UNIVERSITY OF CAPE COAST

BEGINNING TEACHERS'AND MENTORS PERCEPTIONS ABOUT MENTORSHIP IN BASIC SCHOOLS IN THE CAPE COAST METROPOLIS

JACOB KWESI ASHUN

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BY

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Thesis submitted to the Department of Basic Education of the Faculty of Educational Foundations of the College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy degree in Basic Education

NOVEMBER 2021

DECLARATION

Candidate's Declaration

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

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

Name:……

Supervisor's Declaration

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

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

Name: ……

ABSTRACT

The study examined the perceptions of beginning teacher's mentor's perception about mentorship in basic schools in the Cape Coast Metropolis in the Central Region of Ghana. The study employed a mixed method research approach and descriptive survey as the study design. The study used census sampling technique to accommodate all 50 teachers (25 beginning teachers and 25 mentors). Data collection was done using questionnaire for quantitative response, which was analysed using SPSS 26.0 and interview guide for qualitative response analysed using thematic analyses. The results of the study shows that the nature of mentorship programme requires mentors to support beginning teachers with teaching resource during teaching. The result also shows that mentors mostly assess beginning teachers in the building of relation with students and ability to use time judiciously. The information from beginning teacher's assessment was used mostly for recommendation purposes. The majority challenge confronting mentors was their inability to assess beginning teacher's background knowledge and skills. While beginning teachers reported that mentors make fun of them in ways they do not like. In resolving the identified challenges, it was revealed that mentors need to be motived. The study concluded that mentorship for beginning teachers was helpful but mentors need to be motivated to be effective. The study recommended that the management of Basic Schools must encourage mentors to develop trusting relationship with their mentees.

KEYWORDS

Beginning Teachers

Education

Mentors

Mentorship

Protégé

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DEDICATION

To my dad, Alfred Ashun of blessed memory, my mum Beatrice Ashun and my children, Caltha, Holisede and Lawrencia

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CHAPTER ONE

INTRODUCTION

Mentorship plays a key role in every facet of life especially within the teaching and learning context because it provides a leeway for an inexperienced person to learn from or take a cue from someone with reach experience within the teaching and learning context. This is significant because it gives insight into a learner to model the example of an individual who has had hands on experiences with respect to the issue of teaching and learning within the school context. In essence the trust of the current study is to gain insight into the nuances directly linked to beginning teachers and mentors perceptions about the relevance of mentorship within the Basic Schools in the Cape Coast Mentropolis and the significance there in.

Background to the Study

The term mentor has Greek origins and means "wise and trusted teacher" (Gibbs, Brigden & Hellenberg, 2005). According to Daresh (2003), a mentor is a person who is prepared and eager to transfer wisdom and offer all the answers to those who need it. This implies that a mentor is someone who is more knowledgeable and prepared to transmit this knowledge to another person called mentee. This implies that there should be a relationship between the mentor and the mentee so as to enable this transfer of knowledge from the mentor to the mentee to occur. By so doing, the mentee should also be willing to understudy the mentor and vice versa.

Evidence is uniformly consistent that successfully mentored teachers have more confidence in their capabilities and stay in the profession longer than those who do not receive mentoring support (Blunt & Conolly, 2006).

Mentoring plays a vital role in helping new teachers acclimate to the classroom, school, and educational community. Mentoring includes the provision of emotional or psychological support during the teacher's initial entrance into the classroom by a more experienced teacher, called a mentor. Effective mentors accord beginning teachers with empathy and encouragement. Through collegial exchanges and collaborative lesson planning experiences, mentors also engage beginning teachers in reflective conversations about how the instructional practices lead to student learning, creating a bridge to instructional effectiveness (Strong, 2005).

Mentoring is important part of teacher education (Akçamete, Aslan & Dinçer, 2010; Sundli, 2007). Flesch (2005) posited that all mentoring procedures should include four basic constituents in order to provide a fruitful mentoring; 1) Clinical supervisory/ observation: Mentors observe teachers in four stages: the pre-observation conference, the classroom observation, the data analyses and strategy; and the post-observation conference 2) Apprenticeship: A lesson is jointly planned and taught by the mentor and trainee 3) Competence: Mentors should have a build-up of knowledge on teaching and learning processes in order to assess the trainees on the bases of the theories 4) Reflection: It is essential for mentors to advance their own philosophical skills which are required for the mentees to possess.

Mentors are considered in various roles from guiding to networking. Halai (2006) argued that the mentors have twenty various roles. He further states that being an expert-coach, a subject specialist, a critical friend and a learner are four key roles in mentoring. A mentor as an expert-coach requires using of coaching cycle and this cycle includes pre-observation conferences,

observations and post-observation conferences. As for the role of being a subject specialist, a mentor needs to be an expert in his/her field. A mentor being a critical friend requires the mentees to take a critical stance which involves sharing emerging dilemmas, questioning the issues, considering the different perspectives and involving the mentees in the decision-making process. In the learners' role, a mentor also grows as a result of mentoring interactions with respect to enhancing their knowledge on how teachers learn and their skills in working collaboratively within the context.

Moreover, study by Strong (2005) shows that teachers who receive mentoring support from experienced teachers during their first year in the classroom increase the rate of developing effective teaching practices. This suggests that there is the need to prepare teacher trainees to have a sound grounding in the theory and practice of teaching to make them effective practitioners. This need has given rise to designing and implementing school-based teacher education programmes in both developed and developing countries to help trainees acquire theoretical and professional experience.

Mentoring is a necessity for first year teachers to ensure success throughout their careers (Whitebook & Bellm, 2013). A mentee can be helped immensely by having a mentor to guide him/her through the first year of his/her teaching experience (Mavroulis, 2013). In education, mentoring is an intricate part of the learning process for a new teacher (Creswell, 2012). It is essential that a veteran teacher assist a new teacher throughout the process of becoming an expert in their content knowledge, classroom management and school politics (Mavroulis, 2013). Without the help of a mentor, it is difficult for any individual in the education profession to succeed (Creswell, 2012).

The interest that the researcher has in the field of mentoring is rooted in the researcher's experience with an ineffective mentor. Fortunately, other educators in the training of beginning teacher were able to help the beginning teacher navigate the first year of his career. Unfortunately, it seems many beginning teachers are not fortunate as the researcher during their first year of teaching (Daresh, 2002). Many beginning teachers are scared to ask for help from other teachers and leave the profession before the beginning of their second year (Daresh, 2002).

This problem has led the researcher examining the perceptions of beginning teacher's mentors on mentorship in basic schools in the Cape Coast Metropolis. The selection of Cape Coast as study area is based on Ghana Statistical Service (GSS) (2018) report on education statistics, which revealed that Cape Coast is home to some of the country's premier basic schools. Also, the metropolis is home to some of Ghana's oldest basic schools like Catholic Jubilee Boys School, Philip Quaque Boys School and St. Monic's Basic School. The historic attraction of these basic schools and the growing performance of basic schools in the Cape Coast metropolis has led to teachers migrating into the metropolis. Additionally, the metropolis has one of the highest number of second cycle basic schools in the country (GSS, 2018). However, current statistics from Ghana Education Service (2020) shows that the lower of education among school children was declining at the basic levels.

The researcher believes that for mentorship to be effective, there is the need to build a strong mentor-mentees relationship. This allows the mentee to adopt easily to the teaching environment. It also requires open, curious beginning teachers who are willing to work hard with their mentor to make

progress and become better educators (Murphy & Ensher, 2006). The mentor needs to have a positive attitude and willingness to help the beginning teachers throughout their time together (Murphy & Ensher, 2006).

In Ghana, mentorship programmes are seen to be part of the management process which is deemed as a requirement for new or fresh teachers to go through in order to be equipped with the necessary skills. In Cape Coast, however, the situation is different as most beginning teachers have to learn both theoretical and practical teaching skills on their own. This situation has arisen due to low mentor motivation, increasing workload of mentors, unfriendliness of some mentors, mentees attitude and absence of proper policy framework guarding mentor-mentee relationship. Furthermore, it is argued that, these mentorship programmes and policies are of no relevance in our teaching field. It is against this background that this study seeks to examine beginning teachers' mentors' perceptions about mentorship in Basic Schools in Cape Coast Metropolis.

Statement of the Problem

Following decades of change in initial teacher education, there is concern in Ghana about how institutions are preparing future generations of teachers to face the challenges of the 21st Century. This concern emanates from the fact that many teachers lack adequate skills when they come out of training (Agbenyega & Deku, 2011; Kuyini & Desai, 2008). Mentorship has been identified from literature to have a predominantly positive effect on teacher trainees. For example, Roney (2013) investigated strengths in mentoring: Creating a pilot mentorship programme for women in sport and recreation, health and wellness, and media literacy. His results showed that that in order for

the mentors to view the programme as successful, they must feel they are helping their mentee and personally experiencing professional development. However, Roney's study was conducted in a developed country (Canada). Also, his study was not in the educational sector (sport and recreation, health and media). Again, his study used only women for data collection.

DeBonis (2016) examined the positive qualities in a mentorship that breed success. The results of the study indicated that teachers working in Western New Jersey reported numerous issues with their mentoring pairings. For example, there was lack of common content area and this was notably the biggest error made. However, his study was done in United State and focused on staff at Madison high school in Western New Jersey. This suggests that his study covered only one school; his findings cannot be generalized to other junior high schools in Western New Jersey.

Additionally, Kankam (2005) investigated mentorship at post-secondary teacher training level: A case study analysis of the perceptions and experiences of mentors, link tutors and trainees. The findings of the research suggested that problems continue to threaten the implementation process and the benefits obtained from using mentorship as an approach to initial teacher education in Ghana. His study focused on mentors and link tutors (insiders) and lecturers from the Universities of Cape Coast and Winneba and personnel from the Teacher Education Division but his study was about teacher trainees who are on the out segment as part of their 3-year training programme. Though Kankam's study was on mentorship, he focused on post-secondary teacher training level while the current study is at basic school level. Likewise, his study did not

include perceptions of beginning teachers while the current study catered for that.

Reflecting on teacher training in Africa, some have argued that teacher education is a weak intervention that is incapable of overcoming the powerful influence of teachers' own personal schooling or the impact of experience on-the-job. This assertion of weakness is evidenced in the link that has been made between poor quality teaching and consistently poor performance of students at the Basic Certificate Examination (BECE) across the country over the last decade (Kuyini, 2013).

In addition, an area that has not been properly investigated is the perception of beginning teachers' and mentors on mentorship in Basic Schools. Therefore, investigating perceptions of beginning teachers and mentor on mentorship in Basic Schools in the Cape Coast Metropolis can enhance teacher quality in their teaching practices. Indeed, generating systematic data about perceptions of beginning teachers and mentors on mentorship and practices in this segment has the potential to guide reform in the professional development of teachers. Informal observations in the Cape Coast Metropolis suggest that mentorship is faced with some challenges. For example, lack of cordial relationship between mentors and mentees; negative perceptions of mentors towards mentees, mentees negative perceptions on mentors, lack of attention by mentors, diverse views between mentors and mentees and many others.

Purpose of the Study

The purpose of the study is to examine the perceptions of beginning teachers and mentors on mentorship in Basic Schools in the Cape Coast Metropolis.

Research Objectives

The study was guided by the following objectives:

1. To explore the nature of mentorship programme in Basic Schools in the Cape Coast Metropolis.
2. To identify areas of mentors' assessment that are useful for promoting professional development of beginning teachers.
3. To determine ways in which mentors use information from assessment to promote desirable teaching strategies for beginning teachers.
4. To investigate challenges confronting mentorship programme in Basic Schools in the Cape Coast Metropolis.
5. To find ways by which the challenges identified in objective 4 can be minimized in Basic Schools in the Cape Coast Metropolis.

Research Questions

The study was guided by the following research questions:

1. What is the nature of mentorship programme in Basic Schools in the Cape Coast Metropolis?
2. Which areas of mentors' assessments are useful for promoting professional development of beginning teachers?
3. How do mentors use information from assessment to promote desirable teaching strategies for beginning teachers?
4. What are the challenges confronting mentorship programme in Basic Schools in the Cape Coast Metropolis?
5. How can the identified challenges in objective 4 be minimized in Basic Schools in the Cape Coast Metropolis?

Significance of the Study

The findings of the study will be of benefit to educational institutions in the structuring of their academic work and allocation of subject to teachers. This is because this study will encourage educational institutions to understand that mentorship programmes are useful tools in empowering teachers, promoting cordial relationship between old and new teachers and also ensuring high performance through shared experiences.

The Government through the Ministry of Education will also gain by having high calibre teachers capable of improving students' performance. The annual issue of student's mass failure can be tackled if teachers are allowed to fully benefit from mentorship programs.

For students, this study will help them in improving their performance as concepts which are not clear could be discussed with mentees mentors. This will also create the opportunity for students to communicate freely with teachers and also help in the assessment of mentees to improve their performance. It is also expected that this will help curb the region's growing school dropout rate through mentor-mentee- student relationship.

For academia, it is expected that the study will serve as a baseline for other future studies on mentorship programme at various stages of education. This study will also add up to the existing body of literature on mentorship programme.

For Non-governmental Organisations in education, this study will be beneficial in planning interventions that aims at improving teacher performance at various stages of the educational ladder. This will also guide them in their policy evaluation of government measures aimed at improving education.

For all stakeholders in education, this study will be important in the formation of policies aimed at teachers and students improvement both regional and national level.

Delimitations of the Study

The study was delimited to areas covered in the study. This include: nature of mentorship programme in Basic School in the Cape Coast Metropolis, area of mentor' assessments that are useful for promoting professional development of beginning teachers and mentors, ways in which mentors use information from assessment to promote desirable teaching strategies in beginning teachers, challenges confronting mentorship and ways by which these challenges could be minimized. The study was also delimited to beginning teachers and their mentors within the Cape Coast Metropolis. The study was also delimited to only basic schools in the Cape Coast Metropolis.

Limitations to the Study

The study was faced with financial constraint as the researcher had to move from basic school to the next. Time constraint was another issue encountered on the field that affected the progress of the research. Also, unwillingness of respondents to participate in the study affected the study. Also, this study researched the beginning teachers' and mentors perceptions of mentorship in the Basic Schools in Cape Coast Metropolis which is a small representation of all the employees in the educational sector. This may limit the inferences that can be drawn from this study as their views may not be applied to all the employees in the Basic Schools in Ghana.

Definition of Terms

Beginning Teacher: Refers to a teacher who has graduated training college or university and in the first year of teaching.

Perception: Is the awareness, comprehensive or an understanding of one's environment. This includes the person's ability to articular what they think about mentorship programmes and their fair assessment of their mentors.

Mentorship: Is the guidance provided by a teacher (mentor) who has been teaching for longer time than a beginning teacher (Mentee). The mentor has to be knowledgeable in teaching to impact onto the beginning teacher with the aim of improving the performance of the mentee.

Mentor: Is a teacher already in the teaching field who has the requisite skills and knowledge in teaching to be able to impact teaching knowledge to beginning teachers.

Protégé: Refers to the beginning teacher who is to be guided and supported by a mentor (s) to improve his performance.

Mentee: Is a beginning teacher who is being guided by a mentor on teaching with the aim of improving performance.

Basic school: Refers to stages in the formal education ladder which gives pupil the foundation for higher education. This comprises pre-school, primary and junior high schools.

Organisation of the Study

Chapter one comprises the background to the study, the statement of the problem, the purpose of the study, the research objectives and questions, significance of the study, delimitation and limitations of the study. The Chapter looked at the literature review. The section comprises the theoretical

framework, empirical review, conceptual framework and other relevant literatures. Chapter three described the research methods and approach that was used in the study and their justification. This includes: research philosophy, research approach, design, population, sample and sampling procedures, research instruments, validity and reliability of the questionnaires, credibility and trustworthiness of the interviews, data collection and data analysis procedures. Chapter four presents the results and discussions of findings. Chapter five presents the summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Chapter two delved into the theoretical, conceptual and empirical literature review with regard to the study on perceptions of beginning teachers and mentors on mentorship. Theories that underpin the study were socioculture theory, situated learning theory and communities of practice. Other topics reviewed were the concept of mentorship, the concept of beginning teacher, nature of mentorship programme, kinds of mentor assessments, ways mentors use information from assessment and the challenges facing teacher mentoring. Finally, this chapter reviewed previous studies carried out on teachers mentorship programme by researchers and came up with a conceptual framework to support the study.

Theoretical Framework of the Study

In order to examine perceptions of beginning teachers and mentors on mentorship, the study was guided by three theories: Sociocultural Theory (Vygotsky, 1978); Situated Learning Theory (Lave & Wenger, 1991); Communities of Practice (Lave & Wenger, 1991).

Sociocultural Theory

Vygotsky's (1986) sociocultural theory presents the development of the human mind as occurring through participation in activities that lead to individual change. It emphasises that learning occurs through individuals' interaction with their social environment. According to Vygotsky (1986), social experience shapes the ways of thinking and interpreting the world, and individual cognition cannot be separated from the social situation in which it

occurs. His theory further proposes that individuals will acquire the ways of thinking and behaving by interacting with a more knowledgeable person. A key construct in sociocultural theory is the zone of proximal development (ZPD).

According to Vygotsky, ZPD is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978). ZPD involves all of the knowledge and skills that a person cannot currently understand or perform independently, but is capable of learning with guidance. Vygotsky's zone of proximal development enhances the constructivist perspective by including the social context of learning and is applicable to beginning teacher development as mentors help beginning teachers achieve a level of learning beyond what they would be able to achieve by themselves. Vygotsky's sociocultural theory is based on the notion that learning and knowledge are situated within the context they occur, therefore, situated learning theory will be examined in the following section as an additional theoretical lens used for examining mentoring of beginning teachers.

In this study the use of the sociocultural theory becomes handy as the theory help explains the factor that beginning teachers are learners who need to adjust to their environment (teaching) and the people to improve their performance. The main instructor of the change process are the mentors. Therefore, for beginning teachers to survive the profession of teaching, then, they need mentors to impact knowledge to improve their performance. For mentors to know beginning teachers level of performance, mentors restore to the use of assessment guidelines as a feedback process.

Situated Learning Theory

As a sociocultural theory that emphasises that learning occurs through individuals' interaction with their social environment, situated learning theory is a helpful lens for this study. Mentoring situates beginning teacher development through the interaction with more experienced teachers, particularly mentors. Learning and understanding for beginning teachers will be socially situated within these relationships and the school community, therefore it is fitting to examine situated learning theory as a framework for examining the construct of mentoring for beginning teacher.

Situated learning emphasises that much of what is learned is specific to the situation in which it is learned. It suggests that learning takes place through the relationships between people and connecting prior knowledge with authentic, contextual learning (Lave & Wenger, 1991). Learners are believed to be enculturated into their learning community and to appropriate knowledge, based on their existing understanding, through their interaction with the immediate learning environment. Through active participation, learners engage in constructive and meaningful learning. Learning is thus considered to be a largely situation-specific and context bound activity (Woolfolk, 2001).

Mentoring of beginning teachers is contextual and embedded into their daily activities through the social interaction and collaboration with mentors, colleagues, and school community. Beginning teachers enter schools with prior knowledge, beliefs, and experiences. They then use their experiences to construct their own understanding of instructional practices. As a result, what they learn and how they learn are influenced by both the experiences they bring with them and the environment in which they learn. Beginning teachers adjust to the local school culture and develop professional identities as they engage

with mentors to plan collaboratively, reflect on teaching, and discuss ways of approaching teaching and learning. Mentors are not the "transmitters" of knowledge, they are the "facilitators" of learning by encouraging reflection, providing feedback on teaching practices, and collaborating on ways to improve (Woolfolk, 2001).

In this study, the situated learning theory looks at beginning teachers as learners who are ushered into an environment which is new and have the responsibility to adjust to their new environment. To adjust to their new environment, beginning teachers need to participate fully in the activities of their environment, thus, teaching and learning with the aim of leading other beginning teachers through the same circular as he occupies permanent status in the teaching profession. As beginning teachers interact within the teaching field, their understanding and experience constructs their identity from beginning teachers to mentors.

Communities of Practice

In further applying sociocultural theory and situated learning theory to the context of mentoring, the study presents beginning teacher learning as situated within a "community of practice" through their interaction with more knowledgeable others, such as university supervisors, cooperating teachers, mentors, colleagues, and local school administrators (headteachers). Support provided by other colleagues is important in generating a sense of belonging and identity as well as providing opportunities for learning through sharing and collaboration of knowledge, skills, and expertise.

