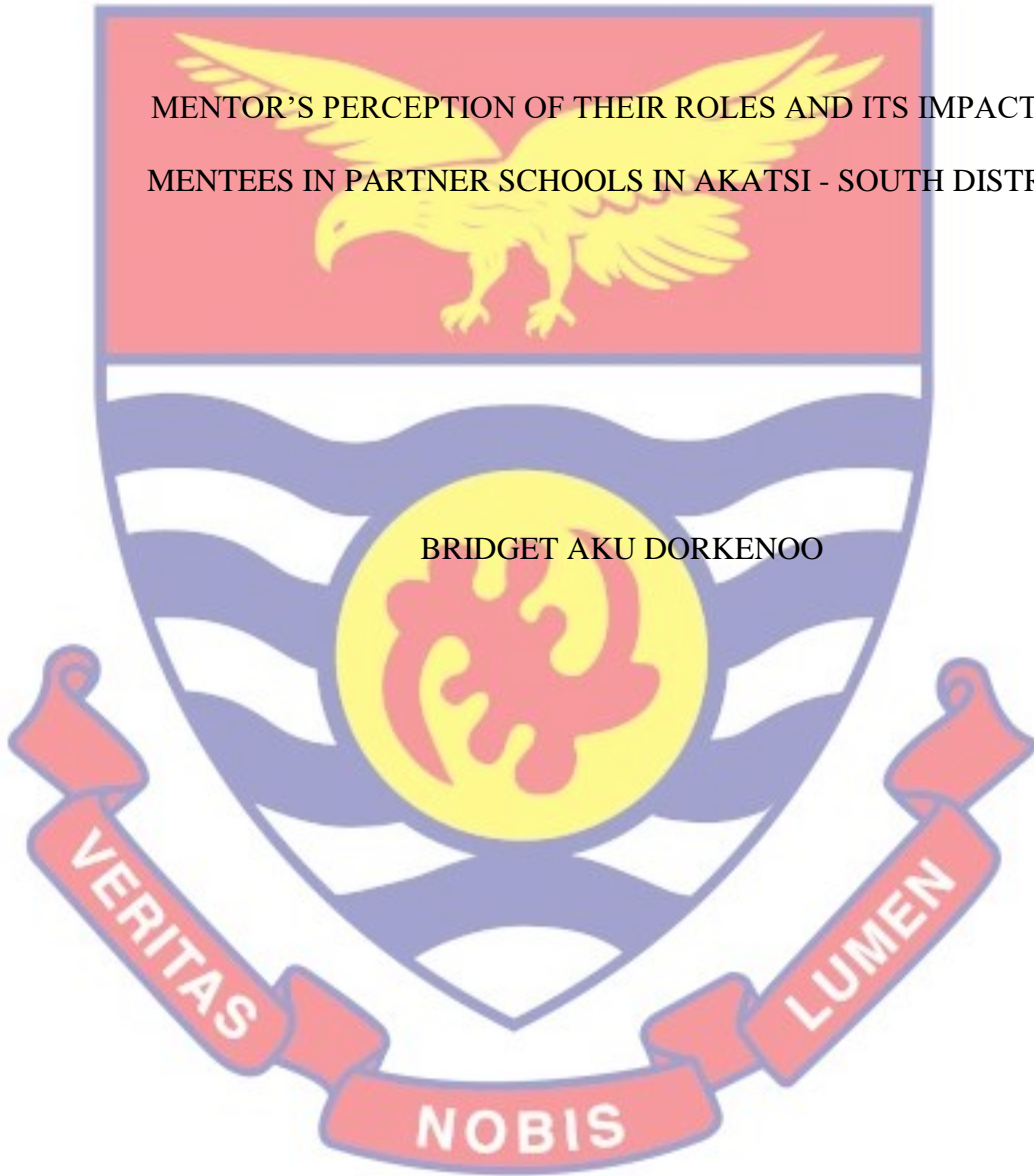


UNIVERSITY OF CAPE COAST

MENTOR'S PERCEPTION OF THEIR ROLES AND ITS IMPACT ON
MENTEES IN PARTNER SCHOOLS IN AKATSI - SOUTH DISTRICT

BRIDGET AKU DORKENOO



2021

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BRIDGET AKU DORKENOO

Thesis submitted to the Department of Education and Psychology of the Faculty
of Educational Foundations, College of Education Studies, University of Cape
Coast, in partial Fulfilment of the requirements of the award of Master of
Philosophy degree in Educational Psychology.

MAY 2021

DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date

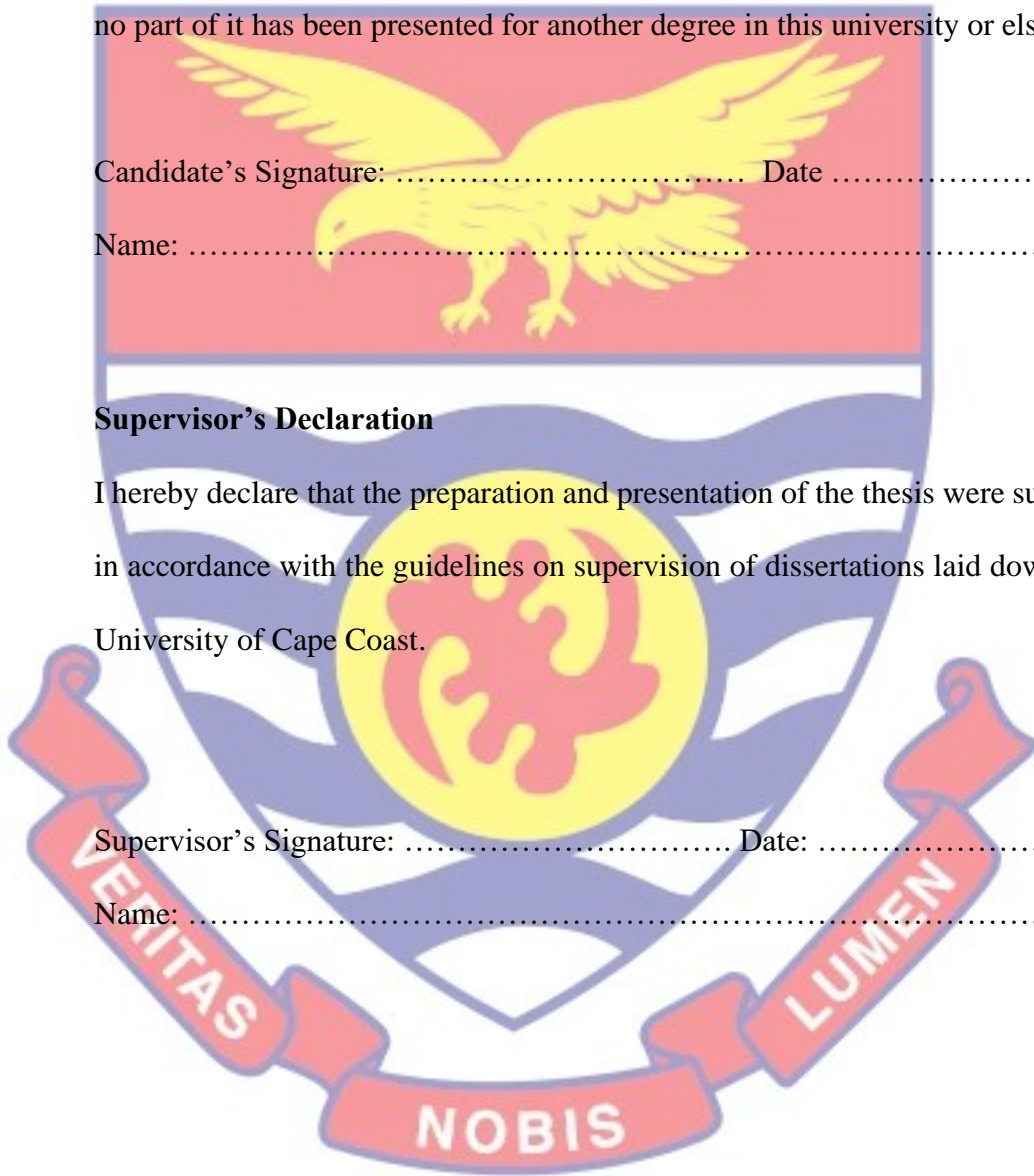
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Supervisor's Declaration

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

Supervisor's Signature: Date:

Name:



ABSTRACT

This study sought to investigate mentors' perceptions of their roles and its impact on mentees professional preparation in the partner schools in Akatsi South District in the Volta Region of Ghana. The sample was drawn from three partner schools.

A total of sixty respondents participated in the study. The data was analysed using Statistical Package for Social Sciences (SPSS) Version 22. The analysis involved summarizing the data in the form of descriptive statistics to answer the research questions while various inferential statistical tools were used to test the various hypothesis investigated. The first and second hypothesis were tested using General Linear Model (GLM). The 3rd and 5th hypothesis were tested using Pearson Product Moment Correlation Coefficient while hypothesis 4 was subjected to T-Test of independence test. The findings of the study revealed that the mentees agreed that they receive quality of support from their mentors while the mentors perceived as high the quality of preparation given them to perform their roles. The study noted that the impact that mentors had made on mentees was strong. They agreed that the mentoring strategies used for them had great impact on them as mentees. The respondents also agreed that the mentoring programme had positive impact in partner schools in terms of learners' achievement. It is recommended that mentoring programmes should be organized for the mentors more often.

KEYWORDS

Mentors

Mentees

Perception

Role Impact

Teaching Practice



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DEDICATION

To my lovely children; Delali and Edudzi Dzikunu

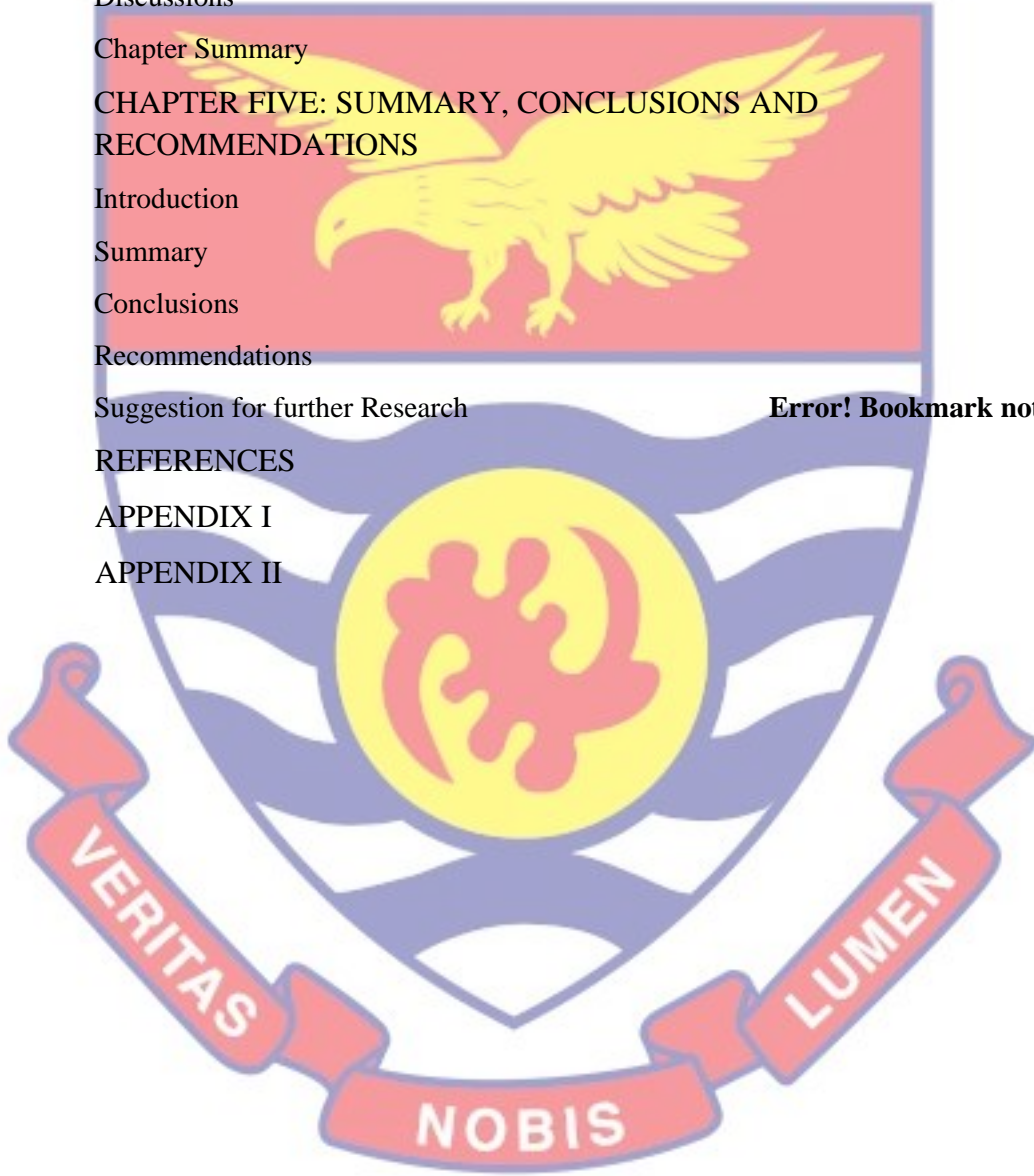


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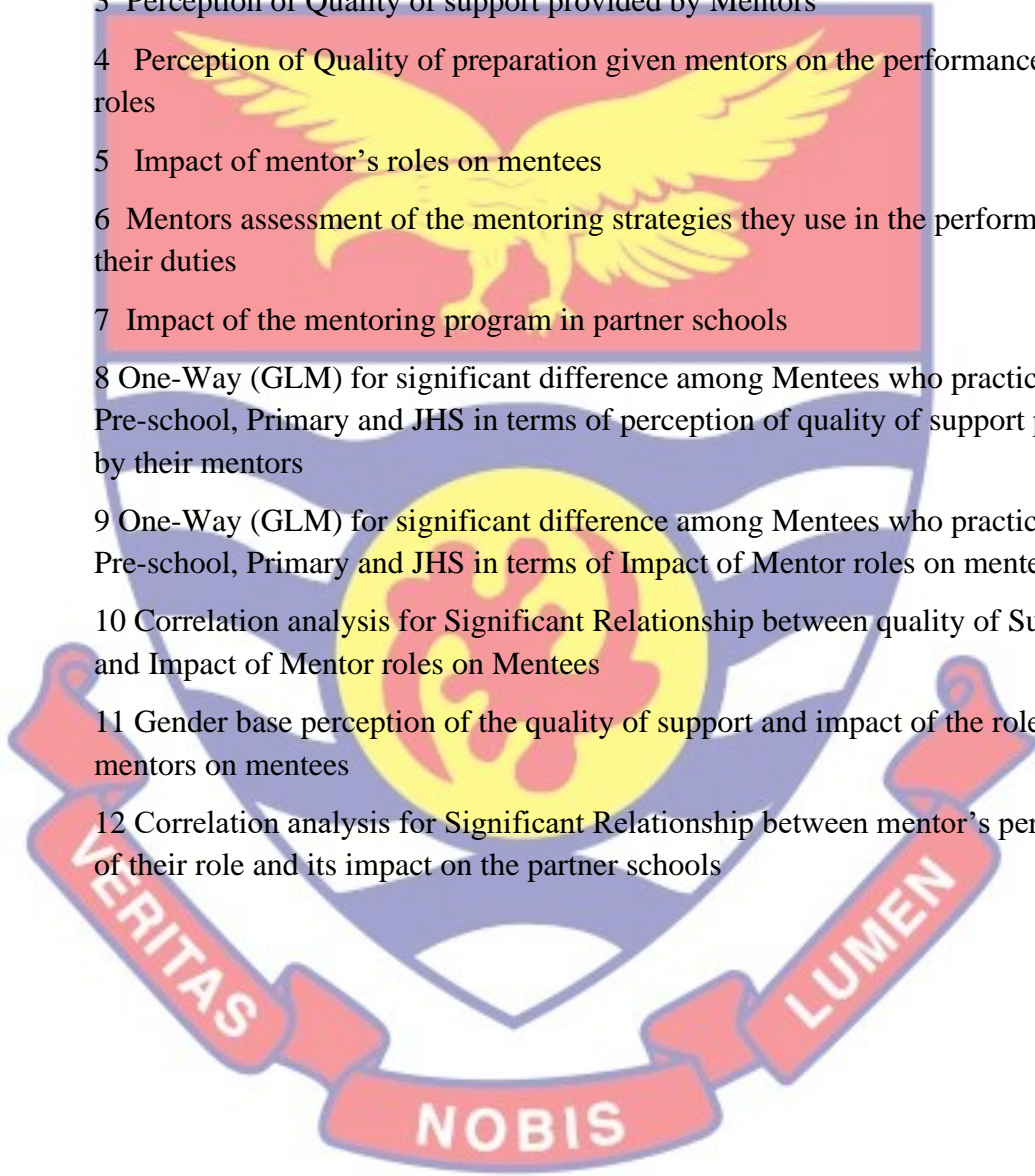
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CHAPTER ONE

INTRODUCTION

This study seeks to assess mentor's perceptions of their roles and their impact on mentee's professional preparation during their supported teaching programme or teaching practice in the partner schools of Akatsi South District.

Research shows that teacher mentoring services have in the last two decades been dominant in teacher induction (Fideler & Haselkorn 1999). Huling & Austin (1990) concluded that "the most consistent results of the study are the importance of the guidance that mentors offer to their mentees, in their analysis of the teacher induction programmes. Teaching practice is an indispensable element of all Initial Teacher Education (ITE) programmes. During their teaching job, student teachers are guided and introduced to their teaching and routines by trained skilled mentors. The idea is to learn the requisite professional knowledge, skills and positive attitude of the instructor. Teaching practice also offers the right atmosphere for teachers to become familiar with all school procedures and to follow best practices.

Background to the study

Mentoring has to do with enhancing the career of a subordinate, inexperienced individual, offering subordinate psychological treatment, and role modelling. Mentorship is also a central component of technical skills development. Most improved professions make provision for funding, that is directed at: exposure to useful projects, security and coaching, while psychosocial support helps to create self-conception from side-to-side reception, modeling roles, validation and companionship (Pinho, Coestsee & Schreucher, 2005). Ghana, like many other

African countries faces the problem of shortage of experienced and dynamic teachers.

In the past few years, the accessibility of dynamic lecturers has dropped and will decline further over the next few years. To be competitively beneficial for the longer term, education must be capable of retaining knowledge and skills, particularly when well-informed people leave the educational service. This can be accomplished by effective mentoring, exchange of information and the implementation of collaborative strategies.

There is a global issue about the shortage of skills. Teacher education, for example, is being significantly changed due to a relentless decline in student success. The global manufacturing sectors still face daunting challenges, including lower domestic and export orders and production lines. To support student success, education sectors (globally) have adopted the following creativities and creativity of contemporary teaching methods and techniques to enhance these threatening circumstances. The aim is to resolve issues of cutting edge in each level of school curricula, including appraisal performance analysis.

A teacher (mentee) for a pupil requires many of the same methodologies as the teacher (mentor), but it does not require many different methodologies. The professor gets an overall impression of the production of student teachers that comprises:

- Working with school mentors so that help and challenge can be reliable both at placement and transitional stages.

- Creating an individual training plan for student teachers including the creation of adequate learning goals for promoting their all-inclusive development in various subject areas.

- Monitor student development and intervene to assist them where possible.

- Observe a student teacher in school settings and accept potential goals and the level of achievement for moderate evaluation in conversation with the teacher.

- Provide the required academic support and appraisal guidance (Hmelo-Silver, 2011)

This research will also assess if the influence of mentoring can be used in teacher education to facilitate professional growth. While significant study is being done on the principles of mentorship and professional development, both concepts are used in various contexts, such as nursing, general medicine and psychiatry (Gibbs et al., 2005). The relation between the two concepts in the Ghana Education Service, especially in the area of teacher education, needs to be further explored. Therefore, the research not only studies in isolation but critically analyses mentoring and professional development to assess whether this (mentoring) has any real effect on the development of the other (mentees) and the impact it has on partner schools.

