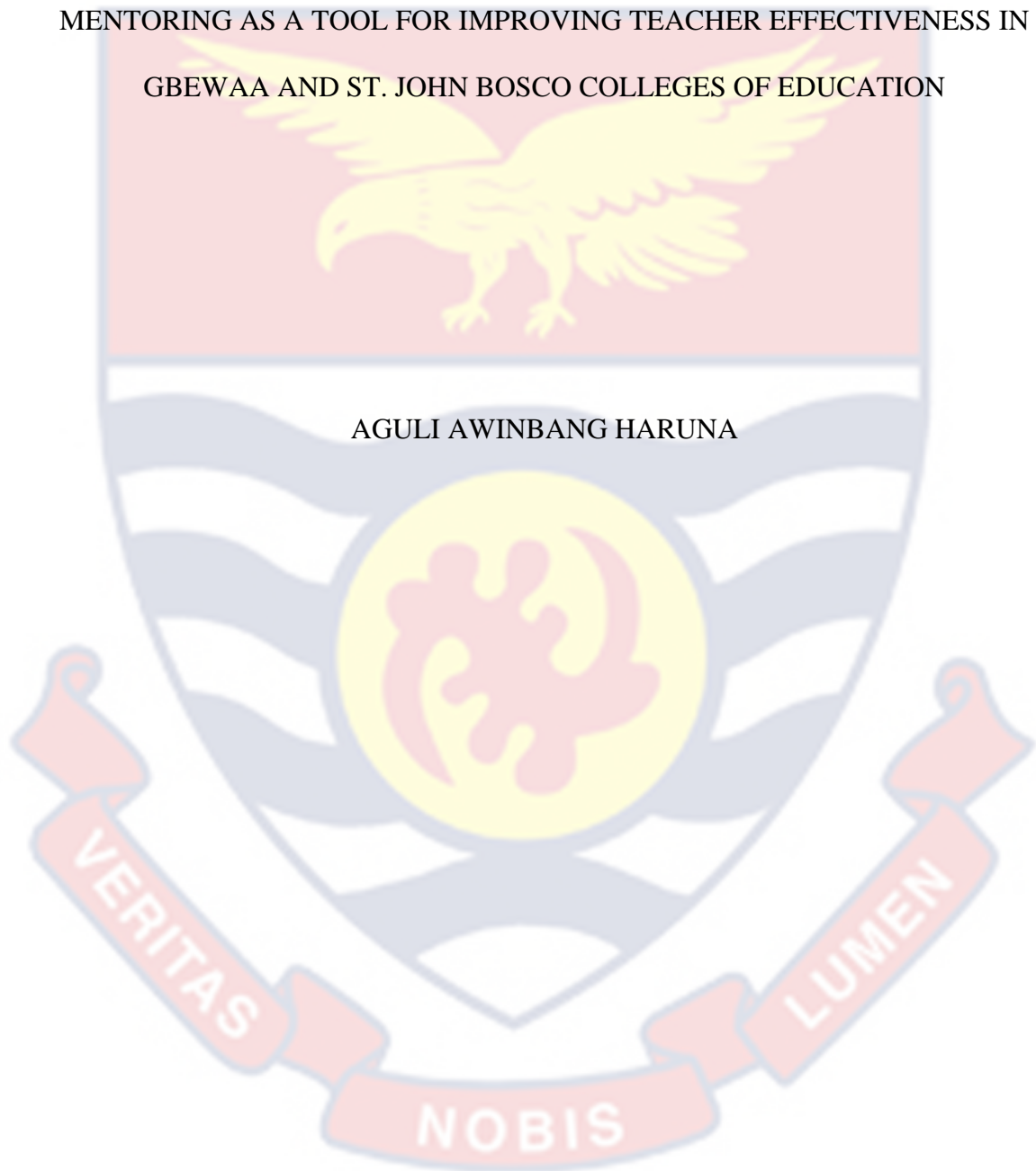


UNIVERSITY OF CAPE COAST

MENTORING AS A TOOL FOR IMPROVING TEACHER EFFECTIVENESS IN  
GBEWAA AND ST. JOHN BOSCO COLLEGES OF EDUCATION



AGULI AWINBANG HARUNA

2023

UNIVERSITY OF CAPE COAST

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GBEWAA AND ST. JOHN BOSCO COLLEGES OF EDUCATION

BY

AGULI AWINBANG HARUNA

A thesis submitted to the Institute for Educational Planning and Administration, School of Educational Development and Outreach of the College of Education Studies, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of Philosophy Degree in Administration in Higher Education.

APRIL 2023

## DECLARATION

### Candidate's Declaration

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

Candidate's Signature: ..... Date: .....

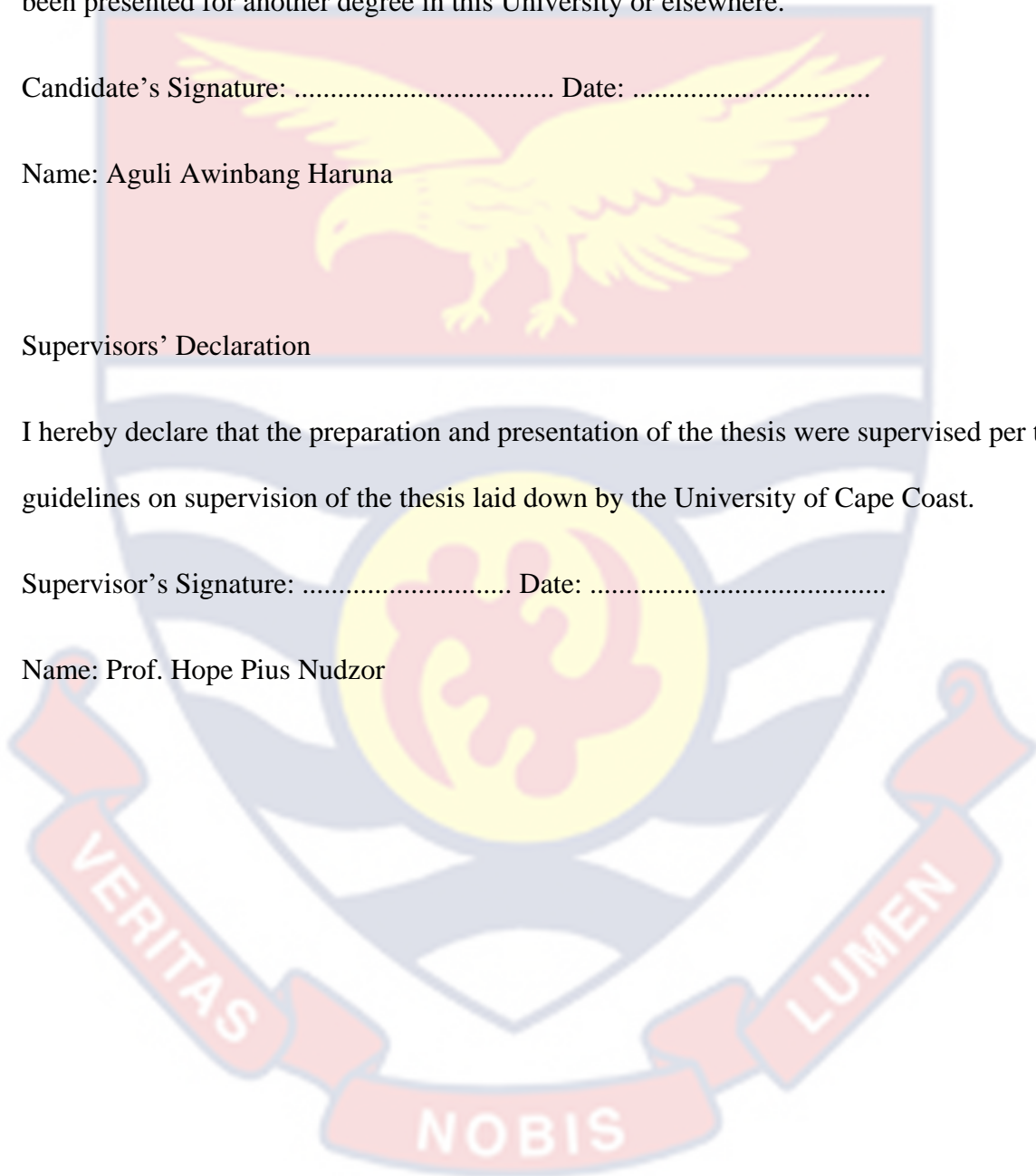
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### Supervisors' Declaration

I hereby declare that the preparation and presentation of the thesis were supervised per the guidelines on supervision of the thesis laid down by the University of Cape Coast.

Supervisor's Signature: ..... Date: .....

Name: Prof. Hope Pius Nudzor

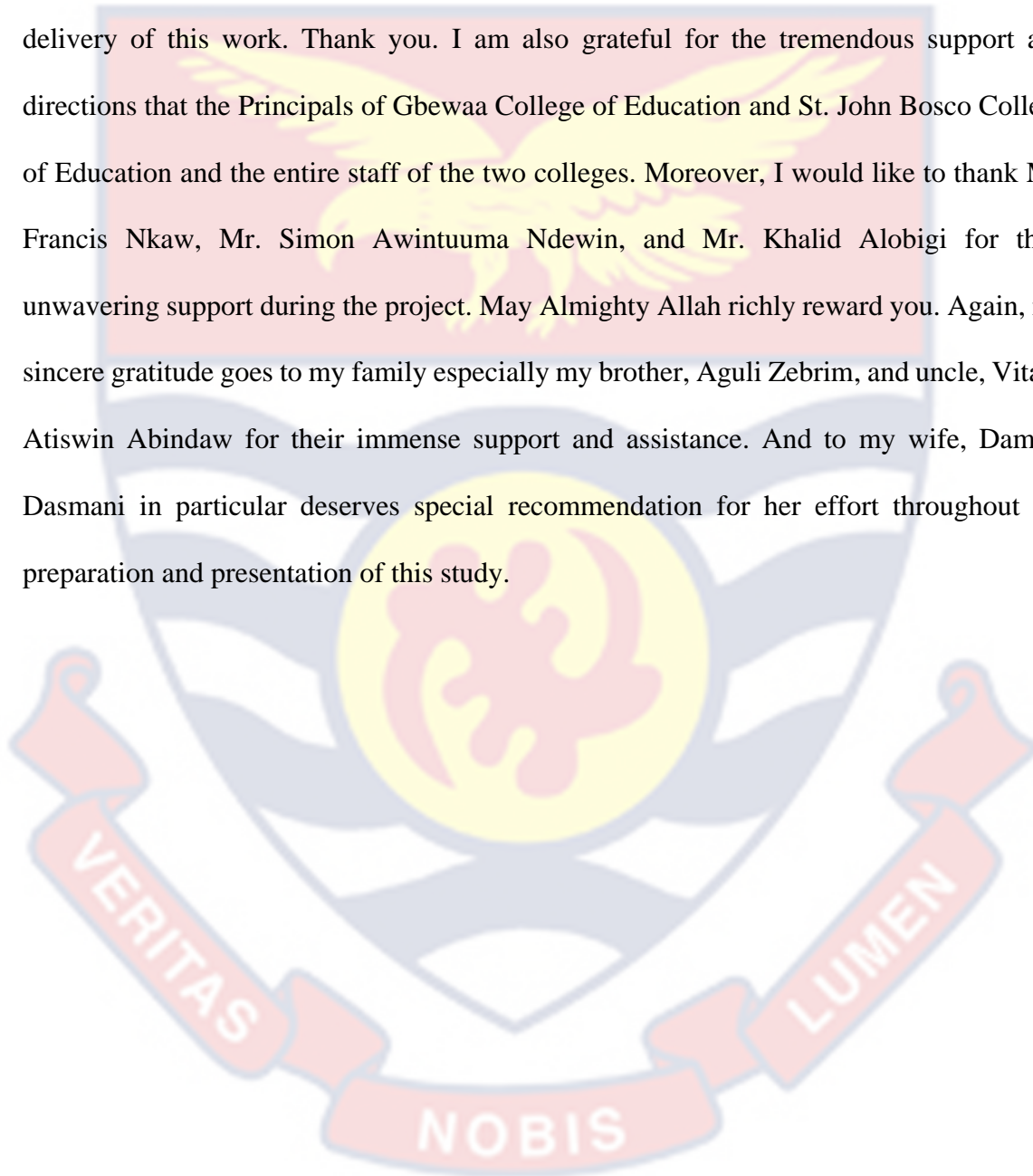


## ABSTRACT

This study employed a phenomenology design to explore how the mentoring arrangements in place in the Gbewaa and St. John Bosco Colleges of Education (CoEs) were helping newly appointed tutors to settle into their job roles and how it promotes effective teaching and learning. The census sampling technique was used to get 24 participants; 10 mentors, and 14 mentees for the study. Two in-depth interview guides were designed; one for the mentors and the other for mentees. Data were analyzed using inductive content techniques. The study found that different benefits of mentoring are accrued to mentors and mentees in the dyadic relationship in the two Colleges of education. The mentors enjoy social capital, acquisition of managerial skills, and intrinsic satisfaction. On the other hand, the mentees gain psycho-social and career advancement benefits. Furthermore, the study found that the mentorship arrangements had two dimensions of impact on tutors in the two Colleges. These include impacts on the teaching activities and impacts on the personal abilities of tutors. With the former dimensions of impacts, mentoring positively affected the teaching methods, assessments of students, and the tutor's relationship with students and colleagues. Whereas with the latter, the mentorship enabled tutors to have control over the classroom as well as improve personal abilities. Based on the findings of the study, the study concludes that more independent and self-motivated managers are produced from the side of the mentors and well-trained and progressive staff are produced from the side of the mentees. The study further concludes that there is improvement in the methods of teaching, students and tutor's relationship, and improvement in the confidence level of the mentees. The study, therefore, recommends that the management of the two Colleges should formalize the mentorship program so that every tutor that is posted here should be mentored because the mentorship will improve their teaching activities and personal abilities.

## ACKNOWLEDGEMENT

Almighty Allah is to be praised and thanked for his boundless mercies and bounties. I would like to express my profound gratitude to my supervisor, Prof. Hope Pius Nudzor for his expert oversight, guidance, support, and kindness in directing the preparation and delivery of this work. Thank you. I am also grateful for the tremendous support and directions that the Principals of Gbewaa College of Education and St. John Bosco College of Education and the entire staff of the two colleges. Moreover, I would like to thank Mr. Francis Nkaw, Mr. Simon Awintuuma Ndewin, and Mr. Khalid Alobigi for their unwavering support during the project. May Almighty Allah richly reward you. Again, my sincere gratitude goes to my family especially my brother, Aguli Zebrim, and uncle, Vitalis Atiswin Abindaw for their immense support and assistance. And to my wife, Damata Dasmani in particular deserves special recommendation for her effort throughout the preparation and presentation of this study.



## DEDICATION

To my parents and children.



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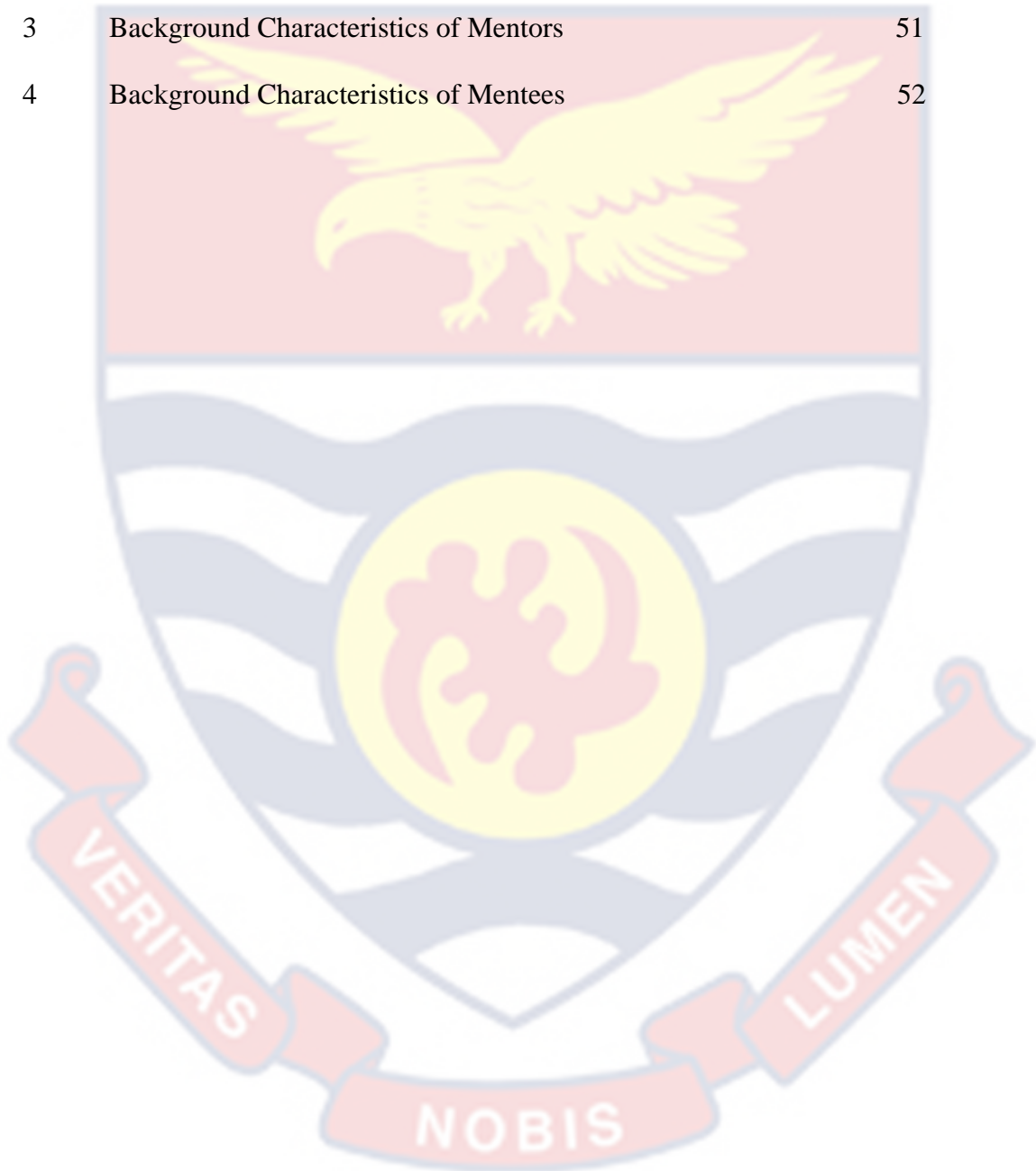
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## CHAPTER ONE

### INTRODUCTION

Newly recruited tutors often require information and guidance to contribute meaningfully and productively towards the attainment of higher education institutional goals. Mentoring has been adopted in this regard by many educational institutions in Ghana including Colleges of Education (COE). Gbewaa and St. John Bosco Colleges of Education are the only two teacher training and higher-level education institutions in the Upper East Region of Ghana. Their existence predates independence and they have since engaged in teacher recruitment. However, it was only in 2014 that both Colleges instituted mentoring programs for newly recruited tutors because the majority of them always find it difficult to start with their new roles. Accordingly, this qualitative study seeks to explore how mentoring is used to help newly recruited tutors settle into their new roles in the two CoEs of the Upper East Region (Dankwa, 2014).

#### Background to the Study

The education literature largely converges on teacher quality and its influence on students' performance (Macia et al., 2016) (Sancar et al., 2021). Along these lines, actors within the educational space, have constantly placed a premium on how to enhance the quality of teachers and quality of teaching to improve students' performance.

Additionally, due to how authority and responsibilities are distributed across various levels in schools, the individual teacher's development is important since each one contributes to school success (Fusarelli & Riddick, 2018). Teachers need to constantly learn and encounter new expertise, receive strong support, and access new opportunities, and mentorship schemes have been adopted by most schools in the achievement of this

imperative (Cooper, et al., 2016). Mentorship offers an important resource for teachers' development (Shapira, et al., 2015).

Regardless of how well they are prepared and the certificates they hold, newly recruited tutors just like any other professionals, usually harbor concerns about how to start life in their new work. According to Wilson & Elias (2010), these concerns are spread into three stages. They include survival, mastering, and impact stages. Under the survival stage, newly recruited tutors hold doubt about their teaching capabilities. They harbor feelings of uncertainty about whether their work output is meeting the school standards. They struggle with balancing personal and professional lives as well as effective classroom management and, student and peer acceptance. With the mastery stage, new tutors' concerns are situational and include skill mastery, teaching methods, and classroom resources (Gilles et al., 2010). In other words, the difficulty of addressing different situations with different approaches is what new tutors face at this stage. Subsequently, the concerns shift to how they can affect the students and their personal growth and this is the impact state (Dankwa, 2014). Here, the tutor undertakes personal introspection of his work and the impact on his person and students.

