

UNIVERSITY OF CAPE COAST

SELF-EFFICACY AND ATTITUDE OF MENTORS TOWARDS
MENTEES ON THE OUT-SEGMENT INTERNSHIP OF TEACHER
EDUCATION IN THE SAGNARIGU MUNICIPALITY

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BY

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DECLARATION

Candidate's Declaration

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

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

Name:

Supervisors' Declaration

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

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

Name:

Co-Supervisor's Signature..... Date.....

Name:

ABSTRACT

The study assessed the self-efficacy and attitude of mentors towards mentees on the Out-segment internship of teacher education in the Sagnarigu Municipality. Descriptive survey design was used for the study. The census method was used to engage 433 participants; 205 mentors and 228 mentees. Mentor Efficacy Scale (MES) developed by Riggs (2000) was adopted whiles Mentor Attitude Scale (MAS) developed by Hudson (2004) was adapted for the study. The reliability indexes for the instruments were 0.87 and 0.73, respectively. The statistical tools used for the analysis were frequency distributions, means, standard deviations, independent samples t-test and a one-way analysis of variance (ANOVA). The results revealed that both male and female mentors in the Sagnarigu Municipality had high levels of self-efficacy as most of them scored above the average mean score of 2.5. Again the mentors exhibited positive attitudes towards mentees on the out-segment internship. The results also showed that mentors would stay in classrooms with mentees if classrooms conditions were made conducive. Lack of accommodation for mentees, inadequate teaching and learning materials and heavy workload were some challenges identified by the mentees on the out-segment internship. It is recommended that the Ghana Education Service and the colleges of education should intensify their periodic monitoring of mentors and mentees to further enhance the successful implementation of the out-segment internship.

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DEDICATION

To my late father Alhaj Hussein Jibreel

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CHAPTER ONE

INTRODUCTION

Background to the Study

Teaching is one of many professions whose mission is to effect desirable changes in human learning abilities and behaviour. Its central activities are carried out in academic institutions such as schools, colleges and universities. Members of the profession undergo both academic and professional training to acquire the skills and competencies entailed in the profession. Teaching, like many other professions such as medicine, banking and law, has stakeholders and clients to serve.

From the perspective of clients and that of society at large, competent performance becomes a key issue when people pay for a service and put their hopes and often their fate in the hands of practitioners. In internship schools, student-teachers and mentees can hardly be expected to be indifferent to the quality of services provided by teachers and mentors. It is this feeling that has brought about the concept of accountability in the school mentorship programme. Accountability in mentorship refers to the idea of holding mentors responsible for mentees' achievements. Mentor self-efficacy and attitude towards mentees are key factors responsible for effective and successful mentorship.

Tschannen-Moran and Hoy (2001) defined self-efficacy as judgment of capabilities to bring about desired outcomes. Mentors' self-efficacy helps them to engage mentees in tasks that are perceived difficult to perform. Goddard,

Hoy and Hoy (2000) noted that teacher and mentor efficacy is the confidence in their abilities to bring about the desired achievement in students and mentees. Mentors' beliefs affect their expectations and ability to go beyond the status quo. The ability of mentors to successfully train mentees also demands that they develop and maintain positive attitudes towards mentees. The right attitude of mentors would help shape and model the attitude of mentees and other people in the school's settings.

Education, all over the world, is the key to social and economic transformation because it brings about social progress and economic development. It is in recognition of the key role education plays in national development that the World Bank and other international monetary agencies continue to support educational expansion and improvement.

Education is subject to change; therefore, practitioners should be innovators to adapt to the changing needs of the society and learners in time and in place (Abudu, 2003). In order to achieve this laudable goal, the most important input is a cadre of well-educated, trained, dedicated and knowledgeable teachers to manage effectively the context under which pupils learn (Tamakloe, 1994). Djangmah (1986) noted that "our dreams about a national education system to cater for all pupils would not be realised if little attention is paid to the production of quality teachers who will be in continuous daily contact with children" (p.31).

The importance of quality teacher education has been recognised since the introduction of formal education in Ghana. To foster quality education, various missionaries like the Basel Mission, the Catholic Church, Seventh Day Adventist and the Ahmadiyya Mission, have, at one time or another

established teacher-training colleges in the country. The government of Ghana, on her part, has in the past established and is presently establishing more colleges and universities of education to run specialist, diploma and degree courses for teachers. Aside the tremendous efforts made by the missionaries and the government in ensuring quality education in the country, the need for the production of quality teachers in Ghana has been augmented by the establishment of accredited private colleges of education as in Jackson College of Education and Valley View University College. All these efforts are aimed at equipping the Ghanaian teacher with the competencies and techniques that will enable him/her teach effectively at the various school levels.

The concern about teacher quality in many parts of Africa and the role teacher education should play in its improvement has attracted a lot more attention in recent times than ever before in the history of education on the continent (Amartei, 2009). This is partly due to the increasing evidence that despite gains in basic schools' enrolment, as a result of developing countries implementing programmes to provide primary education for all, gains in student achievement have been on the low side (Lockheed & Vespoor as cited in Amartei, 2009).

Tschannen-Moran and Barr (2004) reported that the low gains of students were partly due to non-monetary incentives which are of universal concern to all schools. McNally, Blake, Corbin and Gray (2008) indicated that promoting teacher quality is a key element in improving education at all levels. Ankuma (2007) stressed on the importance of the teacher when he asserted that the teacher is the vehicle on which education thrives, and is, therefore, indispensable.

In Ghana, the Education Reforms Programme introduced in 1974 resulted in “gross enrolment ratios at primary school level that shot up by about 37%, but the gains in student achievement expected from overall reforms have been less impressive” (Akyeampong, 2002). Akyeampong concludes, “Yearly criterion referenced tests (CRT), which began in 1992 and were designed to monitor progress in pupils achievement following the reforms paint a picture of continuing under achievement and a very slow rate of progress”(p.11). For example, of the pupils tested at basic 6 in public primary schools in the 1996 national CRT, only 6% achieved a criterion score of 60% and above in English. Even more worrying, less than 3% achieved a criterion score of 55% and above in Mathematics (Ministry of Education/Primary Education Project [MoE/PREP], 1996).

Akyempong, Fobih, and Koomson as cited in Attimu (2008) were of the view that a significant part of the problems facing pupils’ low academic performance has to do with teacher quality. This view is in line with the study carried out by Akyempong and Lewin (2002) which concluded that “teacher education programmes in Ghana lack the necessary content in producing teachers capable of improving the quality of education” (p. 34). Fobih, Akyeampong and Koomson (1999) asserted that a significant part of the problems confronting pupils’ low academic performance has to do with teacher quality, poor instructional quality and the lack of professional commitment of teachers.

This view of Fobih et al. (1999) is consistent with the assertion of Akyeampong and Lewin (2002) that the content of teacher education

programme in Ghana might be lacking in producing teachers capable of improving the quality of basic education.

There is a debate within professional circles and even among politicians as to the best way to train competent teachers to end or minimize the growing rate of underachievement by students. Arguments have been advanced that there is dissatisfaction with existing pre-service provision. Knowledge has been regarded to be in precedence over skills in the training of teachers. By its very nature, the teacher education programme which is top heavy with academic component, can hardly equip prospective teachers with the specific role expectations in the classroom.

Most contemporary writers on enhancing academic performance of students agree that the teacher is the pivot of classroom instructional activity. They agree that teachers play a vital role in the achievement of quality education and, therefore, require adequate training (Farrant, 1992; Hargreaves, 1994).

Currently, the model of training being implemented in the public colleges of education in Ghana is the “In-In-Out” programme. The programme has two components: ‘In-In’ and ‘Out’. The In-In caters for the first two years of the mentees’ training on campus where they are taught using the conventional face-to-face methods. In the first year, mentees undertake an academic upgrading course, while in the second year they pursue a rigorous course in curriculum studies integrated with methodology. In addition, and as a component of the methodology course, student-teachers are given a series of demonstration lessons and prescribed periods of campus-based practice teaching mainly; micro and peer teaching.

The “Out” segment internship of the In-In-Out Programme covers the whole of the third year when student-teachers are posted to selected basic schools to undertake school-focused training to develop practical teaching skills. It is a yearlong attachment of (student-teachers) mentees to schools. The school attachment offers mentees an opportunity to learn to teach under the guidance of mentors. Apart from practical teaching, they are also exposed to practical issues such as school management, disciplinary procedures, and staff relations, as well as appropriate professional behaviour development both inside and outside the classroom.

The rationale of the In-In-Out programme is to produce qualified and effective teachers for the basic schools through competency-based training. Through this work-study programme in schools lasting one academic year, mentees are expected to acquire essential skills and competency in teaching. A whole academic year of attachment to schools provides sufficient time for mentees to practice and become competent in teaching. This arrangement is in line with the focused mode of teacher education.

The In-In-Out programme provides the prospective teacher with enough on-the-job exposure to prepare him or her adequately before commencing teaching as a fully-fledged teacher. This is sometimes referred to as “practice teaching”. The programme is in place to ensure that upcoming and future teachers obtain training in basic and complex areas of the teaching profession. Whilst on the job training, mentees are supervised by professional teachers called mentors. As prescribed by the programme designers, mentors are mandated to guide, assist and provide all the necessary information in teaching

to the mentees so that they would become skilful and competent teachers in the future.

However, in Ghana, specifically, in the Sagnarigu Municipality, it appears that most mentors tend to abandon class and leave all the classroom responsibilities into the hands of mentees. This attitude of mentors may tend to have a toll on the performance of mentees themselves and the pupils at large. It is, therefore, necessary to conduct this study to assess the self-efficacy and attitude of mentors towards mentees on the Out-segment Internship in the Sagnarigu Municipality.

Statement of the Problem

Lee (2002) linked teacher efficacy to teacher behaviours which in turn positively affect students': (a) achievement, (b) motivation, (c) self-concept, and (d) overall enthusiasm for school. Mentor efficacy is a strong indicator of mentor effectiveness. Thus, mentors with high levels of efficacy are more successful in their mentorship roles than those with low levels of efficacy. A mentor's level of efficacy on a programme can have an effect on his or her performance and mentee achievement, either positively or negatively (Bracely, 2009).

The Out-segment internship is primarily intended to achieve effective mentorship of mentees. The internship, therefore, requires mentors who are efficacious and possess the right attitude towards mentees and their work. Mentees, however, occasionally lament the conduct of mentors. Through personal observation and interaction with seven mentees, it was clear that the mentees were dissatisfied with the support they receive from mentors during the internship.

In an evaluative study on the In-In-Out Programme of Colleges of Education in Ghana, Abudu (2003) found that, the programme was well implemented but, the required support that mentors were to give to mentees was inadequate. In a similar study on the evaluation of one-year internship of the University of Education Winneba, Amartei (2009) reported that the internship was successfully implemented. He, however, found that mentors did not perform their responsibilities adequately. Poor mentorship does not only affect mentees' performance but goes a long way to influence pupils' poor academic performance.

Mentors are one of the key implementers of the internship session. It will be difficult, if not impossible to achieve successful implementation of the internship when mentors are not providing mentees the needed support. Mentors can provide their support adequately to mentees when they possess the desired level of efficacy and attitude. This study is, therefore appropriate as it describes the kind of efficacy and attitude that mentors exhibit during teacher training internship, specifically in the Sagnarigu Municipality.

Purpose of the Study

The purpose of the study was to assess the self-efficacy and attitude of mentors towards mentees on the Out-segment Internship of teacher education in the Sagnarigu Municipality. The study specifically sought to:

1. Assess the level of self-efficacy of mentors on the Out-segment internship.
2. Assess the attitudes of mentors towards mentees on the Out-segment internship.
3. Explore the factors that make mentors abandon classrooms for mentees.

4. Explore the measures to ensure that mentors stay in class with the mentees.
5. Identify challenges mentees face on the Out-segment internship.
6. Determine whether the gender of mentors has an influence on their level of self-efficacy.
7. Determine whether the gender of mentors has an influence on their attitude towards mentees.
8. Examine whether differences exist in the level of self-efficacy of mentors with regard to teaching experience.
9. Examine whether differences exist in the attitude of mentors towards mentees with regard to teaching experience.
10. Find out whether differences exist in the level of self-efficacy of mentors with regard to programme of study.
11. Find out whether differences exist in the attitude of mentors towards mentees with regard to programme of study.

Research Questions

The following research questions were formulated to guide the study.

1. What level of self-efficacy do mentors exhibit on the Out-segment Internship in the Sagnarigu Municipality?
2. What attitudes do mentors exhibit towards mentees on the Out-segment Internship in the Sagnarigu Municipality?
3. What factors make mentors abandon classrooms for mentees?
4. What measures can be put in place to ensure that mentors stay in class with mentees?
5. What challenges do mentees face on the Out-segment internship?

Research Hypotheses

1. H_0 : There is no significant difference in the level of self-efficacy of mentors with regard to gender.
2. H_0 : There is no significant difference in the attitude of mentors towards mentees with regard to gender.
3. H_0 : There is no significant difference in the level of self-efficacy of mentors with regard to teaching experience.
4. H_0 : There is no significant difference in the attitude of mentors towards mentees with regard to teaching experience.
5. H_0 : There is no significant difference in the level of self-efficacy of mentors with regard to programme of study.
6. H_0 : There is no significant difference in the attitude of mentors towards mentees with regard to the programme of study.

Significance of the Study

This study is expected to investigate the levels of self-efficacy and attitude of mentors towards mentees in the public basic schools in the Sagnarigu Municipality in the Northern Region of Ghana. The outcome of the study would enable colleges of education and the heads of basic schools to formulate measures and guidelines for the appointment of mentors. In this regard, teachers who are prospective mentors would be mandated to complete self-efficacy instruments. Thus, only teachers who have high levels of efficacy would be appointed as mentors.

Again, the study will bring to light the kinds of attitudes that mentors exhibit towards mentees on the Out-segment internship. This would enable the Ghana Education Service and the colleges of education to provide re-orientation

for mentors who exhibit negative attitudes so that they can change and participate effectively in the successful implementation of the mentorship programme. Finally, the results of the study would add information to the body of literature available in Ghana, in relation to effective mentoring of student teachers in the teaching profession.

Delimitations

Mentorship during the Out-segment internship covers three main activities, namely curricular activities, co-curricular activities and community service. Due to time constraints, this study focused on mentor and mentee roles that pertain to curricular activities.

Out-segment internship is not only practiced in teacher education institutions. It is also practiced in other training institutions such as nursing and medical schools. This study is concerned with teacher education institutions, more specifically colleges of education. Universities that engage in teacher education are not included in this study.

This study does not include all mentors and mentees in all the internship schools the Tamale Township. The study is, however, confined to internship schools within the Sagnarigu Municipality in Tamale where mentees from Bagabaga College of Education are posted to for the Out-segment internship.

Limitations

In the ideal situation, a nationwide study is required. This would have given much confidence to any generalisations that would be made. The time for the study and the resources available, however, did not make this practicable. Two sets of questionnaires, one for mentors and the other for mentees would be used for the study. The questionnaire for mentors was adapted while the one

for mentees would be constructed by the researcher. Quite characteristic of questionnaires as a data collection tool, it is feared that respondents might not give responses that would reflect the actual situation in their lives even though they are told to be honest in their responses.

Definition of Terms

For clear understanding of this research, certain terms need to be defined precisely to help reduce ambiguities.

Out-segment internship: this is also referred to as Off-campus Teaching Practice. It refers to teaching practice outside the college of education. It involves assigning student-teachers to basic schools to practice how to teach under the supervision of experienced teachers known as mentors.

Mentors: These are professional teachers appointed to provide support and guidance to and supervise mentees' work in the various schools where the mentees practice

Mentees: teacher trainees who are being mentored by professional teachers called mentors.

Organization of the Study

The study is organised into five chapters. Chapter One provides the framework for the rest of the study. It is the introduction which covers the background to the study, statement of the problem, purpose of the study, research questions and hypotheses that guide the study, significance of the study, delimitations of the study, organisations of the study and definition of terms. Chapter Two is the literature review. The literature entails both conceptual review, theoretical review and empirical review. Chapter Three is the methodology adopted for the study. It examines the research design,

population, the sample and sampling procedures for the study, the research instruments, pre-testing the instrument, validity and reliability of the instruments, data collection procedure and the data analysis. Chapter Four presents the research results and discussion of the findings in relation to the reviewed literature. Chapter Five gives the summary, relevant conclusions and recommendations based on the research findings.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviewed relevant literature related to the study. It identified studies that had been conducted on teacher self-efficacy and attitude of mentors towards mentees. The subject matter of the review would be treated under three major themes.

Conceptual Review

The Concept of Self-efficacy

Self-efficacy was developed from a fresh idea in the 1960s to an established and influential concept but now supported by a substantial body of literature. According to Kear (2000), Bandura dominates writing about self-efficacy and it was first mentioned in psychological theories of motivation in the 1950s. White (1994) introduced the notion that certain actions and outcomes are not motivated by animal instincts or drives, but by a feeling of efficacy or satisfaction resulting from a successful interaction with the environment.

Self-efficacy refers to an individual's belief in his or her capability to organize and execute the course of action required to manage prospective situations (Bandura as cited in Bray-Clark & Bates, 2003). It is a task-specific belief that regulates choice, effort, and persistence in the face of obstacles and in concern with the emotional state of the individual. The task specific focus of self-efficacy distinguishes it from more global concepts such as self-esteem or confidence. Bray-Clark and Bates (2003) noted that an individual's efficacy

beliefs are built from diverse sources of information that can be conveyed vicariously through social evaluation as well as through direct experience. Teachers who serve as mentors to mentees at the Sagnarigu Municipality would build their self-efficacy from sources such as recognitions received from school heads and other stakeholders.