Rajuan et al. (2007) referred to three features of a good mentoring program. First, formal preparation is mandatory for all mentors for a mentoring program. Second, it sets out particular descriptions of a mentor's intended positions and responsibilities. Third, all consultations and achievements of a mentor must be

recorded by mentees. If a mentor has vague goals and high-quality instruction, he limits his ability to support student teachers and maintain them (Ganser, 2002). Research also found that schema theory should be used to train teachers to speak with the mentee about the topic in order to respond to their needs. The tutor should concentrate on solving issues and try to explain the philosophical organization to his mentors (Gallacher, 1992).

According to records, the emphasis should be on delivering knowledge about the system rather than curriculum and training in the early phases of mentee/mentor relationships (Wang & Odell, 2002). As a consequence, mentors must be taught how to include subject content into their conversations with mentees. Mentors could also be taught how to collaborate with other teachers. They need to focus on establishing the abilities to mentor novices following years of working in isolation (Wang & Odell, 2002).

Statement of the Problem

In every society the quality of education is largely determined by its teachers' quality. In comparison, the degree of teachers' mastery and the ways that they communicate this topic to their students among several other factors determines their efficiency. The willingness of teachers to do this depends on how they are being trained to learn by the initial teaching education (ITE). The ITE should offer teachers the opportunity to practice teaching through the review of scholarly, technical and pedagogical material. The ITE should give students intellectual and vocational history. This foundation informs the practice of teachers in many contexts most.

Initial teaching in Africa, and especially in Sub-Saharan Africa was criticized for not adequately training teachers for their field conditions (Lewin & Stuart, 2003). In certain cases deficiencies in the capacity of teachers to promote successful learning have been mentioned at the level of the classroom. This makes the argument theoretical which scantily emphasise on hands-on knowledge and practice in many of the Africa countries, including Ghana the ITE curricula (Akyeampong et al., 2013).

The deficiency of dynamism among teachers in Ghana in recent time has always been a problem. The District where the research was conducted has lost and continues to lose their implicit working force of teachers in the years to come due to the huge number of skilled old dynamic teachers leaving and joining high – salary offers from different sectors and retirement. These issues cannot be ignored or prevented from taking place. The district may ensure effective transfer of knowledge and good mentoring by addressing the factors that contribute positively to mentorship of newly trained teachers in their communities.

These problems cannot be dismissed or avoided. Through discussing the factors that contribute positively to the mentoring of new educators in their families, the district will ensure the efficient transfer of information and good mentorship. This will help the area stay involved and dynamic if the experienced teachers plan to leave the area. We should take notice that no reported mentoring researches and its effect on mentors and their partners in the Akatsi-South District in the lead-up to this report. Therefore, this thesis aims to bridge this gap. This study's goal was to

assess the understanding by mentors of their positions and the effect it has on mentees and partner schools.

Purpose of the Study

The main purpose of this study is to determine if the mentorship of student teachers in Akatsi-South Basic Schools affects their career and partner schools.

Objectives of the Study

1. To explore teacher trainees' perception of quality of support provided by mentors.
2. To investigate mentors' perception of the quality of preparation given to them on the performance of their roles.
3. To evaluate the impact of mentors' role on mentees.
4. To evaluate how mentors assess the mentoring strategies they use in the performance of their duties.
5. To ascertain the impact of mentoring programme in partner schools' learners' academic achievement.
6. How do teacher trainees perceive the quality of support provided by mentors?
7. How do mentors perceive the quality of preparation given to them on the performance of their roles?
8. What is the impact of mentors' role on mentees?
9. How do mentors assess the mentoring strategies they use in the performance of their duties?

10. What is the impact of mentoring programme in partner schools' learners' academic achievement?

Research Questions

Five key research questions guided the study.

They are:

1. How do teacher –trainees perceive the quality of support provided by their mentors?
2. How do mentors perceive the quality of preparation given them on the performance of their roles?
3. What is the impact of mentor's roles on mentees?
4. How do mentors assess the mentoring strategies they use in the performance of their duties?
5. What is the impact of the mentoring programme in partner schools on learner's academic achievement?

Research Hypotheses

1. There is no statistically significant difference among mentees who practiced at Pre-school, Primary and JHS in terms of perception of quality of support provided by their mentors
2. There is no statistically significant difference among mentees who practiced at Pre-school, Primary and JHS in terms of perception of mentor's roles on mentees.

3. There is no statistically significant relationship between mentee's perception of quality of support provided by mentors and impact of perceived mentor roles on mentees.
4. There is no gender base significant difference in mentees perception of the quality of support and impact of the role of mentors on mentees.
5. There is no statistically significant relationship between mentor's perception of their role and its impact on the learner's academic achievement in partner schools.

Significance of the study

This study is significant for many stakeholders. First of all, as the direct recipients, appropriate and well-driven mentoring programmes enable mentees to learn best pedagogic practices in the field after graduation. They will also be able to properly coordinate teaching and learning at their schools and therefore raise standards at their academic and professional level. Well-managed minded people are possibly often more driven and stay longer (Hobson et al., 2009; Ingersoll & Smith, 2004). Secondly, educational colleges are strengthening their ties and alliances with partner schools. The quality of educational programs offered at schools can thus be increased and the academic and professional standards in the country would eventually be improved. Third, mentoring mentors benefit from their own mentoring skills as they learn, improve and practice, and become more productive teachers. Finally, this research will educate and direct policymakers in designing policies to institutionalize school mentoring and other training facilities.

Delimitations

The study was delimited to three basic schools in Akatsi – South District. The study was concerned with the mentors’ perception of their roles and its impacts in the partner schools only. The subjects of the study included mentors, and mentees in the three partner schools. The choice of Akatsi – South District was dictated by my knowledge of the area which would help to cut down on cost and time involved in travelling to distant places.

Limitations

The study involved samples from two categories of respondents; mentors and mentees. It, therefore, became very difficult to involve a large sample size from each category. The small sample size might affect generalization of the study. Any research that involves the perception and attitude of respondent, one cannot be sure whether what the respondents say or write are true. They may answer questions and try to present the truth as they perceive, but their interest may be affected by maturity, age, and length of teaching experience, rank and even the level of motivation from the programme. However, I made adequate effort to curtail such problems.

Definition of Terms

Key terms: mentors, mentee’s perception, roles, impact, professional, teaching practice.

The following are the contextual information definition of terms for the study.

Mentor: A mentor is an individual professionally trained and equipped with life experience who voluntarily assists mentees in developing skills, competences, or achieving a goal. He can be also seen as an adviser and role model who is ready to invest in the mentee's personal and professional progress.

Mentee: A mentee is an individual who sets a personal or professional goal for himself or herself and trusts that with the support and direction of a mentor, they can attain it.

Perception: The ability to see, hear, or become aware of something through the senses is referred to as perception. It may also refer to how something is viewed, comprehended, or understood. It is the process of organizing, identifying, and interpreting sensory data in order to represent and understand the provided data or environment.

Role: is the function an individual assumes or plays in a particular situation.

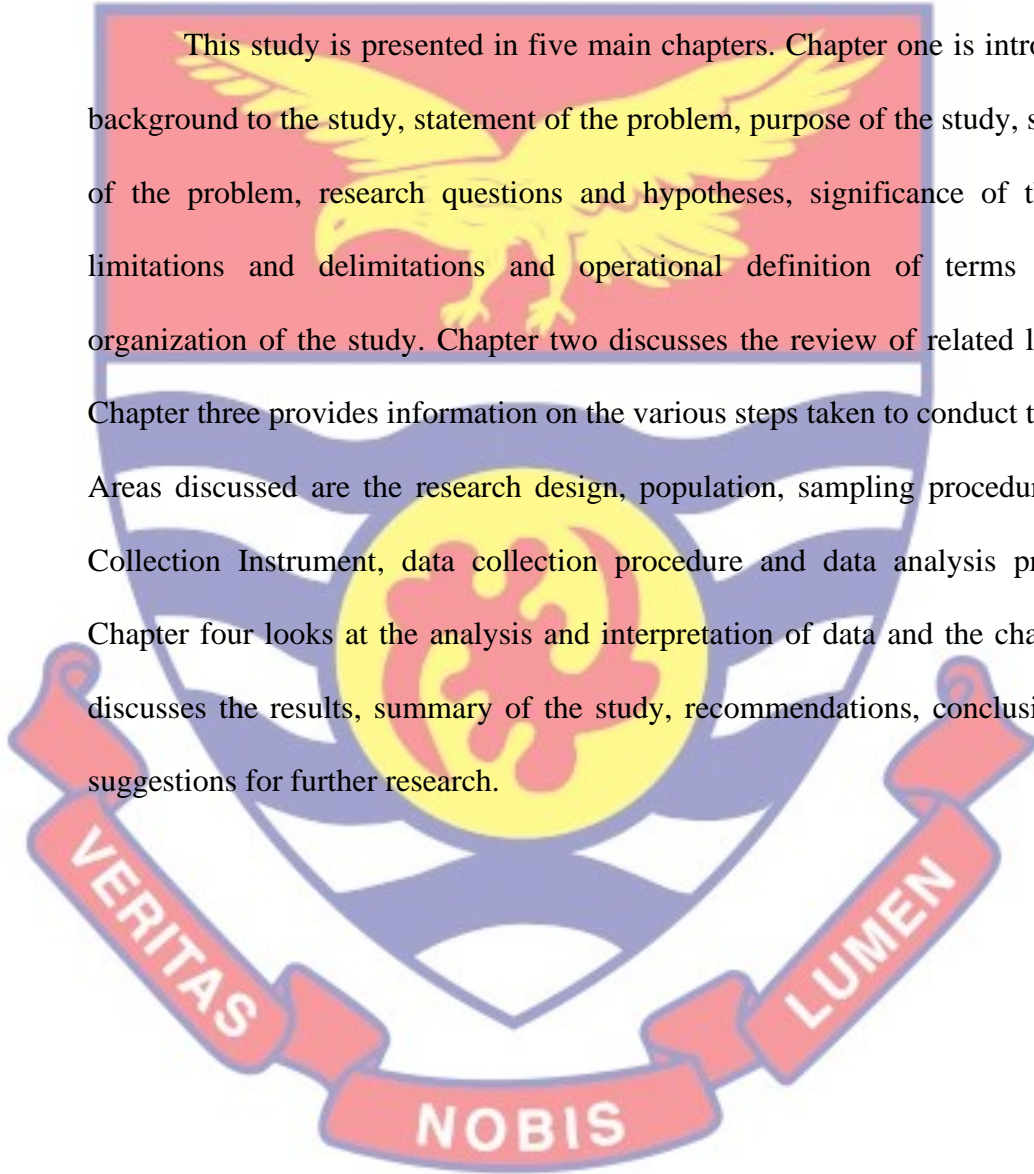
Impact: is having a strong effect on someone or something. In other words, impact is the action of one object influencing on another object or person.

Profession is a paid occupation, particularly one that requires extensive training and a recognized degree. It is also a disciplined group of people who follow ethical guidelines. This is an occupation that possesses specialized knowledge and abilities in a well-recognized body of information obtained from high-level research, education, and training, and is widely acknowledged as such by the general public.

Teaching practice: is a period that a student teacher or mentee spends teaching at a school as part of his or her training.

Organisation of Study

This study is presented in five main chapters. Chapter one is introduction: background to the study, statement of the problem, purpose of the study, statement of the problem, research questions and hypotheses, significance of the study limitations and delimitations and operational definition of terms and the organization of the study. Chapter two discusses the review of related literature. Chapter three provides information on the various steps taken to conduct the study. Areas discussed are the research design, population, sampling procedures, Data Collection Instrument, data collection procedure and data analysis procedure. Chapter four looks at the analysis and interpretation of data and the chapter five discusses the results, summary of the study, recommendations, conclusions, and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter covered a review of related literature. The review is in three parts. The first part is presented under the following sub-headings: Meaning/Definition of mentoring; Types of mentoring, the role of the mentor, Strengths and weaknesses of mentoring. The second part is Theoretical framework: It covers Theories of mentoring, Clinical Supervision Model, Skill Development Theory, Use of mentoring in teacher education; Professional and Personal Preparation of mentors, New Teacher Induction and mentor Mentoring, New Teacher Mentors. The final part is the Empirical Review: This covers Perception of mentorship in teacher education, Impact/Effect of mentorship in teacher education, Gender role in mentoring teacher education, and Conceptual framework.

Conceptual Review

What is Mentoring?

The idea of mentoring finds its roots in ancient times. Homer, who happens to be the originator of the term, described it as the "wise and trusted counselor" In modern times, however, the concept of mentoring is being applied in almost every setting of learning. Mentoring is a constructive and supportive process of learning facilitation with a development focus between an individual with more experience, knowledge, or competence in a certain subject and an individual who is less knowledgeable or new to that profession (Hayes & Pridham, 2019).

In the academia, mentor is regularly used synonymously with faculty adviser. The distinction between mentoring and advising extends beyond advising since mentoring is both a personal and a professional relationship. Depending on the consistency of the partnership, an advisor may or may not be a mentor. A mentoring connection evolves over time, with the interest of the recipient and the dynamics of the relationship changing.

A mentor, in this sense, is someone who is particularly interested in assisting another person in becoming a good practitioner. In line with this viewpoint, Solis (2004) asserted that mentoring happens if someone tries to learn from someone who has prior experience with the subject of study. This ensures that anyone can have a mentor, whether they are pre-service, beginner, or seasoned teachers. Mentoring in the classroom, on the other hand, is particularly valuable for new teachers during their initial preparation.

Barry Sweeny (2001) buttressed this position by saying “Mentoring during induction is a complex and developmental process which mentors use to support and guide their protégé through the necessary early career transitions which are part of learning how to be an effective, reflective educator and career-long learner” (2001). On their part *Arnesson and Albinsson (2017)* defined mentorship as a technique used in professional education and training and in working life in order to introduce new workers.

A mentor is an individual who applies his/her skills, expertise, and insights to the advancement of his/her mentees. The basic concept is that the mentor guides

the mentee improve professionally and personally (Lindgren, 2000; Nilsson, 2005; Samier & Fraser, 2000; Sawazky & Enns, 2009). Mathisen (2008) has used a two-pronged concept, with one part focusing on technical skills growth and the other on psychosocial development assistance. A knowledgeable person according to Lyons, Scroggins and Rule (1990) is one who is interested in assisting less experienced people in their growth may also be identified as a mentor.

In fact, Lauvas and Handal (2015) described mentorship as a mixture of affective and functional assistance. The identification of the two groups, the mentor and the mentee, is fundamental to meanings of mentorship. The mentee is seen as a self-directed learner who is solely responsible for her or his own education. The reflecting and analyzing conversation is driven by the mentee's desires, preferences, and concerns. Before meeting with the mentor for the first time, the mentee should write down her or his personal learning and growth priorities (Ahlström, 2007; Olsson, 2008; Wikström, 2015). According to Anderson and Shannon, as cited by Abiddin and Hassan (2012) Mentoring is a caring situation in which a more educated or accomplished individual, acting as a good example, teaches, encourages, facilitates, advises, and befriends a less skilled and competent person in order to encourage the latter's professional and/or personal development. Mentoring takes place in the context of a long-term, loving relationship between the trainer and the protégé. (p 75)

Mentorship is most often used in technical education and training, as well as to assist new staff in their transition into the workforce. Mentorship in higher education is described as a rapport between a professionally engaged individual and

a learner, according to a Scandinavian viewpoint. The lack of an assessing or appraising role by the trainer is a key factor (Lauvas & Handal, 2015; Lindgren & Morberg, 2012). Mentorship according to Hobson, Ashby, Malderez, and Tomlinson (2009) is utilized by both student teachers and newly trained teachers throughout their work in teacher education. Mentoring is often used for student teachers in the United Kingdom during their practice (Heilbronn, 2008). Numerous studies, however, have questioned the importance of mentorship.

A meta-analysis from Wang and Odell (2002) showed that neither the mentor nor the mentee thought the mentoring was based on the mentee's technical knowledge; rather, their meetings were used as an emotional support mechanism. Similarly, a study from New Zealand, in 2010, revealed that mentees showed no personal, social or academic growth associated with an implementation of a mentor program (Timperley, 2010).

Mentor programs of various ways are popular in Sweden, both in higher education and in the workplace, for instance, in economic and engineering programs, as well as in other programs of placement studies (Ahlström, 2007; Wikström, 2015). However, earlier studies has demonstrated that mentorship in higher education programs that are not professional education and training programs has little experience.

The History of mentoring

The very first mentoring idea of the ancient was the Greek poem. The Odyssey has been created 3000 years ago. During the war, King Odysseus left Telemachus, his uncle, to care for Athene, who took the position of his tutor (Colley,

2002). The tutor was named a "sage and kind elder, an alternate and a guide" (Colley, 2002, p.260). Much like Odysseus depended upon an elderly son, modern people in seasonal teachers recognized a resource and asked for their wisdom to move it to future generations of teachers.

A more conventional concept of mentoring has been established that indicates that the "dynamic, reciprocal relationship in a work environment between a mentor and a teacher to foster the development of both careers" (p17). Bryant (2005) noted that mentorship is an increasingly popular and successful way to promote the development and sharing of information and that mentorship is socializing and telling stories that are considered to be the safest and most suitable way to share complex tacit knowledge.

Mentoring systems, typically planned and implemented in business organisations, help particular groups such as new recruitment, college students, ethnic groups, individuals with disabilities or disadvantages and persons who are inspired to handle their own education. Parsloe and Wray (2000) have described mentoring as an apprenticeship and a development process that enhances individual, team or organization performance in general. Clutterbuck (2006) described mentoring as a trust-built relationship, a mechanism in which a mentee receives continuous supports and growth opportunities, and in which the mentee's problems and challenges are addressed. Both the tutor and mentor share a shared goal to build a strong relationship of two-way learning.

However, any mentoring term used must relate to relationship form and relationship objectives; (Clutterbuck, 2006). Formal mentoring takes place

(Karkoulian et al., 2008) when an organization offers and maintains formal support systems such that participants clearly recognize the intent of a successful partnership and have sufficient support, while informal mentoring occurs when two individuals build a developmental relationship without formal structures and support.