Lave and Wenger (1991) describe "community of practice" as a context where learning and meaning-making occur as individuals engage in activities,

interact with one another, share common goals, assume varying roles, and develop relationships over time. Becoming a member of a community of practice is associated with participating in social practice, which in turn facilitates learning. Communities of practice is relevant to beginning teacher development because it underscores the point about teaching and learning are not merely transferred to beginning teachers, it is created through the sharing and collaboration of knowledge. Therefore, for beginning teachers to develop, there is the need for them to share their experience and collaborate with their colleague teachers especially mentors to tap into their knowledge gathered over the years of teaching. This makes it easy for them as they encounter such problems and how to handle them as they do occur.

In summary, the confluence of Sociocultural Theory, Situated Learning, and Communities of Practice serve as a theoretical framework for the study to examine beginning teachers' and mentors perceptions of mentorship in the Basic Schools in Cape Coast Metropolis. Teaching is a social practice and collectively these theories emphasise both the social and cultural aspects of learning. Each theory assists with describing how beginning teachers engage with mentors to learn and further develop their teaching practices. The three theories point to the fact that for beginning teachers to fully practice their craft (teaching), then per this study, the beginning teacher need to be interested in teaching (domain). If the beginning teacher is interested in teaching and has the desire to reach full potential in the field, he/ she needs to establish a content to which he/ she intends to practice teaching. It is expected this content will influence his knowledge from self-learning and support learning and further establish the beginning teacher a practicing teacher.

Conceptual Review

Concept of Mentorship

Defining mentoring is a challenge because of the numerous definitions in the research literature. According to some researchers mentoring refers to actions used to help and support teacher candidates (Capizzi, Wehby & Sandmel, 2010). Other researchers use the term mentoring to refer to any professional development occurring between two colleagues regardless of years of experience (Hanson & Moir, 2008). The Georgia Department of Education (2016) defined a mentor as a highly committed professional who supports the growth of beginning teachers. The Georgia Department of Education moves on to say that the mentor provides guidance, shares knowledge and experiences, and supports the beginning teacher in making an impact on student growth and achievement.

Also, mentoring is defined as a process that involves a caring and supportive adult in a non-parental relationship with a youth (Rhodes, Spence, Keller, Liang, & Noam, 2006). Rhodes (2002; p. 3) added to the definition of mentoring as, “a relationship between an older, more experienced adult and an unrelated, younger protégé-a relationship in which the adult provides on-going guidance, instruction, and encouragement aimed at developing the competence and character of the protégé". Mentoring may take place informally or through a formalised process and structured programme (Randolph & Johnson, 2008). According to Daresh (2003), mentor is a person who is ready and willing to pass down wisdom and provide all of the answers to those who are welcomed. In this study, mentoring is defined as the transfer of knowledge from the giver (mentor)

to a receiver (beginning teacher) with the aim of improving the performance of the beginning teacher.

Mentor teachers must provide beginning teachers with support and encouragement in order to help them succeed. The Interstate New Teachers Assessment and Support Consortium (INTASC) has established 10 principles to guide beginning teachers in their professional development. According to Pelletier (2006), these principles include: making content meaningful; child development and learning theory; learning styles; instructional strategies and problem solving; motivation and behaviour; communication and knowledge; planning for instruction; assessment; professional growth and reflection, and interpersonal relationships.

In addition to these principles, Pelletier (2006) suggests that the mentor teacher should share his or her love of content areas, bring in curriculum materials, and coach beginning teachers to use the resources available to them. The mentor's role can be divided into three parts, "offering support, creating challenge, and facilitating a professional vision" (Lipton, Wellman, & Humbard, 2003). Support can be divided into four categories: emotional, physical, instructional, and institutional. Beginning teachers need the emotional support of an expert teacher to help them celebrate successes and reflect on mistakes. They may need the physical support of helping to rearrange the room, locating needed resources, or simply finding their way around the school. Instructional support could include help with managing time, beginning teaching strategies, ways to assess, classroom routines, or beginning lesson plans. Institutional support can consist of help with staff procedures, where to find resources, before- and after-school activities, and other teacher policies

(Lipton et al., 2003). Each of these support activities will help a beginning teacher develop a sense of belonging without the extreme feeling of isolation that is characteristic of a teacher's 1st year (Gordon & Maxey, 2000).

Although the majority of a mentor's time will be spent in support, in order for beginning teachers to grow and learn the mentor must also challenge and aid the mentee in creating a professional vision. Mentors should help beginning teachers set goals and evaluate those goals with data driven results. By using data mentors can encourage beginning teachers to look into professional development and help them become lifelong learners. These steps are just as important as offering support, but are often overlooked by mentors (Lipton et al., 2003).

It is also critical to look at the qualities of a good mentor. According to Holden (as cited in Correia & McHenry, 2002), a good mentor is: a teacher of teachers; an experienced, successful, and knowledgeable professional who willingly accepts the responsibility of facilitating professional growth and support of a colleague through a mutually beneficial relationship. An experienced teacher whose willingness to assist and support beginning teachers is readily apparent in his or her attitudes, beliefs, and philosophies about teaching; and sensitive, discreet, wise, knowledgeable, and caring is called a good mentor for purpose of this study.

These qualities suggest that it takes more than an experienced teacher to mentor a beginning teacher. It takes someone who is willing to help and offer positive support about all aspects of the teaching profession (Correia & McHenry, 2002). For the purpose of this study the focus is on beginning

teachers who were assigned a mentor in their schools. Mentors are teachers who were assigned to support and guide a beginning teacher.

History of Mentoring

The term mentor has Greek origins and means "wise and trusted teacher" (Aslan & Öcal, 2012). Aslan and Öcal added the term mentoring is first found in Homer's poem, "The Odyssey". In this poem a warrior's son, Telemachus, is left with a friend named Mentor. Their relationship develops as the friend guides Telemachus through several journeys and challenges (Smith, 2005). Telemachus was not left for Mentor to raise but rather to train him to assume his lifelong responsibilities (Shea, 2002). This is one of the first relationships that demonstrate the unique characteristics of a mentor and mentee bond (Smith, 2005).

Throughout the years, there have been many mentoring relationships. Most adults can identify at least one person who has coached and supported them in some aspect of their lives. According to Shea (2002), mentoring consists of one person investing time, energy, and personal knowledge helping another person grow in skill and knowhow; it is an elemental part of human development. Common areas of mentoring include women executives helping other women move up the career ladder, older citizens helping students with hobbies, volunteers helping at risk youth, older students helping younger students stand up to peer pressure, college graduates helping students start their careers, and experienced professors helping beginning teachers (Peer Resources, 2010).

Although mentoring is not a new concept, formal programmes in education are much more recent. In 1980 only one Ohio State had mandated a

programme to help teachers adjust in their teaching careers (Scherer, 1999). This situation is improving. In 2004, 80% of beginning teachers reported being involved in some type of mentoring programme compared to only 40% near the beginning of 1990s (Carver & Feiman-Nemser, 2009).

Characteristics of Mentors

Teachers who decide to take on the responsibility of mentoring must understand the importance of possessing eight essential characteristics. According to Jonson (2002), the mentor must possess these personal characteristics; is a skilled teacher, transmit effective teaching strategies, thorough command of the curriculum being taught, communicate openly with the beginning teacher. Other attributes also include; is a good listener, sensitive to the needs of the beginning teacher, understands that teachers may be effective using a variety of styles and is not over-judgmental.

In addition to these personal characteristics, there are also professional characteristics that successful mentors must possess. Successful mentor-mentee matches result in less teacher turnover as maybe characterised by mentors with at least 15 years of experience who teach in the same school, same grade level, and same subject matter as their mentee (Kardos & Johnson, 2010). Five distinctive traits have been identified as necessary for positive mentor and mentee match ups. According to Jonson (2002), these are: proximity, same or close grade level, same or related subject area, common lunch or planning period, similar personality or educational philosophy. Once a suitable mentor is found and assigned a mentee, the mentor must strive to form a relationship with the mentee so that he or she feels comfortable seeking answers from the mentor (Jonson, 2002).

Moreover, functional mentorship varies depending on the needs of the protégé based on their pre-service training and other pre-teaching experiences which a mentor must facilitate to harmonize with the organisational vision. In all circumstances, the mentor should appear as a professional helper, not a supervisor or an evaluator. Gay (1995) described mentoring as complex, challenging and demanding. He explains that to be effective, the mentor must be able to demonstrate a range of cognitive coaching competencies, such as posing carefully constructed questions to stimulate reflection, paraphrasing, probing, using wait-time, and collecting and using data to improve teaching and learning.

In a synthesis of literature on the characteristics of mentors, different authors pointed out different characteristics such as; knowledgeable of the beginning teachers' needs (Ratliff, 2012; Wang et al., 2008, Wanzare, 2007), good interpersonal skills (Simatwa, 2010), willing to protect the protégé from major mistakes by limiting their exposure to responsibility (Beardwell & Claydon, 2007; Ratliff, 2012), having internalised knowledge of the organisational vision (King, 2000) and role model in word and deed (Simatwa, 2010). The rest are; interested in the development of other staff for the benefit of the organisational whole (Wanzare, 2007; Wang et al., 2008), patient enough to continue with or repeat processes where necessary, till the protégé is eventually able to walk alone (Indoshi, 2003), and respectful of the protégés potential resourcefulness during induction process (Ratliff, 2012). Additional qualities include; objectively evaluates others and gives feedback (King, 2000), willing to be evaluated by others for feedback mechanism (Beardwell &

Claydon, 2007) and experienced and mature in thought and behaviour (King, 2000).

Benefits of Mentoring to the Educational System

For the purposes of this study, the benefits are discussed under the following subheadings: benefits to a teacher protégé, benefits to a mentor teacher and benefits to the school.

Benefits to a Teacher Protégé

Results of a study conducted by Orpen (1997) indicated that the better the relationship between the mentors and mentees in the mentoring program, the more mentees were motivated to work hard and felt committed to the organization. The mentees who had close working relationship with their mentors were more motivated and committed than those who were physically distant from their mentors. The experience was even more meaningful if mentors liked and respected them, and enjoyed their interactions.

The study also found out that when protégés performed poorly or were unmotivated, it was frequently due to situational factors beyond the control of either party. These factors included breakdown in machinery, non- co-operation from colleagues, out-dated equipment, inappropriate organizational structure and inadequate training. Mentoring encourages the supervisor to learn from the employee, this contributes to the process of meaning- making in the organisation and hence its environment, while meeting the developmental needs of employees (Beardwell & Claydon, 2007). The protégé experiences career development and psychological satisfaction as they are challenged to better understand their jobs and the organisation. Mentoring allows the protégé to

discuss confusing, perplexing or ambiguous situations, and their innermost feelings and emotions, with somebody they can trust and respect.

According to Daloz (1986), protégé accumulated wisdom and experience from somebody who is knowledgeable and "street-wise" in the ways of the organisation, especially its political workings. For older head teachers looking for new challenges and simulation in their managerial role, mentoring represents an ideal development opportunity. It gives them an opportunity to achieve satisfaction and personal reward by showing in the growth and maturity of another individual.

Benefits to a Mentor Teacher

A study by Hawk (1986) which looked at experience teachers mentoring newcomer teachers used involving 178 mentor teachers revealed that more than two–thirds responded "definitely" to the statement that participation in mentoring programmes "provided positive professional growth for me" (p. 131). It forced them to focus on and improve their own classroom teaching skills; made them aware of the need for educators to communicate with each other; and helped them better understand the principal and central office supervisors' role. This implied that mentoring had residual effects on both the mentor and mentee. As they mentor, the quality of their teaching improves as they apply cognitive coaching skills with protégés such as listening, asking inquisitive questions, providing non–judgmental feedback, and by reassessing their classroom management (Clinard & Ariav, 1998).

Through mentoring, mentors are forced to reflect about their own beliefs on teaching, students, learning, and teaching as a career because just as teachers learn more about their subjects by teaching, so does mentoring deepen teaching

sensitivity and skill (Tomlinson, 1995). This creates a sense of professional renewal. Mentors have a chance to contribute to the teaching profession by helping less experienced colleagues. This enhances their self-esteem as they also broaden their circle of interpersonal relations with adults as opposed to pupils and students only. Mentors gain recognition for their knowledge and expertise and are likely to be identified for positions of responsibility.

Freiberg (1996) who evaluated mentors attitude after mentorship programme found that at the end of their tenure as mentors, 100% of them were offered unsolicited positions as a result of their experience in the mentoring programme. The positions offered provided opportunities to build on what they had learnt as mentors or combined elements of mentoring and teaching. Mentors can be inspired to research on teacher training, teacher mentoring in an attempt to bridge the gap between college pre-service training, in-service training and practice realities. It can inspire them to want to pursue further education or participate in research at university level.

Benefits to Schools

A school benefits both directly and indirectly from mentoring processes. Enthusiastic welcome and orientation, and mentoring of beginning teachers initiate them into productive participation into institutionalised education (Heirdsfield, Walker, Walsh & Wilss, 2008). A school benefits through reduced attrition by way of application for transfers and resignation which often result into staff shortage, unpredictability and instability. Consistent supervision by a mentor identifies problems which may affect instructional process both in the near and distant future to the disadvantage of learners (Baeten, & Simons, 2014). Good mentoring inculcates professionalism in a beginning teacher who

in future would help mentor beginning teachers. Mentoring therefore is an avenue for the creation of a reservoir of high-quality teachers hence guarantee of quality education.

Concept of Beginning Teacher

Beginning teachers have a wealth of experience from pre-training, in-training and post-training engagements that may influence their teaching. Reynolds (1992) listed some factors that contribute to teacher wealth of experience; some understanding about pedagogy appropriate for the content they are expected to teach which they acquired during their pre-service education, knowledge of the subject matter they are expected to teach and knowledge of strategies, techniques, and tools for creating and sustaining a learning community. Danielson (1999) and Darling-Hammond et al. (1999) added that the skills and abilities to employ these strategies, the disposition to find out about their students and school, and the ethnographical skills to do so, the disposition to reflect on their own actions and students' responses in order to improve their teaching and strategies and tools for doing so, and knowledge about learners and learning, human growth and development, motivation and behaviour, learning theory, learning differences, and cognitive psychology are all factors which contribute to teacher experience.

Available literature suggests that the teaching fraternity may be expecting far beyond the ability of beginning teachers. This makes them to suffer lack of professional support and isolation leading to a lonely stroll into teaching. Danielson (1999) described this entry as a 'swim or sink in the deep-end of the pool' situation.

Wanzare (2007) cited several authors who noted beginning teachers respond to frustration as the outcome of negating their desire and aspiration for entering into the teaching field. Some of these factors that cause beginning teachers frustration are captured by Ballantyne et al. (1995) as adopting teaching styles which they had formerly disapproved of, leaving them guilty and more frustrated. Other include ; developing negative, emotional, physical, attitudinal, and behavioural problems, such as I-don't-care attitudes and laziness (Wilson & Cameron, 1994), quitting the teaching profession, leading to loss of potentially-good teachers (Gordon & Maxley, 2000). Also, Sclechty and Vance (1983), Huling-Austin (1986) and Romatowski (1989) added that beginning teachers end up developing survival mentality, a set of restricted teaching methods, and a resistance to curricular and instructional change that may last through-out their teaching careers. This in the long run may prevent beginning teachers from occurring, having diminishing commitment to continued teaching (Ryan & Aikenhead, 1992). Other researchers add that this also has the tendency of making beginning teachers develop feelings of disappointment, disillusion, and failure-failing their students (Ryan, & Hornbeck, 2004) and developing feelings of being overwhelmed and uncertain (Feiman-Nemser et al., 1999).

Importance of Mentorship to Beginning Teachers

Mentoring is the process of facilitating the development of a fellow who is relatively new by another who is comparably more knowledgeable and experienced through mutual trust and sharing (Mabey & Zhao, 2017). The concept of mentoring in educational setting has rapidly increased in use as a vehicle to reforming teaching and teacher education since 1980s (Little & Nelson, 1990) with the hope that experienced teachers would not only model

but also help beginning teachers learn new pedagogies besides socialising professionally. According to Kram (1983), mentoring has two broad functions: Career functions, which are those aspects of the relationship that primarily enhance career development which may or may not be limited to sponsorship, coaching, exposure, visibility, protection, challenging, work and assignments; Psychological functions, which are those aspects of the relationship that primarily enhanced a sense of competence, clarity of identity, and effectiveness in the managerial role of an individual employee. They may include aspects of acceptance and confirmation, counselling, role modelling, friendship, special attribute and complementarity.

Tyson and York (2006) asserted that a mentor is someone usually a work colleague at the same or higher level than the individual, for whom he or she is responsible, to whom he or she is responsible, to whom the individual can go to and discuss work related issues. There is a sense in which the mentoring relationship is similar to that of master-pupil relationship. An individual may be proactive and hence seek mentors from whom he can learn many different issues deliberately or he may go the formal way whereby mentors are assigned to new staff as they are recruited by the organisation. It is important to note that a chosen mentor may appear imposed while a freely-chosen mentor may not be forthcoming as not everyone is proactive enough to pick the mentor for himself.

Mentoring relationship is more often oriented towards an exchange of wisdom, support, learning or guidance for purposes of career growth though sometimes it is used to achieve strategic organizational goals. It is part of talent management activities which organisations engage in to identify, develop, engage, retain and deploy the most talented individuals (Beardwell & Claydon,

2007). It is a nurturing process in which a more skilled or experienced person teaches, sponsors, encourages, counsels, serves as a role model, and befriends a less skilled or experienced person for purposes of promoting the latter's professional and personal development.

According to Franke and Dahlgren (1996), it is a professional practice that is emerging as a way for experienced teachers and supervising teachers to offer assistance to new teachers in areas such as syllabus, moral guidance, co-curriculum activities, discipline management of pupils, information on school neighbourhood, school's policies, professional ethics, examination techniques, student counselling, and the list is endless. There is need for academic and professional growth for the teachers. Continuing in-service learning is indispensable if quality is to be expected out of the schooling cycle (Ondieki, 1990).

Ondieki further explained that visionary teacher management systems need to seek ways to bridge the gap in teacher training for one major reason; there is regression- a condition in life that leads to a drop in the level of enthusiasm for one's work. This further decay or deterioration the level of service given by the teacher. This regression can be manifested in little or no preparation of lessons, little or no planning of lessons, marking student's books in a superficial manner, increased absence from the classroom, forgetting some of the teaching subject content, forgetting how to do certain procedures, and becoming reliant upon few teaching methods regardless of how inappropriate they may be.

On the same note, Nyaoga (2003) revealed that as teacher's approach their sixteen-year mark, they suffer efficiency freeze. This makes them neither

find preparing lessons and notes vital nor fear the consequences of the feedback. This brings to question, the ceiling of the definition of a 'beginning teacher' who needs mentoring. A beginning teacher could be a newly appointed class teacher, head teacher, head of department, deputy head teacher, games teacher, subject teacher, or a recent entrant into the teaching profession. This implies that staff development programmes such as mentoring should target beginning teachers while working with expert practitioners as veterans renew themselves (Wanzare & Da Costa, 2000). In this study, the beginning teacher has the responsibility of learning from a mentor (s) to improve his performance and also serve as a mentor to other young entrance into the field.

Nature of Mentorship Programme

Beginning teacher mentoring has become a commonplace practice in the majority of school districts across the United States, but a few years ago it was not so. Prior to the 1960s, beginning teachers were hired with the expectation that they had learned all that was necessary to teach during their college years. Possession of the college degree validated the beginning teacher's competence to teach, as well as often guaranteeing a lifetime teaching certificate (Lancaster, 2002).

The Conant Report in 1963 was one of the first pieces of literature to discuss the need for support of beginning teachers (Huffman & Leak, 1986). As society gradually grew more complex and the individual needs of students increased dramatically, teachers were expected to do more than just teach their subject matter. It was not until the 1980s, as part of a broad movement aimed at improving education that school districts began to see the need to develop

mentoring programmes to acclimate beginning teachers to the increasing challenges in the classroom (Gold, 1996).

