small child, a new employee needs a non-threatening, trustworthy adult to observe and learn from. Archaeologists and anthropologists claim that medicine men, cave artists, and shamans taught younger people how to carry on rituals dating back to the Stone Age (Shea, 1994). During the Middle Ages, blacksmiths would take on a young apprentice to learn from the master craft guild (Murray, 2001). Before the first brick is laid, a solid foundation is needed for good masonry. For the wall to be functional, it must have a solid foundation. Mentoring new hires, like a free-standing wall, necessitates a solid base for mentors to ensure new employees can effectively receive knowledge and skills (Mincemoyer, 1998). In health, nursing, and education, mentoring is widely known as one of the best and most effective methods of professional preparation and development (Kemmis, Heikkinen, Fransson, Aspfors, & Edwards-Groves, 2014).

While mentoring has been practised for decades, there are still many different interpretations and definitions of what is meant by mentoring (Crisp & Cruz, 2009). Mentoring, for example, may be defined as a helper's process. (Caruso, 1990), a nurturing process (Roberts, 2000), a coaching process (Clutterbuck, 1991), or a teaching-learning process (Earl & Timperley, 2008).

Kochan and Pascarelli (2012) explain how cultural purpose could influence mentoring activities. For instance, if mentoring is traditional, the organization's values and culture are transmitted to the mentee, while transitional mentorship maintains the organisation's culture while modifying both the mentee's identity and the mentee's role to the organisation. Transformative mentoring, on the other hand, emphasises intimate roles to both mentor and mentee, emphasising mutual growth and development. As Jones et al. (2005) point out, the multiple mentoring purposes, the variations in settings, and personal views can create vast differences in mentoring practices. Similarly, Brondyk and Searby (2013) found that various professional environments affect behaviours based on their specific characteristics. Jones and Brown (2011) have stated that complex dynamic relationships within perceived systems shape behaviours.

During the past twenty years, school-based programme have increased dramatically. For example, the number of students matched with their school-based mentor under the Big Brothers/Big Sisters programme has gone from 27,000 in 1999 to 126,000 in 2006 **(**Wheeler, Keller, & DuBois, 2010). School-based mentor programme represent approximately three-quarters of all site-based programmes. (Portwood & Ayers, 2005). Nevertheless, many mentoring researchers contend that the growth of the mentoring programme has occurred too quickly. It has led to a lack of critical appraisal of the empirical research relating to the mentoring programme (Eby, Allen, Evans, Ng, & DuBois, 2008).

In 2002, one of the first systematic attempts to collect information from the mentoring area was released. DuBois and his collaborators performed

a meta-analysis of studies reported between 1970 and 1998. This work aimed to evaluate programme impacts while considering differences in programme design and implementation, methods of evaluation, and characteristics of mentors, mentees, and relationships between dyads (DuBois, Holloway, & Valentine, (2002). In the fifty-five mentoring programmes included, the overall positive results for youth were only marginal.

Although numerous programmes utilise best practices, they are far more effective when using structured activities for the dyads and mentoring for the support programme. Seventy-three mentorship programmes were included in the second meta-analyses conducted between 1999 and 2010 (DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011). There is a moderate degree of benefit for specific outcome factors such as academic improvement, problems with behaviour, social relations, and motivational or attitudinal aspects examined in the previous meta-analyses. However, there was evidence that mentee results were better in projects that paired mentors and mentees with common preferences and where the mentor's history and expertise matched the programmes outcome targets (e.g., a programme that wants to improve the academic outcomes of mentees may recruit teachers). It could back up the theory that a tutor with common goals to the mentee would find it easier to make friends and feel more accomplished. For example, a mentor with a teaching background may feel at ease assisting students in improving their reading skills, whereas a mentor without an educational background may not feel as effective in this role.

Mentor

According to the UEW student-internship model, the mentor is the most important participant of the programme due to their rich experiences in teaching the student teachers' subject area at the partnership school level (Student Internship Handbook, 2018). Irrespective of the age, the mentor is expected to be respectable by having control and a positive attitude towards their subject area.

Qualities of UEW mentors

Mentors for UEW student-interns need to possess the following qualities: competence, creativity, diligence, self-control, well-developed interpersonal skills. They must also be current in their subject area, receptive to new ideas as well as being a team player, an achiever, good listener. In addition, they must have a positive attitude towards their profession and life, and be willing to share. Above all, they must be respected, caring, collaborative, and inspirational (Student Internship Handbook, 2018).

Responsibilities of UEW mentors

Mentors' responsibilities are to be cognizant of the student-internship goals and prepare students before student-interns' arrival. Also, to orient the intern about the school's essential routines and policies, they should arrange for student-interns to observe their teaching in the first three weeks, and formally supervise each intern a minimum of six times during the student-internship, apart from the frequent informal observations of teaching (Student Internship Handbook, 2018).

Types of mentors and their characteristics as given by student-interns

According to Amedeke (2018), mentors can be identified by their characteristics. These characteristics are absentee caregiver mentors, minimal caregiver mentors, and committed caregiver mentors**.**

Absentee caregiver mentors

Absentee mentors appear overwhelmed with teaching workload, consider intern as a replacement teacher, leaves class entirely to intern, give little or no mentoring to intern, does no pre-lesson and post-lesson dialogues, and occasionally sits in a class of intern to assess and award marks for teaching. Mentors with these characteristics hand over their classes completely to the student-interns. They appear to be overloaded with work and seek relief in off-loading some to the student interns. It seems some schools apply to the university each year for an allocation of student-interns as a stop-gap measure for teacher shortage based on these characteristics and not to collaborate with the universities to achieve the mentoring goal.

Minimal caregiver mentors

Minimal caregiver mentors are dissatisfied with university remunerations for mentoring. They leave class entirely to intern, occasionally find out how intern is faring with the class, do no pre-teaching and post-teaching conference, and occasionally sit in a class of intern to assess and award marks. This category of mentors gives minimum care by assisting in getting teaching and learning materials for the lessons. They often have issues with the university authorities about the payment of their remunerations.

Committed caregiver mentors

These are mentors who are committed to helping the student-interns to acquire professional skills. They maintain their classes but accept the student-interns as apprentices to understudy them. Thus, the student-interns accompany them to all classes, observe and write down notes for discussion with the mentors. The student-interns learn from their teaching styles and class management strategies. They allocate times to student-interns to teach under their supervision. The mentor observes pre-and post-lesson dialogues with the student-interns regularly.

Student-interns

According to Student Internship Handbook (2018), a student-teacher intern is a level 400 student pursuing a Bachelor of Education at UEW, has fulfilled the internship requirements, and participates in a school-based clinic experience. The student intern is expected to apply educational theory knowledge and subject-specific practices in a classroom experience for professional development as an effective teacher. Interns during the internship are expected to play the role of temporary staff of the partnership school under the direction of the head of the school. The student intern is supposed to perform his role under the subject area trained mentor's direct supervision. The student intern is also expected to be inducted into a teaching career practically through the school programme until the student intern confidently becomes experienced in practicing the teaching behaviors independently in the classroom.

University supervisor

The university supervisor is a university lecturer with a teaching methodology background who knows the student-internship programme and university teaching standards and has training in internship supervisory skills. Supervision is a cooperative e operation between the university supervisor and the mentor, and the intern (Student Internship Handbook, 2018).

Types of mentoring

Mentoring which can be a short time intervention or life-long career relationship across institutions and professions, either as formal or informal for the purpose of preparing individual for competency (Bukari, & Kuyini). Informal mentoring is mostly unplanned, made up of natural relationship requiring little or no training, may involve informal measurement and no formal standard for selecting mentors and mentees. The formal mentoring on the other hand places emphasis on planned, involvement of partnership schools, mentoring process being measured and monitored as well as training of mentors and mentees before the start of the programme.

In the current study, mentoring can be classified as face-to-face mentoring, group mentoring, community-based mentoring, electronic mentoring and peer mentoring.

Face-to-face mentoring

Face-to-face mentoring, also known as one-on-one, encompasses face-face meetings, email, letters, chat rooms, telephone conversations, social networking, text messaging, or other activity providing direct contact. This form of mentoring is limited to a mentor and a mentee relationship.

Group mentoring

On the other hand, group mentoring refers to a situation where one mentors more than one mentee simultaneously. This situation is likely to occur in undergraduate mentoring, where there are more students than mentors. It is also common in institutions that mentor-student according to subject or area of specialisation.

Community-based mentoring

Community-based mentoring is located in a community-based situation. This mentoring extends beyond a volunteer setting like a Senior Citizen's Recreational Center into a formal setting where colleges of education mentor primary school teachers in their community or primary school teachers mentoring student-interns from the teacher training colleges' community.

Electronic mentoring

Electronic mentoring involves using social media and technological tools to give out the information needed for shaping and developing life. These include bulletin boards, Facebook posts, TV discussion groups, films, and drama.

Peer mentoring

Peer mentoring involves two individuals of equal status and comparable situations who have accepted several mutual features and experiences for their growth and development. For example, individual student-interns can decide to be placed in one school for peer support.

Theoretical Framework of the Study

Teacher preparation and development are very multifaceted due to their direct relation to quality teaching and learning. The sophistication and

technological influence in 21st-century teaching and learning have doubted a single theory or model's effectiveness based on quality teacher preparation and development.

Research can never flourish without theories because they provide ideas and directions on how a particular problem can be studied. In light of this, Dina (2017) considered some theories that most contribute to the quality teacher preparation and development of 21st-century physical education teachers. There are theories about teacher preparation and development perspectives, such as Kram's mentoring theory, knowledge theory, psychosocial theory and experiential theory. However, the leading theory underpinning this study is Kram's mentoring theory.

Kram's mentoring theory

Kram's (1988) theory of mentoring was developed based on the relationship of workers in an organisation. The theory was developed to understand mentors' relationships between student-interns and mentors in the organisation. Although the mentoring theory was developed in business organizations, many researchers worldwide use the theory to guide mentors mentoring student-interns for various professional paths (Rikard, 2010). Besides, mentoring is seen as a catalyst to career development.

Career development functions of mentoring help student-interns learn about institutional culture through role modeling, coaching, protections, challenges, self-esteem, and self-confidence through counseling, acceptance, and friendship. Sponsorship may occur in formal or informal meetings with administrators in the field of education. A mentor might suggest his or her mentee for a position on a committee or task force. When a mentor uses an

opportunity to demonstrate the mentee's competence and performance, this is known as exposure and visibility. One of a mentor's duties could be to email the principal about a new unit that his mentee has designed for the class.

It is necessary to retain the mentee's security while managing the school context. Mentees protect themselves from potentially harmful interactions with the administration and unequal circumstances. Before the university supervisor observes the new instructor, the mentor will explain the issue and guide the mentee. When this is finished, the mentee is protected from a negative assessment. One example of defense is when a new teacher must take on additional responsibilities, such as teaching, and feels compelled to make a tough decision. Mentors who have a genuine understanding of their mentees can provide them with advice that will benefit them. Career induction may be a frustrating and emotional experience. The mentor must provide guidance and motivation as the new teacher gains experience in the classroom. Counseling encourages a mentee to open up about their anxieties and concerns to their therapist, who serves as a sounding board and assists in problem-solving. Mutual understanding is one of the functions of friendship resulting from social interaction between mentor and mentee based on the mentors' level of experience.

Kram (1983) developed a conceptual model that explains the mentor relationship stages. She discovered that the mentoring relationship progressed through four distinct phases in her analysis of individuals in a broad public utility environment, including individuals who had been in a developmental relationship for an average of five years' initiation, separation, cultivation, and redefinition. Relationships play a role in each process. She discussed long-

term relationships with interns and mentors and shared some parallels and perspectives from the first two mentoring stages. It was discovered that the mentors and interns differed in each phase of mentoring because the relationship between the mentor and mentee is good.

In 2018, Amedeker used Kram's mentor role theory and Wang and Odell's mentor approach theory to study the caring relationship in the environment of changing teacher professional development. As a result, these two theories are found to be very relevant to underpin this study. The theory of mentoring was applied in this study to understand better mentoring and career development of physical education student-interns from the University of Education, Winneba.

Knowledge theory

Shulman (1987) identified seven categories as the framework for teacher knowledge as critical elements needed by teachers to mentor and teach effectively. They are Content Knowledge (CK), General Pedagogical Knowledge (GPK), Pedagogical Content Knowledge (PCK), Curricular Knowledge (CK), Knowledge of Learners and their Characteristics (KLC), Knowledge of Educational Context (KEC), and Knowledge of Educational Ends Purposes and Values (KEEPV) (Cogill, 2008). However, for the quality of teacher preparation and development of the 21st century, the researcher used Subject Matter Content Knowledge (SMCK), Pedagogical Content Knowledge (PCK), Curricular Knowledge (CK), Technological Knowledge and Inclusion Knowledge as an additional essential element of mentoring characteristics for quality mentoring and effective career development.

Psychosocial theory

Another critical theory that forms mentors' mentoring characteristics is Erikson's (1963) psychosocial theory. This theory has six fundamental concepts that strongly influence student-interns' careers: stages of development, development task, psychosocial crises at each stage, a radiating work of significant relationships, and coping. It, therefore, implies that if student-interns can go through the six stages appropriately, it will bring about positive change and lead to improved psychosocial development (Zock, 2018). Ismail and Khian, (2013) also used this theory to investigate the effect of a mentorship programme on mentees' psychosocial development in Malaysia. In the current study, this theory was also used to assess mentoring on career development of PE education student-interns in Ghana.

The experiential theory

Kolb's 1984 "experiential learning" from Dewey (1938) emphasises the pivotal role experience plays in the teaching and learning process. The four stages of Kolb's theory are: substantial experience (feeling dimension), reflective observation (reflective/ watching dimension), abstract conceptualisation (thinking dimension), and active experimentation (doing dimension). Kuh (2008) used experiential learning theory to develop strategies to create high-impact student teachers' student-internship and community-based learning experiences. Each stage is unique and cyclical in gaining experience.

Learners need to enter the cycle with a required learning ability to become effective This theory was used in education as a framework and development of teachers (Evans, Forney., Guido., Patton., & Renn, 2010).

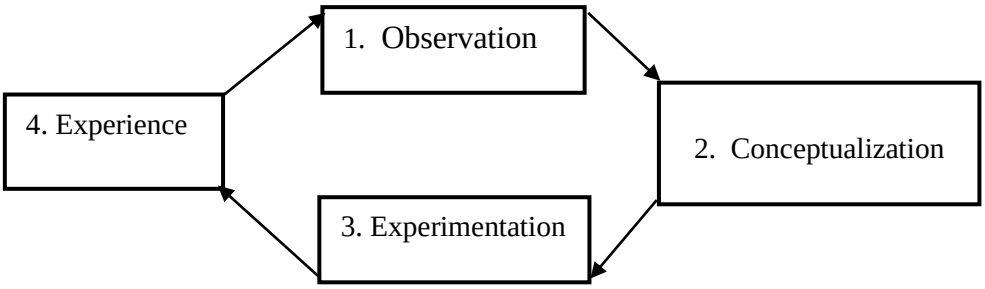

Figure 1: Model of experiential learning of PE student-interns (Kolb, 1984)

The student-intern first gains experience from the figure above by observing the mentor's lessons or teaching video and all the teaching and learning processes. After observation or teaching, the intern's next stage of experience is through reflection on the observation of the mentor's lessons or his/her lesson. This activity leads the intern to the next learning experience stage called conceptualisation. At this stage, the intern relates theories learned in isolation about teaching to realities and develops values and beliefs about the teaching profession. After conceptualisation, the intern experiments with the teaching episode to verify concepts, concerns, and improvement of teaching and learning experiences.

One of this framework's significant characteristics is that it operates on purposive learning experience by creating the most effective conditions for teaching and learning by linking real-world experience to the intended learning objectives (teaching experience). The cyclical nature of the framework explains how student-interns gain their experiences during internship and further emphasises that their experiences are based on how they go through the stages and the number of times they get-go through them. It can be summarised as practice leads to learning, and learning through practice also brings about the experience.

Conceptual Framework

Based on the above theories reviewed (Kram's mentoring theory, knowledge domain theory, and experiential theory), the researcher developed a conceptual framework of mentoring and career of development undergraduate of PE student-teachers. Mentoring characteristics are a broad issue that includes several factors that need to be considered for a comprehensive understanding of the problem. This study's conceptual framework was designed based on the themes of the theories and the significant variables of the study.

Mentoring characteristics variable is made up of knowledge domain and psychosocial domain. Knowledge domain comprised Subject-matter Content Knowledge (SMCK), Pedagogical Content Knowledge (PCK), Curriculum Knowledge (CK), Technological Knowledge (TK), and Inclusive Knowledge (IK.). The psychosocial domain includes Personal Quality (PQ), Emotional Support (ES), Communication (C), Satisfaction (S), and Motivation (M). On the other hand, mentoring practices variable consists of teaching philosophy, leadership, accessibility, modeling, feedback, relationship, challenge supervision, diversity, and supervision during a student-internship. Career development variables include planning and preparation, instructional skills, classroom management, class assessment, and professional development. These independent variables (mentors mentoring characteristics and practices) of mentoring directly or indirectly influence the PE student intern's career development during the internship (dependent variable).

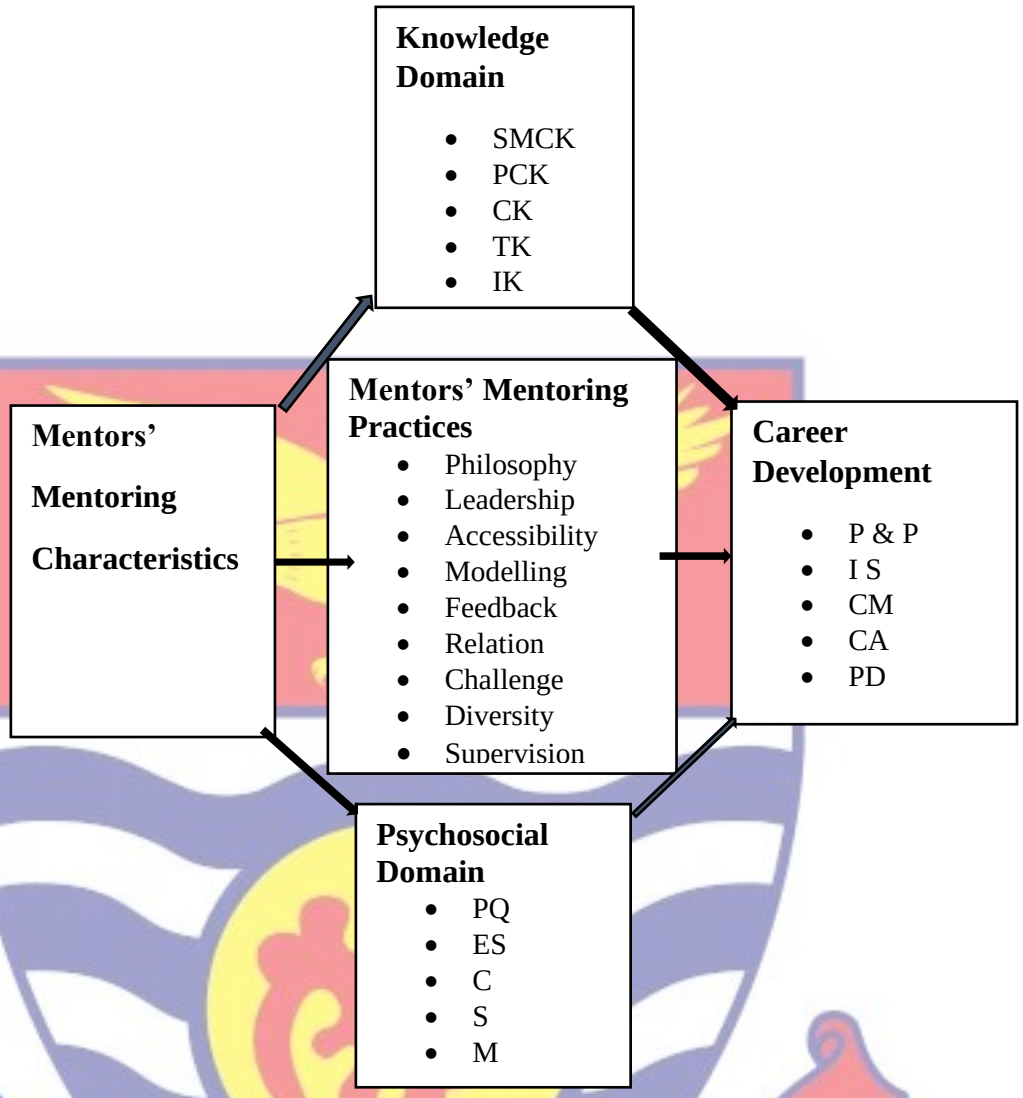

Figure 2: Conceptual framework of mentoring and career development of undergraduate PE student-interns (Seibu, 2021)

The direction of the arrows connecting the diagrams explains the essentials of teacher preparation and development theories. The relationship between mentors and student interns, also symbolized by arrows, is also characterised by motivation, empowerment, collaborative relationships, self-confidence, etc. Where these elements of good relationships are missing during the mentoring process, barriers to mentoring limit the quality and effectiveness of student interns' career preparation and development (Comstock et al., 2008). These barriers are represented in the conceptual

framework by borders surrounding various characteristics. If these barriers are not addressed, the student-interns may build their teaching philosophy, leading to frustration, burnout, and student interns' attrition in the early years of their career.

Mentors' Mentoring Characteristics

Mentoring characteristics are the competencies that mentors need to possess for effective and efficient dispensation of mentorship duties. These mentoring characteristics are divided into two, namely knowledge domain and psychosocial domain.

Knowledge domain

Effective characteristics of mentors discussed in related studies include: mastery of subject matter, good communication and reflection, commitment and enthusiasm to teaching, and above all, very collaborative and enjoyable teaching as a career (Beutel, & Spooner-Lane, 2009; McCann, 2013). Each of these characteristics is unique in the development of student-interns during the internship.

Content knowledge

According to Shulman (1987), content knowledge (CK) is the actual knowledge and organisation of that knowledge in the teacher's mind. He believes that a teacher's subject-matter content knowledge encompasses understanding facts and procedures, concepts, and principles underpinning these concepts, classified as substantive and syntactic structures of subject-matter content knowledge, respectively.

Substantive structures refer to how concepts and principles of a discipline are organised to incorporate the facts embedded in it. Therefore,

intern teachers must grasp the concept and principles of teaching physical education through interaction with their mentors during the student-internship experience. Through this interaction, student-interns learn concepts and emulate how their mentors display and utilise this knowledge in their classroom dealings and practices.

On the other hand, a discipline's syntactic structures refer to how validity or invalidity, truth or falsehood are established (Shulman, 1986). It describes the genuineness or falsehood exhibition of teaching characteristics of mentors during the student-internship period. It means that syntactic structure is used to identify mentors' appropriate teaching characteristics. Therefore, the concept of teaching should not be limited to how experienced teachers exhibit their teaching knowledge, especially when intern teachers are with them in partnership schools but focus on professional practices that imbibe in student-interns, high professionalism, and preparedness to deliver after the student-internship experience.

Intern teachers need to combine both substantive and syntactic structures with appreciating that in becoming a competent teacher, one does not need only to decipher principles of teaching physical education and pay close attention to selecting the appropriate and accurate delivery techniques in a manner that students will understand. It is further supported by Shulman (1987) who explained that the teaching knowledge of a teacher is the teachers' ability to teach students in respect of their interest and abilities, which could include explaining, demonstrating, likening, and giving examples in a manner that will help the students to learn. Grossman and Rhodes (2002), also added that teachers with adequate teaching knowledge that encompasses content

knowledge and teaching methods could effectively help students understand the subject.

Pedagogical content knowledge (PCK)

According to Shulman (1986), an awareness of what makes learning precise topics composite or easy: the conceptions and preconceptions of students of different ages and backgrounds brought along to the learning constitute pedagogical content knowledge. For teachers to be effective, they need to understand the conceptions and preconceptions to guide learners since learners are not blank slates (Shulman, 1986). Teachers are responsible for organising teaching, designing learning tasks, using adequate resources, and determining factors in the teaching-learning process (Backman & Barker, 2020).

Drawing from analytical perspective, Backman and Barker developed four assumptions of pedagogical content knowledge in PE and physical education teacher education (PETE). These assumptions include: i. the teacher needs to be able to perform activities with correct techniques, know the tactics and have knowledge about rules etiquette in order to have PCK, ii. The teacher needs to be able to detect errors and design task progression in order to have PCK, iii. The teacher needs to be able to select and modify appropriate task as well as give feedback in order to have PCK, and iv. The teachers' level of movement curriculum knowledge can be quantitatively measured. This is done through testing of skills, techniques, tactics and rules of different sports to find out their level of accuracy (Ward, He, Wang & Li, 2018).

In learning to become professional physical education teachers, student-interns need to be well-grounded with various teaching techniques for various physical education topics. Student-interns are most likely to build their pedagogy on what they observe from their mentor's and mentors' guiding practices. PCK prepares intern teachers cognitively to be aware of and fully armed with the needed professional skills to function in the field. It is very critical in determining the kind of teacher an intern will turn out to be. Student-interns whom well-experienced teachers mentor with very strong PCK in physical education are likely to cultivate an interest in teaching the subject and remain in the teaching field than those who do not get much PCK from their mentors.

Curricular knowledge (CK)

Curriculum knowledge refers to an understanding of instructional materials that can be used to teach several topics. Shulman (1987) contends that what teachers know about the subject, how learners feel about the subject, and what instructional materials have been developed to teach the subject are essential components of teachers' knowledge. Honby (2006) defines teaching as the act of showing students how to do something so that they can do it by themselves and make students think in different ways. Thus, content knowledge suggests that for teachers to be effective, they need to decide which materials will enhance students' understanding. Teachers need to have command over the physical education curriculum. It will guide them in the teaching-learning process. CK serves as a guide in planning lessons, deciding on appropriate teaching materials and instructional methodologies geared towards making learning easy for students. As student-

interns observe their mentors teach during the student-internship period, they learn to emulate the innovative skills of their mentors in improvisation of teaching aids, variations of teaching methods to suit various topics, and how mentors reorganize and link topics in the physical education curriculum to aid the transfer of learning for students.