Mentors' self-efficacy level would have a bearing on their performance at schools. Stajkovic and Luthans (1998) noted that personal efficacy judgements have been found to have substantial predictive power for performance across a range of tasks and behaviour. Self-efficacy beliefs are seen as important elements in many current views of motivation (Graham & Weiner as cited in Bray-Clark and Bates (2003). Self-efficacy beliefs hold considerable promise for the improvement of teacher development efforts.

The applications of the self-efficacy concept are numerous and varied and the term self-efficacy is widely used without interrogation of the original concept. Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. This suggests that the teacher's level of self-efficacy would determine the kind of behaviour and attitude they would display. Bandura (1994) maintained that self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Self-efficacy is seen as the "capability to impact students' motivation and student achievement" (Balls, Eury & King 2011). Balls proposed that there should be an increased focus on teacher efficacy.

Mentors with high levels of self-efficacy have the determination to succeed and will persevere in an activity until the task is completed whilst

mentors with low level of self-efficacy cast doubt, anticipate failure and are less likely to attempt or persist in challenging activities (Kear, 2000). Mentors' level of self-efficacy either cushions or discourages them from performing well in schools. During the Out-segment internship, it is expected that mentors who have high levels of self-efficacy will endeavor to invest all their energies and time to ensuring that mentees are assisted to become good and competent teachers.

In the Sagnarigu Municipality there are over forty basic schools that serve as internship schools for mentees from different colleges of education. But the question which demands an investigation is, do mentors in the Municipality possess and demonstrate the expected levels of self-efficacy to ensure effective and successful mentoring of the mentees?

The Concept of Attitude

Allport (1935) described attitude as the most distinctive and indispensable concept in contemporary social psychology. Allport defined attitude as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

Aiken (1980) maintained that attitude is conceptualized as learned predispositions to respond positively or negatively to certain objects, situations, concepts, or persons. According to Aiken, attitude consist of cognitive (beliefs or knowledge), affective (emotional, motivational) and performance (behaviour or action tendencies) components. Eagly and Chaiken (2007) defined attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour.

Fishbein and Ajzen (2010) also described attitude as a latent disposition or tendency to respond with some degree of favourableness or unfavourableness towards someone or events. Mathai (1992) stated that attitude towards teaching profession is an important predictor variable of success in teaching. This means that mentors' attitude towards mentees on the Out-segment internship contribute greatly to the performance of mentees.

Naik and Pathy (1997) posited that mentors' positive attitudes at schools have a bearing on the performance of mentees. Mentees tend to develop good and positive attitude towards the teaching profession when they receive positive attitudes from their mentors. Benjamin, Sahayarani and Stanly (2011) reported that mentees had more positive attitude towards teaching profession because during the internship sessions they had good mentors who showed positive attitudes towards them by guiding and directing them in teaching.

Similarly, Mahapatra (1987) studied the comparative role of intelligence, attitude and vocational interest towards success in teaching. It was found that intelligence, attitude towards teaching and vocational interests are predictor variables of teaching success.

Poozhikuth (1989) found that mentors have high attitude towards teaching. According to Poozhikuth, the length of service is connected with the attitude towards teaching. Sharma and Dhaiya (2012) indicated that positive attitude towards teaching profession should be encouraged by school heads. Osunde and Izevbigie (2006) stated that mentors' attitudes towards teaching would either aid them to work assiduously or not. Negative attitude of mentors would yield to low punctuality in schools. This situation has resulted in the low esteem and status of mentors and the teaching profession in society. Poor service

conditions, wider negative influence and negative personal and professional behaviour of the teacher are the main factors causing the low status of mentors.

Mathai (1992) in his study emphasised that attitude towards the teaching profession and success in teaching are correlated to each other. Cornelius (2000) revealed that the attitude of mentors towards teaching and academic achievement of teacher trainees cast impression on their competence. Gnanaguru and Kumar (2007) established that over achiever and average achiever mentors possess more favourable attitude towards teaching in comparison to under achievers. Mentors' attitude toward mentees during the Out-segment internship is very crucial. Mentees are influenced by every attitude mentors exhibit. The question that needs investigation is what attitudes do mentors in the Sagnarigu Municipality exhibit towards mentees on the Out-segment internship?

Teacher Education

Good and Merkel (1959) identified teacher education institutions as those educational institutions concerned with the conduct of activities regarded as significant in the professional education of teachers and whose programmes are given appropriate recognition by state agencies that certify teachers.

Ornstein and Levine (1993) identified the components of teacher education as liberal education; specialized subject-field education; and professional education. According to Ornstein and Levine, the purpose of a liberal education is to liberate the mind, to provide knowledge of self and culture worthy of a citizen in a free society. A liberal programme combines the arts and sciences and seeks to give the student a broad cultural background.

The specialized subject-field comprises a cluster of courses in a specific subject area and provides the prospective teachers with in-depth preparation for their chosen teaching field. Finally, professional education consists of courses designed to provide knowledge and skills regarding the art and science of teaching. Similarly, Husen and Tostlethwaite (1985) referred to teacher education as teacher development and identified three stages of teacher training as consisting of pre-service, induction and in-service.

The pre-service education refers to the initial teacher training preparation, which is given to prospective teachers to prepare them to take on roles of teaching. Pre-service programmes are important for the teacher to gain the necessary knowledge and skills as well as to develop the right kind of attitude. It also makes it possible for the teacher to instil critical understanding of and sympathy for the community. But “... no teacher education programme, no matter what the orientation and no matter how good it is, could produce fully developed teachers at the pre-service level” (Zeincher, 1981. p.5).

Rebore (1982) identified induction as a process designed to acquaint the newly recruited individual with the school system and the relationships, he or she should develop to be a successful teacher. He recognizes three levels of induction: the personal adjustment level; the information level; and the motivational level. At the personal adjustment level, Rebore posits that the new teacher must know, and to be known to, all categories of members of the school to enable him/her interact effectively with them.

The dimension of information level requires the newly recruited teacher to be provided with all information concerning the school and the community in which he/she is to teach. The aspect of this information that the new teacher

needs to have are pupils' attitude to all school's activities including studies and class assignment; discipline; class size; and location of resources materials. He goes further to indicate that the motivation level allows the new teacher to be made aware of the benefits he/she is entitled to, chances of in-service training as well as clubs and societies that he/she might want to join.

Again, the new teacher needs to know the hazards of teaching. In simple terms, in-service education refers to continuing education for serving teachers. The in-service teacher education is important for improving teacher effectiveness, status and morale and at the same time assisting teachers to adapt to the changing needs of the society.

Awuku (1986) argued that the education and training of teachers should be based on three concepts: life-long education of the teacher; competency-based training; and accountability. The basic notion for lifelong education is that education and training of teachers should take place within two programmes: pre-service programme and an in-service programme. According to him, "these two aspects of training should be accepted as forming a continuum with a first accelerated training stage followed by in-service training cycles" (p. 2). The objective, therefore, is continuity and reinforcement of education and training throughout a teacher's career.

Similarly, Labaree (2000) intimated that in the training process, role derived competencies should be established and the prospective teacher allowed, through systematic education and guidance, to acquire the knowledge and skills he/she needs to perform as a professional teacher. The essence of in-service training according to Smith (1969) includes:

- a) to advance the teacher's skills and pedagogical knowledge required for new teaching roles;
- b) to advance and update the teacher's knowledge of subject matter;
- c) to remedy the teacher's deficiencies arising out of defects in his/her initial teacher-training preparation; and
- d) to train the teacher for extra-curricular work

Teacher education programmes should emphasize sound knowledge of subject matter and to create an avenue for developing practical knowledge about teaching. The contextual framework of teacher education and training programme should adequately set up learning situation where mentees can develop personalised understanding of teaching by analysing teaching contexts and experimenting with new practices developed in direct response to real teaching needs. As such, there is the urgent need for these programmes to reflect on and make explicit the commonly accepted socio-cultural values and norms about teaching and the profession in particular contexts.

It is evident that teacher education plays a significant role as far as teaching and learning is concerned. Teacher education could be fully attained when mentors have high self-efficacy and positive attitude towards the teaching profession.

Nature and Content of the Out-segment internship

In Ghana, the Colleges of education are trusted with the core responsibility of educating or preparing teachers for the first-cycle schools. These colleges use two main methods of teaching practice to train their students. These methods are on-campus and out-campus teaching practice. During the out

or off-campus teaching practice, trainees are posted to basic schools (Primary or Junior High Schools) to acquire real classroom experiences.

There have been different models of the out-campus teaching practice over the years. For instance, in 2002, the Ghana Education Service (GES) and the Teacher Education Division instituted the current model of the out-campus teaching practice dubbed the Out-segment internship, which is one of the components of the In-In-Out programme. According to the Ghana Education Service [GES/TED] (2001) the Out-segment internship has been identified as an effective and a more efficient way of preparing teachers for basic schools in Ghana because the programme will:

1. Offer trainees or mentees opportunities for more exposure to the realities of the classroom situation and reduce the superficial nature of former teaching practice, which lasts for only a short period (12 weeks), spread out over one year period (usually 4 weeks each, of 3 terms, in each year).
2. Commit teachers to support trainees using a ‘mentoring’ approach rather than abandoning them to their fate when these trainees are posted to the schools.
3. Emphasize the importance of the concept of a foundation period, followed by a deepening of principles in methodology and prolonged cycles/reflection which leads to a dynamic developmental concept of “professional competence”.
4. Ensure the trainees school experiences and college training experiences are mutually supportive and complementary.

Teaching practice, according to Stones (1985), is one of a variety of terms applied to that of student teachers' professional training that involves the

student teachers learning to teach by teaching. He further stated that most student teachers in training spend several weeks in schools practicing to teach pupils. They are guided by tutors in the training institutions and by cooperating mentors.

The guidance mostly consists of discussion prior to teaching, occasional observation by a tutor or cooperating teacher of the trainee and a post-teaching discussion when the tutor or co-operating teacher comments on the student's performance (Stones, 1985). In the teaching profession, practical preparation requires a mentee to undergo a structured internship before being admitted to practice. Internship provides training and gives guidance and support to beginning practitioners. This is what the Out-segment internship seeks to do.

The policy document guiding the implementation of the Out-segment internship refers to teacher trainees as mentees; classroom teachers as mentors; and tutors at the training colleges as link tutors. Burr, Harding and Jacob (1950) stated that the teaching practice is one of the important programmes in the training of teachers. It is during the teaching practice period that the mentee assumes the role of an actual classroom teacher to work with children. It enables the mentee to put into practice the techniques learnt during methodology classes. According to them, the teaching practice helps the student teacher to form a sound philosophy of education. Again the practice session offers the mentee the opportunity to put together the skills and ideas into a whole to enable him or her become a successful teacher. It also helps the mentee to gain insights into the actual problems of classroom teaching.

Burr et al. (1950) further stated that teaching practice helps students to acquire the abilities and skills inherent in actual teaching situations and brings

the mentee into intimate contact with children. To them it is a period when the mentee begins to develop learning experience with children and for children; to guide children in various aspects of growth and development, to learn more about how children, as individuals and as groups, behave, react and, make achievement in schools situation. They again stress that teaching is an art that must be acquired through experience and continuous practices.

According to Anamuah-Mensah (2004), internship serves many useful purposes. Apart from ensuring a smooth transition to teaching, it also helps interns and mentees to take on the full range of roles and responsibilities of a teacher whilst supported by a mentor. In addition, it provides interns and mentees with the avenue of translating theory into practice. It also allows mentees to engage in autonomous decision making.

Furthermore, interns and mentees get to know and appreciate the total world of mentors. It improves pedagogy and helps interns to develop understanding of the collaborative nature of teaching as an effective member of a school team. Anamuah-Mensah (2004) also maintains that internship helps interns and mentees to develop confidence and teaching competence. Internship is also said to provide opportunities for the development of the skills of critical reflection and as a result it enhances the ability of interns and mentees to theorize and justify professional practice. Mentees become active citizens in schools and communities and consequently gain insight into schools life through immersion in sustained work experience in school culture.

The In-In-Out Programme is a three-year programme organized in such a way that mentees spend the first two years on the college campus and the final

year in school-based activities where the mentees will be attached to a school to teach, but also continue to study based on distance learning materials.

The “in-in” caters for the first two years of the mentees' training on campus where they are taught using the conventional face-to-face methods. In the first year, mentees undertake an academic upgrading and updating course, while in the second year they pursue a rigorous course in curriculum studies integrated with methodology. In addition, and as a component of the methodology course, mentees are given a series of demonstration lessons and prescribed periods of campus-based practice teaching mainly; micro and peer teaching. (GES/TED, 1998).

The Out-segment internship covers the whole of third year when mentees are posted to basic schools where they undertake school focused training to develop practical teaching skills. It is a year-long attachment of mentees to schools. The school attachment offers mentees opportunity to learn to teach by teaching.

Apart from practical teaching they are also exposed to practical issues such as school management, disciplinary procedures, staff relations, as well as appropriate professional behaviour development both inside and outside the classroom. While undergoing the activities listed above, mentees continue their studies based on distance learning materials. However, mentees return to campus after thirty weeks of teaching for another six weeks.

Theoretical Review

Theories which support and explain the concept of self-efficacy and attitude have been reviewed. These include: the self-efficacy theory, and social learning theory.

Self-efficacy Theory

According to Bandura, self-efficacy is defined as “an individual’s belief or conviction that they can successfully achieve at a designated level on an academic task or attain a specific academic goal” (Feltz, Short & Sullivan, 2008). Bandura stated that self-efficacy played a role in determining how individuals felt, thought and motivated themselves, which then ultimately affected the behaviour and the outcome.

On the basis of the theory, the present research assumes that when a mentor’s self-efficacy towards the Out-segment internship is high, he/she tends to put greater effort into teaching and exhibit good behaviours towards mentees and students, which eventually results in good performance of mentees and students. This means that when a mentor possesses a high level of self-efficacy towards mentorship programme, he/she has confidence in the teaching profession and is able to motivate and positively influence the behavior of mentees and students (Li, 2012). For instance, when mentees get motivated due to the mentor’s high level of efficacy, they avail themselves in all instructional periods to observe how the essential teaching competences are displayed by the mentor. Mentees, therefore, improve their teaching by incorporating into their practice what they observe from their mentors.

On the contrary, Li (2012) noted that when the self-efficacy of the mentor is low, he/she is less likely put great effort into his/her teaching. Such a mentor does not also exhibit good behaviours towards mentees and students. This eventually leads to mentees becoming ineffective teachers and is also responsible for poor performance of the students.

Self-efficacy has been thought to be a task-specific version of self-esteem (Lunenburg, 2011). The basic principle behind Self-Efficacy Theory is that individuals are more likely to engage in activities for which they have high levels of self-efficacy and less likely to engage in those they do not (Van der Bijl & Shortridge-Baggett, 2002).

According to Majer (2009), people behave in the way that executes their initial beliefs; thus, self-efficacy functions as a self-fulfilling prophecy. For example, Mentor 'A' has high ability and a great deal of experience in creating graphs, but does not have confidence that he can create a high-quality graph for an important conference. Mentor 'B' has an average ability and only a small amount of experience in creating graphs, yet has great confidence that she can work hard to create a high-quality graph for the same conference. Because of mentor 'A's low self-efficacy for graph creation, he lacks the motivation to create one for the conference and tells his supervisor he cannot complete the task. Mentor 'B', due to her high level of self-efficacy, is highly motivated, works overtime to learn how to create a high-quality graph, presents it during the conference, and earns a promotion. Self-efficacy has an influence over people's ability to learn, their motivation and their performance, as people will often attempt to learn and perform only those tasks for which they believe they will be successful (Lunenburg, 2011).

Albert Bandura's Social-Cognitive Learning Theory

Social-Cognitive Theory by Bandura, is an approach to learning, which differentiates itself from a singular learning theory by bridging the gap between behaviourism and cognitivism. This theory focuses on cognition and the learner's mental involvement as an essential component of social learning. In

the social learning theory, Bandura (1977) believed that, behaviour is learned from the environment through the process of observational learning. More so, humans are active processors of data and think about the relationship between their behaviour and its consequences. Observational learning could not occur unless cognitive processes were at work.

According to Gibson (2004), Bandura believed that humans can learn through observation without the need for imitation. Learning could be either direct or indirect (vicarious) in that one could learn through observing others behaviours and the consequences of those behaviours. For Bandura, the strict stimulus/response theory of behaviourism focuses too much on the learner's actual behaviour. He proposes that learning happens when we take observed behaviour and assimilate it into our own knowledge database.

In this case, Bandura proposed that the key factors that influence human learning begin with the observation of others. Through observation of modelled behaviours, emotional reactions, and attitudes, the learner makes decisions about how to act. However, this learning in his view does not happen through a stimulus/response approach, such as an exact replication of observed behaviour. According to Bandura, learning occurs through a three-way relationship between the behaviour, the environment, and the cognitive or personal events inherent in the individual learner (Gibson, 2004). Gredler (2009) was of the view that, the learner's ability to code and store transitory experiences in symbolic form and to represent future consequences in thought are essential to the acquisition and modification of human behaviour. The four foci to the learner's cognitive process, according to Bandura, are attention, retention, motor production, and motivational processes. Finally, Bandura places an

emphasis on the learner's beliefs in their own capacity for learning (self-efficacy), as well as on the learner's ability to focus on self-determined goals and self-evaluate and regulate behaviours (self-regulation).