The number of state and local school districts that have implemented formal beginning teacher induction programmes that include mentoring has grown significantly since the early 1980s (Sclan & Darling-Hammond, 1992). In 1980, Florida became the first state to mandate support for beginning teachers, and since that time, the movement for beginning teacher induction and mentoring programmes has increased dramatically. By the late 1980s, over 30 states had either implemented, or were planning to implement, beginning teacher induction and mentoring programmes (Huling-Austin, 1990b). In 1990, approximately 50% of all beginning teachers across the United States were involved in some type of induction programme or were being mentored in some capacity (Darling-Hammond et al., 1999). By 2000, this percentage had increased to 80% (Smith & Ingersoll, 2004).

As of 2002, 33 states required school districts to offer beginning teacher induction programmes. Twenty-two of these states provide funding for these programmes, but not all provide on-site mentors (Darling-Hammond, 2003). Ansell and McCabe (2003) reported that only five states as of 2003 provided funding to pay mentor teachers for their time. State legislatures are now mandating beginning teacher induction and mentoring programmes that require all beginning teachers to complete prior to certification. State departments of education are developing regulations that guide the implementation of these mandated programmes, and local school districts are incorporating them into their beginning teacher professional development plans.

Although states have induction programmes that incorporate mentoring for beginning teachers in place, several are not fully funded for all new teachers in every district. Decisions about programme structure and content are left to individual school districts and schools, which enables districts and schools to more fully accommodate the individual needs of their beginning teachers. However, allowing school districts this discretion has led to a large degree of state-wide and district-wide variation in the quality of these programmes (Curran, 2002).

In Ghana, early ideas about teacher development were based on the assumption that the 'beginning teacher' already had the necessary subject knowledge and that training would consist of a combination of 'theory lectures' at the Higher Education Institution (HEI), combined with an apprentice-like attachment to an experienced teacher or teachers in the school (Alexander, 1990; Christie, 2003). Because of the growing recognition of the role of mentoring in teacher education, several countries, including Ghana, are prioritizing mentoring in their teacher training programs. Mentoring is based on the goal of providing high-quality teacher training in Ghana, which is the subject of this study, and is frequently based on practice in nearby schools.

Mentoring Defined

Assigning a mentor is one of the most significant and meaningful methods of beginning teacher induction (Feiman-Nemser, 2001; Halford, 1998; Hope, 1999; Huling-Austin, 1990; Johnson, 2001; Weiss & Weiss, 1999). Egan's research in 1985, which involved the interviewing of beginning teachers and their informal mentors, allowed him to derive a definition of mentoring. According to Egan (1985),

> *The mentoring of teachers is an empowering process characterised by availability and approachability on the part of an experienced educator, and receptivity by the neophyte. Through this process, a beginning teacher receives technical assistance, career advice, and psychological support from an experienced person. This assistance and support are transmitted through observations, ongoing discussions, questionings, and planning together in an adult learning mode. During this process, the experienced educator acts as a role model, teacher, and counsellor to the beginner. The influence of the experienced person is pervasive and enduring, while still honouring the autonomy of the neophyte teacher (p. 197).*

Mentoring arrangements in which beginning teachers are provided support and consultation from more experienced teachers have been seen as a way to reform teaching and teacher education and to retain talented new teachers (Little, 1990). Odell and Huling (2000) summarised the characteristics of quality mentoring as it helps beginning teachers learn to teach in accordance with professional standards for teaching and learning, responsive to the evolving needs of individuals and their students, becoming a good teacher as a developmental process. Other characteristics of quality mentoring include; mentoring as a professional practice that must be learned and developed over time, collaboratively planned, implemented, and evaluated by key stake-holders and contributes to improving school and district cultures.

A study by Hale (1992) on 'teacher professional learning in mentoring relationships: lessons from a cooperative-reflective model in Ghana', revealed that beginning teachers reported that their relationship with a mentor teacher to some degree increased their teaching ability and satisfaction with their job,

improved their personal and professional well-being, assisted them with understanding the philosophy and community of the school, and reduced feelings of isolation and anxiety. All beginning teachers in the study stated that having a mentor for the first year was very important. Davis (2001) stated that authentic mentorship must be voluntary, and consist of a mutual relationship of one person to another person that pursues community. He suggested that if both individuals are not committed to the relationship, or if it is one that is mandated by the administration, it is not a true mentorship at all, but merely a supervisory arrangement between a veteran and a beginning teacher. Evertson and Smithey (2000) suggested that mentors must not only provide much needed emotional support to their protégés, but must also be trained and willing to help them in a systematic manner through ongoing dialogue and reflection.

Evertson and Smithey found that protégés of trained mentors showed evidence of developing and sustaining more workable classroom routines, managed instruction more smoothly, and gained student cooperation in academic tasks more effectively than beginning teachers who did not have trained mentors. In furtherance, Feiman-Nemser (2003) stated that mentor teachers must think of beginning teachers as learners, and themselves as their teachers, and not simply wait to offer advice only when beginning services. Gratch (1998) reported that the sharing of teaching methods and materials was important to beginning teachers, but even more important was the mentor teachers' abilities to impart respect to their mentees, and to help them reflect critically on their own teaching. Also, Danielson (2002) stated that when beginning teachers are taught to critically reflect on their teaching, they will begin to grow professionally and develop a sense of personal efficacy.

Reflective thinking will help beginning teachers recognise the strengths and weaknesses in their teaching, which in turn will provide knowledge that will assist them in improving their teaching processes. Excellent veteran teachers typically have the ability to consider many sources of information in order to make informed decisions.

Rowley (1999) identified six essential qualities of good mentor teachers. These qualities include; commitment to their role as mentor, accepting of the beginning teacher, skilled at providing instructional support, effective in different interpersonal contexts, continuously learning, and able to communicate hope and optimism. Danielson (2002) discussed important skills that mentor teachers must possess in order to be effective in their mentoring role. Mentor teachers must know what to observe and how to provide feedback to their protégés, understand how to keep open lines of communication; know how to resolve conflicts, be able to reflect on their own teaching and communicate their teaching thought processes, provide appropriate challenges for their protégés, and foster reflective thinking.

Fibkins (2002) discussed the concept of wisdom in the mentoring role, and listed several characteristics of wise mentor teachers. These characteristics include; they have experienced and thus understand the realities of teaching and daily classroom dynamics. Wise mentors have a sense of the history and community of the school and can impart this on to their protégés. Wise mentor teachers realise that teaching is hard work and that daily self-renewal is not easy, yet essential to their mental, spiritual and physical health. Wise mentors know that all teachers can get bored, frustrated, and experience burnout, and so must continually guard against these negative aspects in the classroom. Wise mentor

teachers know how to help their protégés improve their teaching skills, yet also understand that bad days and frustrating failures will occur. Wise mentors know how to listen and they know how to maintain a healthy sense of humour.

Characteristics of Quality Mentoring Programmes

A beginning teacher mentoring programme is one important component of an effective induction programme that involves the entire school community. A meaningful programme should have elements that include the following as recommended by Johnson et al. (2004), and Saphier, Freedman and Aschheim (2001); mentors are carefully selected and matched with their mentees, mentors are given training in effective communication and peer coaching techniques, attention is given to the concerns of beginning teachers and special consideration is given to the beginning of the school year when beginning teachers will feel initially exhausted and overwhelmed. Others include; regular contacts and meetings between mentors and mentées are scheduled throughout the school year and assistance in acclimating beginning teachers to the school community is provided.

It is important that administrators in charge of mentoring programmes consider how the beginning teacher and mentor teacher are matched. Some mentor/mentee matches work exceptionally well, whereas many others fail for various reasons such as personality conflicts, divergent teaching styles, or school structures and schedules that do not support the mentoring relationship. Ideally, mentors and mentees should be paired from the same subject area or grade-level, and their classrooms should be in close proximity to each other.

Studies suggest that beginning teachers are more likely to continue teaching in the schools in which they originally started teaching when they

receive mentoring from teachers in their subject areas (Smith & Ingersoll, 2004). Johnson et al. (2004) stated that mentors and mentees should have common release time so that meaningful conversations about teaching can occur and so that mutual classroom observations can take place. Again, they indicated that mentor teachers must be willing to take on the responsibility of the mentoring relationship; and they must be fully equipped with the necessary training.

Effective mentoring programmes are well organised and well supported; however, haphazard, informal ones have been associated with high rates of attrition and low levels of teacher effectiveness (National Commission on Teaching and America's Future, 1996). In view of the Johnson et al. (2004) stated that it is important that beginning teacher mentoring programmes do not become just another add-on programme, or a way for administrators to relinquish their responsibilities to beginning teachers. Mentor teachers can provide beginning teachers with valuable support that can answer their questions, share lesson plans, observe their classes, provide encouragement, and help transition them into the school community.

However, simply assigning a mentor in the hope that it will decrease the likelihood that the beginning teacher will become discouraged and leave the profession does not solve the problem (North Carolina Teaching Fellows Commission, 1995; Wong, 2002). McCann, Johannessen, and Ricca (2005) found that consultants who professionally train mentor teachers stated that it is better for a school to have no mentoring program at all than to have a bad mentoring programme.

Kinds of Mentor Assessments

The practice of mentoring has been utilised in every occupational field. Traditionally, mentoring involves two individuals: A beginning teacher who is inexperienced and a veteran who is usually older and more experienced (Zachary, 2012). The benefit for both is reciprocal in that the mentor provides the beginning teacher with the emotional support and the guidance necessary to navigate the norms of the organisation, while the mentee gains technical and psychological validation by supporting the beginning employee (Kram & Isabella, 1983). However, due to the changing needs of millennial employees and the emergence of technology as a tool to enhance professional learning, the types of mentoring models that are employed to assist and support beginning employees may vary.

Effective mentors are instrumental in supporting the effective implementation of the various mentoring models used by schools and districts to support teacher induction programmes. While there are a variety of mentoring models in existence, the beginning teachers' perception of the effectiveness of the peer mentoring model will be analysed for the purpose of this study.

Peer mentoring

Peer mentoring is the most commonly used form of mentoring utilised within teacher induction programmes to support beginning teachers. The type of support generally received through the employment of the peer mentoring model is typically face-to-face and can be formal or informal (Zachary, 2012). This model provides the mentor and the beginning teacher the opportunity to collaborate, write lesson plans together, and to observe one another. When peer mentoring is used effectively, it typically pairs a beginning teacher with a

veteran teacher whose classroom is in close proximity to the beginning teacher and who teaches the same content as the beginning teacher (Haynes, 2014; Matlach & Potemski, 2014).

Ideally, when this model is employed effectively, the peer mentor is a veteran teacher who has demonstrated proficiency in the profession and has just a few years more of experience than the beginning teacher. In order for peer mentoring to work, individuals within the peer mentoring model must have a great deal of similarity so that they will be more likely to form a professional bond. The resulting relationship between a beginning teacher and the mentor teacher is reciprocal in nature. The key to the effectiveness of this model is for the mentor to act as a coach and as an advocate in helping the beginning teacher acclimate to the profession, as well as to the school. Thus, the beginning teacher receives guidance and support for the purpose of forming a professional identity, while the mentor gains validation of his or her professional practice and also gains the respect of peers within the organisation who recognise the mentor's efforts to develop young talent for the organization (Kram & Isabella, 1983).

Additionally, beginning teachers benefit from a supportive professional relationship with a peer. This working relationship can be especially helpful if the beginning teacher has a peer mentor who teaches the same subject, as the peer mentor can be especially helpful in assisting beginning teachers to navigate the challenges they may experience early in their careers (Risser, 2013). Veteran teachers who adequately fulfill the role of mentor should be effective communicators, trustworthy, non-judgmental, sympathetic, and respectful (Hall, Hughes & Thelk, 2017). In addition to displaying characteristics of

supportive behaviours, mentor teachers also need to be proficient in providing meaningful and frequent feedback to the beginning teacher as well as challenging the beginning teacher when appropriate. In addition, mentor teachers need to promote self-reflection on the part of the beginning teacher (Hall, Hughes & Thelk, 2017).

There is some debate as to whether peer mentoring is more effective when the model is formal in nature as opposed to when peer mentoring is informal. When formal peer mentoring is employed; a peer mentor is assigned to the beginning teacher as part of a teacher induction programme endorsed by the school district (Dunbar & Kinnersley, 2011). Proponents of this model suggest that when peer mentoring is formalised, it is more focused due to the greater level of accountability required by the school organisation (Nguyen, 2013). As a result, the support provided to the beginning teacher is intentional.

On the contrary, advocates of the informal mentoring model assert that this model is less structured, self-directed, and not recognized by the organisation, but no less effective in supporting beginning teachers (Desimon, Hochberg, Polikoff & Porter, 2014). It is worth noting that whether the peer mentoring model is formal or informal, both models create a relationship where beginning teachers are provided with emotional and moral support from a peer mentor. The mentoring relationship, whether formalised or not, should last for more than one school year to effectively ensure that the beginning teacher is provided with adequate support (Harris, 2015).

Having said these, critics of peer mentoring question the role of the mentor in promoting professional growth and self-reflection from the beginning teacher to whom they are assigned. Not all veteran teachers are suited to fill the

role of mentor. A recent study conducted by Hobson and Malderez (2013) on 'judge mentoring and other threats to realising the potential of school-based mentoring in teacher education in England', found that there are a multitude of flaws within this model. The most glaring of these flaws is when the mentor assumes a stance of judgement rather than support when interacting with the beginning teacher. Therefore, when the mentor adopts the role of judge and too readily reveals their evaluations of the beginning teacher, the benefits that can result from the peer mentoring model can be seriously hindered. Furthermore, when peer mentoring is driven by the concept of judgment rather than support, the potential for professional growth and the overall socioemotional well-being of the beginning teacher is compromised (Hobson & Malderez, 2013).

Group mentoring

In today's work environment, traditional one on one mentoring may not sufficiently support the complex professional needs of beginning teachers. Group mentoring is defined as a methodology for individual development that utilises multiple experts (mentors) and learners (mentees) to help beginning employees in a group setting. The purpose of this model is to help beginning employees meet individual learning goals (Carvin, 2011). The defining element of group mentoring is that the learning is more reciprocal in nature than the traditional mentoring model, where the transmission of knowledge is usually one way. Characteristics of group mentoring that is effective include, but are not limited to mentees have their own learning objectives that are fundamental to the group purpose and function, group purpose is driven by the learning needs of the participants, group is conducive and safe and open dialogue where mentees and mentors, explore and share personal challenges, mentors act more

as a facilitator than a guide and, mentoring groups provide psycho-social support and facilitate the transfer of knowledge (Carvin, 2011; Zachary, 2011).

In this format, mentors provide on-going support through established meeting times throughout the school year. Mentoring groups explore career development, provide psycho-social support, help build networks, and facilitate professional dialogue around topics of interest (Heikkinen et al., 2012). Typically, the type of group mentoring described in this model is face-to-face, although with the growth of online communities and forums for professional development, group mentoring can also be virtual (Carvin, 2011).

Critics of group mentoring assert that mentoring can result in the perpetuation of conventional norms and practices rendering beginning teachers less likely to employ progressive and learner-centered approaches to teaching and learning and more likely to conform to standard pedagogy (Hobson & Malderez, 2013).

Virtual mentoring

An emerging alternative is virtual mentoring or developmental networks where beginning teachers gain rich insight from a variety of esteemed professionals who support the professional growth and development of the beginning teacher online. As in any mentoring model, mentors should be properly trained in order to support the beginning teacher by providing meaningful feedback, promoting the beginning teacher to self-reflect and to model effective instructional and professional practice (Davies & Gibbs, 2011). E-mentoring, also known as virtual mentoring, has emerged as an alternative to face-to-face mentoring (Cinkara & Arslan, 2017). This model varies from group

mentoring in that the interactions are done virtually, as opposed to face to face in a group setting.

According to Kram and Yip (2016), members of a developmental network are described as developers and their relationships with the focal individual as a developmental relationship. Moreover, a significant body of research has established that people learn and develop with the support of multiple developmental relationships (Dobrow, Chandler, Murphy, & Kram, 2012). Technology provides a forum where networking, or more specifically virtual mentoring, can be employed with fidelity and where professional relationships can grow and develop through the assistance of a virtual platform.

Critics of virtual mentoring state that the virtual mentoring model can hinder the richness of the face-to-face interactions and that there is a greater potential for loss of commitment to online interactions, particularly if expectations for communication is not initially established. Also, mentoring events like shadowing and observing one another teach can be challenging to arrange in a virtual relationship as these experiences lose their authenticity in this context (Zey, 2011).

Supervisory mentoring

Supervisory mentoring is when an employee is mentored by his or her supervisor. In the realm of education, typically a beginning teacher is not mentored by his or her direct supervisor. In this type of model, the employee may experience difficulty in being vulnerable and candid during reflective conversations about job performance. However, emerging research indicates that this model may be effective for beginning teachers who are able to bypass the role conflict experienced by mentors who also serve as supervisors in that

supervisors are accessible to beginning teachers and can more readily remove barriers to success for this group of teachers since they are working interdependently within the same school organization (Nowacki, 2015).

Contradictory research exists in regard to the effectiveness of this model. One perspective assert that supervisory mentoring is not ideal as this type of mentoring can be problematic since beginning teachers may not feel that they can be open and honest about their struggles and failures with a mentor who also serves as their school administrator (Zachary, 2012). According to this perspective, mentors would encounter difficulty supporting career development objectively, but would also experience difficulty in providing the psychological support that would come naturally from an unbiased mentor (Nowacki, 2015).

However, the opposing perspective argue that the supervisory mentoring model is indeed effective. Beginning teachers value opportunities for career growth and potential for promotion. Role modelling and continuous and on-going feedback from their supervisor can provide opportunities for growth, development, and retention that is not readily available from other mentoring models (Haggard et al., 2011). Under the supervisory model of mentoring, beginning employees have continuous access to mentors who understand the organizational context and the skill set necessary for success. Due to the frequent opportunities to interact, beginning employees and their supervisory mentors develop a more intimate and trusting relationship due to their accessibility to one another. This mentoring relationship lends to more rapid career development for the beginning employee (Nowacki, 2015).

Bulloch county mentoring model

Presently, Bulloch County uses the peer mentoring model. Beginning teachers are assigned a mentor who helps provide support with curriculum, assessment and instruction. Mentors also provide the emotional support that beginning teachers need in order to successfully navigate those first few years in the profession. For the purpose of this study, peer mentoring and the support provided through this model were explored in order to determine if the support provided through this model has an impact on teacher retention.

Ways Mentors use Information from Assessment

The continuum of mentoring practice can be used for a variety of purpose. Each of these uses and supports a reflective and formative prefessional growth process for mentors. Effective instructional mentors will likey engage their beginning teachers simular porocess or reflection, assessment, or development.

The contiuum of mentoring practice allows mentors to deepen their understanding of their own presessional development in that it is a tool that mentors use to assess their own mentoring pratice. To self-assess, the mentor reads across each row descriptors from left to right. In each pratice level, it includes the description of current mentoring pratice, they may enter the date of their self-assessmenmt in the appropraite box and/or highlight those accoplishment. In this way, a mentor can later consult the contiuum and easily not specific area of prefesssional growth.

By describing the variuos level of practice, the contiuum of mentoring practice helps the mentor to examine their mentoring and make informed decision about their ongiong development as prefessionals. With the support

of mentor collegues and programme leaders, mentors can be guided through a collabotrative process for setting goals. Individual learning plans or professsional growth plan can provide strategies to assist mentors development while also document their progress. This can help mentors celebrate their practice achievement while encouraging them to revise and continue their personal learning journey.

The contiuum of mentoring pratice is not meant to be used as a rubric to define perfomance standards or expectations, nor it's intended to serve as an isolated obersvation instrument. However, by prioviding a comon language that describes mentoring practice, this discussion can help induction programme leaders and mentors engage in discussion of practice and subsequently plan meaningful prefessional development leaders support the development of their mentors in the responsive ways in which they expect mentor to support their beginning teachers.

Challenges Facing Teacher Mentoring

The following are some of the challenges confronting teacher mentoring:

Every case of mentoring is a precedent of its own! This is because each new teacher is an individual who cannot be equated to any previous one. This may require new realms of understanding and tackling of their pre-service and post-training experience to harmonise with the organisational vision. This means that there can hardly be an experienced mentor. Previous experience may in reality be an undoing for future mentoring.

Also, like every other educational process, mentoring should be evaluated to find out whether learning has taken place for the protégé to meaningfully participate in teaching activities in the school. Who should do the

evaluation? How should the evaluation be done? In case of protégé failure to adjust appropriately, who takes the blame? Again, failure on the part of the protégé, the mentor or both impacts negatively on the academic life of the student who is not on a learning rehearsal. Who should be held accountable for the loss suffered by students subjected by educational authorities to a half-baked teacher?