Technological knowledge (TK)

Technological knowledge is about the continuous reflections and the best use of tools and materials to promote effective teaching and learning. These include using computer tools and other interactive materials such as laptops, PowerPoint, chats, projectors, etc., for effective teaching and learning. For student-interns to be adequately groomed during the student-internship programme, to become professionally competent enough for the teaching field, they need to know how to harness their subject-matter content knowledge with their pedagogical content knowledge for teaching physical education in a manner that students will like the subject. However, the misconceptions that physical education is challenging and the fear for physical education will not be corrected if physical education student-interns preparing for the teaching profession are not grounded in physical education knowledge (McCrory, 2008).

In the 21st century, technology has allowed us to acquire new ways of obtaining and applying knowledge in many fields. Technology use in schools has influenced how education, learning, and knowledge should occur and transform pedagogy by providing new ways to engage learners. The combination of knowledge of the subject and technology use has enabled expert teachers to combine their knowledge more effectively. The combination

is described as Technological Pedagogical and Content Knowledge (TPCK). One of the subjects studied in schools is PE, in which technology has influenced its teaching in the 21st century.

According to Koehler and Mishra (2009), technological development is a method humans have invented to exploit natural resources and human-made resources to create useful products, solve problems, and satisfy wants or fulfill needs. As agreed by Koehler and Mishra (2008), the definition of technology includes both tools, such as computers and the internet, and skills, techniques, and knowledge necessary to perform a particular task. Technology includes both analog and digital and conventional tools (Koehler & Mishra, 2008) that have been deployed for decades in science education in addition to new and old technologies (McCrory, 2008).

The technology consists of computer programme, internet programme, and other communication devices, and assistive technologies. Presentation systems, smart boards, and wireless transmission technology have enhanced how information is displayed and transmitted far beyond the traditional chalkboard. Communication systems, learning tools, lesson plans, and professional growth have evolved due to educational technology advances. As a consequence, creative technology improves innovation and learning performance. Teachers have gradually incorporated these types of technology into their classrooms, using various approaches and styles (Becker, 2001; Judson, 2006; Wozney, Venkatesh, & Abrami, 2006).

Physical Education teachers can use technology to prepare, generate, administer, and monitor information such as fitness ratings, class attendance, and motor skill rubric grades for both students and teachers (Posner, 2004).

The discussion in education has moved from wh ether technology should be used in the classroom to how it should be incorporated into teaching and learning more broadly (Angeli & Valanides, 2009; Sutherland, Wehby, & Copeland, 2000). Earlier attempts to incorporate technology into teaching and learning focused on delivering technology expertise to preservice teachers (Angeli, 2005; Thompson & Mishra, 2007).

On the other hand, Hardy (2010) asserts that both pre-service and in-service teachers accept that technical knowledge alone is insufficient to prepare them and teach with technology effectively. Therefore, there has been the realisation that technology is not a transformative mechanism but rather a tool which is invoked by the manipulators to recrete the content from the knowledge of the teacher into the context of instruction (Angeli & Valanides, 2009).

Koehler and Misra (2008) argue that smart use of educational technologies is only one factor underlying successful technology integration. Rather it is based on curriculum content and the processes through which students acquire the information. This realisation has resulted in a change in emphasis from teaching pre-service teachers' technical skills to facilitating and valuing teaching that integrates technology expertise. Koehler and Mishra (2008) claim that effective teaching with technology relies on material, pedagogy, and technology, as well as their connections. Learning goals, instructional methods, feedback, and evaluation strategies are all part of the technology integration process, and no reasons for not using technology to help instruction are true. It is justifiable based on the lack of computers, the lack of experience, and a fear of working with computers.

Since Physical Education is typically taught in a gymnasium or outside, teacher education programmes must train teachers to incorporate technology to complement the pedagogical techniques used in those environments. Physical education teachers must understand how computers and other technical technologies can help gather data to analyze athletic abilities, assess student learning, and evaluate health-related physical activity (Wozney, Venkatesh, & Abrami, 2006). It entails assessing physical activity with fitness equipment (e.g., accelerometers, interactive dance machines, heart rate monitors, pedometers, etc.), body composition (e.g., electronic skin-fold calipers, bioelectrical impedance devices), movement, and motor-skill performance (e.g., Dartfish). Software packages such as TriFit, fitness gram, and activity gram can track and analyse physical fitness, physical activity, and dietary habits. The PE manager application is another application used to monitor student progress in physical education. The PE Manager incorporates rubrics, tests, and assignments into the classroom on a mobile device (Wood, Linley, Maltby, Baliousis, & Joseph, 2008).

Even if the technology was not specified within this context, it does not imply that it was not considered (Mishra & Koehler 2006). Because more traditional classrooms used technology daily and did not regard it as a cutting edge technology, it is unlikely to make a significant difference to the next generation. However, innovations have evolved as they have become more accessible and diverse, and they can alter the essence of the classroom. According to the authors, technology can make information more available and understandable, and based on the latter, technology should be added as a third knowledge system. Mishra and Koehler (2006) heightened Shulman's

framework to cohere the association between content, pedagogy, and technology. These authors outlined the association as pedagogical content knowledge (PCK), technological pedagogical knowledge (TPK), pedagogical content knowledge (PCK), and the wholly combined technological pedagogical content knowledge (TPCK). Realistically, content, pedagogy, and technology knowledge are becoming the core competencies theachers especially PE teachers need to have in order to discharge their teaching responsibilities effectively. Figure 3 illustrates the combination and association of the three core competencies of a PE teacher.

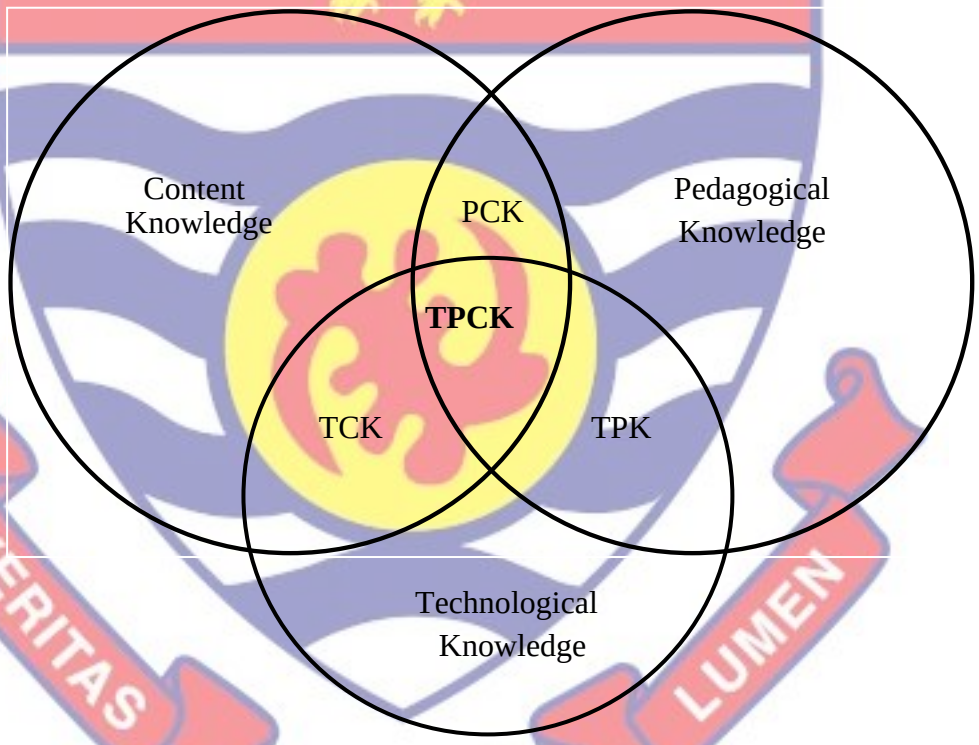

Figure 3: Technological pedagogical content knowledge (TPCK). Content, pedagogy, and technology, overlap to create four more knowledge types (Mishra & Koehler, 2006).

Although such a relationship is considered dynamic, improper use of technology can directly impact teaching and learning. Technology's effect on teaching and learning has been empirically shown, and it should not be viewed

as a separate entity from content and pedagogy (Hughes, 2005; Mishra & Koehler, 2006). It is imperative to understand the relationship between knowledge systems and how they are generated to understand technology integration within teacher education programmes. The Knowledge System is explained with pre-service PE students' instruction.

Content knowledge (CK) is the understanding of a topic that will be taught. An anatomy course, for example, would have different content than a health principles course. Before a teacher can teach a student about health issues, the teacher must know the subject. Pedagogical awareness (PK) includes knowledge about the mechanisms and methods of teaching and learning. It is part of PETE's requirement that teachers provide general knowledge of how the classroom is structured, how lessons are crafted, and how students are assessed. Pedagogical knowledge of this kind is central to education and can be applied to any subject, whether in social science or Physical Education. It enables students to comprehend developmental learning theories and how such are implemented in the classroom.

Pedagogical content knowledge (PCK) includes knowledge relevant to teaching methods relating to a particular topic. For example, in Physical Education, pre-service teachers also complete coursework related to teaching elementary PE and teaching secondary PE because teachers must know specific teaching techniques that provide effective representations that can be utilised to address diverse students' needs.

Technology knowledge (TK) refers to the understanding of specific technology. For example, the Internet, film, and several others. It entails not only understanding what those technologies do but also understanding how to

use the technology. The NCATE guide for PETE states that teacher candidates should demonstrate mastery of current technologies (NCATE, 2009). PE teachers must be knowledgeable in vital technology such as computers and projectors and technologies that can improve physical activity levels, such as heart rate monitors or pedometers.

Teachers develop knowledge of technology by learning how it is used in their discipline. By realizing that different technologies can be used throughout teaching Physical Education, Teacher Education teachers accumulate technological content knowledge (TCK). A range of topics may be addressed, including the use of the FitnessGram to assess and report the students' fitness level, along with wikis to develop collaborative writing processes.

Technological pedagogical content knowledge (TPCK) extends beyond content, pedagogy, and technology to provide an awareness of pedagogical techniques in using teaching content techniques in productive ways (Mishra & Koehler, 2006). Mishra and Koehler (2006) argue that no single technological solution applies to every teacher, every course, or teaching view. As a result, effective teaching requires a grasp of the interaction between material, pedagogy, and technology. From a technocrat standpoint, one could be expected to demonstrate a basic understanding of technology. On the other hand, this perspective viewing technology within isolation does not constitute quality teaching (Mishra & Koehler, 2006). Some studies have indicated that teaching technology as a separate course within teacher education does not provide potential teachers with the necessary experiences to successfully incorporate technology into their lessons (Moursund, 1999).

Inclusion knowledge

Historically, inclusion can trace its root back to the Universal Declaration of Human Rights in 1949, which emphasised every human's right to be educated irrespective of color, race, or disability. As a result, nations started integrating learners with disabilities into the asylum system to have equal education with regular learners. However, this system could not meet the needs of all the learners with disabilities due to the following problems:

i. Asylum centers being far from communities of learners with disabilities
ii. Lack of accessibility and availability in all the communities.

Scholars researched the area and came out with concepts, ideologies, and philosophies to address this problem. These concepts include normalisation principles, integration ideas, and mainstreaming.

In 1990, the Jomtien World Conference in Thailand came out with Education for All (EFA) to ensure that all persons, learners, youths, or adults should benefit from educational opportunities. For further advocacy by UNESCO World Conference on Special Needs Education held in Salamanca, Spain, gave inclusive education mandate for learners to have the right to receive primary education in 1994.

Inclusive teaching and learning physical education and health setting refer to teaching curriculum and assessment to engage students in relevant and meaningful learning. It is also about ways individual differences can be used positively to improve others' lives and learning. This concept encompasses equity teaching and learning, diversity teaching and learning, differential teaching and learning, individualized teaching and learning, innovative

teaching and learning, intercultural teaching and learning, and inspirational teaching and learning. These are termed five 'I's of personalized learning. The success of inclusion is dependent on how well physical education teachers know their learners and how they successfully incorporate them into their teaching and learning of health and physical education in a school setting.

The principles for successful inclusion in health and physical education classes include:

1. Anticipation of value, and support diversity and learner differences,
2. High expectations for all learners,
3. Understanding learners' strengths and needs,
4. Reduction of barriers within the learning environment,
5. Capacity building, and
6. Shared responsibility (UNESCO, 1994).

In order for all learners to participate and be successful in general physical education programme, there was the need for an adapted physical education programme to align with the general physical education curriculum to meet the UNESCO right for universal education for all. As a result, the inclusion curriculum was developed as the appropriate curriculum to provide experiences that would teach and reinforce skills necessary for safe and successful physical education participation in the school setting.

Inclusive approach of students' instruction with and without disabilities together in integrated classes with proper accommodations and supports (Block, 2007), is a standard practice in many schools worldwide (Hodge et al., 2009). Out of the five hundred and twenty-one million public school students receiving special education services only three million of these

students receive them through inclusive groups (U.S. Department of Education [USDE], Office of Special Education and Rehabilitative Services, Office of Special Education Programs, 2014).

Students with and without disabilities have benefited from well applied comprehensive physical education using evidence-based methods. Research examining physical education teachers' perspectives (Casebolt & Hodge, 2010) and students with disabilities (Haegele, 2015) describes how properly implemented inclusion can foster positive social interactions between students with disabilities. Furthermore, physical education teachers have explained how students with disabilities can improve their self-esteem by engaging in physical education and achieving the teacher's comprehensive physical education goals (Hodge, 2004). Besides discussing how to raise the self-esteem of students with disabilities through physical education, teachers of physical education have also discussed their professional goals in comprehensive physical education.

Friendship development depends on the skills, abilities, and motivation of individuals with disabilities and those without disabilities to succeed. Such supportive interactions between them are crucial in inclusive physical education (Sato, Hodge, Murata, & Maeda, 2007; Seymour, Reid, & Bloom, 2009). Inclusion is most successful when the practice is appropriately implemented. Poorly formulated inclusive environments can lead to students being isolated or made fun of if they fail to undergo appropriate inclusion practices (Haegele & Sutherland, 2015; Healy, Msetfi, & Gallagher, 2013). Although there are evidence-based practices in inclusive settings and published recommendations on strategies to include students with disabilities,

several barriers can make inclusive physical education challenging for teachers and students (e.g. Brain, & Haegele, 2014), physical education teachers tend to struggle with developing inclusive programming (Lieberman, 2002). Physical education teachers may find it difficult to meet all students' needs with the current programmes, despite the benefits of inclusive physical education. In noisy and distracting environments, large classes such as those in these programs are not conducive to learning for students with autism, anxiety disorders, visual impairments, learning difficulties, or attention deficit disorders. In situations where the professional practice is most limited, it can be problematic.

Despite this, Block (2007) advise PE teachers to consider whether they are adequately prepared to accommodate students with disabilities. According to Rust and Sinelnikov (2010), while adapted physical education (APE) modules (courses/classes) have been shown to change PSTs' attitudes toward teaching students with disabilities, many of those modules are unable to provide useful knowledge and teaching methods for them to teach disabled students effectively. The authors contend that positive attitudes and expectations about working with disabled students are best achieved when preservice physical education teachers attend well-planned coursework and get exposure to real-world activities.

Similar results were discovered in a review of PSTs' learning experiences in special education teacher education (Conderman & Johnson-Rodriguez, 2013) and general teacher education programmes (Sokal & Sharma, 2014). In both cases, researchers discovered that PSTs who received in-depth coursework and specific practical experience working with students

with disabilities felt more equipped to have an inclusive learning atmosphere than those who did not. Hardin (2005) also noted that teachers who had taken at least one course in adapted physical education and had an adapted teaching experience were more likely to consider students with disabilities positively.

To design appropriate physical activities and equipment to maximize the students' development, physical educators need strong inclusion knowledge. Teaching approaches and instructional techniques must be tailored to each student's learning style while also catering to all students' health and physical development. An integral part of the inclusion curriculum is a commitment to enhancing all students' learning experiences, regardless of their diversity and ability. Inclusion is built on a value-based approach to accepting responsibility for all learners and students. In Ghana, the emphasis of our latest educational reform has been on inclusive education. Ghana's adopted sustainable development goal (SDG) 4 calls for ensuring promoting lifelong learning opportunities and creating opportunities for life-long learning for all. Likewise, the Ghanaian Inclusive Education Policy (2014) emphasizes that the country's inclusive educational approach is to develop an inclusive educational system responsive to diversity and provides the best possible opportunities for every learner. In preparation for a 21st century education, it is an important step toward developing quality teachers. In this regard, the following principles of inclusion curriculum in the school setting will promote equity and diversity in health and physical education class.

i. All perspectives are valued/connecting with students' lives,

ii. Diversity of society represented/avoiding stereotypes and celebrating diversity,

iii. An environment where all learners feel welcome and respected/embedding well-being

iv. No disadvantage to learners because of protected characteristic Promoting learner engagement

v. Developing strategies for sharing and generating knowledge (creating, open, flexible, learner-centered activities)

vi. Use of technology to enhance learning,

vii. Responding to different approaches to learning, and

viii. An inclusive curriculum designed reduces the need to make individual adjustments or changes.

Psychosocial characteristics of mentors

The word "psychosocial" is often viewed as student teachers' preparations to adapt to teaching life, which entails social integration, well-being, and self-confidence (Ismail, & Khian, 2013). The psychosocial domain includes the characteristics and skills that contribute to building and sustaining interpersonal relationships, values, attitudes that influence quality mentoring. In the psychosocial domain, five characteristics are highlighted as personal qualities, communication, and emotional support satisfaction and motivation that mentors and mentees acquire due to effective mentoring. Many scholars think that emotional support, communication, and motivation are different in the mentoring programme, but they are relatively closed interrelated concepts. In addition to these concepts, mentors should provide adequate support and implement comfortable communication, promoting positive outcomes for mentees, especially concerning their psychosocial development.

Personal qualities

Mentors' personal qualities are nothing but the trust mentors should possess (Dua, 2008; Sambrook, Stewart, & Roberts, 2008). Mentees are more likely to be identified in a mentoring relationship than mentors, possibly due to mentees being at the receiving end (Smith, 2007). Trust is an essential component that catalyzes personal qualities to bind the healthy relationship between mentor and mentee base on a non-confrontational style of communication and conflict resolution (Punyanunt-Carter, & Wrench, 2008). Trust will flourish well when combined with respect, openness, a genuine and enduring interest in their shared vision in their exploration and development of the student teachers.

Another critical personal quality is the mentor's comfort with the mentee's growing independence. Mentors' connections with student teachers can create a co-dependency that hinders rather than promotes their growth. Mentoring relationships are "ethical only when they exist to serve the student interns' needs, including their ultimate need for autonomy, and not to serve the mentor's needs" (Anderson & Shore, 2008).

Emotional support

The word "Emotional support" in mentoring is often viewed as assistance mentors willingly give to student-interns to enable them to develop self-confidence in completing a task with less frustration. Student-interns may take advice more quickly from their mentor when they feel more supported or experience a close emotional bond (Hurd & Sellers, 2013).

Communication

Conventionally, communication is defined as "an informational process through which two persons' exchange messages between themselves" (Mihova, 2018: 293). Communicating effectively has also been identified as one of the main elements that make teamwork effective, new teachers adjust successfully, and teachers improve their socialisation within the community. This paper describes patterns between young teachers and their mentors, which may provide incentives for success or a hurdle that prevents the young person from entering the teaching profession.

Mentors' mentoring satisfaction

Mentoring satisfaction refers to the joy that mentors derive from mentoring student-interns or a mentee in organisation. Research has proven that understanding factors that promote mentor satisfaction is essential because mentors who are well- satisfied are more responsible for sustaining their relationship with their mentees (Suffrin, Todd & Sá Sanchez, 2016). It indicates the importance of a good relationship between mentor and mentee. A positive relationship seems to be the hub of a successful mentoring programme. The current research contributes to the mentoring literature by demonstrating how the mentor's microsystem elements predict mentor satisfaction. The value of understanding mentors' social ecology to improve mentor satisfaction is reflected in patterns in youth mentoring (Keller & Blakeslee, 2013). Overall, results indicated that (a) higher perceived cultural competence, (b) better relationships with the mentee's family, and (c) greater satisfaction with the mentoring organization significantly predicted greater satisfaction with the mentor's

mentoring relationship, over and above demographic characteristics. We also tested interactions between microsystem predictors; we found a significant interaction between mentors' relationship with their mentee's family and mentoring organization in predicting mentors' satisfaction with their mentoring relationship.

Motivation

Motivation in mentoring student-interns is the most important way of ensuring trust in a mentoring relationship. In support of the out-going argument, attention and motivation are part of the principle of learning, and their application as learning elements increase the quality of learning. Therefore, during the learning process, students' attention and motivation need to be given attention in the learning process (Sugihartini, Sindu, Dewi, Zakariah, & Sudira, 2019).

The findings are consistent with the results of van Ginkel et al. (2016) in that the motivation to mentor for personal learning was strongly associated with a developmental conception of mentor learning to teach. In the mentors' views, the motivation to mentor is for contributing to the profession. The findings are also consistent with the studies of Schatz-Oppenheimer (2016) and Spencer (2007) in indicating that mentors take their role in teacher education very seriously and get a great deal of pleasure from it. In support of this assertion, mentors demonstrate their commitment to mentoring through modeling and supporting student-interns' teaching as their profession.

In summary, the mentoring programme effectiveness depends on mentoring knowledge, mentoring practices, collaboration, and commitment to achieve the mentoring goal. These are critical in preparing, developing, and

reshaping PE student teachers' future philosophy for quality teaching and physical education learning.

Mentoring practices

The mentoring practices are actions, and behaviours mentors execute in fulfilling mentoring processes. These behaviours include philosophy, leadership, accessibility, modelling, feedback, mentoring relationship, challenges, diversity, and supervision.

Philosophy

Teaching philosophy conventionally means the beliefs and values that guide teachers' practices during the teaching and learning process. Research indicates that teachers must have clearly defined beliefs and values to guide their classroom practices effectively (Faryadi, 2015). It implies that defined mentoring practices anchored by results-orientated philosophy will positively influence the mentee to career development and retention. Therefore, mentors need to have a teaching and learning philosophy to help student-interns develop during mentoring confidently.

Leadership

As leaders, mentors have to give their mentees pedagogical support and coaching while at the same time demanding from student-interns' evaluation to provide them with feedback (Victstrom, Bostrom, & Johannsen, 2016). This demand and support leadership approaches in mentoring are essential practices of mentors in leading student-interns during mentoring. Other researchers also believe that an essential thing an intern teacher needs in the mentoring process is pedagogical and content knowledge guidance because mentoring is the primary determinant of intern teachers' success in

the teaching profession (Cakir, & Kokabas, 2016). In the mirage of mentoring, Ambrosetti and Dekkers (2010) observed that even though mentoring in a professional workplace is context-specific, clarity about what mentoring is, who mentors, and how it occurs are still scarce and elusive. These internship issues elucidate that many institutions and stakeholders of internship are aware of the programme's importance. However, these institutions and stakeholders have different concepts and attitudes about internship programmes regarding implementation.

Accessibility

The notion of the accessibility of the mentor was termed "constancy" by Williams (2008). She indicated in her study that mentors and mentees need to be constantly present in the student's life, either by face-to-face or using other media such as email, phone calls, WhatsApp, and asynchronous online mentoring spaces, to meet student needs through the various stages of the mentoring programme immediacy, constancy, and responsiveness define the characteristics of mentors' availability for student-interns during the internship.

Modelling

The idea of inducting students into their respective careers can be unfolded in definitions of mentoring. Davis (2007) explains mentoring as an occupational trajectory and aspirations of an individual in professional or career development. Talley (2008) interprets mentoring as a method by which student teachers are taught to adapt and succeed in new professional roles through modelling observation and reflection. Barnett (2008) adds nuance to this general idea of induction by introducing the effective and cognitive, and

behavioural learning associated with a profession; mentors need to model compassion, ethics, and well-functioning judgment and nurture these qualities in mentees.

Induction of the mentees into new professional roles include introducing mentees to the staff, exposing them to the reputable academic and professional communities, helping them to learn the skills of teaching at the school and administrative work as well as modelling practical professional technical skills, behavior, interpersonal skills, and writing of research or project work (Davis, 2007; Suh, 2008). The out-going assertion supports the importance of mentors modeling current career practices to help the mentors observe, reflect, and practice quality development. Similarly, when mentors are carefully selected based on their performance, given good training, and have enough time to work rigorously with interns, they help average teachers become good and help good teachers become great ones (Zhao, & Zhang, 2017).

Feedback

Feedback is the most important rewarding element in mentoring and supervision of student-interns (McKnight, 2013). It is the information the mentors give the mentee based on his or her observation analysis of the mentee's teaching or work for quality professional and career development. The positive feedback if well implemented after supervising student-interns' lessons can bring tremendous change in the acquisition of teaching skills and the value for the profession. These will influence the development of self-efficacy in teaching. Thus, mentoring becomes a nurturing relationship based

on trust, promoting both the mentor and intern's growth and professional development.

Mentoring relationship

Apart from parents, caring mentors can play a vital role in student interns' educational, behavioural, and emotional development (Bowers, Johnson, Warren, Tirrell, & Lerner, 2015; Kesselring, De Winter, Van Yperen, & Lecluijze, 2016). Good relationship between interns and mentors is significant during an internship as it enables interns to increasingly gain psychological and behavioral autonomy from their mentors (Patton, et al. (2016). A mentoring relationship is generally characterized as a strong connection between an experienced individual who provides guidance and support to a less experienced mentee over time (Adamson, 2012). This conceptualization of youth mentoring encompasses approaches that vary in structure and context, ranging from formal relationships in which mentees and mentors are matched and monitored through a programme that outlines specific expectations about the relationship's parameters. Research has also indicated that natural mentoring requires fewer resources and is far more accessible to a broader range of youth than formal youth mentoring, with an estimated 75% against 5%, respectively (Raposa, Dietz, & Rhodes, 2017).

It has also been noted that not all mentoring relationships are the same, and their influence can vary as a function of relationship quality, mentor, and mentee characteristics (Hurd & Sellers, 2013). Although formal mentoring relationships share certain key features and constraints, the range and quality of natural mentoring relationships can vary widely. Critical features of relationship quality are emotional closeness, frequency of contact, support,

and relationship duration. Also, greater frequency of contact and longer-lasting relationships are thought to create opportunities for more involvement and closeness between the mentor and mentee (Whitney, Hendricker, & Offutt, 2011). The frequency of contact and length of the relationship may be essential for positive career development changes (Spencer, Basualdo-Delmonico, & Lewis, 2011). From another dimension, it has been observed that an excellent communicating network is a powerful tool for promoting mentoring relationships (Jyoti, & Sharma, 2015).