Types of Mentoring

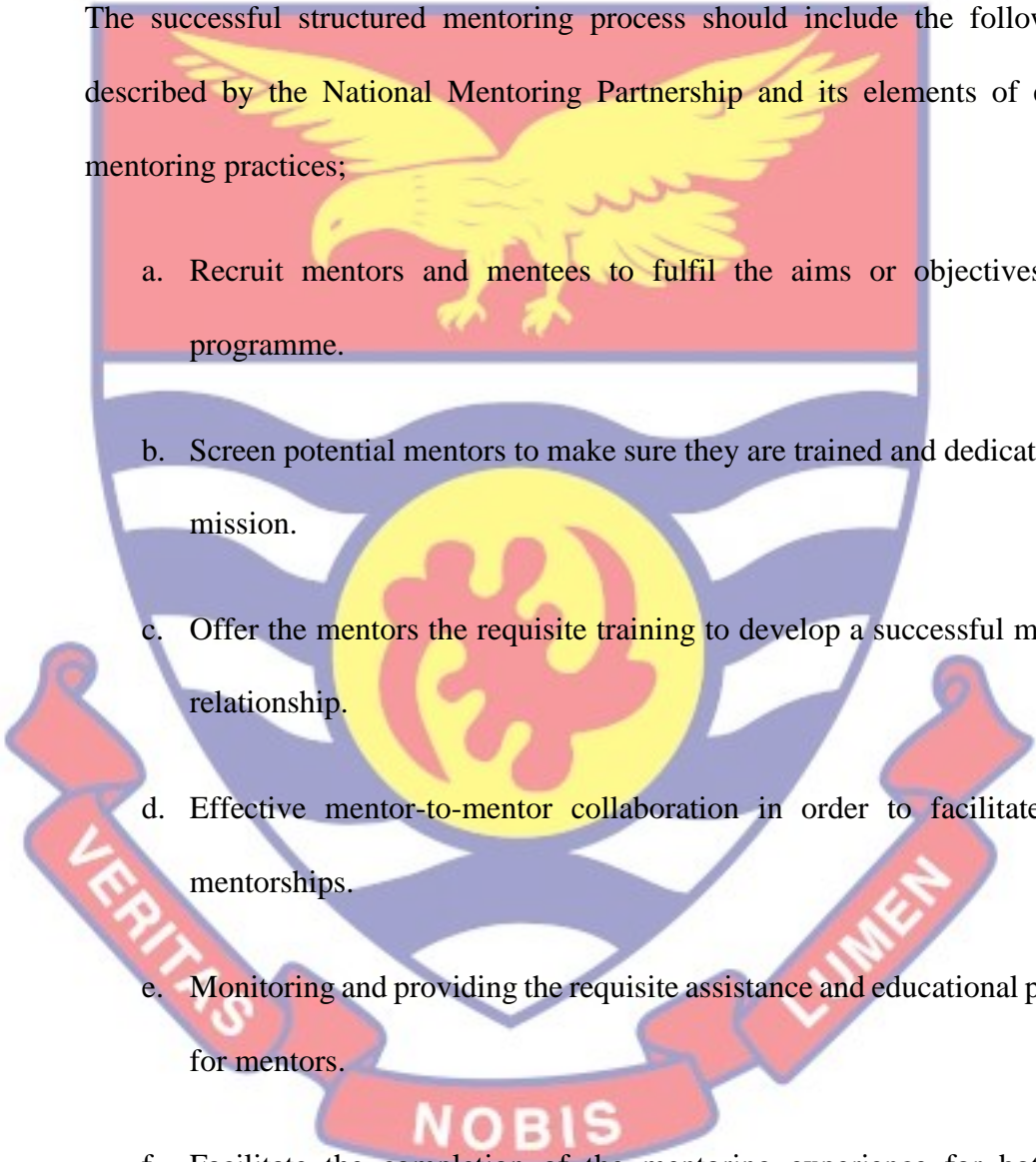
Mentorship has historically been defined as informal, formal or expected mentoring in categories. When one person improves or helps another, informal mentorship occurs naturally (Noller & Frey, 1995). Often this informal mentorship will make it easier for disordered children and youth to exhibit unfamiliar talents (McCluskey et al., 2004).

Non-formal mentorships come about through informal and collaborative partnerships between older people and younger people. The relationship may be focused on concerns relevant to the career or non-profession. Mentees may highlight the need for particular attention and encouragement from these results. Mentors always choose minds with whom they share and with whom they are prepared to develop and establish a relationship (Chao, Waltz & Gardner, 1992).

In other situations, mentoring can be more formally applied. This form of influential planned mentoring has a more methodical approach (Noller & Frey, 1995). Initial informal connections or relationships between two individuals do not usually require formal mentorships. The match between mentor and mentee may vary from a random appointment to the structured process that is carried out through committee work or is based on files of mentors. For informal mentors, the need for

additional support will not be felt by formal mentors. In addition, for the initiation process between the formal mentors and the mentees a longer transition period may be required. (Chao, Waltz, & Gardner, 1992).

The successful structured mentoring process should include the following, as described by the National Mentoring Partnership and its elements of effective mentoring practices;

- 
- a. Recruit mentors and mentees to fulfil the aims or objectives of the programme.
 - b. Screen potential mentors to make sure they are trained and dedicated to the mission.
 - c. Offer the mentors the requisite training to develop a successful mentoring relationship.
 - d. Effective mentor-to-mentor collaboration in order to facilitate lasting mentorships.
 - e. Monitoring and providing the requisite assistance and educational programs for mentors.
 - f. Facilitate the completion of the mentoring experience for both sides.

(Mentor / National Partnership, 2009).

In addition, the mentoring meta-analysis (DuBois et al., 2002) showed that the following experimental best practices had the best results, such as;

- a. Candidates should be targeted to be effective mentors.
- b. Mentorship outside of the classroom, for example, in the workplace or in the community.
 - b. Progress of the mentoring program, clear, concise frequency of mentorship and parental support contact expectations.

The Role of the Mentor

Mentors may exchange knowledge with a mentees about his or her own profession, providing advice, inspiration, emotional encouragement and role modelling. A mentor may also assist in job exploration, goal-setting, networking, and resource identification. (www.washington.edu).

A mentor needs to fulfil the following roles and functions in the mentoring process (Clarke et al., 2012):

- Consciously choose the mentee to ensure the personal features, preferences and wishes of the mentor and mentee are matched.
- Get to know and understand the mentee, as well as his or her skills, abilities, and shortcomings.
- Drive excellence; set the highest standards and explicitly express them to the pupil and model the same brilliance you seek from the pupil.
- To acknowledge when it is appropriate to instil confidence in the mentee and help them attain their goals. •
- Share your insight and experience with the mentee by teaching them.

- To model modesty, competence and work-life harmony as role models for mentees.
- Be able to listen and lead the mentee, as well as offer truthful and responsive reviews.

Other attributes should be taken into account when deciding to act as mentor.

The criteria for selecting Mentors are specified by Harris and Crocker (2003) as follows:

- Identifying competence that requires teaching expertise and at least three to five years of experience.
- The instructor should be prepared to make an additional mentoring contribution.
- The mentor should have faith in himself and must be able to model honesty and to develop empathy with the mentee.
- The mentor must show experience with respect to the role

A study by Ganser (2002) explored that mentorship positions are not ideal for every teacher; in particular, for those who are alienated and do not want to explain their behaviour to a safe individual is also thought to be an efficient tutor if an individual is good. However, while a teacher is good at teaching children, this person cannot teach teachers (Gratch, 1998).

Eight forms that mentors supported their minds were described in a study conducted by Wildman, Magliaro, Niles and Niles (1992).

They are the following:

1. Promoting thought;
2. Guidance and promotion of acts of beginners;

3. Provide direct support for process, strategy, or product development;
4. Furnishing an information menu and items which may be used or changed by beginners;
5. Provision of goods, suggestions to solve a problem for beginners;
6. Promote/endorse
7. Beginner assists tutor and mediator

These categories provide a structure for the study of the mentor's position; it's simply the mentor's role.

In addition, the role of mentor is time-consuming and know-how-oriented, and contributes significantly to teacher growth. A prominent feature of a good mentor is to display emptiness and embrace mentorship without a preconceived opinion (Mohamed et al., 2011; Rowley, 1999). As an academic leader, the mentor shares the vision of school with student teachers and aligns its career with the school's vision.

Teacher-students have access to a wealth of data to provide their teachers with guidance in the classroom. Mentors act as catalysts for reform and as audiences who are not happy with the state of affairs. A mentor has shown lifelong learning and encourages teachers to excel. The tutor once again led the growth of the student-teachers' professional skills.

Possible strengths of mentoring

Mentoring does not only support mentees; mentors and organizations often benefit greatly from mentoring (McIntyre & Hagger, 1996). The following are some of the literature-identified qualities of mentoring.

An important investment: Mentoring is an important investment in the advancement of both mentees and mentors, as well as the organizations involved (Maharaso, 2001).

Acquiring necessary skills and experience: Mentors will share their experiences and skills with mentees (Boyle & Boice, 1998; Stephenson & Sampson, 1994).

Relationships and self-image: The mentor-mentee partnership helps mentees to recognize their own potential and achieve achievement in the classroom (Boyle & Boice, 1998).

Team teaching: A mentor and a mentee will teach together to help each other (Lefuo, 2003:37; Winberg, 1999:49).

Stability: Mentoring promotes staff stability and fosters a sense of unity (Nias, Southworth & Yeomans in Rapuleng, 2002).

Possible weaknesses of mentoring: While mentoring is generally regarded as an important process, it does have some flaws.

The following mentoring flaws were discovered in the literature.

Mentor selection: Many institutions believe that lecturers are the best candidates to run mentorship programs. Most of these lecturers, however, may be unwilling or unable to completely commit to the mentoring process (Rapuleng, 2002; Stephenson & Sampson, 1994).

Co-teaching: it will be difficult if the mentor's talents do not complement that of the mentee (Kirkham, 1993:116; Winberg, 1999:50).

Shortages of resources: A lack of resources for both mentors and mentees can have a negative impact on mentoring (Winberg, 1999:50).

Dependence: Mentees' reliance on mentors can keep them from being creative, imaginative, and personally and professionally improving (Daresh & Playko, 1992:112; Hamilton, 1996:69; Wunsch, 1993:358)

Success of Mentoring Relationship

In many teaching programs, persistence of the desired area and improvement to an advanced grade in this field are evaluated in success. As indicated, however, good mentoring ties can be described as mentees hitting the individual milestones in the next stage of their careers in their chosen fields. Thus, success is not measured by a single choice of profession for teachers, and dedication on a specific path is not the only success.

Language studies show a connection between a mentored teacher trainee and indicators of persistence (Lopatto, 2015; Russell & Horne, 2009), although there are very few, and most of the studies do not show real conduct results (Linn et al., 2015). However, a student professor may also make more informed/educated decisions about their future, such as a decision to stay in the teaching profession. These findings will also conform to the above concept of a good mentoring relationship and should therefore not be ignored. In order to achieve these compatible objectives, each relationship's success may be established to achieve the desired career result.

Use of mentoring in teacher education

Mentoring may be a strong method for developing human resources and enhancing knowledge and skills to be transmitted in an atmosphere of help (Bilesanmi, 2011). According to Singh (2013), Mentoring is a mechanism in which seasoned and seasoned workers acting as mentors exchange their wisdom, talents, understanding, beliefs, and interactions with younger staff (or future employees) one-on-one in order to improve their mentees' competencies. Mentors are supposed to foster an atmosphere in which potential workers will be prepared to be effective and succeed if hired. Personal one-on-one mentoring is particularly useful for new employers, such as student teachers, to bridge the difference between the philosophy they learn at HEIs and the classroom experience they see in classrooms.

Ambrosetti and Dekkers (2010) noted that “mentoring has become more prominent in pre-service teacher education” (p. 42). The mentor works closely alongside the student-teachers throughout the full period of their one-year teaching practice period, providing them with professional guidance and encouragement acting as a role model and coordinating classroom activities to gradually give increasingly more responsibility as the student-teachers' skills and confidence grow. The mentors are guided by the Mentor's Handbook together with the activities detailed in the student-teachers' Handbook. The mentors of the student-teachers on teaching practice are to focus on planning of lessons and practical teaching in the school providing psychological and professional support in the real classroom teaching situation.

For mentors to do effective mentoring, they should endeavour to be regular and punctual at school to support student-teachers, supervise and observe student-teachers' work in the classroom, assist student-teachers to plan and organize their lessons, help student-teachers to practice classroom management and help student-teachers to prepare appropriate teaching learning materials for lesson delivery. (Transforming Teacher Education and Learning Teaching Practice Mentor Handbook. Pg1)

Professional and Personal Preparation of Mentors

Many academics identified rich professional advantages and results that can be good for mentors and colleges and related communities (Spooner-lane, 2017; Rippons & Martins 2006; Tang & Choi, 2005; Zachari & Fischler, 2009; Galbraith, 2003; Hobson, Ashby, Malderez, & Tomlinson 2009). According to Rippon and Martin (2006) and Hudson (2010), the support for mentoring process is based on a number of elements including personal and professional mentoring and the value of successful guidance relations; the strengths and practices of the mentor.

The mentors benefit from professional advantages by articulating and modelling pedagogical expertise which also involves enforcing criteria for education systems like curriculums, goals and policies (Hudson, 2010). Teacher training programmes require experienced mentors to work in the school setting with student teachers. Mentors skilled in mentoring argued that they will increase the standard of teacher education and at the same time improve their own skills (Zeichner et al., 2016). The ultimate goal of professional development both for the instructor and the mentor is to improve student results.

As with the teaching, tutoring must therefore be focused and driven by realistic proof and collection of works. However, until now mentoring has largely been disconnected from Guillen and Zeichner (2018). The mentoring program was not important in many mentoring programs to date (Tang & Choi, 2005), a sentiment that others have voiced (Spooner-lane, 2017; Davis & Higdon, 2008; Goddard et al., 2006). Mentors are more likely to succeed when they undergo a mentoring training program suited to their working environment (Hobson & Malderez, 2013).

Another case indicates that not all practitioners are appropriate for the programme (Newby & Heide, 2013), but that education systems restrict their prospect of capacity growth if they are no professional development for mentors, especially those in their training stages to enhance their practices. Simply put, not enough career-developed mentors are available, so successful practice education mentors need to be crucial to ensure the quality of teacher education in training schools before service (Hudson, 2010).

Professional development must be "built to develop teachers' skills, which include their own knowledge of materials and effective teaching methods" (Masters & Kreeger, 2017). Mentoring is designed as an encouragement to further teachers, as a way of professional development, to explore ways to engage (curriculum) and pedagogy' (Campbell & Brummett, 2007, p. 50). This needs mentors who learn each other, including the desire to be positive and to provide input, in their mutual partnerships, to be open to mutual learning (Rush et al., 2008). In order to "relax control of classrooms in order to profit from innovative ideas that student teachers

may have to offer". A way to learn from their mentors for mentor teachers (Rajuan et al., 2007) hence in a successful mentoring relationship, there are prospects for development in both.

One article (Hobson & Malderez, 2013) uncovers the benefits to psychosocial support and management skills of mentees, with comparisons to other research. The advantages also include creation of pedagogical instruction in classrooms with realistic awareness of the school contexts for pre-service teachers. In particular through critical self-reflection on their individual teaching practice, through the observation of new teaching methods, professional and personal advantages for mentors were also established (Hobson and Malderez, 2013).

This research examines mentors who justify their practices by increasing collaboration and learning the needs of others to reduce isolation. Furthermore, mentoring is capable of improving communication skills, building leadership skills, and growing professional standing for mentors as revealed in a research carried out by (Gill & Wilson, 2017). It was also concluded that mentoring consists of professional growth with the ability for mentors to learn about their teaching and supporting positions and the nuances of a system of education. It can also improve leadership. Mentoring is a bit developmental; it needs to be learned and supported constantly and it "offers these teachers leadership opportunities that build trust and professional courage".

Additional research has shown that mentorship is a way to expand your career. This shows that 'all teachers in this service have reported increased reflections and adaptations to their teaching approach (p. 177)' (Allen et al., 2003).

However, Lopez-Real & Kwan, (2005) indicates that about 70 percent of the 259 mentors surveyed reported professional growth through more self-reflection, pre-service teacher creativity and collaborative collaboration with others; (Tang & Choi, 2005).

Since research continues to confirm that the task of mentorship is professional and personal reward for teachers (Simpson, Hastings & Hill 2007), these benefits must be explored for an educational system. West (2002) argued that mentoring teachers is important, but that they are often not used, and should involve local, regional and national programs for advancement of professional development. While mentoring programs take a long time to plan and execute, such programs with existing staff can often be introduced at nominal costs.

In this context, it is important to discuss mentoring as a poorly used, cost efficient way of engaging teachers in vocational development as an alternative for injecting changes into an education system. The research of the mentor advantages and how this could be used as a professional development should be a specific focus. The study aimed at exploring the role and effect of the mentor on the professional training of mentees and partner schools, considering the broad variety of mentors that could be explored. It also discussed mentors' professional needs for more successful mentorship.

New Teacher Induction and Mentoring

Comprehensive and multi-tiered induction systems with a mentoring aspect are the most effective in helping and attracting inexperienced teachers. Comprehensive induction programmes which are most effective in assisting new

teachers comprises of good class of mentorship for new teachers, which includes stringent specifications for selecting mentors, common preparation period planned to facilitate daily contact with other teachers, Involvement in workshops and intensive career preparation for new teachers (Ingersoll & Strong 2011). A mentor is a strongly dedicated professional who helps inexperienced teachers grow (Georgia Department of Education , 2016). The mentor offers advice, shares his or her insights and experiences, and encourages the new teacher to create a positive impact in the lives of his or her learners. Districts and schools are seeking to introduce robust teacher induction services due to increased attrition among new teachers. As a result, teacher mentors are playing an increasingly significant role. Indeed, new teachers who collaborate with a good mentor in a well-planned teacher induction procedure have higher performance rates in classroom scheduling, curriculum planning, curriculum development, and student participation (Ingersoll & Strong, 2011; Potemski & Matlach, 2014). Although mentoring has received increased interest recently, the idea has long been seen as a vital instrument in adjusting new teachers to the profession, prior to the latest rise in turnover rates among new teachers.

Studies have identified four key components needed to maintain new teachers. Comprehensive induction services, a mentorship aspect of these programmes which offers new teachers with a professional tutor, supportive administrators, and supportive teammates are among these essential components (Harris, 2015). According to Wong and Breaux (2003), a variety of support systems, programmes, procedures, and preparations that are expressly tailored to help new

teachers during their first years in the field is referred to as induction. Harris (2015) asserted that successful induction programmes are precise and designed to address the needs of new teachers, especially the ones in their first year of teaching. While induction programmes can take a variety of stated objectives, they typically serve three core functions:

- To offer constructive training in classroom administration and teaching methods.
- To make the transition into education easier; and
- To increase the retaining level of novice teachers.

Administrators at the school level, without a doubt, play a vital role in assisting new teachers. According to Harris (2015), new teachers are more likely to be retained, particularly during their first year of teaching, while school administrators work to build a cohesive atmosphere in which teachers are incorporated into the school culture and receive assistance and instruction from a seasoned teacher. To support this initiative even more, school administrators should make sure that institutional systems are in place to encourage long-term learning and support for new teachers.

New Teacher Mentors

Mentors may help new teachers get the guidance they need, especially during their first year in the school. According to present study, teacher turnover is particularly strong within the first few years on the job (Ingersoll & Strong, 2011; McCollum, 2014). As a result of the rising crisis, there is a growing movement in school systems around the country to include some kind of mentoring as part of new

teacher induction programmes. Mentorship assignments for new teachers must be carefully considered. Several factors must be weighed in order for the mentor's guidance to be relevant and beneficial for the new instructor.

To begin, studies have shown that appointing mentors to novice teachers in similar subject field, where the mentor teacher and novice teacher have a mutual preparation period, is the most practical method (Ingersoll, 2012). Grossman and Davis (2012) posited that mentoring must also be content-focused, have mentor exercise, and allow flexibility for face-to-face interaction.

Lastly, experienced mentors can be the most important element in new teacher retention. As a result, a mentor should have the following qualities: a supportive demeanour; a progressive understanding of instruction; excellent communication abilities; the willingness to show competency, creativity, and candidness to fresh concepts; continuity and follow-through with agreements and assurances; and an open-minded approach in encounters with colleagues (Harris, 215).

Identifying the need for a state-wide intervention to combat teacher attrition, the GaDOE issued a Teacher Induction Guidance paper in 2016 that included defined boundary and direction for structures around the state on how to incorporate new teacher induction programmes. GaDOE claims that (2016), "Research shows that intensive, mentor-based induction programs can significantly reduce teacher turnover and help teachers to focus on improving instruction" (p. 1). As earlier mentioned, the new teacher mentor is an essential part of these induction programmes. According to GaDOE (2016), a mentor is deeply dedicated to assisting

the induction process teacher's personal development. The mentor guides, shares insights and perspectives, and assists the induction process teacher in having a positive effect on student development and accomplishment. According to the GaDOE (2016), the following are the roles and obligations of a mentor in the state of Georgia:

- Provide induction phase teachers with educational, technical, and personal assistance.
- Use strong communication and teamwork skills to assist teachers in the induction phase;
- Assist with coordinating/facilitating interventions and professional learning experiences for induction phase teachers to assist their growth and development.; and,
- Participate in the Teacher Support Team during the Induction Phase.

As an equal partner in the process, the new teacher, who is also the teacher in the induction phase, has both responsibilities and tasks. According to GaDOE (2016), *induction phase teachers* have to do the following:

- Assume responsibility for being transparent and honest about the needs for sustainable development and growth;
- Partake in every aspects of the induction programme to ensure teacher efficacy and to have a significant impact on student development and achievement; and,
- Serving on the Support Team for the Induction Phase.