Besides, mentoring is to a large extent a voluntary job for which no training would be adequate. The relationship quality would be affected by extraneous factors such as time constraints, availability of relevant equipment and resources, protégé cooperation and learning, and appreciation of the mentoring role by the rest of the teaching staff. It is therefore not possible for authority to ensure continued mentor goodwill throughout the entire process.

Furthermore, personality dynamics in the mentor-protégé relationship may result in conflicts some of which may cripple the course of mentorship. For instance, mentors in trying to fit role expectations with role enactment beginning teacher practices since they are also victims of certain professional malpractices. Sometimes the mentor may not want to appear to criticise the protégé in excess and hence avoid dealing with conflicting views and practices. This implies that the protégés may be subjected to less than valuable learning experience in the full awareness of the mentor.

The next paragraphs consider beginning teacher challenges. These are discussed under the following themes: making the transition, classroom management, the teaching environment, isolation and loneliness, and meeting diverse needs of students.

Making the Transition

The beginning years of a teacher's career are an exceptionally challenging and crucial time (Gold, 1996; Huling-Austin, 1990; Walsdorf & Lynn, 2002). Although several researchers have developed a list of the challenges that beginning teachers face, each list varies in length and is presented in a slightly different rank order. Veenman (1984), in a comprehensive review of 83 studies on the needs and challenges of beginning teachers, cited the top 10 challenges of beginning teachers as: classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organisation of class work, insufficient and/or inadequate teaching materials and supplies, dealing with problems of individual students, heavy teaching loads resulting in insufficient teacher preparation time, and relations with colleagues.

Odell's list (2006) included ideas about instruction, personal and emotional support, resources and materials for teaching, information about school policy and procedures, and techniques for classroom discipline. Gordon and Maxey (2000) cited managing the classroom, acquiring information about the school system, obtaining instructional resources and materials, planning organising, and managing instruction, assessing and evaluating student progress, motivating students, using effective teaching methods, dealing with individual students' needs, communicating with colleagues, communicating with parents, adjusting to the teaching environment, and receiving emotional support.

In 2003, Renard study among America basic schools on the topic 'setting new teachers up for failure or success' showed the major concerns of beginning teachers. Furthermore, the study found out that classroom

management, student motivation, meeting individual students' needs, assessment and evaluation, and successfully communicating with parents are the major challenges of beginning teachers. When hired, beginning teachers are faced with the same responsibilities and duties as their seasoned colleagues. They are no longer student teachers in someone else's classroom, yet are still learning how to teach. Often, beginning teachers are considered finished products that simply need fine-tuning, when in fact they have legitimate learning needs.

Feiman-Nemser (2003) indicated that three or four years are required to reach competency in the teaching profession, and several more to reach proficiency. Unfortunately, the first year of teaching historically has been, and often continues to be, considered a rite of passage into the profession (Rogers & Babinski, 2002). Halford (1998) reported that when compared with other professions such as medicine and law, which recognise the needs of their beginning professionals, the field of education has been dubbed "the profession that eats its young" (p. 33).

Renard (2003) argued that most seasoned veterans can relate some type of horror story about their first years of teaching, and view surviving these first few years as a badge of honour. As a result, some veteran teachers may not feel compelled to assist beginning teachers, and expect them to endure the same painful process that they endured in order to become properly initiated into the profession. Brock and Grady (2001) added that beginning teachers typically like the school environment, have been successful as students, and have entered the career of teaching because they enjoyed learning. School has been a comfortable place for them. When they enter this once familiar world in the new role as

teacher, they often experience reality shock, and their bubble of idealism soon bursts.

Veenman (1984) defined "reality shock" as "the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of classroom life" (p. 143). Beginning teachers walk into the classroom with enthusiasm and confidence. However, once they sit behind the other side of the desk for a few months, their perspective changes. They often regard typical first-year teacher problems as personal failures and quickly become discouraged (Brock & Grady, 2001). The transition from being a pre-service teacher in a veteran teacher's classroom to a beginning teacher with one's own classroom can be unsettling and overwhelming to many beginning teachers. During their pre-service program, teachers-in-training typically acquired subject matter knowledge, studied learning styles, became acquainted with various methods of classroom management, and assessment, wrote lesson plans and developed bulletin board ideas. They began to acquire a repertoire of various approaches to planning, instruction, and assessment (Feiman-Nemser, 2003).

While in college, most were surrounded by a community of good friends and supportive professors to whom they could turn for help and moral support. When beginning teachers start their careers, they leave the familiar and comforting confines of the college campus and enter a school community where they must find their niche. Their behaviour, lifestyle habits, financial decisions, and even dress must change as they establish and become comfortable with their new identity teachers instead of students (Brock & Grady, 2001).

Gordon and Maxey (2000) referred to this condition of uncertainty that beginning teachers experience as role conflict. Most are still young adults, yet

they must quickly learn to become "the teacher," with all of the responsibilities and persona that this new role entails. Although beginners have a certain degree of experience and knowledge regarding the art of teaching, when they are hired, they are not finished products that simply need a few finishing touches. Teacher education programmes provide opportunities for a broad range of field experiences, including the student teaching practicum. However, the first year of teaching is quite different from field experiences.

Beginning teachers must learn to develop a professional identity and navigate a new school culture, so may feel frustrated when expectations are not made clear to them (Gordon & Maxey, 2000). Schools have sets of rules, procedures, routines and customs that cannot be learned in the initial orientation sessions at the beginning of the school year. Beginning teachers often suffer from "information overload" and may become confused or will forget important information that is discussed in beginning teacher orientation sessions.

There are several unwritten rules, customs and routines of the school that can be learned only through experience and trial and error. To make matters more complicated, different groups of people such as administrators, parents, students, and other teachers have different expectations, leading to what Corcoran called "the condition of not knowing" (1981). Renard (2003) stated that beginning teachers are learning to become experts in their subject matter and therefore are often just one step ahead of their students. In some instances, beginners are handed the keys to their classroom, a textbook, and a few remaining worksheets from last year, and are then expected to develop their own curriculum, sometimes for several subjects.

The legitimate learning needs that beginning teachers have should not be treated as deficiencies in their teacher preparation program, but rather as needs that can only be addressed in a real classroom situation. The realities of teaching cannot be fully grasped through preservice classes, field observations and student teaching, regardless of the excellence of the education program (Brock & Grady, 2001). Lortie (1975) stated that beginning teachers have spent many years in what he refers to as an apprenticeship of observation. Watching what veteran teachers do is not the same as knowing how and why they do it.

To be effective, beginning teachers need to be able to articulate the purpose behind their behaviours. They must be able to explain not only why the content they teach is important, but also why the methods they use are appropriate. They must understand the connections between what was taught yesterday, what is taught today, and what will be taught tomorrow so that they can understand how individual lessons fit into the overall curriculum picture. Beginning teachers want veteran teachers and their principals to watch them teach and provide feedback, and then help them develop instructional strategies, model expert teaching behaviours, and share their insights (Johnson & Kardos, 2002). When beginners are left to their own devices in the early years of teaching, they are unlikely to grow. Any early satisfaction with their work, which is unfortunately too often the result of trial and error, has little chance of being sustained (Danielson, 2002).

In the field of education, a gradual transition where one assumes greater job responsibilities as one learns rarely exists. Instead, beginning teachers are assigned full teaching loads from the first day of school, with all of the ensuing tasks and responsibilities that accompany these teaching loads (Johnson et al.,

2004). Beginning teachers in secondary settings may be assigned a large number of preparations as well. Because of the need for a large number of coaches, advisors, and sponsors necessary for the many extracurricular activities at the secondary level, beginning teachers, who are usually young, enthusiastic, and good at relating to high school students, may get assigned extracurricular jobs in addition to their regular teaching assignments.

They enthusiastically sign on, wanting to make a good impression and desiring to get to know their students better, but do not realise what a great deal of extra time and energy extracurricular activities require (Breeding & Whitworth, 1999; Gordon & Maxey, 2000; Weasmer & Woods, 2000). Weasmer & Woods (2000) cautioned administrators to guard against the temptation to attach too many duties, extracurricular activities, and coaching opportunities to the beginning teacher's contract.

Classroom Management

Difficulty with classroom management is a common problem that many first-year teachers face. In a study by Brock and Grady in 2001, classroom management and discipline were identified as the major concerns that beginning teachers have, coupled with their fear of lack of administrative support when faced with discipline and classroom management issues. In urban school districts teachers also have concern for their own personal safety, as well as the safety of their students (Wilson, 1997). Often, beginning teachers do not realise the importance of the physical arrangement and flow of the classroom itself, as well as the establishment of procedures and guidelines (Brock & Grady, 2001; Wong, 2002).

These preventative measures eliminate many disruptive or off-task behaviours before they begin. Charles (1996) categorised five broad types of classroom misbehaviour: physical or verbal aggression, immoral acts such as cheating, lying or stealing, defiance of authority, class disruptions, and fooling around. Brock and Grady (2001) identified most student misbehaviours as verbal interruptions, off-task behaviour, and disruptive physical movements. Levine and Nolan (2000) found that a common difficulty that beginning teachers have is matching the appropriate disciplinary response with the type of misbehaviour. Beginning teachers tend to dwell on, and become preoccupied with, the inappropriate behaviour of a small minority of students and overlook the majority who are on task and behaving appropriately (Evertson, Emmer, Clements, & Worsham, 1994).

The Teaching Environment

Halford (1998) stressed the importance of class assignments and teaching schedules, noting that beginning teachers are often set up for failure when administrators assign them the most difficult students and the heaviest workloads. Several studies have shown that beginners are many times given the most difficult teaching assignments that include at-risk or unmotivated students with chronic behaviour, attendance, and learning difficulties (Breeding & Whitworth, 1999; Brock & Grady, 2001; Gordon & Maxey, 2000; Halford, 1998; Johnson et al., 2004).

The ability to motivate students from all backgrounds with varied abilities has consistently been one of the top 10 concerns of beginning teachers (Ganser, 1999; Veenman, 1984). When beginning teachers are inappropriately matched with students from diverse backgrounds and go into the classroom

culturally unprepared, the results can be disastrous for both the teacher and the students (Brock & Grady, 2001). In a study in 1997, Norton and Kelly identified problems with administrative routines and excess paperwork, assessment of student performance, student discipline and behaviour management, excessive teaching loads and expectations, lack of support and community, and low salaries. Gordon and Maxey (2000) discussed the environmental difficulties that beginning teacher's experience. These included challenging teaching assignments, excessive extracurricular duties, large class size, and difficult students. Ingersoll (2001) discussed inadequate administrative support, low salaries, student discipline problems, and limited faculty input into school decision-making.

Isolation and Loneliness

Another problem that beginning teachers experience are feelings of isolation and loneliness. When beginning teachers join a close-knit staff where friendships and social groups are already formed and the shared history and norms of the school are unknown to them, it becomes a challenge to become part of the school community (Brock & Grady, 2001; Sergiovanni, 1995). If the faculty has been together for a long time, it is difficult for the newcomer to feel a part of things. Beginning teachers are initially welcomed and politely spoken to, but not necessarily included or assisted. Johnson et al. (2004) found that in the worst scenarios, veteran teachers hoarded books, materials, or lesson plans; dismissed or ridiculed beginning teachers' ideas; sabotaged any efforts to improve; and constantly complained or criticised.

The nature of teaching itself can be lonely, not only for beginning teachers, but for all teachers. Little (1990) referred to the typical school as "a series of individual classrooms connected by a common parking lot" (p. 256).

Teachers are physically separated from each other for the majority of the school day, and as a result, beginning teachers in particular feel lonely. Unlike other professions where colleagues and supervisors provide daily feedback, teachers must most often rely on their students to provide them with feedback and acknowledge their small, daily successes (Brock & Grady, 2001).

Feiman-Nemser (2003) reported that beginning teachers may feel reluctant to share problems or ask for help, believing that no one else is experiencing difficulties; and make the assumption that good teachers figure things out on their own. Walsdorf and Lynn (2002) indicated that beginning teachers want to make a good first impression, so when classroom problems do arise, they are hesitant to ask their seasoned colleagues for assistance, fearing that seeking help or advice may be perceived as a sign of incompetence, which deepens their feelings of isolation and loneliness as well as creating feelings of inadequacy.

Meeting diverse needs of students

Sanders and Rivers' study in 1996 in Tennessee on 'cumulative and residual effects of teachers on future student academic achievement' revealed that the classroom teacher has more impact than class size, ability grouping, school location, or school climate on student achievement. Beginning teachers enter the field of education and teach in a wide variety of contexts and settings: urban, rural, suburban; rich, middle class, poor; many ethnicities, cultures, and languages; supportive and non-supportive families; and students with a wide range of ability levels and learning needs (Bartell, 2005).

Not only do teachers have students in their classrooms that come from more diverse backgrounds and with more varied abilities, but because of the No

Child Left Behind Act, teachers are also called upon to be highly qualified, and will now be held accountable for results in their classrooms (U.S. Department of Education, 2002). Since embracing the standards movement, state and national policy makers are now calling for more accountability for teachers, students, and schools (Bartell, 2005). Today's beginning teachers must be well versed in diverse areas such as portfolio assessment, technology, cooperative learning, and a wide variety of specific instructional strategies in order to meet the needs of all of their students. These new educational conditions, goals, and reforms are compounding for beginning teachers what is already a very complex professional challenge (Inman & Marlow, 2004).

Brock and Grady (1998) suggested that beginning teachers not only need to be surrounded by a supportive network of experienced colleagues, but also need a principal upon whom they can rely and trust. Beginners look to veteran teachers for help and advice, but they also view their principal as a key source of support and guidance. Principals are recognising the need that new teachers have for advice and help, and are making efforts to provide the necessary support. Induction programmes that include beginning teacher mentoring programmes are one such form of support, and have been shown to be highly effective in the induction of beginning teachers into the profession, as well as being instrumental in the retention of beginning teachers (Darling-Hammond, 2003; Evertson & Smithey, 2000; Feiman-Nemser et al., 1999; Gold, 1996; Little, 1990).

Conceptual Framework

Figure 1 shows the conceptual framework of the study, which is guided by the theories of sociocultural theory, situated learning theory and

communities of practice. The theory of sociocultural introduces three concepts being; what I can learn on my own, what I can learn with help and beyond my reach to the framework. The situated learning theory also adds the concept of authentic content, constructivist learning approach and social interaction. While, communities of practice concept relied on constructs; domain, community and practice. These concepts introduced by the three theories were synthesis into the current framework.

In the current framework (figure 1), it is shown that the nature of mentorship for which teachers are to participate in need to be defined in a content which is authentic and clear to the needs of teachers. This is captured by the framework as the nature of mentorship. This is referred to as authentic content in the situated theory and domain in the theory of community practice. The nature of mentorship present in various basic schools in Cape Coast helps the teacher to adopt through what is captured as 'self learning'' in the conceptual framework. The framework revealed as the nature of mentorship is known, teachers begin to find adaptation strategies to cope and learn from their environment. This is captured as constructivist learning approach in the situated theory, what I can learn on my own in the sociocultural theory.

The ability of a beginning teacher to self-learn through the nature of mentorship makes mentors readily available to assist the beginning teacher 'support learning'. This is based on the concept that beginning teachers who are willing and able to self-learn are easy to adopt and train since such teachers are assumed to have strong bases to learn more. Support learning can be achieved by beginning teachers through social interaction as indicated by situated theory and community as used by the community practice theory.

The end result of the content of mentorship leads to self learning which creates the opportunity for beginning teachers to gain support from mentors and the teaching environment (school). At the end of the spectrum the beginning teacher becomes capable in his practice.

The perceptions of beginning teachers on mentorship in basic schools had been illustrated below.

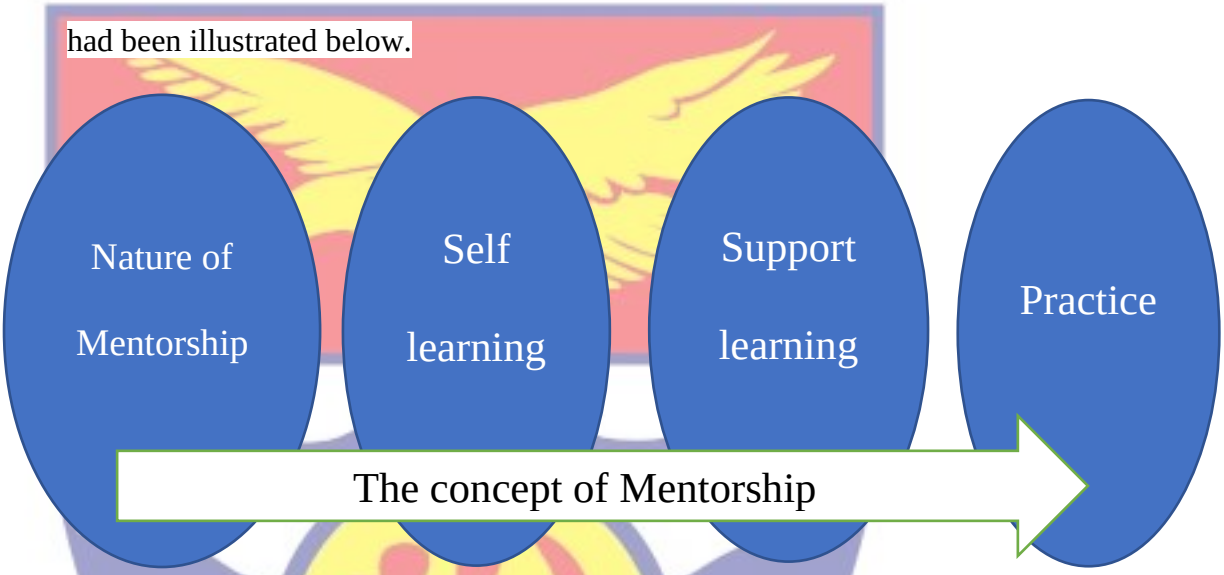

Figure 1: Conceptual Framework

Source: Author's Construct, Ashun (2021)

Chapter Summary

This chapter has reviewed the literature based on the objectives and research questions. This literature was reviewed under the following sub-headings. The first section explored the theoretical models underpinning the study and these theories included: Sociocultural theory, and Situated Learning theory. The second section also examined concepts such as Mentorship; Mentorship structures in Ghana; Challenges and Benefits associated with mentorship in Ghana. Finally, the last section focused on empirical literature of mentorship with a conceptual framework within which the context and scope of the study also discussed.

CHAPTER THREE

RESEARCH METHODS

Introduction

This presents the research methods used to conduct the study. The discussion was based on the following themes: research philosophy, research approach, research design, population, sample and sampling procedure. It also discusses data collection instruments, validity and reliability of the questionnaire, trustworthiness and credibility of the interviews, data collection procedures, data processing and analysis and ethical considerations.

Research Philosophy

The pragmatist philosophical paradigm was used in the research. Morgan (2007) claims that pragmatism, as a philosophical framework for mixed methods research, aims to focus attention on the research problem and uses a variety of methodologies to get knowledge about it. Pragmatism is also considered as a tool that allows a researcher to determine the optimal methodologies, procedures, and processes for a certain topic (Creswell, 2014). As a result, the pragmatist method must fundamentally encompass both qualitative and quantitative approaches. Because the researcher sought to employ a mixed methodologies approach, which includes both quantitative and qualitative data, pragmatism is appropriate for the study (Creswell, 2014). It takes more than just gathering and interpreting quantitative and qualitative data to use a mixed method approach. Because the researcher sought to employ a mixed methodologies approach, which includes both quantitative and qualitative data, pragmatism is appropriate for the study (Creswell, 2014). It takes more than just gathering and interpreting quantitative and qualitative data

to use a mixed method approach. Pragmatism entails combining both methodologies so that the study's overall strength exceeds either quantitative or qualitative research. Furthermore, using a mixed technique approach allows for a more thorough and comprehensive knowledge of the study problem than using simply one methodology. The Sequential Explanatory Mixed Method was used in the study to support this.

The researcher uses a Sequential Explanatory mixed approach to build on the findings of one method. It entails gathering and analyzing quantitative data first, then gathering and analyzing qualitative data so that data can be merged for interpretation (Tashakkori & Teddlie, 2008). This strategy prioritizes the two stages equally, with the primary goal of explaining quantitative results by delving deeper into specific outcomes or conducting follow-up interviews to better comprehend the findings of a quantitative study.