On top of these concerns, tutors have to adjust to the administration and management of new curriculum systems, new structures, and new processes of governance as well as extract curricula activities (Dankwa, 2014). Adapting to these new realities calls for new knowledge and skills (Fourie & Alt, 2000). Regardless of one longevity in the teaching profession, newly recruited tutors will need someone more experienced in the new system to help them navigate through the above concerns. At the back of this, many higher institutions of learning often assign recruits to experienced members for mentorship (Dankwa, 2014).

The concept of mentoring where someone considered wise guides a younger or less experienced one called a protégé dates back to Homer's *Odyssey*. Odysseus entrusted his son, Telemachus to a teacher called Mentor to be tutored (Daresh, 2004). Accordingly, the word mentoring originated from Mentor's name (Abdelrahman et al., 2020). Contemporary thinkers have drawn inspiration from this historic act to design schemes for experienced persons to guide the less experienced in many social institutions (Holmes & Flynn, 2017) including higher institutions of learning.

Mentoring is described as an intense relationship where a senior person oversees the career and psychosocial development of a less-experienced person (Douglas, 1997). To Ashburn et al., (1987), mentoring is defined as “the establishment of a personal relationship for professional instruction and guidance” (p. 2). (Bova and Phillips 1984) see mentoring as “learning resulting from or associated with experience” (p. 196). These definitions converged at the idea of knowledge transfer from one person to another for purposes of guidance in decision-making and problem-solving (Kleschick et al., 2016).

Whichever way mentoring is explained, it is an act that involves primarily, two actors; the mentor and mentee (Lishchinsky et al., 2015). Mentors ensure the well-being of their mentees and provide counseling, protection, feedback, and information appropriate for mentees' career and leadership development (Hansford et al., 2004). Depending on the institution, mentors come in varied categories. While some institutions assign mentees to designated mentors, other institutions permit informal mentors where an individual of a lesser position, out of self-will, can approach another of a higher position to solicit guidance (Bataille, 2014). The former seems pervasive in public schools (Stein et al., 2016) where newly recruited staff are assigned to senior members for mentorship to keep up with the new environment.



Mentoring can be structured or unstructured. Structured mentoring programs are governed by set rules and established goals. There is clarity of expectations and access for both mentee and mentor (Kutchner et al., 2016). On the other hand, unstructured mentoring programs are flexible and allow both the mentee and mentor to develop mutual comfort, roles, and goals (Bataille, 2014). Mentoring is linked to the acceptance of leadership roles in various dimensions including succession, planning, and professional career choices (Kutchner et al., 2016). While it enhances individual learning and development in diverse ways, it is the most work-relevant tool for achieving set goals (McBright et al., 2014). As a result, developing academic staff through mentoring can have a tremendous impact on the effectiveness and sustainability of the College of Education in Ghana.

Despite this importance, not all schools have the resources to initiate mentorship programs (Stein *et al.*, 2016). Also, such programs can be affected by national policies and cultural ideals (Kutchner et al., 2016). There is no established mentorship scheme for all institutions of higher learning in Ghana. What however, exists is that many of the institutions of higher learning have mentorship policy documents that spell out the goals and responsibilities of both the mentor and mentee and how conflicts of interest and misunderstanding should be resolved. According to Owusu-Mensah (2015), some of the policy documents contain grounding principles that guide mentoring programs. These principles include; the free will to choose or accept a mentor or mentee, the mentee could have multiple mentors, information about the mentee can be made available to mentors to choose from, and mentors and mentees should know each other in a situation of multiple mentorships. However, these principles and practices are culturally or institutionally informed. Meaning that they could vary from one institution to the other, and are designed to accommodate particular circumstances or address particular development needs (Hanover, 2014).

Some of the programs organized for teachers in higher institutions of learning including CoEs for them to build upon their capacities are in-service training, conference/workshops, and community and peer relationship programs (Bukhari et al., 2015). Mentoring programs are directed at enhancing effective academic and administrative duties. Some of these programs are external thus, they are organized by external bodies such as the Ministry of Education (MoE) or Ghana Education Service (GES) and often are not effective in building individual teacher competencies (Stanulis et al., 2016). Internal programs are recommended, and mentorship, where a less experienced educator (newly recruited tutor) is paired with an experienced colleague, is regarded as internal, more personalized, and effective in building teachers' capabilities (Bukhari et al., 2015).

Considering the mandate of Colleges of Education in Ghana; to train teachers at the basic level, they must put necessary measures in place to keep them functioning as required by building the capacities of their academic staff for effective teaching. Nonetheless, there is scarce information about how mentoring of staff is carried out in CoEs in Ghana.

As the only two higher institutions of learning in the Upper East Region, mentoring of newly recruited tutors was unfamiliar with the two CoEs; Gbewaa and St. Bosco. It is a recent development where a newly recruited tutor is assigned to a more experienced tutor for a specified period of 1 to 3 months depending on the department. A mentee tutor is taken through the academic (teaching) process; methodology, concept, student-tutor relationship, and assessment processes of each of the schools. The newly appointed tutor is also taken through the administrative structures. Thus, the hierarchy and line of command; from principal to the cooks. Within the 1- and 3-month time period, a mentee is declared independent subject to the mentor's assessment. At this point, the newly recruited tutor is considered capable of coping with the new system. But whether this short period is effective in building novice tutors' capacities is unknown. Therefore, the study was conducted in the

two CoEs to unearth how their mentorship schemes ensure effective teaching within the principles of Social Learning Theory (SLT), Relational Cultural Theory (RCT), and Social Exchange Theory (SET).

### Statement of the Problem

Newly recruited tutors are supposed, among other things, to meet school expectations through teaching and researching on the one hand, and advancing their progress on the other hand. Unfortunately, many novice tutors often struggle to balance these two aspects of their lives which affect their productivity (Shanks et al., 2020). This may have instigated the Gbewaa and St. Bosco Colleges of Education to institute their mentoring programs. But despite the many years of recruitment, mentoring of newly recruited tutors in the two CoEs only started in 2014 to ensure that recruits become conversant with the teaching methodology and the administrative structures undergirding the schools. This implies that before the introduction of the mentoring program, newly appointed tutors struggled to teach and settle into their new roles. Also, the mentoring time frame; from the initial to break-up stage in the two CoEs of 1 and 3 months contradicts the 6 months to 2 years period captured in the literature (Kram, 1985). The absence of comprehensive insights into the mentorship dynamics hinders the optimization of programs designed to facilitate the integration of tutors into their roles, potentially affecting the quality of teaching and learning in the region. However, despite the recognized importance of mentorship for newly appointed tutors (Kpinpuo et al., 2017), there exists a gap in understanding the types, influencing factors, perceived benefits, and overall impact of mentorship arrangements within these institutions. The gap underscores the need for an in-depth investigation into the mentorship experiences of newly appointed tutors in Gbewaa and St. John Bosco Colleges of Education. By addressing this gap, the study sought to contribute to the existing body of knowledge, providing context-specific findings that can inform policy and practice.

## Purpose of the Study

The purpose of the study was to investigate how the mentoring schemes/arrangements in place in the Gbewaa and St. John Bosco Colleges of Education are helping newly appointed tutors to settle into their job roles and how this is promoting effective teaching and learning in schools in the Upper East Region of Ghana.

## Research Questions

The study was guided by the following questions;

1. What type of mentorship exists for newly appointed tutors in Gbewaa and St. John Bosco Colleges of Education
2. What are the factors influencing mentorship in Gbewaa and St. John Bosco Colleges of Education?
3. What benefit do mentors and mentees derive from the mentorship program in Gbewaa and St. John Bosco Colleges of Education?
4. How is the mentorship arrangement impacting new tutors' ability to teach in Gbewaa and St. John Bosco Colleges of Education in the Upper East Region?

## Significance of the Study

The study is significant in two ways. First, the study will contribute to the literature by filling the research gap in such a way that it will help throw insight into the types of mentorships for newly appointed tutors, factors influencing mentorship activities, the benefits derived from mentorship by mentors and mentees, and the mentorship arrangement impacting new tutors' ability to teach in the two CoEs in the Upper East. This will contribute to the academic discourse on mentorship and teacher development in Ghana. Also, conclusions drawn from the study would be a basis for further research on mentorship and teacher development in other parts of the country and the world.

Secondly, the study will contribute to practice by presenting a valid picture of how the concept of mentorship is manifested in Colleges of Education in the Upper East Region vis-à-vis Tutors' careers. Those are two competing spheres of newly recruited tutors and so, the recommendations from the study will help improve the mentorship modules or schemes to tackle these areas in the respective Colleges.

### Delimitations

The study is delimited to the mentoring programs of the two Colleges of Education in the Upper East Region of Ghana as they are the only higher institutions of learning in the region. Additionally, the study only focused on variables (factors influencing mentorship activities, benefits of mentorship to mentors and mentees, and the impacts of mentorship programs/arrangements on teaching) that are concerned about mentoring newly appointed tutors. The study is also delimited to tutors who served as mentors and those who received mentorship since the inception of the mentoring programs in 2014 from the two CoEs.

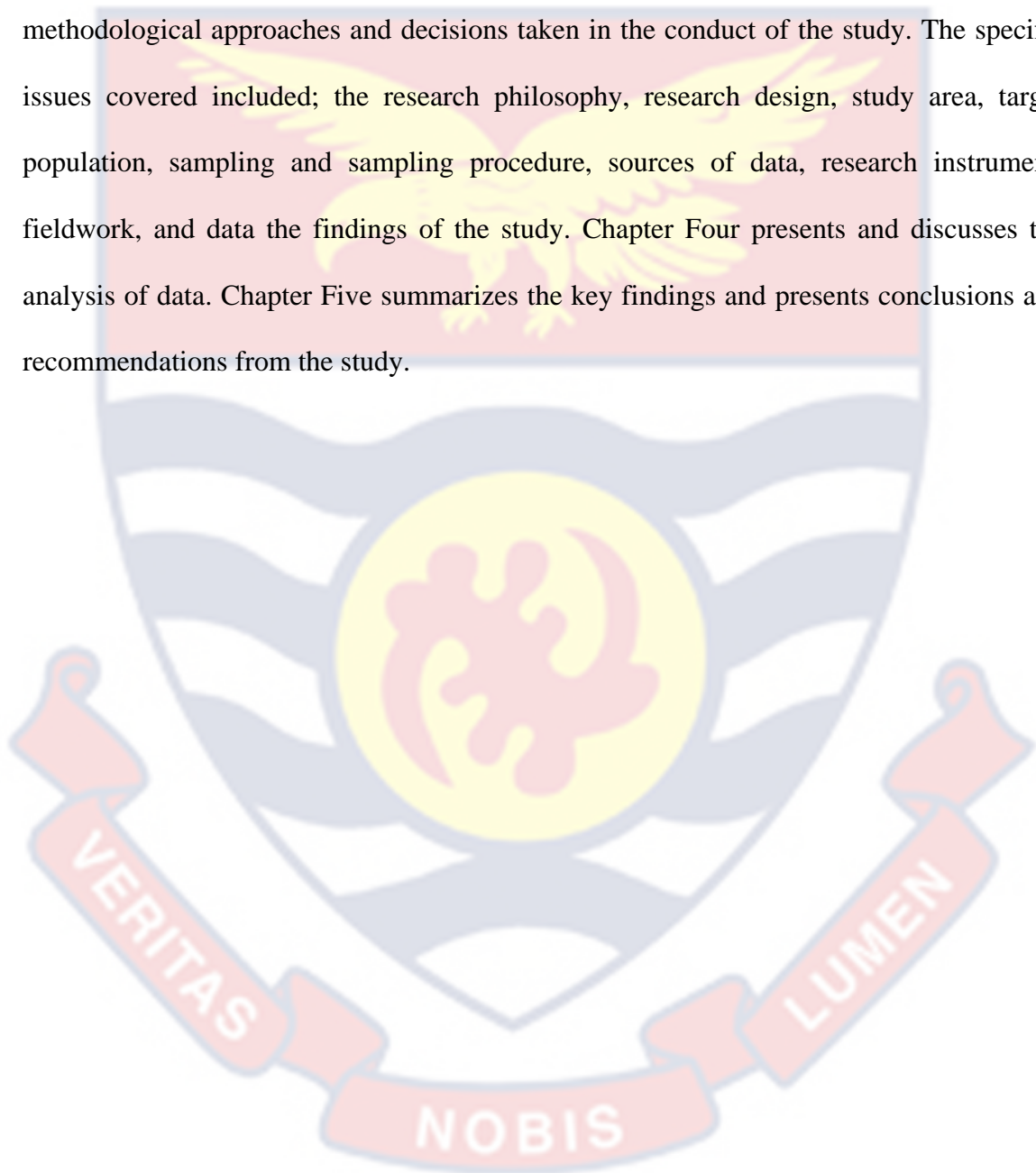
### Limitations of the study

The study is limited in its methodological approach. The study is purely qualitative hence the findings will not have the statistical power for generalization to the larger population. Thus, the outcome of the study may not accurately apply to other mentoring schemes of newly appointed tutors in other Colleges of Education and tertiary institutions in the country.

### Organization of the Study

The study is made up of five different chapters. Chapter One is the introductory chapter which contains the background of the study, a statement of the problem, research objectives and questions, and the significance of the study. Chapter Two reviewed relevant literature for the study. The chapter reviewed the literature on various themes including the concept

of mentorship and teachers' capacity development, factors influencing mentorship activities, the perceived benefits of mentorship to mentors and mentee tutors, and how mentorship arrangement is impacting teaching. The theoretical underpinnings and the conceptual framework are also presented. Chapter Three presented and justified the methodological approaches and decisions taken in the conduct of the study. The specific issues covered included; the research philosophy, research design, study area, target population, sampling and sampling procedure, sources of data, research instrument, fieldwork, and data the findings of the study. Chapter Four presents and discusses the analysis of data. Chapter Five summarizes the key findings and presents conclusions and recommendations from the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter reviews the literature related to mentorship and teacher development. The major issues covered in the chapter include the concept of mentorship and teachers' capacities development, theoretical framework, types of mentorships, factors influencing mentorship activities, perceived benefits of mentorship, and effects of mentorship on teaching. Finally, the chapter describes and justifies the conceptual framework guiding the study.

#### Theoretical Framework

The study is underpinned by three theories. These are the Social Learning Theory (SLT), Relational Cultural Theory (RCT), and Social Exchange Theory (SET). These theories are selected because mentoring is a social process where one person sets out to learn from another person called a mentor. Mentoring is interactional, instructional, and observational, and at the core of each of these theories are propositions that explain how and why mentors and mentees interact within a social setting (Harris, 2013).

#### Social learning theory

The social learning theory (SLT) was propounded by Bandura (1917). It explains that the individual develops within a scope of social relationships consisting of a core group and an individual, where the core group influences the individual's behavior and evolution of self (Bandura, 1969). There are three underlined tenets of this theory including learning by observation, the internal state of mind, and the fact that learning does not necessarily translate into a change in behavior (Cherry, 2012). SLT holds that individuals observe life models, their instructions, and symbols to form a variety of behaviors. Nevertheless,

Bandura was not oblivious to the influence of the individual internal state of mind which accounts for why not all observed phenomena lead to a change in behavior (Bandura, 1969).

SLT is particularly relevant in the concept of mentoring in higher educational institutions because it proposes that people learn through modeling, observation, and imitation (Harris, 2013). It provides the context by which an individual (protégé) who admires the behavior and personality of another (mentor) sets out to emulate and become or behave like the mentor. When this learning process becomes known and formal to each of the parties, the idea of mentoring sets in. Thus, this concept plays out within Colleges of Education mentoring arrangements when experienced tutors act as role models for newly appointed tutors to emulate particularly in the technical and interpersonal skills necessary for advancement within the schools (Nabavi et al., 2012). The study has different dimensions and one of them is concerned with the types/type of mentorship – thus how mentees learn from their mentors and the interactions between them in the two CoEs. Given this dimension, SLT is particularly deemed suitable for the study because its tenets will provide groundings for explaining the findings on this dimension of the study. A close ally of this theory is the relational culture theory.

### Relational cultural theory

The relational cultural theory (RCT) by Miller (1976) is a psychodynamic framework for understanding human development. It is underpinned by the assumption that individual development is a function of the degree to which the person concerned participates in growth-fostering relationships, programs, or activities. The RCT proponents contend that individual participation in growth-fostering programs is dictated by prevailing socio-political factors such as social norms, public policy, and institutional policy (Lenz, 2016). The original thoughts of this theory were in response to the experiences of women and other racially marginalized groups. But current conceptualization of RCT has widened to include



all, irrespective of gender or cultural orientation (Duffey & Lenz, 2016) to preach the need for interconnectedness and togetherness in social relationships as those foster individual growth. It eschews individualism and embraces inclusiveness. RCT is guided by the need for mutuality, authenticity, reciprocity, empathy, and interconnectedness.

Mutuality concerns the condition at which a relationship is good for both parties, although, the degree of experience could vary (Nataraj et al., 2018). Authenticity involves knowing yourself through self-reflection and presenting yourself genuinely to others (Nataraj et al., 2018). It is about being genuine in the relationship. Reciprocity pays attention to the give-and-take dynamics that characterize a relationship and emphasizes the need to work together just as it is in mutuality. Empathy meanwhile, is the sense of sharing subjective feelings and emotions through communicating and relating well (Jordan, 2013). It helps to maintain order and cooperation in the relationship. Connectedness operates along the notion that an individual does not exist and functions in isolation. So, healthy relationships are driven by the sense of being a part, not a part. It is conjoined with empathy (Jordan, 2013). Through these, individuals can attain significant esteem and gratification from their relationship with others.

The theory fits into the study for various reasons. It has been used by counselors to conceptualize clients' problems (Trepal et al., 2012) which of course, is fundamentally linked to mentoring. RCT also conceptualized healthy functioning relationships as vessels for the proper development of the mentee since it is only such relationship the mentee can have an authentic connection with his mentor (Jordan, 2017). Accordingly, the guiding principles as explained here provide an idea to explore the factors influencing mentorship activities and the types of mentoring relationships in the study area. The RCT also provided a basis for explaining the findings.

Application of this theory to mentoring in the academic setting calls for collaboration from all actors, not just the mentor and mentee. If they work together, it will foster the growth of the novices recruits and thus, lead to the overall strengthening of the institutions (Lewis & Olshansky, 2016). Meanwhile, individual involvement in a social relationship is often largely motivated by the benefits derived, and this is explained by the social exchange theory.

### Social exchange theory

Social exchange theory (SET) is originally credited to Homans (1958) but has been developed by other authors. Homans drew concepts from multiple disciplines to explain how and why people enter into certain social relationships. The theory has about six indices consisting of behavioral interactions, expected economic rewards, decision-making, fairness, feelings, and communication (Muldoon et al., 2019; Romani et al., 2020). Behavior interactions involve exchanges, cooperation, accommodation, conflict, and competition between or among parties. Expected economic rewards look at the quantifiable benefits of entering into a relationship. The decision-making focuses on who has the power to decide what should or not be done. This and the other indices, if deemed fair in the views of parties to the relationship, and communicated to everyone's understanding, then the decision to subscribe to the relationship is made. These six indices are collapsed into one cardinal principle on which the theory hinges; the cost and benefit analysis. SET posits that people choose relationships based on the benefits they stand to derive. Thus, people weigh the potential benefits and costs/risks of subscribing to any relationship. If the benefits outweigh the cost, they will continue with the relationship but will abandon it if the cost is huge (Homans, 1958; Muldoon & Zoller, 2019).

The theory has been applied in studies related to mentoring employees within the workplace (Majiros, 2013) but not directly in the academic setting. Mentors and mentees participate

in a mentoring relationship based on the perceived benefits and costs (Ensher et al., 2001). The theory has transitioned beyond the function of the environment to concentrate on the self in creating expectations, obligations, and reciprocity with the other (Majiros, 2013). In other words, the individual self-incentives are what drive their interactions with others. Given that one dimension of this study is to examine the perceived benefits of mentoring from the perspective of mentors and mentees, this theory has provided a grounding in explaining the findings.

The three theories in this study are married such that the first two; social learning theory and relational cultural theory explain how mentoring occurs within a relationship whereas the social exchange theory looks at the cost and benefits analysis considered by the mentor and mentee in subscribing to the relationship. So, while the social learning theory and relational cultural theory provided theoretical lenses in explaining the findings on the types of mentorships, factors influencing mentorship, and the impact of mentoring on teaching, the social exchange theory undergirded findings on the benefits of mentoring to both the mentor and mentee.

### Types of Mentorships for Newly Appointed Tutors

This section reviews the literature on the mentoring process for teachers. The major issues include the stages of mentoring and the forms and functions of mentoring. Areas of consideration in mentoring teachers and the characteristics of both mentor and mentee relevant to successful mentoring are discussed at the tail end.