The relationship is, therefore, an essential element for the successful mentoring of student-interns. The relationship's strength depends on the quality of mentor-mentee personality's compatibility and accessibility of mentor-mentee (Molly, 2015). It indicates that mentor-mentee compatibility is essential in establishing a good relationship for successful mentoring. Besides, the mentor and intern relationship ride on adapting and responding to changing circumstances and communicating and working effectively with one another to create a positive support system for learning. According to Aderibigbe, Gray, and Colucci-Gray (2017), mentoring relationships support professional development in a context where mentors are well prepared and provided with adequate resources. Besides professional learning, mentoring also improves creativity and collaboration amongst all the mentoring stakeholders (Bradbury, 2010).

Challenge

Learning goals are best achieved when learners are given an enabling environment with challenging expectations from the teacher, which is termed self-fulfilling expectation. Mentors need to challenge student-interns by

delegating responsibility with authority and holding them accountable for their actions since mentoring is a learning approach. If it is well done, it will facilitate student interns' creativity, critical thinking, and self-dependence. In connection with the out-going issue, Hautala (2014:7) posits that "good mentors offer challenging ideas, inspire to excellence, teach by example and help to build the mentee's self-confidence." However, most untrained mentors are poor mentors who tend to be too close-minded, judgmental, disloyal, or immoral communicators (Stone, 2004). It means that effective mentoring is based on training and experience, which emanates from continuous practice and reflection.

Diversity

Diversity from an educational perspective implies the intellectual, gender, and cultural differences in a multicultural classroom that affect teaching and learning (NaCCA, 2019). As Ghana is a multicultural society in which citizenry enjoys fundamental human rights and responsibilities, mentors need to practice cultural sensitivity in all their duties to ensure a good and safe environment for learning. Student-interns will also emulate and develop the best strategies for handling diversity issues during teaching and learning in a multicultural classroom. It will enable mentors, student-interns, and learners to develop the skill to identify and critically analyse strategies that contribute to the global community (NaCCA, 2019).

Understanding of mutual expectations between culturally different participants teaching and learning experience in the multicultural classroom as well as instruction and learning are socially embedded activities, where social forces such as classroom atmosphere, social feelings, cultural sentiments,

prejudice and stereotyping, and interpersonal relations have a significant influence on the effectiveness of teaching and learning (Vaccarino, 2009). In support of this argument, a study was conducted by Vaccarino (2009) in New Zealand which explores the different perceptions teachers and students have on various issues within multicultural classrooms. The findings indicate the existence of multicultural insensitivity in the educational system. He, therefore, recommends that either the tertiary institution modify its teaching ethos to suit international students, or international students adapt their learning styles to fit in with the institution's philosophy, and modus operandi will go a long way to solve the problem.

Supervision

In mentoring, supervision is one of the critical practices of a mentor during the internship. The current demand for reframing teacher education by shifting from learning to practice to learning from practice has given birth to student interns' preparation, increasing student-interns' opportunities to learn to teach within embedded, supported, and authentic clinical contexts (Darling-Hammond, 2012). In this context, student-interns need scaffolder opportunities to solve real problems during practice rather than practice in the disconnected remote school context.

The reframing of teacher preparation has also brought about an exponential change in student interns' supervision during the internship. Supervision is a process of helping student teachers or students to improve from their current level to an appreciable level that gives them the confidence to perform their duties independently (Glickman, & Ross, 2013). If student teachers are expected to learn within the clinical context,

they will require unprecedented support levels. They will need support as they face, resolve, and make critical problematic dilemmas of practice. Learning in context requires new attention to the nature of student interns' supervision offered by mentors.

Additionally, to deliver the quality of supervision needed for enhanced learning, we will need to prepare a new type of student interns' mentors to help student-interns negotiate complex practice problems as they learn to teach. The mentors will need to be highly skilled in their practice to develop highly skilled practitioners. Quality supervision remains one of the premier challenges in teacher education. As a result, mentors need to learn to practice as supervisors, but also, they will need to learn from practice as they are supervising their student-interns.

In this direction, empirical study has indicated that mentoring practices in most situations are consistent with programme assumptions rather than assumptions underlying standards-based teaching. Thus, mentoring practices may promote student interns' retention more than support their learning to teach. It, therefore, means that mentoring practices alone cannot positively change mentees' teaching unless it is tied with learning to teach in a reform-minded way that focuses on the assumptions underlying quality teaching (Wang & Odell, 2002).

It has been indicated that mentoring practices are consistent with programme assumptions rather than assumptions underlying standards-based teaching. Mentoring practices promote novices' retention more than support their learning to teach. Further argument was that mentoring practices alone

could not be expected to reform teaching unless it is tied with learning to teach in reform-minded ways (Wang & Odell, 2002).

Nevertheless, supervision is grouped under three main divisions: clinical supervision, developmental supervision, and differentiated supervision (Behlol, Yousaf, Paveen and Kayani (2011). Clinical supervision is usually influenced by behaviourists and focuses on external behavior to positively change student interns' professional development. Developmental supervision is also based on individual developmental stages and is divided into the directive, collaborative and non-directive. Directive clinical supervision is usually applicable for the low pedagogical skill level student intern by well-experienced mentors. Collaborative clinical supervision is used for the moderate pedagogical skill level student-interns have basic pedagogical knowledge and content knowledge and can depend on average mentoring to become a beginning teacher. Non-directive supervision is applied to student-interns who have high pedagogical knowledge, content knowledge plus experience, and need orientation on the profession's new practices. Differentiated supervision focuses on mentoring and supervision base on individual differences. The underlying principle of this model is individual differences. These supervision types are supposed to be known by all the internship stakeholders so that mentors use the appropriate one for interns' effective professional development. Nevertheless, it seems mentors pay little attention to this in discharging their responsibilities as mentors.

In the light of the on-going discussion, a mentor is an experienced teacher who is trusted with the responsibility to coach, guide, counsel, and network the student-interns on career development in his or her subject area

(Beverly, Irby, Lynch, Boswell & Kimberly, 2017). In mentoring, mentors play a critical friend, role model, listener, and catalyst in assisting the student-interns to gain experiences needed by a physical education teacher for effective curricular implementation (Ingersoll & Strong 2011).

Literature review suggests that mentors participate in student interns' career development in 11 different ways. These ways include: as providers of feedback, gatekeepers of the profession, modelers of practice, supporters of reflection, gleaners of knowledge, purveyors of context, conveners of relation, agents of socialization, advocates of the practical, abiders of change, and teachers of children. Further, they suggest that mentors are often unaware of and are unable to articulate the nature and substance of their participation and, as such, fail to fully understand the impact that they have on student-interns' career development (Clarke, Triggs, & Nielsen, 2014). Additionally, when mentors fail to problematize 'why they do what they student, teachers will develop a negative attitude about their teaching profession.

Mentors are supposed to supervise interns teaching formatively at least six times and university supervisors at least two times within the one-semester internship period (Student Internship Handbook, 2018). The four key players of the internship programme are the student intern, the head of the mentoring institution, the university supervisor, and the mentor who serves as the programme's hob. These key players need to effectively perform their responsibilities as prescribed for the success of the programme. Lecturers and field mentors need to work together in order for interns to be adequately and effectively developed. As interns learn how to teach by observing and

imitating their mentors, they need team guidance from mentors and university supervisors to validate their teaching philosophies.

Career development of student-interns

Student-teachers' career development covers teachers' competencies, including lesson teaching philosophy, planning, preparation, instructional skills, classroom management, communication and relation, assessment, and professional development. These are the areas mentors need to assist student-interns in developing to become quality teachers systematically.

Planning and preparation

Lesson planning and preparation is an inevitable component in student teachers' career development (Student Internship Handbook, 2018). Lesson planning and preparation improves teaching and learning quality across all educational levels (Giannakidou, Yoftsali, & Tziora, 2013). If the adage "failing to plan is planning to fail" is true, mentors must demonstrate how important planning and preparation are in their daily practices. As a result, mentors are responsible for planning lessons with student interns, teaching for student-interns to observe for at least three weeks to develop skills, strategies, and confidence in lessons delivery in the context of inclusion.

Instructional skills

Instructional or teaching skills are teachers' skills or abilities to explain concepts related to learning teaching methods and material. This pedagogic competence teaches and regulates the learning system in the classroom by establishing good interactions with learners. The principles of implementing teaching skills include relevance, creativity and innovation, accuracy,

utilization of learners' potential, fun, generating attention, and motivation (Sugihartini et al, 2019). Therefore, it is incumbent on mentors to demonstrate and guide student-interns most creatively and effectively in teaching and learning. Through that student, teachers will become effective teachers.

Classroom management

Classroom management is one of the career development areas that student-interns need to develop during the internship (Student Internship Handbook, 2018). Classroom management refers to creating a safe and stimulating learning environment. This term encompasses the aspects of a teacher's personality, abilities, and professional conduct resulting from all of his/her professional roles and processes among students and their outcomes. A study conducted on various influences on pupils' school achievement (Stojiljkovic, 2011) points out that, among 228 variables, classroom management has the most direct impact on students' achievements.

Classroom management involves managing space, time, activities, materials, labor, social relations, and students' behaviour. In this sense, the student is encouraged to pay attention to their environment, establish classroom procedures and structure, observe their behavior and discipline. Therefore, mentors are mandated to help student-interns identify the best strategies to manage class for effective and quality learning. It can be done by allowing mentees to observe mentor's lessons and giving mentees feedback on class management.

Assessment

Generally, assessment is classified under two types, namely, formative and summative. Formative assessment deals with finding out day-to-day

information about learner's progress and challenges so that immediate intervention can be put in place to improve earnings (Black & William, 2009). On the other hand, summative assessment is an assessment that learners generally take at the end of a unit, a term or semester, end of the year, or a course to demonstrate the "sum" of what they have or have not learned.

The current standard-based curriculum developed by NaCCA (2019) highlighted three types of assessment; namely, assessment for learning (AfL), assessment of learning (AfL), and assessment as learning (AaL). Nevertheless, because of its potential to improve learning, evaluation is one of the primary tools employed in the classroom. In the current assessment phase, assessment as learning (AaL) and assessment for learning (AfL) are formative assessment forms, while assessment of learning is linked to summative assessment.

Traditionally, physical education assessment modes have included sport skill tests, knowledge tests, and physical fitness testing. Assessment can also denote all activities that teachers and learners engage in to get information to improve teaching and learning (Amua-Sekyi, 2016). For assessment to be meaningful, it has to be conducted in real-life or authentic situations. Assessment lacks many physical education classes and many teachers' base evaluations on student behaviour and participation. For assessment to be practical, it needs to be conducted in a real-life situation (Sofo, Ocansey, Nabie, & Asola, 2013). Stiggins (2002) argues that when teachers design assessments for learning, they provide students with the information they need, in addition to merely monitoring student progress.

Assessment for learning helps students to focus on learning and better understand teacher expectations. By aligning assessment with the national content standards for physical education and guided by assessing students' accountability, teachers make the teaching-learning process more effective. Assessment for learning becomes successful when it is embedded in the teaching and learning process. It therefore implies that mentors play a significant role in exposing student interns' current assessment strategies to assess learners in physical education lessons. Before that is done, physical education mentors need to understand new assessment strategies to help student-interns develop real-life concepts. Until this is done, physical education teachers will continue to lack assessment strategies for implementing the Physical Education Curriculum across pre-tertiary and tertiary levels.

Professional development

Professionalism is the ability to exhibit a commitment to a particular career and the love of staying current through research, conferences, being a committed member of a professional association, and pursuing further studies in the subject area. A literature review revealed that teachers' professional learning continues to be neglected (Nolan, Grove, Leftwich, Mark, & Peters, 2011). However, the empirical literature that exists underscores two strategies for supporting the powerful professional learning of teachers. Those strategies include inquiry or self-study (Basmadjian, 2011; Bullock, 2012) and working in a community of practice (Jacobs & Yendol-Hoppey, 2010; Levine, 2011). In teacher education, the void continues as many researchers continue

to echo the need to deepen mentors learning opportunities (Haughton & Keil, 2009; Miller & Carney, 2009). Understanding how a mentor learns, what a mentor learns, and why a mentor learns within a community of practice is essential to improving the teacher preparation programme to actualise clinically rich practice calls.

Empirical Review

Under empirical review, I reviewed articles, thesis, dissertation and conference papers relating to the research questions to be answered in this study. The empirical review was done under the following areas: mentor mentoring characteristics, mentors mentoring practices, influence of physical education mentors mentoring characteristics and practices on physical education student-interns' career development of student-interns, barriers of mentoring and relationship between mentors' characteristics, mentoring practices and career development of student-interns.

Mentors' Mentoring Characteristics

Existing empirical research has identified commonalities of mentoring characteristics across the effective mentoring programme. An effective mentoring programme common characteristics include networking opportunities, time for self-reflection, socialization, feedback, encouragement of risk-taking, and reflective practice (Alsbury & Hackmann, 2006; Barnett, 2005; Daresh, 2004). In examining the behaviour and characteristics of influential mentors, Yob and Grawford (2012) developed a conceptual model of mentoring with two domains: academic and psychosocial. The academic domain attributes include competence, availability, induction, and challenge,

and the psychosocial domain also includes personal qualities, communication, and emotional support.

A quantitative study on mentorship's role in enhancing mentees' psychosocial development in Malaysia suggests that communication is the catalyst to psychosocial development (Ismail et al., 2015). Similar research was also conducted by Abu Bakar and Kong Loi (2016) on the relationship between the mentoring programme and mentees' psychological and emotional support: personality as a moderator indicates that personality moderates the mentoring programme mentee's relationship outcomes. It implies that mentors' personality is an essential characteristic that determines the success of the mentoring programme.

Studies have found that teachers need knowledge of content, pedagogies, and technologies to integrate technology effectively with the specific subject matter (Koehler, & Mshra, 2008). Nevertheless, technology is a separate set of knowledge and skills that teachers must acquire with a certain subject's content and pedagogy. Otte and Benke (2006) address the issue of pedagogical change in technology use by noting that teaching is a pedagogical matter and demonstrating how-to skills will not sufficiently ensure changes. The authors explained how face-to-face instruction could be enhanced by using online teaching strategies. The study found that to retain the central role of teaching and learning, educators must embrace and support new approaches to education, whether online or face-to-face, and be committed to quality pedagogy and the institution's goals and objectives. Thus, no matter the mode of delivery, the quality of the pedagogy and how technology can enhance learning while changing the way teachers teach are of extreme importance. In

a study on the use of technology in teaching, Okojie, Olinzock, and Okojie-Boulder (2006) noted that technology is not currently viewed as tied to teaching and learning but is instead viewed too narrowly.

Research on school-based mentoring indicates more research is needed on specific characteristics within the programme or mentors associated with more positive outcomes (Rhodes, Liang, & Spencer, 2009). For example, research suggests that for at least one year, the outcomes improve for the mentee, whereas matches ending abruptly and lasting less than one year can be adverse for them (Herrera et al, 2007). Researchers Grossman and Rhodes (2002) determined that children matched with mentors in the Big Brothers/Big Sisters program for one year reported improved behavioral, academic, and psychological outcomes. However, when the relationships last for a shorter period of time, the effect's result decreases. In relationships that lasted less than three months, mentees self-reported a statistically significant drop in self-worth and academic achievement compared to their scores at the start of the relationship. (Rhodes, Liang, & Spencer, 2009). It is reasonable to accept that an adolescent referred to a mentoring program because of the high risk of academic and social failure will experience trouble forming or maintaining relationships and may resist the mentor's initial efforts.

Studies from an ecological perspective indicate that quality mentoring characteristics such as knowledge and psychosocial domain are associated with mentors' perceived relationship quality with the mentoring (Nieto, 2018; Smith, 2007; Suffrin et al., 2016; van Ginkel, 2016). Contrary, the study supports that effective teaching depends not only on the teacher's

knowledge base but also on the method and style of teacher communication skills).

Meta-analysis research was conducted by Brown et al. (2010) to review the literature on mentoring individuals with disabilities in post-secondary educators. The findings indicate that analysis of mentors' mentoring characteristics contributes to the greatest positive effect of student-interns career development with disabilities. The study further validates that mentor's training on mentoring practices provides the most total possible benefits to mentees. The implication is that mentors mentoring characteristics have a significant influence on student interns' career development; hence, mentors need regular training workshops to shape their mentoring practices for effectiveness.

Mentors' Mentoring Practices

Cheng and Szeto (2016) examined novice teachers' leadership development in various schools and found that novice teachers developed leadership skills through mentoring and can take up various teacher leadership roles early in their careers. Therefore, this established linkage signals that teacher leadership is developed through mutual influences delegated by mentors and initiated by the student teachers. In support of the outgoing proposition, Law (2013) found that the mentors profoundly impact teachers' professional leadership capacity with crucial reference to personal characteristics, pedagogical skills, and knowledge. This assertion implies that mentors' leadership quality influences their interns' career development as physical education teachers. Similarly, Norton and Hathaway (2008) also found that regardless of a particular mentoring approach (e.g., face-face,

group, community-based, electronic, and peer), a mentor should be responsive to undergraduate student-interns. In this case, students in a teacher preparation programme view their learning and the learning experience positively. Alternatively, when a mentor is not responsive, students view both their learning and experience negatively.

Tillema and Korver (2013) research feedback provision in mentoring conversation, differing mentor and student perception, and found that student-interns confirm the frequency of positive feedback during the mentoring conversation. However, if this feedback is not focused on career-related areas, student-interns will develop skills that will not align with their career responsibilities. Awudetsey and Ammah (2008) also examined at the University of Education, Winneba, Ghana, using a quantitative research approach. The finding indicates no significant difference between mentors' assessment ability concerning teaching episodes and the University supervisors.

About how mentors can assist student interns in handling cultural diversity in the classroom, Lauren, Lee, and Douglas (2020) conducted an inquiry into social justice in physical health education teacher education (PHETE) using the inquiry-based approach in Canada. Their findings indicate that preservice teachers can understand and engage in social justice issues despite social privilege. In solving the issue of increasing diversity in schools, nations gradually focus on using socially just pedagogies. This form of pedagogies aims to address the racism, colonialism, sexism, and other social issues impacting students' learning and development (Lauren, Lee & Douglas, 2020).

Influence of PE Mentors' Mentoring Characteristics and Practices on PE Student-interns' Career Development of Student-Interns

Career development of student-teachers covers teachers' competencies, including lesson teaching philosophy, planning and preparation, instructional skills, classroom management, communication and relation, assessment, and professionalism (Nolan et al., 2011). These are the areas that mentors need to assist student-interns to develop to become quality teachers systematically.

Kanellopoulou and Darra (2018) conducted a study in Greece and showed that participating teachers were positively influenced by the detailed planning and preparation of the research lessons, gaining useful experience and valuable knowledge during the implementation of their lessons' study phases. It indicates that student-interns need to be mentored in lesson planning and preparation to become effective teachers. Based on their experiences, Mutton, Hagger, & Burn (2011) examined what these new teachers learned about planning, the nature of that planning, and how their understanding of what planning could achieve evolved. The findings demonstrate that learning how to plan is a feature of beginning teachers' learning well beyond the PGCE year, indicating that it is through planning that teachers can learn about teaching and through teaching that they can learn about planning.

Communication skills are characterised by conveying a message correctly that utilizes common understanding between the contexts in which knowledge is shared by educators and students (McCarthy, 2001). Teacher with good communication always makes things more accessible and understandable. Effective communication skills are essential for a teacher in developing good relationships with learners and classroom management. To

teach under the students' ability and capability, a teacher needs to adopt such communication and relation skills to motivate the students toward their learning process (Bee, 2012). Mentors with good communication and positive relation skills can help student-interns develop the basic needs of academics' success of students, and professional success of life. Teachers with poor communication skills may cause the failure of students to learn and promote their academics. Teachers' communication ability is one factor determining whether students understand what is right and what is wrong.

A research study indicates that most students learn well from those teachers who have good communication skills or who adopt good communication skills while dealing inside and out of the institution (Khan, Khan, Zia-Ul-Islam, & Khan, 2017). Another study supports that effective teaching depends not only on the teacher's knowledge base but also on the method and style of teacher communication skills.). It was concluded that teaching is generally considered as only fifty percent knowledge and fifty percent interpersonal or communication skills similarly a teacher does not need to have good knowledge but it is also necessary for a teacher to have good communication skills (Cohort Nominate, 2016).

Sofo et al. (2013) conducted a study on assessment practices among secondary physical education teachers in Ghana and found that in practical lessons, teachers use observation, skill test, knowledge test, demonstration, peer observation, and oral report in assessing learners. It was also reported that in theory lessons, knowledge tests, individual projects, and essays were also used to assess student learning in Physical Education lessons in Senior High Schools. Furthermore, their deductive analysis indicated that the teachers'

highest percentage of assessment practice in practical lessons was teacher observation (70.11%), while the lowest percentage was an oral report (1.15%). Teachers also reported knowledge tests (81.43%) and individual reports (7.14%) as the highest and lowest percentage of assessment practices used in their theory lesson. Most of the teachers in this study used assessment for documenting learning rather than for accountability purposes. In-service professional development programmes for physical education teachers should stress using a wide range of assessment practices.

This evidence indicates that mentors play a significant role in exposing student interns' current assessment strategies to assess learners in physical education lessons. Before that is done, physical education mentors need to understand contemporary assessment strategies to help student-interns develop real-life concepts. Until this is done, physical education teachers will continue to lack assessment strategies for implementing the Physical Education Curriculum across pre-tertiary and tertiary levels. Exploring primary pre-service teachers' use of assessment for learning, some scholars revealed that the use of modeling, mentoring, and scaffolding during internship improve student interns' assessment for learning (AfL) literacy (Macken, MacPhail, & Calderon, 2020; Amua-Sekyi, 2016). Similarly, Azis (2012) reviews several studies on teachers' conceptions and use of assessment in student learning, and the results reveal that assessment relates to learning improvement and supports the use of various strategies and tools in assessing students.

A literature review revealed that teachers' professional learning continues to be neglected (Nolan et al., 2011). However, the empirical literature that exists underscores two strategies for supporting the

powerful professional learning of teachers. Those strategies include inquiry/self-study (Basmadjian, 2011; Bullock, 2012) and working in a community of practice (Jacobs & Yendol-Hoppey, 2010; Levine, 2011). In teacher education, the void continues as many researchers continue to echo the need to deepen mentors learning opportunities (Haughton & Keil, 2009; Miller & Carney, 2009). Understanding how a mentor learns, what a mentor learns, and why a mentor learns within a community of practice is essential to improving teacher preparation programmes to actualize the call for clinically rich practice. Similarly, studies of relationships between mentor and student-intern in a changing teacher professional development environment indicate that mentors' commitment is very important in selecting internship schools for student-interns for quality career development (Amedeker, 2018; Gjedia, 2018).

In furtherance, studies on mentoring characteristics and mentoring practices that offered mentees the opportunity to practice during internship have indicated a high impact of career after internship (Miller, Rycek, & Fritson, 2011; Simons, Fehr, Blank, Connell, Georganas, Fernandez, & Peterson, 2012). Therefore, it is clear that mentors' mentoring characteristics and mentors' practices greatly impact student-interns' career development in related areas such as teaching philosophy, lesson planning and preparation, instructional skills, classroom management, communication, and relation during teaching, assessment strategies, and professionalism of student teachers.

Other researchers examined the impact of mentoring on the career development of employees from different facets. The results indicate that

apart from barriers like mentors' bad attitudes, unpreparedness to work collaboratively with mentees, absenteeism, unmatching mentors and mentees, no collaboration between mentors, lack of feedback on mentors' ability to mentor effectively, poor mentors' and mentees' interpersonal skills, lack of personal commitment, inadequate mentoring support and resources, and time constraints, there is a high association between mentoring and career development of employees (Asuo-Baffour, Daayeng, & Agyemang, 2019; Hidayah, 2016; Kumar, 2020; Omeechevarria, 2019). It is recommended that institutions in charge of mentoring should organised training programmes for mentors who mentor their mentees on their mentoring roles for quality teacher development.

Barriers to Mentoring Student-Interns

Mentoring through research has been recognized to have many benefits to the stakeholders. However, mentoring comes with some challenges and if not resolved quickly, will mar the programme effectiveness. Among the barriers are: low motivation of mentors, no goal setting for mentees, ineffective mentoring, open feedback, no provision of mentoring structure, no tracking outcome as well as inadequately trained mentors to supervise the student-interns during the student-internship. As a result, universities should be responsible for ensuring that student-internship programme offer meaningful learning experiences for their student teachers. In a similar study conducted in Offinso College of Education, Ghana, major findings indicate mentors' unpreparedness to work collaboratively with student-interns and the high rate of mentors' absenteeism as barriers (Asuo-Baffour, Daayeng & Agyemang, 2019).

Similar studies examined challenges facing mentoring of student-interns from a multidisciplinary perspective. The findings indicate gender-specific barriers, lack of commitment by top management, absence of mentoring units, lack of incentives for senior members, the unwillingness of mentees to avail themselves for mentoring, inadequate funding, and lack of statistical support (Habineza et al., 2019, Sulemana, 2019; Agalga & Thompson, 2016; Dankwa & Dankwa, 2014; Olayemi, 2013; Welch, Jimenez, Walthall, & Allen, 2012).

Relationship between Mentors' Characteristics, Mentoring Practices and Career Development of Student-Interns

Buddeberg-Fisher (2011) conducted a study at Karachi using a cross-sectional design of a quantitative approach to assess students' perceptions of mentoring during postgraduate training on doctors' career success. The results indicate the positive impact of mentoring on career success, reduces the barrier to mentoring and promotes carrier advancement. It implies that effective mentoring contributes positively to the career development of student-interns.