The use of pragmatist philosophical paradigm in this study was because the research design of the study was mixed method. This paradigm was also employed in this study due to the paradigm giving room for what works not what is considered always true. This implies that the use of the paradigm in this study was to begin out the current state of mentorship in basic schools in Cape Coast.

Research Approach

The study also used mixed methods approach. With the mixed methods approach to research, researchers incorporate methods of collecting or analysing data from the quantitative and qualitative research approaches in a single research study (Creswell, 2014; Johnson & Onwuegbuzie, 2004; Tashakkori & Teddlie, 2008). That is, researchers collect or analyse not only numerical data,

which is customary for quantitative research, but also narrative data, which is the norm for qualitative research in order to address the research question(s) defined for a particular research study. Specifically, the study used sequential explanatory mixed methods research approach. In this situation, the study first gathered and analysed quantitative data and afterwards qualitative data was relevant to add more relevance and value to the findings of the study. As such, the researcher gathered and analysed data based on the issues that came out from the quantitative data.

The use of this approach helped the study to use the strengths of one approach to compensate the weaknesses of the other approach. This corresponds with what Johnson and Onwuegbuzie (2004) proposed. According to Johnson and Onwuegbuzie, the goal for researchers using the mixed methods approach to research is to draw from the strengths and minimise the weaknesses of the quantitative and qualitative research approaches. Johnson and Onwuegbuzie further explained that the strengths and weaknesses associated with the various research approaches are not absolute but rather relative to the context and the manner in which researchers aspire to address the phenomenon under study. For example, if the researcher purports to provide in-depth insight into a phenomenon, the researcher might view selecting a small but informative sample, which is typical of qualitative research. The researcher might use inferential statistics to quantify the results, which is typical of quantitative research, as strengths worthy of combining into a single research study.

Furthermore, the use of this approach helped the study to better understand beginning teachers' and mentors perceptions on mentorship in basic schools in the Cape Coast Metropolis. According to Sale, Lohfeld and Brazil

(2002), mixed methods approach to research provides researchers with the ability to design a single research study that answers questions about both the complex nature of phenomenon from the participants' point of view and the relationship between measurable variables.

Again, the study sought to investigate, to describe and to understand the phenomenon under investigation, hence, the use of mixed methods approach to research. Williams (2007) posit that proponents of the mixed methods approach to research advocate doing "what works" within the precepts of research to investigate, to describe and to understand the phenomenon.

Research Design

This study used descriptive survey design. With the descriptive research, Zikmund, Babin, Carr and Griffin (2003) did explain that a researcher tries to describe the characteristics of certain groups, to estimate the frequency or proportion of subjects in a specified population, to analyse relationships between variables, or to make specific predictions. The study used descriptive survey design to understand the issues embedded in beginning teachers' and mentors perceptions on mentorship in the Cape Coast Metropolis. Also, this design was used in the sense that the study sought to present issues as they were without manipulating the variables. According to Burns and Grove (2001), descriptive survey study design presents the current picture of the situation being studied in its natural form as it happens.

More so, descriptive study is normally used to study a phenomenon at a specific time when time or resources for more extended research is limited (Creswell & Creswell, 2018). Descriptive design has the potential of providing or giving information from quite a large number of individuals. It is practical

and applicable in that it identifies a present condition and points to present needs. It is believed that descriptive survey is basic for all types of research in assessing the situation as a pre-requisite for conclusions and generalisations (Gall, Gall & Borg, 2010).

Fraenkel, Wallen and Hyun (2012) hold the view that the descriptive survey design has the difficulty of ensuring that questions are reacted to during interviews because they are often explicit. They further state that data gathered could produce untrustworthy results because they delve into private and emotional matters which respondents might not be completely honest about. Since the study intends to find out beginning teachers' and mentors perceptions on mentorship in the Cape Coast Metropolis, descriptive survey design is seen as the most appropriate and adequate research design in describing and documenting beginning teachers' and mentors perception on mentorship in the Cape Coast Metropolis. Based on the flexibility it gives to the researcher to combine both qualitative and quantitative research design to make informed decision. This also describe the phenomena (beginning teacher's mentorship) in question into details using mixed methods.

Study Area

The study area for this study was Cape Coast. Cape Coast is mainly a fishing community in the southern part of Ghana. Cape Coast is the capital of central region and Cape Coast metropolitan district. Cape Coast is bounded by the Atlantic Ocean to the south, Komeda-Edina-Eguafo-Abirem Municipal district to the west, Abura-Asebu-Kwamankese distict to the east and Twifo-Hemang-Lower Denkyira district to the north (GSS, 2010). Cape Coast covers an estimated land area of 124 square kilometres, making it the smallest

metropolis in Ghana. The area lies on the longitude $1^{O}15'W$ and latitude $5^{O}06'N$.

According to the 2021 population and housing census, the metropolis was estimated to have a population of 189,925 (GSS, 2021). Out of the number, 92,790 were male and 97,135 being female. The metropolis boast of some of the best and oldest educational institutions in the country like the University of Cape Coast, Cape Coast Technical University, 18 second cycle institutions and estimated 80 basic schools.

The current population and housing census shows that Cape Coast and the central region had a literate rate of 75.2 percent for primary school aged children (GSS, 2021). The figure is composed of 79.9 percent male and 70.9 percent females. This accounted for the low number of school going aged children not in school (9.0 percent).

The selection of Cape Coast was due to the high number of basic schools in the country which has attracted a lot of teachers especially from the University of Cape Coast and Ola teacher training colleges who use most of these schools for their off campus and teaching, national services and permanent employment. This avenue creates the opportunity for older teachers to mentor incoming teachers as trainees or first time permanent teachers into the basic school teaching system.

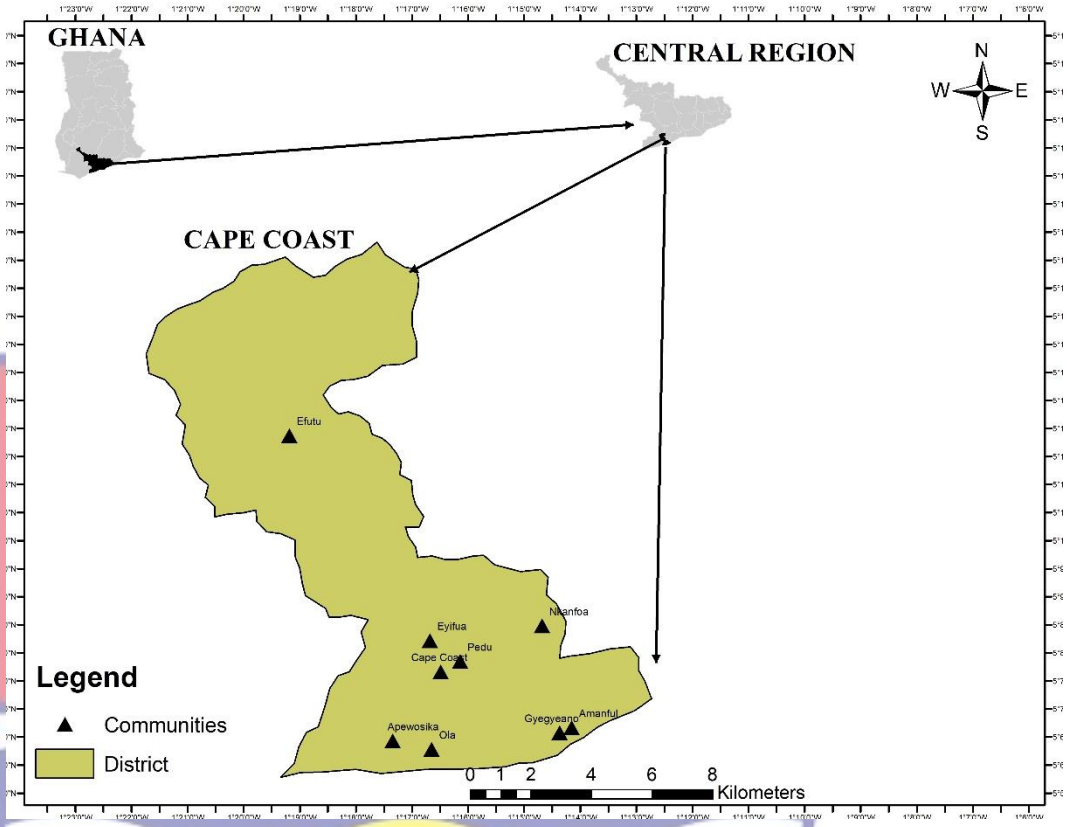

Figure 2: Map of Cape Coast Metropolis

Source: Department of Geographic and Regional Planning (2022)

Population of the Study

According to Patton (2002), population of a study is the larger group upon which a researcher wishes to generalize. It includes members of a defined class of people, event or object. There are eighty public basic schools in the Cape Coast Metropolis. These schools had been categorised into six zones, namely; Aboom, Ola, Bakaano, Cape Coast, Pedu/Abura and Efutu Circuits. The target population for the study is 1,561 teachers and headteachers. Thus, (492 males and 1,069 females) teachers and 80 (25 males and 55 females) headteachers in the Cape Coast Metropolis. Out of these, 225 (14 males and 211 females) teachers are in the Kindergarten centres, 598 (111 males and 487 females) teachers are in primary schools and 658 (342 males and 316 females) teachers are in JHS (GES, 2019). The accessible population for the study is

beginning teachers and mentors in the Cape Coast Metropolis. It comprises of 25 (10 males and 15 females) mentors and 25 (10 males and 15 females) beginning teachers in Cape Coast.

Sampling and Sample Procedure

Kombo and Tromp (2006) defined sampling as the process of selecting units from a population of interest so that we may fairly generalise our results back to the population they were chosen from. This selected population may be from the people, organisations or institutions including schools. The sample for the study was 50 teachers in Cape Coast. It comprised 25 (10 males and 15 females) beginning teachers and 25 (10 males and 15 females) mentors.

The sample was selected using census sampling technique. Census sampling technique was adopted due to the homogeneity of basic school teachers in Cape Coast (mentors and mentees) and the fact that the study used all 25 (10 males and 15 females) mentors and 25 (10 males and 15 females) beginning teachers in Cape Coast. All 50 respondents who formed part of the sample frame (accessible population) were qualified to be either a mentor or mentee in a basic school. The census sampling technique was also used in selecting the 25 mentors who partook in the interview section. The study is on perceptions of mentorship programmes on beginning teachers and mentors. Therefore, selecting mentors and beginning teachers in the Cape Coast Metropolis suggested that information-rich participants have been selected. This helped gather the needed data so as to address the research questions.

Research Instruments

Questionnaire and interviews were used for the data collection. The use of more than one data collection instrument permitted the researcher to combine

the strengths of the two instruments while correcting some of the deficiencies as to increase validity of data that was generated as suggested by Ary, Jacobs and Sorensen (2010). The selection of both instrument is also necessitated by the selection of the positivist philosophy, mixed research approach and descriptive survey design, which allow for both quantitative (questionnaire) and qualitative (interview guide) instruments to be used for data collection. In this study, the questionnaire was the main instrument of data collection but its deficiency of not giving an in-depth understanding of respondent's responses led to the inclusion of the interview guide to help solve this deficiency. This forms the bases for this research using both instruments.

Questionnaire

The questionnaire was administered to mentors and beginning teachers at the selected basic schools in the Cape Coast Metropolis. The Questionnaire was used because of the following reasons as opined by Krosnick (2018); it offers actionable data; easy for comparability; generalisation of findings can be made; anonymity of respondents is assured; large scale could be covered within a short time; there would be less pressure on participants in responding to statements from questionnaires.

Patten (2016) also added that questionnaires are cheap, do not require as much effort from the questioner as verbal or telephone surveys, can be analysed more scientifically and objectively than other forms of instruments, results from the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package. Furthermore, Boparai, Singh and Kathuria (2018) added that large amounts of information can be collected from a large number of people in a short period of time and in a

relatively cost effective way and often have standardised answers that make it simple to compile data.

Despite, the advantages of the questionnaires, Tsang, Royse and Terkawi (2017) reported that the questionnaire has the following disadvantages: survey fatigue; analysis issues; lack of nuance; interpretation issues; some statements could be skipped; hard to convey feelings and emotions; respondent may have hidden agenda and dishonest responses. Though, the use of questionnaires has some weaknesses, its advantages outweigh the weaknesses; hence, the use of questionnaires for data collection in this study. Hence, the sections of the questionnaire are divided as follows;

Section A of the questionnaire focused on the demographic information of participants. This section was made up of closed-ended items such as gender, age and working experiences.

Section B of the questionnaire looked at the nature of mentorship. The section provided mentees with a 5 scaled Likert scale and were asked to rank their level of agreement or disagreement with the nature of mentorship enjoyed in their various institutions.

Section C focused on areas of assessment by mentors. This section asked mentees the area their mentors assess them on. The areas of assessment were placed in a 5 scales Likert scale for mentors to indicate their level of agreement or disagreement with the areas mentors access them on.

Section D focused on ways mentors use assessment information from mentees after its being collected. The ways mentors use assessment information from mentees were captured in a 5 scales Likert scale for mentors to indicate their level of agreement or disagreement with the way mentors use assessment.

Section E looked at the challenges faced by mentors, mentees and their institutions in the mentorship programme. The challenges faced by both mentors and mentees in the mentorship programme were captured in a 5 scales Likert scale for mentors, mentees and organisation to indicate their level of agreement or disagreement with the challenges faced in the programme.

Section F focused on ways by which the challenges identified in section E could be overcome by mentors, mentees and organisations (the institution). The ways of overcoming the challenges faced by mentors, mentees and their institutions in the mentorship programme were captured in a 5 scales Likert scale for mentors, mentees and organisation to indicate their level of agreement or disagreement with the ways of overcoming these challenges faced in the mentorship programme.

The Likert scale used for the study was captured as;

Table 1: *Likert Scale Interpretation*

Scale	**Interpretation**
0	Not appreciable
1	Strongly Disagree
2	Disagree
3	Agree
4	Strongly Agree

Source: Field Survey, Ashun (2021)

Interviews

Interviewing involves asking questions and getting answers from participants in a study. Interviewing has a variety of forms including: individual, face-to-face interviews and face-to-face group interviewing (Kallio, Pietilä, Johnson, & Kangasniemi, 2016). The study used face-to-face interviews for

mentors at the selected basic schools within the Cape Coast Metropolis. This was because the respondents were easily accessible to the researcher. According to McGehee (2012), Face-to-face interviews are advantageous since detailed questions can be asked and further probing can be done to provide rich data from interviewed respondents. Also, literacy requirements of participants are not an issue and non-verbal data can be collected through observation. Mann (2016) added that complex and unknown issues can be explored and response rates are usually higher than for self-administered questionnaires.

However, Castillo-Montoya (2016) held that the face-to-face interview has the following disadvantages: they can be expensive and time consuming. Also, training of interviewers is necessary to reduce interviewer bias and are administered in a standardized way. Mann (2016) added they are prone to interviewer bias and interpreter bias (if interpreters are used); sensitive issues maybe challenging.

Interviews can be structured, semi-structure or unstructured. For the purposes of this study, semi-structured interviews were used. The semi-structured interview guide provided a clear set of instructions for interviewers and provided reliable and comparable qualitative data. Semi-structured interviews are often preceded by observation, informal and unstructured interviewing in order to allow researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions.

The use of the semi-structured interview guide was to better under the responses given by respondents in the questionnaire. This allows the researcher to have an in-depth meaning to the issue at stake. The study used the semi-

structured interview guide to interview all 25 mentors of the study. This was to support the responses given in the quantitative instrument (questionnaire). The semi-structured interview guide was grouped into five (5) section to capture the research questions as follows;

Section A focused on nature of mentorship, where questions asked included; Please, how do you understand the term "mentoring"?, Please, what goes into mentoring of beginning teachers?, Please, do you think it is necessary for you to mentor beginning teachers?.

Section B focused on areas beginning teachers are assessed. This section had questions such as; what area(s) do you in assessing mentoring beginning teachers?, are there any reasons for considering those area(s) as indicated in question 1?, how beneficial is it in considering those areas assessing mentoring beginning teachers?

Section C focused on ways mentors use information from assessment. A total of three (3) questions were asked including; after the assessing of beginning teachers, what next?, how do you make use of the information from assessing beginning teachers? and how do the information derived from assessing beginning teachers become useful to them?

Section D focused on the challenges confronting mentorship. A total of three (3) questions were asked including; are there some challenges that confront you while mentoring beginning teacher?, Kindly tell me some of the sources of these challenges? and how would you rank these challenges as mentioned in question 2?.

Section E focused on the ways the identified challenges confronting mentorship can be overcome. A total of three (3) questions were asked including; what do

you think could be done to overcome these challenges?, is the future of mentorship in the Cape Coast metropolis? and in you view what do you think would be the major challenge in addressing these issues?.

Validity and Reliability of the Questionnaires

Questionnaires were taken through validity and reliability procedures while the interview responses were taken through trustworthiness and credibility.

Validity of the questionnaire

Face validity of the questionnaire was established by giving the questionnaire to the researcher's colleague students pursuing the same programme to vet it. Comments from them on the questionnaire were used to effect the necessary corrections. The content validity was determined by the research supervisor. He examined the research questions alongside each item of the instruments in order to determine whether the instruments actually measured what they are supposed to measure. Comments from him on the questionnaire were used to effect the necessary corrections before the instruments was administered on participants.

Reliability of the questionnaire

Pre-testing was conducted among 10 beginning teachers and 10 mentors from the Komenda-Edina-Eguafo-Abbrem (KEEA) District because they have the same characteristics as the sampled group for the main study. In pre-testing the questionnaire, the researcher provided explanation on the objective of the study and expectation from participants. Results of the pre-testing was statistically computed by using the Statistical Product for Service Solution,

software for analysing data. The Cronbach's alpha coefficient was calculated. The Cronbach's alpha reliability coefficient value was 0.7. This indicated that the questionnaire is reliable as suggested by Tech-Hong and Waheed (2011). Furthermore, the researcher took into account suggestions from the participants. The suggestions taken from the respondents included comments which were not irrelevant to the study and lengthy statements were shorten whiles maintaining the original meaning. Also, statements which were not clear to the researcher was further explained to the researcher to ensure the absence of biasness or misrepresentation of respondents view.

Trustworthiness and Credibility of the Interviews

To ensure trustworthiness and credibility of the interviews, the researcher used probes to elicit detailed information from the participants. Also, questioning was used by the researcher so as to return to matters previously raised by participants and extracts related data through rephrased questions. Again, the researcher gave opportunities to colleagues and supervisor to check interview guide for the study. Feedback that was given by colleagues and supervisor offered fresh perspectives that enabled the researcher to refine the questions. More so, member checks were employed. Thus, the audio recordings were played to participants immediately after the interview. This helped them confirm the information they shared. This was repeated after the data was transcript to ensure that respondent's statements were not misrepresented in the study. The findings of the study were equally communicated to the respondents.

Also, interviews were taken through dependability, transferability and confirmability in order to establish the trustworthiness of the interviews. To ensure dependability of the interviews, reports from the study were done in

details. Also, transferability was ensured by making sure that the findings were presented in such a way that it helped readers to have better understanding of the study. Confirmability was done by making sure that findings of the study was the true experiences of participants as compared to that of the researcher.

Data Collection Procedures

Permission from the school authorities and participants was sought using an introductory letter from the Head, Department of Basic Education, University of Cape Coast. One week from the day of presenting the permission letter it was agreed upon by the researcher and participants for the administration of the instruments. After securing the consent of the various schools for the study including the respondents themselves, preparations were made to administrator the instruments to respondents. Venue and time for the administration of the instruments were planned in advance and agreed upon by the researcher and participants. The rationale of this was to make the respondents feel comfortable and also to prevent respondents declining to participate in the study due to time inconvenience.

Participants were assured of confidentiality of their responses, and that the information they provided would be used for academic purpose only. Participants were also informed of their right to withdraw from the study at any stage should they wished to do so without prejudice. Questionnaires were given to participants and retrieved on the same day. Also, interviews were conducted with mentors. Face-to-face was used for the interviews and this allowed the researcher to listen to the views of the interviewees and likewise observe their non-verbal gestures.