### Concept of Mentorship

Mentoring is an old concept in a new guise (Disch, 2018). The epistemological origin of mentoring is grounded in historical evidence of how the people of old used mentoring to organize society. The oldest documents in the world were written for

instructional and mentoring purposes and the books of Kagemni, Ptah-hotep, and Ani all point to this fact (Irby et al., 2018). These books contained in them evidence of how teachers taught their students and gave them advice on leadership, justice, and life in general. These books together with the Odyssey narrative involving Prince Telemachus and his teacher and advisor Mentor, provide foundational ideas for the definition, explanation, and operationalization of mentoring.

According to Mckimm et al., (2007), mentoring is help from one person to another in making significant transitions in areas such as knowledge, work, and thinking. According to Irby et al., (2018), mentoring is where an older wiser, or experienced individual develops a relationship and provides guidance or counsel to younger or less experienced individuals. Irrespective of how it is defined, the concept involves some form of transfer of knowledge, wisdom, and skills from one person to another (Chen & Lou, 2013) and could be explained differently in different contexts.

In the academic context, mentoring is viewed as a collaborative relationship between two actors where one is described as the older teacher, and the other as the younger student (Johnson, 2016; DeTurk et al., 2020). Differently put, Johnson (2016, p23) viewed mentoring as a “reciprocal personal relationship where a more experienced, usually older, university teacher acts as a guide, role model, teacher, and protector for a generally younger and less experienced student or teacher”.

Studies about mentoring largely dwell on the characteristics of the mentor and the outcomes of the relationship. While the outcomes of the mentoring relationship will be discussed in subsequent sections, the mentor as used here represents anyone who is positively guiding and influencing another person’s life (Chen et al., 2018). The mentor is viewed as a transitional figure (Allen, 2007), and several words including advising,

advocating, coaching, counseling, guiding, role modeling, sponsoring, teaching and tutoring have been used to describe the act (Disch, 2018). In linking these variants together, Geraci and Thigpen (2017) coined the phrase ‘protégé support’ to mean an experienced person aiding a novice in any endeavor and in this context, a newly recruited tutor in COE. This assistance is rendered within a power-dependence atmosphere and terms such as master-apprentice, mentor-protégé, teacher-student, and mentor-novice have all been used to describe this dyadic relationship (Hunt et al., 1983; Poronsky, 2012). For this study, the latter term is adopted considering that the study focuses on how newly recruited tutors – those who have never taught in a COE before are mentored to kick-start their teaching career. The terms may be used interchangeably along the line.

### Stages in mentoring

Mentoring is not a one-time event. It goes through a series of stages. Depending on the type/types of mentoring, both parties in the dyadic relationship move onto the next stage consciously or unconsciously. Hunt and Michael (1983) espoused four stages in mentoring namely the initial stage, protégé stage, breakup stage, and lasting friendship stage.

#### *Initial stage*

The initial stage represents the selection stage. Irrespective of who triggers the relationship, this stage is devoted to ensuring that there is a relationship; a mentor gets a mentee and vice versa (Vikaraman et al., 2017). This stage spans between 6 months to one year, during which the relationship must have started and begin to exert some importance for both the mentor and mentee (Hunt & Michael, 1983). Once the mentor and mentee get to know each other, their respective positions and roles become apparent and defined. As stated, the mentor at this stage is experienced, more skilled, professionally recognized, and more powerful than the mentee or novice. Under the mentorship arrangement in the two CoEs, this stage is triggered by school authorities. Thus, the principal introduces the tutors to the

head of the department who intends to assign him/her to a mentor. But unlike the 6-month and 1-year time span, within the two CoEs under study, this stage is roughly one month. This may be too short to allow for adequate familiarization between the mentor and mentee which may affect the subsequent stages.

#### *Protégé stage*

This is part of the relationship where the mentee's works are not attributed to him but that of his mentor. People assume all that the mentee/novice does is a result of the mentor's instructions, advice, and encouragement. To some authors, this stage is called the cultivation stage (Janssen et al., 2016). This is the major learning stage and the mentee advances in his skills to the point that he could be granted certain opportunities that someone at the initial stage will not be given (Kram, 1985). At this stage, the mentor becomes proud of the mentee's progress and some are flattered by the attention accorded him. The mentee intends to desire individuality and the need for his works to be recognized as his (Hunt & Michael, 1983). This often transitions into the breakup stage. Considering the short period; 1 to 3 months of mentoring as practiced in the study areas, and the fact that this stage is a major learning point suggest that mentee tutors may not be able to imbibe all that is required from their mentors before breaking up. This may be viewed as a defect in the mentoring arrangement in the study areas. Nonetheless, the outcome of the study would establish the rationale behind such an arrangement and whether it facilitates effective mentoring or not.

#### *Breakup stage*

This stage is otherwise known as the separation stage. It occurs from 6 months to two years after a significant change in the relationship (Kram, 1985). The mentee here is considered as mature. However, a breakup can occur when there is structural or emotional disconnection (Kram, 1985). Appropriate timing is necessary here if the relationship is to

be successful for both parties (Hunt & Michael, 1983). Studies have identified mentees taking on a new job, resigning, dismissing, and transferring as some of the factors that can trigger separation. While a mentor may feel used if the mentee is no longer seeking his counsel, the mentee on the other hand may feel abandoned, frustrated, and unprepared if the relationship ends prematurely. Whichever way, Fairhurst et al., (2017) described this stage as the end of a mentoring relationship. The time frame as spelled out in this stage is at variance with the existing arrangement in the study areas, raising effectiveness and efficacy concerns. This underscores the need to carry out the study to unearth the reasons behind such a short arrangement and how effective it is.

#### *Lasting friendship stage*

This stage is also referred to as the redefining stage. During this stage, the mentor and mentee realized their relationship can continue but no longer in the form where instructions and directions are given. The relationship continues in a peer-like manner (Curtin, Malley & Stewart, 2016). But this peer-like relationship depends on whether the mentor-mentee relationship ended on good footing. The focus of this relationship is squarely premised on mutual respect and benefits. The former mentee often goes on to become a mentor, and the mentor also takes on new mentees (Lin et al., 2018) and an amicable relationship continues between them. A practical example of the lasting friendship stage is where the mentor and mentee co-publish papers, author books and undertake joint projects or seminars. The direct link of this stage to the study settings is unknown but can be explored by finding out from both mentors and mentees if they still keep some form of relationship that has broken up.

#### Forms of mentorship

Mentorship has been used to nurture leaders and new staff, develop youth, boost morale, and reduce turnover rate in corporations as well as drop-out rate in higher education. It is described as a problem-solving tool (Chen et al., 2016), particularly for

higher education learning environments (Cordie et al., 2020). Meanwhile, the form of mentorship varies based on the problem it seeks to address. Thus, the mentor-mentee relationship is dictated by the problem at hand (Cordie et al., 2020). For instance, a mentorship scheme designed to nurture newly recruited tutors cannot be the same tool to use to nurture underperforming trainee teachers (student-teachers). This warrants different mentoring structures to support the mentor-novice relationship in different situations.

Several forms of mentoring are identified in the literature. Disch (2018) in his study catalogued group peer mentoring, peer-to-peer mentoring, institution-to-institution mentoring and reverse mentoring as forms of mentoring. The group peer mentoring takes the form of a cohort basis in which staff of the same rank from different faculties/departments meet once or more to address career planning, skill development, and reflective practices (Pololi & Evans, 2015). Peer-to-peer mentoring relates to situations where peers out of certain experiences offer support to friends or family members that faculty members may/cannot provide (McBride et al., 2017). These peers are networks or collaborations formed outside the workplace which could be of help in certain areas of the tutor's working life. On the other hand, institution-to-institution mentoring looks beyond the individual to increase the capacity of an organization (Veatch et al., 2014). Here, CoEs can be affiliated with an institution with a specialty or expertise in a particular area to learn and introduce such expertise in their operations. For example, technology transfer and the introduction of new courses or programs. Reverse mentoring is where senior members learn from the younger staff. Often, this involved desired changes in programs, opportunities, and strategies that senior staff are not privy to but are known by the new or younger staff. As such, arrangements are made for the senior staff to learn about those developments.

Also, Law et al. (2014) articulated two forms of mentorship namely; formal and informal mentorship. According to Jackson et al., (2004), formal mentorship involves



assigning a protégé to a mentor to foster the protégé quality of work and relationship with others. It is institutionally planned, supported, and mandated. Advantageously, formal mentoring assigns mentor-mentee pairs promptly. However, it is disadvantaged somewhat. The relationship may feel forced or mismatched and may lead to a clash of opinions (Law et al., 2014). On the other hand, informal mentoring occurs serendipitously when two people are drawn together by mutual interest leading to some form of spontaneous mentoring (Pololi & Knight, 2005). Even though informal mentorship is described as fruitful, it requires a longer time to form a bond between the mentor and mentee.

The arrangements in Gbewaa and St. John Bosco CoEs rather are formal, and two issues may have accounted for that. First, in most situations, tutors are recruited to fill in a vacancy. As a result, the school's authorities may not find it prudent to allow newly recruited tutors to go through long periods of mentoring while certain courses stay untaught. Secondly, because recruits are mentored to take over specific subject areas, the process is structured or organized along those lines without room for informal activities. Nevertheless, some glimpses of informal mentoring may exist where recruits seek out information from other experienced tutors.

In line with the above forms of mentoring, Wang and Fulton (2012) opined three types of relationships as existing between the mentor and mentee. These include responsive, interactive, and directive mentoring relationships. With a responsive mentoring relationship, the novice sets the agenda by questioning and posing concerns for the mentor to respond. The mentee gets to choose the mentor (Allen, 2007). The burden lies with the mentee to approach the mentor on whatever that concern. In other words, the mentee takes charge by driving the relationship. The mentor only acts as an aide, advisor, and guide and provides a resource with no obligation to whip the mentee to any task. However, in the interactive relationship, both the mentor and mentee see each other as peers and develop

and adjust the agenda jointly based on mutual interest and desire. There is mutual commitment and shared responsibilities in this relationship. In the directive mentoring relationship unlike the responsive one, the mentor takes charge by setting the agenda, developing expectations for the novice, and guiding him/her toward meeting those expectations (Wang & Fulton, 2012). The mentor provides feedback and direct suggestions accordingly. In this relationship, the mentor assumes the role of a master teacher, a coach, and a guide (Hale, 2018).

The literature suggests that many mentors and mentees across different cultural contexts prefer the responsive mentoring relationship for various reasons. First, it affords novice tutors the freedom and time to pursue their agenda of learning and personal professional development. Secondly, it poses less burden to the mentor. Lastly, as the mentor has the opportunity to self-choose the mentor, it increases their similarity-attraction index - the degree to which the mentor and mentee are perceived to be similar which is relevant to every successful mentorship (Hale, 2018; Wang et al., 2012; Alen, 2007).

Given that various strands of relationships and forms of mentorship exert different mentoring outcomes, it is imperative to examine the types/type of mentoring as well as the prevailing relationship that nuance mentoring in the two CoEs in the Upper East Region.

### Functions of mentoring

Empirically, the assistance a mentor gives to a novice (newly appointed tutor) seeks to serve two functions namely; career and psychosocial functions. Under the career function, the mentor's actions which include coaching, protection, sponsorship, exposure and visibility, and offering challenging assignments seek to facilitate the career progression of the novice (Kram, et al., 2018). This function of mentoring enables mentees to learn the ropes of an organization. On the other hand, the psychosocial function is concerned with

enhancing the interpersonal attributes of the novice or mentee tutor and involves counseling, role modeling, acceptance, confirmation, and friendship. It deals with how the individual relates with self and other players within the organization (Mulendema, 2021). Each of these functions yields different outcomes but collectively makes a newly recruited tutor formidable for teaching and related responsibilities (Banja et al., 2021). Regardless of the function, every mentoring initiative must have a set goal (McQuillin et al., 2015). This implies that a mentoring program should be tailored toward specific areas of the recruit and the organization. These areas of consideration vary from institution to institution (University Grant Commission, 2021). Accordingly, the next section looks at areas of consideration in mentoring newly appointed teachers.

A mentor assesses whenever he/she anticipates what a mentee needs to grow professionally. In assessing mentees, mentors gather and diagnose data about their mentees' ways of learning and teaching; they determine their mentees' competency and confidence to handle a given situation; they identify unique aspects of the school and community culture; and they take note of the school formal and informal procedures and practices (Portner, 1998).

#### Areas of consideration for mentoring tutors in high education

Lyons and McQuillin, (2021) recommend the following areas to be considered during the induction and mentoring of teachers. According to them, these areas will help equip newly recruited teachers with a broad repertoire and skills for the institution to keep it progressively running. They include but are not limited to the following:

1. Familiarization with institutional culture- a newly recruited tutor must be taken through the prevailing norms, values, and patterns of behavior. This is reflected in why Gbewaa and St. John Bosco CoEs as part of their mentoring arrangements take

new tutors through the administrative structures, line of command, and rules and regulations.

2. Interaction with the faculty – a recruit must be introduced to the specializations, strengths, and contributions in the academics of various faculties and departments.
3. A recruit should be oriented about the teaching pedagogy and instructional material, educational gadgets, and challenges of adolescent learning. One of the critical dimensions of consideration in the current mentoring arrangement at the study areas is this dimension. A newly appointed tutor is taken through the methodology, concept, student-tutor relationship, and assessment processes of each of the schools. This in part seeks to align a tutor's delivery to the school standards.
4. They should be introduced to the teaching avenues to enable easy navigation. Others include the process of professional development & and growth, faculty development programs, mentoring, career advancement, academic leadership, and academic integrity.
5. They should also be made aware of the professional ethics/code of conduct and
6. Newly appointed tutors should be sensitized on how to deal with students and academic and non-academic staff.

Regardless of how the mentor and novice traces are matched, etiquettes and ethics demand that they conduct themselves professionally. Accordingly, Disch (2018) and the University Grant Commission (2021) identified the following measures as capable of safeguarding the mentoring relationship.

1. Allocation of time for mentoring activities and time for professional learning activities.
2. A considerable teaching load and class allocation consider the beginning teacher's experiences and needs.

3. Regular and timetabled mentoring meetings – could be on a weekly or fortnightly basis.
4. Physical proximity - the mentor and novice teacher need to work near one another.
5. The mentor and beginning teacher should also teach the same year or subject level.

It must be noted that the measures to put in place are depended on the type of mentorship under consideration (Lyons et al., 2021; Wang et al., 2012). The above measures are common with the formal mentoring arrangement. Meanwhile, aside from the measures put in place, the mentor and mentee's characteristics contribute to the success of any mentoring program (Burgess et al., 2018).

#### Characteristics of a mentor

A mentor is expected to exhibit certain attributes and behavioral actions to ensure an effective mentoring process or outcome. A plethora of these attributes are identified in the literature. According to Burgess et al. (2018), a mentor must be generous, enthusiastic and motivated, patient, honest, responsive, and an active listener. On top of these attributes, a mentor needs to be accessible and available, offer constructive advice, and work in a manner that is compatible with the mentee's abilities to reach desired goals. Hale (2018) also underscores the need for a mentor to be caring, committed, competent knowledgeable, friendly, sociable, and an effective communicator. He/she must also be self-confident. It is important to note that these general attributes are not exhaustive.

Meanwhile, within the higher educational context, certain information or knowledge is expected of the mentor which distinguishes him/her from a person who is not a mentor.

According to the University Grant Commission (2021), a mentor is expected;

1. To be aware of the Mentee teacher's context of learning
2. To understand the teaching practicum requirements and teacher-learning aspects

3. To know the pedagogy of adult learning and morning & and knowledge of the teaching profession
4. To understand the higher education system and teacher's effectiveness performance criteria
5. To have a collection and interpretation of evidence of learning
6. To have effective observation skills and strategies
7. To demonstrate professional leadership and understanding of the potentiality of effective teaching
8. To have counseling and guidance skills suitable to the peculiarities of the mentee.
9. To be a role model in various dimensions of academics.

#### Characteristics of a mentee

The mentee/protégé/novice on the other hand must be understanding, responsive, non-judgmental, open-minded, a good listener, and honest. The mentee must take responsibility and drive the relationship, be time conscious, be proactive in identifying problems and issues, and be self-evaluative (Burgess et al., 2018). Though they are not exhaustive, these attributes are necessary preconditions for successful mentoring.

In summary, the section reviewed the literature on the mentoring process for teachers by capturing the stages of mentoring, forms, and functions of mentoring. Areas to consider in mentoring teachers and the characteristics of both mentor and mentee that are relevant to ensuring a successful mentoring outcome are discussed.

#### Factors Influencing Tutor's Mentoring Activities

The relevance of mentoring and its contributions to making an effective teacher is not in dispute. However, for mentoring to be successful, it must take place in the right environment (Heikkinen et al., 2018). In other words, every mentorship program is affected

by a myriad of factors and the literature suggests the need to always take cognizance of them.

Synthesizing from the literature, there are two broad dimensions of these factors namely; organizational and personal factors (Banja et al., 2021; Heikkinen et al., 2018). However, a third dimension involving socio-demographic characteristics can be introduced (Ismail et al., 2015). These can individually or collectively influence the success of a mentorship program thus, through determining the degree of participation and assistance as well as the magnitude of mentoring activities.

The organizational factors encompass the organizational culture and structures; norms and practices such as job rotation, promotion, performance management, and communication procedures. Others include unclear expectations, job pressures, and a competitive work environment. (Kram, 1985; Banja, 2015). Rigid organizational culture and structures impede open-mindedness and the formation of strong personal relationships fuels successful mentoring outcomes. It is not receptive to new ideas that can help improve mentoring systems. The organizational culture influences mentoring in varied ways from resource provision to the type of mentoring and mentoring relationship put in place. A liberal organizational culture that values empowerment will build support systems to that effect. It will make information accessible, eliminate stereotyping, and encourage healthy socialization. Such organizations' leaders and particularly, mentors will be open, responsive, and hold trust with their mentees (Ghosh, 2014).

Wang and Fulton (2012) alluded to program (mentorship) policy within an organization as a major factor influencing mentor-novice engagement. The cultural climate in an organization is said to greatly influence the mentor-protégé relationship and the accompanied outcomes. While some organizations due to their operation policy have career

advancement opportunities, some do not. Also, some organizations are enthusiastic about our innovation whereas some are conservative and resistant to innovation. Still, some organizations have well layout succession structures while others do not (Wang & Fulton, 2012). An organization that is fashioned along the lines of career advancement values innovation, and is continuity-minded will build the necessary structures to support its workers in pursuit of those ideals and vice versa. Therefore, the ecosystem of an organization, in this context, Colleges of Education in the Upper East Region can either promote or thwart mentoring activities.

The personal factors meanwhile, concern individual (mentor and mentee) commitment to core duties, unequal instructional responsibilities, and technology proficiencies (Johnson et al., 2018; Cordie et al., 2021). Commitment to one's core duties affects the mentorship process in two ways. Without commitment, either the mentor or mentee may create excuses not to show up for scheduled meetings and other crucial engagements. Also, most mentorship responsibilities are usually subsidiary duties added to main duties. Mentors who are so committed to their major duties may have less time for their mentees which invariably impacts the mentorship outcome (Banja et al., 2021).

Closely related to commitment is the issue of unequal responsibilities. Senior persons with fewer responsibilities (domestic and work) are more likely to have time for their mentees compared to those with many responsibilities (Banja et al., 2021). For mentorship to succeed, both the mentor and mentee must exhibit strong personal commitment.

Other personal factors that could influence mentoring activities relate to the technology proficiencies of the mentor and mentee. Different mentors have different ways of approaching their teachings and as discussed above, depending on the type/types of



mentorships and the type of relationship, may influence the mentorship outcome (Cordie et al., 2020). The deployment of technology in academic settings has come of age and varies widely across institutions. Learning with technology often presents different challenges for different people partly due to individual tech-savviness (Cordie et al., 2020). Several tech gadgets are being used in the classroom today to facilitate teaching. The mentor and mentee (novice) technology proficiency levels may impact the process regarding the approach to adopt. Complex educational technologies will require more time for the mentee (novice) to pick up and vice versa (Kirkwood & Price, 2014). There are also instances where the mentee somewhat has a cutting edge over the mentor concerning technology proficiency. However, given the power-dependency types of some of the mentor-mentee relationships, such dynamics may present both a challenge and an opportunity. It becomes a challenge when the mentor views his role strictly as an expert who ought to teach. But it is an opportunity if he sees himself as someone who can learn from the mentee (Kirkwood & Price, 2014).

According to Johnson et al., (2016), different technology proficiencies dynamics are pervasive in many teaching and learning environments which impose challenges to the mentoring process. This reinforces the need to explore the factors influencing newly recruited tutors' mentoring activities.