Some studies also identified the relationships between mentoring and the career development of student-interns. The findings indicate that effective mentoring relationships such as self-efficacy, trusting, encouraging, and leadership moderates positively between mentoring and student-interns' career development (Bonzionelos, 2020; Jyoti & Sharma 2015; Luckey, 2009;). Other studies indicate that emotional expressions (i.e., emotional masking and emotional sharing) and social activities influence how student-interns learn and receive mentoring from their mentors during the internship. Additionally, it has been established that the levels of learning and mentoring received are

significantly related to intern job satisfaction and career development (Kalen et al., 2010; Liu, Xu & Weitz, 2011).

Summary

This chapter presented an overview of the literature on concepts of mentoring and empirical review. It considered the history of mentoring, student-internship programme components, types of student-internship programme, qualities and responsibilities of mentors, student-intern, and university supervisor, and type of mentoring. The study's main theoretical framework is Kram's mentoring theory. Other supporting mentoring theories include knowledge theory, psychosocial theory, social cognitive theory, contingency theory, developmental theory, experiential theory, and relational-cultural theory. These theories formed the basis for the development of the conceptual framework of the study.

The mentoring characteristics were the first item that was reviewed empirically. The review looked at empirical studies supporting or contradicting knowledge variables (subject-matter content knowledge, pedagogical content knowledge, curriculum knowledge, technological knowledge, and inclusion knowledge) and psychosocial variables (personal qualities, communication, and emotional support satisfaction, and motivation). The review also covered mentoring practices such as teaching philosophy, leadership, accessibility, modeling, feedback, relationship, challenges, diversity, and supervision. The literature reviews further covered student-interns' career development in areas like planning and preparation, instructional skills, classroom management, assessment, and professional development. Review on barriers was related to logistics, institutional,

technical, and psychological barriers. Last but not least, literature review was done on the relationship between mentoring characteristics, mentoring practices, and student-interns career development. This would help understand the influence of mentors' mentoring characteristics and practices on career development of physical education student-interns during internship.

CHAPTER THREE

RESEARCH METHODS

The purposes of this study were to: (i) assess the most prevalent characteristics of mentors mentoring UEW PE student-interns during their internship, (ii) assess the most prevalent practices of mentors mentoring UEW PE student-interns during their internship, (iii) determine the perceived mentoring characteristics and practices of mentors influencing UEW PE student-interns' career development, (iv) identify the perceived barriers to mentoring UEW PE student-interns during the internship, (v) test the relationship between mentors' mentoring characteriatics, mentors' mentoring practices and career development of student-interns during the internship, and (vi) explore lived mentoring experiences of PE mentors and PE student-interns of the University of Education, Winneba (UEW). Chapter Three addresses the following sub-headings: research design, population, sampling procedure, data collection instruments, data collection procedure, data processing, and analysis.

Research Design

This present study was underpinned by the pragmatist paradigm, which argues that adopting two or more paradigms works to answer the research questions. According to Ary, Jacobs, and Sorensen (2010), paradigm purists argued that quantitative and qualitative methods were incompatible because these two paradigms are opposed in conception and practice. Ary et al. argued that the mixed-methods approach rejects the paradigm purists' stance favouring a pragmatic approach. According to Ary et al., rather than choosing between methods considered in the past to be paradigmatically incompatible,

pragmatism focuses on what works to answer the research question, and this is underpinned by pragmatism. The pragmatism paradigm merges quantitative and qualitative data to develop a more complete understanding of a phenomenon and validate or triangulate results. This study fits within the pragmatism paradigm. The rationale behind the use of this paradigm is that the quantitative data and their analysis provide a general understanding of the research problem (Ivankova, 2006), while the qualitative data and their analysis refine and explain those statistical results that need further explanations by exploring the views of participants in an in-depth manner (Creswell, 2009).

The researcher as a pragmatist believes that the best way to understand and solve a problem was not to rely on one approach but to use the best approaches (i.e., quantitative and qualitative) through inductive and deductive reasoning to come out with the best answers to your research questions (Ihuah, & Eaton, 2013). The quantitative phase of this study used a cross-sectional descriptive survey design. This approach involves collecting data that describes the state, form, and magnitude of the phenomena at a particular point in time (Ogah, 2013).

This mixed-methods study was conducted using an explanatory sequential design. A mixed-method research design involves the combination of quantitative and qualitative methods in data collection and data analyses in a single study to come out with a clear picture of the research problem (Frankael, Wallen, & Hyun, 2015; Ogah, 2013). The main assumption of mixed-method research is that it allows the researcher to use quantitative and

qualitative methods to better understand the problem and questions than quantitative or qualitative method (Creswell, 2012).

To get a better understanding of the quantitative findings, a second phase of the study explored the views, opinions, and perceptions of mentors and student-interns regarding mentoring characteristics and mentoring practices on career development of physical education student-interns in UEW through a follow-up interview. In exploring participants' lived experience, a phenomenological approach was used to solicit information on participants' attitudes, beliefs feelings, and emotions (Pitney & Parker, 2009). This approach was appropriate because the researcher needed credible data for further explanation of the quantitative findings.

Specifically, for this study, the researcher used an explanatory sequential mixed-method design. These approaches involved the researcher in collecting quantitative data in the first phase, analysed the data, and then use the results to build on to the qualitative phase. The quantitative study results informed the researcher the how to develop the semi-structured interview guides for qualitative data collection. The design enabled the researcher as a pragmatist to use the best methods to understand the problem at stake instead of relying on a particular research method of interest (Creswell, 2014).

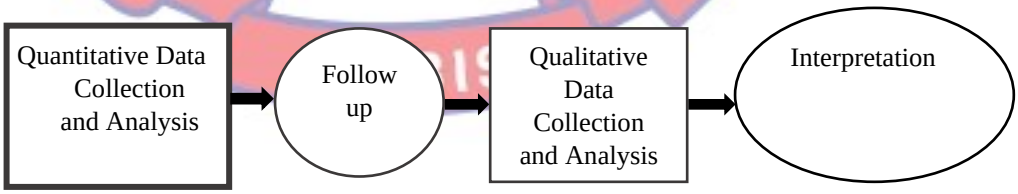

Figure 4: Model of Explanatory Sequential Mixed Method Design (Creswell, 2014).

For the quantitative phase of this study, a cross-sectional descriptive survey design was adopted. This involved collection of data that describes the state of the phenomenon at one time (Ogah, 2013), which further helps explore the issue under investigation. This cross-sectional descriptive approach enables the researcher to do either retrospective or prospective inquiry. Based on this assertion, a cross-sectional descriptive approach was considered appropriate for the first phase of the study because the study's quantitative phase gave a picture of mentoring characteristics and mentoring practices on career development of PE student-interns during internship.

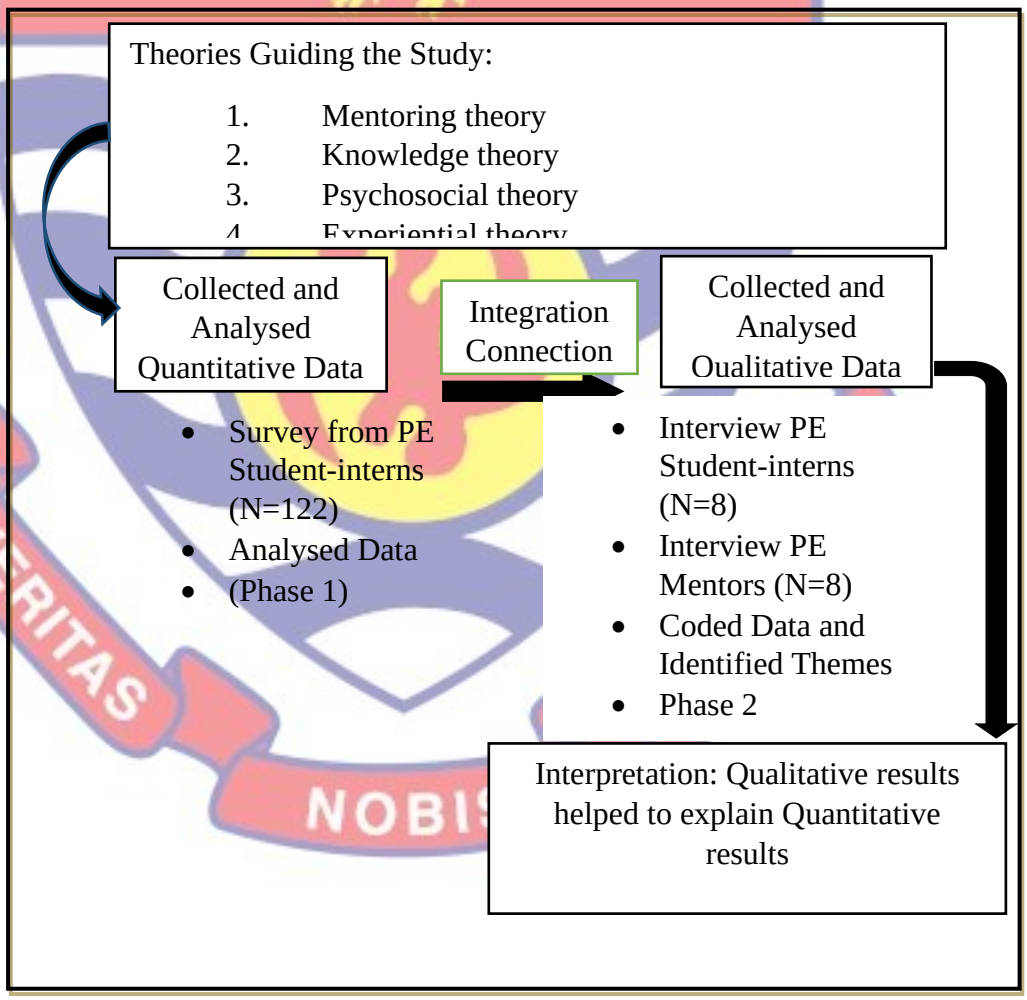

Figure 5: Explanatory Sequential Mixed Method Design used in the Study (Creswell, 2014).

To get a better understanding of the findings of the quantitative phase, the second phase of this study explored some PE student-interns and PE mentors' views and experience regarding mentoring and career development student-internship through follow-up interviews. In achieving this, a phenomenological approach was employed to get experience-based data from the PE student-interns and the PE mentors. This approach was used because I needed experience-based information from the PE student-interns and the PE mentors to explain quantitative findings further.

The role of the researcher

A researcher's role in qualitative research as a primary data collection instrument makes it mandatory for the researcher to identify his or her assumptions, values, and biases, especially at the beginning of the studies (Creswell, 2014). I have developed an interest in mentoring and career development of student-interns during an internship due to my personal experience.

I am a 3-year Post-Secondary Certificate 'A' teacher and taught for three years before pursuing my B. Ed degree in Physical Education. During my final year at the university, I went through a one-year mentoring programme under a trained mentor. After my internship, I was posted to a Senior High School as a Physical Education Teacher. One year later, I was trained as a mentor and had the opportunity to further my experience in mentoring and develop student-interns. Five years later, I had another opportunity to teach at the training college where I supervised student trainees' teaching practice and long essays. My interactions with mentors and student-interns after I had become a lecturer gave me some concerns and worries.

Notable were mentors mentoring characteristics, mentors mentoring practices, barriers of mentoring, and relationships between mentors and student-interns during the internship. My experience and understanding of the context I believed enhanced my sensitivity, awareness, and knowledge about mentoring issues encountered by mentors and mentees during the internship.

I started this study with some knowledge of mentoring characteristics and practices, and barriers facing mentor and mentees during the internship. Due to my previous experiences as an intern, mentor, and later as a university supervisor, I brought some biases to the study. I did salvage the situation to maintain neutrality and faithful to participants' constructs and interpretation of the data by constantly cross-checking my interpretation with the original transcripts.

However, these biases might have influenced the way I viewed and understood the interview, data collected, and the way I interpreted my experiences. I began this study from the perspective of mentors mentoring characteristics, mentors' mentoring practices and their influence on student interns' career development during the internship.

Study Area

The study was carried out in two areas. The first area was the student-internship schools across Ghana, where the mentors of PE student-interns of UEW were teaching. The second study area was the University of Education, Winneba, Winneba campus, where the PE student-interns came to complete their final semester after the internship programme.

Population

The population for this study was made up of two groups. The first group comprises 2019/2020 level 400 PE student-interns from the University of Education, Winneba, who went for their student-internship programme in the September 2019/2020 academic year. The second group was mentors of the 2019/2020 academic year who mentored level 400 Physical Education student-interns from the University of Education, Winneba in Student-internship partnership schools across the entire nation. The total population for the study was 138 physical education student-interns and 96 mentors. The student-interns were made up of 26 females and 112 males. Out of the student-interns' population, 56 (43%) are trained and registered teachers who were on study leave at UEW while 75(57%) are untrained teachers, that is they have no previous teacher training college education experience. The mentors were also made up of 14 females and 82 males. Out of this population, 42 (46.7%) are trained mentors whereas 48 (53.3) are not trained mentors.

Table 1 indicates that most PE student-interns from the Health, Physical Education, Recreation and Sports (HPERS) Department, University of Education, Winneba (UEW) during the 2019/2020 academic year were placed in selected Senior High Schools in all the regions across the country. The placement of student-interns was not based on their need assessment. Student-interns were required to look for their subject area mentors, either trained or untrained, and willing to mentor them. Once they settle on a mentor, the headmaster/headmistress of the school needs to give the student intern an assurance letter to be submitted to the Institute for Teacher Education and Continuing Professional Development (ITECPD) of UEW,

through their department. As a result, many students might not select mentors based on their experience and quality mentoring. They would rather select mentors who can compromise with them and give them higher grades not based on their real performance. Table 1 shows the region of student-interns and their mentors. Ashanti Region had the highest number of 22 student-interns and 16 mentors. This was followed by Central region with 19 student-interns placed under 14 mentors. Nothern region became the third with 18 student-interns and 13 mentor. Eastern region and Upper East region were fouth with 16 PE student-interns each allocated to the regions. Volta and Brong Ahafo regions were sixth in terms of the distribution of 15 student-interns each with 12 and 11 mentors respectively. In addition, Greaer Accra was eighth with eight student-interns and followed by Western region. The region that had the least number of student-interns was Upper West Region. The region has three student-interns under two mentors.

Table 1: Regional Placement of UEW PE Interns and their Mentors for 2019/2020 Internship Programme

Region	Interns	Mentors
Ashanti	22	16
Brong Ahafo	15	11
Eastern	16	10
Northern	18	13
Upper East	16	9
Upper West	3	2
Volta	15	12
Central	19	14
Western	6	3
Greater Accra	8	6
Total	138	**96**

Source: HPERS-UEW data for internship placement, 2019/2020

Sampling Procedure

The census survey technique was used to select the entire population of 138 level 400 physical education student-interns from the University of Education, Winneba, who successfully went through the one-semester of four months' internship for the first phase of the study. The Census survey technique was adopted to select all the level 400 student-interns for the study because the population size is small for further sampling (Gay, 2009). The census method also eliminated the sampling error and problem associated with generalisation (Ogah, 2013).

For the second phase, the purposive sampling technique was used to select eight level 400 PE student-interns who completed 2019/2020 internship and internship and eight mentors who also mentored student-interns during 2019/2020 internship. The total number of participants for the qualitative phase was 18. According to Merriam (2009), purposive sampling operates on the assumption that the researcher wants to explore, discover, understand, gain, and select a sample from which the most can be learned. Purposive sampling also gives direction to qualitative data collection until the maturation period is reached for transferability (Pitney, & Parker, 2009).

Table 2 presents the demographic composition of the student-interns used in the study. The student-interns who participated in this study numbered 122. Out of this number, 97 were males and 25 were females. The student-interns ages ranged 20 and 51years. The qualifications of student-interns also ranged from GCE 'O' level to B.Ed in Basic Education. Fifty-nine student-interns out of 122 were initial trained as professional teachers and 109 of the student-interns had teaching experience within one to five years.

Table 2: Demographic Information of Student-Interns

Variables	Categories	f	%
Sex	Male	97	79.5
	Female	25	20.5
	Total	**122**	**100**
Age	20-30	70	57.4
	31-40	50	41.0
	41-50	1	0.8
	51 and Above	1	0.8
	Total	**122**	**100**
Highest Academic Qualification	GCE 'O' Level	2	1.6
	SSCE/WASSCE	36	29.5
	Diploma	33	27.0
	Others	51	41.8
	Total	**122**	**100**
Trained Teacher	YES	59	48.4
	NO	63	51.6
	Total	**122**	**100**
Years of Teaching	1-5	109	89.3
	6-10	10	8.2
	16-20	1	0.8
	Above 20	2	1.6
	Total	**122**	**100**

Source: Fieldwork Data, 2020

Data Collection Instruments

A closed-ended questionnaire was used to collect quantitative data from the PE student-interns. The semi-structured interview guides were also used to collect qualitative data from both PE student-interns and PE mentors respectively (see Appendix G).

The survey questionnaire was self-developed by the researcher for the student-interns. The PE student interns' questionnaire was developed by the

researcher based on the University of Education, Winneba Student-interns Teaching Evaluation Form (2018), the National Association for Sports and Physical Education (NASPE) standards for beginning physical education teachers (2014) and Ghana National Teachers' Standard (2018).

The survey questionnaire was structured into five sections. Section A contained demographic data (7); Section B contained prevalent mentoring characteristics (10); section C also contained prevalent mentoring practices (9). Section D focused on barriers to mentoring (6) and Section E also looked at teacher standards relating to student teachers' career development. Section E's sub-sections include planning and preparation (5), instructional skills (5), classroom management (5), assessment (5), and professional development (8), all summing up to 60 items. The instrument was a 5-point Likert scale, ranging from strongly agree –5, agree – 4, neutral – 3, disagree – 2, and strongly disagree – 1.

Validity and reliability of the questionnaire

Supervisors of the study and other curriculum experts in the College of Education Studies of the University of Cape Coast gave the final suggestions on the instrument's approval based on the face, construct, and content validity. The instrument's internal reliability was tested for contextual appropriateness. The student-interns' questionnaire was analysed using the pre-test study data with the aid of a statistical package for solutions and services (SPSS) software version 22. Cronbach's alpha coefficient of the internal consistency of the quantitative instrument was .73 which was in line with McMillan and Schumacher's (2010) proposal that a survey instrument's reliability needs to be .70 or higher to be accepted as data collection instrument. However, Field,

Miles, & Field (2012) posited that the commonly accepted minimum value of factor analyses is .50, and as a result, the student-interns survey questionnaire met the reliability criteria. During the main study data analysis, the instruments' internal consistency reliability was calculated again using SPSS software version 22. Surprisingly, the estimated Cronbach's alpha coefficient was increased to .86 (see Appendix F).

Semi-structured interview guides

Two similar semi-structure interview guides were used: one for PE mentors and the other for PE student-interns. The semi-strucrure interview guide for PE student-interns and PE mentors were asked on mentors mentoring characteristics and practices, career related areas that were influenced by mentors mentoring characteristics and practices and barriers to effective mentoring during internship.

These two semi-structure interview guides enabled the researcher to collect a follow-up qualitative data on some quantitative results for further explanation of the findings.

Trustworthiness of the qualitative phase

To estublish trustworthiness of data collection and analysis of qualitative phase of the study, the researcher ensures that the results and interpretion were accurate and credible. Validating findings in qualitative study means that the researcher should determine the accuracy and credibility of the findings using certain approaches (Creswell, 2014). In view of this assertion, the researcher used five vigorous and credible strategies to ensure trustworthiness. These strategies include member checking, external auditing, reflexibility, triangulation and thick description.

The first strategy to ensure trustworthiness was that the transcripts were subjected to member checking. The transcripts were sent to the participants to check the accuracy of the report in trems of how realistic were the descriptions and the themes as well as to ensure that all the transcribed data and themes corresponded with their responses (Given, & Saumure, 2008; Guba, 1981).

The second strategy was the use of external auditor. The entire research was given to external auditor to review especially the qualitative phase of the study. He looked at all the aspects of the study specifically the accuracy of the transcription, the alignment between the interview questions and the data as well as data analysis ans interpretation. The assessment feedback from the independent auditor improved the overall trustworthiness of the qualitative phase of the study (Parker, &Pitney, 2009).

The third strategy the researcher used was refelxibility. The researcher observed reflexivity in the research by reflecting on the biases, values, and assumptions and exclude them from the research (Creswell, 2012). The fourth strategy to ensure trustworthiness of data was triangulation.

Triangulation is qualitative research means that data or research findings can be verified by one or more sources (Parker, &Pitney, 2009). In the the current study, the researcher did data source triangulation by by interviewing PE mentors and PE student-interns on issues relating to mentoring characteristics and practices on career development. In addition, multiple-analyst triangulation was done by using two trained research assistants to analyse the qualitative data.

Finally, rich, thick and detailed descriptions were the five strategy used to convey the findings transferability. Accoding to Creswell (2012) when qualitative researcher provides deep and detailed descriptions about the themes and findings, the results become more realistic and rich.

Pre-testing and training of research assistants

A pre-test study was conducted by giving the questionnaire to colleagues,

supervisors and two other quantitative experts in the Faculty of Educational Studies, University of Cape Coast to check on the technical accuracy, instructions and arrangement of items. The feedback from the pre-test helped the researcher to make corrections on the questionnaire. After the corrections were made, the researcher administered the questionnaire to 20 pre-service teachers of 2018/2019 PE students who had graduated from the HPERS Department, UEW.

The researcher developed the interview guides based on the quantitative results. The semi-structured interview guides were also pre-tested by giving the interview guide to qualitative experts in the faculty to check on technical accuracy, instructions and arrangement of the interview guides. The feedback the researcher received from the pre-test helped him to make corrections, and additions which improved the instrument's confirmability, dependability and transferability. After the refinement of the semi-structured interview guide, the researcher interviewed three 2018/2019 level 400 PE students who had graduated from the HPERS Department, UEW, and three mentors who mentored 2018/2019 PE student-interns. The interview data was used to train two research assistants who were second-year Master of

Philosophy students in the HPERS Department and were interested in qualitative research. These research assistants were trained to transcribe interview audio verbatim and code until they record 80% inter-coder agreement (Frankael, Hyun, &Wallen, 2015).

Data Collection Procedures

The quantitative questionnaire administration started on 20th February, 2020, when the second semester was about five weeks in session and almost all students were supposed to be in school. The participants were given the student-interns' consent form by the two research assistants through the help of their academic counsellor (a lecturer in HPERS Department), which includes the purpose, significance, mode of data collection, and how to ensure confidentiality to read before deciding on participation. The research assistants explained the concepts and constructs of the questionnaire and answered s participants' questions for clarity. The participants who agreed to participate in the study completed the consent form. Thereafter the research assistants gave participants survey questionnaire to complete and submit it to the course lecturer who also doubled as the level 400 counsellor, the next day after their lecture. The lecturer returned 122 completed questionnaires to the researcher as scheduled giving 88.45% as the return rate.

After retrieving the survey questionnaire and completing quantitative data analysis in May, the researcher conducted interview for eight PE student-interns, and eight PE mentors based on the quantitative study phase results. The student interns', and mentors' interviews were purely on mobile phones. This form of the interview became appropriate because all schools in Ghana, including the University of Education, Winneba, were closed down due to the

COVID -19 pandemic protocols in March 9, 2020 till further notice. The researcher received approval from his supervisors to interview the participants in June 2020. Interview started on June 23, 2020. At the start of the interview, the researcher introduced himself to the interviewees and informed them of the purpose for the establishment of trust and rapport (Fraenkel, Wallen & Hyun, 2015). Participants were allowed to use 'pseudonyms they preferred for confidentiality after signing the consent form to confirm participation. Only those who signed the consent form participated in the telephone interview.

To get credible data, the researcher observed bracketing by first attempting to set aside his own beliefs, thoughts, and preconceived notions about the phenomenon under investigation to prevent including personal ideas and biases in the study (Parker & Pitney, 2009). The researcher conducted about a 35-minute interview with the participants in turns according to the interview timetable. The interview was conducted with a mutual agreement that the interview was recorded to prevent interruptions and for confidentiality. In all, the mobile phone interview ended immediately the saturation points was reached, that was when the interviewees continued providing the same answers. The interview ended at this point with both the mentors and student-interns on July 6th, 2021.

Data management

All quantitative data collected through a survey questionnaire was coded and screened using SPSS Version 22. The interview data were coded with pseudonyms to prevent the identification of participants. The data were transcribed and transferred to Excel, saved in folders with passwords on researchers' personal desktop computers to prevent access to the public for

ethical and confidentiality reasons. The data were further backed up with an external hard drive and saved in google drive to ensure easy retrieval by the researcher when needed. In case the study was challenged within this grace period, the researcher would use the raw data for evidence. All information provided were kept confidential and would not be released by the researcher to a third party unless required to do so by law. This decision was to help the researcher protect himself against any ethical issues that would require evidence of data used for the study.

Ethical issues

Before data collection began, the researcher received approval from his principal supervisors and the Head of the Department of Health, Physical Education and Recreation (HPER) at the University of Cape Coast for data collection. Further approval was sought from the Institutional Review Board of UCC for data collection (UCCIRB/CES/2019/29). Besides, permission was also sought from the registrar of UEW. Besides these processes, informed consent was also sought from the study participants (see Appendix E). Participants were informed that this study's participation was voluntary and assured of confidentiality in handling information provided in the study. Participants were also informed that they were free to end participation at any point or for any reason without fear of reprisal.

Data Processing and Analysis

Data analysis was done in two phases, quantitative data analysis (first phase) and qualitative analysis phase (second phase). In phase one, quantitative data were coded and entered into SPSS Version 22. The data

were then screened to identify missing data and outliers using descriptive statistics.

To refresh readers' memory, the research questions are restated. Research question one, "What are the most prevalent characteristics of mentors mentoring of UEW PE student-interns during their internship"? Research question two: "What are the most mentoring practices of mentors mentoring of UEW PE student-interns during their internship"? Research question three: "What are the perceived prevalent mentors' mentoring characteristics and practices influencing UEW PE student-interns' career development"?

Research question four, "What are the most perceived barriers of effective mentoring of UEW PE student-interns during internship?" These four research questions were analysed using descriptive statistics of means and standard deviations as the responses were measured on a categorical scale. Responses for research question five, "What is the relationship between mentors' mentoring, characteristics, mentors mentoring practices during internship and UEW PE student-interns' career development?" were measured on a continuous scale. The data were analysed using hierarchical multiple regression, having met the assumptions of normality, multicollinearity, independent residual values, linear relationship between independent and dependent variables, the constant variance of the residuals, and the normal distribution of the residuals has no influential cases biasing the model.