Whereas the mentor and induction phase teacher bear a lot of burden, the district and building level administrators work together to facilitate a successful teacher induction programme. District administrators should strive on training and recruiting efficient mentors to help new teachers efficiently. Mentorship should be well established and mentors need to be well qualified for the mentoring element of the teacher induction programme to be successful in supporting and training new teachers (Wong & Wong, 2012).

The new teacher induction process should be supported by building administrators. School administrators at all stages are in a unique place to capitalise on engaging in the development of mentor and new teachers' potential in order to achieve the organization's aims and mission (Schieman, 2014). As a result, leaders, especially building administrators, have a duty to create working environments that will enable their organization to grow. Teachers who engage in the teacher induction process as suitable contributors and beneficiaries have the potential to do exactly that. "Teachers want to work in schools where they have greater autonomy, higher levels of administrative support, and clearly communicated expectations" (Hughes, 2012). Although the mentor-new teacher partnership is vital for the efficacy of the new teacher, especially in the first year, administrative assistance in the new teacher induction programme is also crucial in retaining teachers.

Theoretical Framework

Theories of mentoring identified in the literature under Education studies fall under five categories. These are Developmental theory, Adult Learning theory, Economic theory, Learning theory and Coaching/Skill Development Models. For

the purpose of this study, the Coaching/Skill and Developmental Model would form the theoretical framework. It is a sort of supervisory technique that includes mentee coaching and skill development. The focus however would be on Clinical Supervision Model and Skill Development Model.

Clinical Supervision Model

Clinical supervision focuses on developing teacher skills and instructions for the teaching of certain materials. The systemic method of monitoring is called a model (Abiddin, 2008). Training in supervisory theory and models improves the supervisors' background and guides them through the way in which they manage their learning and analyse the experiences and development of supervisors.

The supervisory models proposed by Faugier and Butterworth in 1994 are divided into three major categories. Firstly, the supervision in relation to the key functions of and constituents of the supervisory relationship are defined. Secondly, the key functions of the position are defined, and thirdly, the development model emphasizes the process of supervisory relations.

In relation to this study, the clinical supervision model believes that the perception of mentors in relation to their roles will be improved since the key constituents and the functions of their supervisory role will be clearly defined alongside the procedures and processes of their relations with mentees. However, in a situation where the functions and procedures required by the mentor in his or her supervisory role are not clearly defined, it will lead to lack of knowledge on the part of the mentor on his or her role in the supervisory relationship which can be detrimental to the whole mentoring relationship.

Skill Development Theory

Romiszkowski (2009) suggested a theory for promoting skill development outcomes that may be utilized to support the development of all sorts of skills.

Romiszonwski defined skills as “the capacity to perform a given type of task or activity with a given degree of effectiveness, efficiency, speed or other measures of quantity or quality. (p.202)”. He differentiated between analytical skills (those involving the mind), motor, sensorimotor, or psychomotor skills (those involving the body), personal skills (those involving emotions), and interpersonal skills (that involves interacting with others). Skill differs from knowledge in that it is acquired by learning and practice, while knowledge is what you simply have or do not have. Skill development is the method of honing existing abilities, acquiring new skills, and retaining old skills that have not been elevated to a higher standard.

The skill development theory is related to this study in that mentees can develop some of their skill set through the mentoring relationship. This is because they will have trained mentors monitoring their life activities. In this case, the academic achievement of the mentees is important. Through the mentoring process, mentees can develop and increase their academic achievement with the help of their mentors.

Empirical Review

A mentor can be the biggest influence on the student teacher’s professional development (Rosser et al., 2004). The mentor can be described as an experienced practitioner in schools who act as instructors for student teachers. Teacher training requires the use of competence statements in assessing, recording and developing

the student teacher's abilities to teach. Acheampong and Furlong (2003), was of the view that in transforming teacher education in Ghana, there should be opportunities created for developing a personal understanding of the mentors regarding their roles of effective mentoring of student teachers on practicum.

In view of this, mentors are given the opportunity to co-plan lessons and do co-teaching with their mentees and also observe their mentees teach. This observation spells out the crucial role of the mentors in training the student teachers. To ensure student teacher's professionalism calls for the continuous and systematic approach to the assessment of professional performance by the mentors.

Perception of Quality of Support from Mentors in Teacher Education

Mentoring in the classroom has recently become a more critical part of the system whereby student teachers start to learn how to teach. For example, Hobson and Malderez (2002) investigated student teachers' perceptions of school-based mentoring in initial teacher training (ITT) experiences and discovered that, although student teachers believe mentoring is an important part of school-based ITT, their narratives of their school-based experiences imply that teacher-mentors are often not able to create environments which is essential student teacher learning. In a research of mentoring perceptions, George and Neale (2006) discovered that faculty and students in science, technology, engineering, and math (STEM) fields have differing views on both the concept and the perceptions of mentoring.

People have different perceptions about the use of mentoring in teacher education. Hence, a lot of studies have been directed at this area. Tomlinson (2019)

carried out a study on Mentor Teachers' Perceptions of Effective Mentoring Strategies in public high school in South-eastern United States. The study concentrated on the mentoring methods that mentor teachers found to be efficient, as well as the mentors' needs. During individual and focus group discussion, ten high school mentor teachers who were already mentoring new teachers were purposefully chosen. To inductively interpret the results, precoding, open, and axial coding were used. According to the findings, mentors are successful at promoting school culture, providing knowledge, building relationships, using data to drive conversation, providing opportunities for reflection, conducting observations, connecting theory to practice, and modelling professional behaviour. When mentoring new teachers, mentor teachers stated that good communication is critical. Additionally, they need specialized expertise to assist beginning teachers in further understanding the realities of teaching and addressing their unrealistic perceptions of the career. Beginning teachers rely on mentor teachers to reduce turnover, but mentor methods are lacking in definition and clarification.

Manzar-Abbass, Malik, Khurshid, and Ahmad (2017) conducted a study to investigate mentees' (primary school teachers') perceptions of the impact of mentoring on their career development. The research also investigated the disparities in the views of men and women on the effect of mentoring on their career growth. A total of 313 mentees engaged in the survey (male = 139, female = 174). The survey was based upon the mentoring metrics provided by District Teacher Educators in their Mentoring Visit Form (MVF) for assessing individuals. Mentoring was perceived to be effective in enhancing mentees' skills in writing

diaries, giving assignments, preparing and delivering lessons, and communicating with pupils, but inefficient in strengthening skills in using audio-visual aids, implementing activity-based instructional methods, evaluation strategies, and classroom management. Special workshops were suggested to help the mentees improve their skills in the listed fields. It was also suggested that an investigation be conducted to determine whether mentors lack these areas while mentoring or whether they are themselves deficient in these areas.

In another study, Otaala (2018) analysed expectations of the quality of support provided to primary teacher trainees' in Uganda, during school practice/mentoring. One hundred and fifty five (155) respondents randomly selected from two primary teachers' colleges in the Central Region of Uganda who had just finished their first school practice were provided with questionnaires. Until reaching a saturation point of 55, no new subjects or themes emerged, questionnaires and interview transcripts were coded. The 55 questionnaires were then subjected to content review. The teacher trainees' lesson plans and job schemes were analysed to determine the amount of aid provided. Teaching timetables, class registers, job covered logs, learners' performance records, and mentors' notes on teacher trainees were also examined. According to the findings, teacher trainees strongly valued the level of guidance they got from their mentors. They regarded the assistance they obtained as appropriate, important, and beneficial. It allows them to gain understanding, perceptions, pedagogical abilities, and self-esteem. Nonetheless, some of them expressed disappointment with the level of help offered,

citing mentors' inability to entrust them with some crucial aspects of teaching, primarily evaluation. They also mentioned mentors' inability to assist them.

At the School of Vocational Teacher Education in Oulu, Finland, Lehtelä and Hoppo (2014) conducted a study to explain mentors' experiences of mentoring teacher students in teacher work. The content for the implementation project was gathered by an investigation at the start of mentors' advice preparation. Respondents in the sample included 21 mentors from various vocational schools. Communication and collaboration between mentor and mentee were critical components of the mentoring process. Mentors' views of their role in mentoring is primarily based on educational and personal instruction. According to the results, more emphasis should be placed on mentoring teacher students' vocational learning whilst they are in the classroom. The findings can also be used to improve mentors' guidance preparation.

Greiman, Torres, Burris & Kitchel (2007) contrasted two separate structured mentoring relationships based on the views of new teachers about their dyadic experiences in a study titled Beginning Teachers' Perceptions of In-School and In-Profession Mentoring Relationships. Psychosocial mentoring, dyad similarity, and dyad satisfaction were among the variables studied. New agricultural education teachers (n = 40) were paired with an agricultural education mentor in the school where they taught (i.e., in-school), and new agricultural education teachers (n = 40) were paired with an agricultural education mentor in a school nearby (i.e., in-profession). The Mentoring Relationship Questionnaire was used to gather data for this report (MRQ). The two mentoring relationships showed no statistically

meaningful variations. The need to broaden the knowledge of partnership dynamics and predictors of effective mentoring are among the suggestions for further research.

To answer the question “Can the Mentoring and Socialisation of Pre-Service Teachers Improve Teacher Education?” A survey conducted by Vumilia (2016), Teacher trainees were asked to score their relationships with mentors and indicate whether pre-service mentoring services might enhance quality education in classrooms and teacher training institutions. According to the results, mentor continuing activities benefited all persons participating in Block Teaching Practice (BTP). The research found that mentors' lesson planning and collective teaching styles benefited teacher trainees, as well as providing social support. Mentoring improved the trust, self-control, lesson planning, and classroom presentations of teacher candidates. According to the report, during BTP, pupils, instructors, and mentors encounter a number of challenges.

Impact of Induction and Mentoring Programs for Beginning Teachers

Ingersoll and Strong (2011) conducted a study titled "The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research." The research objectively analysed 15 empirical researches performed since the mid-1980s on the impact of support, guidance, and orientation services for beginning teachers, usually described as induction. The majority of the research examined offer objective evidence for the claim that beginning teacher help and support have a favourable effect on three sets of consequences: teacher engagement and retaining, classroom teaching activities, and

student achievement. The majority of research on engagement and retaining found that new teachers who engaged in any kind of induction had greater job satisfaction, loyalty, or retaining.

Most of the opinions polled for instructional guidelines found that modern teachers who engaged in some types of acceptance performed well in some areas of instruction, such as changing instructional programs to meet the students' interface and maintaining a positive instructional environment. Additionally, most reflections on undergraduate performance indicated that undergraduates among these teachers who also participated in some types of acceptance perform well on academic achievement tests. On the whole, there were special cases, such as B. A large randomized controlled acceptance study in a test of large, urban, low-income schools that showed significant useful benefits for understudy performance, but no impact on teacher maintenance or classroom improvement.

Mozdzanowski (2016) carried out a study on the topic "Impact of Mentoring on K-12 Beginning Teachers' Efficacy and Commitment: A Comparative Phenomenological Study" Nine beginning teachers from general education and special education were compared in terms of their experiences, school conditions, and teaching assignment characteristics. The fundamental question was: What are the experiences of beginning teachers in K-12 who are mentored? There were 22 people in the sample (9 teachers, 8 mentors, 4 principals, and a mentor coordinator). Interviews, observations, a focus group, and site documentation were used to gather data. Moustakas (1994) recommended the use of thematic analysis, which resulted in the discovery of three themes. These themes were: (a) prospective teachers need to

be molded and molded to influence school culture; (b) imitate prospective teachers to replicate school culture; and (c) a supportive mindset impacts school culture. The main question and six sub-questions were answered thematically from the perspective of the participants. Textural and structural descriptions were combined, yielding the essence of the participants' experiences: The Flow Effect: The Reciprocity Culture.

Similarly, Palmer (2010) conducted a research entitled "The Impact of Mentoring on Beginning Teachers in a Rural Northeast Georgia School District" In this research, it was established that because of growing questions regarding teacher quality and teacher shortages, the needs of new teachers were discussed at state and national levels. Beginning teachers leave schools at a high rate, with more than forty percent leaving within the first five years of teaching.

The aim of the research was to assess the impact of mentoring on beginning teachers in a rural school district in Northeast Georgia. The research offered valuable information on the mentoring activities that were particularly applicable to beginning teachers.

Individual interviews and focus group interviews were used to collect data for this research. Nine targeted respondents participated in the one-on-one interviews: one from each of the five elementary schools and two from the middle and high schools. Six teachers, two each from elementary schools, middle schools, and high schools, were included in the focus group. These themes emerged from the data analysis: 1) Mentoring provided support for new teachers in the areas of curriculum, discipline and parental communication. 2) Second, time spent with

mentors had a significant impact on the effectiveness of mentoring experiences. 3) The different attitudes of both the mentor and the management/school played a crucial role in the success of the mentoring programme. The results of this study support the benefits of mentoring for new teachers.

The data obtained was consistent with the study questions and backed up the notion that mentoring is an essential programme in the school district. Teacher retention tends to be greater as school districts foster teacher support by mentoring.

Asuo-Baffour, Daayeng, and Opoku-Agyemang (2019) conducted a study titled *Mentorship in Teacher Education: Challenges and Support* provided to uncover potential issues that mentees face in their professional growth. A structured questionnaire and a semi-structured interview were used to collect data. A total of 152 teacher-mentees were enrolled in the study, with a sample size of 76 selected using a multi-level sampling technique. The survey data were analyzed with descriptive statistics that included frequencies and percentages. The data from the interviews, on the other hand, were interpreted thematically. It was discovered that mentees who participate in the mentorship programme face a variety of obstacles, including instructor personalities, certain instructors, and community-related issues. Notwithstanding, the lack of preparedness of certain teachers to work cooperatively with mentees and non-attendance of mentors were the significant difficulties standing up to mentees in their mentorship programme. According to the findings, College of Education Authorities should implement a mentoring preparation curriculum for their mentors to better know their duties in the education of their mentees. Mentors will be more prepared for their positions in mentee preparation,

and there will be less friction between mentors and mentees as a result of this training.

In a study carried on at Queensland, Ambrosetti (2012) looked at “The impact of preparing mentor teachers for mentoring”. It is clear that the experiences that pre-service teachers have vary considerably, and that these experiences are specifically linked to their placement, as well as the mentor instructor who will be assigned to them. When many universities moved from a supervision to a mentorship method of pre-service teacher recruitment, the hope was that mentorship would enable pre-service teachers overcome gaps in their educational placement experiences. It has been discovered, though, that people who volunteer to mentor a pre-service instructor might not instinctively learn to mentor another. Ambrosetti and Dekkers (2010) asserted that mentoring teachers do not recognize the complexities of mentorship, the roles of mentors or the way mentoring operates in this respect in the context of pre-service educators.

In an atmosphere that intertwines mentoring and supervision, mentor teachers have no faith in how to provide valuable opportunities for pre-service teachers if mentoring is not established and a mentoring process is not given (Hudson, 2010; Walkington, 2005). This study examined the importance of professional learning in preparing teachers for their role of mentors. The article specifically touches on the outcomes of a pilot mentoring program that focuses on the essential aspects of mentorship, role of mentoring role and mentorship process. Data were collected on a changed knowledge of mentoring and on changed mentoring activities of participating mentor instructors. As such, the results

provided guide the establishment of more training courses for mentor teachers intending to mentor pre-service teachers.

Mentors' benefits from the mentoring process

The second question of the research explains the advantages of mentors through the mentoring process. The goal was to identify the discrepancies in what mentors considered beneficial to help mentors have better understanding of their roles. The findings showed that the mentoring process has revealed flexible advantages.

The mentors did not seem to address these advantages only from their own viewpoint; they also seemed to consider the benefits from the mentees' perspective. The most significant advantage for mentors, according to the results, was *to be part of the teacher student's developing process*. As shown by the following remark, they seemed to draw pleasure and pride from taking on the mentor role:

“I want to succeed as a mentor and help the teacher student move forward in their professional field. (Especially in our teaching field, which is rather minor and there are not many teachers). I also want to help the teacher student to create contacts and network. The mentoring process helps me to refresh and reflect deeply upon the teaching and learning processes. I will get as much as I give from the mentoring process.” (Mentor 3)

A different facet of the mentors' view is that they experienced the *importance of the mentee's psychosocial support* as being significant. In general, emotional and psychological support is an integral aspect of teacher practice. It is

beneficial in improving the teacher student's morale and, for example, allowing them to deal with challenging and diverse interactions. One mentor noted:

“It feels important to support the beginning teacher’s strengths.” (Mentor 11)

The fundamental premise is that the criterion for field teaching is founded on argument that successful teaching can be done by hiring teachers who have substantial teaching experience in schools or who can offer mentors and mentoring to student teachers with more realistic teaching approaches (Graham, 2006). Therefore, through training courses, student teachers are introduced to the genuinely professional teaching environment, whereby the teachers are socialized into the discipline (Marais & Meier, 2004).

Concurrently, some assumptions assert that the socialisation and mentoring process helps teachers, classrooms, and students, or that it increases the efficiency of teacher education (Rivkin, Hanushek, & Kain, 2005). The socialisation of the student teacher is a role-learning mechanism that results in the individual's situational transition to the culture of the teaching profession (Battersby, 1983; Kocoglu, 2008). Student teacher socialisation is regarded as a distinct academic mentoring mechanism that necessitates learning changes in areas such as work proficiency, expectations, beliefs, school community, interpersonal interactions, historical rules, and role language (Calderhead & Robson, 1991; Deng & Yuen, 2011). This method shapes and informs a teacher's ethical rules, constructive activity, teacher community, and school setting (Killeavy & Moloney, 2010).

Another advantage of mentoring and socialisation is that it increases teacher satisfaction and reliability among educators (LoSciuto, Rajala, Townsend & Taylor,

1996; Schwille, 2008). Educators, for example, say that mentoring services not only improve workplace satisfaction or help new workers adjust to their employment, but also have a significant impact on student success and commitment (McPartland & Nettles, 1991). Thus, education programmes, which in turn represent the results in learning in the classroom of students (Dembele & Lefoka, 2007), will affect teachers' pedagogic awareness and skills in pre-service teachers (Bowman, 2014; Chediell, 2004; Nzilano, 2013; Lauwerier & Akkari, 2015). The current thesis investigates these conclusions in pre-service teacher training systems in Tanzania.

Benefits to the Organisation

Murray and Owen (1991) described many organizational advantages of structured mentoring programmes. Increased competitiveness, enhanced recruiting efforts, senior executive motivation, expansion of the organization's programs, and strategic and succession preparation are only a few of them. The acquisition of skills and expertise required for carrying out the task, is an essential advantage for mentees. It is self-evident that improving an organization's workers' skills and job success is a win-win situation. Some of these advantages are discussed further in this review.

One of the organizational benefits of mentoring is the development of managers or employees who can do their jobs well. Induction is an excellent way to cultivate workers by allowing them to consider the current and conflicting demands of the profession. The organization has also described ongoing commitment as a profit. According to Fagan (1988), mentored police officers had greater job satisfaction, a better work ethic, and a smaller age/experience difference with their

mentors than those who were not mentored. Two of these results point to a high level of dedication and allegiance to the organization.

One of the key benefits of mentorship, according to Murray and Owen (1991), is its cost-effectiveness. Mentors, as they say, usually combine their coaching position with their current job. The benefit is that mentees have the ability to partner alongside a more seasoned person (usually one-on-one), and there are no costs associated with instruction, training facilities, or coaches. Having said that, there is no empirical evidence to back up this particular benefit.

Improved organizational coordination is the last benefit that will be addressed here. Mentors and mentees are said to exchange experience and awareness about critical issues in the organization (Antal, 1993). Improved coordination between senior and junior levels has been one of the achievements of programmes, this is according to Geiger-Dumond and Boyle (1995), who studied a systematic one-year mentoring program.

Vazir and Meher (2010) investigated how mentorship might enhance teacher education and performance in Pakistan, particularly in rural regions. It gave a qualitative case study of two rural Sindh teachers, a male and a female. They were participating in the Aga Khan University – Institute for Educational Development's Mentorship Programme (AKU-IED). Participants' observations, planned and unstructured interviews, in the classroom and in the field, and reflective diaries were used to collect data. The programme aimed at reconceptualising these teachers' roles as mentors, encouraging them to develop relevant abilities via critical thinking and reflective practice. The goal was to improve teachers' pedagogical topic

understanding as well as their andragogical competences. Following the programme, these teachers returned to their cluster-based schools to take on responsibilities that addressed the situational requirements of their communities.