In the theory of social-cognition, the role of the instructor in the learning process involves three steps. The instructional strategies best used to exemplify this theory are in alignment with the three roles the instructor uses to best meet the learner's needs. The first step is to determine the appropriate model(s) for the learning process. These models can be "live", including the instructor, peers, guest speakers, and family members. They can also be symbolic models, such as those found in mass media like television, movies, and computer-based training programmes.

Gredler (2009), supported this view and concluded that the major advantage of symbolic modelling is that the models may be viewed more than once by students. In addition to determining the actual model, the instructor also needs to consider the behaviour(s) that need to be modelled. By taking into consideration the behaviour, an appropriate model can be chosen to best create a learning environment rich in examples.

Another element that Bandura asserts as an important role of the instructor is that of reinforcement. The instructor should create an environment rich in positive outcomes (Gredler, 2009). By using clearly defined and stated rules within the learning environment, the student is made aware of expectations and can actively work towards reaching their perceived goals. Also, the role of the instructor is to facilitate the learner's ability to self-regulate. This role is dependent on the type of learning to be achieved, whether motor skills, attitudinal shifts or behavioural adaptations.

Social-Cognitive Theory is considered a theory that focuses on learning in a naturalistic setting. It is this type of informal setting, in which learning happens in our daily lives, that is considered ripe with opportunities for learning through social venues (Gibson, 2004). However, that does not imply that Bandura believed that all learning needed to happen in an unstructured environment. In fact, he asserts that learning is instructor managed and that the student is at the centre of their learning process.

The environment around the student provides the rich resource for observing behaviours and mentally cataloguing these examples for future use in their own learning environments (Gibson, 2004). The theory has a variety of strengths, especially as they relate to adult learning. The focus on learning through a social environment encourages the belief in life-long learning.

In addition, Bandura puts the ability and motivation to learn squarely in the hands of the learner through the use of concepts like self-efficacy and self-regulation. Using these learner-centred tools provides a rich backdrop for creating an environment in which the adult learner takes an active involvement in their own educational development. More so, the theory acknowledges the use of mass media tools like television and computers as a source of modelled behaviour. Bandura opened up a variety of learning environments in our daily lives without being hindered by the formality of the educational environment (Gredler, 2009).

More significantly, learning can happen at any time and anywhere. There are two main weaknesses in Bandura's learning theory and they both focus on the idea of self-efficacy. In order to develop self-regulation and self-

efficacy in the classroom, there must be enough time to create a sense of mastery in each subject.

Unfortunately, that time may not always be available (Gredler, 2004). This challenge can be diminished through the use of positive class environments that include opportunities for self-reflection and self-direction. As students encounter experiences in which they are made aware of their abilities and rewarded for their achievements, they can begin to internally assess their skills and capabilities.

Another challenge is Bandura's assertion that efficacy expectations, the "feeling" component, are separate from the outcome expectancy, what the student is expecting to achieve (Gredler, 2009). Many scholars argue "that efficacy expectations were defined in such a way that it included within them expectations of outcome, and thus could not be regarded as conceptually distinct" (Eastman & Marzillier, 1984). In other words, a learner's belief in their ability to achieve a certain outcome is directly related to the actual outcome.

Individuals that are observed are called models. In the school setting, mentees are surrounded by influential models, such as teachers (mentors) and headmasters (lead mentors). These models provide examples of behaviour to observe and imitate. Mentees pay attention to these people (models) and encode their behaviour. At a later time, they may imitate the behaviour they observed. They may do this regardless of whether the behaviour is 'gender appropriate' or not but there are a number of processes that make it more likely that a mentee will reproduce the behaviour that its society deems appropriate for its sex.

First, the mentee is more likely to attend to and imitate those people he/she perceives as similar to him/herself. Consequently, it is more likely to imitate behaviour modelled by people of the same sex (Gredler, 2009). Second, the people around the mentee will respond to the behaviour he/she imitates with either reinforcement or punishment. If a mentee imitates a model's behaviour and the consequences are rewarding, the mentee's behaviour gets reinforced and he/she would likely continue to perform that behaviour.

Reinforcement can be external or internal and can be positive or negative, but the important factor is that it will usually lead to a change in a person's behaviour. If the mentee wants approval from mentors, this approval is an external reinforcement, but feeling happy about being approved of is an internal reinforcement (Gredler, 2009). The mentee will behave in a way he believes will earn approval because he desires approval. Positive or negative reinforcement will have little impact if the reinforcement offered externally does not match with an individual's needs.

Third, the mentee will take into account what happens to other people when deciding whether or not to copy someone's actions (Gredler, 2009). This is known as vicarious reinforcement. This relates to attachment to specific models that possess qualities seen as rewarding. Mentees will have a number of models with whom they identify. Identification occurs with another person, the model and involves taking on or adopting observed behaviours, values, beliefs and attitudes of the person with whom one has identified (Gredler, 2009).

David Kolb's Experiential Learning Theory

The theory is one of the best-known educational theories in higher learning and is frequently cited in the literature on geography in higher

education in the UK. David Kolb's work has attracted a lot of attention in North America, particularly in the education, management and psychology literature. Since the publication of his seminal *Experiential Learning* in 1984, Kolb's ideas have had an increasing impact on the work of mentors and trainers, particularly those involved with students of 16 years and upwards (Fielding, 1994). Kolb is one of the most influential researchers in the field because he provides a firm theoretical base, which is lacking in the work of many other writers (Holman et al., 1997).

According to Kolb (1984) "Learning is the process whereby knowledge is created through the transformation of experience". The theory presents a way of structuring and sequencing the curriculum and indicates, in particular how a session, or a whole course, may be taught to improve student learning. It suggests that learning is cyclical, involving four stages, sometimes referred to as sensing/feeling, watching/reflecting, thinking, and doing (Fielding, 1994).

An important feature of the theory is that the different stages are associated with distinct learning styles. Individuals differ in their preferred learning styles and recognizing this is the first stage in raising students' awareness of the alternative approaches possible and helping them to become more flexible in meeting the varied demands of learning situations (Gibbs, 1988).

Mentors need to recognize their own learning styles as a basis for the development of effective teaching and learning strategies. Learning may suffer where there is marked mismatch between the style of the learner and the approach of the teacher (Fielding, 1994). With the expansion of higher education in many countries and the increasing emphasis on access, diversity,

retention rates and life-long learning there is good reason to explore the nature of different learning styles.

Indeed, given the increased recognition within geography of recognizing and valuing gender and cultural diversity, the theory is particularly relevant as "it is rooted in a theory of learning that affirms all major aspects of active learning, usefully accounting for an array of individual and culturally derived differences" (Anderson & Adams 1992). The theory offers a valid and plausible framework to many people and it is often the main or only theory referred to in many papers and books on experiential learning (Henry, 1989). Some of the appeal of the theory is that it provides a rationale for a variety of learning methods, including independent learning, learning by doing, work-based learning and problem-based learning, which have recently received much attention within higher education.

Moreover, the theory has a wide range of applications in geography, including helping students to become self-aware (Bradbeer, 1999); assisting staff to become reflective mentors (Burkill, 2000); identifying students' learning styles to select mixed groups (Hertzog and Lieble 1996); designing group project work (Brown, 1999, Mellor, 1991); deciding how resource-based learning and information and communications technology (Healey, 1998, Shepherd, 1998) can support the learning process.

Empirical Review

Level of Self-efficacy of Mentors on the Out-segment internship

Various self-efficacy definitions have been used in numerous studies. In a study by Isbell and Szabo (2015), teacher efficacy is defined as a teacher's belief in her or his ability to impact on outcome expectancy of student

performance. In that study, Isbell and Szabo found it necessary to introduce and examine multiple definitions of self-efficacy such as general efficacy, and teacher self-efficacy. Because the teacher plays a significant role in the academic growth of students, studies should be conducted to examine the self-perceived efficacy of the teacher. An over efficacious teacher's perception of his or her ability could put students at risk of failure. For the purpose of this study, Schwarzer (1999) definition of self-efficacy as the teachers' individual beliefs in their capabilities to exercise control over challenging demands and over their own functioning will be highlighted.

Teachers who are effective mentors score high on the self-efficacy scales in the four areas outlined by Schwarzer (1992). Mentors who are considered highly efficacious placed more emphasis on evidence-based instructional strategies and were more likely to create learning environments conducive for mentees and struggling students. Twenty-seven items are on the original version of the Teacher Self-efficacy Scale (TSES) but were reduced to 10 to align with Bandura's (1997) social cognitive theory (Schwarzer, 1992). The 10-item version of the TSES aligned with in-service mentors as the 27-item version places emphasis on the skills and knowledge of pre-service candidates. The authors elected to focus on difficult tasks and reasoning to get a comprehensive view of the insight into the mentors' abilities with the 10-item version.

High efficacy mentors viewed difficult tasks and reasoning as a challenge as opposed to an obstacle. Teacher self-efficacy does not always appear consistent across disciplines. In order to get a comprehensive view of the perceived teacher sense of self-efficacy, mentors from all disciplines,

ethnicities, gender, and routes to certification should be explored. Since mentors' judgments of their resources and strategies may vary across teaching contexts, Tschannen-Moran and Hoy (2001) argued that mentors' efficacy beliefs may not be uniform across all disciplines or even across all student populations. It is, therefore, important to account for context and discipline in order to assess teacher efficacy.

Novice mentors often experience feelings of isolation, frustration, and failure (Silva, 2003). Mentoring and instructional support must be considered to assess the building of a teacher's sense of efficacy accurately and comprehensively. Because the judgments and efficacy of mentors vary across disciplines, pedagogy and content knowledge may be a component to study further when determining a mentor's overall sense of self-efficacy.

Mentor self-efficacy is higher in schools that have higher levels of collective efficacy (Goddard & Goddard, 2001). Efficacy, like other cognitive functions, is influenced by social interaction, so it is easy to conceive that where mentors tend to think highly of the collective capability of the school, department or unit, they may sense an expectation for successful teaching and hence work to be successful themselves (Goddard & Goddard, 2001). Higher teacher or mentor self-efficacy is correlated to higher student achievement, so if collective efficacy is correlated to teacher efficacy, it would also be related to greater student achievement, and this was found to be true (Tschannen-Moran & Barr, 2004). Tschannen-Moran and Barr (2004) also found that collective efficacy did not positively correlate with the socioeconomic status of the schools studied.

Again, conventional wisdom and assumptions may lead one to think that schools with higher socioeconomic status would have higher levels of collective teacher or mentor efficacy, but this was not found to be the case. The teaching profession has a myriad of challenging tasks and techniques, and a high sense of efficacy is necessary to be successful. Overall, “people with high efficacy approach difficult tasks as challenges to be mastered rather than as threats to be avoided” (Bandura, 1993).

Despite the difficult task of educating students, mentors with a strong sense of efficacy, are clearly correlated to higher levels of student achievement.

Klem and Connell (2004) stated that “the most potent predictor of student outcomes difference was that mentors’ collective responsibility promoted student engagement and learning” (p. 271). Collective efficacy is characteristic of a faculty team that takes responsibility for student learning. Individual members believe in the ability of the members of the organization to accomplish set goals even as they pursue attainment of their own goals, which align with the organization. School staff teams with high levels of perceived efficacy set challenging and worthwhile goals in which they exert relentless efforts to meet these goals.

High level of mentor efficacy is linked to openness to change and its accompanying challenges (Ross & Gray, 2004). Generally, mentors who believe strongly in their ability to bring about mentee training, have higher expectations which, in turn, produce higher student achievement. Mentor efficacy is related to the perceptions of the school to effect desirable changes in the ability of the mentee to teach effectively. Similar to the relationship of

individual mentor efficacy on mentee achievement, schools with higher collective teacher efficacy have higher mentee and student achievement.

Many mentors admitted inadequacies in their efforts to effectively handle mentees from diverse backgrounds, which aids in the explanation of the current achievement gap (Tucker, Porter, Herman, Ivery, & Mack, 2005). The insecurities reported by mentors provided evidence for the necessity of structured teacher training programmes to boost teacher and mentor efficacy. The goals of the In-In-Out training program were to equip mentees with strategies to: (a) empower students to meet challenges, (b) teach students to self-assert, (c) teach parents to self-assert, (d) help students regulate feelings, and (e) provide culturally responsive solutions.

According to Bray-Clark and Bates (2003), incorporating a focus on the development of teacher self-efficacy represents an important evolution in the design of teacher training that can improve teacher effectiveness and ultimately enhance mentor achievement. Bray-Clark and Bates (2003) opined that the value of enactive mastery is that when faced with similar situations, individuals rely on perceptions of past mastery to produce information that is used to make judgments about present capabilities. For example, prior teaching successes, particularly in the face of adversity, help establish and strengthen positive efficacy beliefs. Less successful past performance may create doubts about personal ability and could undermine self-beliefs of current capability (Wood & Bandura as cited in Bray-Clark & Bates, 2003).

Self-efficacy is one of the factors that have been researched to understand whether or not it has an impact on mentee achievement (Guenther, 2014). It was found that a mentor's self-efficacy had bearing on student and

mentee achievement. Ashton and Webb as cited in Guenther (2014) found that there was a positive correlation between teacher efficacy and student achievement. Ashton and Webb as cited in Guenther (2014) added that mentors with strong self-efficacy had classroom climates that were warm and supported student and mentee needs. A Canadian study, that sampled mentors from rural Ontario, was conducted to understand the relationship that teacher coaching would have on student and mentee achievement (Ross, 1992). Although the study could not completely verify that coaching led to greater student achievement, it did find a correlation between classrooms where mentors had greater senses of teacher self-efficacy and higher student achievement.

Self-efficacy of mentors was found to have a greater impact on student and mentee achievement than initiatives such as the implementation of reading intervention strategies (Cantrell, Almasi, Carter & Rintamaa, 2013). Self-efficacy of mentors is important in mentee achievement because high efficacious mentors plan, organize, and reflect more effectively (Lee, 2002). Goddard, Hoy and Hoy (2004) indicated that mentors with high level of self-efficacy have: (a) mastery experiences (past success in delivering parts of a curriculum), (b) vicarious experiences (an ability to experience and model others' success), (c) social persuasion (feedback), and (d) psychological states improve the physical and emotional well-being of the mentors which builds their efficacy. Mastery experiences are episodes in a mentor's experience that brought about desired outcomes. Each episode produces a bank of confidence that builds and contributes to a mentor's self-efficacy. This suggests that the self-efficacy of the mentor is very paramount in the sense that it helps them to guide and assist mentees who experience difficulty in the teaching and learning

processes. This study, therefore, seeks to assess the self-efficacy of mentors on the Out-segment internship.

Attitudes of Mentors towards Mentees

Attitude plays an essential role in the lives of humans. It helps people to respond to events and also to dovetail in a particular social setting. Colomeischia and Colomeischia (2014) assessed mentors' attitude towards mentees and the teaching profession. The result indicated that generally mentors have positive attitude toward teaching and mentees. The study also established significant differences between mentors' attitude and mentors' mentality towards mentees on the Out-segment internship.

Mentors who have a high level of positive attitude towards mentees have also a more positive attitude towards work: they are more likely to perform their work and are again committed and motivated. Also, mentors with a positive attitude level above the average are more satisfied in their work than mentors who have a low level of attitude. Mentors who experience a higher level of emotional intelligence have a more positive attitude towards teaching and mentees. Such mentors perceive their work (teaching and mentoring) as being a positive factor of accomplishment and their involvement into their work is considered as a condition for their own existence.

With regard to the differences between mentors' attitude and their work mentality in terms of gender, environment and work experience, significant results have been obtained. The study revealed a significant difference in terms of environment, the mentors from rural area being more satisfied with their teaching than the mentors from urban area.

A study conducted by Hawkey (2006), reported mentors from urban areas are more exposed to stressful environment, poor communication and the risk of alienation. This will make mentors probably not have positive attitudes towards mentees. On the other hand, maintaining interpersonal relation is highly cherished in rural communities and mentors in such area prefer sharing responsibilities no matter how small they may be as a means of maintaining relationships. Hawkey, further added that experienced professional mentors have a more positive attitudes towards teaching and mentees than beginners have. Similarly, Colomeischia and Colomeischia (2014) conducted a study on teacher's attitude in Romania and reported that mentors have positive attitude towards mentees and their work.

In order to enhance the attitude of mentors towards mentees on the Out-segment internship, the mentors should be involved in specific training programs on mentorship to enable them among other things control their emotions when dealing with mentees.

Factors that make Mentors Abandon Classrooms for Mentees

Mentors are managers of the classroom. They care, guide and direct students in the classroom. There are at times when mentors seem to abandon the classroom. This usually occurs when student trainees and mentees are posted to schools to do teaching practice. Student trainees equally function and perform their duties like the practicing mentors and hence when practicing mentors are absent, they can stand in. Mentors turn to abandon the classroom probably to engage in other activities which could earn them a living.

Tendeukai and Mupa (2015), conducted a study in Zimbabwe and revealed that most mentors do not stay in class during teaching practice sessions.

The mentors attribute their attitude to harsh economic and social working conditions which do not offer incentives to encourage mentors to commit themselves to the classroom. Mentors' instructional practices, therefore, need much to be desired. The study also revealed that some mentors have low level of training to influence effective teaching and learning. Such mentors lack time management skills and are therefore unable to teach and manage their time effectively; hence they abandon their classrooms for the mentees.