Data for research question six, "How does the lived mentoring experiences of PE mentors and PE student-interns of UEW helps to better explain some quantitative results of the study?" was qualitative and so was analyzed using Interpretive Phenomenological Analysis (IPA). This analysis

was done manually, where the data were transcribed and coded into textual data. In the first stage of data analysis, the researcher made notes of thoughts, observations, and reflections while reading the transcript or other texts. These notes included any recurring phrases, the researcher's questions, emotions, and descriptions of, or comments on, and the language used. The notes were later used to document points that the researcher observed while engaging with the text. While reading the text, the researcher suspended presuppositions and judgments to focus on what was presented in the transcript data. This process involved the practice of bracketing (Husserl, 1999), which involved the suspension of critical judgment and a temporary refusal of critical engagement, which would bring in the researcher's assumptions and experience (Spinelli, 2002).

A reflexive diary, in which records of details of the nature and origin of any emergent interpretations were recorded was kept to prevent controversies that might have arisen. At the second stage, the researcher moved on to re-read the text and identify themes that best captured that interview's essential qualities. This stage was critical to bring out the psychological concepts and terms used in the IPA analysis (Persley & Willig, 2010). Here, the researcher identified themes from within each section of the transcript and possible connections between themes. At the third stage, the researcher provided an overall structure to the analysis by relating the identified themes into 'clusters' or concepts. At this stage, the aim was to arrive at a group of themes and identify super-ordinate categories that suggest a hierarchical relationship. The fourth stage was to develop themes. It was important to locate these themes in an ordered system that identified the

research participant's main features and concerns. The researcher selected several quotations to illustrate best the participants' thoughts and emotions regarding the explored phenomenon.

The mean, standard deviations, and percentages for each mentoring characteristic were calculated to answer this question. A mean score less than 2.99 (mean < 2.99) indicates low, 3.00 ≤ mean ≥ 3.99 implies moderate, and 4.00 ≤ mean ≥ 5.00 also indicates high.

Table 3: Prevalent Mentoring Characteristics and Practices Standards

Range	Mean Scores
Low	Mean < 2.99
Moderate	3.00 ≤ mean ≥ 3.99
High	4.00 ≤ mean ≥ 5.00

Source: Seibu (2021)

CHAPTER FOUR

RESULTS AND DISCUSSIONS

The purposes of this study were to: (i) assess the most prevalent characteristics of mentors mentoring UEW PE student-interns during their internship, (ii) assess the most prevalent practices of mentors mentoring UEW PE student-interns during their internship, (iii) determine the perceived mentoring characteristics and practices of mentors influencing UEW PE student-interns' career development, (iv) identify the perceived barriers to mentoring UEW PE student-interns during the internship, (v) test the relationship between mentors' mentoring characteriatics, mentors' mentoring practices and career development of student-interns during the internship, and (vi) explore lived mentoring experiences of PE mentors and PE student-interns of the University of Education, Winneba (UEW). This chapter presents the results and the discussion of the findings.

Research Question One: What are the most Prevalent Characteristics and Practices of Mentors Mentoring UEW PE Student-Interns during their Internship?

The purpose of the analysis was to assess the prevalence mentoring characteristics of PE mentors mentoring who mentored PE student-interns from UEW. In the process of data analysis, mentors mentoring characteristics data was analysed first followed by mentors mentoring practices.

The results revealed that knowledge (M = 4.40, SD=0.63) and psycho-social domains (M= 4.37, SD=0.68) of mentor mentoring characteristics were highly prevalent during the internship. Specifically, under the knowledge domain, mentors were rated highest on their subject-matter content knowledge

(M=4.65, SD=0.60) than their curriculum knowledge (M=4.37, SD=0.65), mentors' knowledge in inclusive education (M=4.35, SD=0.64), technological knowledge (M=4.34, SD=0.61) and pedagogical content knowledge (M=4.30, SD=0.65) but was the least prevalent mentoring characteristics under learner domain even though it was high prevalent. Collectively, all the items under mentors' knowledge yielded a mean (M=4.37, SD=0.68) and were high prevalent during internship.

Under the psycho-social domain, it was revealed that mentors' mentoring characteristics were rated high prevalent on their positive communication with student-interns (M=4.61, SD=0.72) more than the motivation of student-interns (M=4.44, SD=0.67), emotional support to student-interns (M=4.32, SD=0.74), mentors' good personal qualities (M=*4.29, SD=0.65)* with their satisfaction they derive from student-interns being the least (M= 4.17, SD=0.81). Even though mentors' mentoring knowledge was more dominant among their mentoring characteristics than the psycho-social domain, the finding suggested that they were all high prevalent in mentoring student-interns during the internship and must be given equal attention during mentoring of student-interns. This creates an awareness that mentors need psychosocial toughness in order to be able to mentor student-interns with behavioural problems. Not withstanding the earlier proposition, mentors still need to have regular mentorship training in order to understand the goals of mentoring. When mentors are trained regularly they become effective in handling studet-interns day to day issues confidently. The result is presented in Table 4.

Table 4: Mean Score of Respondents on the Most Prevalent Mentoring Characteristics of PE Mentors

Prevalent Characteristics of Mentoring	M	SD
Knowledge		
1. Mentors' subject-matter content knowledge	*4.65*	*0.60*
2. Curriculum knowledge of mentors.	*4.37*	*0.65*
3. Mentors' knowledge in inclusive education	*4.35*	*0.64*
4. Mentors' technological knowledge	*4.340.61*	
5. Pedagogical content knowledge of mentors	*4.30 (0.65)*	
KAMS psycho-social	***4.40(0.63)***	
6. Positive communication between mentors and interns	*4.61(0.72)*	
7. Mentors' motivation	*4.44(0.67)*	
8. Emotional supports of interns	*4.32(0.74)*	
9. Mentors' personal qualities		*4.29(0.65)*
10. Satisfaction mentors derive from mentoring		*4.17(0.81)*
PSAMS		***4.37(0.68)***

In Table 4, *SD* = Std. Deviation, KAMS = Knowledge Aggregate *Mean Score*, PSAMS = Psycho-Social *Aggregate Mean Score*

Source: Seibu,2021

During the follow-up interview of PE mentors and PE student-interns on the kind of mentoring characteristics mentors need to possess for quality mentoring of student-interns during the internship both mentors and student-interns indicated seven themes as a true reflection of their lived mentoring experiences during internship. These themes include knowledge domain (i.e., subject-matter content knowledge, pedagogical content knowledge, technological knowledge) and psychosocial domain (i.e., motivation, emotional support, good communication, and emotional quality).

Theme One: Subject-matter content knowledge

The PE mentors and PE student-interns indicated that PE mentors subject-matter content knowledge, form the important mentors mentoring characteristics for a successful mentoring of student-interns during the internship. This theme is very evident in the following quote:

> *Yes! A good mentor should possess and demonstrate such characteristics that are worthy of a mentor. A mentor should have sufficient subject-matter content knowledge…. These will have a positive influence on student-interns during internship…. (Male mentor, 39, 6 years' experience).*

Student-interns also indicated that mentors' subject-matter content knowledge is an important mentor's characteristic that might positively influence student-interns during the internship. This he indicated by saying:

> *Yes! A good mentor should possess and demonstrate characteristics that are worthy of a mentor. A mentor who has sufficient subject-matter content knowledge. would positively influence student-interns during the internship. My mentor is good. He has control over his subject-matter content knowledge (Female student-inter, 26, no experience).*

Theme Two: Pedagogical skill

The PE mentors and PE student-interns indicated that PE mentors' pedagogical skills were prevalent as the key characteristic that influences student interns' career development as a teacher. This is because mentors with

good pedagogical skills can model their lessons for mentees to observe, reflect, analyse and experiment through induction teaching for improvement. One of the student-interns had this to say:

> *Yes! I believe that good mentor should be able to positively develop your mentee. A mentor needs to have a sound…. pedagogical content knowledge (Male Student-Intern, 41, 7 years' experience).*

A mentor also declared that:

> *Yes! it is undeniable fact that mentoring characteristics play a major role in developing interns. These characteristics include subject-matter content knowledge, good teaching experience with varying pedagogy, and interns' support and motivation. Unfortunately, some of us could not demonstrate creative pedagogies because we have not been teaching PE regularly in our schools until the interns came. I am even a victim because I coach more than I teach (Male mentor, 35, 7 years' experience).*

Theme Three: Emotional support

Apart from subject-matter content knowledge and pedagogical content knowledge, PE mentors and PE student-interns believe that mentors' emotional support greatly influences student-interns' career development. This is evident from the following quotes from a mentor and an intern:

> *Yes. A good mentor should… have the ability to motivate and support learners when all hope is lost. The personal qualities of a mentor attract genuine interns toward the*

mentor and build the trust needed for mentor and mentee relationship (Male mentor, 53, 16 years' experience).

An intern also said:

... A mentor must give psychological support and motivation to student-interns during mentoring. Yes. My mentor was very supportive. He always calls me, gives me encouragement to improve student-interns career development (Male student- Intern, 29, 3 years' experience).

Theme Four: Motivation

Motivation refers to the use of verbal and non-verbal means to show appreciation of work done and give further encouragement for improvement of performance. Motivation has been recognised as a powerful tool that mentors can use to assist interns to improve their career development. A student intern said the following:

Mentors need to motivate their mentees for them to gain experience in their profession. A mentor should be able to challenge his or her mentee to perform the difficult task with little or without support. My mentor supported me when I face challenges throughout my internship (Female student-Intern, 25, no experience).

One mentor also said:

Yes. A good mentor should have the ability to motivate and support the student-interns when all hopes are lost. I have tried my best to always push my student intern up by exposing her to everything PE teachers do relating to the

profession. However, some student-interns may not cooperate well with you when you motivate them to perform challenging tasks (Male mentor, 42, no experience).

Theme Five: Communication

Communication is the means of exchanging information between a mentor and mentee in the form of feedback, information, clarification, counseling, greetings, and others. Communication seems to be a very effective way of binding mentor and mentee together to achieve mentoring objectives. PE mentors and PE student-interns explain that good communication skills are important characteristics of a mentor that can positively influence student-interns' career development during the internship. They indicated their opinion by saying:

Yes. The mentor should have good personal qualities, good teaching skills, and have sufficient knowledge in the subject-matter. Also, mentors should be supportive, good communicators and able to motivate interns during internship. (Male mentor, 44, 4 years' experience).

A mentor must have good communication skills and motivate mentee to gain experience in his or her field. A mentor should be able to challenge his or her mentee to perform the difficult task with little or without support. (Male student intern, 26, 3 years' experience).

Theme Six: Technological knowledge

Technological knowledge refers to the mentors' ability to integrate information communication and technology research, daily disseminating

information, and teaching. PE student interns' views align with mentors' technological skills in their career development during the internship. The student-interns claimed that technological knowledge is a very important characteristic of mentors mentoring 21st-century student-interns. With technological knowledge, mentors can effectively perform their mentoring roles without necessarily being present physically with the mentor. The following are the supporting quotes from mentors and student interns:

> *A mentor with good subject content knowledge, methodological knowledge, and technological knowledge will be able to model teaching better to interns to follow. Because my mentor lacks technological knowledge, most of the things relating to the use of technology are done by myself" (Female student Intern, 24, no experience).*
>
> *...mentor who can integrate technology into the teaching and learning of PE inspires student-interns to stay current. Even the coming of COVID-19 has made technology knowledge a demanding characteristic of a mentor. I have always challenged my student intern to do everything for the department using technological related issues (Female mentor, 32, no experience).*

Theme Seven: Personal quality

Personal quality as a characteristic encompasses the entire life and behaviour of a mentor. The way the mentor leads his or her life, how the mentor relates with staff and students, how the mentor talks, temperament

level, patience, attitude to work, and general life of a mentor. From a mentor and student intern's perspective:

> *...Personal qualities of a mentor attract genuine interns toward him and her. The way a mentor carries up himself or herself has a great influence on student-interns. I have always tried my best to model positive personality to my student intern in order maintain a good relationship for quality mentoring. (Male mentor, 48, 11 years' experience).*
>
> *Oh! Yes...personal quality is the important characteristic, and a good mentor should have to influence student-interns during internship positively (Male student-intern, 38, 10 years' experience).*

The knowledge domain includes: subject-matter content knowledge, pedagogical content knowledge, and technological knowledge. In the psychomotor domain, identified themes include: emotional support, motivation, communication, and personal qualities. The findings of qualitative analyses of mentors' mentoring characteristics under knowledge domain confirm that subject-content knowledge of mentors mentoring characteristics was more prevalent than pedagogical knowledge. With regard to psychosocial domain, the surprising finding was that student-interns' emotional support by mentors was more prevalent than other characteristics.

Research Question Two: What are the Most Prevalent Practices of Mentors' Mentoring UEW PE Student-Interns during their Internship?

The mentors and student-interns were further assessed on their perceptions of the prevalence of mentors' mentoring practices during the internship. The mean, standard deviations, and percentages for each mentoring characteristic were calculated to answer this question. A mean score of < 2.99 indicates low standard, 3.00 ≤ mean ≥ 3.99 = standard, and 4.00 ≤ mean ≥ 5.00 high standard.

The results showed that mentors possess a high prevalent mentoring practice on mentors' feedback (M=4.51, SD=0.74), good leadership qualities (M=4.45, SD=0.60), mentors' regular and systematic supervision of student-interns (M=4.40, SD=0.76), positive mentoring relationship with student-interns (M=4.37, SD=0.71), respect for diversity (M=4.33, SD=0.65), mentors' model teaching for student-interns' observation (M=4.25, SD=0.81), mentors' expectations of student-interns (M=4.10, SD=0.88). Apart from mentors' accessibility to student-interns (M=3.98, SD=0.83) and mentoring of student-interns based on mentors' philosophy (M=3.66, SD=1.15) which recorded standard prevalence of mentors mentoring practices, the rest were highly prevalent. This implies that mentors' feedbacks given to student-interns, mentors' good leadership, systematic and regular supervision of student-interns, model teaching for student-interns observation, and mentors' expectations of student-interns were all highly prevalent practices of mentors mentoring practices except, accessibility to student-interns, and mentors' philosophy. The result is presented in Table 5.

Table 5: Mean Score of Respondents on the Most Prevalent Mentoring Practices of PE Mentors'

Prevalent Characteristics of Mentoring	M	SD
1. Mentors' feedbacks	*4.51*	0.74
2. Good leadership qualities	*4.45*	0.60
3. Systematic and regular supervision	*4.40*	0.76
4. Positive mentoring relationships	*4.37*	0.71
5. Respects for diversity	*4.33*	0.65
6. Model teaching for interns' observation	*4.25*	0.81
7. Mentors' expectations	*4.10*	0.88
8. Accessibility to interns	*3.98*	0.83
9. Mentoring interns based on mentors' philosophy	*3.66*	1.15
Aggregate Mean Score	***4.23***	**0.76**

Source: Fieldwork Data, 2020.

In Table 5, *M* = Mean, *SD* = Std. Deviation, SS*M* = Sub-scale Mean, SS*SD* = Sub-scale Std. Deviation

The purpose of exploration was to establish from PE mentors and PE student-interns the lived experiences of the mentors mentoring practices that are prevalent during internship. When the mentors and student-interns were asked again about their opinions on mentoring mentoring practices that promote student interns mentoring during the internship, seven themes were revealed through IPA analyses of participants' responses. The seven themes include: supervision, relation, feedback, leadership skill, accessibility, philosophy, and modeling.

Theme One: Supervision

The mentors and student-interns indicated that supervision was a prevalent practice mentor exhibited during the internship. This theme is evident in the following quotes from both the mentors and student-interns. One of the mentors said:

> *Yes. This is because the whole mentoring process deals with doing the work and being corrected when necessary. By this their mentoring practices include regular supervision, being readily available to their interns, provision of feedback on their progress and relate well with interns during difficult moments (Female mentor, 41, 6 years' experience).*

In another development, an intern indicated that:

> *Exactly. Mentors should be selected based on their practices because I have learned a lot during the internship. My mentor sometimes supervises my teaching and he sits me down after every lesson to reflect on what I taught. All the supervision came after the University supervise came. He gives me appropriate feedback on what I did wrong and suggests a way to do it right. He demonstrated competence in his teaching and mastery of subject-matter (Male student Intern, 26, no experience).*

Theme Two: Relationship

In another development, the mentors and student-interns indicated that relationship was a prevalent mentors' mentoring practice mentor exhibited during the internship. However, this relationship may vary depending on

intimacy and mutual respect between the mentor and the student interns. Relation emanated as a theme evident in the following quotes from both the mentors and student-interns. An intern said the following:

> *Every good mentor should be able to motivate his or her mentee, be a good leader, provide mentee specific feedback, good relationship and above all have time to expose the mentee new skills about the profession by supervising his or her teaching regularly. Yes, I tried my best. But when I reflected, I think my mentor has more room to improve with his inter-personal relation (Male student-inter, 26, no experience).*

In response to the same interview, one of the mentor's indicated that:

> *Yes. Interns will select mentors who are accessible, regularly have time to supervise and assess them, provide constant feedback, ability to model desirable behaviour, share common teaching philosophy with interns with good leadership skills. There should also exist a good personal relationship with the intern. Yes. With my eight years of teaching experience, I think I did my best. However, I need to improve my mentoring skills. That is why I request yearly training. (Female mentor, 41, 6 years' experience).*

Theme Three: Feedback

Again, the mentors and student-interns indicated that feedback was a prevalent mentoring practice mentor' exhibited during the internship. This theme is evident in the following quotes from a mentor and a student intern.

From a mentor:

> *Exactly. Mentors should be selected based on their practices because I have learned a lot during the internship. My mentor regularly supervises my teaching, and he sits me down after every lesson to reflect on what I taught. He gives me appropriate feedback on what I did wrong and suggest a way to do it right. He demonstrated competence in his teaching and mastery of subject-matter. My mentor models the qualities of a good leader (Female mentor, 32, no experience).*

From a student Intern:

> *Yes. Sure! Mentors need to be selected on their mentoring practice. For example, a mentor should have a philosophy that he or she goes by and it must reflect in his or her work. A mentor must have good communication skills to be able to inform the mentee exactly what he should do without ambiguity. Sometimes his remarks were ambiguous and he sometimes forgot what he had said earlier on (Male student-inter, 29, 3 years' experience).*

Theme Four: Leadership skills

The mentors and student-interns indicated that leadership skill was a prevalent mentors mentoring practices mentors exhibited during the internship. This theme is evident in the following quotes from both the mentor and student intern.

> *Sure. A mentor, should demonstrate good leadership to the mentee, show the cordial relationship, must show commitment to the work, must be readily available to mentees at all time, and give constructive feedback to the mentee for development (Male student-inter, 27, 3 years' experience).*
>
> *Yes. Interns will select mentors who are accessible, regularly have time to supervise and assess them, provide constant feedback, ability to model desirable behaviour, share common teaching philosophy with interns and demonstrate good leadership skills. There should also exist a good personal relationship with the intern. (Female mentor, 32, no experience).*

Theme Five: Accessibility

The mentors and student-interns indicated that accessibility was a prevalent mentors mentoring practice mentor exhibited during the internship. This theme is evident in the following quotes from both the mentor and student intern:

> *Yes, of course. My mentor has exhibited the following mentoring practices that I expected. These practices are*

motivation, being available to student-interns, giving feedback on intern's work, good relation and teaching for observation (Female student-inter, 41, 7 years' experience).

Yes. Every good mentor needs to be always available, regular supervision interns work, has a good relationship, provide intern specific feedback to improve interns career and demonstrate good leadership skills (Female mentor, 32, no experience).

Theme Six: Model teaching

The mentors and student-interns indicated that modeling was a prevalent mentoring practice mentor exhibited during the internship. This theme is evident in the following quotes from both the mentor and student intern:

Of course! Mentor actually should be able to model their teaching, prove that they good leaders, exhibit good relationship, does regular selected my mentor in addition to the above practices because he is known for his good relationship and always there for everybody (Male student-intern, 29, 3 years' experience).

Yes. This is because, through the practices such as regular supervision, modeling of teaching, the motivation of interns, leadership, accessibility and professional challenges exhibited by the mentor, they will enable the intern to acquire the requisite experience in the field of study. (Female mentor, 32, no experience).

Theme Seven: Philosophy

The mentors and student-interns indicated that philosophy was a prevalent mntors' mentoring practice mentors exhibited during the internship. This theme is evident in the following quotes from both the mentors and student-interns:

> *Yes. Sure! Mentors need to be selected on their mentoring practice. For example, a mentor should have a working philosophy that he or she goes by and it must reflect in his or her work. A mentor must have good communication skills for the mentee to know exactly what he should do without ambiguity and also, he or she must be practice fairness in their line of work (Male student-intern, 27, 3 years' experience).*
>
> *Yes. Interns will select mentors who are accessible, regularly have time to supervise and assess them, provide constant feedback, model desirable behaviour, share common teaching philosophy with interns and demonstrate good leadership skills. There should also exist a good personal relationship with the intern. (Female mentor, 41, 6 years' experience).*

The IPA analysis of participants' responses of mentors and student-interns as a follow-up to survey results of research question one (b) confirms feedbacks, good leadership, mentors regular supervision, positive mentoring relationships, model teaching, respect for diversity, mentors' mentoring expectations except mentor's accessibility and mentors' philosophy were high

prevalent practices of mentors mentoring student-interns during the internship. However, the surprising findings of the interview was that respect for diversity and mentors' mentoring expectation which ranked fourth and eighth in quantitative results were not captured. Also, feedback was not confirmed as the most ranked prevalent practice in the qualitative results of research question two.

Research Question Three: What are the Percived Prevalent Mentors' Mentoring Characteristics and Practices Influencing UEW PE Student-Interns' Career Development?

The purpose of this analysis was to measure how prevalent are the mentors mentoring characteristics and practices in influencing career development of UEW PE students-interns inareas such as teaching philosophy, planning, and preparation of lessons, instructional skills, class management, assessment, and professionalism in assessing their readiness for the job market. To answer this research question, mean and standard deviation were calculated to determine each area's perceived impact in career development. A mean score of < 2.99 indicates low 3.00 ≤ mean ≥ 3.99 = moderate, and 4.00 ≤ mean ≥ 5.00= high.

The result indicated that planning and preparation of lessons recorded (M=4.48, SD=0.53), followed by instructional skills (M=4.34, SD=0.48), class management (M=4.34, SD=0.50), professional development (M=4.30, SD=0.49), and class assessment (M=4.27, SD=0.51) respectively were rated high. The noted values suggest that student interns' career development was therefore deemed to have developed above standard as indicated by the overall mean [M=4.33, SD=0. 50]. The results are presented in Table 6.

Table 6: Mean Score of Respondents on the Perceived Prevalent Characteristics and Practices Influencing Student-interns' Career Development

Variables	M	SD
Planning and Preparation	4.48	0.53
Instructional Skills	4.34	0.48
Class Management	4.34	0.50
Professional Development	4.30	0.49
Class Assessment	4.27	0.51
Overall Career Perceived Development	**4.35**	**0.50**

Source: Fieldwork Data, 2020

The purpose of exploration was to establish whether student-interns' career development was deemed to have approached the expected standard as indicated by quantitative results of research question three. These themes identified with the questions were lesson planning and preparation, instructional skills, class management, professional development, communication and relationship, and class assessment.

Theme One: **Lesson planning and preparation**

During the interview, both mentors and interns indicated that mentors mentoring characteristics improve student-interns' lesson planning and preparation. The following quotes support their perceptions:

> *The career areas I believe my intern has tremendously improved are lesson planning and preparation, teaching, he has also improved on his dressing and ways of doing things, and how to relate with students as well as staff. (Male mentor, 44, 4 years' experience).*

"The career-related areas I believe I have developed through my mentor's efforts are lesson planning and preparation, good instructional skills, assessment strategies, classroom management, how to relate and talk to students (Female student-intern, 24, no experience).

***Theme* Two: Instructional skill**

In related issues, mentors and student-interns think that mentors mentoring characteristics helped student-interns to improve their instructional skills. Their supporting views include:

The career areas the interns developed through mentor's characteristics are: preparation of scheme of work and lesson plan, teaching skills, classroom management and field marking with confidence (Female mentor, 32, no experience)

The areas my mentor helped me to develop are how to ask and answer questions. In class, lesson planning and preparation, professionalism, instructional skills, and class management as areas I have developed due to my mentor's mentoring characteristics and practices (Male student-intern, 38, no experience).

Theme Three: Classroom management

Another interesting theme mentors and student-interns indicated as career area student-interns developed through mentors' mentoring characteristics is classroom management. These quotes from both mentors and student-interns affirm their claim:

My mentor helped me developed concerning class management, how to write questions and assess students, how to relate well with the staff and students. Through my mentor, I have also improved on how to dress appropriately and also observe the school rules and regulations… (Female student-intern, 41, 7 years' experience) The areas are classroom management skills and self-confidence in teaching. The interns also developed how to write lesson plan and scheme of work through mentors' mentoring characteristics and practices. (Male mentor, 48, 11 years' experience).

Theme Four: Professional development

Besides, both mentors and student-interns indicated that mentors' mentoring characteristics improved student-interns' professionalism as teachers. The following quotes support their opinions:

Through my mentoring characteristics and practices, my intern develops professional life of a teacher, ability to plan the lesson and teaching with confidence. He also developed how to relate with students and how to manage a class. I am proud to say that my interns can confidently perform the areas I have stated. (Female mentor, 41, 6 years' experience).

"The career areas I believe my intern has tremendously improved are lesson planning and preparation, teaching, he has also improved on his dressing and ways of doing things,

and how to relate with students as well as staff." (Male mentor, 44, 4 years' experience).

I have learned many things from my mentor that have actually that have helped me develop. The areas I could boast of our lesson planning and preparation, lesson presentation, class control and class management, how to set questions, mark and award marks, and finally, about the general professional life of a teacher (Female student-intern, 26, no experience)

Theme Five: Communication and relationship

Communication and relationship is another theme that both mentors and student-interns said mentors' exhibited mentoring characteristics that helped student-interns to improve.

Hmmm! The areas include; punctuality to work, confidence in teaching, improvisation of equipment and how to positively communicate and relate with students and staff, and how to manage the class. (Male mentor, 39, 6 years' experience).