According to the findings of this study, the programme assisted teachers in transitioning from traditional to progressive teaching styles, resulting in not only personal improvements but also overall school development.

Gender Role in Mentoring Teacher Education

In an attempt to explore the role of gender in teacher mentorship, Hina, Chaudhary, Nudrat and Arshad (2017) carried out research aimed mainly at assessing gender, professional qualifications and job experience differences in mentorship practices employed in university administration. The study also concentrated on the development of a strategy for implementing a mentoring program at Islamabad's universities. The study's participants were drawn from Islamabad's 13 public sector universities. All 13 colleges had a total of 5323 faculty members. 95 faculty members were chosen for data collection by means of a convenient sampling method. The data was gathered through the use of a 14-item questionnaire.

According to the findings, there was no statistical significant difference in mentoring methods based on gender, academic or professional qualification. However, the mentoring activities based on employment experience is significantly different. The results suggest that workers who have experience between four and six years have been more responsive than employees with over six years of expertise or fewer than four years of experience to mentoring activities. It was discovered that

new staffs were not receiving support in writing research articles, conducting a study, official presentations, and finding teaching aids. It was suggested that the university administration set aside a special week, day, or hours for the newcomers' advice, during which they could engage with one another and with senior members at a tea party or at a casual gathering.

Conceptual framework

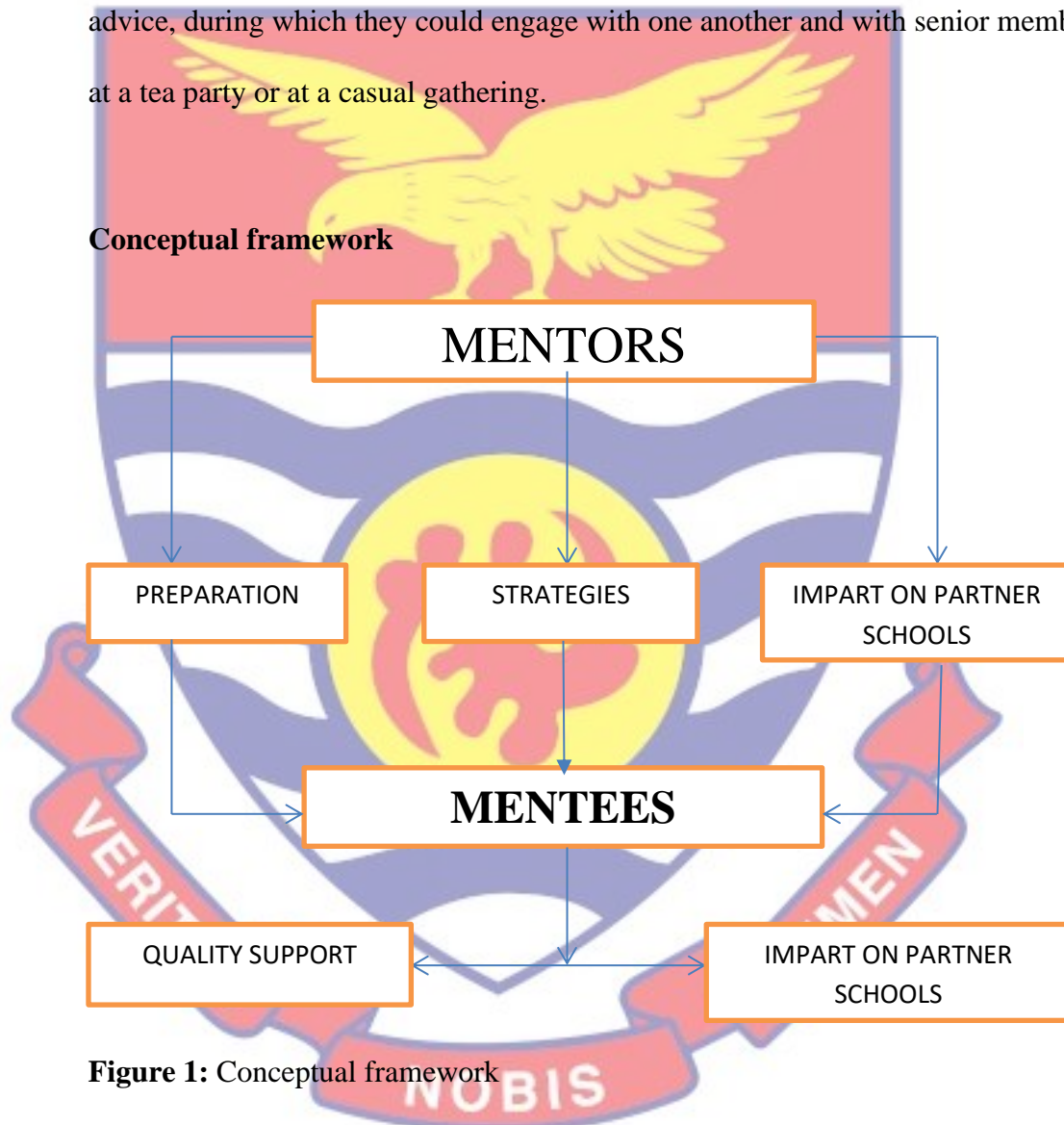


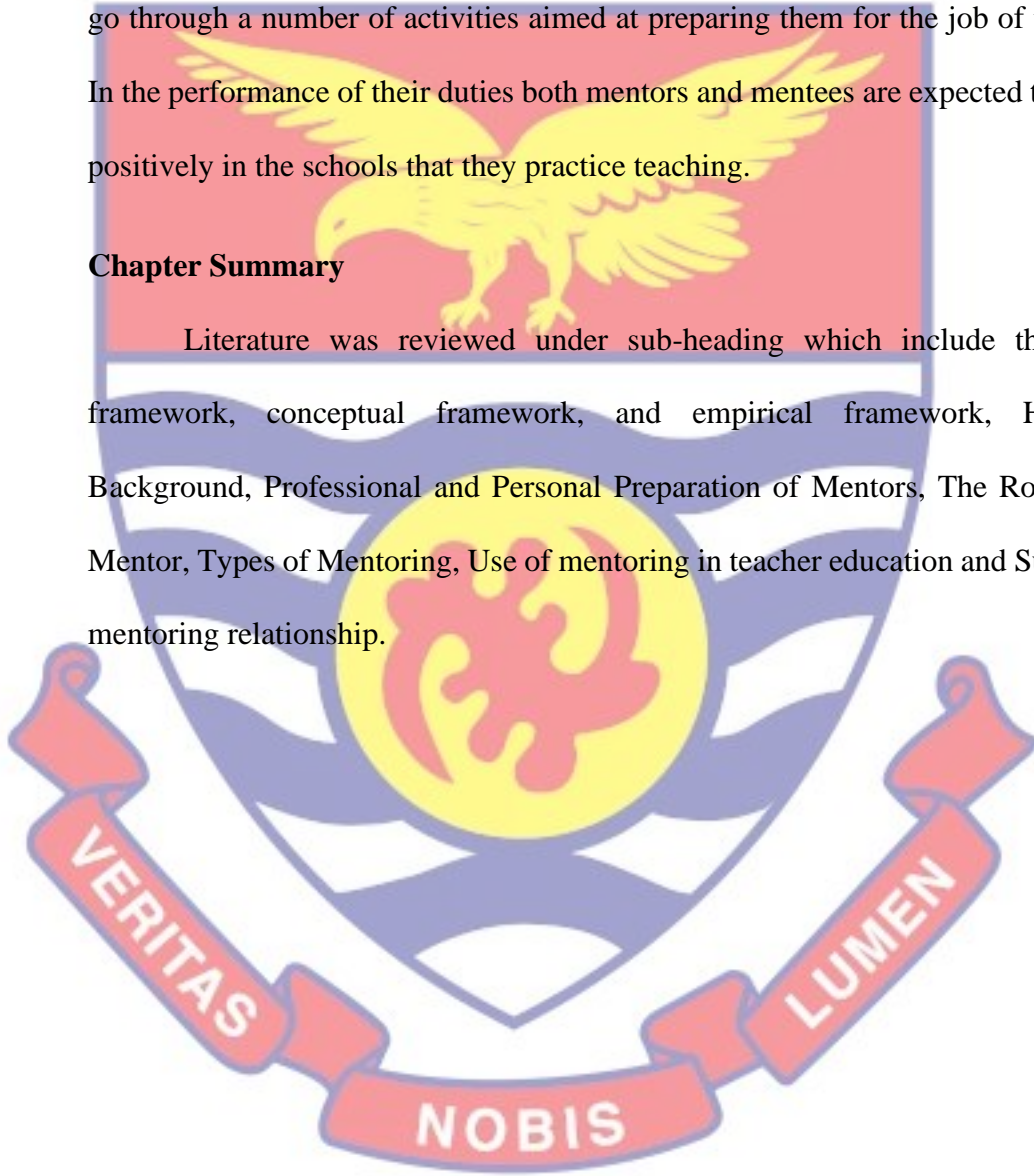
Figure 1: Conceptual framework

Many concepts are featured in this study. But the prominent ones are mentors, mentees, strategies, quality support, preparation, and impact on partner schools as captured in Figure 2. Mentors are at the pinnacle of the training relationship and performing professional roles in the training of teachers. They are

supposed to use a number of strategies in the execution of their duties. Basically, they are to reach out to the mentees by providing a number of quality support services as they exposed the mentees to the job of teaching. They are supposed to go through a number of activities aimed at preparing them for the job of teaching. In the performance of their duties both mentors and mentees are expected to impact positively in the schools that they practice teaching.

Chapter Summary

Literature was reviewed under sub-heading which include theoretical framework, conceptual framework, and empirical framework, Historical Background, Professional and Personal Preparation of Mentors, The Role of the Mentor, Types of Mentoring, Use of mentoring in teacher education and Success of mentoring relationship.



CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter provides information on the various steps taken to conduct the study. Areas discussed are the research design, population, sample and sampling procedures, instrumentation, data collection procedure and data analysis procedure.

Research Design

The study adopted a descriptive survey design. Descriptive survey research is focused on existing situations or relationships, such as identifying the nature of current situations, behaviours, and attitudes, as well as hearing opinions (Best & Khan, 2014). The descriptive survey design rightly befits investigations concerning educational problems including evaluation or assessment of a phenomenon, attitudes, opinions, demographic information, conditions, and procedures. (Gay, 1992).

Study Area

Akatsi South District is one of the Volta Region's eighteen districts. Originally, it was a part of the then-larger Akatsi District, which was formed from the previous Anlo District Council on March 10, 1989. Akatsi is the capital of the district assembly, which is located in the southeast section of the Volta Region. Twime, Tatorme, Atidigakope, Esianyokope, Hudekope, and Agbaflome are some of the districts' towns.

Population

Gay, Mills and Airasian (2009) defined population as an overall term for a wider group that chooses a sample or the group to which the researcher wishes the study findings to be generalized. The population of this study involved all teachers and mentors of seventeen partner schools in the district of Akatsi South of Ghana, where the teachers of our students practice teaching. The approximate population was 130 mentors and 260 mentees.

Sampling Procedure

This study adopted a multi-stage sampling procedure. In the first step, a purposive sampling technique was used to select three schools from the seven circuit A schools in the Akatsi District. In the second step, a convenience sampling technique was used to select 30 mentors and 30 mentees from the three schools.

Table 1: *Sample Distribution Table*

Name of School	Number of mentors selected	Number of mentees selected	Total number of participants
Akatsico Practice Basic School	10	10	20
Agbedrafor Basic School	10	10	20
Duawodome D/A Basic	10	10	20
Total	30	30	60

Source: Field survey, 2020

The information in Table 1 shows that three (3) schools were purposively selected for the study. Additionally, a total number of sixty (60) participants, comprising thirty (30) mentors and thirty (30) mentees were involved in the study.

Data Collection Instruments

Wesley et al., (2013), questionnaires are very effective for securing information about peoples' ideas, practices and conditions as well as for enquiring into the opinions and attitudes of the subjects. Questionnaires were the main instrument used for the study. Questionnaires were developed and given to a total of thirty mentors and thirty mentees to respond to. The same total number of sixty questionnaires were returned and analysed for this study. The questionnaires were developed to reflect the four research questions raised. The first questionnaire is for mentors on the teacher trainee programme. It has four sections. Section A focused on the demographic information of the respondents.

The section B elicits information on the perception of the quality of preparation for the role of a mentor. It was scored on a four-point Likert scale ranging, *1-strongly disagree, 2 disagree, 3-agree and 4- strongly agree*. It contained twelve items or statements a sample statement is *I have a substantial preparation to be a mentor.*

Section C elicited information on the impact of mentoring strategies on mentees. It was scored on a four-point Likert scale ranging, *1-strongly disagree, 2 disagree, 3-agree and 4- strongly agree*. It had twenty-five items and a sample item is *I allowed teacher-trainees to make mistakes.*

A four-point Likert scale ranging, *1-strongly disagree, 2 disagree, 3-agree and 4- strongly agree* was used to score the items in Section D. It had eighteen statements and a sample item is *the induction schedule and support materials are carefully formulated.*

The questionnaire for teacher trainees on mentoring programme had four sections. The section A contains the demographic information of the respondents.

Section B focused on the teachers' trainee's perception of quality of support provided by mentors. It was scored on a four-point Likert scale ranging, *1-strongly disagree, 2 disagree, 3-agree and 4- strongly agree.* It had twenty items and a sample item is *mentees are introduced to administrators, and other school employees.*

Section C elicited information on the impact of perceived roles on mentees. Ten statements were scored on a four point-Likert ranging, *1-strongly disagree, 2 disagree, 3-agree and 4- strongly agree.* A sample item is *the curriculum was an important factor in my adaptation to the teaching profession.*

Section D sought information on the impact of mentoring in partner schools. Eighteen items in this section were scored on a four-point Likert scale ranging, *1-strongly disagree, 2 disagree, 3-agree and 4- strongly agree.* A sample statement is *careful pairing of mentors with new teachers.* The items in the questionnaire were drawn in line with the research questions used for this research.

Pilot-Testing of Instruments

Pilot-testing was viewed as a small-scale version or trial run carried out in advance of the actual investigation (Polit & Hungler 2003). The goal of pilot

testing is to confirm that the data collection instrument is valid and reliable. One of the benefits of pilot testing is that it might reveal areas where the main research project may fail, such as when research protocols may not be followed or whether planned methodologies or instruments are inappropriate or overly complicated. A pilot test was done in the Akatsi North District after the instrument was conducted. The Akatsi North District was chosen because its geographical setting is comparable to that of the Akatsi District. The instrument was pilot tested using 20 respondents 10 mentors and 10 mentees.

Validity

According to Fraenkel and Wallen (2000), validity refers to the defensibility of conclusions researchers draw from data collected using an instrument. The question of validity thus concerns the instruments used to collect data and whether they allow researchers to draw valid conclusions about the characteristics of the individuals about whom they collected data. By making the instruments available for evaluation to my supervisors, the validity of the instruments for this study was established. They thoroughly subjected the data instrument to scrutiny to ensure that the test items on the questionnaire accurately assessed what it's supposed to.

Reliability

The Cronbach's Alpha reliability test was used to determine the internal consistency of each instrument. The reliability coefficient for 55 items on the questionnaire for mentors on the teacher trainee program was .82. Again, the reliability coefficient for 48 items on the questionnaire for teacher trainees on the

mentoring program was .91. These results indicated that the instruments had “adequate” internal consistencies.

Data Collection Procedure

An ethical clearance letter was obtained from the Institutional Review Board (IRB) of the University of Cape Coast to enable the researcher to obtain permission from the Director of Education in Akatsi South in order to conduct the study on 12th March 2020. He gave me the opportunity to conduct the research with a presentation to the three headmasters of the partner schools, who gave their encouragement and full cooperation. I visited each school and explained to the teachers the purpose of the research, after which I assured both the mentors and mentees that the information, they would provide was confidential. I chose ten mentees out of the 40 at the meeting and ten mentors from each school. In total, 60 questionnaires for analysis were distributed.

Ethical Consideration

Before, during, and after the study, the researchers considered a variety of ethical issues. Prior to the administration of the questionnaires, the respondents were informed of the study's purpose. The respondents' privacy and anonymity were protected. Respondents' identities were kept anonymous too, and they were free to participate or withdraw at any moment. The participants for this study were chosen without any form of discrimination.

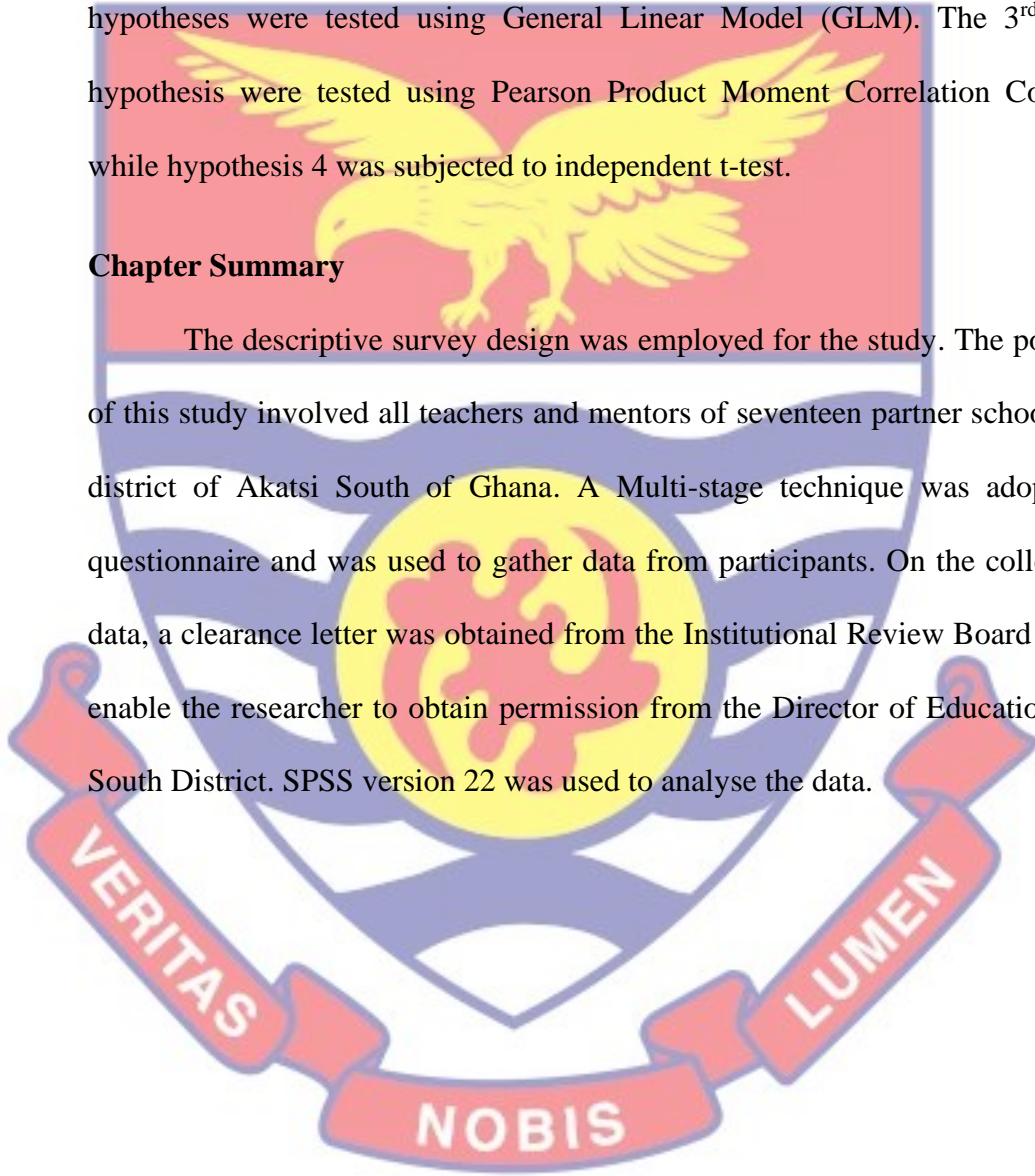
Data Processing and Analysis

The data was analysed using Statistical Package for Social Sciences (SPSS) version 22. The analysis involved summarizing the data in the form of

descriptive statistic to answer the research questions. All the five research questions were analysed using mean and standard deviation while various inferential statistics were used to test the various hypothesis investigated. The first and second hypotheses were tested using General Linear Model (GLM). The 3rd and 5th hypothesis were tested using Pearson Product Moment Correlation Coefficient while hypothesis 4 was subjected to independent t-test.