Socio-demographic characteristics such as age and gender are also identified as factors that significantly influence the mentorship relationships and by extension, the outcomes (Ismail *et al.*, 2015). Mentors are regarded as individuals who have garnered longer years of work experience. As such, they are deemed or ought to be older than the protégé. Studies (Freeman et al., 2021) have shown that the mentor must always be older than the mentee for the mentee to benefit from the experience. Some have argued that if the age gap between the mentor and mentee is not wide, they may end up seeing each other

as peers and the mentoring aspect would tend to be minimal (Hunt and Michael, 1983). There are however exceptions where the mentor could be younger than their mentee. Nevertheless, the literature testifies that those scenarios are uncommon and where they exist, require special abilities on the part of the mentor and mentee (Hunt and Michael, 1983).

The role of gender in the mentor-mentee relationship has variously been studied. While some argued that the mentees need to have mentors of the same sex (Levinson et al., 1978; Kram, 1980), some think otherwise (West et al., 2014). The male mentor-female mentee relationship often is said to be marred by teething complexities. Both parties will encounter sexual tension and fears, increased public scrutiny, and stereotypical male/female roles which they have to deal with. (Hunt and Michael, 1983). Further, Levinson et al., (1978) indicate that critical modeling and identification process are often less evident in a cross-gender relationship. To curb these pitfalls associated with cross-gender pairing, some authors suggest the need to always look out for homophily. Ertug et al., (2022) defined it as the degree to which pairs of individuals who interact hold similar attributes, beliefs, values, and social factors. This concept suggests that same-gender pairing in mentoring is ideal. Therefore, the age and gender of both the mentor and mentee can influence the mentoring process and its conjoining outcomes. Accordingly, the study examines how these factors play out in the study setting as well as contextual factors that may emerge.

The section focused on factors that influence tutors' mentoring activities. They included organizational and personal factors as well as socio-demographic characteristics. These factors individually or collectively influence mentoring programs at institutions.

## Benefits of Mentoring

The types or types of any mentoring program notwithstanding, two possible outcomes are highlighted in the literature including positive and negative outcomes (Hunt and Michael, 1983). The positive outcome relates to the benefits of mentoring whereas the negative outcome concerns an associated cost. Many studies largely focus on the former (Disch, 2018; Lorenzetti et al., 2021) for the reason that the negatives associated with mentoring are usually immaterial. In other words, the benefits often overshadow the negatives.

Studies have grouped the positive benefits of mentoring into three. These are benefits accruing to the mentor, mentee, and the organization or the profession. This section is devoted to discussing the former two with the latter being discussed in the succeeding section.

Concerning the mentor, mentoring other people presents several benefits to the mentor and the literature has chronicled a number of them. To enhance understanding, this study has recategorized these benefits into three namely increased social capital, enhanced managerial skills, and intrinsic satisfaction (Grima et al., 2014; Arruti, 2021). The social capital consists of the bond of friendship created between mentees and others coupled with accompanying recognition and esteem within the organization (Grima et al., 2014). As part of the social capital, the mentor enjoys some kind of service from mentees in the form of assigning them tasks or exercises that he would have done himself. Mentees equally give gifts to their mentors, particularly during festive seasons. Others include loyalty-based support from both past and current protégés. The enhanced managerial skills component of the benefits includes an improved understanding of the organization and the ability to deal with others. Longer years of mentoring lead to the mentor's ability to comprehend others, and together with the respect wielded, increases his power of influence over colleagues within an organization (Dobrow et al., 2012; Grima et al., 2014). This feeds into the

mentor's promotion chances as sometimes, a tutor's skills and impact made in other people's lives are considered in the academic space before awarding a promotion. The last component which has to do with intrinsic satisfaction is associated with the joy, fulfillment, and feeling of pride of seeing the young person you have groomed grow to become what he/she was mentored to be (Roch, et al., 2021).

In the case of the mentee/protégé/novice, the benefits accrue are viewed from two dimensions; the career and psychosocial dimensions. The career dimension concentrates on how mentoring can influence the mentee to fit into the organization and rise through its ranks. Banja et al., (2021) argue that the assistance given to newly recruited teachers is primarily to enable them to advance up the hierarchy of an organization. Such assistance helps the novice to learn the ropes of the institution, gain exposure, and obtain promotion. Through mentoring assistance, mentees can better fit into their area of specialty (Banja et al., 2021). Disch (2018) also highlighted heightened productivity and a better balance between professional and personal lives as career-related benefits to mentees. They can develop management competence, professional identity, network, and advanced knowledge. By so doing, they advance professionally and stay on the job.

On the other hand, the psychosocial benefits relate to those individual traits or abilities acquired through the mentorship processes which may be directly useful to the teaching or not. They are accrued to the mentee tutor on a personal level. They include a sense of competence, identity, and effectiveness in a professional role. The individual can develop self-worth inside and outside the organization (Hale, 2018). Additionally, there is an increased sense of autonomy, security, motivation, the desire to mentor others, personal growth, and workplace socialization (Weese et al., 2015; Vatan & Ayla, 2016). These traits or abilities are very useful in the line of teaching in many academic settings in CoEs. Depending on the individual mentor and mentee's perceived need for any of these benefits

associated with mentoring will make either of them commit to the process. Accordingly, the study examines the perceived benefits of mentoring from the perspective of mentors and newly appointed tutors (mentees) in COE. The subsequent sections discussed the effect of mentoring on teaching.

The benefits of mentoring to the mentor and mentee were reviewed. Social capital, enhanced managerial skills, and intrinsic satisfaction are the broad range of benefits the mentor stands to benefit from participating in the mentoring process in the COE setting. The mentee on the other hand receives both career and psychosocial benefits. The value one attaches to these benefits can influence the commitment to the mentoring process.

#### Effects of Mentorship Arrangement on Tutor's Ability to Teach

Just as mentoring impacts the mentor and mentee on personal levels, it does the same at the organizational level with some authors referring to that impact as affecting the profession (Weese et al., 2015; Lorenzetti et al., 2019). Considering that a mentorship program for newly recruited tutors would most definitely concentrate on sharpening teaching and general classroom management skills, there is a need to examine how this plays out among mentee tutors at COE.

The effects of mentoring on teaching can be looked at from four dimensions including academic, psychological, social, and career dimensions (Lorenzetti et al., 2019). The career dimension has been dealt with in the previous sections.

In respect of the academic dimension, mentoring can improve teaching in two ways. First, through mentoring, a newly appointed tutor receives procedural and disciplinary knowledge to teach well. This takes the influence of taking a mentee through the pedagogy, methodology, concept, student-tutor relationship, and assessment processes of the school. The mentor shares his knowledge of academic norms, program requirements, scholarly

practices, and other expectations required of the new tutor (Menzies et al., 2015; Lorenzetti et al., 2019). This is critical as it has established that new teachers who have not received mentoring often do not know where to start (Banja et al., 2021). Secondly, the mentoring stage is a period where new tutors transition from theoretical to practical orientation, clarifying long-held doubts or assumptions and areas of inquiry (Miller et al., 2019; Johnson et al., 2014). This is true because most of the things taught in classrooms are theoretical. It is claimed that the mentoring process encourages clarity of thinking and writing. As a result, when tutors are engaged, they often become concise and precise in their expressions and writing for and with students (Johnson et al., 2014).

With the psychological dimension, mentoring is said to provide both emotional and psychological support for teachers and these are particularly helpful in boosting the self-confidence and motivation of teacher mentees (Ismail et al., 2015). It also reduces stress. The relationship with the mentor helps create the 'I can do' spirit and the how to do it (Bhatia & Amati, 2010). Receiving frequent support from a mentor about difficult issues also reduces stress associated with teaching (Preston et al., 2014). Additionally, compliments from the mentors increase the morale of a mentee to do more of what is being done.

Lastly, with the social dimension, the mentoring process can develop the teacher mentee in areas such as academic socialization, interpersonal skills, and the establishment of personal and professional networks (Lorenzetti et al., 2019). These areas of a teacher-mentee life's help in dictating how he associates with others within the workspace. Without them, the newly appointed tutor may malfunction in the school ecosystem. Academic socialization. Interpersonal skills and establishing personal and professional networks are necessary preconditions for newly recruited teachers to function properly in and outside the classroom.

The section highlighted the academic, psychological, and social effects of mentoring which contribute towards effective teaching and proper functioning of the mentee. The academic dimension focused on the effects of mentoring on procedural, disciplinary, and practical knowledge of teaching. The psychological dimension looked at the moral and psychological support a mentee receives in the mentoring process and the social dimension included socialization, interpersonal skills, and the establishment of personal and professional networks.

### Conceptual framework

Figure 1 assumes three factors influence the mentoring process and experience. These include the type of mentoring, factors that influence the mentoring, and benefits derived from the mentoring. The type of mentorship influences the mentoring process and the accompanied results. If the mentorship is formal/traditional/hierarchical where everything is structured, there might be less involvement or participation due to the feeling of force or mismatch in mentor-mentee pairing (Law et al., 2014) compared to if the relationship is peer or lateral where contact between mentee and mentor is spontaneous (Leavitt, 2011). These two forms of mentoring relationships present different power structures between the mentor and mentee and thus yield different mentorship experiences or outcomes. This is underscored by both the Social Learning Theory (Bandura, 1977) and Relational Cultural Theory (Miller, 1976) as their tenets correspond to the argument that peer or lateral mentorship provides context for mentees (tutors) to imitate senior colleagues (mentors) in deeper ways.

Also, the benefits derived from the mentoring dictate the degree of participation and commitment to the mentoring program. While the mentor might consider the social capital, enhanced managerial skills, and intrinsic satisfaction associated with mentoring to be involved in the relationship (Disch, 2018; Arruti, 2021), the mentee on the other hand,

could consider the career and psychosocial benefits such as obtaining a promotion, the building of self-awareness, communication skills, competence, and negotiation skills (Shapira et al., 2015).

However, it must be pointed out that mentoring programs/activities are influenced by two broad factors including organization and personal factors (Banja et al., 2021; Heikkinen et al., 2018). The organizational culture and structure which include norms and practices such as job rotation, promotion, performance management, and communication procedures influence mentoring and its related activities. Other factors such as job pressures and competitive work environment (Burk & Eby 2010) also influence mentors' devotion to the mentoring course. Personal factors such as individual commitment and unequal responsibilities (both domestic and work) invariably influence the effectiveness of newly appointed tutors. According to Ismail1 et al. (2015), the mentor or mentee's age and gender impact the types of the mentoring relationship.

Together, the perceived benefits, types/type of mentoring relationships, and organization and personal factors influence the mentoring experience which ultimately affects a newly recruited tutor's teaching performance as demonstrated in Figure 1.

The theoretical frameworks feed into the conceptual framework and the entire study in the sense that, both the Social Learning Theory (Bandura, 1977) and Relational Cultural Theory (Miller, 1976) explain the types and types of relationships that exist within a social context, and what may influence those relationships. The social exchange theory (Muldoon et al., 2019) meanwhile, gives insight into what actors consider before subscribing to a social relationship/interaction - the cost and benefits.



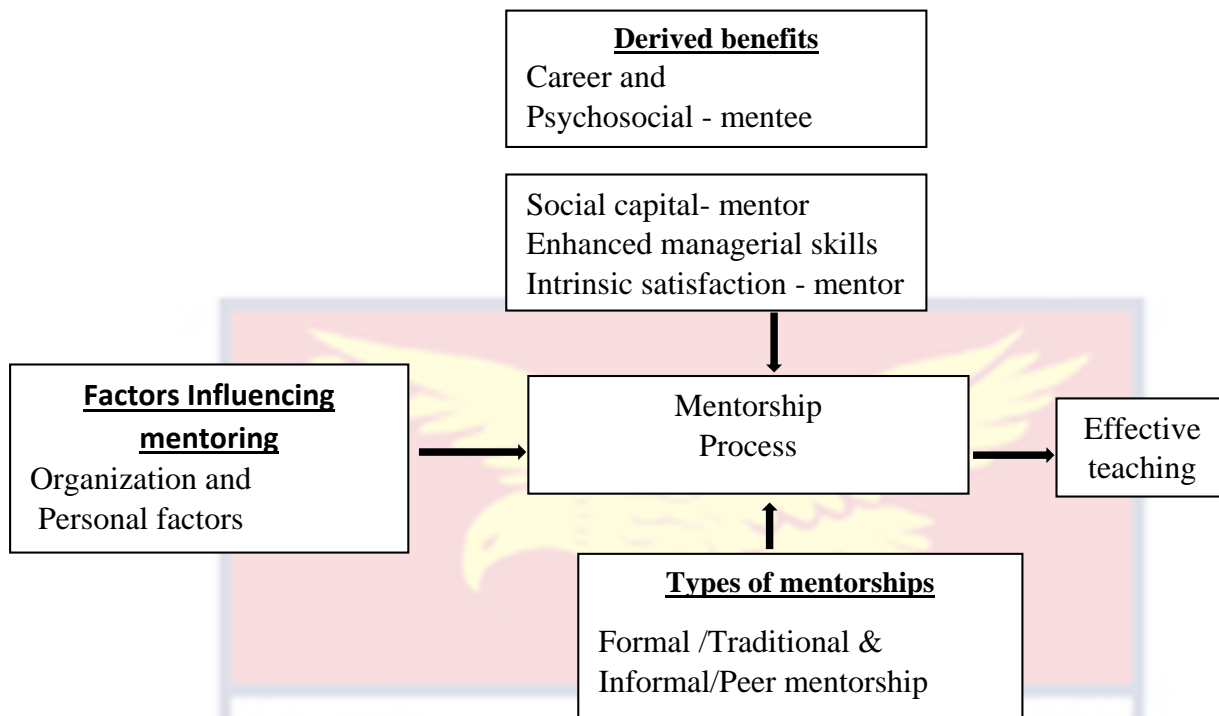


Figure 1: An adapted conceptual framework of Mentorship and leadership roles

Source: Beveridge *et al* (2019)

### Chapter Summary

The chapter began with a review of related literature on the concept of mentoring with a major focus on the academic setting. This was followed by a review of the theoretical frameworks underpinning the study. Three theories namely; social learning theory (SLT), relational culture theory (RCT), and social exchange theory (SET) are reviewed. How they apply or fit into the study is discussed. Empirical studies of the types of mentorships for teachers, factors influencing mentoring activities, benefits of mentoring, and effects of mentoring on teachers' abilities are also discussed. The chapter concluded with a presentation of the conceptual framework guiding the study.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### Introduction

This chapter presents the research methodology that was adopted for the study. It outlined the following: research philosophy, research approach, research design, study area, target population, sampling, and sampling procedures. It also covered the research instrument, data collection, data processing and analysis, and ethical considerations.

#### Research Philosophy

A research philosophy is a set of beliefs and assumptions through which knowledge is developed. It is about how one views the world and the processes in there with a focus on reality, knowledge, and existence (Creswell, 2017). The study was grounded within the context of interpretivism. This philosophy holds that reality is socially constructed (Creswell, 2017). In other words, reality is constructed by the individual and as such, phenomena should be investigated within the context of real life. The philosophy espouses that the best way to arrive at the truth (knowledge) is by paying attention to individual thoughts or ideas (Hennink & Hutter, 2011). Additionally, it holds that knowledge is subjective, and acquiring it involves exploring individual experiences (Creswell, 2017). This philosophical orientation was adopted because the key constructs; mentorship and tutors' capacities development are largely influenced by individual views, beliefs, and ideas (Ehrich et al., 2004). So, the philosophy guided in approaching and analyzing mentors' and mentees' experiences of the mentoring arrangements in the two CoEs.

#### Research Approach

The qualitative research approach is methodologically inclined to the interpretivism philosophy and accordingly was adopted for the study. It explores depth rather than width

(Kusi, 2012). It also explores a phenomenon in detail by capturing the meaning people construct from or attach to a phenomenon (Merriam & Tisdell, 2015). Thus, people make sense of the context in which they live and their everyday experiences. With this orientation, the qualitative research approach is most applied to historical, phenomenology, ethnographic, and case study research designs. However, this study adopted a phenomenology design.

### Research Design

Parahoo (2014) explains a research design as the roadmap of a study that includes how, when, and where data are to be collected. As such, the study employed the phenomenology design. This design according to Creswell (2017) seeks to understand and describe the lived experiences of individuals concerning a particular phenomenon. It investigates the everyday experiences and relationships of people to arrive at how and why a particular phenomenon occurs (Odusanya & Bankole, 2020). The design describes accurately the types of a phenomenon and requires the researcher to detach preconceived assumptions (Prosek & Gibson, 2021). It also requires the researcher to first objectively describe the lived experiences and relationships, and then reflect on the description in line with existing theories about the phenomenon. The design used non-probability approaches to selecting participants and adopted more interactive and personal data collection instruments such as an in-depth (IDI) interview guide, focus group discussion (FGD) guide, and notebooks and audio recorders.

The strengths of this design are that; first, it gives a holistic account by reporting multiple perspectives or viewpoints. Secondly, it explores depth and context. Considering that mentoring is a process involving relationships, observations, and experiences, the phenomenology design was considered appropriate as it offered a reliable basis for paying attention to participants' views, perceptions, and feelings about the mentoring processes in

the two CoEs. Aside from enabling the exploration of contextual issues about mentoring in the two CoEs, the design is popular among researchers in the fields of mentoring, guidance and counseling, and education psychology (Banja et. al. 2021; Dönmez et al., 2021). Phenomenology design is not sensitive to the sample size (Prosek & Gibson, 2021). Thus, it does not discriminate between larger and fewer sample sizes further making it suitable as the study involved few participants.

### Study Area

This study was conducted in the two Colleges of Education (CoEs) in the Upper East region of Ghana. The Upper East Region historically was carved out of the then Northern region in 1960 which included the now Upper West region. In 1983, the Upper Region was partitioned into two; Upper East and Upper West. The Upper East is located at the north-east corner of Ghana between longitude 00 and 10 West, and latitude 100 30N and 110N. The region borders Burkina Faso to the north, Togo to the east, Sissala district to the west, and West Mamprusi district to the south. Its land is relatively flat with few hills dotted along the east and south borders. The region has a total land area of 8,842sq km (Ghana Statistical Service, 2021) occupied by more than 8 tribal groups including Kusasis, Bisas, Frafras, Kassenas, Bonsis, Talensis, Nabdams, and Builsas who speak different languages. This heterogeneity makes the region unique concerning how each tribal group interacts and learns within a social context. The variation in social interactions may influence the mentoring arrangements of the two CoEs in the region. They are Gbewaa and St. John Bosco Colleges of Education.

Gbewaa College of Education is found in the Pusiga District of the Upper East Region. It was established by the Government of the Gold Coast in 1953 and began with only 14 students to start Certificate 'B'. They were handled by 7 tutors including the principal and remained an institution until 1976 when it became a mixed college. Pusiga

was then a German Territory and when Germany was defeated in the First World War in 1918, the territories were shared amongst the Allied forces. Pusiga was part of the trust territories (Trans Volta Togoland) and only became part of Ghana after the 1956 plebiscite. Gbewaa College has three departments namely; Education Department, Languages Department, and Vocational Department. The College currently has a student population of 1,537 with 45 teaching staff and 78 non-teaching staff.

St. John Bosco's College of Education (popularly called BOSCOS), on the other hand, is located in the Kassena-Nankana East District of the Upper East Region. It was established in 1946 with 10 students. The College specializes in training teachers in broad areas of Social Sciences, Agriculture, and Pure Sciences, as well as Computing, Mathematics, Technical, and Vocational disciplines. It has six departments including; the Mathematics and Computing Department, Technical Vocational Department, Social Science Department, Education Department, and Languages Department. It has a student population of 2000 with 72 teaching staff and 100 non-teaching staff.

These two Colleges were selected for the study based on two reasons. First, they are the only two CoEs in the Upper East Region of Ghana. Secondly, these CoEs have existed for the past 50 years and have since been engaged in the recruitment of tutors. However, mentoring of newly recruited tutors only commenced in 2014 where a newly recruited tutor (mentee) is attached to a senior tutor (mentor) for 1-to-3 months. The mentee tutor receives mentoring in the academic and administrative domains of the school including issues of methodology, concept, student-tutor relationship, and assessment processes. Within the stipulated time and subject to the department, the mentor assesses the mentee and breaks the process for the mentee tutor to start teaching. This recent arrangement raises questions about why it took them a long time to introduce the mentoring program, and what necessitated it. Accordingly, the two CoEs were selected to explore how

the concept of mentorship has contributed to their success in terms of how it is used to align newly recruited tutors' abilities to their core mandates.