The return rate for the questionnaire was 100 percent as all respondent answered and submitted back the questionnaire. All 25 mentors for the interview were present and interviewed, hence, a 100 percent response rate. Issues encountered during the data collection process included; respondents forgetting the agreed date for the interview, delay by institutions in responding to the consent letters, financial issues in printing materials, and difficult in accessing some schools.

Data Processing and Analysis

The quantitative and qualitative data generated analysed separately.

Quantitative data processing and analysis

There was the need to code the data for analysis purposes. Statistical Package for Social Sciences (SPSS) software version 26.0 was used to code the data. Data was coded using numeric tally with each representing a particular variable such as gender, academic qualification and working experiences. Furthermore, screening was carried out to ensure that errors that came as a result of human slips while entering the data were checked before the analysis. Example was multiple ticking of response by respondents and data entering into SPSS errors like entering wrong response. Descriptive statistical analysis procedures were used to analyse the data. Thus, data for research questions 1, 2, 3, 4 and 5 were analysed using simple frequency counts, percentages, means and standard deviations.

Qualitative data processing and analysis

Interviews were analysed in themes. The analysis of the qualitative data was done with a view of understanding the respondents' experience (McMillan & Schumacher, 2010). The researcher transcribed the information collected

from the interviews. These transcripts were read and important categories were identified. Data was then sorted and grouped according to similar concepts. The sorting and grouping was done to separate the data into workable units. Data were then scrutinised to find how one concept influenced another, and alternative explanations were searched for. This was done by describing the responses to the students. Patterns were sought from this (Thomas & Harden, 2008) and was then interpreted. Themes and subthemes were formed. The Themes and sub-themes generated were;

1. Nature of mentorship in basic schools
    I. Meaning of Mentoring
    II. Mentoring of beginning teachers
    III. Importance of mentoring beginning teachers
2. Area of assessment by mentors
    I. Areas assessed
    II. Reasons for assessed areas
    III. Benefit of assessed areas
3. Usage of assessed information
    I. What next after assessment
    II. Ways of using derived information
    III. Use of derived information
4. Challenges facing the mentorship programme
    I. Challenges of mentoring
    II. Sources of challenges
    III. Severity of challenges

5. Ways to solving the challenges of the mentorship programme
    I. Ways of overcoming challenges
    II. Future of mentorship
    III. Likely challenges

Ethical Considerations

Ethical considerations for the study took the following procedures: access, informed consent, confidentiality, anonymity and plagiarism. These were done to ensure that respondents of the study were protected and not victimised by superiors. It also encouraged respondents to feel free to voice out their opinion on mentors and mentees.

Access

An introductory letter from the Head, Department of Basic Education, and University of Cape Coast was obtained to enable approval from the institutions and participants. Thus, a copy of the introductory letter was sent to the participants to seek approval for data collection. After permission was granted at that level, dates, time and venue for data collection were fixed.

Informed Consent

In this study, the researcher clearly spelt out the purpose, the intended use of the data and its significance to the participants. Each of the participants were made to willingly decided to take part in the study.

Confidentiality

Before the commencement of the data collection, participants were assured that data would be kept confidentially. In doing so, codes were assigned to the various questionnaires and recordings. These were kept from the reach of other individuals.

Anonymity

Participants were encouraged not to write any identifiable information (such as participants' name, email address, house number and contacts) on the questionnaires and also proxy names were used to represent interviewed respondents. Besides, codes were assigned to the questionnaires and recordings during the data analysis. This coding help in hiding the identities of participants for the study.

Plagiarism

The study acknowledged all in-text references under the reference column. Besides, the study ensured that no information was cited in the work without acknowledging its source.

Chapter Summary

This chapter gave details of the study design and methodology. The research design, study area, population, sampling procedure, data collection instruments and procedures, and data processing and analysis were discussed. Ethical considerations, as well as measures of ensuring the validity and reliability, were adequately explained. The next chapter focuses on data analysis and findings.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter analysed data on the perceptions of beginning teachers and mentors on mentorship in Basic Schools in the Cape Coast Metropolis. The data for these analyses were obtained through the administration of questionnaires and interview sessions. Based on the main research goal, this chapter reflects on the core research purpose and objectives as outlined in chapter One. The first section discusses the demographic background of respondents while the second section discusses the results of the research objectives.

Demographic Background Information on the Study Respondents

For the purposes of understanding the socio-demographic features of the respondents, the first section of the questionnaire was designed in such a way that the respondents could provide answers relating to their backgrounds. The respondents for the qualitative were mentors who also answered the quantitative part of the study (questionnaire). Hence, results captured in Table 3 also describes the demographic characteristics of respondents to the interview. After analysing their answers, the information that was obtained had been summarized and shown in Tables 2 and 3.

Table 2: *Demographic Features of Beginning Teachers*

Variable		Frequency	Percent (%)
Gender	Male	10	40.0
	Female	15	60.0
Age	21-30	9	36.0
	31-40	12	48.0
	41 and above	4	16.0
Educational level	Diploma	17	68.0
	1st Degree	6	24.0
	2nd Degree	2	8.0
Experience	Less than 1 year	25	100.0
Total		**25**	**100**

Source: Field Survey, Ashun (2021)

Table 3: *Demographic Features of Mentors*

Variable		Frequency	Percent (%)
Gender	Male	10	40.0
	Female	15	60.0
Age	31-40	9	36.0
	41-50	13	52.0
	51 and above	3	12.0
Educational level	Diploma	6	24.0
	1st Degree	17	68.0
	2nd Degree	2	8.0
Experience	2-10 years	11	44.0
	11-15 years	6	24.0
	16 years and above	8	32.0
Total		**25**	**100**

Source: Field Survey, Ashun (2021)

Tables 2 and 3 clearly illustrates that there were more female participants than their male counterparts in this survey. More than half of the respondents (both the beginning teachers and mentors) (60.0%) were females while the remaining respondents were males. This suggests that there are more

females to males teachers at the basic school level in Cape Coast. This could be attributed to the notion that female teachers have motherly tenderness for kids' development at their formative stages (basic school level). The findings on gender is supported by Blau and Kahn (2017), who reported that 'in Ghana, majority of female teachers are at the basic level as male counterpart take up the higher level of teaching and management. This they say has the tendency to increase turnover but low role model for especially female students and lower test scores for students.

On the age distribution of the respondents, it was found out that the majority of beginning teachers are between the ages of 31 to 40 years representing about (48.0%). For mentors, those within the age brackets 41 to50 years recorded the highest of 13 (52.0%). Again, the table shows that 9 beginning teachers representing (36.0%) were between 21 to 30 years. And with respect to the mentors, 9 of them were within the age brackets 31 and 40 years. This implies that in the service, majority of the teachers are in their youthful age and that the institution can be thought of having a lot of potentials in terms of development in the future. In addition, 4 of the beginning teachers representing (16.0%) were between the ages 41 years and above. Also, 3 mentors were above 51years representing (12.0%) in the teaching service within the basic schools. This higher percentage of young teachers gives a positive impression that there are more young teachers in the basic schools. According to Cobbold (2015), this high number of young teachers at the basic school level is due to the influx of secondary school students who are employed by private schools as teachers and also the growing unemployment rate which makes young teacher consider teaching as a stepping career to other professions.

With the educational levels of the beginning teachers, it was also realized that a large percentage of them had diploma in education. With this category of beginning teachers, a total of 17 representing 68.0% were the diploma holders, while 6 beginning teachers representing (24.0%) had first degree. Finally, 2 beginning teachers (8.0%) had 2nd degree. In contrast with the educational levels of the mentors, it was also realized that a large percentage of them had 1st degree. From the table it was realized that most mentors in the basic schools, a total of 17 representing 68.0% were the 1st degree holders, while 6 mentors representing (24.0%) had diploma. The results reflect Ghana Education services policy framework of 2018, which require beginning teachers graduating from training colleges to serve for at least 4 years before upgrading to degree and other higher certificates. This implies that mentors will by the policy be having degree as mentees will have diploma. For one mentor interviewed, he explains that despite high being a mentor, he still holds diploma because;

> *"I had the opportunity to go for study leave but around the same time I had family issues so I had to spend my savings on family. Now it is becoming difficult to get approval despite being a teacher for more than 8 years now."*

In terms of how long each beginning teacher had worked in the various basic schools, it was found that all of them were in their first year of employment. In contrast, the mentors had gained much experience within the various basic schools. 11 (44.0%) had worked between 2 and 10 years. This is followed by those who have worked for more than 16 years with a total number of 8 (32.0%). Lastly those who had worked between 11and 15 years made up

32.0 percent (6). The results confirms Rhodes (2002), who reported that for a mentor to train a mentee, the mentor should be more experience in teaching to provide on-going guidance, instruction, and encouragement to a mentee with the aim of developing the competence and character of the mentee teacher.

Findings of the Main Research Questions

This section presents results and analysis based on the five key research questions of this study. The descriptive statistics was used in analysing the data. As it had been indicated in the methods, the design of this research is descriptive and inferential and further adopts a mixed method. The results and analysis are presented based on the stated objectives of this study.

Research Question One: What is the nature of mentorship programme in Basic Schools in the Cape Coast Metropolis?

Research question one; the study sought to explore the nature of mentorship programme in basic schools in the Cape Coast Metropolis. To this end, respondents were asked to indicate their level of agreement on the nature of mentorship programme. Beginning teachers were asked 17questions considering beginning teachers' perception of mentorship programme. These question was posed on a five-point Likert scale, with 1 being strongly disagreed, 2 = Disagreed, 3 = Agreed, 4 = strongly agreed and 0= not applicable. Due to the nature of the Likert scale, and the overall mean value of 3.036 and a standard deviation of 1.029, it implies that majority of beginning teachers agreed to the nature of mentorship programme run in various basic schools. This also indicates that the various basic schools in Cape Coast Metropolis acknowledge the existence of mentorship programmes in their institutions.

Table 4 shows the nature of mentorship programme run at various basic schools in Cape Coast.

Table 4: *Nature of Mentorship Programme*

	N	Mean	S. D.
My mentor supports me during my teaching with teaching resources.	25	3.19	1.015
My mentor uses curriculum language from the teaching standards for teachers	25	2.98	1.005
My mentor guides me in lesson preparation	25	3.05	1.144
My mentor discusses with me the school's principles on how to use of relevant teaching resources.	25	3.14	1.063
My mentor models teaching for me to observe.	25	3.03	0.928
My mentor assists me with classroom management strategies for teaching such as effective use of time, good classroom control and fair distribution of questions to pupil.	25	3.18	0.914
My mentor insists that I have good rapport with students.	25	2.89	1.053
My mentor ensures that I implement good teaching strategies.	25	2.97	1.090
My mentor displays enthusiasm when teaching.	25	3.14	1.012
My mentor assists me with timetabling (scheduling) my lessons.	25	3.01	1.010
My mentor outlines curriculum documents to me.	25	3.06	1.141
My mentor provides me with feedback after my teaching.	25	3.13	1.061
My mentor assists me in the development of my teaching strategies.	25	3.03	1.092

Table 4 continued

My mentor discusses with me questioning skills for effective teaching.	25	3.15	1.119
My mentor discusses with me the content knowledge I needed for teaching.	25	2.89	0.914
My mentor provides strategies to solve my teaching problems.	25	2.97	1.053
My mentor is often present during my teaching.	25	2.81	0.911
Overall mean		**3.036**	**1.029**

Source: Field survey, Ashun (2021)

Furthermore, most respondents strongly agreed that the most prevailing nature of mentorship programme in the Basic Schools in the Cape Coast Metropolis is that, 'my mentor supports me during my teaching by using teaching resources (Mean=3.19, SD=1.015)'. However, some of the respondents also reasonably agreed that, the least unpopular nature of mentorship programme was that 'mentor were often present during teaching (Mean=2.81, SD=0.911)'. The difference in response was further explained by Mentor 1, who said that;

> *"I think the nature of mentorship in my school has had its ups and downs and has created a whole lot of adverse results in several situations. Initially, my school used to have a system in which mentors are matched to beginning teachers based on the subject to be taught. This gave room for beginning teachers to develop themselves in the subject area within the shortest possible time under strict supervision. This was introduced during my earlier days of teaching about 6years ago. It helped me to develop much interest in my field. Now, my school is filled with several forms and*

nature of mentorship of which the current prevailing one is based on favouritism. This is where a mentor will decide on whom to have as a beginning teacher without any professional basics but through their own affiliation and their discretion."

Another mentor (Mentor 2), also added that;

"Concerning the nature of mentorship in this basic school, in my opinion, I would say it's the best. However, certain things must be incorporated to ensure an improvement in its nature. The nature of mentorship in my school is purely based on the guidelines that have been laid by the institution. This has helped the basic school over the years to be consistent with the patterns and the results of mentorship".

The findings of the study is consistent with Shields and Murray (2017), that mentorship can be used as a tool for driving the educational and socio-economic development, such as high employee turnover and dissatisfaction in the teaching field. Likewise, Beutel, Crosswell, Willis, Spooner-Lane, Curtis and Churchward (2017), mentor preparation program designed to prepare experienced teachers to mentor beginning teachers and to identify and discuss mentor teachers' personal and professional outcomes and the wider contextual implications emerging from Mentoring Beginning Teachers and mentor preparation program. Also, Renbarger and Davis (2019), affirmed that especially within the educational sector, it is expedient to follow suite the intended purpose of mentorship programmes. The nature of mentorship within the educational sector should be geared towards meeting the upbringing of beginning teachers.

Research Question Two: Which areas of mentors' assessments are useful for promoting professional development of beginning teachers?

The study also sought to as questions on area of mentor' assessments that are useful for promoting professional development of beginning teachers. To this end, respondents were required to indicate how strongly they agree or disagree with mentorship assessment criteria for assessing beginning teachers in promoting professional development of beginning teachers using the scale: 0= not applicable 1= strongly disagree; 2= disagree; 3 = agree; 4= strongly agree. Table 5 presents responses of mentors on areas of assesments. Due to the nature of the Likert scale, and the overall mean value of 2.929 and a standard deviation of 1.012, it implies that majority of mentors agreed that the current areas of beginning teachers assessment was satisfactory to the development of beginning teachers.

Table 5: *Area of Mentor's Assessments*

My mentor assesses me in the following:	N	Mean	S. D
Building relationships with students	25	3.51	0.765
Being a community networker	25	2.98	1.093
Being a good listener	25	3.21	1.025
Ability to manage conflicts	25	3.14	1.025
Accept suggestions after lessons	25	3.11	1.022
Reflecting on lesson taught	25	3.28	1.004
Encouraging pupils to learn	25	3.09	1.161
Providing and receiving feedback	25	3.22	1.021
Guiding pupils during lessons	25	2.96	1.089
Effective communication with mentor	25	3.11	1.011
Problem solving skills	25	3.16	1.015
Ability to use time judiciously.	25	3.29	1.003
Use of teaching learning resources	25	3.02	0.983
Commitment to motivating pupils to learn	25	2.84	0.899
Shows humour	25	3.09	1.158
Taking part in co-curricular activities	25	2.88	0.913
Overall Mean		**2.929**	**1.012**

Source: Field Survey, Ashun (2021)

Table 5 showed that the best criteria for assessing beginning teachers by mentors was beginning teachers 'building relationships with students (Mean = 3.51, SD = 0.765)'. However, some of the respondents also reasonably agreed that, the least unpopular area of assessment in the mentorship programme was

that of 'commitment to motivating pupils to learn (Mean=2.84, SD=0.899)'. The results was support by the interview response of some mentors, that;

> *"I assess how beginning teachers teach. Through that I would be able to identify their weaknesses and help them in that direction" [Mentor 9].*

Another mentor said:

> *"I focus more on their professional development. However, I sometimes consider their out of class performances" [Mentor 8].*

Mentor 12 also said:

> *"I dwell much on how beginning teachers teach and well as how they relate to other colleagues in the teaching fraternity" [Mentor 12].*

Mentor 13 also said:

> *"I concentrate on their teaching practices, how they relate to other teachers and students or pupils. The reason being that these are the major areas of the teaching profession" [Mentor:13].*

These comments suggest that mentors focus more on how beginning teachers can improve their teaching practices. The comments further meant that beginning teachers were given activities by their mentors that helped them improved their teaching performance. Other mentors added that they were also interested activities of beginning teachers outside the class, for example;

> *"I also consider their appearance. Thus, how the dress to school. Sometime the kind of dresses some of the beginning teachers wear to school, it is not good at all. However, with constant advice, they work on it" [Mentor:10].*

Additionally, mentor 1 said:

> *"I have been checking the lesson deliveries of beginning teachers. Further, I check the way they carry out tasks given to them. For example, I sometimes ask beginning teachers to conduct morning assemblies and worship" [Mentor: 1].*

Similarly, mentor 2 said:

> *"I assess how beginning teachers take part in co-curricular activities. I take delight in the way these new teachers involve themselves in activities outside the classroom" [Mentor: 2].*

Another mentor narrated that;

> *"My mentee in a way or two have made advances towards me according to my gender as a female so assessing my mentee outside the school was a problem in my previous school. However, this current school of mine had systems and structures put in place to be able to assess the performance and upkeep of beginning teachers within the school. I have personally tasted of both ends of assessment within and outside structures". [Mentor 4]*

This concurs with the assertion made by Wang (2018), that survival, sustainability, effectiveness and efficiency in increased results in mentorship should be on the basis of laid down guidelines agreed upon by institutional bodies. The outcome affirms that the mode of assessment of mentorship aids in the implementation of good track record of the need of both parties of which may contribute to the efficiency and effectiveness in the educational sector, especially in our basic schools. Clark and Byrnes (2012) conducted an evaluation of the perceptions of beginning teachers in regards to the mentoring

support they received during their first-year teaching. The findings indicated that beginning teachers who received good mode of assessment with their mentors and/or release time to observe other teachers rated the mentoring experiences they had as significantly more helpful as those beginning teachers who were not provided these mentoring supports.

Research Question Three: In what ways do mentors use information from assessment?

In line with research question three, the study sought to determine ways in which mentors use information from assessment to promote desirable teaching strategies in beginning teachers. To this end, respondents were asked to indicate their level of agreement on ways in which mentors use information from assessment to promote desirable teaching strategies in beginning teachers. This question was posed on a five-point Likert scale, with 0= not applicable, 1 being strongly disagreed, 2 = Disagreed, 3 = Agreed and 4 = strongly agreed. On the basis of these scales, the respondents were asked questions and in response various answers were obtained and analysed. The results of mentors use of assessment was shown in table 6. The overall mean value of 3.033 and a standard deviation of 0.865, it implies that mentors were using assessment information for the enhancement of beginning teacher as the assessment programme requires.

Table 6: *Mentors use of Assessment*

Ways mentors use assessment information from beginning teachers:	**N**	**Mean**	**S. D.**
For recommendation purposes.	25	3.14	1.010
Helps me progress in my teaching career.	25	3.00	1.000
Plan remedial lessons	25	2.93	1.139
Helps on the proper use of time	25	3.09	1.058
For professional development	25	2.98	0.923
Supports the teachers to use available technology for teaching.	25	3.13	0.909
To guide overcome weaknesses in the teaching profession	25	2.84	1.048
As feedback for my teaching	25	3.17	1.015
Employing strategies to enhance your beginning teachers understanding	25	2.96	1.005
Motivating your beginning teachers	25	3.03	1.144
Stimulating beginning teachers' creativity	25	3.12	1.063
Helping beginning teachers balance work with their personal life	25	3.01	0.928
Overall mean		**3.033**	**0.865**

Source: Field survey, Ashun (2021)

Most respondents strongly agreed that the most prevalent way in which mentors use information from assessment is to promote desirable teaching strategies in beginning teachers, is 'as feedback for teaching (Mean=3.17, SD=1.015)'. However, some of the respondents also reasonably agreed that the least unpopular ways in which mentors use information from assessment to promote desirable teaching strategies in beginning teachers was to 'guide me overcome my weaknesses in the teaching profession (Mean=2.84, SD=1.048)'. The responses from the interview section were narrated as follows:

> *"I have mentored not less than 6 beginning teachers over the past years. I have learned to relate in diverse ways in relation to the kind of personality each one had. Information had been a very key instrument to provide the basis of the permanent recruitment of the beginning teachers in the school I teach. Information serves as feedback and a benchmark to serve as guide to polish the teaching skills, communication skills, teacher-student relationship and other interpersonal skills needed to shape the career of the beginning teacher". (Mentor 6)*

Another respondent added that;

> *"Information as a mentor has really contributed to my experience as a mentor in this school. Information has provided feedback, checks, and solutions to problems that arise in the classroom and beyond the classroom. To be an effective beginning teacher, consistent and informative ideas are as a tool for efficiency. Information forms the bedrock to sustain an effective mentorship programme". (Mentor 9)*

The results of the study agrees with Steinke and Putnam (2011), Ingersoll and Strong (2011) and Grossman and Davis (2012), who reported that the use of information from assessment to promote desirable teaching strategies in beginning teachers results in high-quality teacher mentoring programs and has a positive impact in terms of increased teacher effectiveness, commitment, higher satisfaction, improved classroom instruction, and early-career retention of beginning teachers

Research Question Four: What are the challenges confronting mentorship programme in Basic Schools in the Cape Coast Metropolis?