Whiteley (2014) noted that, there is the need for mentors to have exposure, immersion and mastery for effective teaching to take place. He also found that some school heads (lead mentors) do not supervise mentors regularly. There are some mentors who have not been supervised by their heads for the past ten years. They do not have any supervision reports. Such lack of supervision led to complacency. Supervision of mentors by school heads is necessary to check the activities of mentors in school and to ensure their presence in classrooms so that mentors do not abandon classrooms for mentees.

Fernandez (2014) argued that the availability of textbooks is a major factor influencing teacher effectiveness in primary schools. This, then, implies that if a school lacks adequate instructional materials such as textbooks and other essential teaching resources, teachers and for that matter mentors, may not be motivated or committed to their work and may resort to negative behaviours including abandoning classes for mentees. In line with this view, Birol, Atamturk, Silman, and Sensoy (2009) found that the mentors' positive attitudes towards mentees is a significant issue for quality teacher education.

Measures to ensure that mentors stay in classrooms with their mentees

For mentors to stay in classrooms with their mentees, it is important that the well-being of mentors is prioritized. While keeping a strong focus on teaching and learning, the well-being of mentors should be considered. The government needs to create a safe and welcoming environment for mentors. This would help encourage mentors to stay in schools with their mentees. School environment should be of less and if possible, it should be devoid of distress, depression and other related psychological and social vices which may not ensure safe stay in schools by mentors.

Periodic training should be provided by stakeholders in education such as the Ghana Education (GES) to enhance the knowledge base of mentors in schools. Mentors who acquire the training could organize same for mentees to enhance the skills and competencies of mentees as far as teaching and learning is concerned. Training on career education and guidance could be organized in schools for mentors. The role of career education and guidance seems to prevent early school leaving and individuals who have career training or plan are more likely to remain in school and engage more positively in education.

Availability of teaching and learning materials in schools helps to motivate mentors to stay in schools to teach effectively. Gangwer (2009) asserts teaching and learning materials such as projectors, cardboard, tape recorders/recordings, radio and computers enhance teaching and learning in schools. Sharma (2000) added that availability of teaching and learning materials in schools tend to give focus to the teacher and the learner. According to Sharma, slide shows can be great assistance to a teacher in providing visual reinforcement. It is particularly useful for showing photographs, diagrams and

other graphic materials. Slide shows tend to be clearer, simple, and are capable of being seen and understood by learners from all parts of the classroom.

Challenges Mentee Face on the Out-segment internship

In many respects, mentees are traditionally expected to perform the similar responsibilities as their mentors. However, this is sometimes not the case as mentees are often assigned the most difficult and challenging tasks - those that the more experienced mentors are often reluctant to perform. Mentees face a wide range of challenges from their lead mentors, mentors, students, school and classroom conditions and their supervisors.

An investigation by Harrow, Dziuban and Rothberg (1973), into challenges faced by mentees during teaching practice revealed a wide range of issues. Weekly seminars were organized for mentees from which data was collected on some specific problems. Fifty problems were identified and then rated according to severity by over 300 students. A correlation matrix was formed, and a component analysis was performed. As a result, items were combined according to component loadings. The components were grouped to provide a factor base. Five scales were formed: administrative, discipline, student peer, motivation, and school policy. Specific problems were identified within each scale.

The administration factor emphasized problems that mentees had with practices in the schools. Inadequate textbooks, difficulty in accessing facilities such as science and computer laboratories, the school gym, poor lighting system were identified by mentees as some of their challenges. Another challenge concerned disciplinary issues which focused on items relating to student behaviour in the classroom; students not staying in seats, students always

causing a disturbance, students knocking on desk and students engaging in activities which required the teacher or the mentee to be calling the class to order.

The third component, student peer group interaction, focused on student peer group pressures on the mentees. Students, sometimes, engage in acts that are meant to entice mentees of opposite sex, trying to establish relationships that are not healthy for student and teachers or mentees. Students spend time discussing mentees and trying to influence the ways of mentees. The fourth component was motivation of students by mentees. It was revealed mentees encountered difficulties in motivating students in learning the various subjects.

Finally, enforcing adherence to school policy was another challenge encountered by mentees. Mentees had difficult times ensuring that students act in conformity with the policy. Though school policy frowns on acts such as sexual abuse or harassment and drug abuse, many students indulged in these acts and any attempt by mentees to discourage such behaviours among students was resisted by students. The problem is that many students do not regard mentees as their regular teachers and, therefore, expect mentees to be indifferent to the behaviours they exhibit.

The conclusions drawn from the study revealed the challenges mentees encounter in schools that need to be addressed. According to the results of this study, mentees should be provided with relevant information concerning administrative functions, discipline of students, problems of student peer groups, motivation of students and policies of the school and school system.

A similar study by Boadu (2014), focused on identifying the anxieties faced by mentees in the teaching of History. The study discussed three anxiety-

inducing areas to the mentees; heavy workload, classroom management, and lesson supervision. The findings of the study revealed that mentees should be made aware of the over-engaging nature of teaching the subject they embark on teaching practice by providing compulsory pre-teaching practice attachment for all prospective mentees during vacations to enable them come to terms with the demands of the profession and better prepare them for the actual teaching practice. This will, in turn, reduce their anxiety with heavy workload. Mentees should be introduced to the various mechanisms of managing every classroom situation.

Finally, supervisors should also exercise some restraints in the kind of comments they make on students' lessons. The research recommended that teaching supervision should be conducted by viewing the mentees as students and not as experienced teachers.

Mentees should be assisted to overcome the tensed atmosphere that comes with the presence of the supervisor by using various methods and resources that would engage their students. Hormenu, Agyei and Ogum (2014), investigated the challenges and prospects of the Out-segment internship as experienced by the Physical Education (PE) student teacher. The research made use of descriptive research design with respondents to the study comprising mentees on teaching practice during the 2013/2014 academic year who were purposively selected to respond to a 3-point Likert Scale questionnaire. Mentees were asked to respond to statements either they agree, undecided or disagree. It was found that majority 41 (93%) of PE mentees on practice had positive attitudes towards the practicum they also reported some challenges they faced.

Out-segment Programme

Other challenges reported by mentees in the study included the refusal by supervisors to show them their marks after observing and supervising their lessons to inform them of their progress in their lesson presentation, lack of the needed equipment, facilities and materials required for teaching. The researchers recommended that the orientation for teaching practice should be given to heads of institutions and mentors on their role in teacher preparation.

Saricoban (2010) tried to scrutinize the potential problems mentees encountered during their practicum studies and suggested ways to cope with them. In order to get valid and reliable data, a sample of 118 mentees were covered under the study (n=59 in the public primary schools: n=39 and secondary schools: n=12 for Public High School and n=8 for Public Anatolian High School). At the end of their practicum studies these mentees were administered a questionnaire adapted from Ersen-Yanik (2008:131) which was modified by the researcher and approved by a team of experts in the field and was used to collect data from the respondents. Quantitative methods included a self-report survey was administered to the mentees who did their practicum studies in the state primary and secondary schools.

The 32-item survey which was constructed by the researcher was judged by three experts for validity of the items and internal consistency analyses were conducted. The survey also included the qualitative method with open-ended questions to seek for the suggestions of those mentees for the problems they encountered during their in-classroom teaching.

The survey highlighted problems such as (a) lack of support in terms of materials and equipment, (b) problems resulting from the course book, (c) problems resulting from the students, (d) problems resulting from the

curriculum, and (e) problems resulting from the classroom environment. It is hypothesized that most of the problems take place due to the lack of mainly audio-visual materials, other supplementary materials needed. It was also agreed that overcrowded classrooms and sitting arrangement impeded the effectiveness of instruction.

Azeem (2011), conducted a study on problems of prospective teachers (mentees) during teaching practice. It was delimited to teacher training institutions of Lahore city. One Hundred (100) Bachelor of Education students were selected by convenience sampling and a questionnaire comprising thirty-five questions was constructed and administered to the respondents. Data collected and analyzed in the form of tables revealed that many schools failed to give teaching timetables for the mentees and mentees were only invited to teach at the instance of their mentors. In some schools, mentees were not informed about the rules and regulations of the practicing schools. Mentees complained of not given the opportunity by their colleges to choose the schools they preferred to do their mentorship as another challenge of the mentorship programme. Again, the study reported that mentees were not given orientation in their practicing schools before they were made to assume their responsibilities as mentees.

Gender Differences on Self-Efficacy of Mentors

A number of research findings exist in line with the role gender differences of mentors play in self-efficacy. Many studies have found no differences in teacher self-efficacy by gender (Chacon, 2005; Cubukcu, 2008; Karimvand, 2011; Mitchual, Donkor & Quansah, 2010). For instance, in Ghana, Mitchual et al. (2010) conducted quantitative research on “Mentors’ Self-

efficacy Beliefs: Effect of Gender on Self-efficacy Beliefs of Pre-service Mentors”. The results indicated that the overall self-efficacy beliefs of pre-service teacher interns do not significantly differ according to gender. Karimvand (2011), investigated the effects of mentors’ gender and their interaction effects on Iranian EFL mentors’ sense of self-efficacy.

Through regression analysis, it was found that gender had no significant interaction effect on the participants’ efficacy. Chacon (2005) reported no difference between mentors’ self-efficacy and gender in a study that examined perceived efficacy among mentors in middle schools in Venezuela.

Similarly, Cubukcu (2008) investigated difference between self-efficacy and found mentors’ self-efficacy beliefs do not differ significantly in terms of gender. On the other hand, Tabak (2003), reported higher levels of self-efficacy beliefs among female mentors than their male colleagues. Similarly, in investigating the effects on mentors’ self-efficacy in terms of gender, Klassen and Chiu (2010), found that, female mentors have lower teacher self-efficacy in the area of classroom management but not in instructional strategies and student engagement.

Gurbuzturk and Sad (2009), observed that male and female participants’ self-efficacy levels differed significantly. Female participants’ were found to have slightly higher self-efficacy scores than those of male participants. Hamurcu (2006), found a significant difference in favour of female mentors in a study assessing candidate class mentors’ self-efficacy beliefs about science teaching. Shaukat and Iqbal (2012), investigated teacher self-efficacy as a function of student engagement, instructional strategies and classroom management. Specifically, the study was designed to determine mentors’

efficacy (efficacies in student engagement, classroom management and instructional strategies) in relation to gender.

In all, 108 male and 80 female mentors were conveniently selected from four public schools in Lahore, Pakistan. Results showed no significant difference between male and female mentors on student engagement and instructional strategies but male mentors were likely to be significantly better in classroom management than female mentors. They, therefore, concluded that male mentors are more likely to manage their classroom better than female mentors.

Similarly, Shaukat, Abiodullah and Rashid (2011), in a study observed that male mentors usually maintain stricter discipline in the classroom and control disruptive behaviours of students than female mentors do. From the review, it is clear that difference in gender on mentors' self-efficacy is fuzzy. Some studies revealed that there is no difference between mentors' gender and their self-efficacy (Chacon, 2005; Cubukcu, 2008; Karimvand, 2011; Mitchual et al., 2010) and equally, a good number of studies reported that there is a relationship (Gurbuzturk & Sad, 2009; Hamurcu, 2006; Tabak 2003).

Studies that found the difference between mentors' gender and their self-efficacy beliefs are inconclusive. Some of the studies reported that male mentors have stronger self-efficacy than their female counterparts whereas other studies indicated contrary observation (Gurbuzturk & Sad, 2009; Tabak 2003). This current study addresses the issue again within the Ghanaian context, which is a new and different setting.

Gender Differences on the Attitude of Mentors towards Mentees

Gender is a cultural construct that distinguishes the role, behaviours, mental and emotional characteristics between females and males developed in a society. Udousoro (2011), defined gender as a psychological term used to describe behaviours and attributes expected of individuals on the basis of being born as either male or female. Men and women differ psychologically in the way they act, from the style in which they communicate to the way in which they attempt to influence others (Merchant, 2012).

A study by Lacey, Saleh, and Gorman (1998), examined the relationship between teaching style and gender by taking a look at the teaching styles at one institution through measures of inclusion and sensitivity preferences. Faculty staff at the school of education in a mid-Southern university was asked to complete the Van Tilburg/Heimlich Teaching Beliefs Scale and a demographic profile. The response rate was 57 percent, with 47 percent of the replies from male mentors and 53 percent from female mentors. Data analysis grouped respondents as: providers (low inclusion, high sensitivity, structured activities); facilitators (high inclusion, low sensitivity, subject-centred); experts (low inclusion, low sensitivity, subject-centred); enablers (high inclusion, high sensitivity, and varied teaching practices).

The study found that 78% of all respondents preferred either the provider or enabler style; however, 53% of females preferred teaching learning decisions constructed by learners, and 65% of males used teaching styles that do not allow participants to freely share ideas. Male mentors were found to be more dominant and exacting in their teaching style, while female mentors tended to be more informal and open towards students.

The study, thus, revealed that the styles of male and female in the faculty differed, especially with how much each of the genders valued student inclusion. Whereas over half of the female faculty members believed that students should be allowed to define the learning experience for themselves and discern their own style, male faculty members believed they are the holder of the information and know what it is best for students. The study concluded that the central differences in teaching styles resided in issues of inclusion and control.

A similar study by Grasha (1994), used a larger sample of institutions and sought to assess the teaching style among gender using the following categories: expert, formal authority, personal model, facilitator, and delegator. The results suggested that women were more likely to use a facilitator or delegator style that emphasizes relating to students as a guide, consultant, or resource as opposed to transmitting knowledge, setting goals, and providing feedback. Statham, Richardson, and Cook (1991), also found that, gender differences persisted even after controlling for course level, class size, professor's rank, and the gender ratio of the faculty in a given department. Women professors are more encouraging and allowing student participation than men professors.

From the study, women spent 4.7% of their time soliciting students' input, whereas men spent only 2.9%. Similarly, men only solicited responses from students 3.7% of the time, whereas women did this 5.1% of the time. Starbuck (2003), conducted a study on college teaching styles by gender. The study examined gender differences in teaching styles while controlling for disciplinary area. Starbuck measured 22 different teaching activities, ranging

from class discussion and group projects to simulations and role plays. A total of 221 responses were received, a response rate of about 80%.

The study revealed that only three of the activities were significantly different by gender: small group discussion, lecture, and the use of power-point slides. However, these differences became non-significant once the analyses controlled for discipline. While the above research provides significant evidence that gender differences are evident in teaching styles adopted by each sex, it is equally relevant to note that beyond understanding how men and women may teach differently.

Level of Self-Efficacy of Mentors with regard to Teaching Experience

In a study conducted by Klassen and Chiu (2010) in the United State of America, the results showed how self-efficacy varies with years of mentors' experience. It was found that mentors' level of self-efficacy differed with regard to years of teaching experience. The key new finding in the study was that mentors' self-efficacy level was influenced by years of experience in a nonlinear relationship, with the three factors of teacher efficacy increasing with experience for early and mid-career stage mentors and declining for mentors in the late career stages.

Huberman (as cited in Vaudroz and Girarde, 2015) conducted a study on "The Role of Teaching Experience and Prior Education in Mentors' Self-Efficacy and General Pedagogical Knowledge at the Onset of Teacher Education" in Switzerland. Mentors were asked to indicate the extent to which they had mastered different facets of teaching, such as "Feeling at the same level as more experienced colleagues" and "Feeling generally confident as an experienced teacher."

Vaudroz and Girardet (2015), found that the more years of teaching experience mentors had, the higher their feelings of instructional mastery were. This concept is very close to Teacher Self Efficacy (TSE), since it relates to mentors perceived instructional effectiveness. Tschannen-Moran and Hoy (2007), found similar results: Career mentors (four or more years of experience) rated themselves significantly higher on overall self-efficacy than novice mentors (three or fewer years of experience).

Klassen and Chiu (2010) observed a curvilinear relationship between TSE and teaching experience: TSE increased from 0 year of experience to approximately 23 years of experience and then dropped afterwards. According to a study by Wolters and Daugherty (2007), the difference of TSE with regard to teaching experience varies depending on the type of TSE considered. For example, the impact of teaching experience on TSE is stronger for classroom management (maintaining order, discipline, keeping students quiet) and instructional strategies (using various instructional and assessment strategies to meet all students' needs) than for student engagement (motivating uninterested students, helping students understand the value of learning). In sum, prior research suggests that TSE is positively related to years of experience.

Attitude of Mentors towards Mentees with regard to Teaching Experience

Mentors' attitude of mentoring towards mentees is above all practical knowledge and skills about teaching. It is practice-oriented (Aspfors & Fransson, 2015). A study was conducted by Kwan and Lopez-Real (2010) on "mentor education for mentors of newly qualified mentors: A qualitative meta-synthesis". It was found that mentors were intimately tied up with and

embedded in their teaching practice and their professional identities as mentors and mentors within their school culture.

Similarly, a study on “identity formation of mentors: An analysis of contrasting experiences using a Wengerian matrix framework” was conducted and it was reported that mentors who served for some time had positive attitudes towards mentees (Clarke, Killeavy & Moloney, 2013). Schwille (2008) noted, however, that mentoring in Initial Teacher Education is increasingly seen as a professional practice that requires mentors to exhibit positive attitudes to draw from their strategic knowledge of teaching and learning to teach and their knowledge of their novice as a learner to create appropriate learning opportunities. Such professional mentoring requires mentors to be pro-actively adaptive to novice teacher learning, while working towards a vision of good practice or having positive attitude towards mentees (Stanulis, Brondyk, Little & Wibbens, 2014). This involves a bifocal vision: attending to immediate issues of improving teaching performance as well as to long-term goals for novice mentors’ learning and development. This bifocal vision has been connected to the mentoring conceptions that mentors’ hold (Graham, 2006).