### Target Population

The target population refers to a group of individuals with peculiar characteristics of interest that form the subject of inquiry in a study (Plonsky, 2017). A total of 24 participants were used for this study which included senior tutors who serve as mentors and tutors who received mentorship before assumption of teaching duties as mentees, from both Colleges of Education. This includes 10 senior tutors who served as mentors of which 7 of them are from Gbewaa College and 3 of them from St. John Bosco College. Also, 14 tutors received mentorship before the assumption of teaching duties as mentees, 7 participants each from both Colleges. The census covered mentors and mentees present as of the time the research was conducted in the two Colleges of Education (CoE) in the Upper East region. In a similar study by Bell, A. and Treleaven L. (2011) 25 participants were conducted with 21 mentees and 4 mentors. Out of which 4 senior tutors (mentors) and 21 mentees were present. In a previous study conducted by Kweku (2010), the target population consisted of mentees in the Colleges of Education in Ghana. This group of people was selected because first, there are few senior tutors (mentors) who have the responsibility to act as role models to teach fewer inexperienced tutors (mentees) for their career and psychosocial development (Dönmez et al., 2021).

### Ethical Considerations

The study considered a host of ethical issues in the data collection such as respondent's informed consent, anonymity, and confidentiality. In handling these; first, the consent of all participants in the study was sought a week before the data collection, and based on their approval, the instruments were then administered. On anonymity, the instrument was designed such that participants' identities would not be required. So, pseudonyms were

used to eliminate crude reporting and disclosure of personalities. With confidentiality, the data was held in high confidence, and under no circumstance will it be released to persons not directly linked to the study. Overall, participants were not induced to do anything that would cause harm to their self-esteem or physical body.

### Sampling and Sampling Procedure

The study adopted a census sampling technique. The census sampling technique is where the researcher collects data for each element/unit in the study population (Wu & Thompson, 2020). This technique is applicable in various circumstances. For instance, where case intensive study is required where the study area is limited, or where the target population is few (Maryati et al., 2022). Considering that the study was limited to two CoEs and the fact that mentoring programs only started in 2014 means that the population of mentors and mentees in the two CoEs was few, thus legitimizing the application of the census technique in formulating the sample for the study. Even though this technique is associated with high cost and time-wasting as its demerits since the researcher has to cover all elements in the study population, it comes with commensurate advantages. The advantages of this technique are; first, it enables researchers to collect in-depth information that covers many facets of the problem. Second, given that every member of the target population is considered, the conclusions are more accurate and reliable (Maryati et al., 2022). The technique used arrived at 24 participants which are disaggregated in Table 1.

Table 1: Sample Distribution

	Gbewaa	St. John Bosco	Total
Mentors	7	3	10
Mentees	7	7	14
Total	14	10	24

Source: Fieldwork, 2023.

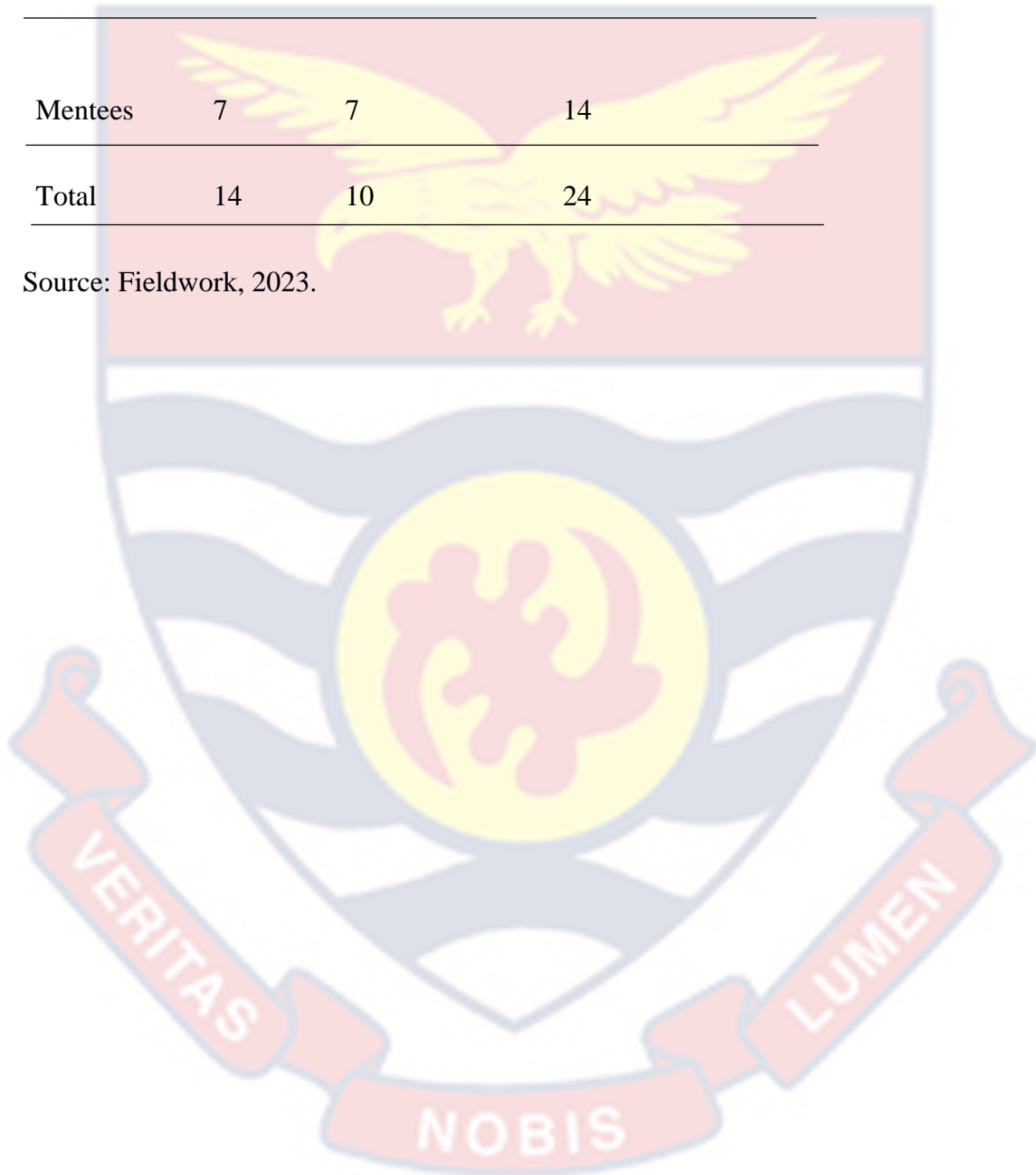




Table 2: Characteristics of Mentees

Name	Years after Appointment	No. of Months as a Mentee	Name	Years after Appointment	No. of Months as a Mentee
Alale John	1	3	Samuel Abanga	2	6
Muniru Saani	1	3	Emmanuel Awini	2	3
Gorge Mbun	1	3	Elvis Abila	2	12
Adams Abugri	1	3	Mohamed Salam	1	3 weeks
Seidu Gabriel	1	6	Apam Mavis	11	6
Adams Portia	8	6	Duut Solomon	6	4
Musah Yussif	6	3	Isaac Monica	6	1 week

\*Alale John- St. John Bosco Science Department Mentee    \*Gorge Mbun- St. John Bosco Language Department mentee

\*Muniru Saani- St. John Bosco Technical Department mentee    \*Emmanuel Awini- St. John Bosco Maths Department mentee

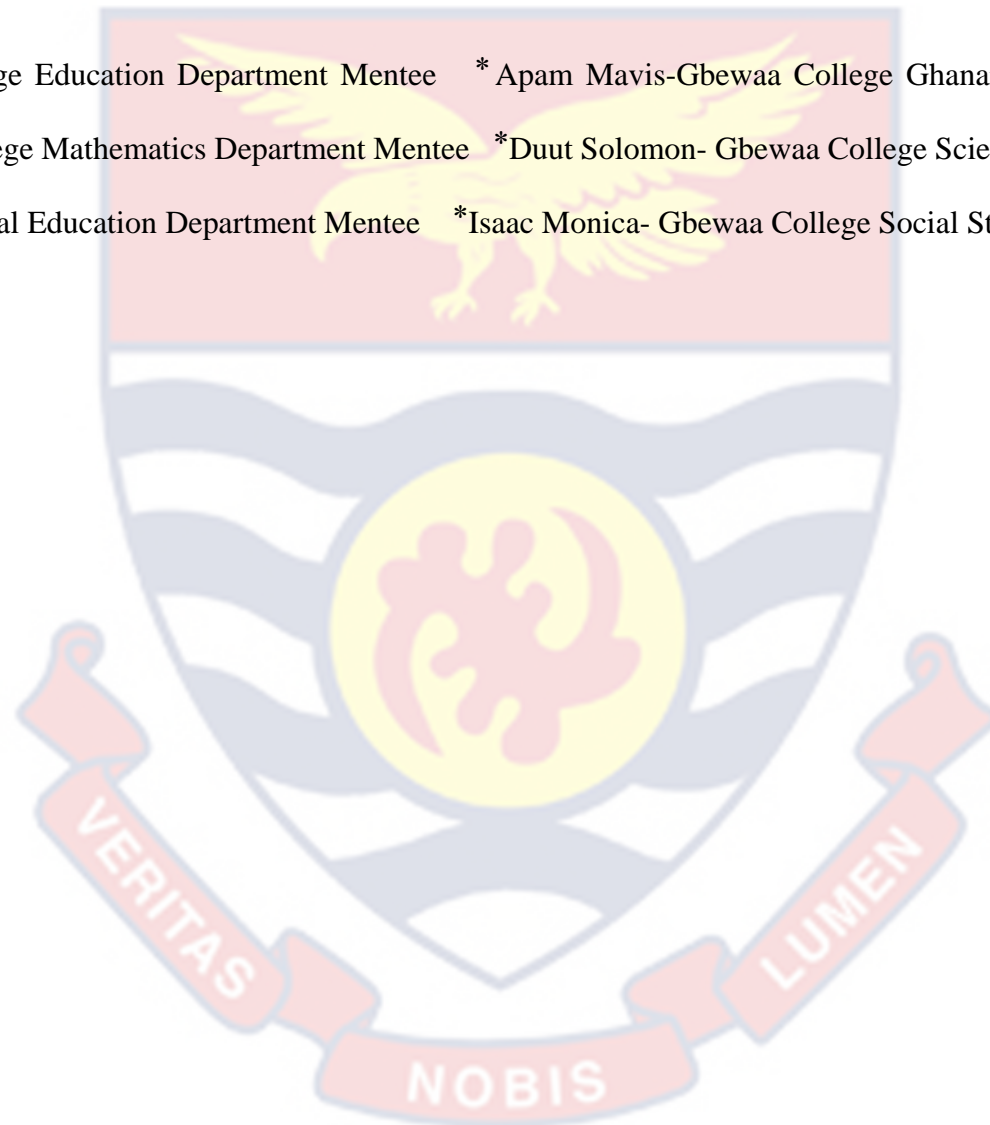
\*Samuel Abanga- St. John Bosco ICT and Maths Department mentee    \*Adams Abugri- St. John Bosco Maths Department mentee

\*Elvis Abila- St. John Bosco Physics Department Mentee \*Mohamed Salam-Gbewaa College Education Department Mentee

\*Seidu Gabriel- Gbewaa College Education Department Mentee \*Apam Mavis-Gbewaa College Ghanaian Language Department Mentee

\*Adams \*Portia- Gbewaa College Mathematics Department Mentee \*Duut Solomon- Gbewaa College Science Department Mentee \*Musah

Yussif- Gbewaa College Physical Education Department Mentee \*Isaac Monica- Gbewaa College Social Studies Department Mentee



## Research Instrument

Considering the research design, the study adopted an in-depth interview guide for the data collection. An interview guide is a face-to-face data collection method that allows the researcher to probe more on one hand, and on the other hand, allows the interviewee to express him/herself freely to arrive at the depth of the issue under investigation (Prosek & Gibson, 2021). This instrument is considered appropriate given that the study seeks to understand in detail, the mentorship arrangements and contexts in which mentoring of newly appointed tutors is being carried out in the two CoEs in the Upper East Region. Two guides were designed for the study; one for mentors and the other for tutors who have never received mentoring before they assume teaching. The instruments were designed based on the aim of the study and the research questions. They contained a series of open-ended questions which were designed based on the research questions and the issues that emerged from the literature review.

The interview guide for the mentors (Appendix A) covered four (4) broad themes which included the types of mentorships for newly appointed tutors, factors influencing the tutor's mentoring activities, benefits of mentoring to the mentor, and the effects of mentorship on teaching in the CoEs. The interview guide for the mentees (Appendix B) on the other hand covered two (2) main themes. These included the benefits of mentoring to the mentee and the effects of mentoring on teaching from the mentee's perspective.

The two interview guides were screened by an expert (my supervisor) in the field of study to ensure clarity of questions as well as content validity before they were deployed in the field for the data collection exercise.

## Data Collection Procedure

An introductory letter was taken from the Institute for Education Planning and Administration (IEPA), University of Cape Coast before going to the field. This letter was sent to the two Colleges of Education in the Upper East Region of Ghana. The purpose of the study was explained and with approval from the institutional heads, verbal consent was sought from the respective participants, and an appointment was booked at a convenient time to conduct the interviews. The objective of the study as well as the various sections of the interview guide was explained to every participant. The researcher sought prior consent from all participants to record the interviews. All conversations were audio-recorded with a tape recorder. The researcher solely conducted the interviews.

## Data Processing and Analysis

Glesne (2016) views data analysis as the effort researchers make to make sense of the data collected. It includes the transformation processes the data goes through. Due to the qualitative orientation of the study, all data were analyzed using thematic content techniques. Content analysis offers a family of analytical approaches used for analyzing text, verbal, or video data (Saldana, 2013). It allows researchers to reduce the data to smaller content without losing its meaning. According to Elo and Kyngas (2008), there are two forms or techniques of thematic content analysis; deductive and inductive content analysis. While deductive content analysis generates themes based on existing theories or previous works, inductive content analysis allows themes to emerge from the data (Saldana, 2013).

Due to the relative newness of the study in the context of Colleges of Education, inductive content analysis also known as the conventional content analysis was used as it guided the derivation of themes or categories from the field data without recourse to theory

(Kyngas, 2020). This was necessary in order not to limit the domains to explain the phenomenon under study.

The data was transcribed verbatim. The recorded audio was played several times to check for errors and to guarantee the authenticity of the transcripts before printing them out the transcripts. The researcher read through the transcripts several times for familiarization before proceeding to code. A three-way coding format; open coding, creating categories, and creating themes as laid by Elo and Kyngas (2008) was adopted. At the open coding stage, the researcher generated codes by assigning labels or phrases to texts/statements that were of interest to the anchor variable (objective). A list of these codes was later collected and regrouped under higher-order headings (categories) based on similarities and dissimilarities. Lastly, the researcher synthesized the categories and formed themes based on the content characteristics of various elements under each category.

The inter-coding technique (two researchers agreeing on the codes generated) was used to check the consistency and validity of the themes/codes. With Research Question 1, the coding process resulted in thirty-eight (38) codes which were further grouped into six categories. Out of these categories emerged three themes namely; giving official welcome to new tutors by the college management, assignment of new tutors to a department/mentor, and mentoring activities. The last theme (mentoring activities) had four subcategories including; lesson preparation and delivery, observation, new tutor practice and receiving feedback, break-up, and post-break-up relationship. Under Research Question 2, thirty-five (35) codes were generated and grouped into three categories, out of which emerged two themes; organizational and personal level factors. The first theme (organizational factors) had two subcategories namely; strong organizational support for capacity development and, teaching and academic-related policies. Whereas the last theme (personal factors) had only one subcategory; proficiency in the use of IT gadgets. Also, under Research Question 3,

forty-seven (47) codes were generated and grouped under five categories. These five categories were grouped under two themes; benefits to the mentor and benefits to the mentee. The first theme (benefits to the mentor) had three subcategories; social capital, acquisition of managerial skills, and intrinsic satisfaction. Whereas the second theme (benefits of the mentee) had two subcategories; psychosocial benefits and career advancement benefits. With Research Question 4, the coding process resulted in twenty-five (25) codes. These codes were further grouped into five categories, out of which emerged two themes namely; the impact of mentorship on stages/areas in the teaching process and the impact of the mentorship on personal teaching abilities. While the former theme had three subcategories which included; teaching methodology, assessment of students, and relationship, the latter theme had two subcategories namely; legitimacy and control over the classroom, and communication and presentation skills.

### Chapter Summary

This chapter discussed the research methodology deployed for the study. The interpretive philosophy and phenomenology design that is adopted for the study are discussed. The study area in terms of its importance to the study, the target population, the sampling technique that will be used in getting participants, and the research instrument are discussed. The ending part of the chapter looked at data processing and analysis techniques.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### Introduction

This chapter presents the results and discussion of the study. The purpose of the study was to investigate how the mentoring schemes/arrangements put in place at Colleges of Education in the Upper East region are helping newly appointed tutors to settle into their job roles and how this is promoting effective teaching and learning in schools. The researcher employed a qualitative approach using the phenomenology design; hence, data was collected through in-depth interviews. The analysis was guided by the interpretivism paradigm where the researcher focused on the subjective construction of the phenomenon by participants against the context in which it was set up. The results and analysis are presented generally under the background characteristics of participants and the research questions that guided the study.

#### Background Characteristics of Participants

Mentoring hinges on the background characteristics of the actors involved such as experience, age, and longevity in service (Irby, 2020). The mentor and mentee are differentiated based on their experience, knowledge or expertise, and age. The literature captures how individuals' background characteristics influence their ability to become mentors or mentees. Accordingly, this study recorded some background characteristics of the participants. These include; qualifications and work experience. The number of years served as a mentor, department, and institution was also recorded. The results are presented in Tables 2 and 3 below.

Table 3: Background Characteristics of Mentors

R	Qualification	Years in the school	Years as a mentor	Department	No. of tutored	Institution
Mentor						
M1	PhD	14	5	Science	3	Gbewaa
M2	Mtech	19	6	PreTech/Vocation	5	Bosco
M3	Mphil	9	5	Mathematics	3	Bosco
M4	Mphil	20	9	Languages	2	Bosco
M5	Mphil	12	2	Social Studies	2	Gbewaa
M6	Mphil	16	4	Mathematics	4	Gbewaa
M7	Mphil	6	4	Home Economics	3	Gbewaa
M8	Mphil	9	2	French	4	Gbewaa
M9	Mphil	20	9	English	15	Gbewaa
M10	Mphil	15	2	Creative Arts	1	Gbewaa

Source: Fieldwork, 2022.



Table 4: Background Characteristics of Mentees

R	Qualification	Years in the school	Duration as a Mentee	Department	Institution
Mentee					
M11	Mphil	1	4months	Science	Bosco
M12	Mphil	1	4months	PreTech/Vocation	Bosco
M13	Mphil	1	3months	Languages	Bosco
M14	MPhil	2	4monnths	Mathematics	Bosco
M15	Mphil	2	6months	ICT	Bosco
M16	MPhil	1	3months	Mathematics	Bosco
M17	Mphil	2	1year	Physics	Bosco
M18	M.ED	6	7 days	Social Studies	Gbewaa
M19	Mphil	6	4months	Science	Gbewaa
M20	Mphil	8	4months	Mathematics	Gbewaa
M21	Mphil	9	1year	Languages	Gbewaa
M22	Mphil	1	4months	Education	Gbewaa
M23	Mphil	1	7days	Education	Gbewaa
M24	Mphil	6	4months	Physical_Education	Gbewaa

Source: Fieldwork, 2022.

Table 3 shows 10 mentors who participated in the study. Three of them were from the St. John Bosco College of Education and the other 7 from the Gbewaa College of Education. The teaching experience of each mentor was at least, 6years and at most, 20 years. Being a mentor is associated with longevity of service (Burgess et al., 2018), and this level of experience justified why they were mentors. Each mentor has spent at least, 2years as a mentor across the two Colleges and accordingly has mentored at least 1 tutor each. Meanwhile, the highest number of years spent as a mentor was 9 years. A finding that corroborates with the year (2014) in which mentoring of newly appointed tutors was instituted at the two CoEs. Only 1 mentor had a Ph.D., the rest had an MPhil. in their respective fields.

On the other hand, table 4 shows 14 mentees who took part in the study. While 6 of the mentees had just 1 year of teaching experience in the Colleges, 4 had more than 5 years, and 3 had 2 years of teaching experience respectively. Seven (7) of the mentees had less than 5 months duration as a mentee, 1 had 6 months and 2 had 7 days duration as a mentee. Only 3 mentees have had between 1-and-5 years of mentoring. The duration used in mentoring many of the mentees is in sharp contrast with the 6-month to 2-year time frame (from start to break up) spelled out in the literature (Kram, 1985). Even though this time frame is subject to a significant change in the relationship, the only condition under which the mentoring relationship can be cut short is when there is a structural or emotional disconnection between the mentor and mentee (Kram, 1985). The shorter period used in mentoring tutors could be attributed to the emergent need for tutors to fill vacant positions in the Colleges.