In line with the research question four the study sought to investigate challenges confronting mentorship. The challenges were based on mentors, mentees and the schools challenges to mentorship programmes. Both mentors and mentees answered the questions on challenges faced by the school. To this end, respondents were asked to indicate their level of agreement on the challenges confronting mentorship that they find relevant in relation to the basic school. This question was posed on a five-point Likert scale, with 0= not applicable, 1 being strongly disagreed, 2 = disagreed, 3 = agreed and 4 = strongly agreed. On the basis of these scales, the respondents were asked questions and in response various answers were obtained and analysed. The results for challenges faced by mentors, mentees and school are shown in Table 7, 8 and 9.

Table 7: *Challenges Confronting Mentors*

Challenges faced by Mentors	**N**	**Mean**	**S. D.**
Assessing beginning teachers background (knowledge and skills)	25	3.13	1.016
Identifying beginning teachers' motivation	25	2.94	1.012
Dealing with beginning teachers' inexperience (knowledge and skills)	25	3.06	1.124
Addressing beginning teachers' misconceptions about the teaching profession	25	3.10	1.043
Deciding on the best solution to a given mentoring challenge	25	3.03	0.958

Table 7 continued

Setting limits and boundaries for the mentor/mentee relationship	25	2.81	1.040
Giving negative feedback to the mentee on lack of progress	25	3.01	1.001
Setting reasonable goals for mentoring	25	2.88	0.921
Supporting the mentee financially	25	2.71	0.815
Building beginning teachers' confidence	25	2.79	0.811
Keeping beginning teachers engaged	25	3.01	1.012
What to prioritize	25	2.67	0.925
I am not motivated	25	2.59	1.008
Overall mean		**2.902**	**0.9758**

Source: Field survey, Ashun (2021)

It can be observed from Table 7 that the overall mean of 2.902 and a standard deviation of 0.9758 indicates that mentors disagreed with the challenges faced. Also, it was realized that, most respondents strongly agreed that the most pressing challenge faced by mentors was that of 'assessing beginning teachers background (knowledge and skills) (Mean=3.13, SD=1.016)'. However, some of the respondents also reasonably agreed that the least unpopular challenge in respect to the mentorship programme from the perspective of mentors was 'I am not motivated (Mean=2.59, SD=1.008)'.

Mentors through interview said that:

> *"One major challenge facing mentoring in this school is lack of teaching and learning materials. I have made complains severally, but the challenge persists" [Mentor 9].*

Similarly, mentor 13 said:

> *"It will surprise you to hear that of late hardly do the government supply us with teaching and learning*

materials. For this reason, it makes mentoring sometimes very difficult for us" [Mentor:13].

Mentor 10 also said:

"Sometimes knowledge I give to beginning teachers differ from what they were taught at school. When that happens, it makes them a bit confused as to whether to go by my guidelines or use the one they were taught at school" [Mentor: 10].

In furtherance to the interview responses received, mentor 4 said:

"The free basic school education coupled with free school feeding programme had increase the enrolment of students in basic school. For this reason, the class sizes too had increase. Because of that class control in most cases become difficult for beginning teachers" [Mentor: 4].

Likewise, mentor 6 said:

"One thing I have observed critically while supervising beginning teachers is that majority of them find it very difficult to control their classes. This could be as a result of the free basic school education and school feeding polices" [Mentor: 6].

Mentor 5 emphatically said:

"I think the ban of canning had contributed negatively to beginning teachers' mechanisms for checking indiscipline among students. And this situation sometimes makes them to

resort to corporal punishment in my opinion though" [Mentor: 5].

Mentor 1 also said:

"Sometimes I realise that the guidance I give to beginning teachers differ from what they were taught at school. This situation most of the time make some beginning teachers confused" [Mentor: 1].

The result shows that assessment of beginning teachers comes with some challenges. These comments further imply that the challenges range from classroom situation to outside the classroom situation. The results of the study is consistent with Gordon and Maxey (2000), who referred to the fact that assessing beginning teachers is difficult due to the condition of uncertainty that beginning teachers experience as role conflict.

Table 8 looked at the challenges faced by beginning teachers in mentorship programmes. The results shows that the construct had an overall mean of 2.981 and a standard deviation of 0.94815. This indicates that beginning teachers disagreed with the challenges faced per the research. However, most respondents strongly agreed that the most pressing challenge faced by beginning teachers during mentorship was that, 'my mentor is an evaluator rather than an advisor (Mean=3.23, SD=0.978)'.

Also, some of the respondents also reasonably agreed that the least unpopular challenge in respect to the mentorship programme from the perspective of beginning teachers was 'my mentor hardly gets time to discuss with issues related to my teaching (Mean=2.58, SD=1.016)'. This disagrees

with Renard (2003), who reported that the major challenge of beginning teachers was classroom management, student motivation, meeting individual students' needs, assessment and evaluation, and successfully communicating with parents. The study also disagree with Darling-Hammond (2010) that challenges of beginning teachers usually are difficulty transferring theory and knowledge from college preparation programs into practical application within the classroom

Table 8*: Challenges Confronting Beginning Teachers*

Challenges faced by Beginning teachers	**N**	**Mean**	**S. D.**
My mentor makes fun of me in ways I don't like	25	3.15	1.018
Sometimes my mentor promises we will do something; then we don't do it	25	2.97	1.002
My mentor and I have different personalities	25	3.01	1.114
My mentor's knowledge about the subject I teach is different from mine.	25	3.13	1.033
My mentor is an evaluator rather than an advisor	25	3.23	0.978
I feel I can't trust by my mentor with secrets	25	2.80	1.030
I am receiving conflicting advice	25	3.01	1.001
My mentor and I always argue about issues.	25	2.98	0.961
I think my mentor is not giving me what I expect from him/her in my teaching profession	25	2.95	0.865
My mentor always complains of inadequate use of teaching aids	25	2.97	0.871
My mentor feels reluctant to share with me his/her experiences in teaching	25	3.08	1.019

Table 8 continued

I perceive my mentor is hiding something from me concerning my teaching	25	2.69	0.945
My mentor hardly gets time to discuss with issues related to my teaching	25	2.58	1.016
My mentor does not give me the opportunity to express my views when discussing issues concerning my teaching.	25	3.11	1.019
My mentor is not dedicated	25	2.97	0.917
My mentor leaves me in the class when am teaching.	25	2.99	1.007
My mentor's expectations are unrealistic	25	3.04	1.101
My mentor sabotages my efforts.	25	3.14	1.009
Delays in providing me with feedback	25	2.94	1.091
Mentors deliberately overload me with work	25	2.88	0.985
Overall mean		**2.981**	**0.94815**

Source: Field survey, Ashun (2021)

It can be observed from Table 9 that the construct had an overall mean of 2.9473 and a standard deviation of 0.9991. This indicates that generally both mentors and mentees disagreed with the constructs. However, most respondents strongly agreed that the most pressing challenge in mentorship faced by the school was that of 'pairing of mentors and beginning teachers based on same personalities (Mean=3.11, SD=0.978)'. Also, some of the respondents also reasonably agreed that the least unpopular challenge in respect to the mentorship programme from the perspective of the basic schools was 'Inadequate mentors (Mean=2.71, SD=1.050)'.

Table 9: *Challenges Confronting Basic Schools*

Challenges faced by basic schools	N	Mean	S. D.
Lack of training for mentors	50	3.02	1.013
Poor matching	50	2.98	1.014
Not having enough resources	50	3.05	1.128
Setting limit and boundaries for the mentors- beginning teachers' relationship	50	3.07	1.047
Pairing of mentors and beginning teachers based on same personalities	50	3.11	0.978
Inadequate mentors	50	2.71	1.050
Lack of motivation for beginning teachers	50	3.01	1.011
Lack of motivation for mentors	50	2.89	0.941
Inadequate provision of tools and resources	50	2.81	0.895
Tracking and proving the success of your program	50	2.89	0.881
Lack of financial support	50	3.09	1.022
Lack of supervision of mentors	50	2.77	0.955
Mentors and beginning teachers have irregular and timetabled mentoring meetings.	50	2.79	1.018
School leaders provide active, direct support for both beginning teacher and mentor	50	2.95	1.007
The school has a collegial approach to teaching and learning, where mentors and beginning teachers support and collaborate with each other.	50	3.07	1.027
Overall mean		**2.9473**	**0.9991**

Source: Field survey, Ashun (2021)

One mentor added that;

> *"Mentorship although has given various opportunities and improvements in the beginning teachers output and performance. This is accompanied with several challenges on the part of all the players in the mentorship programme. I have been a mentor and a school manager for 15 years with enough expertise to spell out some of these challenges. On the part of mentors; there are problems and challenges in dealing with beginning teachers' inexperience (knowledge and skills); Setting limits and boundaries for the mentor/mentee relationship; and Supporting the beginning teacher financially". [Mentor 8]*

Another mentor narrated:

> *"To me, I think the basic schools lack enough logistics and Teaching and Learning Materials to facilitate the mentorship programme. In most cases mentors and the school are ready but the situation in the schools affect the programme negatively" [Mentor 9]*

The results of the study was supported by Darling-Hammond, (2010) that issues faced by many mentorship programmes stems from the school. As most school do not pay attention to inherent characteristics of beginning teachers before assigning them to respective mentors. This situation leads to school mentorship programmes being ineffective and problematic for both mentors and mentees.

Research Question Five: 5. How can the identified challenges in objective 4 be minimized in Basic Schools in the Cape Coast Metropolis?

In line with the research question five, the study sought to identify ways by which these challenges could be minimized in relation to mentorship in basic schools. To this end, respondents were asked to indicate their level of agreement on ways by which these challenges could be minimized. This question was posed on a five-point Likert scale, with 0= not applicable, 1 being strongly disagreed, 2 = Disagreed, 3 = Agreed and 4 = strongly agreed. On the basis of these scales, the respondents were asked questions and in response various answers were obtained and analysed as shown in Table 10.

Table 10: *Ways to Minimize the Challenges Confronting Mentorship in the Basic Schools*

Ways by which these challenged can be overcome.	**N**	**Mean**	**S. D.**
I wish that my mentor must have time for me	50	3.10	1.109
My mentor \ mentor should be with me when am teaching.	50	3.15	1.008
Mentors should share their experience with beginning teachers	50	2.98	1.130
Mentoring relationship be a high priority to beginning teachers and mentors.	50	3.04	1.078
My mentor /mentee must trust me more	50	2.82	0.963
My mentor/mentee must give me professional advice to help my teaching.	50	3.43	0.929
Avoid paring mentors and beginning teachers who have different personalities	50	2.94	1.068
Mentors should be motivated	50	3.37	1.045
Mentor should set realistic objectives	50	2.76	1.015
Adequate training for mentors	50	3.06	1.064
Mentor should be dedicated	50	3.16	1.073
Provision of adequate resources	50	3.08	0.988

Table 10 continued

Feedback should be given on time	50	2.97	0.892
Improve level of communication between mentor and beginning teachers	50	2.87	0.782
Creating enabling environment to foster good relationship	50	2.88	0.892
Support beginning teachers financially	50	3.18	1.109
Pairing of mentors should be subject based	50	3.25	1.157
Set attainable goals.	50	3.09	1.015
Beginning teachers should use adequate teaching and learning resources	50	3.11	1.081
Overall mean		**3.0653**	**1.0209**

Source: Field survey, Ashun (2021)

It can be observed from Table 10 that the construct had an overall mean of 3.0653 and a standard deviation of 1.0209. This indicates both mentors and mentees agreed to the solutions being effective to address the challenges reported. Most respondents strongly agreed that the most convincing and effective way of minimising the challenges faced in mentorship was that, 'my mentor must give me professional advice to help my teaching (Mean=3.43, SD=0.929)'. Also, some of the respondents also reasonably agreed that the least unpopular challenge in respect to the mentorship programme from the perspective of the basic schools was 'Mentors should be motivated" (Mean=2.76, SD=1.015)'.

During the interview for instance, a mentor said:

> *"I think when more in-service training needs to be organised for mentors and beginning teachers, it would help in dealing with most of the challenges facing mentoring in this school" [Mentor: 9].*

Correspondingly, mentor 1 said:

> *"I think orientation service should be organised for beginning teachers. This would help shape their mind set on how teaching is supposed to be done" [Mentor: 1]*

Again, mentor 5 said:

> *"You would bear me out that sometimes what is been taught in school could be different from what is really happening when one completes his course of study. For this reason, organising in-service training for mentors and beginning teachers can help iron out the differences in concept taught at school and the one that occurs on the field of work" [Mentor: 5].*

Mentor 8 also said:

> *"It has been a while that this school received logistics from the education office. In most cases, we have to buy them and this had been one of the problems affecting training and development in this school. So, I think if the government can supply us with more logistics, it would help in the mentoring process" [Mentor: 8].*

Mentor 6 shared her views by saying:

> *"I am also of the view that the government should supply us with teaching and learning materials (TLMs). Through that we would be able to supervise beginning teachers very well" [Mentor: 6].*

These comments from these mentors suggest that it takes the headteacher and government's ability to supplement their efforts in dealing with the challenges confronting assessment of beginning teachers by mentors. The comments infer that support from headteachers and the government with regard to the provision of teaching and learning resources and organisation of in-service training for beginning teachers would help minimise the challenges confronting assessment of beginning teachers.

The findings correspond with Bullough (2005) that the mentoring programmes should emphasise the interaction between the parties. Not only should the beginning teachers observe the mentors but also the mentors should have opportunity to observe them. The observation period should involve pre and post observational sessions in order to give both parties a chance of expressing themselves. This would help the process be mutual.

Chapter Summary

This chapter has analysed data and presented findings on the perceptions of beginning teachers and mentors on mentorship in basic schools in the Cape Coast Metropolis. Based on the main research questions, the study found that the main nature of mentorship programme requires mentors supporting beginning teachers during teaching with teaching resource. The results of research question two also revealed that the major area of mentor assessment was beginning teacher's ability to build relationships with students. For research question three on mentor's use of assessment it was revealed that mentors use mentees assessment for recommendation purposes. The challenges faced by mentors, mentees and schools in sustaining mentorship programmes were also looked at and it was revealed that assessing beginning teachers, my mentor

makes fun of me in ways I don't like and lack of financial support were the challenges faced by mentors, beginning teachers and schools. The major way to minimise these challenges was through mentors being motivated.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

In view of the data and analyses of data in the previous chapter, this chapter presents summary of the research study and its findings. It first looks at the study summary followed by the findings' summary conclusions and recommendations. The implications of the areas for further research are also highlighted.

Summary of the Study

The primary purpose of this study had been to examine the perceptions of beginning teachers and mentors on mentorship in basic schools in the Cape Coast Metropolis. The specific objectives of the study were to: explore the nature of mentorship programme in Basic Schools in the Cape Coast Metropolis; identify area of mentor' assessments that are useful for promoting professional development of beginning teachers; determine ways in which mentors use information from assessment to promote desirable teaching strategies in beginning teachers; to investigate challenges confronting mentorship; and ways by which these challenges can be minimized. The study was based on the views of 50 teachers from the various basic schools in Cape Coast Metropolis. A self-administered questionnaire and an interview guide were the main research instruments. The questionnaire contained several questions (items) and was subdivided into subscales. The maximum and minimum score for each question ranged from 4 to 0 where 4 stands for Strongly Agreed, 3 is Agreed, 2 is Disagreed, 1 is Strongly Disagreed and 0 is not applicable. The interview guide was administrated to only mentors. The

interview guide was divided into five (5) themes covering the objectives of the study. Each theme was further divided into three (3) sub-themes to reflect the core areas of the themes.

Key Findings

The major findings as they relate to the specific research questions of the study are summarized below;

1. On the demographic background of beginning teachers, it was shown that majority of beginning teachers were females within the ages of 31-40 years. Their highest level of education was diploma. Mentors were equally female dominated with majority being 41-50years. On education, majority had their first degree with 2-10 years of teaching experience.
2. Evidence from this study indicated from the objective one that, basic schools in Cape Coast Metropolis do have existing mentorship programs for beginning teachers and mentors. The nature of mentorship programme from the various basic schools included mentors supporting beginning teachers during their teaching by using teaching resources, classroom management strategies for teaching such as effective use of time, good classroom control and fair distribution of questions to pupil, questioning skills for effective teaching, use of relevant teaching resources; and also, to outline curriculum documents to the beginning teachers. On the qualitative part, it was realized that the nature of mentorship currently existing was good and met guidelines but need to be improved to avoid issues of favoritism and discrimination.
3. Also, research question two looked at the areas mentors assess beginning teachers. In line with this, the study found that the assessment of beginning teachers by their respective mentors were from various angles some of

which were on the premise of personal influences. This included; area of mentor' assessments that are useful for promoting professional development of beginning teachers was their ability to use time judiciously; building relationships with students; Ability to manage conflicts; and use of teaching learning resources, others of which were based on the relationship between the mentor and beginning teachers. The results from the interview revealed that mentors teachers not only on their ability to perform in class but also their inter-personal relationship with students and other colleagues and appearance.

4. Considering the third research question, it was discovered that some ways in which mentors use information from assessment to promote desirable teaching strategies in beginning teachers included feedback for teaching, confirmation purposes, the use available technology for teaching. Also, motivation, enhancement of beginning teachers' understanding, assisting beginning teachers to understand the school's culture and planning of in-service training were seen as ways in which information from assessing beginning teachers was used. Similarly, proper ways of handling disciplinary issues, identification of strength and weakness of the students, acquisition of teaching and learning resource, provision of feedback by mentors and completing of yearly reports were found to be the other ways mentors use information obtained from assessing beginning teachers in the Basic Schools in Cape Coast Metropolis. Interview results shows that recommends of mentors for beginning teachers to be employed into the basic school is purely based on assessment score of beginning teachers. The

assessment information also provided feedback, checks and solutions to problems of beginning teachers.

5. The research objective four sought to investigate the challenges confronting mentorship programmes in various basic schools. The challenges were grouped into three as challenges to mentors, challenges to beginning teachers and challenges faced by schools. For challenges faced by mentors, it was reported that; mentors was that of assessing beginning teachers' background (knowledge and skills); mentors which many respondents strongly agreed was of addressing beginning teachers' misconceptions about the teaching profession; dealing with beginning teachers' inexperience (knowledge and skills); deciding on the best solution to a given mentoring challenge; giving negative feedback to the beginning teachers on lack of progress; keeping beginning teachers engaged; and identifying beginning teachers' motivation within the various basic schools were the major challenges of mentors in mentorship programme. For beginning teachers, it was reported that the major challenges faced in the mentorship programme were; mentors were seen as evaluator rather than an advisor and sometimes mentors made fun of their mentees in ways they don't like. Other challenges were; my mentor sabotages my efforts; my mentor's knowledge about the subject I teach is different from mine; my mentor does not give me the opportunity to express my views when discussing issues concerning my teaching; and my mentor feels reluctant to share with me his/her experiences in teaching". For basic schools, the major challenges encountered were pairing of mentors and beginning teachers based on same personalities; The school has a collegial approach to teaching and learning;

where mentors and beginning teachers support and collaborate with each other; Lack of motivation for beginning teachers and Setting limit and boundaries for the mentors- beginning teachers' relationship. Other challenges from the interview session were lack of teaching and learning materials, and large class sizes.

6. The fifth research question looked that ways by which these challenges can be minimized. It was discovered that provision of adequate teaching and learning materials (T.L.M) and logistics, pairing of mentors should be based on areas of specification and more in-service training should be organized for mentors and beginning teachers. Similarly, sufficient supervision for beginning teachers, reduced class sizes, provision of financial support for beginning teachers and educating beginning teachers on other disciplinary measures aside the canning.