Mentors holding an instrumental mentoring conception tend to emphasize immediate issues of teaching performance and classroom control, to be more directives in mentoring interactions, and to view their own teaching as a model of good practice. On the other hand, mentors holding a developmental conception tend to emphasize pupil autonomy in learning of content, and novice mentors’ understanding of the interplay between teaching and learning. They tend to be less directive in mentoring interactions, and to

view good teaching as associated with the ability to see teaching and learning from different perspectives, including that of pupils (Ginkel & Verloop, 2018).

Level of Self-Efficacy of Mentors with regard to Programme of Study

Wernersbach, Crowley, Bates and Rosenthal (2014) conducted a study on “Study Skills Course Impact on Academic Self-Efficacy” in the United State of America and reported a statistically significant difference between groups on the level of self-efficacy of mentors with regard to academic programme of study. It was found that mentors who studied different academic programmes differed with regard to self-efficacy.

Similarly, Birdsall, Doumas, Hausheer, Frischmuth, Gallo and Jahn (2016) reported in their study that there were no differences in academic programmes between the Mentor Programme of study. Instead, mentors in both groups demonstrated a significant improvement in academic achievement. Standardized achievement test scores in reading, language, and math increased significantly from the fall to spring semester for students in both programmes. The effect size for each of the analyses was in the large range.

These findings are consistent with prior research suggesting that comprehensive guidance and counselling programs provided by school counsellors can be effective in increasing academic achievement (Whiston, 2011) and that mentoring programs are effective in improving academic success (Herrera, 2011). Findings from the study support the use of both adult mentors and peer mentors as part of a school-based mentoring program designed to improve academic success.

Attitude of Mentors towards Mentees with regard to the Programme of Study

Kamran, Abasimi and Congman (2015) conducted a study in Pakistan and reported a significant difference in attitude of mentors with regard to the disciplines of education, physics, chemistry, biology and other courses. The post hoc comparison test indicated that the mean score for mentors offering education was the highest followed by those of biology, chemistry, physics and finally “other” courses. Therefore, it is interpreted that mentors offering education had the most positive attitudes with regard to academic programme and those who had the least positive attitudes with regard to academic programme are those who offer “other” courses. These are courses other than chemistry and physics. This finding is somewhat consistent with the findings of Babu and Raju (2013) who also noted that attitudes of mentors differed with regard to academic programme of study.

On the other hand, Parvez and Shakir (2013) in a study on the relationship between the programme of study of mentors and their attitude, they found no significant differences between the variables of science and social science, and mentor attitude.

Summary of Literature Review

In Ghana, the colleges of education are trusted with the core responsibility of preparing teachers for the first-cycle schools. These colleges use two main segments namely; the on-segment method and out-segment methods during teaching practice. During out-segment teaching practice, mentees are posted to basic schools (primary and Junior High Schools) to be mentored by mentors to acquire real classroom experiences. The self-efficacy

level and attitudes of mentors during out-segment teaching practice have an immense impact on the mentees as far as teaching and learning is concerned.

Mentors who are considered highly efficacious and have positive attitudes towards mentees on the Out-segment internship place more emphasis on evidence-based instructional strategies and are more likely to create learning environments conducive for mentees and struggling students. However, during the Out-segment internship, some mentors tend to abandon classrooms for mentees. This does not allow mentees to have adequate instructional practices with mentors. Mentors could be made to stay in class to guide and direct mentees by if they were monitored regularly by lead mentors and teaching practice coordinators.

CHAPTER THREE

RESEARCH METHODS

Introduction

This study sought to assess self-efficacy and attitude of mentors towards mentees on the Out-segment internship of the colleges of education in the Sagnarigu Municipality in the Northern Region of Ghana. This chapter describes the procedures that were adopted in conducting the study. It embraced the research design, population, sample and sampling procedure and data collection instruments. The procedures for data collection and methods of data processing and analysis are also discussed.

Research Design

The descriptive survey design was employed for the study. Descriptive research design is concerned with collection of data at one or more points in time and concerns itself with the present status of a phenomenon.

Creswell (2012), noted that, descriptive design is used in the sense that it is comparatively quick and cheap to conduct and administer. Cohen, Manion and Morrison (2007) added that, in descriptive research design, researchers gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared. The design was, therefore, appropriate to gather data on measures that can be put in place to ensure that mentors stay in class with mentees and to find out the challenges encountered by mentees on the Out-segment internship.

On the contrary, Fraenkel, Wallen and Hyun (2012), identified the weaknesses of the descriptive research design as (1) difficulty in ensuring that the questions to be answered are clear and not misleading, (2) getting respondents to answer questions thoughtfully and honestly is a setback, and (3) getting a sufficient number of questionnaires completed and returned so that meaningful analysis can be made is also a setback. Osuala (2001) in buttressing the points on the weaknesses of the descriptive research design, pointed out that, “designing a quality investigation requires particular attention to two central factors: appropriate sampling procedures, and precision in defining terms in eliciting information” (p. 201). He explained, further, that while descriptive research is a prerequisite for finding answers to questions, it is not in itself sufficiently comprehensive in providing answers and that it cannot also provide cause-and-effect relationships.

Notwithstanding the difficulties and setbacks of descriptive research design as indicated above, it was still deemed most appropriate and applicable for the study.

Population

Population refers to the large general group of many cases from which a researcher draws a sample and which is usually stated in theoretical terms (Neuman, 2003). Amedahe (2004), maintained that the target group about which a researcher is interested in gaining information and drawing conclusions is what is known as the population. It is a group of individuals who have one or more characteristics in common that are of interest to the researcher. For the purposes of this study, the target population was the set of all mentors and mentees in public basic schools in the Sagnarigu Municipality.

In the Sagnarigu Municipality, there are two colleges of education namely; Bagabaga College of Education and Tamale College of Education. This study focused on mentors and mentees in schools within the Municipality where only mentees of Bagabaga College of Education are posted for internship for the 2018/2019 academic year. The selection of Sagnarigu Municipality and Bagabaga College of Education was due to the fact that a similar study on ‘Issues in the implementation of the Out-segment internship’ had been conducted in the Tamale Metropolis with Tamale College of Education as a case study. Conducting the study in the Sagnarigu Municipality was, therefore, to provide additional information, specifically, the self-efficacy and attitude of mentors on the programme.

There were twenty-five (25) internship schools in the Sagnarigu Municipality where mentees of Bagabaga College of Education were undergoing their internship. There were 205 mentors and 228 mentees in these internship schools (Bagabaga College of Education, 2018). The population size for the study was, therefore, 433 participants.

Sampling Procedure

A sample denotes a representative portion of the population. The initial sample size for the study was (433) consisting of (205) mentors and (228) mentees. The census method was used to include all the (433) participants for the study. In census method, one is interested in including all participants for the study. According to Cooper and Schindler (2000), census survey involves the use of all members in any population of interest. They state that a “census is feasible when the population is small” (p.164). With the population size of 433 participants, it was convenient for the researcher within time and material

resources to include all the participants without having to draw a sample from the population.

Data Collection Instruments

The instrument used for data collection was questionnaire. The choice of questionnaire was based on the assertion of Cohen, Manion and Morrison (2007) that it is useful for collecting survey information, providing structured numerical data and being able to be administered without the presence of the researcher. Two sets of questionnaires, one for mentors and the other for mentees were administered. The questionnaires comprised closed-ended items.

The questionnaire for mentors had five sections; A, B, C, D and E with a total of 57 items (See Appendix D). Section A, items 1-3 was demographic data of the respondents. Section B, items 4-23 was on the self-efficacy of mentors. Section C, items 24-41 focused on attitudes of mentors towards mentees while section D, items 42 to 46 was on factors which make mentors abandon classrooms for mentees. Finally, section E, items 47-57 addressed measures to ensure that mentors stayed in class to offer effective mentorship to mentees.

Section B, the Mentor Efficacy Scale (MES) developed by Riggs (2000) was adopted for the study. The MES is used to measure mentor teachers' self-efficacy in training beginning teachers. The MES has a total of 20-items and a reliability coefficient of 0.87. The content-validity of MES was established by working in collaboration with a 22-programme director, coordinators and a programme mentor. The MES is scored on a four-point Likert type scale ranging from one (1) = strongly disagree, (2) = disagree, (3) = agree and (4) = strongly agree.

In Section C, the Mentor Attitude Scale (MAS) developed by Hudson (2004) was adapted to measure mentor teachers' attitudes towards training beginning teachers. The MAS has a total of 34-items and a reliability coefficient of 0.92. For the purpose of this study, the items were reduced to 17 because the remaining items were not applicable to participants in the study area. The MAS is scored on a five-point Likert type scale ranging from one (1) = strongly disagree, (2) = disagree, (3) = agree, (4) = uncertain and (5) = strongly agree. However, in this study the scoring is done on a four-point Likert type scale ranging from one (1) = strongly disagree, (2) = disagree, (3) = agree and (4) = strongly agree.

The questionnaire for mentees was constructed by the researcher (see Appendix E). It was made up of two sections. The first section (Section A, item 1) was on the demographic data of respondents and the second section (Section B, items 2-13) covered challenges encountered by mentees on the Out-segment internship.

Items on the questionnaire were scored on a four-point Likert type scale ranging from one (1) = strongly disagree, (2) = disagree, (3) = agree and (4) = strongly agree. The Likert type scale was chosen because according to Asamoah-Gyimah (2002), in measuring the views and impressions of participants on an on-going practice, it is the simplest, but equally efficient approach when considered. It also used to ensure effective analysis of data even though it restricts free expression and perception of respondents in a study.

Validity of the Instrument

In order to enhance the validity of the instrument, the questionnaires were submitted to my supervisors to solicit their expert judgement and

assessment. This was meant to ensure content related evidence to the items. The items were examined as to whether they were related to the research questions and also comprehensively cover the details of the study. Based on their comments and suggestions, the questionnaires were fine-tuned to enhance their validity.

Pre-testing the Instrument

A pre-test of the instrument was conducted to ascertain if there was the need for revision. The questionnaires were pretested in five other internship schools within the Tamale Metropolis. Fifty (50) mentors and fifty-six (56) mentees were used for the pre-test of the instrument. The participants of the pre-test were encouraged to provide comments or suggestions for revising any ambiguous items on the questionnaires and to discuss with the researcher any incoherence or incomprehension that they experienced about any aspect of the draft questionnaire.

The final instrument for the study was produced after subsequent revisions in the wording of a few of the items. For example, Section B, items 9 and 14 which read “I wonder if I am in over my head when helping with my mentee’s issues” and “When meeting with my mentee, I usually welcome their questions” were reworded as “I wonder if I am deeply involved when helping with my mentee’s issues” and “when meeting with my mentee, I usually welcome his or her questions” respectively. Section D, items 39 and 40 which read “mentees equally do everything in my absent” and “harsh environments which lack incentives to encourage my morale” respectively were reworded as “mentees equally do everything in my absence” and uncondusive classroom

environment which lack incentives to encourage my morale”. The necessary corrections were effected after the pre-testing.

Reliability of Instrument

The reliability (internal consistency) of the items for the main study was estimated using Cronbach’s co-efficient alpha. According to Cronbach (as cited in Ebel & Frisbie, 1991), co-efficient alpha can provide a reliability estimate for a measure composed of items of varying point values such as essays or attitude scales that provide responses such as strongly agree and strongly disagree with intermediate response options. To obtain the reliability of the instrument, Cronbach’s co-efficient alpha was used to estimate the internal consistency. The summary of the reliability coefficient obtained for each of the study variables were Mentor Efficacy Scale (0.87), Mentor Attitude Scale (0.73), Factors that make mentors abandon class (0.89), Measures to ensure that mentors stay in classrooms with mentees (0.75) and Challenges mentees face on the Out-segment internship (0.71).

According to Fraenkel and Wallen (2000), the reliability coefficient should be at least 0.70 and preferably higher. This means that the reliability indexes obtained for the various sections of the instrument are appropriate for the study. Therefore, the reliability obtained is justifiable for the study.

Ethical Consideration

Ethical clearance form was obtained from Institutional Review Board of the University of Cape Coast to enable me obtain permission from the various schools where the study was carried out (see Appendix A). The form spelt out the purpose of the study, the need for voluntary participation, anonymity of respondents as well as confidentiality of respondents’ responses. Informed

consent was sought from participants by explaining the purpose of the study to them and assuring them of their right to voluntarily participation in the study. They were also told of their right to withdraw their participation at any stage of the study should they feel or have any reason for doing so. Two letters of introduction seeking permission to carry out the study were obtained from the Department of Education and Psychology, University of Cape and the Sagnarigu Municipal Education Office (see Appendices B and C).

Anonymity of respondents was considered in the study. This gave the participants the opportunity to have their identity concealed. Neither names nor any identifiable information from respondents was recorded. Efforts were made to maintain confidentiality of the responses of the participants. Participants were assured that their responses would be kept confidential and that no one known to them would have access to the information provided.

Data Collection Procedures

The researcher employed the service of two research assistants to administer the questionnaires. To facilitate the administration of the instruments, a letter of introduction from Department of Education and Psychology, UCC was submitted to the Sagnarigu Municipal Education Office for permission to visit the internship schools for data collection. Two weeks were used for the data collection exercise. Forty-seven (47) questionnaire; nineteen for mentors and twenty-eight for mentees could not be retrieved.

Data Processing and Analysis

The responses to the questionnaires were first edited, coded and scored. The editing procedure was done to check whether respondents followed directions correctly, and whether all items were responded to. Editing the data

was equally necessary to ascertain the seriousness respondents attached to the exercise. Section A on the questionnaires was on the demographic data of respondents. These responses were analysed using frequencies and percentages.

Research Question One

What level of self-efficacy do mentors exhibit on the Out-segment Internship in the Sagnarigu Municipality?

The scale of measurement is the interval scale. The statistical tools that were used for analysis are means and standard deviations.

Research Question Two

What attitudes do mentors exhibit towards mentees on the Out-segment Internship in the Sagnarigu Municipality?

The scale of measurement is the interval scale. Means and Standard Deviations were used for the analysis.

Research Question Three

What factors make mentors abandon classrooms for mentees?

The scale of measurement is the interval scale. Frequencies and percentages were used for the analysis

Research Question Four

What measures can be put in place to ensure that mentors stay in class with mentees?

The scale of measurement is the interval scale. Means and standard deviations were used for the analysis.

Research Question Five

What challenges do mentees face on the Out-segment internship?

The scale of measurement is the interval scale. Frequencies and percentages were used data analysis.

Research Hypothesis One

H₀: There is no significant difference in the level of self-efficacy of mentors with regard to gender.

Independent samples t-test was conducted at 0.05 level of significance.

Research Hypothesis Two

H₀: There is no significant difference in the attitude of mentors with regard to gender.

Independent samples t-test was conducted at 0.05 level of significance.

Research Hypothesis Three

H₀: There is no significant difference in the level of self-efficacy of mentors with regard to teaching experience.

One- way analysis of variance (ANOVA) was conducted at 0.05 level of significance.

Research Hypothesis Four

H₀: There is no significant difference in the attitude of mentors towards mentees with regard to teaching experience.

One-way analysis of variance was conducted at 0.05 level of significance.

Research Hypothesis Five

H₀: There is no significant difference in the level of self-efficacy of mentors with regard to programme of study.

One-way analysis of variance was conducted at 0.05 level of significance.

Research Hypothesis Six

H₀: There is no significant difference in the attitude of mentors towards mentees with regard to the programme of study.

One-way analysis of variance was conducted at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter was discussed in three sections. Section one reported demographic data of respondents. Results of the five research questions and the six hypotheses were presented in sections two and three respectively. The statistical tools used for data analysis included frequencies, percentages, means, standard deviations, independent sample t-tests and a one-way analysis of variance (ANOVA). The tests were conducted for significant differences at a significance level of 0.05. The final sample size for the study was 386 (89.1%) comprising 186 mentors and 200 mentees. The rest of the respondents could not return their questionnaires.

Distribution of Demographic Variables of Mentors

Table 1 presents the demographic distribution of mentors.

Table 1 indicates that 50.0% of the mentors were males and females respectively. It was revealed that 51.1% of the mentors had teaching experience above 10 years whilst 24.2% had taught for 2 to 5 years. The results of the study again indicated that 30.1% of the mentors studied Basic education, 15.6% studied Social studies and 4.8% studied Agricultural sciences and Accounting respectively.

Table 1: Demographic Variables of Mentors

Variables	Frequency	Percent (%)
Gender		
Male	93	50.0
Female	93	50.0
Teaching experience		
Above 10years	95	51.1
6-10years	46	24.7
2-5years	45	24.2
Programme studied		
Basic education	56	30.1
Social studies	29	15.6
Social sciences	28	15.1
Home economics	18	9.4
Guidance and counselling	15	8.1
English	12	6.5
Mathematics	10	8.1
Agricultural sciences	9	4.8
Accounting	9	4.8

Source: Field Survey, (2019)

Distribution of Demographic Variables of Mentees

Table 2 presents the demographic distribution of mentees involved in the study.