Research Question 1: What is the type of Mentorship for Newly Appointed Tutors in Gbewaa and St. John Bosco Colleges of Education?

The first research question sought to unveil the mentoring arrangement for newly recruited teachers at the two CoEs. The intention is to situate the findings in the context of the literature and the differences discussed. The types of mentorships comprise the processes mentees go through and the types of relationships between mentors and mentees (Law et al., 2014).

The interactions with the mentors unearthed contextual arrangements and processes newly recruited tutors are taking through by way of mentoring them. Based on the responses given by the mentors, three main themes were generated to guide the discussions. The included; giving an official welcome to new tutors by the college management, assignment of new tutors to a department and mentor, and mentoring activities. Accordingly, the analysis was anchored by these three themes.

#### Official welcome of new tutors by the school management

The first theme under research question 1 concerned how newly appointed tutors were received at the Colleges. From the views of the mentors, preceding the actual mentorship, recruits are first given a warm welcome by the school management. This particular arrangement was deemed necessary as it served various purposes. Primarily, it is the first step of welcoming newly appointed tutors into the college environment before any further major engagement. Additionally, the school management uses such a medium to let recruits know what is expected of them and what is not. Also, as part of this arrangement, new tutors are taken through the command ladder thus, the leadership structure and where to go for what in case of any need. Subsequently, the recruit is assigned to a department. These views are captured in the following quotes.

*When new tutors come into the college, they are first welcomed by school authorities. We meet them and first of all, welcome them into the scene before we take them through what we call mentoring.*

[A mentor with 5years experience, M3]

*..I think that when tutors come into the college what happens is that the college, first of all, meets them. They will bring them together, let them know what they are supposed to do and what they ought not to do, and assign them to departments. Generally, such meetings are organized to welcome them and make them feel at home.*

[A mentor with 5years experience, M1]

*... The managerial aspect of mentoring is often done by the secretariat. The secretariat takes the recruits through how the school is managed in terms of the leadership structure and who is in charge of what and where to go for what. Thereafter, they are assigned to specific departments.*

[A mentor with 2years experience, M10]

The above quotes underscore the importance of giving an official welcome to newly appointed tutors. Deductively, such an arrangement tries to set the conditions right for mentorship to take place. Since recruits are often not familiar with the environment, such an arrangement comes in handy in engendering a convivial atmosphere that will make newly recruited tutors feel at home. The quotes also suggest that mentoring works well if the prospective mentee (new tutor) is first brought into harmony with the new environment. The “feel at home” factor as captured in the second quote is what the relational cultural theory referred to as connectedness between the learner and the social group, which calls for the need of all parties in a social relationship to feel a part not apart (Jordan, 2013; Lenz, 2016).

What is worth emphasizing from the above quotes is that mentoring newly appointed tutors does not just take place. Instead, certain preconditions include ensuring that psychosocially, recruits are fostered for mentoring. This is supported by the views of the relational cultural theory (Miller, 1976).

#### Assignment of a new tutor to a department and a mentor

After receiving and welcoming a newly appointed tutor by the College Management, the next activity was to assign that tutor to a department where he would teach. This was necessary as the Colleges run different programs and as such operate different departments. There were three dimensions of activities carried out during this stage. These were the allocation of course(s) to the new tutor, specification of the new tutors' roles and responsibilities, and attaching the new tutor to a senior tutor (mentor). From the interactions with the mentors, it was revealed that these activities were done simultaneously.

Once the department receives a new tutor, the first task is to allocate him/her course(s) to teach. This exercise was particularly germane as it subsequently determines who should mentor the recruit. In other words, the course allocated to a recruit determines who the mentor would be. These revelations are captured in the following quotes;

*When you come as a new tutor and you are introduced to the department or the unit, we sit with you and look at the courses available, which of them you can handle and we assign. Once we assign a course to a new tutor, we tell him or her what is required, and what should be done. But normally what happens is that we don't just allow a new tutor to go to the classroom straight. What we do is that, the person is attached to a senior colleague in the department or the subject area for about two weeks....*

[A mentor with 2years of experience, M5]

*When they come, what we do is that at the departmental level, they are sent to their units. We have about 3 units in the department. At the unit, we tell them what is expected of them as a new teacher, and the courses they will teach and we take them through lesson preparations...a mentor does this.*

[A mentor with 6years of experience, M2]

*.... after that they are sent to their respective departments, so in my case that will be the science department when they come, what I do is that I will, first of all, sit with them, and allocate the course they will teach.*

[A mentor with 5years of experience, M1]

*Yeah, actually in our department, when a new person comes, first of all, we sit with the person and take the person through the various courses we look at the person's area of specialization to see the kind, of course, he has to teach, we take him through that....*

[A mentor with 2years of experience, M10]

Within the Colleges' mentoring arrangements, the initial stage of mentoring starts here. The initial stage is dedicated to ensuring there is a relationship (Vikaraman et al., 2017). Unlike in an open social group where either the mentor or mentee could trigger the relationship (Janssen et al., 2016), department heads trigger the mentoring relationship within the college setting as captured in the quotes. This is particularly influenced by the course(s) allocated to the new tutor and the roles and responsibilities specified. In other words, those two exercises usher in the mentoring relationship. Additionally, since the new tutor's area of specialization often determines the course to teach, it can be said that the area of specialization indirectly defines who should mentor a new tutor.

According to Hunt and Michael (1983), it takes between 6 months and 1 year for a mentor and mentee to get to establish a relationship. As evidenced in this study, this is not the case with CoEs. This could be partly explained by the fact that it is department heads who bring the mentor and mentee together. As a result, neither of them needs to struggle to identify the other, therefore, making the period shorter.

### Mentoring activities

After the new tutor is assigned course(s) and a mentor, the dyadic relationship commences, and the mentor and mentee outline a series of activities that guide the mentoring relationship. Based on the data collected, five main activities emerged. They included lesson preparation and delivery, observation, practice, and feedback from a mentor, and break-up and post-break-up relationships.

#### *Lesson preparation and delivery*

The first activity between the experienced tutor (mentor) and newly appointed tutor (mentee) in the mentoring relationship was lesson preparation and delivery. The new tutor was taken through how to prepare lessons and subsequently, how to deliver the lesson. There were several dynamics to this activity such as taking the new tutor through the course outline/content, available teaching and learning materials (TLMs), and how to prepare and deliver lessons. Others included how to ensure a good lecturer-student relationship and how to supervise students' project work. A mentor with 10 years of experience [M9] divulged that;

*There are so many areas that we take new tutors through. For example, with classroom work, we take them through how to prepare lesson plans and the TLM that you have to look out for. After all these things, we look at how best he/she can at least engage the students so that they have a lively interaction in the class. Our focus is letting the lecturer be student-*

*centered. So, once it is student-centered, we want to involve them completely in everything necessary for them to have a successful lesson.*

Complimentarily, a mentor with 2 years of experience [M8] disclosed this;

*We take a new tutor through lesson delivery, how a lesson is supposed to be delivered, and the various faces of it, and we also take the person through how to handle what we call STS, student projects, and other programs.*

As categorically outlined in the quotes, lesson preparation and delivery marked the beginning of the learning stage for a newly recruited tutor. It largely takes the form of oral discussions and involves the provision of information. From the literature, whatever the new tutor will do from here, it is assumed the mentor directs him to do so (Kram, 1985). In other words, the work of the mentee-tutor at this stage is owned by the mentor. Nothing is attributed to the mentee-tutor.

### Observation

Once the newly appointed tutor is taken through lesson preparations, the next activity is to introduce him into the classroom, not teach, but to observe how things are done practically. The activity was premised on the claim that not all new tutors have practical experience. This view is embedded in the quotes below;

*So, after taking them through, that is the oral aspect, we go to the practical. They need to observe you teach. When they observe you teach, they learn a lot from it. After you are done teaching, you sit with the person and ask for his/her observations. There might be areas that the person would like to have more information or there are areas that he was not very sure about maybe if he had been given that opportunity, how would he assess the lesson? We give that opportunity so that after the person has done several observations, we let him/her try teaching and we see.*



[A mentor with 2years of experience, M18]

*In the course of attaching a new tutor to an experienced one, there are a lot of things that go on. He/she has to observe what you are doing; he has to look at how you teach, he has to look at the assessment processes that you have put in place and how you carry them out from the start to the end of the semester...*

[A mentor with 9years of experience, M4]

This activity plausibly helps new tutors to transition from theory into practice. As evidenced by the quotes, learning by observation is one of the ways adopted in mentoring newly recruited tutors in the CoEs. New tutors as part of their mentorship processes are required to sit and observe senior tutors for a couple of weeks to get to know the practical dimension of the job. Relating this finding to the social learning theory, Bandura (1969) espoused that an individual learns by observation and imitation within a social relationship. As mentee-tutors participate and observe their mentors teach, they turn to pick both explicit and implied lessons the mentor may forget to teach them. The finding of this study, therefore, supports and extends the original tenets of the social learning theory.

The new tutor practices and receives feedback from the mentor

The next activity after an observation was the opportunity for the mentee-tutor to try to teach. The new tutor is given a chance to teach. While he/she teaches, the mentor observes and offers feedback on areas to improve. This particular view, which is expressed by participants in the two CoEs can be seen in the following excerpts;

*After a few weeks of observation when he is given some classes to teach, we also go to observe and after he has taught, we sit down with him. We assess the lesson; we look at the areas he did well and the areas he did not. Then we recommend, going forward, we expect you to incorporate A, B, and C into your teaching.*

[A mentor with 9years of experience, M9]

Supporting the above quote, a mentor with 6years of experience [M2] added that;

*... after a while, maybe after two lessons with you, you can allow him to teach for you to sit back and observe. After every opportunity, you give feedback to help him/her build on the next one.*

*Relatedly, a mentor with 5years of experience [M1] said this;*

*So, I would do that for about 2 weeks. I always allow my mentees to teach for 2 weeks, and I observe. Once mentees observe for 2 weeks, they could start handling their classes but that is not the end, the mentoring continues. It is a process, something ongoing so they could be here for up to a year, and still, the mentoring goes on.*

The above quotes present the mode of assessment of mentee-tutors and subsequently, how they are weaned off to handle their classes. The quotes also convey the role of feedback in mentorship. Explicitly, the mentors expressed the need and desire to give feedback to mentee-tutors. The translation of theory to practice is not always straightforward. Accordingly, once mentee-tutors are taken through lesson preparation, and observation and allowed to teach, it is worthwhile they are offered feedback to inform, guide, reconcile, and encourage them moving forward. Watling and Ginsburg (2019) opined that feedback and assessment when carefully blended lead to improvement in performance. It is therefore a good practice by the college's mentors to give feedback to mentee-tutors after assessing them.

The array of activities thus; lesson preparation and delivery, observation, practice, and feedback from the mentor constitute the second stage of Hunt and Michael's (1983) four stages of mentoring outlined in the literature. This stage is committed to instilling in the mentee the rudiments of the job. While Hunt and Michael (1983) termed it the protégé

stage, others called it the cultivation stage (Janssen et al., 2016) and as conspicuously captured in the quotes, newly appointed tutors learn practically most of the fundamental skills of teaching during these activities.

### Break-up

The second but last sub-theme under the mentoring activities is the break-up. From the interviews conducted, it was unearthed that once the mentor assesses the mentee-tutor and is satisfied with the improvement, feedback is given and the tutor is weaned off to independently handle class(es). Nevertheless, the mentors admitted that a mentee-tutor is not weaned off completely as close monitoring is maintained for up to about 1 year. Additionally, some departments have daily or weekly discussions called PD (professional development) sessions among all lecturers or those handling the same course(s). Accordingly, during such meetings, the weaned-off tutor could still seek clarifications when necessary. These issues were uncovered by the following quotes;

*Of course, once they are weaned off, they'll start handling their classes but the mentoring is a process, is something ongoing so they will still be attached for up to a year. After a year they can be weaned off completely but as and when they have challenges, they will still come back*

[A mentor with 5years of experience, M1]

*As the person (mentee-tutor) starts his course, you (mentor) plan and meet him from time to time. You sit in the person's lessons and any challenge that he/she faces in preparing the course outline and the delivery, you help correct it. He/she is allowed to consult any of the tutors in the department for assistance...*

[A mentor with 4years of experience, M7]

*But as a tutor in a department, you are not independent forever. From time to time you (mentor) have to go around and see how the new tutor is delivering and whether he/she is doing the right thing, at most, for a year. Sometimes you also have to collect information from the students about how they see the teacher's delivery and other things. Also, as I indicated, every Wednesday we have a public discussion (PD) session, and the PD sessions are when we meet as a group, as a college then we break into departments and then we go through what is expected of us in our next week's lessons with particular attention paid to new tutors.*

[A mentor with 2years of experience, M5]

Deductively, the quotes suggest that mentee-tutors can be separated to handle separate classes in the short term but will still be attached to their mentors in the long run. This indicates that within the Colleges' mentoring arrangement, there is a partial break-up that occurs a few weeks into the mentorship and a final break-up that takes place 1 year into the mentorship. In other words, there is no absolute independence immediately after the break-up as the mentor officially still keeps an eye on the mentee-tutor.

Separating the mentee-tutor in the short run to handle separate classes/courses could be explained by certain factors. First, mentors (experienced tutors) may be inundated by large class sizes or many courses and as such, resort to shorter contact with mentee-tutors so that mentee-tutors can absorb some of the teaching responsibilities. Secondly, the mentors may not have enough time to maintain longer contact with mentee-tutors due to other responsibilities.

The partial break-up arrangement is at variance with the literature where if the mentee is separated, he is separated forever (Fairhurst et al., 2017), although there are chances for the post-breakup relationship between the mentor and mentee. Additionally,

the introduction of the newly appointed tutor by the College management to break up with the mentor within the mentoring arrangements takes 1 year as captured in the quotes. This contrasts with the 2 years spelled out by Hunt and Michael (1983) in their four-stage model of mentorship.

### Post-break-up relationship

The last activity under the mentoring activities in the Colleges concerned with how the mentor and mentee-tutor relate to each other after the breakup. The mentors (experienced tutors) disclosed both formal and informal relationships exist between them and their mentees, both former and current. Whereas the formal relationship was expressed in various ways such as attending workshops together, co-publishing, and sharing ideas, the informal relationship was seen in the mentor and mentee participating in social gatherings and having fun together. Concerning the formal relationship, a mentor with 2years of experience [M10] was quoted saying;

*When it comes to workshops, I make him go on my behalf. A few days ago, I made him attend a workshop, and that is formal. Is formal because you know the program that we are running. Every year, new programs come and so, our mentoring university had to train us. So, they organized some workshops and invited us and we went. This year when it came, I had to let him go so that he would also gain some of the experience. After all, we share ideas and co-publish papers.*

In the same vein, a mentor with 9years of experience [M9] was captured saying this;

*I see my relationship with former mentees as informal and formal. Formal in the sense that there are those we are working together but not on personal levels, we do not have any personal business or engagement.*

Regarding the informal relationship, a mentor with 9years of experience [M9] unearthed that

*.... there are some, we at least know each other personally, go to social gatherings together and when we meet, it is always fun. So, I will say the relationship is mixed.....*

*For the informal, a former mentee may have a challenge or he may need assistance in other aspects of life, not teaching. He will come to me and we put our heads together to see how best we can address it.*

[A mentor with 5years of experience, M1]

The literature described this stage as the lasting friendship stage. It is not pursued in the form of instructions and directives but rather in a peer-like manner with mutual respect and benefits as the underlining considerations (Curtin et al., 2016). As succinctly stated in the quotes above, the current findings concur with the views of Curtin et al., (2016). A critical look at all the stages and processes newly appointed tutors go through signifies that the form of mentorship in place at the CoEs is formal. According to Law *et al.* (2014), any mentoring program that is institutionally planned, supported, and mandated, and where the institution is responsible for assigning a protégé to a mentor is described as formal mentoring.

The study concludes under this section that the mentorship arrangements/processes in the two CoEs comprised three main stages including; the official welcome of the new tutor by the college management, the assignment of the new tutor to a department/mentor, and mentoring activities. While the former two stages were solely supervised by the college management, the latter was done by senior/experienced tutors or heads of departments. Meanwhile, there were five mentoring activities/lessons the mentor and mentee-tutor went through. They included; lesson preparation and delivery, observation, practice, and

feedback from a mentor, and break-up and post-break-up relationships. These arrangements and processes were institutionally planned and made mandatory in the two CoEs.

## Research Question 2: What are the Factors Influencing Mentorship Activities in Gbewaa and St. John Bosco Colleges of Education?

Even though mentoring is regarded as an effective tool used in preparing new teachers to teach, its proponents believe it must be organized within the right environment to achieve its goal (Heikkinen et al., 2018). In other words, some conditions or factors can act upon a mentoring program to either derail or make it successful and therefore should be taken notice of. Given this, the study explored the factors influencing mentorship activities in the two CoEs. Based on the views shared by the participants, myriad factors or conditions were found to influence the mentoring activities of the two CoEs. These factors were grouped into two broad themes namely; organizational and individual factors.

### Organizational factors

The interactions with mentors revealed that the Colleges as institutions have existing structures and practices that are tailored towards building tutors' capacities which directly influence the mentoring activities. Thus, the organizational factors emanated from the college's existing organizational cultures. There were three strands of these factors including strong organizational support for capacity building, teaching and academic policies, and resource provision.

### Strong organizational support for capacity development

One of the factors that influenced mentoring activities in the Colleges was a strong position and unwavering support for tutors' capacity building. The participants disclosed that the College's management does not take tutors' Capacity Development [CD] for

granted. It was admitted as one of the topmost priorities of the Colleges. Noticeably, a mentor with 9years of experience [M9] divulged that;

*... Capacity development is a top priority for the college. They have instituted what we call refresher courses where every teacher here, including new ones and when they come, they take refresher courses to ensure that everyone is in line.*

A tutor with 2 years of experience [M8], supported this claim. He opined that;

*...the College has instituted some modalities, one of which is organizing workshops and bringing experts to help tutors develop their articles and their research capabilities. This is one aspect. The other aspect is that when you are publishing your work, the college absorbs some of the amounts just to help encourage you to do it more. Through publishing, you can get promoted.*

Additionally, a mentor with 5years of experience [M3] indicated that;

*...the school has been passionately helping teachers to build their capacities. Because the Colleges are going through transitions those who came with different degrees other than M.Phil. and above were all encouraged to upgrade to develop their capacities to better be able to deliver*

It is apparent from the above quotes that the Colleges' strong interest in capacity development (CD) somewhat led to the establishment of the mentorship program. The ultimate aim of capacity development is to make tutors effective and deliver on what is expected of them. As these are prioritized, they allocate resources with other necessary support. Shapira et al. (2015) identified mentoring as one important tool used in developing teachers' capacities. This further explains the college's motivation for the mentorship program.



The strong organizational support for capacity development influenced the mentoring activities largely in the area of resource provision. It was discovered that due to the college's strong interest in CD, they undertake various activities to empower mentors and mentees. The activities included supporting mentors financially to pursue further studies and attend workshops, connecting mentors with experts in other institutions, and bringing in external resource persons at seminars to help mentors and tutors up-grade their knowledge in certain areas. These are captured in the quotes below;

*I think it has a positive impact on mentoring activities. In terms of the provision of resources, I think some books are given during professional development [PD] sessions for various courses. I think that is good, it helps to focus, and it helps the mentors to focus on the mentoring process. Others go for further studies with the support of the college.*

[A mentor with 2years of experience, M8]

Another interviewee added that;

*Most often we have resource persons who are very knowledgeable coming from the universities, so we have some from the University of Ghana, the University of Cape Coast, University of Development Studies. When these people come, we have some of these courses and materials provided and at the end, they give us some of the things that we can look for from the net it helped us so much.*

[A mentor with 2years of experience, M10]

*Teaching and academic-related policies*

*We have our quality assurance policy and because of that policy, we try to make the mentoring and our teaching follow its guidelines. We assess our students, we set our questions and the marking schemes along those guidelines. Then we also try to analyse the*

*performance of our students each semester to gauge the impact of our teaching or even the mentoring on the performance of students.*

[A mentor with 5years of experience, M3]

Further, a mentor with 9years of experience [M4] in supporting the above said this;

*.... I already talked about the research unit we have. Part of its policy requirements is for us to train new tutors on how to carry out their research, and the college allocates resources for that. We equally have this organization called TTEL. They supported us in various ways such as technical support, research, and implementation support systems. It is a program that has spanned over 3, 4, 5, and 6 years now. It is a national policy in collaboration with the Colleges. Currently, the sponsors have withdrawn but it is the government and the Colleges that are in charge of providing some of these services. The TTEL has become the criteria for re-accreditation. When the accreditation board comes, they always consider how many tutors took part in the TTEL session which we now call the professional development [PD] session, every Wednesday.*

From the above quotes, it is evident that the Colleges do not have a purposely designed mentoring policy that provides guidelines and systems of how mentoring newly appointed tutors should be done. This implies the mentoring process of the two CoEs is subjected to the dictates of the individual mentors based on their understanding of the above policies. Meanwhile, since the quality assurance, research, and TTEL policies are not homemade (that is, they are not formulated in the Colleges), they may not reflect the unique arrangements and intricacies of each of the Colleges. This, perhaps, is contributing to the lack of uniformity in the duration to which newly recruited tutors are taken through the mentorship, even within the same college as seen in Table 2.