The career-related areas I believe I have developed through my mentor's efforts are lesson planning and preparation, good instructional skills, assessment strategies, class management, how to relate and talk to students… (Female student-intern, 29, 3 experience).

Theme Six: Assessment

Both mentors and student-interns indicated assessment as a career-related area that student-interns improved through mentors' mentoring characteristics. The following quotes confirm their perceptions:

> *Through my mentoring characteristics, the interns were able to .... Set questions, design a marking scheme and mark students work fairly. (Female mentor, 53, 16 years' experience)*
>
> *Areas that were developed as a result of mentors' mentoring characteristics include .... New strategies of assessing students… (Male student-intern, 38, 10 experience).*

The follow-up interview to survey research question three confirmed class assessment as the theme ranked with the least mean value with communication and relationships emerging as the second least theme. Generally, the findings remain that quality mentors' mentoring characteristics and practices have to some extent influenced career development areas of student-interns during the internship. The participants advised that high achievement of influence mentoring characteristics and practices on student-interns' career development are dependent on collaboration between the mentor and the student intern toward the achievement of the mentoring goals.

Research Question Four: What are the Most Perceived Barriers to Effective Mentoring of UEW PE Student-Interns during Internship?

The purpose of this research question was to explore the barriers Physical Education mentors face in mentoring student-interns. To answer this research question, the researcher first analysed quantitative data before the

qualitative data. In quantitative analyses, mean and standard deviation were calculated to determine the perceived barriers to effective mentoring. A mean score of ≤ 2.99 indicates low barrier, 3.00 ≤ mean ≥ 3.99 = high barrier, and 4.00 ≤ mean ≥ 5.00 very high barrier.

The results revealed that the perceived barriers to highlighted in this study highly affected the implementation of mentors' mentoring characteristics and practices as indicated by the total mean of (M=*3.78, SD=1.13*). Nonetheless, the participants rated lack of training and mentors' retraining of mentors (M=4.05, SD=1.08), mentors' low experience level (M=3.94, SD=1.04), the low level of mentors' qualification (M=3.93, SD=1.23), mentors' dual role as assessors and mentors (M=*3.78, SD=1.30)* low remuneration for mentors (M=3.75, SD=1.10). Finally, the inter-hall and school sports activities (M=3.10, SD=1.01) were rated as the lowest barrier affecting student-interns mentoring during the internship. The result is presented in Table 7.

Table 7: Mean Scores of Respondents on Barriers to Effective Mentoring of PE Students Intern

Barriers to Effective Mentoring	**M**	**SD**
1. Lack of training and retraining of mentors	4.05	1.08
2. Mentors' low experience level of mentoring	3.94	1.04
3. A low level of mentors' qualification	3.93	1.23
4. Mentors' dual role as assessors and evaluators	3.78	1.30
5. Low remuneration of mentors by UEW	3.75	1.10
6. Frequent inter-hall and inter-school sports activities	3.10	1.01
Aggregation Mean Score	**3.78**	**1.13**

Source: Fieldwork Data, 2020. In Table 7, *SD* = Std. Deviation

The purpose of this qualitative analysis of research question four was to explore the lived experiences of PE mentors and PE student-interns during

internship. In the qualitative analyses research question four, IPA produced eight themes along which participants' lived mentoring experiences could be understood. These themes included inadequate equipment and facility, too much workload, poor mentors' remuneration, large class size, lack of mentoring experience, lack of training and retraining of mentors, insufficient time allocation to PE lessons, poor mentor and student-interns' relationship.

Mentors and student-interns were interviewed as a follow-up question to help explain the survey responses of research question four on barriers to effective mentoring of student-interns during the internship. From their responses, the following themes came up. The themes are lack of training and retraining of mentors, inadequate equipment and facilities, too much workload, poor mentors' remuneration, large class size, lack of training and retraining of mentors, insufficient time allocation to PE, poor mentor and student-interns' relationship.

Theme One: Lack of training and retraining of mentors

Mentors and student-interns have indicated lack of training and retraining of mentors as another barrier to effective mentoring. Their perceptions are indicated in these supporting quotes:

> *The main barriers are, insufficient equipment and facilities coupled with poor remuneration of mentors, lack of training and retraining of new and old mentors, work overload and larger class sizes due to free education (Male mentor, 44, 4 years' experience).*
>
> *The barriers include too much workload, lack of training of mentors and failure to pay mentors allowance, mentors not*

current about the subject and too much oral feedback. The worst of it is large class size due to PE being taught as a core subject (Female student-intern, 38, 10 experience).

Theme Two: *Inadequate equipment and facilities*

On the issue of inadequate equipment and facilities, mentors and student-interns indicated that inadequate equipment and facilities pose a great barrier to mentoring student-interns during the internship. The following were some of their responses:

The barriers affecting mentoring include, inadequate equipment and supplies for teaching the PE, lack facilities… (Male mentor, 42, no experience).

Yes, I encounter some barriers. These barriers include …. lack of respect for interns, lack of teaching and learning equipment and facilities, large class size (Female student-intern, 25, no experience)

Theme Three: Too much workload

Mentors and student-interns again indicated that too much workload of mentors makes it difficult for effective mentoring during the internship. The responses of participants are as follows:

Insufficient equipment and facilities, large class size, less supervision time due to numerous inter-school sporting activities, poor remuneration and too much workload is the mentoring barriers I have experience. (Female mentor, 35, 7 years' experience).

In one way of the order we were having a lot of challenges with teaching and learning materials, large class size, low respect for PE subject and too much workload for interns (Female student-intern, 41, 7 experience).

Theme Four: Poor mentors' remuneration

Another barrier indicated by mentors and student-interns during the interview was poor mentors' remuneration. According to them, the student-interns' university's failure to give mentors allowances due them for mentoring demotivate them from going all out in mentoring student-interns during the internship programme. The following are extracts from their interviews to support their indications:

Oh! There are numerous mentoring barriers. Among them are insufficient equipment and facilities, large class size, more workload, failure to pay mentoring allowance and on time as promised…. (Female mentor, 41, 6 years' experience).

Yes, I encounter some barriers. These barriers include …. Poor remuneration of mentors is also a serious issue that affects mentor's commitment to mentoring of interns (Male student-intern, 26, no experience)

I am of the view that some of the challenges are crop up because mentors do not have mentoring experience and current training. Finally, most mentors complain of not being paid the little allowance for the mentoring work they do (Male student-intern, 27, 3 experience)

Theme Five: Large class size

Mentors and student-interns indicated in their responses that large class size was one of the barriers they experienced during the internship.

> *The main barriers are, insufficient equipment and facilities coupled with poor remuneration of mentors, lack of training and retraining of new and old mentors, work overload and larger class sizes due to free education (Male mentor, 42, no experience).*
>
> *The barriers include too much workload, lack of training of mentors and failure to pay mentors allowance, mentors not current about the subject and too much oral feedback. The worst of it is large class size due to PE being taught as a core subject (Male student-intern, 38, 10 experience).*

Theme Six: Experience (mentoring and teaching)

From the perceptions of both mentors and mentees, formal mentoring experience and teaching experience are very important for student-interns' effective career development. Mentoring experience enables mentors to reflect, research, and adapt teaching and mentoring strategies to mentor student-interns effectively. The following quotes support their argument:

> *I have also experienced a lack of mentoring experience as a serious barrier. My mentor has never mentored any intern, so does not know how to fill the observation instruments until my supervisor came to help him. Yes, this also affected the mentoring practices too (Female student-intern, 24, no experience)*

Besides, lack of teaching and mentoring experience also serves as barriers to effective mentoring of student-interns during internship (Female mentor, 48, 11 years' experience).

Theme Seven: Insufficient time allocation to PE lessons

Time allocated to PE lessons per week is woefully inadequate compared to other subject areas for effective mentoring of student-interns during the internship. These perceptions of mentors and student-interns are evident in the following quotes:

These barriers include, insufficient time allocated to PE due to low respect and value for PE, lack of mentoring training and retrain… (Female mentor, 35, 7 years' experience).

Again, low respect for PE by students and staff for PE lessons also serve as barriers to mentoring (Female student-intern, 25, no experience)

Theme Eight: Poor mentor and student-interns' relationship.

The responses of mentors and student-interns' interviews indicate that a poor relationship between mentor and student-interns' mar the effectiveness of mentoring student-interns.

The mentors said the following:

Yea! Poor mentoring relationship is a very serious barrier to effective mentoring. (Female mentor, 39, 6 years' experience).

The student-interns also said that:

Also, there is too much workload, poor relationship between mentor and mentee, lack of respect for interns, lack of teaching and learning equipment and facilities, large class size (Female student-intern, 27, 3 experience)

From the mentors' and student interns' responses to the follow-up interview, lack of training and retraining of mentors, low level of mentors mentoring experience, and low remuneration of mentors were barriers from quantitative results confirmed. However, inadequate equipment and facilities, too much workload of mentors, large class size, inadequate attention given to the PE subject, and poor mentor and student-intern relationship were the detailed mentoring barriers indicated by mentor's lived experiences during the follow-up interview.

Research Question Five: What is the Relationship between Mentors' Mentoring Practices and Mentors Mentoring Characteristics during Internship and UEW PE Student-Interns' Career Development?

The purpose of this analysis was to examine the moderating effects of mentors' mentoring practices on the relationship between mentors' mentoring characteristics and the career development of student-interns. Having established in the research the prevalent mentoring characteristics and mentoring practices on student-interns career development (see research question 1), hierarchical regression was used since the data met the assumptions of normality, homogeneity of variance, and multicollinearity. The hierarchical multiple regression was later conducted using mentors' characteristics (knowledge and psychosocial) as predictor variables (PV), mentoring practices as the moderator variable (MV), and student-interns'

career development as the outcome variable (OV). From the analysis, model it was revealed that mentors' mentoring characteristics is statistically significant predictor of intern career development [F (210, 277) = 80.581, p < 0.05 with a collective contribution of 27.7 % in the variance of intern career development. The weight contribution of model 1 (Beta = .527) in predicting student-interns' career development was 52%. With the addition of mentoring practices into model 2, the model accounted for 44.5% variance in student-interns' career development prediction. This result indicated 16.8% improvement in the prediction of career development of the student-interns due to the presence of mentoring practices [F (209, 445) = 83.727, p < 0.05]. However, when mentoring practices were added into model 2, the weight of variance for mentoring characteristics dropped from 52.7% to 23.6% while mentoring practices shot up to 50.2%. The result is presented in Table 8.

Table 8: Hierarchical Multiple Regression Analysis for Mentoring Characteristics and Mentoring Practices in Predicting Student Interns Career Development

Models	Predictors	B	SEB	Beta	R^2	ΔR^2	P
Model 1	Constant	9.657	1.346				
	Mentoring Characteristics	.277	.031	.527	.277	.277	.000
Model 2	Constant	5.787	1.279				
	Mentoring Characteristics	.124	.033	.236			
	Mentoring Practices	.276	.035	.502	.445	.168	.000

a. Predictors Variables: (Constant), Mentoring Characteristics (knowledge and Mpsychosocial), Mentoring Practices.

b. Dependent Variable: Student-Interns Career Development

Source: Fieldwork Data, 2020.

Discussion

Research Question One: What are the most prevalent mentors' monitoring characteristics of physical education mentors' mentoring UEW physical education student-interns in Ghana's senior high schools?

The findings revealed that even though knowledge domain had higher mean than psychosocial domain both knowledge and psychosocial domains of mentoring characteristics were highly prevalent, and must be considered during mentoring. However, under the knowledge domain, subject matter content knowledge recorded the highest mean value (M=.65, SD=0.60) and the pedagogical content knowledge recorded the least (M=4.30, SD=0.65). This finding seems to confirm Ntim's (2017) finding that subject matter content knowledge is increasing while pedagogical content knowledge is declining. This may be that the mentors lack pedagogical content knowledge and as a result give more attention to subject matter content knowledge at the expense of pedagogical knowledge during mentoring of PE student-interns. Therefore, mentors mentoring physical education student-interns from the University of Education, Winneba, Ghana could not boast of having high pedagogical content knowledge of physical education compared to content knowledge. This finding indicates the reasons why there is gradual increase of inactivity and sedentary life styles among the youth and increasing rate of teacher attrition in Ghana (Bukari, & Kuyini, 2015; WHO, 2018; Nyawornota et al., 2018).

This issue seems to emanate from the high rate of direct admission of Senior High School students into UEW to be trained as teachers without a change of the mentoring programme. Some decades ago, almost 95% of

student-interns pursuing higher education in UEW were all trained teachers (certificate 'A' or diploma in education). The internship programme at the University at that time lasted for one year. This one-year internship programme gave the student-interns advantage to understand better the reality of teaching as a profession. However, the current internship programme of UEW has been changed to one semester of about four months probably to increase more credits in content knowledge. As a result, stakeholders need to develop a pragmatic intervention to merge this current gap for quality teacher education. This argument contradicts previous research findings conducted in Winneba, Ghana, that the current student-internship period was too short to enable mentors to prepare student-interns to become fully functional employees after student-internship (Poatob et al., 2017).

Globally, the 2030 agenda for sustainable development goal four (SDG 4) emphasises inclusive education and technology as a creative pedagogical tool for learning. However, this study surprisingly found that technological and inclusion knowledge, which are the current determinants of nations' education achievement, was the least prevalent characteristics recorded. In support of this present finding, Misra and Koehler (2006) argued that PE teachers are expected to know how computers and other technological devices can contribute to data collection to analyze sports skills, assess student learning, and evaluate health-related physical fitness. Similarly, Koehler and MIsra (2008) study indicate that effective technology integration with specific subject-matter requires teachers to apply their knowledge of curriculum content, general pedagogies, and technologies. They further emphasized that technology is viewed as a separate set of knowledge and skills that teachers

must acquire concerning their subject area's content and pedagogy. From a meta-analysis, Brown, (2010) indicate that mentors' characteristics positively affect student-interns' career development with disabilities. The study further validates that training of mentors on mentoring practices will provide great benefits to mentees. Contrary to the current finding, Hardy (2010) conducted a study on the use of technological tools in teaching using preservice and in-service teachers and found that technological knowledge alone was insufficient to prepare and enable teachers to teach effectively. This claim suggests that technological knowledge and inclusive knowledge appearing as the least mentoring characteristics could also reveal inadequate preparedness of mentoring programme of UEW in achieving the SDG4.

In examining behaviour and characteristics of effective mentors, Yob and Grawford (2012) developed a conceptual model of mentoring with two domains: academic and psychosocial. The academic domain attributes include competence, availability, induction, and challenge, whiles the psychosocial domain of the model also includes personal qualities, communication, and emotional support. This present study revealed that mentors and student-interns through surveys and interviews endorsed emotional support, communication, satisfaction, personal qualities, and motivation, respectively, as PE mentors' prevalent psychosocial characteristics. Additional findings point out that the quality mentoring of student-interns is dependent on knowledge and psychosocial characteristics. One thing that is very clear in the current study is that during an internship, mentors give student-interns emotional support and communicate positively with them as a means of motivation when all their hopes are lost.

This present finding corroborates with Abu and Loi's (2016) study on the relationship between mentoring programme and mentees psychological and emotional support with positive personality as a moderator. The authors' findings indicated that positive personality moderates the relationship between the mentoring programme and mentee outcomes. This linkage implies that personal qualities as a psychosocial characteristic of mentors greatly influence student-interns' career development. These psychosocial characteristics, such as emotional support, positive communication, satisfaction, and mentors' motivation, greatly influence mentoring quality. Although mentors' personal qualities and the satisfaction derived from mentoring interns were prevalent, it seemed mentors, in general, were not satisfied with their conditions of mentoring (remuneration, mentorship training) attached to mentoring student-interns during the internship. When these unsatisfactory mentoring conditions continue to persist, mentors would likely not be committed to mentoring student-interns, potentially affecting their future career outcomes.

In furtherance, mentors were rated high prevalent on their positive communication with student-interns under psychosocial characteristics. This finding is similar to a quantitative study by Ismail and Khian (2013) on the role of mentorship in enhancing mentees' psychosocial development in Malaysia. Other studies have shown that students usually learn well from teachers with good communication skills or those who adopt good communication skills while dealing with inside and outside of the institution (Khan et al., 2017). Communication is seen as a catalyst to psychosocial development. Similarly, Cohort Nominate (2016) argued that it is not enough for a teacher to have good knowledge only, but it is also

necessary for a teacher to have good communication skills to help every learner achieve success. This present finding implies that mentors' communication is an important characteristic that determines the success of the mentoring programme. This finding suggests that a teacher with poor communication skills may cause the failure of students to learn to promote their academics. A student's ability to understand what is right and what is wrong depends on teachers' communication skills.

Suffrin et al. (2016), using an ecological perspective of mentoring satisfaction with their youth mentoring relations confirmed that all relations are unique predictors of mentor satisfaction. Also, the relationship with the mentees and mentor's mentoring institution interacts in predicting mentor's satisfaction. It is, therefore, worth noting that all the stakeholders of the mentoring schools contribute significantly to mentors' and mentees' satisfaction with the mentoring programme.

Research Question Two: What are the most prevalent practices of physical education mentors' mentoring UEW physical education student-interns in Ghana's senior high schools?

Additionally, findings on mentoring practices revealed that feedback recorded the highest mean (M=4.51, SD=0.74) while mentoring philosophy (M=3.66, SD=1.15) was the least. However, all the components of mentoring practices and the overall means were above the 3.0 mean and prevalent. Korver and Tillema (2014) researched feedback provision in mentoring conversation-differing mentor and student-interns' perception to support these current findings. The authors' findings indicate the presence of positive feedback during the mentoring conversation. However, the authors warned

that if feedback is not focused on career-related areas, student-interns will develop skills that will not align with the career's responsibilities. These identified findings demonstrate how important mentor mentoring practices can influence student-interns' career development either positively or negatively during the internship.

Conventionally, teaching philosophy means teachers' beliefs and values mirrored in teachers' practices during the teaching and learning process. Research indicates that teachers must have clearly defined beliefs and values to guide their classroom practices effectively (Faryadi, 2015). This assertion implies that a defined teacher's mentoring philosophy will positively influence PE student-interns' career development and retention. Teaching philosophy provides a foundation for developing basic guiding principles that may facilitate mentors' future teaching competencies, potential values, overall career development, and effective mentoring. Therefore, mentors need to have a positive and consistent teaching and learning philosophy that shows commitment to excellent teaching, quality research, and service to the community (Student Internship Handbook, 2018).

In addition, the present study's findings indicate that good leadership, accessibility, modelling, feedback, specific and timely feedback, good relation, challenging and inspiring mentees, sense of diversity, and regular supervision of student-interns (Hautala, 2014; Kesselring et al., 2016; McKnight, 2013; Szeto & Cheng, 2016; Vaccarino, 2009; Williams, 2008; Zhao, & Zhang, 2017) are also equally important mentoring practices mentors need to intensify when mentoring student interns during the internship. These

mentoring practices are powerful tools that improve pedagogical content knowledge of the student-interns when effectively implemented.

From the follow-up interview and analysis, surprising findings indicate that the curriculum content knowledge and inclusion knowledge were not recognised as the mentoring characteristics of the knowledge domain. Again, satisfaction was also not identified as psychosocial domain mentoring characteristics. Another finding was that although themes of mentoring characteristics (subject-matter content knowledge, pedagogical content knowledge, technological knowledge, emotional support, motivation, communication, and personal qualities) were indicated as essential mentors mentoring characteristics, there were some degrees of the ineffectiveness of mentors' adherence to them during the internship for quality student-interns' career development.

IPA analysis findings on mentors' mentoring practices confirm that mentors regularly practiced feedback, systematic and regular supervision, good leadership, positive mentoring relationships, model teaching, and respect for diversity, mentors' accessibility, and mentors' philosophy as prevalent practices of mentors mentoring student-interns during the internship. However, the participants indicated concerns that these mentoring practices lack effective implementation during the internship for quality student interns' career development.

The present study's findings indicate that overall mentors' mentoring characteristics and mentoring practices of PE mentors who mentored 2019/ 2020 PE student-interns from the University of Education, Winneba Ghana are prevalent. However, there should be a balance in subject-matter content

knowledge and pedagogical content knowledge for student-interns' quality and holistic career development. The general implication is that if mentors who have prevalent mentoring characteristics and practices are motivated by the stakeholders to perform their roles, they will become committed to student interns' effective and quality career development.

Research Question Three: What are the perceived prevalent mentors mentoring characteristics and practices influencing UEW physical education student-interns' career development?

Research question two showed that student interns' career development was deemed to have a high standard of $4.00 \geq$ mean ≤ 5.00 due to mentors' mentoring characteristics and practices during the internship. This study established that lesson planning and preparation is the most important skill student-interns need to develop to become good teachers. It is in line with this ideology that 'teachers who fail to plan, plan to fail.' A study conducted on lesson planning and preparation indicates that student-interns supported in lesson planning and preparation by their mentors improve the quality of teaching and learning across all education levels (Giannakidou et al., 2013). There is further evidence from previous research that the way mentors model their teaching by applying principles of implementing teaching skills which include creativity and innovation, accuracy, utilization of learners' potential, fun, generating attention and motivation, has a significant influence on student-interns' career development (Sugihartini et al, 2019). The current finding implies that when student-interns are well mentored in lesson preparation and delivery, it will, in turn, improve their lesson planning, preparation, and delivery aspect of their career development.

Instructional skills were also indicated as the second-highest item influenced by the mentoring characteristics and practices during the internship (see Table 8). This indication implies that planning a lesson is incomplete unless it is followed by quality delivery, dependent on a teacher's pedagogical knowledge. Instructional skills are various ways teachers teach and regulate the classroom's learning system, encompassing class management, questioning skills, class management, assessment, and good interactions with learners. Due to the importance of instructional skills as the heart of teacher preparation and development, observation of mentors' lessons and teaching practice is essential for student interns during the internship (Student Internship Handbook, 2018). The effective application of instructional skills such as content relevance, creativity, innovation, accuracy, utilization of learners' potentials, generating attention, and motivation t brings about quality teaching (Sugihartini et al., 2019).

Classroom management is one of the career development areas that student-interns need to develop during the internship (Student Internship Handbook, 2018). Classroom management refers to creating a safe and stimulating learning environment. This term combines the teacher's personality, his/her abilities, and professional conduct designed to bring all of his/her professional roles and the processes that take place in a group of students and the results of these processes. The finding also reported attainment of standard level of classroom management. Corresponding to the current study findings on various influences on pupils' school achievement such as classroom management, instructional skills, class discipline,

Stojiljkovic (2011) identified classroom management as having the most direct impact on students' achievements.

Adamson (2013) echoed that assessment is a critical aspect of the teaching process that directs effective classroom interaction to achieve learning outcomes effectively. It implies that a teacher becomes effective in class when an assessment is judiciously used to improve learning. Stiggins (2002) argues that when teachers use assessment for learning, they provide information for students to advance, rather than merely checking on student learning. The assessment helps students focus on learning and better understand teacher expectations, and teachers improve the teaching-learning process by aligning assessment with the national content standards for physical education and guided by the concept of assessment for accountability. The present study's findings indicate that class assessment has gained the expected standard. The findings run parallel with Sofo et al. (2013) and Amua-Sekyi (2016) on assessment practices used by PE teachers during teaching and learning in schools. Their findings were that PE mentors' assessment practices in schools influenced student-interns negatively since their modes of assessment were dominated by observation and knowledge tests.

However, the current curriculum emphasises assessment for learning (AfL), where assessment outcome is used to improve learning. This finding is supported by a study conducted by Macken, MacPhail, and Calderon (2020) that modeling, mentoring, and scaffolding during internship improve student interns' assessment for learning (AfL) literacy. The implication is that student-interns would be influenced either positively or negatively depending on how they perceive their mentors' mentoring characteristics and mentors' mentoring

practices during the internship. Taken together, Gjedia (2018) pointed out that the selection of mentors, the professional training of mentors, communication among the stakeholders of the mentoring process, and overall planning and coordination of mentoring service need to be improved for the exponential increase of student-interns' career development. Therefore, mentors whose mentoring characteristics and mentoring practices offer mentees the opportunity to practice during internship have a high impact on practicing the career after internship (Miller et al., 2011; Simons et al., 2012).

The follow-up interview of survey research question three confirms class assessment as the theme ranked with the least mean value while another emerging theme, communication, and relationship, came second from the bottom. Generally, the findings remain that quality mentors' mentoring characteristics and practices have influenced career development areas of student-interns during the internship. The participants suggested that the high influence of mentoring characteristics and practices on student interns' career development is dependent on collaboration between the mentor and the student intern toward the achievement of their mentoring goals. A review of the literature revealed that teachers' professional learning continues to be neglected (Nolan et al., 2011). However, the existing empirical literature underscores two strategies for supporting the powerful professional learning of teachers. Those strategies include inquiry/self-study (Basmadjian, 2011; Bullock, 2012) and working in a community of practice (Jacobs & Yendol-Hoppey, 2010; Levine, 2011). In teacher education, the void continues as many researchers reiterate the need to deepen mentors' learning opportunities (Haughton & Keil, 2009; Miller

& Carney, 2009). Understanding how a mentor learns, what a mentor learns, and why a mentor learns within a community of practice is essential to improving teacher preparation and career development

Quality mentors' mentoring characteristics and practices greatly influence student interns' career development-related areas such as lesson planning and preparation, instructional skills, classroom management, professionalism, communication and relationship, and assessment strategies of student-interns. Therefore, mentors should stay current by having regular mentoring training and be committed to achieving mentoring goals. These mentoring expectations, together with motivation from stakeholders, could positively influence student interns' career development.

Research Question Four: What are the most perceived barriers to effective mentoring of UEW physical education student-interns during internship?

Research question three showed the perceived barriers to mentoring of physical education student-interns during the internship. These barriers were ranked from the highest to the least as follows:

i. Lack of training and retraining of mentors on new expectations of student-internship are barriers to mentoring PE student-interns.

ii. Mentors' low experience level of mentoring is a barrier to mentoring PE student-interns

iii. A low level of mentors' qualification is a barrier to mentoring PE student-interns.

iv. Mentors' dual role as assessors and evaluators of student-interns are barriers to mentoring PE student-interns.

v. Low remuneration of mentors by UEW are barriers to mentoring PE student-interns.

vi. Frequent inter-hall and inter-school sports activities in school are barriers to mentoring PE student-interns.