Table 2: Demographic Variables of Mentees

Gender	Frequency	Percent (%)
Male	126	63.0
Female	74	37.0
Total	200	100

Source: Field Survey, (2019)

The results from Table 2 show that 63.0% of the mentees are males whilst 37.0% are females. Thus majority of the mentees who participated in the study are males.

Analysis of Main Data

Research Question One: What level of self-efficacy do mentors exhibit on the Out-segment Internship in the Sagnarigu Municipality?

The purpose of research question one was to find out the level of self-efficacy that mentors exhibit on the Out-segment Internship in the Sagnarigu Municipality. Mentors were requested to provide responses to twenty (20) items on a four-point Likert type scale as 1=strongly disagree, 2=disagree, 3=agree and 4=strongly agree. The criterion in Table 2 was calculated by dividing the range (3) by the number of categories (4), giving 0.75. Then the criteria are 1.00-1.74=strongly disagree, 1.75-2.49=disagree, 2.50-3.24=agree and 3.25-4.00=strongly agree.

Table 3: Analysis of Results of Level of Self-efficacy of Mentors

Items	M	SD	Rank
1. When my mentee talks with me, I use good listening skills	3.29	.75	1 st
2. I can help my mentee develop a personal awareness of his or her learning style and strengths	3.24	.72	2 nd
3. I am able to use my mentee's tests to assist him or her in observing his or her own academic growth	3.23	.71	3 rd
4. When meeting with my mentee, I usually welcome his or her questions.	3.18	.74	4 th
5. I am continually finding better ways to be a mentor to my mentee	3.17	.80	5 th
6. I can use my knowledge of child development in supporting my mentee	3.16	.16	6 th
7. During our sessions, I am able to promote my mentee's own problem solving through good use of questioning.	3.03	.79	7 th
8. I can facilitate discussions with my mentee about his or her choices or behaviour that I find troubling	3.02	.74	8 th
9. I can act as an advocate for my mentee in school related matters	2.99	.83	9 th
10. When meeting with my mentee, I can communicate how our meetings have promoted my own personal growth	2.96	.79	10 th
11. I can act as an advocate for my mentee in non-school related matters	2.76	.92	11 th
12. I struggle with getting to know my mentee's guardians	2.47	.83	12 th
13. I wonder if I have the necessary skills to be an effective mentor	2.34	.96	13 th
14. I have difficulty managing our sessions, so that we accomplish assignments.	2.16	.92	14 th
15. I have problems helping my mentee understand the importance of his or her choices	2.15	1.00	15 th
16. I struggle when I try to acknowledge the accomplishments of my mentee	2.20	1.72	16 th
17. I wonder if I have the necessary skills to be an effective mentor	2.12	1.10	17 th
18. I am not very effective in monitoring my mentee's academic growth.	1.98	.89	18 th
19. I'm not sure how to work with my mentee to identify a starting point for his or her personal growth	1.86	.91	19 th
20. I have problems helping my mentee understand his or her responsibilities as a student	1.67	.86	20 th

Source: Field Survey, (2019)

The results in Table 3 revealed that mentors strongly agreed that when their mentees talk to them, they used good listening skills ($M=3.29$, $SD=.75$) and was ranked 1st. It was shown that mentors agreed that they could help their mentee develop a personal awareness of their learning style and strengths ($M=3.24$, $SD=.72$) and was ranked 2nd. Also, mentors agreed that they were able to use their mentee's tests to assist them in observing their own academic growth ($M=3.23$, $SD=.71$) while ranking 3rd. The results further showed that mentors agreed that when meeting with their mentees, they usually welcome their questions ($M=3.18$, $SD=.74$) with a rank of 4th. Moreover, mentors agreed that they continually found better ways to be a good mentor to their mentees ($M=3.17$, $SD=.80$) and was ranked 5th. Mentors agreed that they could use their knowledge of child development in supporting their mentees ($M=3.16$, $SD=.16$) with a rank of 6th.

However, mentors disagreed that they wondered if they have the necessary skills to be an effective ($M=2.12$, $SD=1.10$) with a rank of 17th. It was also found that mentors disagreed they were not very effective in monitoring mentee's academic growth ($M=1.98$, $SD=.89$) with a rank of 18th. Also, mentors disagreed that they were not sure how to work with a mentee to identify a starting point for his or her personal growth ($M=1.86$, $SD=.19$) and was ranked as 19th. Lastly, it was revealed that mentors disagreed that they had problem helping their mentee to understand their responsibilities as students ($M=1.67$, $SD=.86$) with a rank of 20th.

The results showed that generally the level of self-efficacy that mentors exhibit on the Out-segment Internship in the Sagnarigu Municipality is high.

Research Question Two: What attitudes do mentors exhibit towards mentees on the Out-segment Internship in the Sagnarigu Municipality?

The focus of research question two was to determine the attitudes that mentors exhibit towards mentees on the Out-segment Internship in the Sagnarigu Municipality. Mentors were requested to provide responses to eighteen (18) items on a four-point Likert type scale as 1=strongly disagree, 2=disagree, 3=agree and 4=strongly agree. The criterion in Table 4 was calculated by dividing the range (3) by the number of categories (4), giving 0.75. Then the criteria are 1.00-1.74=strongly disagree, 1.75-2.49=disagree, 2.50-3.24=agree and 3.25-4.00=strongly agree.

Table 4: Analysis of Results of Mentors Attitudes towards Mentees

Items	M	SD	Rank
1. I assist mentees with classroom management strategies for teaching	3.62	1.74	1 st
2. I make the mentee feel more confident as a teacher	3.37	.66	2 nd
3. I am supportive of my mentee for teaching	3.30	.75	3 rd
4. I discuss with mentee the school policies used for teaching	3.26	2.27	4 th
5. I discuss with the mentee the objectives of teaching	3.22	1.52	5 th
6. I clearly articulate what the mentee needs to do to improve teaching	3.19	.60	6 th
7. I instilled positive attitudes in the mentee towards teaching	3.19	.66	6 th
8. I guide the mentee with lesson preparation	3.19	.68	6 th
9. I listen to the mentee attentively on teaching matters	3.18	.69	9 th
10. I show the mentee how to assess the students" learning	3.16	.64	10 th
11. I observe the mentee teach before providing feedback.	3.16	.62	10 th
12. I gave the mentee clear for planning to teach	3.15	.67	12 th
13. I assist the mentee to reflect on improving teaching practices.	3.12	.62	13 th
14. I discuss with mentee questioning skills for effective teaching	3.12	.67	13 th
15. I provide oral feedback on the mentees' teaching	3.08	.55	15 th
16. I review the mentee's lesson plans before teaching	3.07	.73	16 th
17. I develop the mentee's strategy for teaching.	3.02	.69	17 th
18. I provide written feedback on the mentee's teaching	2.73	.76	18 th

Source: Field Survey, (2019)

Results in Table 4 showed that, mentors strongly agreed that they assist mentees to acquire classroom management strategies for teaching ($M=3.62$, $SD=1.74$) and was ranked as 1st. It was found that mentors strongly agreed that they made the mentee feel more confident as a teacher ($M=3.37$, $SD=.66$) with a rank of 2nd. It was observed that mentors strongly agreed that they are supportive of their mentees for teaching ($M=3.30$, $SD=.75$) and was ranked as 3rd. Mentors strongly agreed that they discussed with mentee the school policies used for teaching ($M=3.26$, $SD=2.27$) and was ranked as 4th. Also, mentors agreed that they discussed with mentee the objectives of teaching ($M=3.22$, $SD=1.52$) and was ranked as 5th.

Moreover, mentors agreed that they clearly articulated what the mentee needed to do to improve teaching ($M=3.19$, $SD=.60$), they instilled positive attitudes in the mentee towards teaching ($M=3.19$, $SD=.66$) and they guided mentees on lesson preparation ($M=3.19$, $SD=.68$) with a rank of 6th respectively. Furthermore, mentors agreed that they listened to mentees attentively on teaching matters ($M=3.18$, $SD=.69$) and it was ranked as 9th.

The results indicated that mentors not only assisted mentees how to assess students' learning ($M=3.16$, $SD=.64$) but also observed the mentees' lessons and provided them with feedback ($M=3.16$, $SD=.62$) with a rank of 11th. Generally, mentors involved in the study exhibited positive attitudes towards mentees on the Out-segment Internship in the Sagnarigu Municipality.

Research Question Three: What factors make mentors abandon classrooms for mentees?

The objective of research question three was to explore the factors which make mentors abandon classrooms for mentees. Mentors were requested to

respond to eight (8) items on a four-point Likert type scale; 1=strongly disagree, 2=disagree, 3=agree and 4=strongly agree. The responses were categorized into two main divisions: “Agree” and “Disagree”. Table 5 presents the results of the data analysis.

Table 5: Distribution of Results of Factors that make Mentors Abandon Classrooms for mentees

Items	Agree		Disagree	
	Freq.	%	Freq.	%
1. Student -teachers equally do everything in my absence.	76	40.9	110	59.1
2. Unconducive classroom environment which lack incentive to encourage my morale.	72	38.7	114	61.3
3. Unavailability of teaching materials such as textbooks and computers.	70	37.7	116	62.3
4. Lack of time management skills to cover the syllabus.	54	29.0	132	71.0
5. Lack of poor supervision	53	28.5	133	71.5
6. I have inadequate training to influence effective teaching and learning.	52	28.0	134	72.0
7. I do not have the skills and competencies to handle children with disability.	51	27.4	135	72.6
8. Ineffective questioning techniques	41	22.0	145	78.0

Source: Field Survey, (2019)

The results in Table 5 showed that 40.9% of the mentors agreed that mentees equally did everything in their absence that was why they abandoned classrooms for them. It was found that 38.7% of mentors agreed that uncondusive classroom environment which lacks incentive to encourage their morale made them abandon their classrooms for their mentees. Also, 37.7% of mentors agreed that unavailability of teaching materials such text books and computers explain their behaviour of leaving their classrooms for mentees.

Moreover, 29.0% of mentors agreed that lack of time management skills to complete the syllabus caused them to abandon classrooms for mentees. The results further revealed that 28.5% of mentors agreed that lack of supervision made mentors abandoned classrooms. It could be concluded that generally majority of the mentors disagreed that they abandoned class for mentees.

Research Question Four: What measures can be put in place to ensure that mentors stay in class with mentees?

The purpose of this research question was to explore measures that can be put in place to ensure that mentors do not abandon classes for mentees but stay with the mentees to offer effective mentoring. Mentors were requested to provide responses to eight (8) items on a four-point Likert type scale as 1=strongly disagree, 2=disagree, 3=agree and 4=strongly agree. The criterion in Table 6 was calculated by dividing the range (3) by the number of categories (4), giving 0.75. Then the criterions are 1.00-1.74=strongly disagree, 1.75-2.49=disagree, 2.50-3.24=agree and 3.25-4.00=strongly agree.

Table 6: Analysis of Results of Ensuring that Teachers Stay in Class

Items	M	SD	Rank
1. Adequate training is provided to mentors to influence effective mentoring of mentees.	3.19	1.35	1 st
2. There is adequate supervision	2.95	.85	2 nd
3. Availability of teaching materials	2.88	1.02	3 rd
4. Conducive environment which offer incentives are in place to encourage my morale.	2.88	.83	3 rd
5. Time management skills are provided to mentors to cover the syllabus	2.86	.82	5 th
6. Mentors are provided with skills and competencies to handle children with disabilities	2.82	.82	6 th
7. Mentors are motivated to stay in class	2.81	.95	7 th
8. Mentors are trained on questioning techniques	2.78	.78	8 th

Source: Field Survey, (2019)

The results from Table 6 revealed that mentors agreed that they require training on time management to influence effective teaching and learning (M=3.19, SD=1.35). It was found that supervision of mentors was needed to ensure the presence of mentors in their classrooms (M=2.95, SD=.85). The results showed that mentors agreed that availability of teaching materials such as textbooks and computers would ensure that mentors stay in their classrooms (M=2.88, SD=1.02). Mentors also agreed that conducive classrooms environment which offer incentives to teachers was necessary to encourage

mentors stay in their classrooms with their mentees (M=2.88, SD=.83). Majority of the mentors agreed that generally, measures are put in place to ensure their stay in classroom with their mentees.

Research Question Five: What challenges do mentees face on the Out-segment internship?

This research question determined the challenges mentees face on the Out-segment internship. Mentees were requested to respond to fourteen (14) items. On a four-point Likert type scale; 1=strongly disagree, 2=disagree, 3=agree and 4=strongly agree. The responses were categorized into two main divisions: “Agree” and “Disagree”. Table 7 presents the results of the data analysis.

Table 7: Distribution of Results of Challenges Mentees Face on Out-segment internship

Challenges	Agree		Disagree	
	Freq	%	Freq	%
1. Inadequate accommodation facilities	173	86.5	27	13.5
2. Inadequate textbooks for teaching and learning.	138	69.0	62	31.0
3. Inadequate information on motivation of students and policies of the school	134	67.0	66	33.0
4. Overcrowded classrooms and sitting arrangement impeded the effectiveness of instruction.	128	64.0	72	36.0
5. Heavy workload.	125	62.5	75	37.5
6. Inadequate teaching learning materials.	124	62.0	76	38.0
7. Student teacher’s inability to access marked scores after supervision.	120	60.0	80	40.0
8. Inadequate information concerning administrative structures.	116	58.0	84	42.0
9. Inadequate information on motivation of students and policies of the school	113	56.5	87	43.5
10. Poor learning environment.	102	51.0	98	49.0
11. Problems resulting from the curriculum.	99	49.5	101	50.5
12. Improper lesson supervision	84	42.0	116	58.0
13. Improper classroom management	83	41.5	117	58.5
14. Mentors’ complaints about mentees teaching too slowly.	43	21.5	157	78.5

Source: Field Survey, (2019)

It was found that 86.5% of the mentees agreed that the inadequacy of accommodation facilities provided by the internship schools was a major challenge to them. It was observed that 69.0% agreed that inadequate textbooks for teaching and learning were another challenge mentees encountered. Again, 67.0% of mentees agreed that inadequate information on motivation of students and policies of the school was a challenge, while 64.0% of them agreed that overcrowded classrooms and sitting arrangement impeded the effectiveness of instruction. Furthermore, 62.5% of the mentees agreed that heavy workload was a challenge they encountered. Finally, it was observed that 60.0% mentees agreed that mentees' inability to access marked scores after supervision was a challenge. It could be concluded that generally mentees agreed that they faced challenges on the Out-segment internship.

Testing of Hypotheses

Hypothesis One

H₀: There is no significant difference in the level of self-efficacy of mentors with regard to gender.

The purpose of this hypothesis was to find out the significant difference in the level of self-efficacy of mentors with regard to gender. Independent samples t-test was conducted and the results are presented in Table 8.

Table 8: Independent Samples t-test of Self-efficacy of Mentors with regard to Gender

	Group	N	M	SD	t	df	p-value
Efficacy	Male	93	53.61	7.90	.402	184	.688
	Female	93	53.19	6.24			

Source: Field Survey, (2019) Not significant at $p > 0.05$

The result in Table 8 revealed a non-significant statistical difference in the level of self-efficacy of male mentors (M = 53.61, SD = 7.90) and female mentors (M = 53.19, SD = 6.24); $t(184) = .402, p=.688$, (2-tailed)

Hypothesis Two

H₀: There is no significant difference the attitude of mentors towards mentees with regard to gender.

Hypothesis two found out the significant difference in the attitude of mentors towards mentees with regard to gender. Independents samples t-test was conducted and the results are presented in Table 9.

Table 9: Independent Samples t-test of Attitude of Mentors with regard to Gender

	Group	N	M	SD	t	df	p-value
Attitude	Male	93	57.10	8.01	-.187	184	.852
	Female	93	57.34	9.22			

Source: Field Survey, (2019) Not significant at $p>0.05$

The results in Table 9 revealed a non-significant statistical difference in the attitude of male mentors (M=57.10, SD=8.01) and that of female mentor (M=57.34, SD=9.22); $t(184) = -.187, p=.852$ (2-tailed).

From the result in Table 9, it can be concluded that no significant statistical difference existed in the attitude of mentors with regard to gender.

Hypothesis Three

H₀: There is no significant difference in the level of self-efficacy of mentors with regard to teaching experience.

The purpose of hypothesis three was to find out the significant difference in the level of self-efficacy of mentors with regard to teaching experience.

Preliminary test of normality was conducted and the results revealed that for “2-5years (p=.336)” group, the dependent variable “efficacy”, was normally distributed. However, for “6-10years (p=.000)” and “above 10years (p=.000)” groups the dependent variable “efficacy”, was not normally distributed. This is because the sig. value of the Shapiro-Wilk test is lesser than 0.05. Test of homogeneity of variance was conducted and the results showed that variances were assumed equal within the teaching experience groups (efficacy; p=.195). One-way analysis of variance (ANOVA) was, therefore, conducted and the results are presented in Table 10.

Table 10: ANOVA of Self-efficacy of Mentors with regard to Teaching Experience

	Group	Sum of Squares	df	Mean Square	F	Sig.
Efficacy	Between Groups	59.705	2	29.853	.589	.556
	Within Groups	9277.053	183	50.694		
	Total	9336.758	185			

Source: Field Survey, (2019) Not significant at $p > 0.05$

From Table 10, the results of one-way ANOVA is $F(2,183) = .589$, $p = .556$, (2-tailed) indicating a non-significant difference in the level of self-efficacy of mentors with regard to teaching experience,

Hypothesis Four

H_0 : There is no significant difference in the attitude of mentors towards mentees with regard to teaching experience.