Chapter Summary

The descriptive survey design was employed for the study. The population of this study involved all teachers and mentors of seventeen partner schools in the district of Akatsi South of Ghana. A Multi-stage technique was adopted and questionnaire and was used to gather data from participants. On the collection of data, a clearance letter was obtained from the Institutional Review Board (IRB) to enable the researcher to obtain permission from the Director of Education Akatsi South District. SPSS version 22 was used to analyse the data.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results obtained from the analysis of the data that was collected. The study was about mentor’s perception of their roles and its impact on mentees’ professional preparation in partner schools of Akatsi South District. A total of 60 participants took part in the study. The data was analysed using SPSS version 22. The analysis involved summarizing the data in the form of descriptive statistics to answer the research questions while various inferential statistics were used to test the various hypothesis investigated. The first and second hypotheses were tested using General Linear Model (GLM). The 3rd and 5th hypotheses were tested using Pearson Product Moment Correlation Coefficient while hypothesis 4 was subjected to t-test of independence test.

Demographic Data

Table 2: *Distribution of Demographic Information on Teacher Trainees and Mentors*

Variables	Statistics			
	Mentees		Mentors	
	Frequency	Percent	Frequency	Percent
Gender of Respondents				

Male	23	74.2	30.0	100.0
Female	8	25.8	0	0

Age during participation in the mentoring program

Below 20 years	2	6.5	0	0
Between 21-30 years	27	87.1	0	0
Between 31-40 years	2	6.5	11	36.7
Between 41-50 years	0	0	19	63.3

Level taught during recent mentoring program

Early Childhood (Pre-School)	1	3.2	2	6.7
Primary School	17	54.8	14	46.7
Junior High School	13	41.9	14	46.7

Type of Teacher Preparation

Cert 'A' Post Middle /Sec.	0	0	2	6.7
Diploma In Basic Education	31	100.0	25	83.3
Degree	0	0	3	10.0

Name of the school where you taught

Agbedrafo Basic School	12	38.7	-	-
Akatsi Practice School	13	41.9	-	-
Duawodome Basic School	6	19.4	-	-
Number of years taught				
3-7 years	-	-	9	30.0
8-12 years	-	-	13	43.3
13-17 years	-	-	7	23.3
18-22 years	-	-	1	3.3

Source: Field Data (2020)

The study considered gender of the respondents and it was revealed that male respondents dominated the sample with a frequency of 30 (100.0%) mentors and 23 (74.2%) mentees. In the case of female, it was 0 (0.0%) mentors and 8 (25.8%) mentees. The study considered the age of respondents at the time of the study. The data shows that 27 (87.1%) mentees fall between 21-30 years while 2 (6.5%) fall below 20 years and between 31-40 years respectively. Data was also collected in terms of the level of the educational system that respondents operated during the program either as a mentor or mentee. The data shows that the highest number of 17 (54.8%) mentees taught at the Primary School level under 14 (46.7%)

mentors. Another 13 (41.9%) mentees operated at the JHS level under the mentorship of 14 (46.7%) mentors.

Information was also collected on the type of teacher preparation respondents benefitted from. The analysis revealed that all the mentees 31 (100%) were on the Diploma in Basic Education program while 25 (83.3%) of the mentors were also beneficiaries of the Diploma in Basic Education program. The other mentors 2 (6.7%) and 3 (10.0%) received Cert. 'A' and Degree training respectively. The study also covered the schools in which teacher-trainees undertook their mentoring program. The analysis indicates that 13 (41.9%) mentors have taught for 8-12 years while 7 (23.3%) taught for 13-17 years. The data further shows that 9 mentors taught for 3-7 years while 1 (3.3%) has taught for 18-22 years. Data was also sought in respect of the schools being used for the mentoring program. The results indicate that 13 (41.9%) mentees practiced at Akatsi Practice School while 12 (38.7%) were in Agbedrafor Basic School. The other 6 (19.4%) operated at Duawodome Basic School.


The Results of the Analysis are as follows:

The two instruments were scored directly by adding together numbers from Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4) ticked by the participants in each of the sub scales. In this, a criterion mean was established using a formula of $1+2+3+4 = 10$ divided by $4 = 2.50$. All responses agreed were merged and all responses disagreed were also merged. On the strength of this, any score with a mean above 2.50 was considered agreed and any response with a mean score below 2.50 was considered disagreed.

Research Question 1: How do teacher –trainees perceive the quality of support provided by their mentors?

Teacher trainees are supposed to receive adequate support from their mentors. Respondents were, therefore, asked to assess how trainees perceive the quality of mentor’s support to them. Their responses are presented in Table 3.

Table 3: *Perception of Quality of support provided by Mentors*



SN	Quality of Support provided by Mentors	Mean	SD	Decision
1	Mentees are introduced to administrators, and other school employees.	3.35	.66	Agree
2	Mentees are toured to watch the physical establishment of the school	2.83	.90	Agree
3	Mentees are given Guides, handbooks, educational instruments and standard books for teachers	2.61	1.09	Agree
4	Mentees are given a place to store personal properties and materials	3.42	.56	Agree
5	Mentees are presented by teachers to school children.	3.58	.56	Agree
6	Mentees Share information about learners’ interests and abilities.	2.81	.94	Agree

7	School regulations, practices, and policies are explained to mentees.	3.13	.71	Agree
8	Mentors help to demonstrate with different methods or techniques of teaching.	2.68	.87	Agree
9	Mentors share ideas, discoveries and innovations in education	2.52	.85	Agree
10	Mentors share Information about techniques that work best in classroom management	2.68	.91	Agree
11	Mentees establish close rapport with students	2.56	.84	Agree
12	Mentees are taught how to prepare lesson plans; job plans and other papers.	3.48	.77	Agree
13	Mentors observe mentees lessons	3.52	.63	Agree
14	Mentors completely allow their classes to be handled by mentees	3.39	.80	Agree
15	Mentees are involved in planning teaching time tables.	2.00	1.00	Disagree
16	Mentees participate in co-curricular activities.	3.45	.51	Agree
17	Mentees help in guiding and encouraging students in their fields of study	2.97	.75	Agree

18	Mentees organize exams and other assessment types.	2.94	.96	Agree
19	Mentees help in maintaining discipline outside the classroom.	2.77	.84	Agree
20	Mentees actively participate in staff meetings	2.87	.85	Agree
	Overall responses on Perception of Quality of support provided by Mentors	3.45	.51	Agree

Source: Field survey, 2020

The 20 quality support items analysed in Table 3 were mostly agreed with as follows: Introduced to pupils in the class-by-class teachers (M=3.58, SD=.56); Cooperating teachers observe student teachers' lessons (M=3.52, SD=.63); How to prepare lesson plans, schemes of work and other records (M=3.48, SD=.77); and participate in co-curricular activities (M=3.45, SD=.51). Similarly, the respondents agreed A place to keep personal materials and property (M=3.42, SD=.56); Mentors completely allow their classes to be handled by mentees (M=3.39, SD=.80); and Introduced to administrators, and other school employees (M=3.35, SD=.66).

The respondents also agreed that the quality of support provided by the mentors was good in Advising and assisting students in their subject areas (M=2.97, SD=.75); Organization of examinations and other forms of assessment (M=2.94, SD=.96); Actively participate in staff meetings (M=2.87, SD=.85); and Mentees are toured to watch the physical establishment of the school (M=2.83, SD=.90). Furthermore, the respondents agreed Mentees Share information about learners' interests and abilities. (M=2.81, SD=.94); Maintaining discipline outside the

classroom (M=2.77, SD=.84); and Demonstration of different methods or techniques of teaching (M=2.68, SD=.87).

On the whole, the respondents agreed that they received quality of support from their mentors (M=3.45, SD=.51) however they disagreed in the area of Involvement in planning teaching time tables (M=2.00, SD=.1.00).

Research Question 2: How do mentors perceive the quality of preparation given them on the performance of their roles?

For mentors to perform their mentoring role very well, it is important that they go through proper preparation. The quality of that preparation is better assessed by the mentors themselves. That explains why respondents were asked to give their perception of the quality of preparation they went through. The results of their assessment are presented in Table 4.

Table 4 : *Perception of Quality of preparation given mentors on the performance of their roles*

SN	Quality of Preparation given to Mentors	Mean	SD	Decision
1	I have a substantial preparation to be a mentor.	3.27	.52	Agree
2	I need training to manage mentoring in Teacher trainees	2.23	1.10	Disagree
3	In decision making, I'm more interested as a mentor.	2.93	.58	Agree
4	Mentoring allows me to think about what I do	3.40	.67	Agree

5	I use new ideas shared by workers, I adapt new teaching methods.	3.30	.65	Agree
6	I cannot distinguish any prospects for professional growth	2.43	1.27	Disagree
7	The work of the intern is enhanced in my teaching repertoire.	3.53	.50	Agree
8	I'm spending more time planning lessons.	3.60	.51	Agree
9	I'm working in a more organized school environment	3.60	.50	Agree
10	I Propose adjustments to mentoring roles to fit schedules	3.60	.56	Agree
11	I am more educated about current education studies.	3.47	.63	Agree
12	I am practicing in field of translation theory into practice	3.57	.50	Agree
Overall responses on the perception of quality of preparation		3.73	.45	Agree

Source: Field survey, 2020

The 12 items used to assess the quality of mentor preparation were highly rated as follows: I'm spending more time planning lessons (M=3.60, SD=.51); I'm working in a more organized school environment (M=3.60, SD=.50); Proposing adjustments to mentoring roles to fit schedules (M=3.60, SD=.56); I am practicing in field translation of theory (M=3.57, SD=.50); and Repertoire enhanced by reflection on the intern's work (M=3.53, SD=.50); More so, respondents agreed Mentoring allows me to think about what I do (M=3.40, SD=.67); I use new ideas

shared by workers, I adapt new teaching methods (M=3.30, SD=.65); and Substantial preparation to be a mentor (M=3.27, SD=.52)

Conversely, they disagree with the quality of preparation given to them in the performance of their roles in the areas of I cannot distinguish any prospects for professional growth (M=2.43, SD=1.27) and Need training to manage mentoring in Teacher trainees (M=2.23, SD=1.10). In any case, on the whole, the respondents perceived as high the quality of preparation given them to perform their roles (M=3.73, SD=.45).

Research Question 3: What is the impact of mentor’s roles on mentees?

In the performance of their duties, mentors are supposed to impact positively on their mentees. It should be possible for mentees to determine the level of impact that their mentors have on them. It is in the light of this those respondents were asked to assess the impact of mentor’s roles on them. The results are tabulated in Table 5.

Table 5: *Impact of mentor’s roles on mentees*

SN	Impact of mentor’s roles on mentees	Mean	SD	Decision
1	The curriculum was an important factor in my adaptation to the teaching profession	3.16	.64	Agree
2	Helped to reduce my loneliness feelings as a teacher, either recent or first.	3.13	.62	Agree

3	It helped me to develop a sense of teaching professionalism.	3.48	.57	Agree
4	I was motivated to think about my teaching.	3.32	.60	Agree
5	It provided me with opportunities to explore the management of classrooms.	3.00	.68	Agree
6	play an important role to help me transition to my teaching year	2.87	.92	Agree
7	During my first year as a teacher I felt less alone or alone.	3.23	.88	Agree
8	Helped to instil in me a sense of teaching professionalism.	3.74	.63	Agree
9	I emphasized the value of my teaching self-reflection	3.03	.87	Agree
10	The mentoring opportunity did not discuss classroom management techniques.	1.81	.83	Disagree
Overall responses on the Impact of mentor's roles on mentees		3.03	.18	Agree

Source: Field survey, 2020

Ten items were used to rate the impact of mentor's roles on mentees as follows: It helped me to develop a sense of teaching professionalism (M=3.48, SD=.57); I was motivated to think about my teaching (M=3.32, SD=.60); The curriculum was an important factor in my adaptation to the teaching profession (M=3.16, SD=.64); Furthermore, respondents agreed Helped to reduce my

loneliness feelings as a teacher, either recent or first ($M=3.13$, $SD=.62$); and It provided me with opportunities to explore the management of classrooms. ($M=3.00$, $SD=.68$).

On the contrary, they disagreed during my first year as a teacher I felt less alone or alone ($M=3.23$, $SD=.88$); emphasized the value of my teaching self-reflection ($M=3.03$, $SD=.87$); play an important role to help me transition to my teaching year ($M=2.87$, $SD=.92$). The mentoring opportunity did not discuss classroom management techniques ($M=1.81$, $SD=.83$); Helped to instil in me a sense of teaching professionalism ($M=3.74$, $SD=.63$).

From the analysis, we note a split decision; while five (5) items agreed the other five (5) disagreed. Statistically however, the responses agree that mentor's impact positively on them ($M=3.03$, $SD=.18$).

Research Question 4: How do mentors assess the mentoring strategies they use in the performance of their duties?

Mentoring involves a number of strategies. It is important to know how effective these strategies are. It is because of this reason that respondents were asked to assess the strategies mentors use in the performance of their duties. The results of the analysis are shown in Table 6.

Table 6: *Mentors assessment of the mentoring strategies they use in the performance of their duties*

SN	Mentoring Strategies	Mean	SD	Decision
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1	I allowed teacher-trainees to make mistakes	3.03	.72	Agree
2	I allowed the teacher-trainees to complete a whole classroom lesson	2.03	1.07	Disagree
3	I changed my positions in management to teach co-planned lesson components	3.30	.75	Agree
4	I have given teacher trainees a workspace in the classroom	3.40	.67	Agree
5	I assigned teacher-trainees to learning stations	2.53	1.25	Agree
6	I helped teachers align their work with the reality of courses learnt in the university classroom	3.43	.77	Agree
7	I only helped when the teacher trainees requested me	2.73	.58	Agree
8	I worked on designing lesson with the teacher-trainees	3.50	.51	Agree
9	For well-done tasks I complemented teacher trainees	3.53	.57	Agree
10	I worked together with the teachers to think about achievement and to propose areas for change	3.53	.63	Agree
11	I have seen teachers' skills in a live classroom	3.47	.57	Agree

12	I addressed the school curriculum with the teacher-trainees	3.50	.63	Agree
13	In several classes, I encouraged teacher trainees.	3.53	.57	Agree
14	I clarified why I'm doing things in a particular way	3.57	.63	Agree
15	I led teacher trainees to learn about content	3.57	.63	Agree
16	I invited teacher trainees to propose alternate teaching forms	3.50	.68	Agree
17	I made paraphrasing an important communication tool	3.40	.72	Agree
18	I have spent time relaxing and joking with the teachers	3.30	.84	Agree
19	I provided observation guiding questions	3.40	.67	Agree
20	I regarded giving feedback as a very important responsibility	3.46	.63	Agree
21	I regarded teacher-trainees as colleagues	3.50	.57	Agree
22	I took pictures of the teacher-trainees and students performing different activities	2.57	.86	Agree
23	I treated teacher-trainees as my equals in front of students	3.50	.57	Agree

24	I tried new teaching techniques suggested by the teacher-trainees	3.40	.62	Agree
25	I wrote notes of encouragement to teacher-trainees	3.40	.67	Agree
***Overall responses on impact of mentoring strategies on mentees		3.27	.183	Agree

Source: Field survey, 2020

The data presented in Table 6 shows that they strongly agree to the following: I clarified why I'm doing things in a particular way (M=3.57, SD=.63); I led teacher trainees to learn about content (M=3.57, SD=.63); For well-done tasks I complemented teacher trainees (M=3.53, SD=.57); and I worked together with the teachers to think about achievement and to propose areas for change (M=3.53, SD=.63). Furthermore, respondents agreed I invited teacher trainees to propose alternate teaching forms (M=3.57, SD=.57); I worked on designing lesson with the teacher-trainees (M=3.50, SD=.51); I discussed the school curriculum with the teacher-trainees (M=3.50, SD=.63); I invited teacher trainees to propose alternate teaching forms (M=3.50, SD=.68); and I treated teacher-trainees as my equals in front of students (M=3.50, SD=.57).

They also rated I have seen teachers' skills in a live classroom (M=3.47, SD=.57); I helped teachers align their work with the reality of courses learnt in the university classroom (M=3.43, SD=.77); I regarded giving feedback as a very important responsibility (M=3.46, SD=.63); and I changed my positions in management to teach co-planned lesson components (M=3.30, SD=.75). In a like

manner, respondents agreed I wrote notes of encouragement to teacher-trainees (M=3.40, SD=.67); I made paraphrasing an important communication tool (M=3.40, SD=.72); I provided observation guiding questions (M=3.40, SD=.67); I tried new teaching techniques suggested by the teacher-trainees (M=3.40, SD=.62); and I wrote notes of encouragement to teacher-trainees (M=3.40, SD=.67)

The results of the analysis presented in this Table 6 reveals that mentors assess their mentoring strategies mainly through clarifying why they are things in a particular way and leading teacher trainees to learn about content.

Research Question 5: What is the impact of the mentoring programme in partner schools on learner’s academic achievement?

Most often than not, studies on mentorship focus on mentors and the mentees. The impact of mentoring on the partner schools is most often relegated to the background. This study, therefore, requested respondents to provide information on the impact that they think the mentoring programme has had in the partner schools. The responses are reflected in Table 7.

Table 7 : *Impact of the mentoring program in partner schools*

SN	Impact of the mentoring program in partner schools	Mean	SD	Decision
1	The induction schedule and support materials are carefully formulated	3.40	.62	Agree

2	Careful pairing of mentors with new teachers	2.17	1.18	Disagree
3	The school people, mechanisms and processes to support mentees.	3.37	.76	Agree
4	The new instructor and the mentor are spent ample time meeting and working together	3.37	.76	Agree
5	Daily and schedule mentoring sessions are held by mentors and new teachers	3.33	.76	Agree
6	Mentor and new mentees share less time from person to person	3.43	.68	Agree
7	Mentor and new mentees have technical learning opportunities (co-planning)	3.40	.77	Agree
8	Teaching loads and class allocations of mentees are taken into account	3.23	.63	Agree
9	The mentor and the new mentees work closely together	3.43	.67	Agree
10	Both the mentor and the new mentee teach the same year or degree of subjects.	3.43	.63	Agree
11	Regular discussions between mentor and mentee aimed at self-efficacy of the mentee.	3.33	.61	Agree

12	Provision of both mentee and mentor direct and active assistance.	3.33	.66	Agree
13	Mentors have links inside and outside the school to a network of support arrangements.	3.30	.75	Agree
14	A collegial approach human resource to teaching and learning.	3.33	.71	Agree
15	Technical preparation for mentees in the curriculum is strongly emphasized	3.40	.72	Agree
16	Mentors are highly regarded and respected for their work	3.40	.77	Agree
17	Mentoring is a priority to achieve better learning for students	3.40	.72	Agree
18	An induction or professional learning leader supports, facilitates the mentoring process.	3.47	.68	Agree
19	Mean of Means	3.37	.35	Agree

Source: Field survey, 2020

Eighteen (18) items were formulated to reflect the impact of mentoring program on schools. The responses in respect of the items show that: An induction or professional learning leader supports mentors and mentoring (M=3.47, SD=.68); Mentor and new mentees share less time from person to person (M=3.43, SD=.67);

Mentor and new teacher are teaching the same year or subject level (M=3.43, SD=.63); The induction schedule and support materials are carefully formulated (M=3.40, SD=.62); In the same vein, they agreed Mentor and new teacher have opportunities to engage in professional learning (M=3.40, SD=.77); There is a strong focus on professional learning throughout the school (M=3.40, SD=.72); Mentors are highly regarded and respected for their work (M=3.40, SD=.77); Mentoring is a priority to achieve better learning for students (M=3.40, SD=.72)

They further rated The school, people, mechanisms and processes to support new teachers, (M=3.37, SD=.76); Mentor and new teacher have sufficient time allocated to meet and work together (M=3.37, SD=.76); Mentor and new teacher have regular and timetabled mentoring meetings (M=3.33, SD=.76); Regular discussions aimed at self-efficacy of the new teacher (M=3.33, SD=.61); Provision of active, direct support for both new teacher and mentor (M=3.33, SD=.66); and A collegial approach to teaching and learning (M=3.33, SD=.71).