The above barriers were identified as those confronting effective mentoring of UEW PE student-interns during the internship. These can be grouped under institutional and technical barriers. The institutional barriers include lack of training and retraining of mentors, low remuneration, and the dual role of being assessors. These are variables under the control of partnership institutions (ITECPED-UEW). Technical barriers are variables that are under the control of the mentors such as low level of mentors' qualifications, low level of mentors' experience, and frequent inter-hall and inter-school sports activities.

It is very surprising to find that lack of training and retraining of mentors which is an institutional barrier appear as the most challenging in mentoring student-interns during internship. It means that most mentors, especially the new ones do not receive mentoring training to enable them to acquaint themselves with the current expectations of mentors before mentoring student-interns. The current study revealed 20219/2020 student-interns were mentored by 53% of untrained PE mentors (Seibu, 2020). This barrier affects the quality of mentoring student-interns since the mentors who are not trained may not have the expertise to mentor the student-interns to achieve the internship programme goals. It is quite alarming and predicts the quality of PE teachers that will be produced. For the mentoring programme to be effective, it is recommended that the mentor, the student intern, the head of

partnership mentoring school, and the university supervisor should be given regular mentoring training to foster collaboration in mentoring student-interns (Asuo-Baffour et al, 2019; Stedent Internship Handbook 2018). When mentors are well selected, and given good training, they will not only help average student-interns to become good, but also help good teachers to become great ones (Zhao, & Zhang, 2017).

Low level of qualification of mentors was also ranked as the second barrier to effective mentoring. Naturally, mentors who have the same level of degree as their student-interns are about to acquire will feel psychologically and emotionally insecure, especially, when they are mentoring a very good student-intern (Omeechevarria, 2019). A mentor in such a condition will lack the authority to give student-intern-specific feedback for improvement (Agalga & Thompson, 2016). This setback will be a major hindrance if the mentor is inexperienced in both teaching and mentoring. Therefore, it will be prudent that the recommendation and selection of mentors should be done based on at least higher qualification such as a master of education (M. Ed) to mentor a degree student-teacher. This approach will enable mentors to put their knowledge in professional courses they have learned at the master's level to develop authority by demonstrating effectiveness in mentoring student-interns.

The low mentoring experience was also identified as the third surprising technical barrier from the quantitative analysis. An inexperienced mentor needs to be considered when given student-interns to mentor. The number of student-interns to be mentored and their type needs to be standardized to ensure effectiveness and quality. This mentoring barrier can

develop a poor professional mentor-mentee relationship, lack of personal commitment, and inadequate mentoring support (Hidayah, 2016). In such a situation, experienced student-interns and inexperienced student-interns can be cohorts placed in cluster schools under experienced and inexperienced mentors for collaborative and developmental mentoring. These will enable mentors to support student-interns in their project writing, teaching portfolio-building, philosophy development, and reflective practice as required by the student-internship book (Students Internship Handbook, 2018). Low remuneration, the dual role of mentors as assessors, and frequent inter-hall and inter-school sports activities were the least mentoring barriers–identified (Agalga & Thompson, 2016; Habineza et al., 2019; Kumar, 2020; Olayemi, 2013; Sulemana, 2019).

The follow-up interview confirmed the three barriers highlighted by the quantitative phase of discussion: lack of training and retraining of mentors, poor mentors' remuneration, and low level of mentors' experience. The additional surprising barriers revealed in the qualitative phase of data analysis were put in themes such as inadequate equipment and facilities, too much workload, large class size, inadequate time for teaching, poor relationship between mentor and student-intern, and low respect for PE subject.

Among these barriers, the most surprising theme was the poor relationship between mentor and student intern.

The mentors said the following:

> *Yea! The poor mentoring relationship is a very serious barrier to effective mentoring. Some student-interns come and do not ready to very well with their mentor, staff, and*

students. This prevents them from being fully inducted into day-to-day professional activities. As a result, they go back half-baked (Male mentor, 41, 6 years' experience).

On a similar issue, a student intern also said that:

The main problem is a poor relationship between mentor and mentee, lack of respect for student-interns, lack of teaching and learning equipment and facilities, large class size. Most mentors do not care about their mentees' welfare. They only give instructions when they want you to do something for them. This makes it difficult to discuss personal and professional issues with your mentor for assistance (Male student-interns 26, no experience).

This tells us the importance of interpersonal relations and their implication on mentoring student interns. The trust which is the key component that catalyse personal qualities to bind a healthy relationship between mentor and mentee based on a non-confrontational style of communication and conflict resolution needs to be observed during mentoring of student-interns for quality development (Punyanunt-Carter & Wrench, 2008). Apart from parents, caring mentors can play a vital role in student-interns' educational, behavioural, and emotional development (Bowers et al, 2015; Kesselring et al., 2016). Good relationships between interns and mentors are very important during the internship programme as it enables interns to increasingly gain psychological and behavioural autonomy from their mentors (Patton at el., 2016).

The relationship is, therefore a very important element for a successful mentoring of student interns. The strength of a relationship depends on the quality of mentor-mentee personality compatibility and accessibility of the mentor-mentee relationship (Molly, 2015). This connection indicates that mentor-mentee compatibility is very important in establishing a good relationship for successful mentoring. Besides, the mentor and intern relationship ride on the ability to adapt and respond to changing circumstances and communicate and work effectively with one another to create a positive support system for learning. According to Aderibigbe et al. (2017) mentoring relationships support professional development in a context where mentors are well-prepared and provided with adequate resources. Besides professional learning, mentoring also improves creativity and collaboration amongst all the mentoring stakeholders (Bradbury, 2010). The current study implies that if the stakeholders of mentoring student-interns are not educated on prevalent mentoring barriers and how to address these barriers during the selection of mentors, placement of student-interns, and mentoring of student-interns during the internship, quality mentoring for quality PE teachers will continue to decline.

Research Question Five: What is the relationship between mentors' mentoring characteristics, mentors mentoring practices during internship and UEW PE student-interns' career development?

The purpose of this analysis was to examine the moderating effect of mentor's mentoring practices on the causal relationships of mentors mentoring characteristics and PE student-interns career development from UEW. The findings of model 1 of research question four were that mentors' mentoring

characteristics (as predictor variable) contributed 27.7% variance of student-interns career development. When mentoring practices were added as a moderating variable into the model, the finding of the model 2 also indicated a 44.5% variance accounting for a 16.8% increase in PE student-interns' career development. Further investigation on the contribution of individual predictors to student-interns career development in the knowledge domain (i.e., subject-matter content knowledge, pedagogical content knowledge, curriculum knowledge, technological knowledge, and inclusive knowledge) and psychosocial domain (i.e., personal quality, emotional support, communication, satisfaction, and motivation) contributed significantly to student intern's career development.

The current study's findings, support results of previous studies that mentors whose mentoring characteristics and practices offer mentees the opportunity to practice during the internship, are likely to have an appreciable level of impact on their career development during internship (Miller, et al., 2011; Simons, et al., 2012). However, the moderating effect of 16.8% is low. It is, therefore, clear that mentors with positive mentoring practices would have a greater influence on student interns' career development when mentoring barriers identified in the current study are minimized if not eliminated. In the light of this, student-interns will need constant scaffolder and continuous support to practice teaching in the real teaching context rather than to practice in the disconnected remote school context.

Studies indicate that mentors who have good mentoring characteristics will exhibit good mentoring practices that will influence student-interns career development quality (Wang & Chen, 2013). Similarly, Hardy (2010) asserted

that mentors should combine teaching styles and strategies with technological skills to enhance student-interns' sufficient development. From the context of the outgoing discussion, mentors need to be knowledgeable and committed to teaching to shape and develop excellent PE teachers.

On the contrary, all the mentoring practices (i.e., mentor's feedback, good leadership qualities, accessibility, mentor's expectation, systematic and regular supervision, and positive mentoring relationship) made a significant unique independent contribution to the career development of student-interns except respect for diversity, model teaching, and mentoring philosophy. It is very surprising that respect for diversity which is the hub of inclusive education as emphasised in the current curriculum (NaCCA, 2021), model teaching and mentoring philosophy, which are also key elements of mentoring, did not make a significant independent contribution to intern career development. This result might imply that respect for diversity, model teaching, and mentoring philosophy were not given equal attention during mentoring, like items that indicated significant independent contributors to student-interns' career development. Mentors are therefore advised to give student-interns equal opportunity to observe their mandatory model lessons and aid them to practice teaching to develop respect for diversity during teaching as well exhibit positive teaching behaviours to inspire student-interns to shape their teaching philosophies (Sugihartini et al., 2019).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purposes of this study were to: (i) assess the most prevalent characteristics of mentors mentoring UEW PE student-interns during their internship, (ii) assess the most prevalent practices of mentors mentoring UEW PE student-interns during their internship, (iii) determine the most perceived mentoring characteristics and practices of mentors influencing UEW PE student-interns' career development, (iv) identify the perceived barriers to mentoring UEW PE student-interns during the internship, (v) test the relationship between mentors' mentoring characteriatics, mentors' mentoring practices and career development of student-interns during the internship, and (vi) explore lived mentoring experiences of PE mentors and PE student-interns of the University of Education, Winneba (UEW). An explanatory sequential mixed method design was adopted. This research design involved the quantitative data collection and analyses in phase 1 by collecting quantitative data first, analyse the data, and then use the results to build on to the second qualitative phase data collection analyses. The results from the qualitative phase help to better explain the quantitative results (Creswell, 2014). For the first phase (quantitative) of this study, data were collected from 122 student-interns in UEW, Winneba, Ghana. Eight respondents were also interviewed in the second phase of the interview. Participants in the study included both male and female mentors and student-interns who participated in the 2019/2020 internship programme.

Quantitative data were collected using a questionnaire. Semi-structured interviews were also used to collect qualitative data. In analysing the data, SPSS version 22 software was used. Again, interview data were analysed using IPA. The analysis process includes data being transcribed verbatim, sorted, coded, and managed manually into clusters and themes. The ethical conduct of the study, validity, and trustworthiness of the results were considered.

Key Findings

The following were the main findings of the study:

1. Expected mentoring characteristics were both highly prevalent in mentoring PE student-interns during internship.
2. Expected mentoring practices were both highly prevalent in mentoring PE student-interns during internship.
3. Expected mentoring characteristics and mentoring practices have indicated highly prevalent in influencing career development of student-interns during internship.
4. Inadequate training and retraining of mentors was identified as highest barrier to effective mentoring during internship.
5. Both mentors mentoring characteristics and mentoring practices were good predictors of PE student-interns career development during internship.

Conclusion

The following conclusions are drawn based on the findings:

1. Good mentors' mentoring practices are relevant in mentoring student-interns during internship.
2. Good mentors' mentoring practices are relevant in mentoring student-interns during internship.
3. Good mentoring characteristics and mentoring practices are perceived to have positive influence on the career development of student interns' during internship.
4. Training and retraining of mentors, will minimise mentoring barriers for effective mentoring of student interns during internship.
5. There is the need for mentors to improve their mentoring characteristics and mentoring practices for effective and career development of student-interns.

Recommendations

The following recommendations based on the findings of the study are made:

1. The Institute for Teacher Education and Continuing Professional Development (ITECPD) of UEW should take into consideration, mentors mentoring characteristics in selection of mentors.
2. The Institute for Teacher Education and Continuing Professional Development (ITECPD) of UEW should take into consideration, mentors mentoring practices in selection of mentors.

3. The ITECPD should ensure that all the stakeholders of mentoring student-interns are trained and retrain at least every two years as well as provide them with the necessary logistics and resources for effective mentoring of student-interns during internship.

4. Mentoring barriers should be minimised through regular training of mentors to ensure effective preparation and development of student-interns during internship.

5. Mentors should take courses in mentorship apart from mentoring training workshops ITECPD organised for mentors in order to improve their mentoring characteristics and practices for quality career development of student-interns during internship.

Suggestions for Further Studies

The following study areas are suggested:

1. Impact of mentoring on career development of PE teachers from UEW -tracer study.

2. Influence of soft skills development during mentoring on life-long quality career sustainability of PE student-interns after internship.

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APPENDICES

APPENDIX A

INTRODUCTORY LETTER

COLLEGE OF EDUCATION STUDIES
FACULTY OF SCIENCE AND TECHNOLOGY EDUCATION
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

TELEPHONE: +233 - (0)206610931 / (0)543021304 / (0)268392819

TELEX: 2552, UCC, GH

EMAIL: hper@ucc.edu.gh

Cables & Telegrams:
UNIVERSITY, CAPE COAST

Our Ref: ET/PED/17/0002/

24th June, 2019

The Chairman
Institutional Review Board
University of Cape Coast
Cape Coast

INTRODUCTORY LETTER
(MR. MUNKAILA SEIBU: ET/PED/17/0002)

The bearer of this letter is a PhD student of the above-named Department. I support his application for ethical clearance from your outfit. He is conducting a research on the topic **"Mentoring and Career Development of Physical Education Interns in Ghana"** as part of the requirements for obtaining a Doctor of Philosophy degree in Physical Education at the University of Cape Coast.

I am the Principle Supervisor of his work and he has satisfied the conditions for data collection. I shall be grateful if he is given the necessary assistance.

Thank you.

Dr. Charles Domfeh
(Principal Supervisor)
Tel: 0504595527
Email: edomfeh@ucc.edu.gh

APPENDIX B

ETHICAL CLEARANCE

Munkaila Seibu

University of Cape Coast

PMB Cape Coast

Central Region

1st July, 2019

The Chairman,

Institutional Review Board

University of Cape Coast

PMB

Cape Coast

Dear Sir,

APPLICATION FOR ETHICAL CLEARANCE

I am a PhD student in the Department of Health, Physical Education and Recreation, University of Cape Coast and hereby apply for ethical clearance. I am researching into the topic "**Mentoring and Career Development of Physical Education Interns in Ghana**". I have successfully defended my proposal on 14th of June, 2019 and need ethical clearance and approval from your committee to enable me proceed on data collection.

Kindly find attached a copy of the letter from University of Cape Coast Graduate School, introduction letter from Department of Health, Physical Education and Recreation and from the study supervisor, abridged CVs of study supervisor as well as five copies of the proposal.

Hope my application will meet your kind approval.

Yours faithfully,

Munkaila Seibu

Index Number: ET/PED/17/0002

Email: mseibu78@gmail.com

Tel Number: 0244091826/0203632381

APPENDIX C

ETHICAL CLEARANCE – ID

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508678309 / 0244207814
E-MAIL: irb@ucc.edu.gh
OUR REF: UCCIRB/A/2016/533
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

C/O Directorate of Research, Innovation and Consultancy

13TH SEPTEMBER, 2019

Mr. Munkaila Seibu
Department of Health, Physical Education and Recreation
University of Cape Coast

Dear Mr Seibu,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2019/29)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted **Provisional Approval** for the implementation of your research protocol titled **Mentoring and career development of Physical Education Interns in Ghana.** This approval requires that you submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

Please note that any modification of the project must be submitted to the UCCIRB for review and approval before its implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Samuel Asiedu Owusu, PhD
UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

APPENDIX D

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST

CAPE COAST, GHANA
COLLEGE OF EDUCATION STUDIES
FACULTY OF SCIENCE AND TECHNOLOGY EDUCATION
Department of Health, Physical Educat tion & Recreation

TELEPHONE: +0206610931/0543021384/0268392819
TELEX: 2552, UCC, GH.
Email: hper@edu.gh.

Cable & Telegrams:
UNIVERSITY, CAPE COAST

Ref. No. **ET/PED/17/0002/5**

11th November, 2019.

TO WHOM IT MAY CONCREN

INTRODUCTORY LETTER: MR. MUNKAILI SEIBU (ET/PED/17/0002)

The above-named person is a student of the Department of Health, Physical Education and Recreation of the University of Cape Coast. He is pursuing a Doctor of Philosophy degree in Physical Education. In partial fulfilment of the requirements for the programme, he is conducting a research for his thesis titled" **Mentoring and Career Development of Physical Education Interns in Ghana".** The information collected will be used for academic purposes only and its confidently is assured.

We would therefore be most grateful if assistance could be offered to him to carry out the research.

We count on your usual co-operation.

Thank you.

Dr. Daniel Apaak
HEAD

APPENDIX E

UNIVERSITY OF CAPE COAST

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

PE CAREER DEVELOPMENT SURVEY QUESTIONNAIRE

Dear Participant,

I am Munkaila Seibu, a PhD candidate in the Department of Health, Physical Education and Recreation (College of Educational Studies) at the University of Cape-Coast. I am carrying out research on "Mentoring and career development of physical education interns in Ghana". This research intends to find out how PE interns are prepared for quality implementation of PE curriculum in Senior High Schools in Ghana. It is also a partial fulfilment of the requirement for the award of a Doctor of Philosophy Degree in Physical Education (Curriculum and Pedagogy). The questionnaire is strictly for an academic exercise, and you are please requested to provide accurate and frank information that will assist me in obtaining correct data for the study. You are also free to opt out at any point during the study.

Confidentiality in respect of whatever information you may give is fully assured. All information and data collected will be used strictly for research and publication of results. For further information, kindly contact the researcher (0244091826/0203632381) or Dr. Charles Domfeh (0504595527) or Dr. John Elvis Hagan (0500058449).

Consent

I have read the foregoing information about the study and fully understood what it entails. I therefore consent to voluntarily participate in this study.

Signature…….

Date…….

Section A: Demographic Information

Instruction: You are kindly requested to tick **(√)** or provide correct information in the space that best describes your view about each item.

1. Sex: Male ☐ Female ☐

2. Age……

3. Highest Academic Qualification: GCE 'O' Level ☐

SSSCE/ ☐ WASSCE ☐

Diploma in Basic Education ☐ . Others (specify)……

4. Have you been trained as a teacher from teacher training college?

Yes ☐ No ☐

5. How many years did you teach before coming to UEW to pursue PE programme? ……

Instructions: On a 5 - point Likert scale (Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree), please rate each item by ticking under the options provided according to your candid opinion as an intern. There is no right or wrong answer.

S/N		Please **TICK (√)** your option to rate **EACH** item				
		Strongly	**Agree**	**Undecided**	**Disagree**	**Strongly**
	SECTION B: PREVALENT MENTORING CHARACTERISTICS					
	Knowledge					
1.	Mentors' subject-matter content knowledge are prevalent characteristics of mentoring PE interns.					
2.	Pedagogical content knowledge of mentors are prevalent characteristics of mentoring PE interns.					
3.	Curriculum knowledge of mentors are prevalent characteristics of mentoring PE interns.					
4.	Technological knowledge of mentors are prevalent characteristics of mentoring PE interns.					
5.	Mentors' knowledge in inclusive education are prevalent characteristics of mentoring PE interns.					
	Psycho-social					
6.	Emotional support of interns by mentors are prevalent characteristics of mentoring PE					

	interns.					
7.	Positive communication between mentors and interns are prevalent characteristics of mentoring PE interns.					
8.	Mentors' motivation of interns are prevalent characteristics of mentoring PE interns.					
9.	Mentors' personal qualities are prevalent characteristics of mentoring PE interns.					
10.	Satisfaction mentors derive from mentoring interns are prevalent characteristics of mentoring PE interns.					
	SECTION C: PREVALENT MENTORING PRACTICES					
1.	Respect for diversity in mentoring interns are prevalent practices of PE mentors.					
2.	Good leadership qualities in mentoring interns are prevalent practices of PE mentors.					
3.	Model teaching for interns' observation are prevalent practices of PE mentors.					
4.	Accessibility to interns are prevalent practices of PE mentors.					
5.	Mentors' expectations of interns are prevalent practices of PE mentors.					
6.	Mentors' feedback given to interns are prevalent practices of PE mentors.					
7.	Systematic and regular supervision of interns					

	teaching are prevalent practices of PE mentors					
8.	Positive mentoring relationship are prevalent practices of PE mentors.					
9.	Mentoring interns based on mentors' philosophy are prevalent practices of PE mentors.					
	SECTION D: BARRIES TO MENTORING PHYSICAL EDUCATION STUDENT-INTERN					
1.	Frequent inter - hall and inter - school sports activities in school are barriers to mentoring PE interns.					
2.	Mentors' low experience level of mentoring are barriers to mentoring PE interns.					
3.	Low level of mentors' qualification are barriers to mentoring PE interns.					
4.	Low remuneration of mentors by UEW are barriers to mentoring PE interns					
5.	Lack of training and retraining of mentors on new expectations of internship are barriers to mentoring PE interns					
6.	Mentors' dual role as assessors and evaluators of interns are barriers of mentoring PE interns.					
	SECTION E: CAREER DEVELOPMENT OF PE STUDENT-					

	INTERNS					
	Sub-Section E1: Planning and Preparation					
1.	Mentors' mastery of subject-matter content knowledge helps improve interns' lesson planning and preparation.					
2.	Mentors' understanding of yearly and termly preparation of scheme of learning helps improve interns' lesson planning and preparation.					
3.	Mentors' experience in planning for inclusion and diversity of learning helps improve interns' lesson planning and preparation.					
4.	Mentors' creativity and easy access to learning resources improves interns' lesson planning and preparation.					
5.	Mentors' knowledge about the structure of current lesson plan improves interns' lesson planning and preparation.					
	Sub-Section E2: Instructional Skills					
1.	Mentors' application of creative pedagogies in learning and teaching improves interns' instructional skills.					
2.	Mentors' questioning and discussion techniques improve interns' instructional skills.					

3.	Mentors' curriculum content knowledge improves interns' instructional skills.					
4.	Mentors' pedagogical content knowledge improves interns' instructional skills.					
5.	Mentors' specific comments on lesson delivery improves interns' instructional skills.					
	Sub-Section E3: Class Management					
1.	Mentors' techniques of interaction with learners improves interns' class management.					
2.	Mentors' techniques of control and management of large class size improves interns' class management.					
3.	Mentors' techniques of class discipline improve interns' class management.					
4.	Mentors' techniques of monitoring and supervision of learner behaviour improves interns' class management.					
5.	Mentors' knowledge of learners' safety use of equipment helps improve interns' class management.					
	Sub-Section E4: Class Assessment					
1.	Mentors' knowledge in forms of class assessment improves interns' class assessment techniques.					
2.	Mentors' understanding of alignment of class					

	assessment items with learning goals help improve interns' class assessment techniques.					
3.	Mentors' experience in developing class assessment items for the three domains of learning improves interns' class assessment techniques.					
4.	Mentors' experience in preparing marking scheme for class assessment items improves interns' class assessment techniques.					
5.	Mentors' experience in constructing assessment items that cater for individual differences improves interns' class assessment techniques.					
	Sub-Section E5: Professional Development					
1.	Mentors' reflective practices on teaching has great influence on interns' philosophy for professional development.					
2.	Mentors' leadership style has great influence on interns' professional development.					
3.	Mentors' collegeality and community service has great influence on interns for professional development.					
4.	Mentors' continually participating in lifelong learning has great influence on interns' professional development.					

5.	Mentors' collaboration with colleagues in problem-solving has great influence on interns' professional development. .					
6.	Mentors' pedagogical skills in handling inclusion issues has great influence on interns' professional development.					
7.	Mentors' creative use of pedagogical skills in handling cross cutting issues (gender, equity, etc.) has great influence on interns' professional development.					
8.	Mentors' development of interns' core competencies such as leadership and personal development, critical thinking and problem-solving, creativity and innovation, communication and collaboration, cultural identity and global citizenship, and digital literacy have great influence on interns' professional development.					