Nevertheless, the evidence above suggests the Colleges are on good footing in terms of accepting new ideas that could improve the mentoring programs. This is covertly seen in their willingness to continue with the TTEL even when the partner NGO had withdrawn. Wang and Fulton (2012) advocate for mentoring policy within an organization as this can exert greater influence on the mentor-novice outcomes.

### Individual factors

These factors are related to attributes or skills inherent to the individual which could be learned or acquired and directly or indirectly influence the mentoring activities. One of these attributes identified with the mentors which profoundly impacted their mentoring activities was their proficiency in the use of IT gadgets.

### Proficiency in the use of IT gadgets

Several IT gadgets were identified as being used in the mentoring process. They included projectors, laptops, desktops, android phone modems, and projector screens. The use of these gadgets by the mentor and mentee could pose teething troubles (Cordie *et al.*, 2020). Only one or two of the mentors revealed they struggle in using these gadgets to teach. The rest indicated they were proficient users which positively impacted their mentoring activities and by extension, their core duties. There were three dynamics to how the proficiency and use of IT gadgets impacted the mentoring activities. It was unearthed that proficiency in the use of gadgets makes teaching faster and easier, understanding better, and sharing of ideas easier. These were explicitly captured in the following excerpts;

*I did ICT at the university, ICT, and Mathematics so I study programming because of that I have a profound knowledge of ICT and I have been helping the tutors in the department and even other departments anytime there is a challenge. For those who have challenges using Excel to run their data, to enter their exam scores and their CA scores, I do help*

*them. I don't struggle to teach my mentees or any other teacher because of my proficiency. It makes the work easier and faster, something that is positive.*

[A mentor with 4years of working experience, M7]

*So, when you look at it, it speeds up the work and I think it is a better way of getting people to understand whatever you are presenting. So at least once you see and follow, you understand better.*

[A mentor with 2years of experience, M9]

*I think when it comes to IT, I'm somehow very good. So, I don't have any problem at all and then once you use these gadgets you can easily share information, share ideas with the people that you are mentoring.*

[A mentor with 2years of experience, M5]

The deployment of IT gadgets in the mentoring process and its accompanied benefits are not in dispute. The use of IT gadgets profoundly enhanced the mentoring relationship (Nhemachena and Moyo, 2022) However, when using IT gadgets, especially complex ones the mentee may require a longer time to pick them up (Kirkwood and Price, 2014)

The section concludes that only organizational and individual level factors influence the mentoring activities in Gbewaa and St. John Bosco CoEs. While the organizational factors concerned with the College's strong support for capacity development and, their teaching and academic policies, the individual level factor involved the mentor's proficiency and use of IT gadgets.

### Research Question 3: What Benefits Do Mentors and Mentees Derived from the Mentorship Program in Gbewaa and St. John Bosco Colleges of Education?

The third research question was devoted to exploring the benefits of mentoring in the two Colleges of education. Mentorship comes with varied benefits to the mentor and mentee. The discussion within the section was, therefore, disaggregated into two; benefits to mentors and mentees. This was necessary so as not to lump together the varied forms of benefits which may cloud understanding, considering that mentors and mentees are completely different actors in the mentorship process with different interests (Homans, 1958; Muldoon & Zoller, 2019).

#### Benefits to mentors

##### *Social capital*

*In fact, as for the economic rewards, it will be the last thing I will talk of. But socially, at least it builds up unity. Indeed, when you mentor somebody and you are moving and he introduces you to people, I think that is the joy of the teacher.*

A mentor with 2 years of experience, [M5] also added this;

*Of course, as I said we learn from each other but importantly, they support you in doing one or two things at the office. You get assistance any time you are burdened with a workload.*

Additionally, a mentor with 5 years of experience, [M3] recounted that;

*I think you have something good in you that is what motivates me and that comes with some recognition for you before others within the department.*

Relatedly, a mentor with 9 years of experience, [M4] added that;

*Sometimes the motivation is just to get the person to succeed in the profession that is why we opt to mentor them.*

Inferring from the quotes, mentors enjoy some social capital from the relationship due to the roles they play. The relationship tends to create unity and a bond between mentor and mentee. The mentee supports the mentor where there is a workload and at the same time acknowledges the mentor before other people. Because of these deserving benefits, old and experienced tutors agree to become mentors (Homans, 1958). It is also worth mentioning that the mentors were genuinely desirous to see the new entrants succeed in the profession as captured in the last quote but not necessarily because of the social capital.

#### *Acquisition of Managerial skills*

A mentor with 2years of experience, [M10] had this to say;

*...about the experience, you see once you mentor people, you gain more experience, like the professional experience, enhances managerial skills. You see once you start mentoring people, you acquire more management skills to also manage a whole lot of things in activities.*

Corroborating the above quote, a mentor with 4years of experience, [M7] said that;

*Playing the role of a mentor has improved my understanding of the organization. There are some high-level meetings we hold sometimes to discuss school [college], and through that, you get to know certain things about the school and how it is run. Also, successively handling different mentees enhanced my managerial skills.*

Additionally, another participant said that;

*.... apart from the satisfaction, there is the opportunity to grow professionally and be competent in the work we are doing.*

[A mentor with 4years of experience, M6]

What it means from the above quotes is that being a mentor comes with certain learning experiences -that one can apply in other lines of duties. This was particularly relevant considering that all the mentors had multiple roles. So, applying the experience gained from mentoring in other domains of duties tends to add to the mentor's competence and professional appeal. Consequently, they tend to exert higher influence and control in their roles. The above findings corroborate with (Dobrow *et al.*, 2012) and (Grima *et al.*, 2014) as they concluded in their studies that longer periods of being a mentor enhance one's managerial competence and increase the power of influence within an organization.

#### *Intrinsic satisfaction*

For example; a mentor with 9years of experience [M9] disclosed this;

*For me, the motivation is that the fact that somebody is coming and you are going to help the person to fit into society [college] is enough motivation. I gained joy in doing that. After a few years, you see the person and feel proud of yourself.*

In buttressing the above quote, a mentor with 2years of experience [M8] revealed that

*I think basically for me, it is intrinsic satisfaction. In other words, the impact and ability to mentor somebody, alone gives me happiness.*

Reinforcingly, a mentor with 4years years of experience added that;

*It has no economic reward apart from personal satisfaction that at the end of everything you feel within yourself that you've been able to impart knowledge to someone.*

Intrinsic satisfaction is associated with the joy, fulfillment, and feeling of pride of seeing the new tutor grow to become what he/she was mentored to be (Roch, 2019; Banja

*et al.*, 2021). As seen in the quotes, the revelations in the current study do not depart from previous studies.

In line with the social exchange theory (SET) by (Homans, 1958) as used here in this study, it can be inferred that mentors in the Gbewaa and St. John Bosco Colleges of Education considered the potential social capital, acquisition of managerial skills and intrinsic satisfaction associated with mentoring in deciding to mentor recruits. According to SET, individuals examine the potential costs and benefits before subscribing to any transactional relationship. Where the benefits outweigh the costs, the individual is inclined to the relationship. But where the costs are enormous, the individual declines (Muldoon & Zoller, 2019). On this score, it can be said that the benefits associated with mentoring recruits in the two Colleges exceeded the cost or disadvantages.

#### Benefits to the mentee

##### Psycho-social benefits

###### *Ease of socialisation*

*Socially, the mentorship has helped me. She [the mentor] especially is the play coordinator, they call it play coordinator, “right to play coordinator” and so I have learned several songs from her. Sometimes when I go and the students are bored, I will just inspire them with one song before I continue.*

[A tutor who had 4 months of mentorship, M11]

*For instance, as you said, during the PDS, we were able to interact with a lot of people not only in my course area but across the. We were taught a lot of things about how to relate with everyone, how to associate with the students, and be of assistance to them. This has helped a lot.*

[A tutor who had 4 months of mentorship, M12]



*Even with sociability, I learned how to associate myself with the community, school, students, colleagues, and even my children. My mentor, and how he went about all these things is what is helping me now.*

[A tutor who had 4 months of mentorship, M20]

Explicitly, the quotes illustrate the role of mentoring in equipping newly recruited tutors with skills on how to relate or associate in the college environment. This is particularly necessary as new tutors are always not familiar with the actors within the College's ecosystem. Learning and picking up some relationship tips in the mentoring stages is worthwhile as to a greater extent, it makes recruits start life better by fitting into the new environments. This revelation from the mentees corresponds with one of the reasons why the Colleges established the mentorship program. Thus, helping recruits acquaint themselves with the new environment or system.

*Job-related skills and Competence*

*My confidence level has improved because of the mentoring I went through. I do things without any fear or intimidation. Also, because of some of the issues I got to know during the mentorship, I know who to talk to when to talk to them, and what to discuss with them, emotionally I have been stable.*

[A tutor who had 4 months of mentorship, M24]

*The mentorship has impacted positively my confidence which has made me autonomous and as a teacher, I have come to develop my way or philosophy of teaching.*

[A tutor with 3months of mentorship, M16]

*I think it [mentoring] has helped expand my knowledge. It has helped me to learn new things. Because one size does not fit all, even if you know, there are certain things that you still need, I think I have learned a lot and one of them is how to handle classes effectively.*

[A tutor who had 4 months of mentorship, M14]

*The lady students have a way of dressing here. Because it is a training institution, they need to dress well as they are role models. I was tasked by my mentor to always ensure they acted properly in class before the opposite sex. I now do the same in my class too...*

[A tutor who had 1 year mentorship]

Knowledge expansion in the subject area, confidence, autonomy, emotional stability, and the ability to treat males and females differently are indispensable teaching-related skills required to succeed in the classroom (Hale, 2018). It is therefore unsurprising to see that the mentors somewhat devoted efforts to building mentees' skills in these areas which implies they are likely to succeed on the job. The findings concur with earlier studies by Weese et al. (2015) and Vatan & Ayla (2016) who arrived at autonomy, confidence, and improved knowledge in the subject area as benefits of mentoring to the mentee.

#### Career Advancement

The second theme that conveys the benefits of mentoring to the mentee-tutors borders around their career advancement. In other words, the mentees disclosed they enjoyed certain help or assistance from the mentoring processes which positioned them to fit well and rise in their careers. These benefits were further categorized into three domains namely; knowledge of pedagogy, professional practice, and knowledge of administrative structures.

*knowledge of pedagogy*

One of the career advancement opportunities new tutors gained from the mentorship was an in-depth knowledge of the pedagogy of teaching within the Colleges of education. Pedagogy here refers to the methods, practices, and approaches employed in teaching including the mode of giving feedback and assessment (Guerriero, 2017). The mentored tutors referenced how they acquired new knowledge about the entire teaching process via the mentorship activities which is making them teach effectively.

A participant [tutor who had 6months mentorship, M15] made this disclosure;

*With the pedagogy, we were taken through, for example, after you are presented with teaching material, structure, and syllabus, how you are supposed to gather information about the thematic areas that will constitute the lesson you will teach and how you are supposed to present before students. This was helpful to me.*

Another participant [a tutor who had 4months of mentorship, M14] revealed that;

*What I took from the mentorship was how to teach. There are certain laid-down things that you need to do. For example, in carrying out the lesson, all the procedures you have to follow from the start to the end of the lesson. At times what to do when the students are not concentrating. These things have contributed to my success in the classroom.*

Also, a tutor who had 1year of mentorship, [M21] divulged that;

*Here, it is quite different from the basic school. So, one of the things I learned that has influenced my teaching is the assessment, especially the scoring of the students.*

Additionally, a tutor who had 4months of mentorship, [M21] confessed that

*It [the mentorship] has given me some enlightenment. My knowledge improved and my way of teaching particularly, the methods and techniques.*

The teacher's quality and students' outcome are a function of the knowledge of the pedagogy (Guerriero, 2017). Having knowledge and being conversant with the teaching methods and approaches within the college's framework undoubtedly would make the teacher effective. Once the teacher is effective in using appropriate procedures to teach, it will reflect in students' performance or learning outcomes. Since the college's greater goal is to train professional teachers, if a tutor delivers on this mandate coupled with other factors, he stands the chance of getting promoted or progressing in the teaching career (Banja et al., 2021).

*Knowledge of professional practice*

*We were informed about the norms, practices, and acceptable conduct here in the college. Also, as new entrants through workshops, we got to learn how a tutor should conduct and carry ourselves. These things have checked my behavior and the things I do so far as a tutor.*

[A tutor who had 7 days of mentorship, M18]

*In terms of professional ethics, I was taken through the ethics conducts and standards. How I'm supposed to live and relate well with others.*

[A tutor who had 4 months of mentorship, M22]

*One of the work ethics my mentor raised was using my mobile phone while teaching. He said I should not be taking phone calls when we are in class.*

[A tutor who had 4 months of mentorship, M11]

*Professionally, my mentor and I discussed equal regard and treatment for all students. We talked about gender equity, how we will be able to handle people with disability, and*

*between males and females especially within the technical programs we are teaching. The college has a policy for dealing with those things.*

[A tutor who had 4months of mentorship]

Knowledge of the accepted practices can engender proper behavior and maintenance of standards. Such practices seek to streamline the activities and conduct of tutors to ensure they deliver what is expected of them. As found in the quotes, tutors have a professional obligation to establish a good relationship and give equal opportunities to all diverse groups of learners. It is therefore relevant for newly appointed tutors to be privy to these professional practices. Disch (2018) argues that conforming to these practices or demands can heighten the individual tutor's productivity and professional identity which could propel progress in the institution.

#### *Knowledge of administrative structures*

The last benefit identified under the career advancement theme was knowledge of the Colleges' administrative structures. The mentees indicated that through the mentorship, they got to know the established administrative structures. This knowledge was particularly relevant to new tutors as it enabled them to become aware of existing communication channels, how to report concerns, and various promotion procedures. Participants in the two CoEs expressed these issues in the following excerpts;

*I was able to learn most of the correspondence. We were taught how to carry out formal communications. I think I gained a lot of knowledge.*

[A tutor with 3months of mentorship, M16]

In supporting the above excerpt, a tutor with 4months of mentorship, [M24] disclosed that;

*It [the mentorship] made me know where to channel my grievances or issues, through whom, and on what issue. Also, about career progression, if your qualification is a Master, you begin as a tutor then if you have your publications after four years, you will be promoted to senior tutor then from there to Principal tutor and then Chief tutor before maybe you can become a principal.*

The quotes illustrate that the Colleges have good intentions for their tutors by making available information about career progression. Taking new tutors through steps relative to how they can rise through the ranks available in the institution comes with certain advantages. Apart from fostering transparency and confidence in the college system, such efforts can ginger hard work, minimize agitation, and promote retention and commitment to the job (Tantawy, 2020). As embedded in the quotes, if new entrants are fully aware of where to lay concerned and when to lay it, challenges will never get out of control, and this promotes productivity. Additionally, since new entrants always get to know what is required to get promoted through mentorship, it means they can always psyche and prepare themselves without losing guard on such opportunities. Conterminously, knowledge of pedagogy, professional practices, and administrative structures seek to make the new tutor fit into the college system and function effectively while at the same time meeting individual or personal aspirations of rising to the top of the career (Disch, 2018; Banja et al., 2021).

It is therefore concluded that different benefits of mentoring are accrued to mentors and mentees in the dyadic relationship in the two Colleges of education. While the mentors enjoy social capital, acquisition of managerial skills, and intrinsic satisfaction, the mentees gain psycho-social and career advancement benefits. On consideration of these benefits; whether perceived or real, a mentor or mentee can commit to the mentoring relationship as espoused by the conceptual framework of the study.

Research Question 4: How are the Mentorship Arrangements Impacting New Tutors' Ability to Teach in Gbewaa and St. John Bosco Colleges of Education in the Upper East Region?

The last research question of the study explored the impact of the mentoring arrangements on teaching and related activities within the two Colleges. From the literature, the impacts of mentoring in schools are spread across wide areas including academic, psychological, and social domains (Lorenzetti *et al.*, 2019). However, from the interviews conducted, the participants disclosed various streams of impact the mentoring exerts in the teaching activities or processes. These impacts were discussed from two perspectives; stages/areas in the teaching process and the personal abilities of the teacher.

#### Impacts of the mentorship on stages/areas in the teaching process

The teaching job consists of several interlinked activities that come together to make it a success or complete (Grossman, 2021). From the interactions with the mentored tutors, they highlighted three areas in the teaching activities that were profoundly impacted by the mentorship activities. These included the teaching methodology, assessment of students, and relationships.

##### *Teaching methodology*

It was uncovered that one of the areas in teaching that is being positively influenced by mentoring was the teaching methods or methodology. This disclosure was made at the back of the two arguments. First, many of the new tutors usually moved from the senior high school and other different levels to teach in the Colleges. However, the methods employed in those institutions significantly differ from those which are used in the Colleges of education. Secondly, the types of learners, class size, and goals of teaching in the

Colleges differ from the institutions the new tutors are coming from. These are revealed in the quotes below;

*My mentor dwelled much on the methodology because back at SHS you noticed that we had average classes of 40 to 50 students. Over here you come and we have about 100 students and for those 100 students, you need to adopt a different strategy to be able to go through. So, I learned a lot about how to handle such larger classes and the method you will choose to deliver the lesson, which is helping me now.*

[A tutor with 1year of mentorship, M17]

*It has impacted my methods of teaching. We have learned about some teaching methods that is, think-pair-share and shower taught among others. These were things that I learned from my mentor during the process. These methods ensure everyone follows and participates in whatever you are doing.*

[A tutor with 4months of mentorship, M11]

*So, I think that the area that affected or received much attention was the pedagogy or procedures of teaching here. We went through the methods and how to ensure that the students understood whatever we intended to do in class.*

[A tutor with 4months of mentorship, M22]

*It was purely the methodology, how to teach students to go out and also teach, so here is purely methodology even though the content dimension was touchy but the methodology part [how to teach] was more. But over there at the secondary school, it was purely content.*

[A tutor with 4months of mentorship, M20]

A plausible explanation of why mentoring impacted much of the teaching methods and pedagogy could be because of the goal or mandate of the Colleges. The CoE's main



aim is to train teachers at the basic level. In other words, they are teaching a workforce to also go and teach. Accordingly, the focus must be on the methods, procedures, and techniques of teaching. Tutors must and should be able to transfer these skills or knowledge to teacher-trainees who intend to apply them to teach at the basic level.

#### *Assessment of students*

Another area of the teaching career that was impacted by mentoring was the assessment of students. Just like the teaching methods, the assessment of students differs greatly between secondary schools, basic schools, and the assessment CoEs (Wang & Fulton, 2012; Alen, 2007). The understanding is that every new tutor needs to know the assessment process, what goes into it, and the forms of assessment as are captured in the following quotes.

*The mentorship has helped me positively in terms of. Through the mentorship program, we know how to guide students to perform project work and we also know how to assess the project work. In general, the process has sharpened my skills in assessing students. For instance, how to set questions, the caliber of questions, and the knowledge domain we seek to achieve. I can make these decisions because of the mentorship.*

[A tutor with 3months of mentorship, M16]

*I got to know the various components of the assessment, and how we are supposed to help the students to able to meet the demands of the various components of the assessment. That is the job that the mentorship helped me with.*

[A tutor with 6months of mentorship, M15]

*The assessment part was the area much affected by the mentoring me. The reason is that assessment here is different, you give them a subject project at the same time give them a*

*quiz and now combine the two to give them an overall assessment. This, I was taken through all that.*

[A tutor with 7days of mentorship, M23]

*The assessment was thorough in my case. My mentor looked at summative assessment and formative assessment, both are what we do here in the college. One looks at the effectiveness of the teaching as well as student learning outcomes. And another look at the procedures or methods used by us, tutors, and how to accept corrections along the line of teaching.*

[A tutor with 4months of mentorship, M20]

These quotes reinforce the notion that new tutors normally come into the college with a different orientation about teaching and assessment and therefore should be reoriented through mentoring. Deducing the last quote presupposes that the ultimate goal of assessment in the Colleges is not just on the results of students only but includes the procedures and methods used in teaching them as it is with the formative assessment. Thus, the tutor identifies teaching or learning gaps in the process and adjusts or adapts the instruction guide to address these gaps (Schildkamp et al., 2020).