On the other hand, respondents disagreed that Careful pairing of mentors with new teachers (M=2.17, SD=1.18). On the whole however, the respondents agreed that mentoring program has positive impact in partner schools (M=2.87, SD=.35).

Testing of Hypotheses

To test the statistical difference, relationship and association between and among the study variables, the researcher used three statistical tools i.e. One-way ANOVA, Pearson product-moment correlation and t-test of Independence. Hypotheses one and two were tested with one-way ANOVA while hypotheses 3 and

5 were tested using Pearson product-moment correlation. Hypotheses 4 was tested using t-test of Independence. The analysis presented in Tables 7-11 show the summary of the results of the analysis of the data collected in respect of the hypotheses.

Hypothesis One

There is no statistically significant difference among mentees who practiced at Pre-school, Primary and JHS in terms of perception of quality of support provided by their mentors

In order to test this hypothesis, the mean, standard deviation and standard error of the mean perceived scores obtained by the respondents in the three levels of education were first computed. After that univariate analysis of variance (General Linear Model) was executed to analyse the difference among the 3 cohorts in terms of how they perceive their perception of quality of support provided by their mentors. The General Linear Model was used because both balanced and unbalanced models can be tested using this tool.

Analysis of variance (GLM) was used to test whether there is a statistically significant difference among mentees who practiced at Pre-school, Primary and JHS in terms of perception of quality of support provided by their mentors. The result of this test is presented in Table 8.

Table 8: *One-Way (GLM) for significant difference among Mentees who practiced at Pre-school, Primary and JHS in terms of perception of quality of support provided by their mentors*

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between Groups	.365	2	.183	.699	.505
Within Groups	7.312	28	.261		
Total	7.677	30			

Source: Field survey, 2020

The analysis presented in Table 7 shows that the F value is .699 while the significant value is .505. This result is not statistically significant ($F(2, 28) = .699, p = .505$). This means that the mean scores of perceptions of quality of support provided by mentors to mentees who taught at Pre-school, Primary and JHS. Therefore, it is concluded that there is no statistically significant difference among Pre-school, Primary and JHS mentees in terms of perception of quality of support provided by their mentors. Hence, we fail to neglect the null hypothesis.

Hypothesis Two

There is no statistically significant difference among mentees who practiced at Pre-school, Primary and JHS in terms of perception of mentor's roles on mentees.

Table 9: *One-Way (GLM) for significant difference among Mentees who practiced at Pre-school, Primary and JHS in terms of Impact of Mentor roles on mentees*

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between Groups	.027	2	.013	.395	.677
Within Groups	.941	28	.034		
Total	.968	30			

****Significant at the 0.05 level**

Source: Field survey, 2020

The data analysed in Table 8 reveals that the F value is .699 while the significant value is .505. This result is not statistically significant ($F(2, 28) = .395, p = .677$). These figures mean that the mean scores of perceptions of mentor's roles on mentees who taught at Pre-school, Primary and JHS are essential than others. Therefore, it is concluded that there is no statistically significant difference in terms of perception of mentor's roles to mentees among teachers Pre-school, Primary and JHS. Hence, we fail to neglect the null hypothesis.

Hypothesis Three

There is no statistically significant relationship between mentee's perception of quality of support provided by mentors and impact of perceived mentor roles on mentees.

To test this hypothesis, the grand total of perception raw scores of qualities of Support was correlated with the Impact of Mentor roles on Mentees. The result is reflected in Table 9.

Table 10: *Correlation analysis for Significant Relationship between quality of Support and Impact of Mentor roles on Mentees*

		Quality of Support	Impact of roles on mentees
Quality of Support	Pearson Correlation	1	-.166
	Sig (2-tailed)		.373
	N	31	31
Impact of roles on mentees	Pearson Correlation	-.166	1
	Sig (2-tailed)	.373	
	N	31	31

****Correlation is significant at the 0.01 level (2-tailed)**

Source: Field survey, 2020

The Pearson Product Moment Correlation analysis in Table 10 showed that the calculated value of - .166 was statistically significant at $p < .05$ two-tailed testing. The results showed a negative correlation between mentor’s quality of

support and Impact of Mentor roles on Mentees. The results showed $\{r (.371) = -.166, < .05$. This means that the third hypothesis is supported by the results of the analysis.

Hypothesis Four:

There is no gender base significant difference in mentees perception of the quality of support and impact of the role of mentors on mentees.

To test hypothesis 4, a t-test of independence was used in analysing the responses. The result is reflected in Table 10.

Table 11: *Gender base perception of the quality of support and impact of the role of mentors on mentees*

Scales		N	Mean	SD	F	Sig
Quality of Support	Male	23	3.43	29	1.30	.722
	Female	8	3.50			
Impact of Mentoring Role	Male	23	3.04	29	1.493	.232
	Female	8	3.00			

Source: Field survey, 2020

The t-test analysis shown in Table 11 revealed that the difference in the statement tested under perception of quality of support between male and female was not statistically significant. $t (3.43) = .130, p < .722$. In the same vein, in the

area of Impact of Mentoring Role between male and female there was no statistically significant difference $t(3.04) = .1.493, p < .232$. The study therefore established that there is no statistically significant difference in mentees perception of the quality of support and impact of the role of mentors on mentees between male and female respondents. Hence, we fail to neglect the null hypothesis.

Hypothesis Five

There is no statistically significant relationship between mentor’s perception of their role and its impact on the learner’s academic achievement in partner schools.

To test this hypothesis, the grand total of raw scores of Impacts of mentoring in Partner schools, Perception of Quality of Preparation, and Impact of mentoring strategies on mentees were correlated. The result is reflected in Table 12.

Table 12: *Correlation analysis for Significant Relationship between mentor’s perception of their role and its impact on the partner schools*

		Impact of mentoring in Partner schools	Perception of Quality of Preparation	Impact of mentoring strategies on mentees
Impact of mentoring in Partner schools	Pearson Correlation	1	-.041	.379*.
	Sig (2-tailed)		.830	.039
	N	30	30	30

Perception of Quality of Preparation	Pearson Correlation	-.041	1	.269
	Sig (2-tailed)	.830		.151
	N	30	30	30
Impact of mentoring strategies on mentees	Pearson Correlation	.379*	.269	1
	Sig (2-tailed)	.039	.151	
	N	30	30	30

Source: Field survey, 2020

The result of the analysis showed that the calculated value of .379 was statistically significant at $p < .05$ two-tailed testing. This means that there is a statistically significant relationship between Impact of mentoring in Partner schools and Impact of mentoring strategies on mentees ($r = .379$, $df = 28$, $p < .001$).

Discussions

The findings of the study revealed that the mentees agreed that they received quality of support from their mentors. This finding agrees with the study of Otaala (2018) who analysed expectations of the quality of support provided to primary teacher trainees' in Uganda. Respondents in the study reported that they regard the assistance they obtained from the mentors as appropriate, important, and beneficial. They noted that it allowed them to gain understanding, perceptions, pedagogical abilities, and self-esteem. On his part Coffman (2009) carried out a study and pointed out that the quality of the mentoring interactions in a school-based

mentoring programme must remain the major focus in mentoring. Dupuis (2012) also conducted research, the results of which were improved by analysing the quality of the mentoring relationship on a regular basis. A systematic or thorough process to accomplish activities during mentoring sessions, together with devices for recording progress and data pertaining to sessions, would be useful to mentors. Nonetheless, some of them expressed disappointment with the level of help they were offered. They cited mentors' inability to entrust them with some crucial aspects of teaching. They also mentioned mentors' inability to assist them in the discharge of their duties.

This study also revealed that the mentors perceived the quality of preparation given them to perform their roles as being very high. This finding complements a survey conducted by Vumilia (2016) which revealed that mentor continuing activities benefited all persons participating in Block Teaching Practice (BTP). The research found that mentors' lesson planning and collective teaching styles benefited teacher trainees, as well as providing social support. Vurnilia reported that mentoring improved the trust, self-control, lesson planning, and classroom presentations of teacher candidates. According to Blue (2004) and Rhodes and Dubois (2008), mentors need constant education throughout the mentoring process in order to assure the programme's effectiveness which also goes to confirm that there is the need to address the issue of quality in the preparation of mentors.

Another finding of this study is that the impact that mentors had made on mentees was strong. They agreed that the mentoring strategies used for them had

great impact on them as mentees. This finding confirms the study conducted by Ingersoll, R. and Strong, M. (2011) titled "The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research." The research revealed that beginning teacher help and support have a favourable effect on three sets of consequences: teacher engagement and retaining, classroom teaching activities, and student achievement. The majority of research on engagement and retaining found that new teachers who engaged in any kind of induction had greater job satisfaction, loyalty, or retaining in the mentoring relationship.

In this study, the respondents also agreed that the mentoring programme had positive impact in partner schools in terms of learner's achievement. This finding is similar to the research carried out by Cantu (2013), the results which are aligned to other study findings relating to mentorship programmes and improved academic outcomes, notably those involving report card scores or GPAs. According to the findings of King et al. (2002) and Karcher (2008), mentoring programmes had a substantial and positive impact on report card grades. Slicker and Palmer (1993), on the other hand, evaluated the efficacy of a school-based mentoring programme in a large, suburban Texas school district. They assessed 86 "at-risk" tenth-grade children, with the first 101 findings revealing no changes in student achievement between the treatment and control groups. The results, however, showed variances in the quality of mentorship following post-hoc tests.

These findings are comparable to those of previous studies by King et al. (2002), Karcher (2008), and Thompson and Kelly-Vance (2001). Furthermore, when studying the Big Brothers Big Sisters program, Jekielek et al. (2002)

discovered minor improvement in the participants' grade point averages over time. Similarly, Bergin and Bergin (2009), Blue (2004), and Herrera, Grossman, Kauh, and McMaken (2011) argued that when kids have a favourable adult interaction inside the school setting, their grades increase (Cantu, 2013).

The results of this study also established that there is no statistically significant difference among teacher-trainees who practiced at Pre-school, Primary and JHS levels in terms of their perception of quality of support and mentor's roles on mentees. This finding collaborates with the work of Hopkins and Spillane (2014), who identified that mentees turning to colleagues in the same grade who have experience with teaching the prescribed curricula is important for beginning teachers. To put it another way, instructors who felt connected to their mentor and were at the same grade level had a better experience and felt more supported. First-year teachers who are well supported by colleagues and the government tend to become more confident and teachers, while those with insufficient assistance are less confident (Bangs & Frost, 2012).

The finding collaborates a study conducted by Asuo-Baffour, Daayeng, and Opoku-Agyemang (2019) which discovered that mentees who participate in the mentorship programme face a variety of obstacles, including instructor personalities, certain instructors, and community-related issues. Notwithstanding, the lack of preparedness of certain teachers to work cooperatively with mentees and non-attendance of mentors were the significant difficulties standing up to mentees in their mentorship programme.

The results of this study also showed a negative correlation between mentor's quality of support and impact of Mentor roles on Mentees. Ambrosetti and Dekkers (2010) asserted that mentoring teachers do not recognize the complexities of mentorship, the roles of mentors or the way mentoring operates in the context of pre-service educators. This assertion adds to the findings of the current study. On their part, Hudson, (2010) and Walkington, (2005b) said mentor teachers have no faith in how to provide valuable opportunities for pre-service teachers if mentoring is not established and a mentoring process is not given.

Finally, the study also revealed that there is a statistically significant relationship between impact of mentoring in Partner schools and impact of mentoring strategies on mentees. Partner schools as organisations benefit a lot from the mentoring programme. Murray and Owen (1991) described many organizational advantages of structured mentoring programmes. They identified increased competitiveness, enhanced recruiting efforts, senior executive motivation, expansion of the organization's programs, and strategic and succession preparation as some of the benefits. This finding confirms the position of the current study.

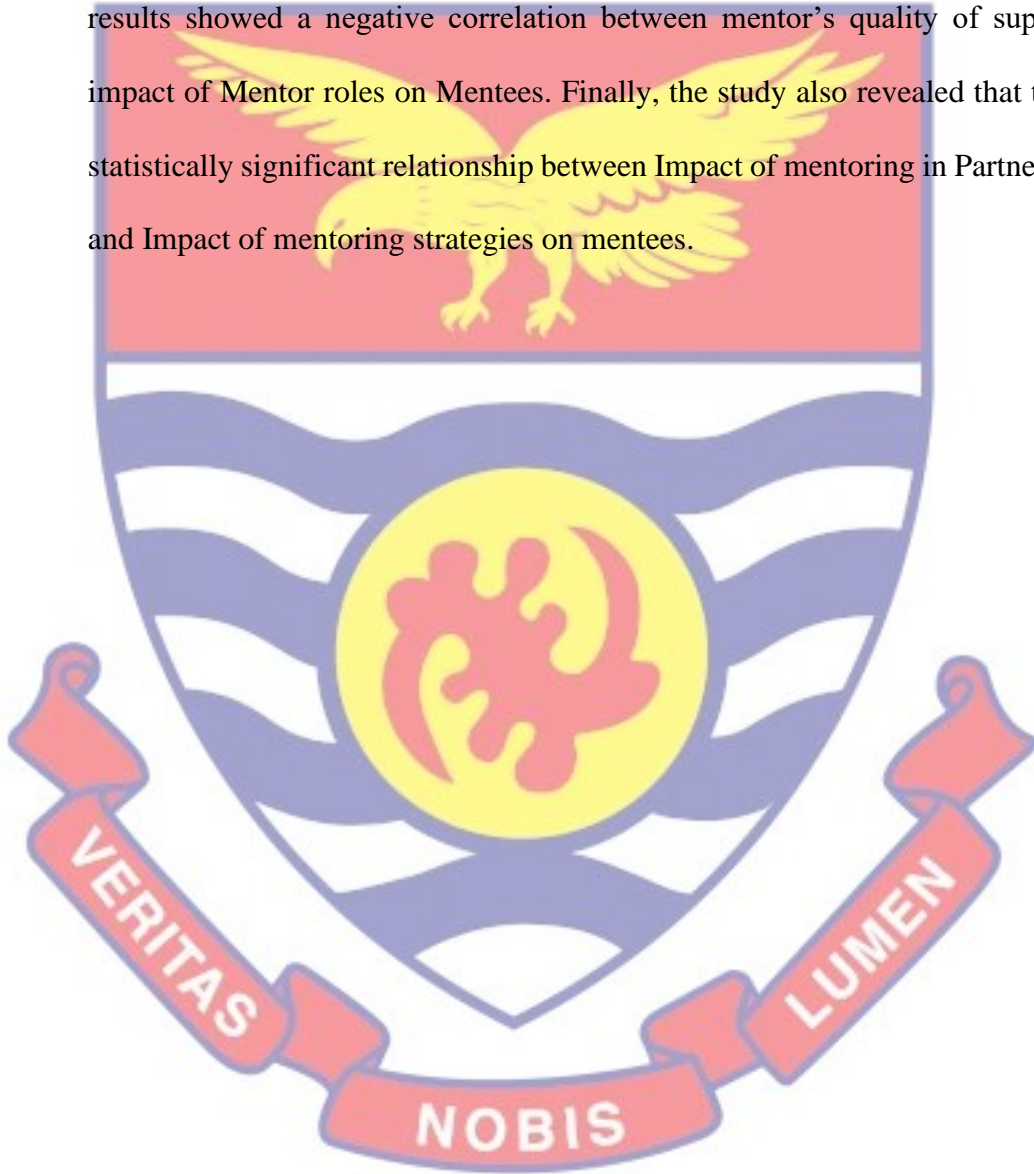
The findings of existing research on the effects of mentorship on discipline and behaviour of the student are supported by this study. White-Hood (1993), Tierney et al. (2000), and Jekielek et al. (2002) observed positive improvements in student behaviour for those who took part in a mentorship programme, recognizing that youth who took part in mentorship programme encountered fewer incidents of physical aggression against others as well as lower alcohol and drug use. King et al.

(2002) has also found that effective school-based mentorship programmes are linked to improved school conduct. In a multitude of ways, the statistical significance observed in this research for the discipline variable was positive. First of all, it was a primary focus for all the mentors participating in both junior high schools to create and maintain strong interactions with their mentor's year round. This focus, I believe, has served to fuel the ongoing efforts of mentors striving to encourage and assist students in making the appropriate decisions regarding their behaviour. Secondly, a vast majority of the students have felt connected to their mentor. They would not, therefore, act in such a way that their mentor would be disappointed. Finally, I feel that this considerable influence provides favourable confirmation for future mentorship programmes, which, if well structured, should have favourable results in terms of the shown behaviours of the students engaged.

Chapter Summary

In summary, this chapter provided answers to five research questions and tested five hypotheses formulated for the study. The findings of the study revealed that the mentees agreed that they received quality of support from their mentors while the mentors perceived as high the quality of preparation given them to perform their roles. The study noted that the impact that mentors had made on mentees was strong. They agreed that the mentoring strategies used for them had great impact on them as mentees. The respondents also agreed that the mentoring program had positive impact in partner schools in terms of learner's achievement.

The study established that there is no statistically significant difference among teachers-trainees who practiced at Pre-school, Primary and JHS levels in terms of their perception of quality of support and mentor's roles on mentees. The results showed a negative correlation between mentor's quality of support and impact of Mentor roles on Mentees. Finally, the study also revealed that there is a statistically significant relationship between Impact of mentoring in Partner schools and Impact of mentoring strategies on mentees.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter focuses on the summary of the entire study key finding and recommendations are discussed and suggestions for further research study are made.

Summary

This study was conducted to find out the mentors' perception of their roles and its impact in mentees' professional preparation in partner schools of Akatsi South District. Three Basic Schools were conveniently selected out of the sixteen partner schools based on availability and willingness of the participants to participate in the study. Thirty (30) mentors and thirty (30) mentees were randomly drawn from three basic schools to form the sample. The study sought answers to the following research questions;

1. How do mentees perceive the quality of support provided by their mentors?
2. How do mentors perceive the quality of preparation given them on the performance of their roles?
3. What is the impact of mentor's role on mentees?
4. How do mentors access the mentoring strategies they use in the performance of their duties?
5. What is the impact of the mentoring program in partner schools?

Hypotheses

1. There is no statistically significant difference among mentees who practiced at Pre-school, Primary and JHS in terms of perception of quality of support provided by their mentors.
2. There is no statistically significant difference among mentees who practiced at Pre-school, Primary and JHS in terms of perception of mentor's roles on mentees.
3. There is no statistically significant relationship between mentee's perception of quality of support provided by mentors and impact of perceived mentor roles on mentees.
4. There is no gender base significant difference in mentees perception of the quality of support and impact of the role of mentors on mentees.
5. There is no statistically significant relationship between mentor's perception of their role and its impact on the learners' academic achievement in partner schools.

The statistical tools used for the data analysis were SPSS Version 22, General Linear Model (GLM), Pearson Product Moment Correlation Coefficient and T-test of independence test. The analysis involved summarizing the data in the form of descriptive statistics to answer the research questions while various inferential statistics were used to test the various hypothesis investigated. The first and second hypotheses were tested using General Linear Model (GLM). The third and fifth hypotheses were tested using Pearson Product Moment Correlation Coefficient while hypotheses four was subjected to of Independent t-test.

The analysis of the data gave the following key findings;

The mentees agreed that they received quality of support from their mentors while the mentors perceived as high the quality of preparation given them to perform their roles.