THANK YOU

APPENDIX F

SPSS RELIABILITY TEST OUTPUTS FOR STUDENT-INTERNS QUESTIONNAIRE

```
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  /SCALE ('ALL VARIABLES') ALL
  /MODEL=ALPHA.
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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	122	100.0
	Excluded[a]	0	0
	Total	122	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
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Scale: ALL VARIABLES

Case Processing Summary

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	Total	122	100.0

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Reliability Statistics

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Case Processing Summary

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Cases	Valid	122	100.0
	Excluded[a]	0	0
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Case Processing Summary

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Cases	Valid	122	100.0
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Reliability Statistics

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Case Processing Summary

		N	%
Cases	Valid	122	100.0
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	Total	122	100.0

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Reliability Statistics

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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	122	100.0
	Excluded[a]	0	0
	Total	122	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.763	5

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  /MODEL=ALPHA.
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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	122	100.0
	Excluded[a]	0	0
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Reliability Statistics

Cronbach's Alpha	N of Items
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CPD28
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Scale: ALL VARIABLES

Case Processing Summary

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Reliability Statistics

Cronbach's Alpha	N of Items
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RELIABILITY

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CPD17 CPD18 CPD19 CPD20

/SCALE ('ALL VARIABLES') ALL

/MODEL=ALPHA.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	122	100.0
	Excluded[a]	0	0
	Total	122	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
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APPENDIX G

SEMI-STRUCTURED INTERVIEW SCHEDULE

Student Interns Background

i. Sex: …….

ii.. Age: ……

iii. Highest Academic Qualification? ……

iv. Are you a professionally trained teacher? ……

v. How many years have you taught before coming to UEW to pursue the PE programme? ……

Metors' Mentoring Characteristics

1. What mentoring characteristics do you believe mentors need to possess

   for quality mentoring of student interns during the internship?

Mentors' Mentoring Practices

1. What mentoring practices do you believe mentors should exhibit for quality mentoring of student interns during the internship?

Career-related Areas

1. Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Barriers to Effective Mentoring

1. What barriers do you believe impede the quality mentoring of student interns during the internship?

Thank You for Your Time

APPENDIX H

VERBATIM TRANSCRIPTS OF INTERVIEW WITH PE STUDENT-INTERNS

Respondent 1

i. Interns Demographic Variable

Interviewer: Which of your mentor's demographic variables do you believe to have influenced the selection of your mentor for the internship programme?

Intern 1: In fact, my mentor was my former Physical Education tutor in the Senior High School. I went there to do my internship because of his teaching experience and also his good relationship.

ii. Mentors' Mentoring Characteristics

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Intern 1: Oh! Yes. A mentor should know the subject very well, able to teach both practical and theory well, able to apply technology, give psychological support to interns, have time to communicate with the interns about the subject, and having the ability to motivates the interns.

iii. Mentors' Mentoring Practices

Interviewer: What mentoring practices do you believe mentors should exhibit for quality mentoring of student interns during the internship?

Intern 1: Yes. A mentor should demonstrate good leadership skill, cordial relationship, commitment to the work, always available and gives constructive feedback to mentees for development.

Career Related Areas

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Intern 1: The areas my mentor helped me to develop are how to ask and answer questions in class, planning, and preparation, professionalism, instructional skills, and class management as areas I have developed due to my mentor's mentoring characteristics and practices

Barriers to Mentoring

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Intern 1: The barriers affecting mentoring are large class size, inadequate teaching-learning materials/equipment, giving priority to examinable subjects, too many sports activities during the internship period, over schedules of mentors, and inconsistent supervision and feedback.

Respondent 2

i. **Demographic Variables**

Interviewer: Which of your mentor's demographic variables do you believe have influenced the selection of your mentor for the internship programme?

Intern 2: I selected my mentor because he has a lot of experience in mentoring students. He is also a male about 46 years of age and also a degree holder.

ii. **Mentors' Mentoring Characteristics**

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Intern 2: Yes, I believe that to be a good mentor to be able to mentor a mentee you need to have subject content knowledge, pedagogical content knowledge, motivational skills, emotional support, and good communication. These are what I want my mentor to have to be a good mentor.

iii. Mentors' Mentoring Practices

Interviewer: What mentoring practices do you believe mentors should exhibit for quality mentoring of student interns during the internship?

Intern 2: Yes, of course. My mentor has exhibited the following mentoring practices that I expected. These practices are motivation, being available, giving feedback on intern's work, good relation, and teaching for observation.

iv. Career Related Areas

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Intern 2: Yes. In all, my mentor has made an impact on me in lesson planning and delivery, class management, how to ask and distribute questions, how to relate with learners. I also learned from him how vary my dressing. He also helped me to create a good relationship with him. He even calls to find out when I am late to school.

v. Barriers to Mentoring

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Intern 2: In one way of the order, we were having a lot of challenges with teaching and learning materials, large class size, low respect for PE subject and too much work load for interns. In addition, some mentors lack mentoring

experience, some mentors are also not trained, level of qualification also serve as barriers to mentoring.

Respondent 3

i. **Mentoring Demographic Variable**

Interviewer: Which of your mentor's demographic variables do you believe to have influence the selection of your mentor for internship programme?

Intern 3: I have the opportunity to learn from my mentor back at my Senior High School days. There I have realized that he has both the teaching and the mentoring experience. That is why I selected him as my mentor.

ii. **Mentors' Mentoring Characteristics**

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Intern 3: A big yes. I expect a mentor to be have control over the curriculum, is able to teach well, know the subject very well, ready to assist me, can free discussion issues with me, motivate me to do more and has similar behaviour like me. Such characteristics drove me to select my mentors.

iii. **Mentors' Mentoring Practice**

Interviewer: What mentoring practices do you believe mentors should exhibit for quality mentoring of student interns during the internship?

Intern 3: Of course! Mentor actually should be able to model their teaching, proof that they good leaders, exhibit good relationship and be able to give specific and corrective feedback change. I personally selected my mentor in addition to the above practices because he is known for his good relationship and always there for everybody.

iv. **Career Related Areas**

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Intern 3: The career related areas I believe I have developed through my mentor's efforts are lesson planning and preparation, good instructional skills, assessment strategies, class management, how to relate and talk to students. I also improve upon my professional ethics, including how to dress, punctuality, how to relate with the management and staff, how to manage conflict, and how to work under pressure.

v. Barriers to Mentoring

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Intern 3: Yes of course there are barriers. My mentor is the only Physical Education teacher in the school for that matter he holds many positions in school outside the school, He is the sports master, senior house master and zonal sports organisor. Due to this he has less time to discuss my challenges with me. Also, low respect of staff and student for PE subject, too work load, teaching and learning materials, large class size, low qualification of mentors and low mentors' mentoring experience are also barriers to mentoring. In fact, these challenges need to be resolved effective mentoring of student interns.

Respondent 4

i. Mentor's Demographic Variable

Interviewer: Which of your mentor's demographic variables do you believe to have influence the selection of your mentor for internship programme?

Intern Respondent 4

My mentor gender, teaching experience and mentoring experience are the things that influence me to choose him as a mentor.

ii. Mentors' Mentoring Characteristics

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Intern 4: Oh! Yes. A mentor should know the subject very well, able to teach both practical and theory well, able to apply technology, give psychological support to intern, have time to communicate with the interns about the subject, and having the ability to motivates the interns.

iii. Mentors' Mentoring Practices

Interviewer: What mentoring practices do you believe mentors should exhibit for quality mentoring of student interns during the internship?

Intern 4: Sure. As a mentor he or she demonstrate good leadership to mentee, show cordial relationship, must show commitment to the work, must be readily available to mentees at all time, give constructive feedback to mentee for development.

iv. Career Related Areas

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Intern 4: With the issues of career development, I have had professionalism, communication and relation, planning and preparation, instructional skills and class management as areas I have developed due to my mentor's mentoring characteristics and practices.

Barriers to Mentoring

Interviewer: Which barriers do you think affect mentoring of student interns during the internship?

Intern 4: Yes, I encountered some barriers. These barriers include lack of control over the subject matter knowledge, lack of trained mentors, over-burden of mentors. Besides, there is too much workload, poor relationship between mentor and mentee, lack of respect for interns, lack of teaching and learning materials, and large class size. Poor remuneration of mentors is also a serious issue that affects mentor's commitment to mentoring interns

Respondent 5

i. **Mentor's Demographic Variable**

Interviewer: Which of your mentor's demographic variables do you believe to have influenced the selection of your mentor for the internship programme?

Intern 5: I have selected my mentor base on his academic qualification and teaching experience.

ii. **Mentoring Mentoring Characteristics**

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Intern 5: Yes! Mentors should be selected based on their mentoring characteristics. A mentor must be competent enough in his or her field in both subject matter knowledge and pedagogical knowledge. A mentor must also support the mentee when necessary, good communication skills, and motivate the mentee to gain experience in his or her field. A mentor should be able to challenge his or her mentee to perform difficult tasks with little or without support.

iii. Mentoring Practices

Interviewer: What mentoring practices do you believe mentors should exhibit for quality mentoring of student interns during the internship?

Intern 5: Sure! Mentors need to be selected on their mentoring practice. For example, a mentor should have a philosophy that he or she goes by and it must reflect in his or her work. A mentor must have good communication skills for the mentee to know exactly what he should do without ambiguity and also, he or she must be practice fairness in their line of work. He or she must be professional at work and also have good relationships with co-workers to promote a healthy atmosphere. Oh yes. My mentor demonstrates these qualities except one. Sometimes his remarks were ambiguous and he sometimes forgot what he had said earlier on.

iv. Career Related Areas

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Intern 5: My mentor helped me developed professionally concerning class management, how to write questions and assess students and how to relate well with staff and students. Through my mentor, I have improved upon how to dress appropriately and how to observe the school rules and regulations. He also helped me to improve upon developing different strategies for managing classes and learners. I was coached on how to relate with both teaching and non-teaching staff and how to react in different situations if they happened.

v. **Barriers to Mentoring**

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Intern 5: Among the barriers are; inadequate induction into the practical aspect of teaching, inadequate teaching and learning materials, inadequate supervision and specific feedback. I am of the view that some of the challenges are crop up because mentors do not have mentoring experience and current training. Finally, most mentors complain of not being paid the little allowance for the mentoring work they do.

Respondent 6

i. **Mentoring Demographic Variables**

Interviewer: Which of your mentor's demographic variables do you believe to have influence the selection of your mentor for internship programme?

Intern 6: Mentoring experience and teaching experience are the demographic variable I used to select my mentor.

ii. **Mentors' Mentoring Characteristics**

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Intern 6: Yes. Mentors needs to be selected based on their characteristics. Mentors should have good knowledge about the curriculum. Pedagogical and technological knowledge are very important characteristics. A mentor should be a good communicator, motivate and also support mentee when they are in difficulties.

iii. Mentors' Mentoring Practices

Interviewer What mentoring practices do you believe mentors should exhibit for quality mentoring of student interns during the internship?

Intern 6: Exactly. Mentors should be selected based on their practices because I have learnt a lot during internship. My mentor regularly supervises my teaching and he sits me down after every lesson to reflect on what I taught. He gives me appropriate feedback to what I did wrong and suggest a way to do it right. He demonstrated competence in his teaching and mastery of subject matter. My mentor models the qualities of a good leader.

Career Related Areas

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Intern 6: Areas that were developed include: proper writing of lesson notes, how to manage the class good instructional skills, new strategies of assessing students and class management. I have also learnt about punctuality, how to request for equipment and materials. How to organise sports and write report

v. Barriers to Mentoring

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Intern 6: I have experienced a lot of barriers. These barriers include, too much workload, organization of sporting events and limited time for teaching. Others are, lack of training of mentors and low motivation of mentors.

Respondent 7

i. Mentoring Demographic Variables

Interviewer: Which of your mentor's demographic variables do you believe to have influence the selection of your mentor for internship programme?

Intern 7: The demographic variable I used to select my mentor are performance in teaching, relationship with staff and students and his way of life.

ii. Mentors Mentoring Characteristics

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Intern 7: Oh yes! They should be selected based on their subject matter content knowledge, pedagogical content knowledge, ability to information to help in teaching and learning. Mentors also have the ability to emotional support interns, give interns motivation and communicate frequently with interns.

iii. Mentors' Mentoring Practices

Interviewer: What mentoring practices do you believe mentors should exhibit for quality mentoring of student interns during the internship?

Intern 7: Sure! I want to observe the following mentors mentoring practices such as regular supervisor, modelling of teaching, good relationship, good leadership and give of constructive feedbacks. His art of communication was clear and consistent.

iv. Career Related Areas

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Intern 7: Well to be honest with you my mentors' mentoring characteristics and helped me to improve on lesson plan and preparation, assessment of students, class management, teaching and my entire life as a teacher.

v. Barriers to Mentoring

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Intern 7: The barriers include, too much workload, lack of training of mentors and failure to pay mentors allowance, mentors not current about the subject and too much oral feedback.

Respondent 8:

i. Mentor's Demographic Variable

Interviewer: Which of your mentor's demographic variables do you believe to have influence the selection of your mentor for internship programme?

Intern 8: I have actually not met my mentor before selecting the school for my internship. It was my friend who he mentored recommended him to me. My mentor is a simple man about 55 years of age and very hardworking. I got impressed to him because he was recommended to be knowledgeable about the subject, he has experience in teaching PE and one of the best teachers in the school in terms of teaching pedagogy.

ii. Mentors' Mentoring Characteristics

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Interns 8: Oh! Yes. All mentors need to posse some unique mentoring characteristics that can really help them to support their student interns they are mentoring. These characteristics are knowledge of the subject matter, pedagogical content knowledge, willingness to support the interns during difficulty, personal quality, and ability to use technology in teaching or searching for current information. Yes. These are the important characteristics a good mentor should have.

iii. Mentors' Mentoring Practices

Interviewer: What mentoring practices do you believe mentors should exhibit for student interns' quality mentoring during the internship?

Interns 8: Why not? Every good mentor should be able to motivate his or her mentee, be a good leader, provide mentee specific feedback, good relationship, and have time to expose the mentee new skills about the profession by supervising his or her teaching regularly.

iv. Career Related Areas

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Interns 8: I have learnt a lot of things from my mentor that have actually that have helped me to developed. The areas I could boast of are lesson planning and preparation, lesson presentation, class control and class management, how

to set questions, mark and award marks and finally, about general professional life of a teacher.

v. Barriers to Mentoring

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Interns 8: Notwithstanding the quality of mentoring, there are barriers that impede the effective mentoring. These barriers include mentors are over burden with duties which make them not to have time for supervise mentees regularly, large class size, in adequate teaching learning materials/equipment, giving priority to examinable subjects and low specific feedback. In addition, I have encountered personality difference as a barrier. I am introvert by nature and my mentor is extrovert. So, he sometimes sees my actions as a boarder to him.

APPENDIX H

VERBATIM TRANSCRIPTS OF INTERVIEW WITH PE MENTORS

Respondent 1

i. Mentor's Demographic Variable

Interviewer: Which mentor's demographic variables do you believe influence mentees to select mentor for mentoring during internship?

Mentor 1: I think mentors' academic qualification, mentoring experience as well as how they teach the subject (physical education) may be the key things that influence mentees to select their mentor for mentoring during internship.

ii. Mentoring to Characteristics

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Mentor 1: Yes, a good mentor should possess and demonstrate such characteristics that are worthy of as mentor. He should have sufficient content knowledge and good teaching methodology; he should have good communication skills and should have good human relation. In general, the mentor's personal quality as a physical education teacher is very impotent characteristics.

iii. Mentors' Mentoring Practices

Interviewer: What mentoring practices do you believe mentors should exhibit for quality mentoring of student interns during the internship?

Mentor 1: Yes. This is because, the whole mentoring process deals with the act of doing the working and being corrected where necessary. By this the mentor should be readily available to his interns most often to supervise them,

provide feedback on their progress and relate well with interns during difficult moments.

iv. Career related Areas

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Mentor 1: Hmmm! The areas include; punctuality to work, confidence in teaching, improvisation of equipment and how to positively communicate and relate with students and staff, how to teach and how to manage class.

v. Barriers to Mentoring

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Mentor **1:** The barriers affecting mentoring include, inadequate equipment and supplies for teaching the PE, lack of facilities, work overload, poor remuneration for mentoring student interns and lack of mentorship training for new mentors.

Respondent 2

i. Mentor's Demographic Variable

Interviewer: Which demographic variables of mentors do you believe influence mentees to select mentors for mentoring during internship?

Mentor 2: Oh! Mentors' teaching and mentoring experience will attract interns most. Also, mentors with higher academic qualification will attract interns for internship. Finally, any mentor who is trained to mentor interns is likely to attract more interns than untrained.

ii. Mentors' Mentoring Characteristics

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Mentor 2: Yes, mentors who possess characteristics such as in-depth subject content and pedagogical knowledge, good personal qualities and leadership style, and the ability to motivate and support interns during difficult times will attract interns. These mentoring characteristics will surely attract interns to mentors.

iii. Mentors' Mentoring Practices

Interviewer: What mentoring practices do you believe mentors should exhibit for student interns' quality mentoring during the internship?

Mentor 2: Definitely yes. Because a mentor who regularly supervises and assess his/her interns, provide constant feedback to them and is always available to the interns will have a higher chance of being selected as a mentor by an intern. Most interns will also like to select mentors based on their relationship. For example, former PE teachers was selected because of how he relates with staff and students.

iv. Career Related Areas

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Mentor 2: Through my mentoring practices, the interns were able draw a detailed scheme of work as well as lesson notes, develop confidence in teaching and coaching students, manage class as well as their professional life.

v. **Barriers to Mentoring**

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Mentor 2: There are several barriers. These barriers include, insufficient time allocated to PE, lack of mentoring training and retrain, lack of equipment and facilities, several sporting activities made me less accessible to my intern. Finally, poor communication between the mentor and university on how to achieve the mentoring goal as well as poor remuneration of the mentor.

Respondent 3

i. **Mentor's Demographic Variable**

Interviewer: Which demographic variables of mentor's do you believe influence mentees to select mentors for mentoring them during the internship?

Mentor 3: Hmmm! Since student interns go on internship to develop and improve on the career they want to pursue, I believe that mentors mentoring experience, mentors teaching performance, higher academic qualification of mentor and sometime gender are things mentees will consider.

ii. **Mentors's Mentoring Characteristics**

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Mentor 3: Yes. Interns will select mentors who share common traits with them, such as good personal qualities, good communicator, a mentor with good subject content knowledge, methodological knowledge, accessibility of the mentor and a mentor who is able to integrate technology into the teaching and learning of PE.

iii. Mentors' Mentoring Practices

Interviewer: What mentoring practices do you believe mentors should exhibit for quality mentoring of student interns during the internship?

Mentor 3: Yes. Interns will select mentors who share the same teaching philosophies and similar personal qualities. Other practices such as constant supervision, feedback, leadership as well as good mentor-intern relationship are key in the selection of selecting a mentor.

iv. Career Related Areas

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Mentor 3: Through my mentoring practices, the interns were able to draw a detailed scheme of work as well as prepare lesson notes. The also develop confidence in teaching, how to manage students in class as well as how to set questions and design a marking scheme.

v. Barriers to Mentoring

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Mentor 3: The main barriers are, insufficient equipment and facilities coupled poor remuneration of mentors, lack of training and retraining of new and old mentors, work overload and larger class sizes.

Respondent 4

i. Demographic Variable

Interviewer: Which mentor's demographic variables do you believe influence mentees to select mentor for mentoring them during internship?

Mentor 4: The demographic variables that influence the selection of mentors for internship include, mentoring experience, mentor's academic qualification and mentor who is trained.

ii. Mentors' Mentoring Characteristics

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Mentor 4: The following characteristics influence the choice of mentors; good communication, sufficient content knowledge, good pedagogical knowledge, a mentor who supports his/her interns to overcome their challenges and mentors' good personality.

iii. Mentors' Mentoring Practice

Interviewer: What mentoring practices do you believe mentors should exhibit for quality mentoring of student interns during the internship?

Mentor 4: Yes. Interns will select mentors who are accessible, regularly have time to supervise and assess them, provide constant feedback, ability to model desirable behaviour, share common teaching philosophy with interns with good leadership skills. There should also exist a good personal relationship with the intern.

iv. Career Related Areas

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Mentor 4: The career areas the interns develop are; teaching, preparation of scheme of work and lesson notes, teaching skills, classroom management and field marking with confidence.

v. **Barriers to Mentoring**

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Mentor 4: Insufficient equipment and facilities, large class size, less supervision time due to numerous intra and inter-school sporting activities, poor remuneration and too much work load are the mentoring barriers I have experience.

Respondent 5

i. **Mentor's Demographic Variable**

Interviewer: Which demographic variables of mentors do you believe influence mentees to select mentor for mentoring during internship?

Mentor 5: Gender as a demographic variable influence the selection of mentors for internship because, according to most of my female interns, they prefer to be mentored by male to female mentors. According to them, they feel most female's mentors like to show-off. The other demographic variables include, mentoring experience, higher academic qualification and also prefer trained mentors.

ii. **Mentors' Mentoring Characteristics**

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Mentor 5: Yes. Because interns may like mentors who have good teaching skills, sufficient knowledge in the subject, mentor who is caring, motivating and ready to support mentees in times of difficulty.

iii. Mentors' Mentoring Practice

Interviewer: What mentoring practices do you believe mentors should exhibit for student interns' quality mentoring during the internship?

Mentor 5: Yes. BA good mentor needs to be always available, regular supervision interns work, have good relationships, provide intern specific feedback to improve interns career, and demonstrate good leadership skills.

iv. Career Related Areas

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Mentor 5: The career areas I believe my intern has tremendously improved are lesson planning and preparation, teaching, he has also improved on his dressing and ways of doing things, and how to relate with students as well as staff.

v. Barriers to Mentoring

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Mentor 5: Too much responsibilities of mentors, insufficient equipment and facilities, large class size, lack of training if mentors and poor mentors' remuneration. These are the major barriers that hinder effective mentoring of student interns.

Respondent 6

i. Mentor's Demographic Variable

Interviewer: Which mentor's demographic variables do you believe influence mentees to select mentor for mentoring during internship?

Mentor 6: I believe; mentees will look mentors' teaching experience when they want to select a mentor. Also, teachers' highest academic qualification as well as whether they are trained mentors. These questions are usually asked by the mentees when they come around looking for mentors.

ii. Mentors' Mentoring Characteristics

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Mentor 6: Yes. A good mentor should possess knowledge of subject matter, teaching methodology, ability to motivate and support learners when all hope are loss. The personal qualities of a teacher attract genuine interns toward the mentor.

iii. Mentors, Mentoring Practices

Interviewer: What mentoring practices do you believe mentors should exhibit for quality mentoring of student interns during the internship?

Mentor 6: Yes. This is because through the practices such as regular supervision, assessment, modeling of teaching, motivation of interns, leadership, accessibility and professional challenges exhibited by the mentor, the will enable the intern acquire the requisite experience in the field of study.

iv. Career Related Areas

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Mentor 6: Oh! Yes. These related areas are classroom management skills, self-confidence, lesson note and scheme of work preparation and teaching.

v. **Barriers to Mentoring**

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Mentor 6: Hmmm! The barriers affecting mentoring include, inadequate equipment and supplies for teaching the PE, lack of some facilities, poor mentors' remuneration and large class size.

Respondent 7

i. **Mentor's Demographic Variable**

Interviewer: Which mentor's demographic variables do you believe influence mentees to select mentor for mentoring during internship?

Mentor 7: Most of the mentees prefer working with male physical Education mentors because they are very hardworking, punctual and regular in school and most importantly always available for PE practical lessons. As compare to some female counterpart who are in hurry to live school or go home to prepare food for their family leaving most of their works undone. Also, the mentoring experience and academic qualification are also the factors to be considered.

ii. **Mentors' Mentoring Characteristics**

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

Mentor 7: Yes, it is undeniable fact to say that mentoring characteristics play a major role in developing interns. These characteristics include subject matter content knowledge, good teaching experience, supporting and motivation of interns. Therefore, when one is selected based on the above, it will help prepare the mentee to fit well into the society he/she is practicing.

iii. Mentors' Mentoring Practices

Interviewer: What mentoring practices do you believe mentors should exhibit for student interns' quality mentoring during the internship?

Mentor 7: Yes! Mentor selection guides the mentee to be well positioned to shape their professional traits through quick and prompt feedback in averting challenging during the internship period. Also, mentors need to be supportive, supervise interns regularly, relate well with interns, motivate, and support the intern emotionally.

iv. Career Related Areas

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Mentor 7: The areas are, classroom management skills and self-confidence in teaching. The interns also developed how to write lesson plan and scheme

v. Barriers to Mentoring

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Mentor 7: Yes, among the barriers that highly militate against the free flow of their internship session are; too much school academic and internal programme (some days and dates are set aside for intramural and intermural activities). Poor remuneration of mentors, too much task for mentors to do, large class size.

Respondent 8

i. Mentor's Demographic Variable

Interviewer: Which mentor's demographic variables do you believe influence mentees to select mentor for mentoring during internship?

Mentor 8: Oh! I believe experience in mentoring, highest academic qualification, age and gender of the mentor. Apart from these, the teachers' general life and how s/he goes about career in the school matters a lot.

ii. Mentors' Mentoring Characteristics

Interviewer: What mentoring characteristics do you believe mentors need to possess for quality mentoring of student interns during the internship?

The response is missing here

iii. Mentors' Mentoring Practices

Interviewer: What mentoring practices do you believe mentors should exhibit for student interns' quality mentoring during the internship?

Mentor 8: Yes. These mentoring practices include regular supervision, good communication, provision of feedback, leadership skills and always available.

iv. Career Related Areas

Interviewer: Which of the career-related areas do you believe that student interns' development was/were due to mentors' mentoring characteristics and mentoring Practices?

Mentor 8: Through my mentoring characteristics and practices, my intern develops leadership skills, professional life of a teacher and lesson planning, teaching with confidence. I am proud to say that my interns can confidently perform the areas I have stated.

v. Barriers to Mentoring

Interviewer: What barriers do you believe impede the quality mentoring of student interns during the internship?

Mentor 8: There are numerous mentoring barriers. Among them are insufficient equipment and facilities, large class size, more workload and lack of men.

APPENDIX I

BIVARIATE PEARSON CORRELATION MATRIX FOR MENTORS MENTORING CHARACTERISTICS AND PRACTICES OF STUDENTS INTERNS CAREER DEVELOPMENT

		Mean	Std. Dev.	1	2	3	4
1	Overall Mentoring Characteristics and Practices	4.29	0.33	1			
2	Mentoring Characteristics	4.34	0.36	0.894*	0.579*	1	
				0.000	0.000		
3	Mentoring Practices	4.23	0.39	0.883*	1		
				0.000			
4	Student-Interns Career Development	4.27	0.54	0.386*	0.384*	0.304*	1
				0.000	0.000	0.000	

N=122, Source: Fieldwork Data, 2020

*Correlation is significant at p< 0.05 (2-tailed)

APPENDIX J

PERMISSION LETTER

UNIVERSITY OF EDUCATION, WINNEBA
RECEIVED 05-12-19
DEPARTMENT OF HPERS

University of Education, Winneba
Department of HPERS
Post Office Box 25
Winneba

12th November, 2019.

The Pro – Vice – Chancellor
University of Education, Winneba
Post Office Box 25
Winneba

RECEIVED 12-11-19
DEPARTMENT OF HPERS

FACULTY OF SCIENCE EDUCATION
RECEIVED
04 DEC 2019
WINNEBA
UNIVERSITY OF EDUCATION, WINNEBA

Thro: The Dean
Faculty of Science Education
University of Education, Winneba
Winneba

FACULTY OF SCIENCE EDUCATION
RECEIVED
14 NOV 2019
WINNEBA
UNIVERSITY OF EDUCATION, WINNEBA

Thro: The Head
HPERS Department
University of Education, Winneba
Winneba

Dear Sir,

PERMISSION TO CONDUCT RESEARCH STUDY WITH LEVEL 400 PHYSICAL EDUCATION STUDENTS IN DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SPORTS.

I am a staff in the department of Health, Physical Education, Recreation and Sports, pursuing a Doctor of Philosophy degree in Physical Education with Curriculum and Pedagogy as a major. I have successfully defended my proposal and ~~has~~ have also been granted ethical clearance approval by University of Cape coast Institutional Review Board (UCCIRB) for implementation of my research protocol titled: **"Mentoring and Career Development of Physical Education Interns in Ghana"**

Find attached my ethical clearance letter from Institute of Review Board University of Cape and introductory letter from my Head of Department, Health, Physical Education and Recreation, University of Cape Coast.

I would be most grateful if you could grant me permission to carry out the research.

Thank you.

Yours faithfully,

Munkaila Seibu

(1) Dean
Mr Munkaila a lecturer in the department is doing a PhD … for his study …
13/11/2019

(3) Pro – VC
Pls, request recommended
14/11/19

(4) Dean, FSE
Permission granted
18/11/2019

(5) HOD, HPERS
Request approved
04/12/2019

(6) Mr Munkaila
Refer to minutes 4 and 5