The purpose of hypothesis four was to find out the significant difference in the attitude of mentors towards mentees with regard to teaching experience. Preliminary test of normality was conducted and the results showed that “2-6years (p=.018)”, “6-10years (p=.000)” and “above 10years (p=.000)” group

the dependent variable “attitude”, was not normally distributed. This is because the sig. value of the Shapiro-Wilk test is lesser than 0.05. Test of homogeneity of variance was conducted and the results showed that variances were assumed equal within the teaching experience groups (attitude; $p=.397$). One-way analysis of variance (ANOVA) was, therefore, conducted and the results are presented in Table 11.

Table 11: ANOVA of Attitude of Mentors within the Categories of Teaching Experience

Group		Sum of Square	df	Mean Square	F	Sig.
Attitude	Between Groups	162.685	2	81.343	1.097	.336
	Within Groups	13571.831	183	74.163		
	Total	13734.516	185			

Source: Field Survey, (2019) Not significant at $p>0.05$

The results from Table 11 showed that $F(2, 183) = 1.097, p=.336$ indicated no significant statistical difference in the attitude of mentors towards mentees within the three categories of teaching experience.

Hypothesis Five

H_0 : There is no significant difference in the level of self-efficacy of mentors with regard to programme of study.

Hypothesis five determined the significant difference in the level of self-efficacy of mentors with regard to programme of study. Preliminary test of normality was conducted and the results revealed that for “Basic education ($p=.430$)”, “Guidance and counselling ($p=.300$)” “English ($p=.539$)”, “Mathematics ($p=.081$)” “Agriculture science ($p=.175$) and “Accounting ($p=.850$) group, the dependent variable “efficacy” was normally distributed because the p. values of the Shapiro-Wilk Test were greater than 0.05. However,

for “Social studies (p=.000).”, “Social science (p=.018)” and “Home economics (p=.008)”, groups the dependent variable “efficacy”, was not normally distributed because the p-value of the Shapiro-Wilk test is lesser than 0.05.

Test of homogeneity of variance was conducted and the results showed that variances were assumed equal within the programme of study groups (efficacy; p=.156). One-way analysis of variance (ANOVA) was therefore conducted and the results are presented in Table 12.

Table 12: ANOVA of Self-efficacy of Mentors with regard to Programmes of Study

	Group	Sum of Squares	df	Mean Square	F	Sig.
Efficacy	Between Groups	765.035	8	95.629	1.975	.052
	Within Groups	8571.723	177	48.428		
	Total	9336.758	185			

Source: Field Survey, (2019) Not significant at p>0.05

From Table 12 the results of one-way ANOVA, $F(8, 177)=1.975$, $p=.052$ revealed that no significant statistical difference exist in the level of self-efficacy of mentors with regard to the programmes.

Hypothesis Six

H₀: There is no significant difference in the attitude of mentors with regard to programme of study.

The purpose of research hypothesis six was to determine the significant difference in the level of attitude of mentors with regard to programme of study.

Preliminary test of normality was conducted and the results showed that for “Social studies (p=.898)”, “Social sciences (p=.093)”, “Home economics (p=.201)”, “English (p=.176)” and “Accounting (p=.065)” group, the dependent

variable “attitude” was normally distributed because the p. values of the Shapiro-Wilk Test were greater than 0.05.

However, for “Basic education (p=.000)”, “Guidance and counselling (p=.016)” and “Agricultural (p=.028)”, groups the dependent variable “attitude”, was not normally distributed because the p-value of the Shapiro-Wilk test is lesser than 0.05. Test of homogeneity of variance was conducted and the results showed that variances were assumed equal within the programme of study groups (attitude; p=.496). One-way analysis of variance (ANOVA) was therefore conducted and the results are presented in Table 13.

Table 13: ANOVA of Attitude of Mentors with regard to Programme of Study.

	Group	Sum of Squares	df	Mean Square	F	Sig.
Attitude	Between Groups	939.393	8	.424	1.624	.121
	Within Groups	12795.123	177	72.289		
	Total	13734.516	185			

Source: Field Survey, (2019) Not significant at $p > 0.05$

The results in Table 13 showed that $F(8,177) = 1.624$, $p=.121$ indicated no significant statistical difference in the attitude of mentors towards mentees with regard to the programme of study.

DISCUSSION

Levels of Self-efficacy of Mentors on the Out-segment internship

The findings showed that generally the level of self-efficacy that mentors exhibited on the Out-segment Internship in the Sagnarigu Municipality is high. The results revealed that mentors strongly agreed that when their mentee talk with them, they give them the needed attention by employing good listening skills. Mentors agreed that they could help their mentees develop a personal

awareness of their learning style and strengths. Mentors were also able to use their mentee's tests to assist them in observing their own academic growth.

The finding corroborates with earlier findings of Goddard and Goddard (2001), who reported that mentors exhibited high self-efficacy by sensitizing mentees regarding their learning styles and strengths. Goddard and Goddard added that mentor's self-efficacy level helps them to interact well with mentees by assisting mentees in their capabilities in the school and department or unit. This helps mentees to have a sense for successful teaching in schools.

Tschannen-Moran and Barr (2004) stated that high level of mentor self-efficacy is correlated to higher student achievement, so if collective efficacy is correlated to teacher efficacy, it would also be related to greater mentees achievement. Guenther (2014) asserted that mentors' self-efficacy has been found to have bearing on mentee achievement. Ashton and Webb as cited in Guenther (2014) found that there was a positive correlation between teacher efficacy and student achievement. These findings then suggest that when mentors exhibit high levels of self-efficacy in their mentorship roles, greater mentee achievement would be realized.

The findings of the study showed that mentors agreed that when meeting with their mentees, they usually welcome their questions and this helps mentors to be better mentors to their mentees. Mentors with high level of self-efficacy encourage mentees to expose their concerns for redress. This enables mentees to do away with the fears and doubts they harbour pertaining to their work. Similarly, Cantrell et al. (2013) shared the same position when they found that mentors' exhibition of high level of self-efficacy on a mentorship programme has a greater impact on mentee and student's achievement. Lee (2002), noted

that self-efficacy of mentors is important in mentee achievement because high efficacious mentors plan, organize, and reflect more effectively.

Goddard, Hoy and Hoy (2004) indicated that mentors with high level of self-efficacy have the mastery experiences, vicarious experiences, social persuasion and psychological states to help improve the physical and emotional well-being of the mentees. Mentors ability to have mastery experiences, social persuasion and psychological skills would help to produce a bank of confidence that helps mentees to succeed.

It can be deduced from the assertion that mentors with low levels of self-efficacy are unable to realise success in mentee achievement. This suggests that the self-efficacy of the mentor is very paramount in the sense that it helps them to guide and assist mentees who experience difficulty in the teaching and learning processes.

Attitude of Mentors towards Mentees on the Out-segment internship

The findings showed that generally, mentors involved in the study exhibited positive attitudes towards mentees on the Out-segment Internship in the Sagnarigu Municipality. The results showed that mentors strongly agreed that they assisted mentees with classroom management strategies for teaching. It was found that mentors strongly agreed that they made the mentee feel more confident in the performance teaching activities. It was observed that mentors strongly agreed that they are supportive of their mentee for teaching. The findings are supported with previous findings of Colomeischia and Colomeischia (2014) who mentioned that generally mentors have positive attitude toward teaching and mentees. Mentors with positive attitude towards teaching tend to display favourable attitudes towards their mentees. Such

mentors perceive their work, teaching and mentoring as being a positive factor of accomplishment and their involvement into their work is considered as a condition for their own existence.

It was found that mentors exhibited positive attitude towards their mentees by discussing with them the objectives of teaching so that the mentees can appreciate the worth of their work and become serious with their work. These findings are consistent with earlier findings of Birol et al. (2009) who found that the mentors' positive attitudes towards mentees is necessary for quality teacher training. Mentors discussion with mentees regarding school policies, objectives for teaching and the need to instil in mentees positive attitude will enhance quality education at large.

Factors which make Mentors Abandon Classrooms for Mentees

The results showed that mentors agreed that mentees equally did everything in their absence that was why they regarded them as partners or substitutes and therefore, abandoned their classrooms for them to take over. This finding is in line with research findings of Tendeukai and Mupa (2015), who conducted a study in Zimbabwe and revealed that most mentors do not stay in class during teaching practice sessions. According to Tendeukai and Mupa, student trainees or mentees equally function and perform their duties like the practicing mentors and hence when practicing mentors are absent, they can stand in. They stated that mentors turn to abandon the classroom probably to engage in other activities which could earn them a living. They further explained that mentors attribute their attitude to harsh economic and social working conditions which do not offer incentives to encourage mentors to

commit themselves to the classroom. Mentors' instructional practices, therefore, need much to be desired.

The study also revealed that some mentors have no training on mentorship to influence effective mentoring. Such mentors are unable to manage their time effectively; hence they abandon their classrooms for the mentees. It was found that mentors agreed that unconducive classroom environment did not encourage their presence in the classrooms.

Also, mentors agreed that inadequate teaching materials such as textbooks, computers and other essentials were the reason they stayed away from classes for their mentees. Fernandez (2014) found that the availability of textbooks appears to be the most consistent factor in predicting teacher effectiveness towards teaching in primary schools. This implies that if a school lacks adequate instructional materials such as textbooks and other essential teaching resources teachers and for that matter mentors may not be motivated or committed to their work and may resort to negative behaviours including abandoning classes for mentees.

It is fair to reason that the absence of these materials will not make teaching interesting enough for mentors to gain pleasure in their classrooms; hence, their decision to sometimes abandon their classrooms for their mentees.

Whiteley, (2014) noted that there is the need for mentors to have exposure, immersion and mastery for effective teaching to take place. He found that some school heads (lead mentors) do not supervise mentors regularly. There are some mentors who have not been supervised by their heads for the whole academic year. They do not have any supervision reports. Such lack of supervision led to complacency. Supervision of mentors by school heads is

necessary to check the activities of mentors in schools and to ensure their presence in classrooms so that mentors do not abandon classrooms for mentees.

Measures to Ensure that Mentors Stay in Classrooms with their Mentees

The results revealed that mentors agreed that adequate training and orientation be provided to mentors to ensure their presence in classrooms so that they can offer effective mentorship to mentees. Periodic training such as workshops, seminars and fora on the roles of mentors in the effective implementation of the out-segment internship should be given to continuing and fresh mentors to understand their rules of engagement. This would sensitise teachers on the relevance of staying in schools to assist teaching and learning even when mentees are in school.

At a point in time mentees may need assistance from their mentors, if the mentors are indisposed, mentees would find it difficult to address or deal with issues at the right time which may ultimately affect teaching and learning in school. It was found that there should be adequate supervision of mentors to ensure effective mentorship. Head teachers who are lead mentors have the responsibility of seeing to it that mentors deliver to expectation. Thus, when mentors are well supervised, their stay in classrooms with their mentees can be guaranteed so that they do what is expected of them rather abandoning classes for mentees to attend to their personal issues.

Motivation is very important in all facets of life. It helps to bring out the inner desire and joy to work to achieve optimum results. Hence, motivating mentors would help boost their morale and will eventually affect their desire to teach and mentor mentees effectively.

Challenges Mentees Face on the Out-segment internship

It was found that mentees agreed that, the absence or inadequate accommodation facilities for mentees in their internship schools was a major challenge since they had to leave the college to find accommodation on their own. It was observed that inadequate textbooks for teaching and learning, inadequate information on motivation of students and policies of the school, overcrowded classrooms and sitting arrangement impeded the effectiveness of instruction. Heavy workload and the inadequate teaching and learning materials were identified by mentees as their challenges. It was found that mentees' inability to access marked scores after supervision was a challenge.

The findings are in line with earlier findings of Hormenu et al. (2014), who noted that, mentees faced challenges such as refusal by supervisors to show mentees their scores after observing and supervising their lessons, lack of the needed equipment, facilities and materials required for teaching.

Saricoban (2010) reported that (a) lack of support in terms of materials and equipment, (b) problems resulting from the course book, (c) problems resulting from the students, (d) problems resulting from the curriculum, and (e) problems resulting from the classroom environment. It is hypothesized that most of the problems take place due to the lack of teaching materials.

Boadu (2014), found that mentees face challenges associated with heavy workload, classroom management, and lesson supervision. The findings of the study revealed that mentees should be made aware of the over-engaging nature of teaching the subject they embark on teaching practice by providing compulsory pre-teaching practice attachment for all prospective mentees during vacations to enable them come to terms with the demands of the profession and

better prepare them for the actual teaching practice. This will in turn reduce their anxiety with heavy workload. Mentees should be introduced to the various mechanisms of managing every classroom situation.

Differences in the Level of Self-efficacy of Mentors with regard to Gender

The result showed that there were differences in the levels of self-efficacy of male mentors and female mentors. Male mentors had higher levels of self-efficacy than their female counterparts. However, there was no significant difference in the level of self-efficacy of male and female mentors. Indeed, the revelation of the study could be due to the fact probably mentors experienced the same level of tuition during their training period.

The findings of the study support findings of (Chacon, 2005; Cubukcu, 2008; Karimvand, 2011; Mitchual, Donkor & Quansah, 2010) who reported in their studies that there were no significant differences in teacher self-efficacy by gender. For instance, in Ghana, Mitchual et al. (2010) conducted quantitative research on “Mentors’ Self-efficacy Beliefs: Effect of Gender on Self-efficacy Beliefs of Pre-service teachers”. The results indicated that the overall self-efficacy beliefs of pre-service teacher interns do not significantly differ according to gender. Chacon (2005), reported no difference between mentors’ self-efficacy and gender in a study that examined perceived efficacy among mentors in middle schools in Venezuela. Similarly, Cubukcu (2008), investigated differences in self- efficacy of male and female mentors and reported that mentors’ self-efficacy beliefs do not differ significantly in terms of gender. On the other hand, Tabak (2003) reported higher levels of self-efficacy beliefs among female mentors than their male colleagues.

In contrast to the findings of this study, Klassen and Chiu (2010), found that female mentors have lower teacher self-efficacy in the area of classroom management than male teachers. Gurbuzturk and Sad (2009) observed that, male and female participants' self-efficacy levels differed significantly. Female participants' were found to have slightly higher self-efficacy scores than those of male participants.

Hamurcu (2006), found a significant difference in favour of female mentors in a study assessing candidate class mentors' self-efficacy beliefs about science teaching. Shaukat and Iqbal (2012) investigated teacher self-efficacy as a function of student engagement, instructional strategies and classroom management. Specifically, the study was designed to determine mentors' efficacy in relation to gender. The study indicated that there was a significant difference in mentor self-efficacy in favour of male mentors.

Differences in the Attitude of Mentors with regard to Gender

The findings indicated that there are differences in the attitude of male and female mentors towards mentees with respect gender. The findings did not, however, indicate that the difference is significant. This finding is in contrast with earlier finding of Grasha (1994), who reported that male mentors and female mentors differed especially with how much each of the genders valued mentee inclusion. Whereas over half of the female mentors in a mentorship programme preferred to allow mentees to suggest teaching and learning experiences they wanted to be guided on, male mentors believed they are the holder of the information and know what it is best for mentees. Grasha further reported that women were more likely to use a facilitator or delegator style that

emphasizes relating to mentees as a guide, consultant, or resource as opposed to transmitting knowledge, setting goals, and providing feedback.

Statham, Richardson, and Cook (1991), also found that gender differences persisted between male and female mentors. Thus, female mentors are more encouraging and allowing mentee participation than male mentors.

Starbuck (2003) conducted a study on the attitude of mentors towards mentees on a school internship programme. The study revealed that only three of the activities were significantly different by gender: small group discussion, lecture, and the use of power-point slides. However, these differences became non-significant once the analyses controlled for discipline.

Differences in the Level of Self-efficacy of Mentors with regard to Teaching Experience

The one-way ANOVA results revealed no significant statistical difference in the levels of self-efficacy in relation to teaching experience. The findings of the study indicated that as far as teaching experience is concerned no significant difference exist in mentor's self-efficacy. This finding could be attributed to the reason that probably teaching experience does not have any bearing on mentor's self-efficacy.

The findings of the present study are inconsistent with findings of Klassen and Chiu (2010) who found that self-efficacy varies with years of mentors' experience. Huberman (as cited in Vaudroz & Girarde, 2015) conducted a study in Switzerland and found that the more years of teaching experience mentors had, the higher their feelings of instructional mastery were. Tschannen-Moran and Hoy (2007), found similar results: Career mentors (four

or more years of experience) rated themselves significantly higher on overall self-efficacy than novice mentors (three or fewer years of experience).

Klassen and Chiu (2010), observed a curvilinear relationship between Teacher Self-efficacy (TSE) and teaching experience: TSE increased from 0 year of experience to approximately 23 years of experience and then dropped afterwards. The inconsistency between the findings of the present and the previous studies could actually be explained on environmental differences and the kind of training mentors acquired before starting their career.

Differences in the Attitude of Mentors with regard to Teaching Experience

Similarly, the results indicated no significant difference within the three categories of teaching experience with regard to the attitude of mentors. The finding that there is no significant difference within the three categories of teaching experience with regard to attitude of mentors was at variance with Clarke, Killeavy and Moloney (2013), who reported a contrasting experience using a Wengerian matrix framework that mentors who served for some time had positive attitudes towards mentees.