Furthermore, the respondents agreed that the mentoring strategies had great impact on the mentees.

Finally, the result of the analysis indicates that, there is positive impact of mentoring programmes in partner's schools.

Conclusions

The results of this study show that mentoring training made a difference in both awareness of mentoring and knowledge of the mentoring methods used. Despite the fact that this study did not quantify or assess the before and after results, it is clear that the mentor teachers in this study gained basic information about the nature of mentoring and the mentoring process. Because internships are an important part of preparing for teacher training, classroom teachers are often asked to mentor the next generation of educators. According to the results, teacher preparation that focuses on mentoring, mentoring positions and mentoring methods can include expertise and information about mentoring and help to ensure a high-quality environment for prospective teachers during their professional practice.

Lastly, it should be remembered that there is no one blueprint for success in mentorship. Mentorship has many facets and is reliant on the individuals involved; however, knowing the essence of mentoring, the method of mentoring, and the

various elements that make up mentoring can offer an informed approach that will allow all participants in mentoring to achieve their objectives.

Based on the results of this research, these conclusions were obtained.

1. Mentees received quality support from their mentors.
2. Mentors were also given quality mentoring training to prepare them for their role.
3. The mentoring strategies used in mentoring mentees yielded great impact on the mentees professional preparation.
4. The mentoring program also had a significant impact in the partner schools.

Recommendations

Based on the results from the study, the following recommendations have been made for educational practices.

In order to easily track the impact of mentoring and assessment, Guidance and mentoring programmes in schools must be institutionalized by policymakers, including teacher training schools and other stakeholders. Tutoring guidelines for teacher mentors need to be created. In particular, for beginners, the Ministry of Education and Sport recognizes the value of tutoring (Ministry of Education & Sports, 2009). Schools should identify a way to reward mentors for their extra work in serving as mentor for teachers. At school level, this might be achieved. Mentoring is currently carried out willingly.

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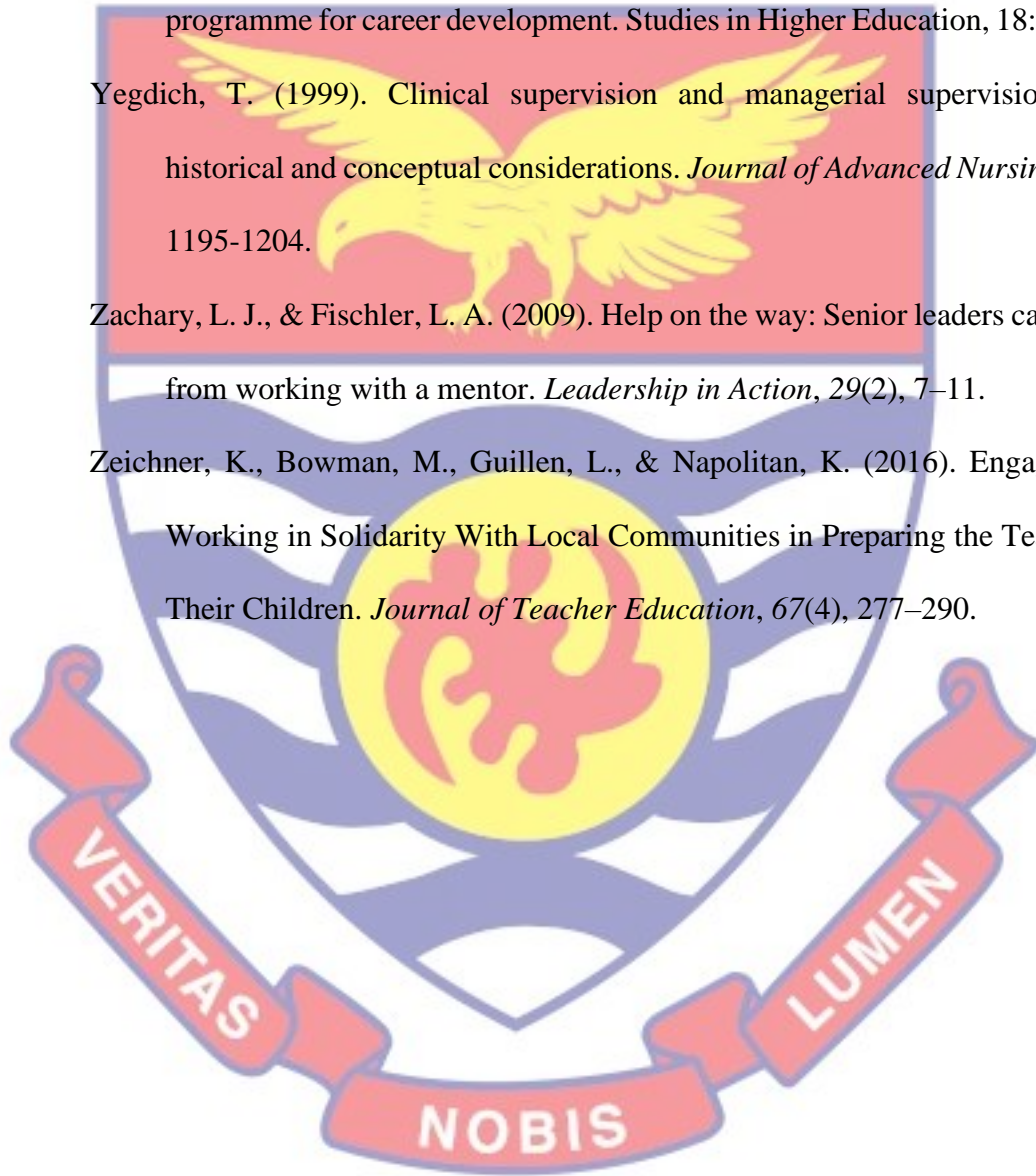
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APPENDIX I

QUESTIONNAIRE FOR MENTORS ON THE TEACHER TRAINEE PROGRAM

Mentoring as a tool for training teachers has been used in many countries. However, it comes with a lot of challenges. The purpose of this questionnaire is to obtain information that would be used to improve the effectiveness of mentoring of initial teacher trainees in Colleges of Education in Ghana. Please reflect back on the experience you had as a mentor *when you participated* in the beginning teacher mentoring program in this school. Please tick (✓) the space that corresponds to your answer.

SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender:

Male

Female

2. Please indicate your age *during your most recent participation* in the mentoring program:

Below 30 years

31-40 years

41-50 years

51-60 years

Above 60 years

3. Please indicate the level you taught *during your most recent participation* in the mentoring program:

___ Early Childhood (Pre-School)

___ Primary School

___ Junior High School

4. Please indicate your type of teacher preparation:

___ Cert “A” 4 year Post –Middle Teacher Preparation program,

___ Cert “A” 3 year Post – Secondary Teacher Preparation program

___ Diploma

___ Degree

___ Other Please Explain: _____

5. Please indicate the number of years you have taught:

___ 3-7 years

___ 8-12 years

___ 13-17 years

___ 18-22 years

___ 23+ years

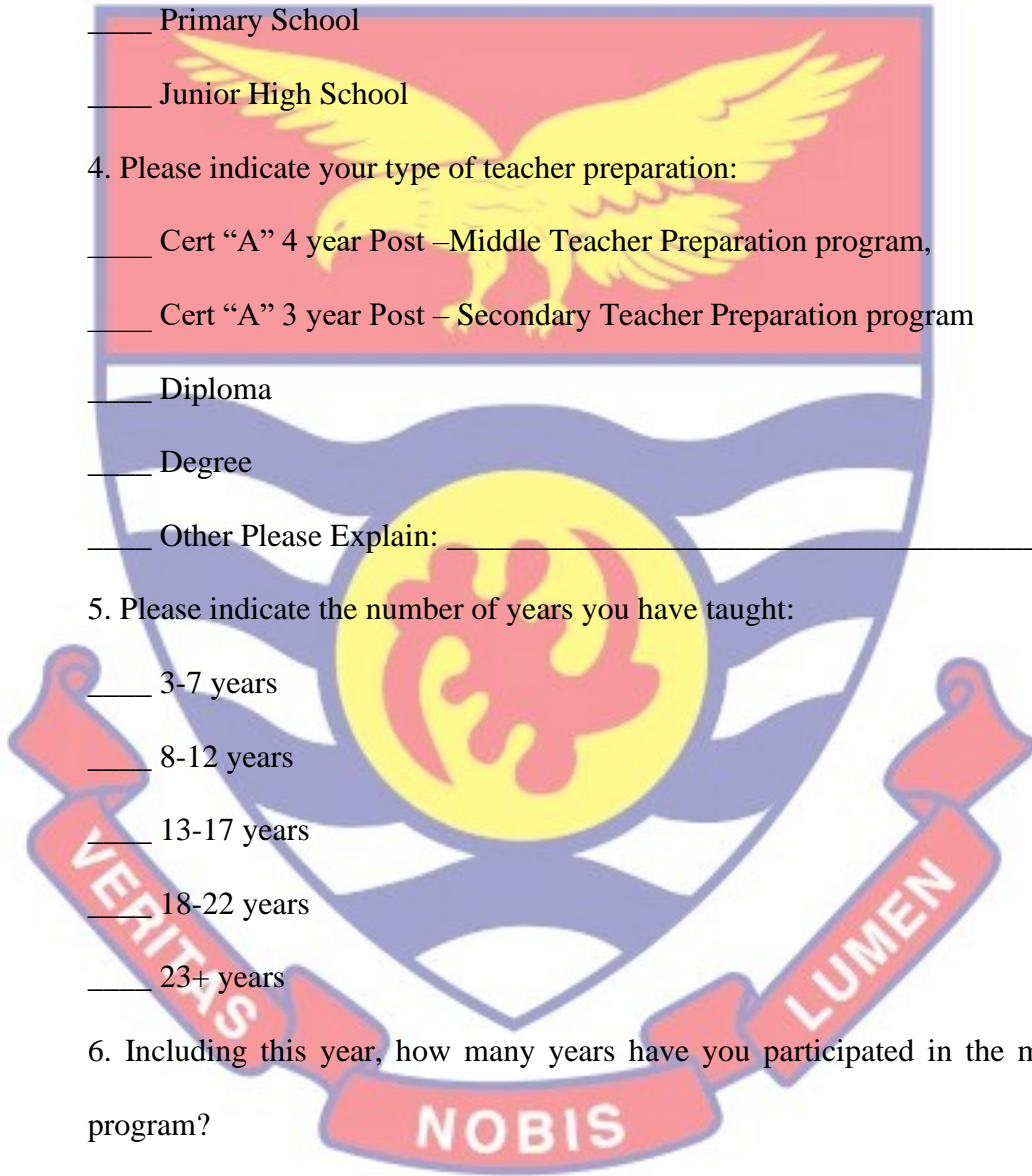
6. Including this year, how many years have you participated in the mentoring program?

___ 1 year

___ 2 years

___ 3 years

___ 4 years



_____ 5 years

_____ Above 5 years

SECTION B: PERCEPTION OF THE QUALITY OF PREPARATION FOR THE ROLE OF A MENTOR

Please respond to the following statements to show your perception of the effect of mentoring on the professional development of teacher trainees.

Examine the following statements on a scale of 1 to 4 where

1 = strongly disagree

2 = disagree

3 = agree

4 = strongly agree

SN	Statement	SD [1]	D [2]	A [3]	SA [4]
1	I have a substantial preparation to be a mentor.	1	2	3	4
2	I need training to manage mentoring in Teacher trainees	1	2	3	4
3	In decision making, I'm more interested as a mentor.	1	2	3	4
4	Mentoring allows me to think about what I do	1	2	3	4

5	I use new ideas shared by workers, I adapt new teaching methods.	1	2	3	4
6	I cannot distinguish any prospects for professional growth	1	2	3	4
7	The work of the intern is enhanced in my teaching repertoire.	1	2	3	4
8	I'm spending more time planning lessons.	1	2	3	4
9	I'm working in a more organized school environment	1	2	3	4
10	I Propose adjustments to mentoring roles to fit schedules	1	2	3	4
11	I am more educated about current education studies.	1	2	3	4
12	I am practicing in field of translation theory into practice	1	2	3	4

SECTION C: IMPACT OF MENTORING STRATEGIES ON MENTEES

SN	Statement	SD	D	A	SA
		[1]	[2]	[3]	[4]

13	I allowed teacher-trainees to make mistakes	1	2	3	4
14	I allowed the teacher-trainees to complete a whole classroom lesson	1	2	3	4
15	I changed my positions in management to teach co-planned lesson components	1	2	3	4
16	I have given teacher trainees a workspace in the classroom	1	2	3	4
17	I assigned teacher-trainees to learning stations	1	2	3	4
18	I helped teachers align their work with the reality of courses learnt in the university classroom	1	2	3	4
19	I only helped when the teacher trainees requested me	1	2	3	4
20	I worked on designing lesson with the teacher-trainees	1	2	3	4
21	For well-done tasks I complemented teacher trainees	1	2	3	4

22	I worked together with the teachers to think about achievement and to propose areas for change	1	2	3	4
23	I have seen teachers' skills in a live classroom	1	2	3	4
24	I addressed the school curriculum with the teacher-trainees	1	2	3	4
25	In several classes, I encouraged teacher trainees.	1	2	3	4
26	I clarified why I'm doing things in a particular way	1	2	3	4
27	I led teacher trainees to learn about content	1	2	3	4
28	I invited teacher trainees to propose alternate teaching forms	1	2	3	4
29	I made paraphrasing an important communication tool	1	2	3	4
30	I have spent time relaxing and joking with the teachers	1	2	3	4
31	I provided observation guiding questions	1	2	3	4

32	I regarded giving feedback as a very important responsibility	1	2	3	4
33	I regarded teacher-trainees as colleagues	1	2	3	4
34	I took pictures of the teacher-trainees and students performing different activities	1	2	3	4
35	I treated teacher-trainees as my equals in front of students	1	2	3	4
36	I tried new teaching techniques suggested by the teacher-trainees	1	2	3	4
37	I wrote notes of encouragement to teacher-trainees	1	2	3	4

SECTION D: IMPACT OF MENTORING IN PARTNER SCHOOLS

SN	Statement	SD [1]	D [2]	A [3]	SA [4]
38	The induction schedule and support materials are carefully formulated	1	2	3	4
39	Careful pairing of mentors with new teachers	1	2	3	4

40	The school people, mechanisms and processes to support mentees.	1	2	3	4
41	The new instructor and the mentor are spent ample time meeting and working together	1	2	3	4
42	Daily and schedule mentoring sessions are held by mentors and new teachers	1	2	3	4
43	Mentor and new mentees share less time from person to person	1	2	3	4
44	Mentor and new mentees have technical learning opportunities (co-planning)	1	2	3	4
45	Teaching loads and class allocations of mentees are taken into account	1	2	3	4
46	The mentor and the new mentees work closely together	1	2	3	4
47	Both the mentor and the new mentee teach the same year or degree of subjects.	1	2	3	4
48	Regular discussions between mentor and mentee aimed at self-efficacy of the mentee.	1	2	3	4

49	Provision of both mentee and mentor direct and active assistance.	1	2	3	4
50	Mentors have links inside and outside the school to a network of support arrangements.	1	2	3	4
51	A collegial approach human resource to teaching and learning.	1	2	3	4
52	Technical preparation for mentees in the curriculum is strongly emphasized	1	2	3	4
53	Mentors are highly regarded and respected for their work	1	2	3	4
54	Mentoring is a priority to achieve better learning for students	1	2	3	4
55	An induction or professional learning leader supports, facilitates the mentoring process.	1	2	3	4

APPENDIX II

QUESTIONNAIRE FOR TEACHER TRAINEES ON THE MENTORING PROGRAM

Mentoring as a tool for training teachers has been used in many countries. However, it comes with a lot of challenges. The purpose of this questionnaire is to obtain information that would be used to improve the effectiveness of mentoring of teacher trainees in Colleges of Education in Ghana. Please reflect back on the experience you had as a teacher trainee (mentee) when you participated in the beginning teacher mentoring program in this school. Please tick (✓) the space that corresponds to your answer.

SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender:

Male

Female

2. Please indicate your age during your participation in the mentoring program:

Below 20years

21-30 years

31-40 years

Above 40 years

3. Please indicate the level you teaching during your participation in the mentoring program:

Early Childhood (Pre-School)

____ Primary School

____ Junior High School

4. Which class/form are you teaching?

5. Please indicate your type of teacher preparation:

____ 3 year Diploma In Basic Education

____ 4 year Bachelor of Education

____ Other Please Explain: _____

6. Name the school where you teach _____

SECTION B: TEACHER TRAINEE’S PERCEPTIONS OF THE QUALITY OF SUPPORT PROVIDED BY MENTORS

To what extent do you agree or disagree with each of the following statements about the mentoring program? Please tick (✓) the space that corresponds to your answer.

Examine the following statements on a scale of 1 to 4 where:

1 = strongly disagree

2 = disagree

3 = agree

4 = strongly agree

SN	Quality of Support provided by Mentors	SD	D	A	SA
		[1]	[2]	[3]	[4]

1	Mentees are introduced to administrators, and other school employees.	1	2	3	4
2	Mentees are toured to watch the physical establishment of the school	1	2	3	4
3	Mentees are given Guides, handbooks, educational instruments and standard books for teachers	1	2	3	4
4	Mentees are given a place to store personal properties and materials	1	2	3	4
5	Mentees are presented by teachers to school children.	1	2	3	4
6	Mentees Share information about learners' interests and abilities.	1	2	3	4
7	School regulations, practices, and policies are explained to mentees.	1	2	3	4
8	Mentors help to demonstrate with different methods or techniques of teaching.	1	2	3	4
9	Mentors share ideas, discoveries and innovations in education	1	2	3	4

10	Mentors share Information about techniques that work best in classroom management	1	2	3	4
11	Mentees establish close rapport with students	1	2	3	4
12	Mentees are taught how to prepare lesson plans, job plans and other papers.	1	2	3	4
13	Mentors observe mentees lessons	1	2	3	4
14	Mentors completely allow their classes to be handled by mentees	1	2	3	4
15	Mentees are involved in planning teaching time tables.	1	2	3	4
16	Mentees participate in co-curricular activities.	1	2	3	4
17	Mentees help in guiding and encouraging students in their fields of study	1	2	3	4
18	Mentees organize exams and other assessment types.	1	2	3	4
19	Mentees help in maintaining discipline outside the classroom.	1	2	3	4
20	Mentees actively participate in staff meetings	1	2	3	4

SECTION C: IMPACT OF PERCEIVED MENTOR ROLES ON MENTEES

SN	Impact Statement	SD [1]	D [2]	A [3]	SA [4]
21	The curriculum was an important factor in my adaptation to the teaching profession	1	2	3	4
22	Helped to reduce my loneliness feelings as a teacher, either recent or first.	1	2	3	4
23	It helped me to develop a sense of teaching professionalism.	1	2	3	4
24	I was motivated to think about my teaching.	1	2	3	4
25	It provided me with opportunities to explore the management of classrooms.	1	2	3	4
26	I play an important role to help me transition to my teaching year	1	2	3	4
27	During my first year as a teacher I felt less alone or alone	1	2	3	4
28	Helped to instil in me a sense of teaching professionalism.	1	2	3	4
29	I emphasized the value of my teaching self-reflection	1	2	3	4

30	The mentoring opportunity did not discuss classroom management techniques.	1	2	3	4
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SECTION D: IMPACT OF MENTORING IN PARTNER SCHOOLS

SN	Statement	SD [1]	D [2]	A [3]	SA [4]
31	The induction schedule and support materials are carefully formulated	1	2	3	4
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33	The school people, mechanisms and processes to support mentees.	1	2	3	4
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35	Daily and schedule mentoring sessions are held by mentors and new teachers	1	2	3	4
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45	Technical preparation for mentees in the curriculum is strongly emphasized	1	2	3	4
46	Mentors are highly regarded and respected for their work	1	2	3	4

47	Mentoring is a priority to achieve better learning for students	1	2	3	4
48	An induction or professional learning leader supports, facilitates the mentoring process.	1	2	3	4