### *Relationship*

The last effect of mentoring on the teaching stages centered around the tutor's relationship with students and colleagues. Mentee-tutors were encouraged to interact and relate with students both inside and outside the lecture rooms as well as their colleague tutors. The general sense was that student-tutor relations should be of persuasion, encouragement, and motivation as those will ensure positive outcomes of the teaching process (Hale, 2018). A tutor who had 4months of mentorship, [M12] highlighted some of these issues in the following excerpt;

*For instance, during the PDS, we were encouraged to interact with a lot of people not only in my course area but across the board and we were taught a lot of things on how to relate, how to be with the students and then how to be able to assist them*

In buttressing the above quotes, a tutor who had 1 year of mentorship, [M17] said this;

*As I initially touched on, back at SHS, we like to force the students to learn. Over here you need to be friendly with students and encourage them to learn because if you want to bring the same method here it will not work. So, you just need to be friendly with them, motivate them, and let them see the reason to learn. My mentor emphasized a lot.*

Additionally, a tutor who had 4 months of mentorship, [M22] indicated that;

*We were also guided on how to live with them [students] and avoid an immoral relationship with them. How to serve as guides and counselors, and how to relate to and direct them on what to do.*

A congenial and healthy relationship can ignite the right atmosphere for learning (Manzar et al., 2017). As seen in the quotes, tutors admitted that the kind of interaction in place between them and students is a critical influence on how students understand what is being taught. Forced relationships and immoral relationships were discouraged in the Colleges which implies that tutors are required to put up an exemplary character to be able to guide and counsel students well. In situating this finding within the literature, Lorenzetti et al., (2019) disclosed that as part of the mentoring process, mentors sometimes share acceptable moral norms or values with mentees as found in this study.

A critical reflection of areas/stages in teaching that the mentorship had affected and the revelations the mentored tutors gave somewhat validate Banja et al., (2021) view that teachers who do not receive mentoring often do not know what to do. Without the

mentorship, some of the tutors would not have known the right methods of teaching and assessing students in the Colleges.

### Impact of the mentorship on personal teaching abilities of tutors

The mentorship arrangements in both Colleges of education also boosted greatly, tutors' abilities or skills considered a sine qua non to productive classroom performance. These abilities or skills bordered around legitimacy and control, and communication and presentation.

#### *Legitimacy and control*

The interviews revealed that the mentorship activities conferred on mentee-tutors some legitimacy and control over the classrooms. This was expounded by the narration that as the new tutor follows the mentor to class often, engages in class activities, and sometimes teaches on behalf of the mentor when he finally breaks to be on his own, students accord the same recognition and wilfully submit to him as they would do to the mentor. Additionally, some attested that without mentorship, they would struggle to fit into or manage their classes. A tutor who had 1year of mentorship [M17] gave this description;

*Once the students see that you have been with the mentor in their class for the lessons, you pick up assignments from them and then participate in sessions, you are allowed to deliver lessons with the mentor observing and making one or two comments at the end of the lesson, it makes the students build confidence and trust in you. It indicates you are doing the right thing and that the mentor does trust you. If the mentor does not trust you, he will not entrust you to do those things or take those lessons. If you go through this, once you start teaching without a mentor, the students commit to you.*

In reinforcing the above quote, a tutor who had 1year mentorship [M21] disclosed that

*They say practice makes a man perfect, so mentorship gives men the opportunity to practice and to become good. Without it, I could have struggled or it would have taken me a longer period to learn to suit the class. I felt accepted in the class.*

Additionally, a tutor who 4months mentorship [M24] said that;

*The influence was very positive. I will advise that mentoring should always be something that any new tutor should undertake before starting the job, especially in the teaching field. Those who had the mentorship easily got settled with the student than those who did not take mentorship. The level at which we're accepted and the control have over the class is different. Our performance stands out...*

It is apparent that if a new tutor undertakes the mentorship, it enhances the tutor's appeal, reputation, and acceptance by the students. The mentorship offers new tutors the opportunity to exhibit and harness their abilities. Once this is done well and students and mentors buy into it, the tutor can wield legitimacy to advance the teaching well.

#### *Communication and presentation skills*

Also, one of the positive effects of mentoring recruits was improved communication and presentation skills. The mentored tutors indicated affirmatively that undertaking the mentorship has enhanced how they communicated and presented lessons in the classroom. The improvement covered tutors' choice of words and tonation when teaching, being gender sensitive in citing examples, and confidence in delivery. This was made possible through the opportunities they had to teach during the mentoring process and the feedback they received from the mentors. A tutor with 3months mentorship [M16] had this to say;

*As I said earlier, the HOD had been in my class not less than three times to observe my delivery. So, after every lesson, we sat together and he pointed out areas such as the choice of diction, my voice, and others. He would say jovially, "The people may not understand*

*the meaning of what you want to put across. You could have said them differently”. This was a constant part of the observation. So, in terms of improvement of presentation, the mentorship was helpful.*

Besides, a tutor who had 4months mentorship [M22] said this;

*It has impacted my communication skills positively. You know, unlike the senior high school, we emphasize gender issues here. You need to pay attention to equity and equality depending on the situation. Through the mentorship program, we learned that even as you speak, you should be very careful not to say things that will offend either sex or somebody as that person might lose interest in the entire lecture or the entire course. That we should be sensitive to those things, especially when making examples.*

Complementing the above, a tutor who had 7days of training [M22] disclosed this;

*One significant good thing for me is learning that students can be allowed to use a mobile phone while they are teaching as research machines. It was strange for me but I learned to adapt since it is a new environment. My teaching has improved since then...*

Further, a tutor who had 4months of training highlighted how the mentorship had boosted his confidence in delivering lessons;

*Because I have been taken through those programs, my confidence level has risen. When I am speaking or talking in class, I do so with confidence. It gives you confidence when you know what you are doing.*

The finding is proof that mentoring facilitates clarity of thinking, writing, and expression (Johnson et al., 2014). When tutors are taken through the process, they often become concise and precise in their expressions and writing for and with students (Manzar-Abbass et al., 2017).

## CHAPTER FIVE

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presents an overview of the entire study. The chapter focuses on the summary of the research process, the main findings, and the conclusions drawn. Finally, it presents recommendations for improving the mentoring of new tutors in the two COEs.

#### Summary

The study explored how the mentoring schemes/arrangements in place in the Gbewaa and St. John Bosco Colleges of Education are helping newly appointed tutors to settle into their job roles and how this is promoting effective teaching and learning. To achieve this, four research questions guided the study, namely;

1. What are the types of mentorships for newly appointed tutors in Gbewaa and St. John Bosco Colleges of Education
2. What are the factors influencing mentorship activities in Gbewaa and St. John Bosco Colleges of Education?
3. What are the perceived benefits of mentoring mentors and mentee tutors in Gbewaa and St. John Bosco Colleges of Education?
4. How is the mentorship arrangement impacting the new tutor's ability to teach in Gbewaa and St. John Bosco Colleges of Education in the Upper East Region?

The study was grounded within the confines of interpretivism. The basic assumption of this philosophy is that reality is socially constructed and that knowledge is subjective. So, acquiring it involves exploring individual experiences. The qualitative approach to data collection was utilized. Data was sourced from mentors and mentees (tutors who received mentorship since the inception of the program in 2014) through in-depth interviews. There were 24 participants (10

mentors, 14 mentees) in all. The data were analyzed using the inductive content analytical technique through a three-way coding format; open coding (assigning labels), creating categories (sorting), and creating themes (synthesizing and abstraction). The results were presented based on the research questions.

### Key Findings

Concerning the first research question, it emerged from the study that the mentorship arrangements/processes in the two COEs comprised three main stages including; the official welcome of the new tutor by the college management, assignment of a new tutor to a department/mentor, and mentoring activities/lessons. The former two stages were solely supervised by College Management whereas the latter was done by senior/experienced tutors or heads of departments. The mentoring activities/lessons a mentee-tutor is taking through include; lesson preparation and delivery, observation, practice, and feedback from the mentor, break-up, and post-break-up relationships.

Under research question two, the study found that two main factors namely; corporate and individual level factors influence the mentoring activities in Gbewaa and St. John Bosco COEs. The corporate factors concerned with the college's strong support for capacity development, their teaching and academic policies, and how this influences what should be taught in the mentoring process. The individual-level factors involved the mentor's proficiency and the use of IT gadgets. These facilitated mentors' efforts to share and communicate mentoring information and ideas with mentees.

About research question three, it was found that different benefits of mentoring are accrued to mentors and mentees in the dyadic relationship in the two colleges of education. The mentors enjoy social capital, acquisition of managerial skills, and intrinsic satisfaction. On the other hand, the mentees gain psycho-social and career advancement benefits.



Lastly, under research question four, the study found that the mentorship arrangements had two dimensions of impact on teaching in the two colleges. These included impacts on the tutor's ability and impacts on the personal abilities of tutors. With the former dimension of impacts, mentoring positively affected the teaching methods/methodology, assessment of students, and tutor's relationship with students and colleagues. Whereas with the latter, the mentorship enabled tutors to have control and legitimacy over the classroom and as well as improved their communication and presentation skills.

## Conclusion

Based on the above findings of the study, the following conclusion is drawn;

The study concludes that the mentoring arrangements/processes in Gbewaa and St. Bosco COEs do not entirely differ from what exists in the literature. The novelty, however, is seen in particular when new tutors are given an official welcome by the administration and the various activities/lessons undertaken during the mentor-mentee encounter, the study concludes there is formal mentoring at the two COEs.

Furthermore, the study concludes that the College's management support for capacity development and other internally aligned policies is a great influence on the mentoring processes. Meanwhile, the lack of a specific mentoring policy in the two COEs is affecting the uniformity of mentoring activities.

The study further concludes that a mentor or mentee can commit to the mentoring relationship because of the benefits the person stands to gain as espoused by the conceptual framework of the study.

Lastly, it is concluded that mentoring newly appointed tutors can affect teaching in the two COEs by helping new tutors build personal abilities.

## Recommendations

Based on the findings of this study and the conclusions drawn, the following recommendations are made for improving the mentoring program and its related activities in the two CoEs in the Upper East Region and the content of the mentoring process and to brace themselves for the task.

Considering the mentoring arrangements/processes in the two Colleges, the study recommends that the management of the two Colleges streamline and codify these arrangements/processes into a document whereupon recruitment, the new tutor is given a copy to go through and prepare for the mentorship. This will bring about direction, and uniformity in the duration and content of the mentoring program.

As the study found that both mentors and mentees are enjoying some benefits from the mentoring program in the two colleges, there is a need for management to continue to build the capacities of mentors to keep providing worthwhile mentoring services to new tutors while at the same time encouraging and sensitizing new tutors on the importance of participating in the mentorship.

The study further recommends that policies be put in place to support mentorship in the two colleges to help boost the morale of new tutors.

The study further recommends that the College should allocate resources for the personal abilities development of the newly recruited mentees.

## Suggestion for Further Studies

The study was limited to mentors, mentees, and the teaching processes/activities in the colleges and could not cover the impact of the program on student-teacher learning outcomes. Therefore, future studies can look into the impact of the mentoring program of

the two colleges on student-teacher learning outcomes. A mixed approach will be worthwhile for such a study.



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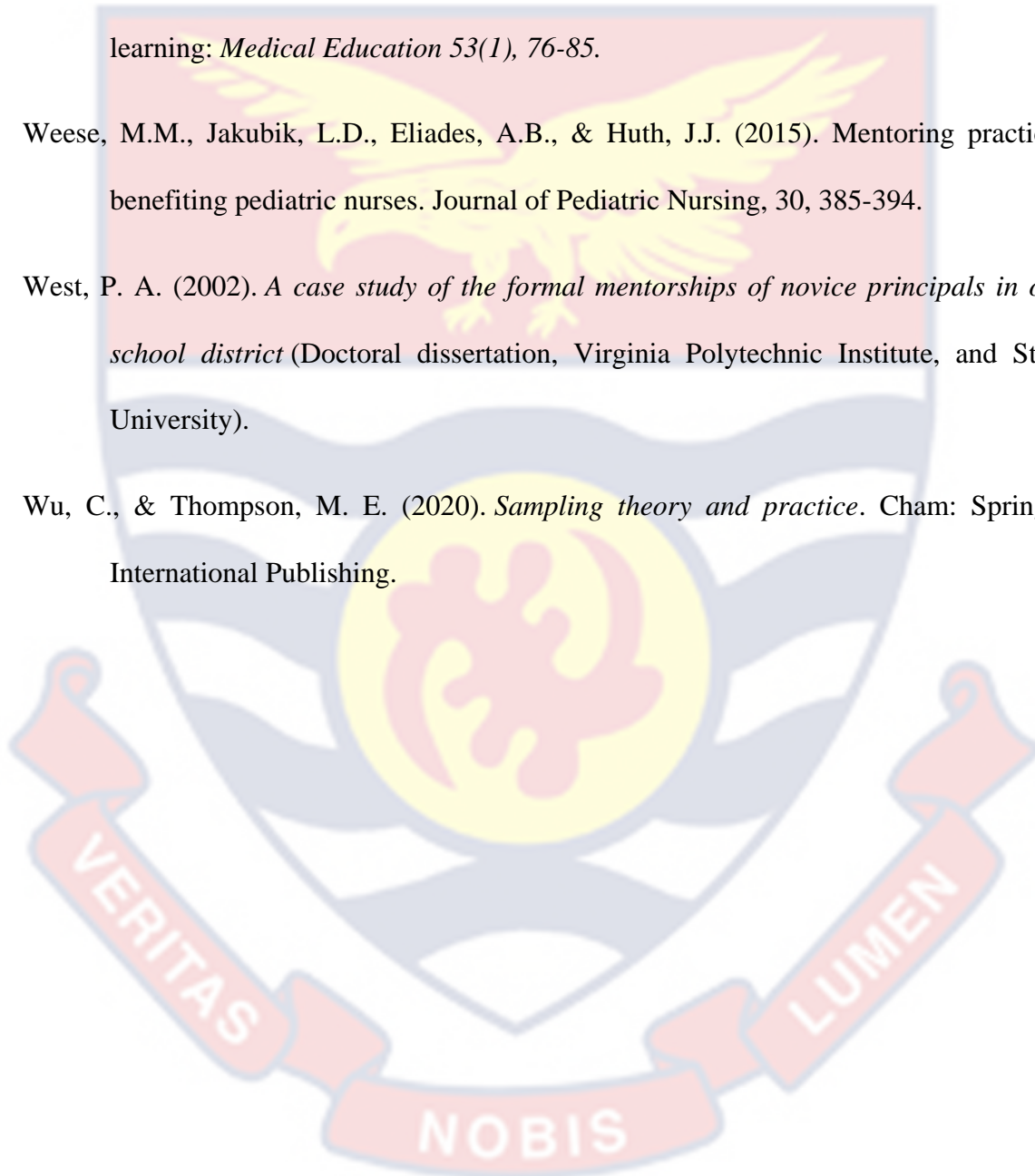
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## APPENDIX A

## In-depth interview Guide

Thank you for agreeing to participate in this interview. I am an MPhil Student at the Institute for Educational Planning and Administration, University of Cape Coast. This research is part of the academic requirements for the completion of the MPhil Programme. You are assured that all responses provided will be strictly confidential and used for academic purposes only. Your anonymity is also guaranteed.

## Mentors

## SECTION 1: Background characteristics

1. Qualification .....
2. Religion (1) Christian [ ] (2) Muslim [ ] (3) Traditionalist [ ]
3. Number of years worked in the school? .....
4. Number of years spent as a mentor .....
5. How many tutors have you mentored? .....

## SECTION 2: Types of Mentorships for Newly Appointed Tutors

- In your view, why do you think the College instituted the mentoring program?
- Can you take me through the mentorship arrangement of the school? (probing for the various stages; initial, protégé, break up, and lasting friendship stages)
- How will you describe the mentorship relationship between you and your mentees, both past and current? (probing for whether these relationships are formal or informal and why?)

- Which areas do you/your institution consider in mentoring newly appointed tutors? (probing around issues relating to institutional culture, pedagogy, professional ethics, teaching avenues, etc.)
- What personal factors do you consider before accepting to mentor and why? (probing)
- How effective is the time frame for mentoring a recruit? (probing for the duration of mentoring a recruit; from the inception to breakup stages)
- What does the mentoring seek to achieve with a newly appointed teacher? (probing for the goal (s) of the mentoring arrangement)
- What challenges do you face, both from personal and institutional levels concerning mentorship? (probing for personal: meeting schedules, time commitment, competence, effective communication, etc. Organization; program design and matching mentor & and mentee)
- In what ways can the mentoring be improved to support effective teaching? (Probing for how to address the challenges)

### SECTIONS 3: Factors Influencing Tutor's Mentoring Activities

#### Organization

- What is your view about tutors' capacity development?
- What is the school's position on the tutor's capacity development? (probing whether it is a top priority or not; provision of career advancement opportunities or not)
- How does this position influence the mentoring activities/program? (probing for resource provision: material, capital, and human)

- What organizational policy is driving the mentorship activities in the college?  
(probing for existing policy documents on mentoring and their content)

#### Personal

- How do your core duties or responsibilities influence your mentoring role? (probing for role conflicts and how mentors manage them in order not to affect mentoring quality)
- What is your approach to mentorship as a whole? (probing for whether the mentor follows the structured or unstructured format and why)
- Between your core duties and the mentoring responsibilities, which one are you committed to and why?
- What materials/technological gadgets are deployed in the mentoring process?  
(probing for whether these are readily available)
- How does your proficiency in the use of these materials/gadgets influence the mentoring activities? (whether it speeds or slows the mentoring process; positive, negative, indifferent, and why?)

#### Socio-demographics

- What is your opinion on cross-gender mentoring? (probing for whether it presents different experiences and challenges)
- How different is it from the same gender mentoring?
- Is it appropriate to have a mentee older than you and why?
- What impact will it make to have the mentee older than you? (enquiring about the advantages and disadvantages)

#### Section 4: Perceived Benefits of Mentoring to the Mentor

- What motivates you to engage in the mentoring of newly appointed tutors? (probe along the following)
  - social capital (friendship, esteem, goodwill, etc)
  - enhanced managerial skills (improved understanding of the org.)
  - intrinsic satisfaction (joy, fulfillment, and feeling of pride of mentees)
  - economic rewards, and others

#### SECTIONS 5: Effects of mentorship on teaching

- Which areas of the tutor's career have the mentorship affected and how? (probe around the profession: pedagogy, methodology, concept, student-tutor relationship, and assessment processes; personal and family advancement)
- How helpful is the mentorship program to recruits in transitioning from theory to practice? (improvement in presentation, communication, writing, and demonstration skills)
- Overall, what would you say is/are the impact (s) of the mentorship program on the tutor's performance in the classroom?

## APPENDIX B

## In-depth interview Guide

Thank you for agreeing to participate in this interview. I am an MPhil Student at the Institute for Educational Planning and Administration, University of Cape Coast. This research is part of the academic requirements for the completion of the MPhil Programme. You are assured that all responses provided will be strictly confidential and for academic purposes. Your anonymity and confidentiality are also guaranteed

## Mentees

## SECTIONS 1: Background characteristics

1. Qualification .....
2. Religion (1) Christian [ ] (2) Muslim [ ] (3) Traditionalist [ ]
3. Number of years worked in the school? .....
4. Duration of the mentorship? .....

## SECTIONS 2: Perceived Benefits of Mentoring to the Mentee

*Career*

- What concerns did you have when you first reported to the school? (probing for doubt about teaching capabilities, balancing personal and professional, etc)
- How were these concerns addressed?
- What role did the mentorship play in helping you address the above concerns? (probing for the impact of the mentor's counsel, experience, and recommendations)
- Can you take me through the things you learned from the mentorship? (probing for professional and institutional culture, pedagogy, and professional ethics)



- What will you say are the benefits of undertaking the mentorship program? Probing for impact on;
  - Knowing the organizational structures, norms, promotion opportunities, etc.
  - Teaching responsibilities
  - Others

### *Psychosocial*

- What about your psychological and social behavior has been impacted by the mentorship program? (probing for how the mentee perceives and relates with others before and after the mentorship)
- Describe the impact of the mentorship on;
  - Your management competence, professional identity, network, and workplace socialization?
  - Your sense of autonomy, confidence, and motivation to teach?
- What was your commitment level in the mentoring process and why?

### SECTIONS 3: Effects of Mentorship on Teaching

- Which areas of your teaching career have the mentorship affected and how? (pedagogy, methodology, concept, student-tutor relationship, and assessment processes)
- How helpful was the mentorship in transitioning from theory to practice?
- Describe the influence of mentorship on your classroom delivery. (probing for improvement in presentation, communication, and writing skills)
- Overall, what is the impact of the mentorship program on your professional (teaching) life? (probing for how the mentee would have fared if he/she had not undertaken the mentorship program)