Schwille (2008) noted that mentoring in Initial Teacher Education is increasingly seen as a professional practice that requires mentors to exhibit positive attitudes to draw from their strategic knowledge of teaching and learning to teach and their knowledge of their novice as a learner to create appropriate learning opportunities. Such professional mentoring requires mentors to be pro-actively adaptive to novice teacher learning, while working towards a vision of good practice or having positive attitude towards mentees (Stanulis, Brondyk, Little & Wibbens, 2014)

Differences in the self-efficacy of mentors with regard to programme of study

The finding of this hypothesis was that no significant statistical difference exists in the level of self-efficacy of mentors with regard to the programmes of study. This implies that irrespective of the programme studied by mentors their level of self-efficacy on the Out-segment internship is the same. The findings lend support to earlier findings by Birdsall, Doumas, Hausheer, Frischmuth, Gallo and Jahn (2016), who reported that there were no differences in the levels of self-efficacy of mentors in relation to their academic programmes.

These findings are consistent with prior research suggesting that comprehensive guidance and counselling programmes provided by school counsellors can be effective in increasing academic achievement of students and improve mentoring outcomes (Whiston, 2011).

Differences in the Attitude of Mentors with regard to Programme of Study

The study found no significant difference in the attitude of mentors towards mentees in relation to the programme of study of mentors. In this regard, the study found that most mentors in the Sagnarigu Municipality displayed positive attitude towards their mentees. There were differences in the mean scores of mentors who offered these courses. The post hoc comparison test indicated that the mean score for mentors who offered education was the highest followed by those of biology, chemistry, physics and finally “other” courses. However, the mean scores did not indicate significant differences in the attitude of mentors with regard to their programmes of study.

In contrast to this finding Kamran, Abasimi and Congman (2015) conducted a study in Pakistan and reported a significant difference in attitude of mentors with regard to the disciplines of education, physics, chemistry, biology and other courses. This finding is consistent with the findings of Babu and Raju (2013) who also noted that attitudes of mentors differed with regard to academic programme of study.

Chapter Summary

In summary, the study revealed that the level of self-efficacy that mentors exhibited on the Out-segment Internship in the Sagnarigu Municipality is high. It noted differences in the levels of self-efficacy of mentors but these differences were statistically insignificant. On the attitude of mentees, the study, again, found that mentors exhibited positive attitude towards mentees on the Out-segment internship.

Despite the general positive attitude exhibited by mentors towards mentees, mentors, however, agreed that a number of factors made them to occasionally leave classrooms for mentees. They agreed that mentees were able to perform all classroom duties in their absence and this made them to, occasionally, leave the classrooms for the mentees. Unconducive classroom environment, coupled with inadequate teaching and learning materials did not motivate their presence in the classrooms. On the part of mentees, the study revealed they faced a number of challenges including the absence of accommodation facilities in the practicing schools, inadequate textbooks for teaching and learning, overcrowded classrooms, heavy workload and their inability to access their scores after their supervision.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study assessed the self-efficacy and attitude of mentors towards mentees on the Out-segment Internship in the Sagnarigu Municipality. The study specifically assessed the level of self-efficacy of mentors on the Out-segment internship, assessed the attitudes of mentors towards mentees on the Out-segment internship, found out factors that make mentors abandon class for mentees, found out measures to ensure that mentors stay in class with the mentees and found out the challenges mentees face on the Out-segment internship.

The study sought to find out whether differences exist in the level of self-efficacy of mentors with regard to gender, teaching experience and programme of study. It again sought to find out whether differences exist in the attitude of mentors towards mentees in relation to gender, teaching experience and programme of study.

The study was carried out in the Sagnarigu Municipality in the Northern Region of Ghana. Census and stratified sampling method were used to select 186 mentors and 200 mentees for the study. Mentor Efficacy Scale (MES) developed by Riggs (2000) and Mentor Attitude Scale (MAS) developed by Hudson (2004) were adapted for the study. The statistical tools used for data analysis included frequency distributions, means, standard deviations, independent samples t-test and a one-way analysis of variance (ANOVA).

Summary of Key Findings

The level of self-efficacy that mentors exhibit on the Out-segment Internship in the Sagnarigu Municipality is high. Generally, Mentors in the Sagnarigu Municipality exhibited positive attitudes towards mentees on the Out-segment Internship.

The results of the study indicated that majority of the mentors did not abandon classroom for mentees. Majority of the mentors strongly agreed that there are measures within the internship structure to ensure their stay in classroom with their mentees. The study revealed that mentees face challenges such as accommodation, inadequate teaching and learning materials and heavy work load on during the internship.

The level of self-efficacy of mentors in the Sagnarigu Municipality was high irrespective of their gender, teaching experience and programme of study. Similarly, gender, teaching experience and programme of study of mentors did not cause any differences in their attitudes towards mentees on the Out-segment internship. Mentors in the Sagnarigu municipality had positive attitude towards mentees.

Conclusions

The success or failure of an internship programme for mentees is largely influenced by a number of factors relating to mentors involved in the internship programme. Self-efficacy and attitude of mentors are key to successful mentoring of mentees. Mentors in the Sagnarigu Municipality who were engaged for this study exhibited high levels of self-efficacy. They believed that they possess the competencies to mentor their mentees. This belief put them in a position to train their mentees. This implied that the mentees were receiving

the right training. Mentors may have high level of self-efficacy but their self-efficacy can be hindered by their attitude. On the part of the mentors in the Sagnarigu Municipality, they displayed positive attitude towards mentees as they willingly and freely engaged mentees in all school activities. They were supportive of their mentees in teaching and assisted them with classroom management strategies for teaching.

Both male and female mentors played their roles adequately as they attached high level of importance to the internship programme. The issue of gender, teaching experience and programme of study did not influence any differences in the work of the mentors. Irrespective of the mentors' gender, teaching experience and programme of study they exhibited the same attitude towards the mentees.

It must be acknowledged that, though mentees were receiving the right training from mentors, they faced some challenges with regard to accommodation and heavy workload which were negatively impacting on their effectiveness. When these challenges are dealt with, it will further enhance the successful implementation of the Out-segment internship.

Recommendations

1. It is recommended that the Sagnarigu Municipal Education Directorate and the Bagabaga College of Education should reward mentors within the Municipality to recognise their good efforts in implementing the Out-segment internship.
2. Head teachers who are lead mentors should continuously monitor and ensure the presence of mentors in their classrooms. This will prevent mentors from staying away from classrooms. Link tutors who pay

regular visits to mentees in their schools should arrange conferences for both mentors and mentees to discuss issues concerning the internship.

3. To ensure full participation of both mentors and mentees in classroom activities, the Parents and Teachers Association (PTA) should agree on class size to control overcrowding and make classrooms conducive enough through the provision of good furniture and well-ventilated classroom.
4. One major challenge faced by mentees was accommodation. Mentees are required to leave the college where they have free accommodation to get their own accommodation in the areas they are posted to. It is recommended that the Municipal Assembly through their scholarship fund should provide accommodation facilities for mentees. Alternatively, mentees should also be posted to schools that have or can provide accommodation for them.
5. Periodic workshops should be organised by the Ghana Education Service in collaboration with the colleges of education to orient mentors on their roles and responsibilities to prevent situations where mentors regard mentees as partner teachers and hand over to them all classroom responsibilities. Assigning all classroom responsibilities to mentees can make them experience frustration in the teaching profession they are about to practice.

Suggestion for Further Research

The study was conducted in the Sagnarigu Municipality. In order to generalise the findings of the study for the whole country, it is suggested that the study should be replicated in other internship schools in other parts country.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA



Our Ref: CES-ERB/ucc.edu/13/19-05
Your Ref:

Date: March 4, 2019

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

The bearer, Iddrisu Rashid, Reg. No. EF/PPE/17/0003 is an M.Phil./Ph.D. student in the Department of Education and Psychology in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He/~~She~~ wishes to undertake a research study on the topic:

Self-efficacy and attitudes of mentors toward mentees on the Out-segment Programme in the Sagnarigu Municipality

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/~~her~~ proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/~~her~~ study. The ERB would be grateful if you would give him/~~her~~ the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

APPENDIX B

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 233-3321-32440/4 & 32480/3
Direct: 033 20 91697
Fax: 03321-30184
Telex: 2552, UCC, GH.
Telegram & Cables: University, Cape Coast
Email: edufound@ucc.edu.gh



UNIVERSITY POST OFFICE
CAPE COAST, GHANA
11th March, 2019

Our Ref:

Your Ref:

TO WHOM IT MAY CONCERN

RECEIVED
MUNICIPAL EDUCATION
OFFICE SAGNARIGU
P. O. BOX 327
DATE 14-03-19

Dear Sir/Madam,

THESIS WORK
LETTER OF INTRODUCTION: MR. IDDRISU RASHID

We introduce to you Mr. Iddrisu, a student from the Department of Education and Psychology, University of Cape Coast. He is pursuing a Master of Philosophy degree in Educational Psychology and is currently at the thesis stage.


Mr. Iddrisu is researching on the topic: **"Self-Efficacy and Attitude of Mentors Towards Mentees on the Out-Segment Programme in the Sagnarigu Municipality"**



He has opted to collect data at your institution/establishment for the Thesis work. We would be most grateful if you could provide him the opportunity for the study. Any information provided would be treated as strictly confidential.

Thank you.

Yours faithfully,


Gloria Sagoe
Chief Administrative Assistant
For: HEAD


Action taken
25/06/19


DD Statistics / PRO
t.n.a

17/06/19

APPENDIX C

GHANA EDUCATION SERVICE

*In case of reply
the date and reference
number should be quoted*



REPUBLIC OF GHANA

Sagnarigu Municipal Education Office
P. O. Box 377, E/R
Tamale, N/R

25TH JUNE, 2019

Our Ref. GES/NR/SMEO/PL6
Yours Ref.....

RE: THESIS WORK
LETTER OF INTRODUCTION: MR. IDDRISU RASHID

I write to introduce to you Mr. Iddrisu Rashid from University of Cape Coast, College of Education Studies, a student of Master of Philosophy Degree in Educational Psychology who is conducting research on the topic: “Self-Efficiency and Attitude of Mentors Towards Mentees on the Out-Segment Programme in the Sagnarigu Municipality”. Mr. Iddrisu intends to achieve this through data collection in your school/office by engaging key stakeholders in the research from your school.

Permission is hereby given to Mr. Iddrisu Rashid to conduct this important thesis work on mentorship.

The policies and guidelines governing research ethics and protocols with partners apply and must be strictly complied with in the conduct of your research work in all public and private schools in the Sagnarigu Municipality.

Please offer Iddrisu Rashid all the support needed to collect his research data.

Thank you.

SAMATA MAHAMA (MS.)
MUNICIPAL DIRECTOR OF EDUCATION
SAGNARIGU

DISTRIBUTION

ALL HEADTEACHERS, BASIC SCHOOLS, GES SAGNARIGU

ALL HEAMASTERS, SENIOR HIGH SCHOOLS, GES SAGNARIGU

CC: Mr. Iddrisu Rashid, UCC, College of Education Studies, Univ., Post Office, Cape Coast.
Deputy Director, Supervision, GES Sagnarigu
The Basic Schools coordinator, GES Sagnarigu

APPENDIX D

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE FOR MENTORS

You have been selected to participate in this study to provide information on the self-efficacy and attitude of mentors towards mentees on the Out-segment internship. The study is important in the sense that it will ultimately lead to effective preparation of novice teachers through improvement in the one year mentorship programme for final year students of Colleges of Education in Ghana. Please answer the questions as frankly as you can. Whatever you say will be treated as confidential. Your name will not be associated with the responses you will give. Thank you in advance for your cooperation.

DIRECTIONS: Please tick [] where appropriate, and for others you may specify by writing.

Section A: Demographic Data of Respondent

1. Gender Male [] Female []
2. Teaching experience: 2-5 years [] 6-10 years [] Above 10 years []
3. Programme of study.....

Section B: Mentor Efficacy Scale (MES) by Riggs (2000)

Kindly respond to the following statements regarding your self-efficacy towards teaching by using 1-strongly disagree, 2-disagree, 3-agree and 4-strongly agree.

Statement	SD	D	A	SA
4. I have problems helping my mentee understand his or her responsibilities as a student.				
5. I can act as an advocate for my mentee in school-related matters.				
6. I'm not sure how to work with my mentee to identify a starting point for his or her personal growth.				
7. I can help my mentee develop a personal awareness of his or her learning style and strengths.				
8. During our sessions, I am able to promote my mentee's own problem solving through good use of questioning.				
9. I wonder if I am deeply involved when helping with my mentee's issues.				
10. I wonder if I have the necessary skills to be an effective mentor.				
11. I can act as an advocate for my mentee in non-school-related matters.				
12. I can use my knowledge of child development in supporting my mentee.				
13. I am continually finding better ways to be a mentor to my mentee.				

14. When meeting with my mentee, I usually welcome his or her questions.				
15. When my mentee talks with me, I use good listening skills.				
16. I have problems helping my mentee understand the importance of his or her choices				
17. I am not very effective in monitoring my mentee's academic growth.				
18. I struggle when I try to acknowledge the accomplishments of my mentee.				
19. When meeting with my mentee, I can communicate how our meetings have promoted my own personal growth.				
20. I have difficulty managing our sessions, so that we accomplish assignments.				
21. I am able to use my mentee's tests to assist him or her in observing his or her own academic growth.				
22. I can facilitate discussions with my mentee about his or her choices or behaviour that I find troubling.				
23. I struggle with getting to know my mentee's guardian(s).				

Section C: Mentor Attitude Scale (MAS) by Hudson (2004)

Kindly respond to the following statements regarding your attitudes towards teaching by using 1-strongly disagree, 2-disagree, 3-agree and 4-strongly agree.

Statement	SD	D	A	SA
24. I am supportive of my mentee for teaching.				
25. I guide the mentee with lesson preparation				
26. I discuss with mentee the school policies used for teaching.				
27. I assist mentee with classroom management strategies for teaching				
28. I develop the mentee's strategies for teaching.				
29. I provide oral feedback on the mentee's teaching.				
30. I discuss with the mentee questioning skills for effective teaching.				
31. I provide written feedback on the mentee's teaching.				
32. I make the mentee feel more confident as a teacher				
33. I review the mentee's lesson plans before teaching.				
34. I listen to the mentee attentively on teaching matters.				
35. I show the mentee how to assess the students' learning.				

36. I clearly articulate what the mentee needs to do to improve teaching.				
37. I observe the mentee teach before providing feedback.				
38. I instilled positive attitudes in the mentee towards teaching.				
39. I assist the mentee to reflect on improving teaching practices.				
40. I gave the mentee clear guidance for planning to teach.				
41. Discuss with mentee the objectives of teaching.				

Section D: Factors that make teachers abandon class

Kindly respond to the following statements regarding factors which make you abandon by using 1-strongly disagree, 2-disagree, 3-agree and 4-strongly agree.

I abandon class because;	1	2	3	4
42. Mentees equally do everything in my absence.				
43. Unconducive classroom environment which lack incentives to encourage my morale.				
44. I do not have the skills and competencies to handle children with disability.				
45. I have inadequate training to influence effective teaching and learning				
46. Lack time management skills to cover the syllabus.				
47. Inadequate effective questioning techniques.				
48. Lack of supervision.				
49. Unavailability of teaching materials such as textbooks and computers.				

Section E: Measures to Ensure that Mentors Stay in Classrooms with Mentees.

Kindly respond to the following statements regarding what could be done to ensure teachers stay in class by using 1-strongly disagree, 2-disagree, 3-agree and 4-strongly agree.

Teachers would stay in class when;	1	2	3	4
50. Teachers are motivated to stay in class.				
51. Conducive environments which offer incentives are in place to encourage my morale.				
52. They are provided with skills and competencies to handle children with disabilities.				
53. Adequate training is provided to teachers to influence effective teaching and learning.				
54. Time management skills are provided to mentors.				
55. They have adequate effective questioning techniques				
56. There is adequate supervision.				
57. Availability of teaching materials such as textbooks, marker in school.				

APPENDIX E

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE FOR MENTEES

You have been selected to participate in this study to provide information on the self-efficacy and attitude of mentors towards mentees on the Out-segment internship. The study is important in the sense that it will ultimately lead to effective preparation of novice teachers through improvement in the one year mentorship programme for final year students of Colleges of Education in Ghana. Please answer the questions as frankly as you can. Whatever you say will be treated as confidential. Your name will not be associated with the responses you will give. Thank you in advance for your cooperation.

DIRECTIONS: Please tick [] where appropriate, and for others you may specify by writing.

Section A: Demographic Data of Respondent

1. Gender Male [] Female []

Section B: Challenges student teachers face during Out-segment internship

Kindly respond to the following statement regarding challenges you face during Out-segment internship by using 1-strongly disagree, 2-disagree, 3-agree and 4-strongly agree.

Student teachers face challenges such as:	1	2	3	4
1. Inadequate textbooks for teaching and learning.				
2. Inadequate infrastructure for teaching and learning.				
3. Mentors' complaints about mentees teaching slowly.				
4. Inadequate information concerning administrative functions.				
5. Inadequate information on motivation of students and policies of the school				
6. Heavy workload.				
7. Improper classroom management.				
8. Improper lesson supervision.				
9. Poor learning environment.				
10. Mentees' inability to access marked scores after supervision.				
11. Problems resulting from the curriculum				
12. Overcrowded classrooms and sitting arrangement impeded the effectiveness of instruction.				
13. Inadequate teaching and learning materials.				
14. Inadequate accommodation facilities.				