Conclusion

Based on the key findings of the study, the following conclusion are made;

1. The nature of current mentorship programme addresses mentorship needs of basic schools in Cape Coast metropolis despite issues of discrimination and favouritism.
2. The areas of mentors' assessment of beginning teacher were in-line with schools guideline on mentorship. The areas assessed by these schools are mainly directed toward improving beginning teachers' knowledge, communication, performance and interpersonal relation with students and colleagues.

3. Assessment information obtained on beginning teachers by mentors were used solely for improving performance of beginning teachers both in class and outside class.
4. The challenges of mentors, beginning teacher and basic schools were mainly teaching and learning materials, increasing class size and lack of motivation for teacher.
5. To solve these challenges, the study concluded that teaching and learning logistics, reduce class size and finical support to beginning teachers are ways to address challenges of current mentorship programme run by basic schools in Cape Coast metropolis.

Recommendations

Based on the findings of this study, the following recommendations are being made;

1. Ghana Education Service, NGOs into education and teachers associations in Ghana should review current mentorship programme in basic schools to skew favoritism and biases against beginning teachers.
2. Ghana Education Service, NGOs into education and teachers associations in Ghana should introduce policies aimed at allowing head of schools to also evaluate beginning teachers- mentors' relationship to improve performance of both mentors and beginning teachers.
3. Ghana Education Service, teachers associations in Ghana and heads of basic schools should make sure that assessment information obtained on beginning teachers should be used solely for beginning teacher's enhancement.

4. Ghana Education Service, teachers associations in Ghana and heads of basic schools should formulate policies that criminalizes usage of beginning teacher's personal information for personal gains by mentors.
5. Ghana Education Service should provide teaching and learning logistics on time.
6. Ghana Education Service, NGOs into education and teachers associations in Ghana should invest more into teacher motivation and help reduce class size at the basic level.

Suggestions for Further Studies

Bearing in mind the limitations of this study, it is recommended that a broader study be undertaken encompassing many employment agencies to unearth the perceptions of beginning teachers on mentorship within that educational sector. Also, future research could be conducted to address one of the limitations outlined in this study. For example, this study only concentrated on basic schools within the Cape Coast Metropolis. This means the views of the teachers could not be generalized. As a result, the future research could extend the investigation to different regions within the educational sector so as to obtain a wider generalization of the study.

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APPENDICE A

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

GENERAL QUESTIONNAIRE

The purpose of the study is to investigate perceptions of beginning teachers on mentorship in the Cape Coast Metropolis. Your contribution towards the completion of this questionnaire will be highly appreciated and the information provided will be used for academic purposes only and shall be treated with the utmost confidentiality it deserves. The questionnaire has Six Sections: Section A, B, C, D, E and F. Please, respond to all the questions under the sections.

Thank You.

Yours faithfully,

Jacob Kwesi Ashun

SECTION A

Please, respond to all the items below by putting a tick (√) in the appropriate space provided

1. Gender: Female [ ] Male [ ]
2. Age bracket: 21-30years [ ] 31- 40years [ ] 41-50years 51years and above [ ]
3. Educational level: Diploma [ ] 1st Degree [ ] 2nd Degree [ ]
4. Experience: 2-10years [ ] 11-15years [ ] 16 years and above [ ]

SECTION B

Please, put a tick (√) in the appropriate space provided using the scale NA, SD=Strongly Disagree, D=Disagree, A=Agree and SA=Strongly Agree.

S/No.	Nature of Mentorship	NA	SD	D	A	SA
1.	supports me during my teaching with teaching resources.					
2.	uses curriculum language from the teaching standards for teachers					
3.	guides me in lesson preparation					
4.	Discusses with me the school's principles on how to use relevant teaching resources.					
5.	models teaching for me to observe					
6.	Assists me with classroom management strategies for teaching;					
a.	Ensures effective use of time					
b.	Ensures that I make effective use of the board.					
c.	Insists that ensure good classroom control					
d.	fair distribution of questions to pupils					
7.	insists that I have good rapport with students					
8.	Ensures that I implement good teaching strategies					

9.	displays enthusiasm when teaching					
9.	assists me with timetabling (scheduling) my lessons					
10.	outlines curriculum documents to me					
11.	Provides me with feedback after my teaching.					
12.	assists me in the development of my teaching strategies					
14.	Discusses with me questioning skills for effective teaching					
15.	discusses with me the content knowledge I needed for teaching					
16.	Provides strategies to solve my teaching problems					
17.	He's often present during my teaching.					

SECTION C

S/No.	Areas of assessment	NA	SD	D	A	SA
	My mentor assesses me in the following areas:					
1.	Building relationships with students					
2.	Being a community networker					
3.	Being a good listener					
4.	Ability to manage conflicts					
5.	Accept suggestions after lessons					
6.	Reflecting on lesson taught					
7.	Encouraging pupils to learn					
8.	Providing and receiving feedback					
9.	Guiding pupils during lessons					
10.	Effective communication with mentor					

11.	Problem solving skills					
12.	Ability to use time judiciously.					
13.	Use of teaching learning resources					
14.	Commitment to motivating pupils to learn					
15.	Shows humour					
16.	Taking part in co-curricular activities					

SECTION D

S/No.	Ways mentors use assessment information from mentees	NA	SD	D	A	SA
1.	For confirmation purposes					
2.	helps progress in the teaching career					
3.	plan remedial lessons					
4.	helps in the proper use of time					
5.	For professional development					
6.	Supports the teachers to use available technology for teaching.					
7.	To guide overcome weaknesses in the teaching profession					
8.	As feedback for teaching					
9.	Employing strategies to enhance your mentee's understanding					
10.	Motivating your mentee					
11.	Stimulating mentee's creativity					
12.	Helping your mentee balance work with their personal life					

SECTION E

S/No.	Challenges confronting mentorship	NA	SD	D	A	SA
	Mentor					
1.	Assessing mentee's background (knowledge and skills)					
2.	Identifying mentee's motivation					
3.	Dealing with mentee's inexperience (knowledge and skills)					
4.	Addressing mentee's misconceptions about the teaching profession					
5.	Deciding on the best solution to a given mentoring challenge					
6.	Setting limits and boundaries for the mentor/beginning teacher relationship					
7.	Giving negative feedback to the beginning teacher on lack of progress					
8.	Setting reasonable goals for mentoring					
9.	Supporting the beginning teacher financially					
10.	Building beginning teacher's confidence					
11.	Keeping beginning teacher engaged					
12.	what to prioritize					
13.	I am not motivated					
	Beginning teacher					
1.	My mentor makes fun of me in ways I don't like					
2.	Sometimes my mentor promises we will do something; then we don't do it					
3.	My mentor and I have different personalities					
4.	My mentor's knowledge about the subject I teach is different from mine.					
5.	My mentor is an evaluator rather than an advisor					
6.	I feel I can't trust my mentor with secrets					
7.	I am receiving conflicting advice					
8.	My mentor and I always argue about issues.					

9.	I think my mentor is not giving me what I expect from him/her in my teaching profession					
10.	My mentor always complains of inadequate use of teaching aids					
11.	My mentor feels reluctant to share with me his/her experiences in teaching					
12.	I perceive my mentor is hiding something from me concerning my teaching					
13.	My mentor hardly gets time to discuss with issues related to my teaching					
14.	My mentor does not give me the opportunity to express my views when discussing issues concerning my teaching.					
15.	My mentor is not dedicated					
16.	My mentor leaves me in the class when am teaching.					
17.	My mentor's expectations are unrealistic					
18.	My mentor sabotages my efforts.					
19.	Delays in providing me with feedback					
20.	Mentors deliberately overload me with work					

	Organization					
1.	Lack of training for mentors					
2.	Poor matching					
3.	Not having enough resources					
4.	Setting limit and boundaries for the mentors-beginning teacher relationship					
5.	Pairing of mentors and beginning teachers based on same personalities					
6.	Inadequate mentors					
7.	Lack of motivation for beginning teachers					
8.	Lack of motivation for mentors					

9.	Inadequate provision of tools and resources					
10.	Tracking and proving the success of your program					
11.	Lack of financial support					
12.	Lack of supervision of mentors					
13.	Mentors and beginning teachers have irregular and timetabled mentoring meetings.					
14.	School leaders provide active, direct support for both beginning teacher and mentor					
15.	The school has a collegial approach to teaching and learning, where mentors and beginning teachers support and collaborate with each other.					

SECTION F

S/No	Ways by which these challenged can be overcome.					
1.	I wish that my mentor must have time for me					
2.	My mentor should be with me when am teaching.					
3.	Mentors should share their experience with beginning teachers					
4.	Mentoring relationship be a high priority to beginning teachers and mentors.					
5.	My mentor must trust me more					
6.	My mentor must give me professional advice to help my teaching.					

7.	Avoid paring mentors and beginning teachers who have different personalities					
8.	Mentors should be motivated					
9.	Mentor should set realistic objectives					
10.	Adequate training for mentors					
11.	Mentor should be dedicated					
12.	Provision of adequate resources					
13.	Feedback should be given on time					
14.	Improve level of communication between mentor and beginning teacher					
15.	Creating enabling environment to foster good relationship					
16.	Support beginning teachers financially					
17.	Pairing of mentors should be subject based					
18.	Set attainable goals.					
19.	Beginning teachers should use adequate teaching and learning resources					

THANK YOU FOR COMPLETING ALL THE STATEMENTS

APPENDIX B

INTERVIEW GUIDE FOR MENTORS

UNIVERSITY OF CAPE COAST

Dear Sir/Madam,

The purpose of the study is to investigate perceptions of beginning teachers on mentorship in the Cape Coast Metropolis.

I would be very grateful to have you participate in this study. Please, be assured that any information given is solely for the purpose of the research and would be kept very secret and confidential. The interview guide has five sections: Section A, B, C, D, and E.

Thank you,

Yours faithfully,

Jacob Ashun

SECTION A

Research Question 1: What is the nature of mentorship in the basic schools in Cape Coast Metropolis?

1. Please, how do you understand the term "mentoring"?
2. Please, what goes into mentoring of beginning teachers?
3. Please, do you think it is necessary for you to mentor beginning teachers? Yes [ ] No [ ] Give reasons to your response to question 3?

SECTION B

Research Question 2: In what areas are beginning teachers assessed?

1. Please, what area(s) do you in assessing mentoring beginning teachers?
2. Please, are there any reasons for considering those area(s) as indicated in question 1?
   Yes [ ] No [ ] Give reasons to your response to question 2?
3. Please, how beneficial is it in considering those areas assessing mentoring beginning teachers?

SECTION C

Research Question 3: What ways do mentors use information from assessment?

1. Please, after the assessing of beginning teachers, what next?
2. Please, how do you make use of the information from assessing beginning teachers?
3. Please, how do the information derived from assessing beginning teachers become useful to them?

SECTION D

Research Question 4: What are the challenges confronting mentorship programme in Basic Schools in the Cape Coast Metropolis?

1. Please, are there some challenges that confront you while mentoring beginning teacher?
2. Kindly tell me some of the sources of these challenges?
3. Please, how would you rank these challenges as mentioned in question 2?

SECTION E

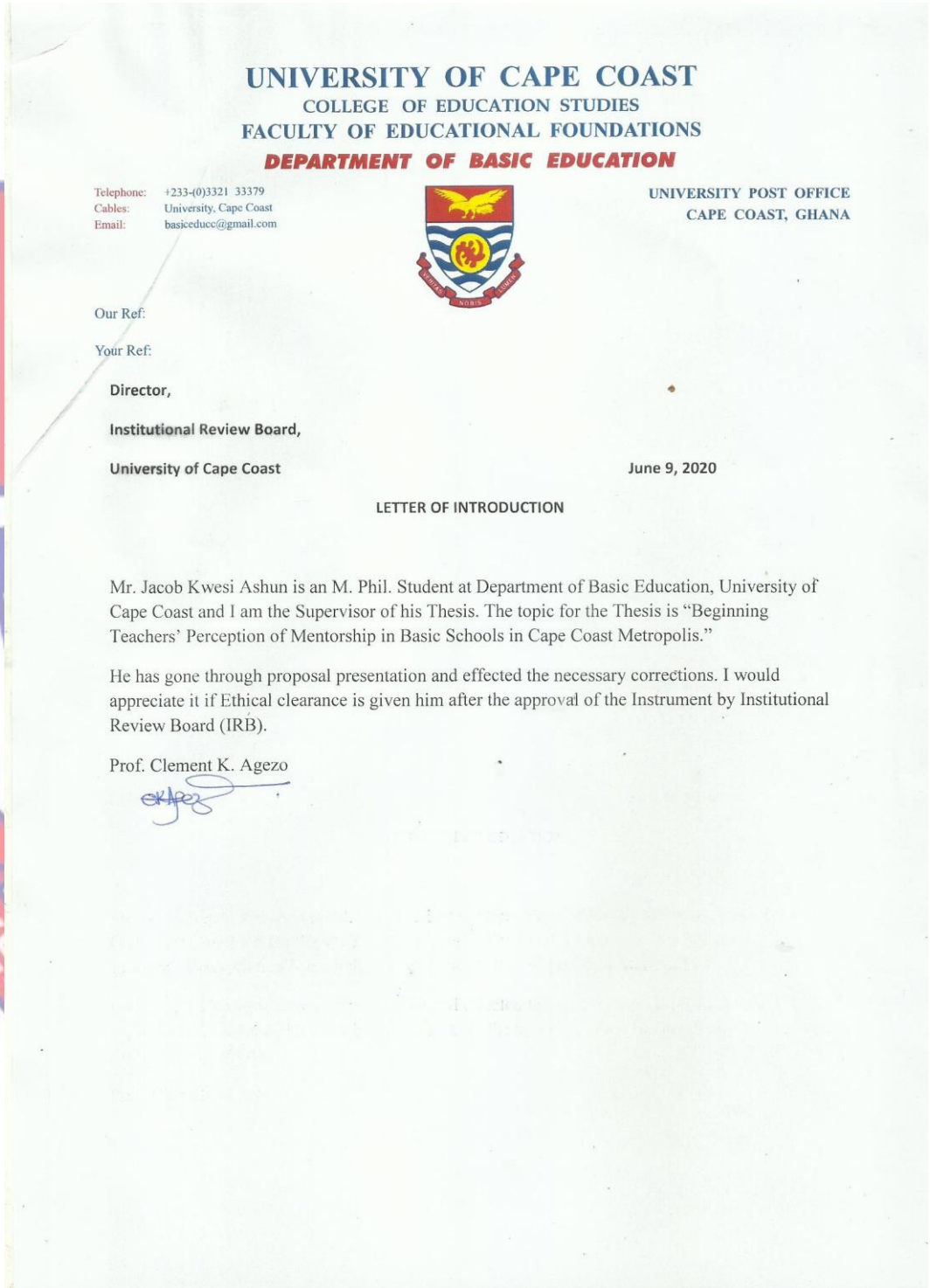
Research Question 5: How can the identified challenges in objective 4 be minimized in Basic Schools in the Cape Coast Metropolis?

1. Please what do you think could be done to overcome these challenges?
2. Please, is the future of mentorship in the Cape Coast metropolis?
3. Please, in you view what do you think would be the major challenge in addressing these issues?

THANK YOU FOR COMPLETING ALL THE STATEMENTS

APPENDIX C

LETTER OF INTRODUCTION



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

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UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

Your Ref:

Director,

Institutional Review Board,

University of Cape Coast

June 9, 2020

LETTER OF INTRODUCTION

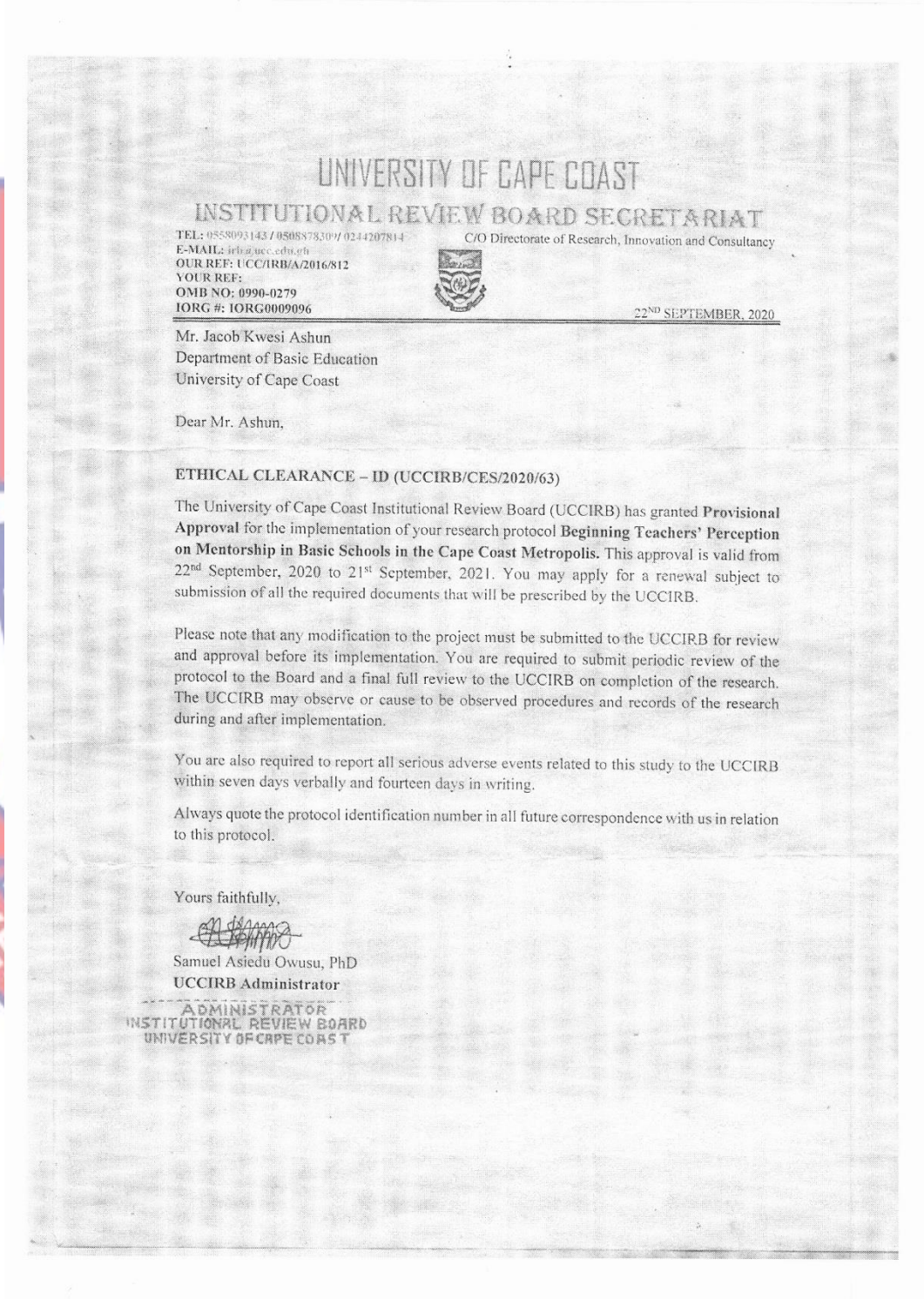
Mr. Jacob Kwesi Ashun is an M. Phil. Student at Department of Basic Education, University of Cape Coast and I am the Supervisor of his Thesis. The topic for the Thesis is "Beginning Teachers' Perception of Mentorship in Basic Schools in Cape Coast Metropolis."

He has gone through proposal presentation and effected the necessary corrections. I would appreciate it if Ethical clearance is given him after the approval of the Instrument by Institutional Review Board (IRB).

Prof. Clement K. Agezo

APPENDICE D

ETHICAL CLEARANCE



UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

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IORG #: IORG0009096

C/O Directorate of Research, Innovation and Consultancy

22ND SEPTEMBER, 2020

Mr. Jacob Kwesi Ashun
Department of Basic Education
University of Cape Coast

Dear Mr. Ashun,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2020/63)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted **Provisional Approval** for the implementation of your research protocol **Beginning Teachers' Perception on Mentorship in Basic Schools in the Cape Coast Metropolis.** This approval is valid from 22nd September, 2020 to 21st September, 2021. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

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

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

Yours faithfully,

Samuel Asiedu Owusu, PhD
UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST