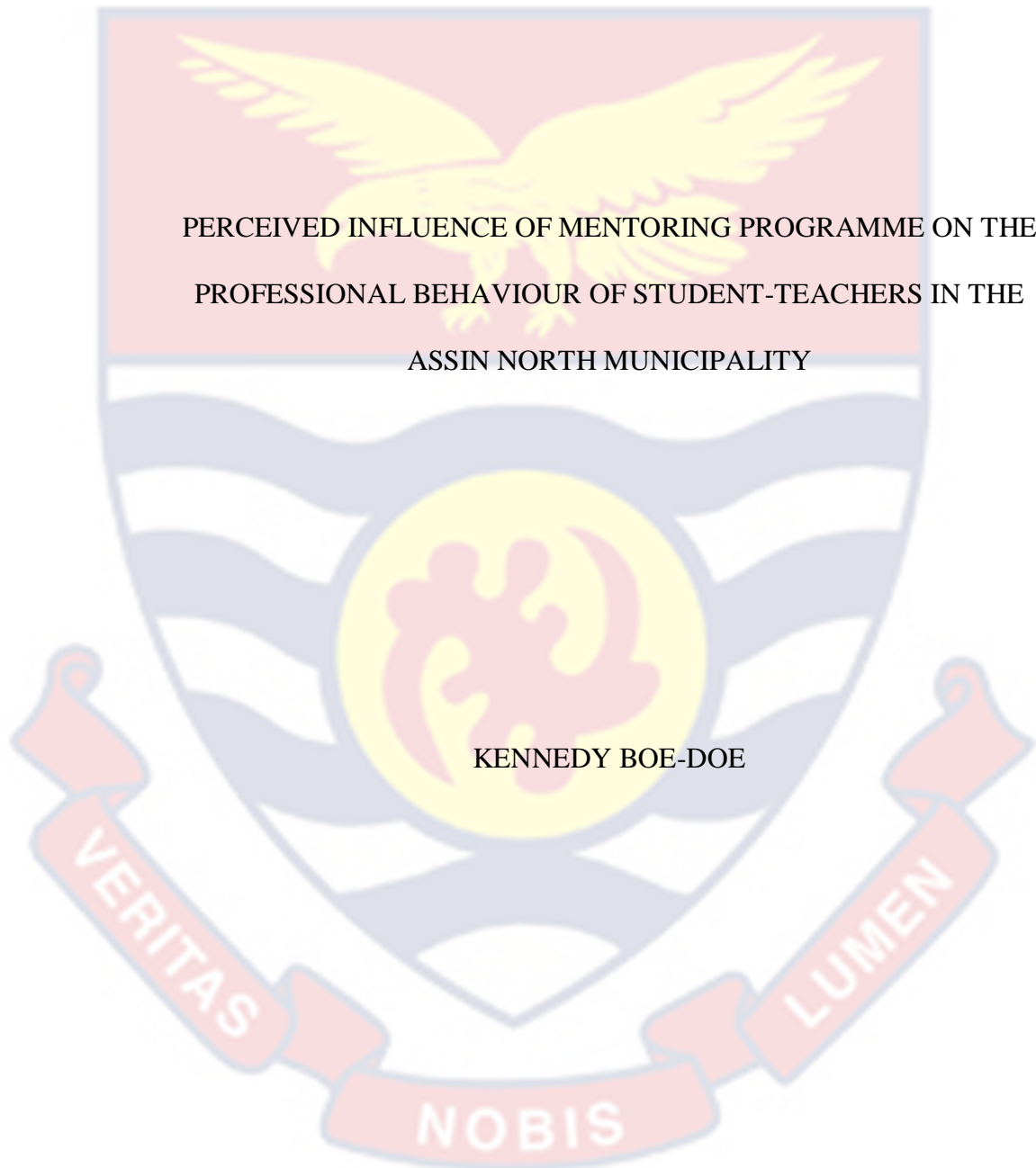


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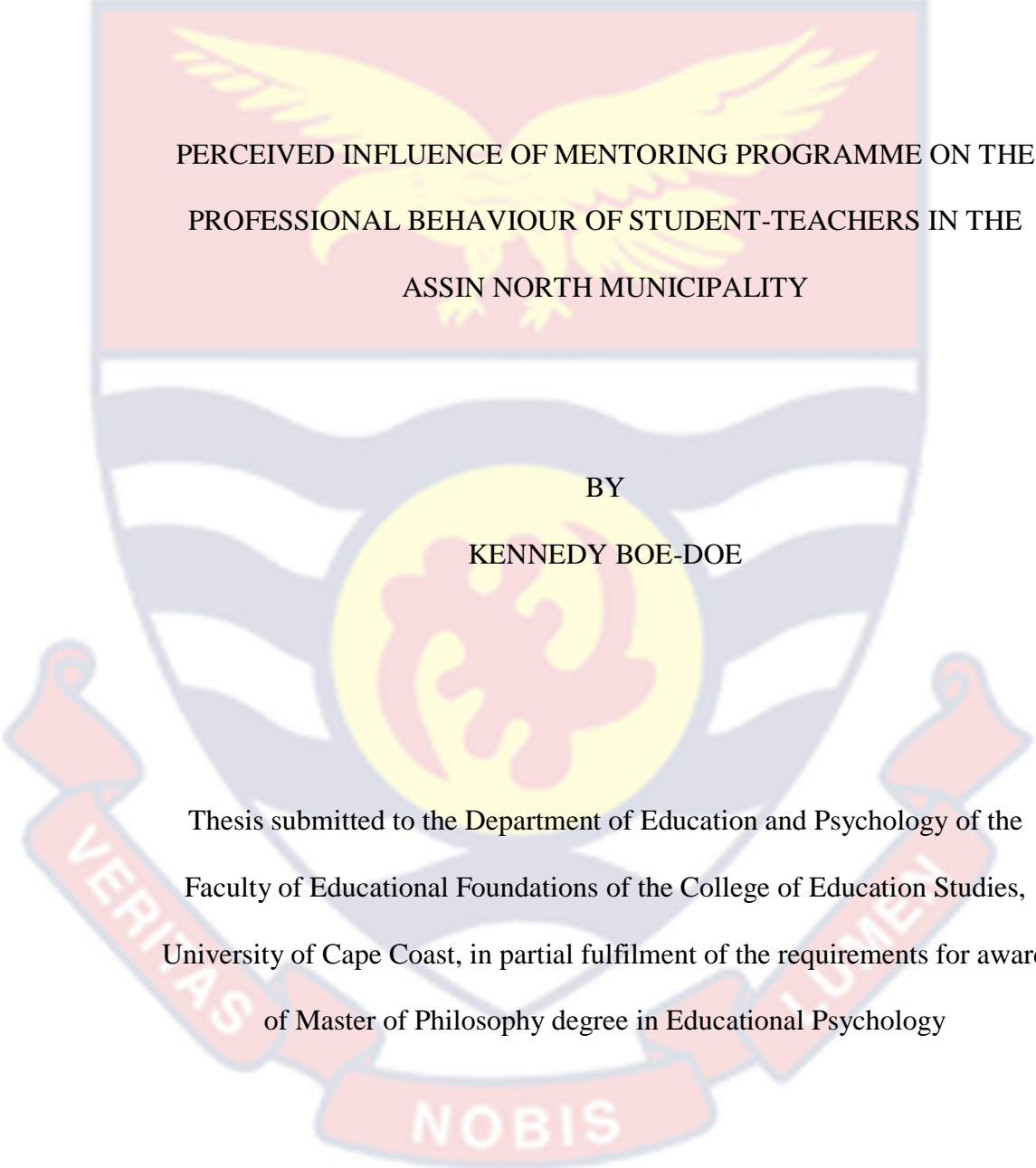


PERCEIVED INFLUENCE OF MENTORING PROGRAMME ON THE
PROFESSIONAL BEHAVIOUR OF STUDENT-TEACHERS IN THE
ASSIN NORTH MUNICIPALITY

KENNEDY BOE-DOE

2022

UNIVERSITY OF CAPE COAST



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ASSIN NORTH MUNICIPALITY

BY
KENNEDY BOE-DOE

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

FEBRUARY 2022

DECLARATIONS

Candidate's Declaration

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

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

Name:

Supervisors' Declaration

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

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

Name:

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

Name:

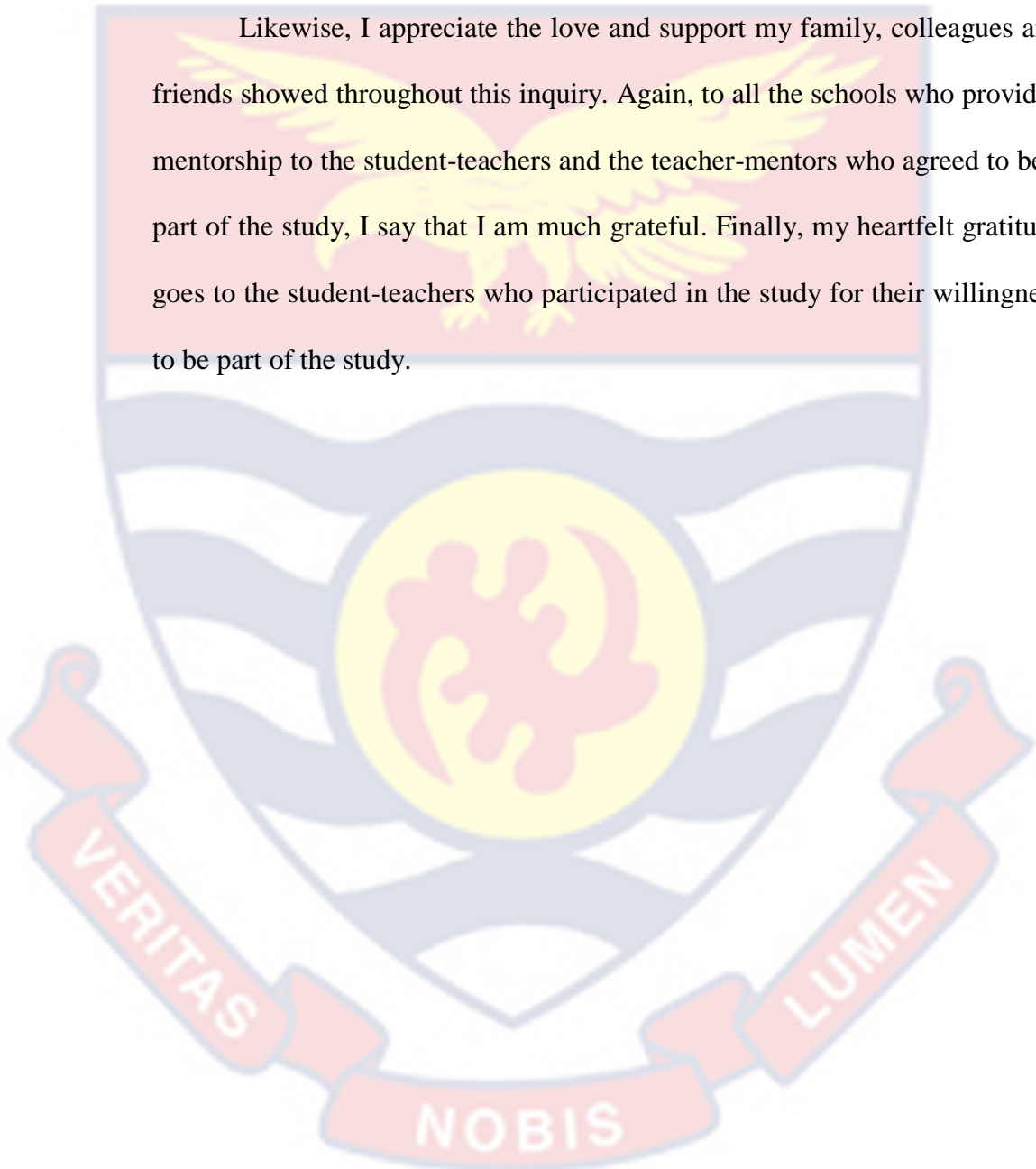
ABSTRACT

The motivation behind this review was to investigate the perceived influence of the mentoring programme on the professional behaviour of student-teachers in the Assin North Municipality. The study was conducted in the Assin North Municipal Assembly in the Central Region of Ghana. The descriptive survey design was adopted for the study. A sample of 200 student-teachers and 130 teacher-mentors were selected for the study through simple random sampling. The instrument for collecting data was adapted. The data were analyzed using mean and standard deviation. The study revealed that general interest in teaching, behaviour of pupils, nature of supervision by mentors, personal attributes of mentors and nature of supervision from college tutors influenced the attitudes of student-teachers towards teaching. Also, it was found that mentors provided help to student-teachers in unearthing their potentials in teaching, acted as role-models for student-teachers, and helped improve teaching abilities of student-teachers through regular feedback. The study showed further that for most of the student-teachers, mentoring helped them overcome shyness when speaking in public, develop the habit of regularly being at school and on time, gain appropriate skills of effectively planning and preparing lessons. Finally, the study showed that inadequacy of learning facilities, congestion in classes, intimidating presence of supervisors and difficulty individualizing instructions were challenges encountered during mentorship. It was recommended that authorities of Colleges of Education fully prepare teacher-mentors to effectively assist their student-teachers during the mentorship period.

ACKNOWLEDGEMENTS

My earnest appreciation goes out to my supervisors, Mr. Palmas Anyagre and Dr. Ivy Nkrumah for their professional guidance, advice, props and support in carrying out this study. I am really grateful.

Likewise, I appreciate the love and support my family, colleagues and friends showed throughout this inquiry. Again, to all the schools who provided mentorship to the student-teachers and the teacher-mentors who agreed to be a part of the study, I say that I am much grateful. Finally, my heartfelt gratitude goes to the student-teachers who participated in the study for their willingness to be part of the study.



DEDICATION

To my family



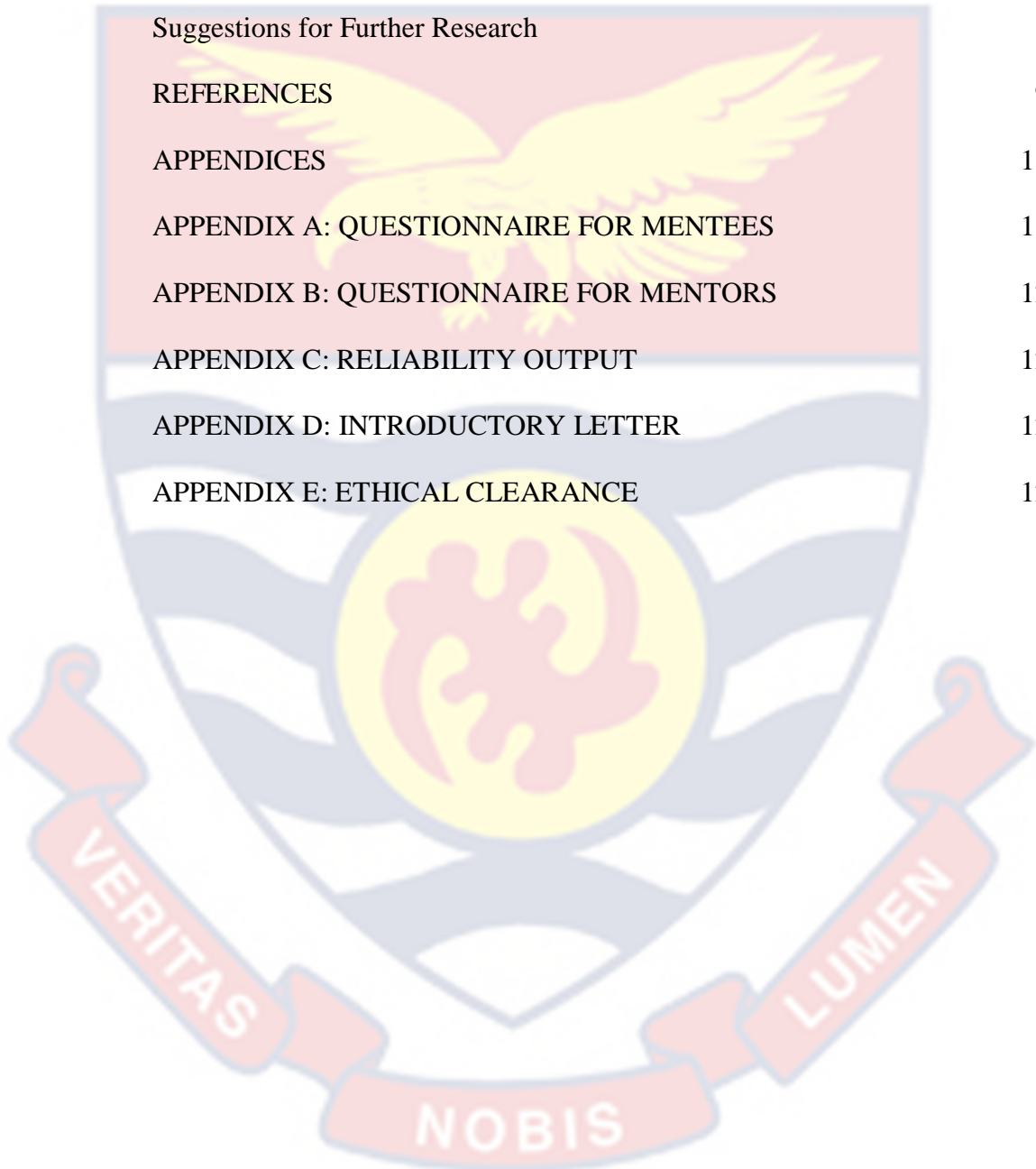
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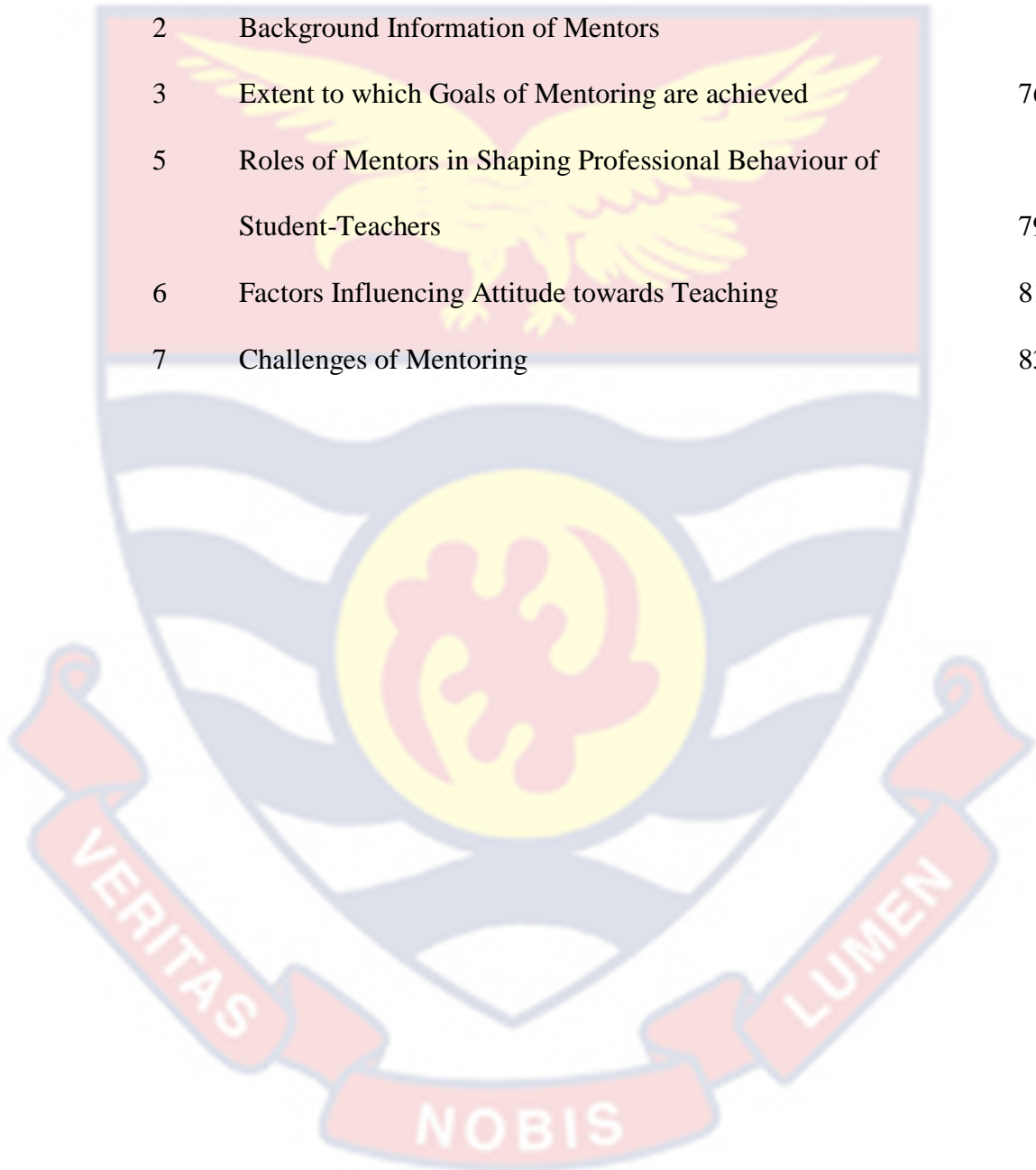
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CHAPTER ONE

INTRODUCTION

Background to the Study

The education of teachers in Ghana has seen several changes and developmental processes. Stakeholders in the field of education advocate for some of these changes in order to respond to the growing demand for qualified educators for the education of learners across all levels of Ghana's pre-tertiary education structure. Further, these changes are necessitated by the desire of various governments to provide efficient and quality teachers for the education of learners in our schools. In the view of Baah-Duodu et al., (2020), the level of excellence of teachers is influenced by the quality of training they were given during their teacher-education days as well as the mentorship they received during their practical sessions.

Quality teacher education, according to Adam and Lok (2022), is largely determined by the effectiveness of how teachers are educated and managed. According to Taat and Francis (2020), therefore, developing great instructors is dependent on the level of education and training given to the student-teachers or mentees. Given the importance of good teachers in the educational system, it's critical to think about the quality and efficacy of teacher education programmes (Darling-Hammond, 2016). There is therefore the obvious belief that the identification and implementation of effective programmes and policies for teacher education is one of the utmost concerns of stakeholders in education.

Inclusive in the professional preparation of the teacher, student-teachers are mandated to practice teaching prior to gaining professional

qualification as teachers. To ensure that the professional aspect of teaching is well catered for, on the 17th and 19th of November, 1999, the Ministry of Education hosted the National Education Forum on Pedagogical Skills. The forum's recommendations included, among other things, that all teacher candidates complete a “one-year teaching practice as well as field training” and work on probation for a year under the supervision of teachers with previous years of teaching when the teaching practice is over (Sleeter, 2017). The one-year internship program was introduced in the 1998/99 academic year as a result of this. Teacher educators use the chance to examine their students’ performance while student teachers stay in places other than their universities and participate in school-based training.

Mentoring has gained recognition as being a major factor and component in the training and professional development of individuals across various sectors such as education, health, commerce and industry (Baah-Duodu, 2020). Teaching, like any other profession, involves roles and responsibilities that are quite demanding. When student teachers start their mentorship in schools, they are frequently expected to take on the same tasks as their more experienced coworkers. They are frequently penalized by being assigned the least appealing and challenging teaching assignments. They are also required to adopt and become familiar with existing norms, networks, and behavioural styles and gaining insight into why specific schools have distinct characteristics.

Liu (2015) acknowledges that it takes time to learn the means to handle classes, educate and assess a large number of children with varying needs and skills, gain mastery in teaching-related records keeping and interact effectively

with parents. One strategy that helps student teachers acquire the needed competences and skills for effective teaching and learning is having in place a well-designed mentoring programme. The support system provided to student-teachers is essential in improving their present and future professional experiences. This creates a need for mentorship.

Bynum (2015) argues that the mentor teachers who lead and encourage student teachers, as well as the places where the experiences take place, are both vital to the effectiveness of the teaching practice experience. These two critical components in the training of teachers are well catered for by having in place a well-designed mentoring programme. Mentoring is a complex idea to describe, despite the fact that it is not wholly new (Adam & Lok, 2022). In the context of teaching, mentoring occurs during professional placement, when student-teachers are paired with classroom instructors to study, improve, and make practical their teaching abilities (Sleeter, 2017).

In mentoring, student-teachers are given the chance to acquaint themselves with total school culture in terms of knowledge of school curriculum, managing the behaviour of students and parents, classroom management strategies, assessment of learning needs of learners among others. Mentoring also provides student-teachers with the chances to lead thereby improving their self-confidence and boldness professionally (Bynum, 2015). Most definitions of mentoring imply a relationship that is by nature in the form of a hierarchy where the mentor has more experience than the student teacher, or in which the mentor has or may supply information and expertise that the student teacher needs or requires to succeed (Mckinsey, 2016: Alred & Garvey, 2019).

Mentor teachers are experienced professionals who are knowledgeable about contemporary educational challenges and are especially qualified to assist student-teachers in navigating the rigors of the practical work, particularly with regards to curriculum and classroom management. Preparing teachers to teach requires providing the necessary platforms so that student teachers can enhance their cognitive abilities, experience level and overall skills of the teaching profession. Smith (2007) captures this clearly by stating that mentoring is a cycle which brings up individuals holistically and not a partial development. The expected outcomes of mentoring for understudy-teachers include improved basic characteristics like communicating skill and good interpersonal skills. Again, they gain more noteworthy expertise and forecasting abilities, as they become powerful conveyance of procedures and assessment strategies as well (Hudson, 2013).

Mentoring is thus supposed to emphatically have an effect on the expertise of mentees. In most situations, mentoring has therefore taken the position of supervision before-work among teacher trainees, although it is hazy from existing studies how mentoring is administered, particularly, how it functions in this setting (Walkington, 2005b; Hudson, 2004). Bray and Nettleton (2006) highlighted the variations that exist between mentoring and supervision. They indicated that supervision entails responsibilities such as educator, superior, evaluator, counselor, and professionalism, whereas mentoring entails 'helping, acquaintanceship, preeminence, admonishing, and counselling' (Bray & Nettleton).

In the light of this, mentoring is thus described generally as involving helping and giving back information to the student teacher without any

unqualified criticism or laydown streamlines. Walkington (2005) emphasizes assessment as the pivot of difference between supervision and mentoring. Assessment, according to her, is connected with supervision rather than mentoring: supervisors make judgments on the competence of starters, which is not the focus of mentors. According to Hudson and Millwater (2006) supervision pertains to the evaluation of an individual's competences and skills, while mentoring focuses on establishing trust in a relationship.

The phenomenon "supervision" depicts a pervasive meaning, implying an individual or object has to be watched or rectified (Sanford & Hopper, 2000). They point out that supervision has a hierarchical structure, with the supervisor having control over the protégé. According to Zeegers (2005), monitoring is an outmoded practical paradigm, but student teachers must build certain skills and competences in the process of learning how to teach. Although, the roles of supervisors and mentors differ significantly, mentors do a combination of these roles to give trainees effective mentorship. Mentors support the trainee's growth by establishing a rapport (Hudson & Millwater, 2008). Being supportive, providing guidance, showing empathy and being role models are some of the main interpersonal tasks accomplished by mentors. This makes the relationship that exist between mentors and teacher mentees the most essential element to the professional development of teacher mentees.

The mentor-teacher has the most effect on the advancement of student-teachers' teaching careers. This is a huge responsibility. Collaborations between mentoring institutions and colleges of education, expertise, effort, and participation are necessary to make the teaching practice experience a meaningful one for all those involved. This creates an atmosphere for open

and honest dialogue and interactions, allowing both mentor and student-teacher to flourish in terms of professional growth and reflection (University of Maryland, 2007).

The above relationship has brought to the fore the school-based mentorship programme. In the past couple of decades, school-based mentoring has gained recognition as an important part of the preparation process for student-teachers before they become full time professional teachers (Heirdsfied, Walker, Walsh & Wilss, 2008). Adults and students are linked in a one-to-one connection with a loving adult in school-based mentoring. According to the majority of studies, mentors voluntarily meet and interact with their mentees during school hours or after, usually spending about an hour with them (Herrera, Grossman, Kauh, & McMaken, 2011; Karcher, 2008; Randolph & Johnson, 2008).

In the literature on school-based mentoring (Herrera, Grossman, Kauh, & McMaken, 2011; Karcher, 2008; Randolph & Johnson, 2008), it has been established that mentorship programmes can improve academic work, enhance attendance while reducing truancy and tardiness and at the same time improving the consistency with which assignments and home-works are completed and submitted. Hobson (2002) contends that mentoring is so critical to the formation of educators and along these lines all educators ought to know about the significance of mentoring and uphold the nature of relationship between them and their mentors. Aside these, Hobson added that teachers should be aware of the challenges which could hinder mentors from performing their roles effectively.

The effect of mentorship on mentee teachers' performance on the job and the impact of the nature of relationship provided by mentors on mentee teacher' identity is that the mentor has a wealth of experience in comparison to the student-teacher and can also impact the student-teacher with knowledge and skills which can be useful during teaching (McCormack & West, 2006; Aladejana, Aladejana & Ehindero, 2006; Fowler & O'Gorman, 2005; Hayes, 2001; Billett, 2003; Price & Chen, 2003). In line with this argument, Fairbanks, Freedman and Kahn (2000, p.103) saw mentoring in teacher education as "complex social interactions that mentor teachers and student teachers' construct and negotiate for a variety of professional purposes and in response to the contextual factors they encounter".

Mentoring can thus be said to be a strong interpersonal relationship comprising planning together, doing together and reflecting together all geared towards preparing the student teacher professionally. Mentoring, according to Smith (2007), is a process that brings about the full development of the individual rather than some parts of the individual. Mentoring, according to Kwan and Lopez (2005), is both a relationship and a process. Additionally, in the light of Fairbanks et al. (2000)'s definition, context is also an important aspect of mentoring. Regardless, most definitions in the literature fail to take into account all three aspects of mentoring-connection, process, and context.

Lai (2005) portrayed these three aspects as: contextual, relational, and developmental. The interaction between mentors and student instructors is referred to as relational. The term "developmental" relates to how mentors and mentees grow emotionally and professionally while pursuing certain objectives. Contextual focuses on the mentoring setting's cultural and

situational characteristics. These three elements, according to Lai, have an influence on a mentoring relationship.

Generally, mentoring at the workplace has been well-researched and clearly defined in the literature (Eby, McManus, Simon & Russell, 2000; Allen, 2003). Nevertheless, the concept of mentoring of student-teachers appears diffused as (Lai, 2005; Hall, Draper & Bullough, 2008), raise certain issues bordering on what mentoring really is, who really mentors and the steps involved. By these concerns, the authors seem to point out that such contexts are scarce.

Despite these concerns, some authors have attempted to specify them as Lai (2005) considers mentoring to play significant role in improving the chances of new teachers to learn and improve their teaching skills. Feiman-Nemser (2003) noted that “teachers need to learn to teach in a particular context”. According to Hudson (2004), the type of mentoring that will take place is determined by the situation. Teachers frequently work alone and are responsible for all elements of their classrooms as well as the pupils that occupy them. Other professions, such as medicine or business, on the other hand, frequently employ a team approach, with each individual doing distinct tasks or functions. In an educational setting, student teachers may be expected to do all of the activities that the mentor undertakes, necessitating complicated mentoring relationship and process planning and management (Hudson, 2004).

Mentors, on the other hand, examine the trainees' functional abilities as part of the professional placement requirements provided by universities (Walkington, 2005b). Mentoring, like supervision, is most common during pre-service education degree programmes' professional placements. The

postings range in duration and structure, ranging from single days to weeks (House of Representatives, 2007). Throughout their degree programs, pre-service teachers frequently visit multiple different school locations, meeting a range of mentor teachers (Queensland College of Teachers, 2007). As a result, the types of mentoring relationships formed by pre-service teachers and their mentors may differ dramatically from those formed by professionals who have had mentors for a longer duration. This means that mentoring in Colleges of Education take on different forms.

The Assin North Municipality has one College of Education which is the Foso College of Education. Foso College of Education began in November 1965 as a Teacher Training College. The College was established with the aim of training teachers to become useful citizens in the development of the country. Currently, there are two main programmes run in the college. These are Bachelor of Education (JHS) and Diploma in Basic Education. At the core of these programmes is to train professional teachers who would teach in basic schools in Ghana. The extent to which mentorship impacts on the practice of student-teachers even though is not in doubt as shown in the literature, there is the need to contextualize the knowledge. In this sense, this current inquiry sought to examine the perceptions of student-teachers on the influence of mentorship in shaping their professional behaviours.

Statement of the Problem

Ghana has been consistent in reviewing and introducing reforms in its education sector and these reforms have often seen changes to the nature of teacher education. One of such reforms is the introduction of the mentorship programme in the colleges of education. Over the years, the journey of

preparing students to become professional teachers can never end without school-based mentoring, since it is a significant component of the training process. Mentoring as part of teacher training education has come to stay as a result of its inherent ability to equip students with the needed skills and competencies for the teaching profession. The traditional approach, which embraced supervising student teachers on teaching practice in college-based and school-based teaching practice is now a thing of the past. However, supervision on the other hand is gradually fading-off as far as teacher education is concerned, since the model is regarded as an obsolete practice (Zeegers, 2005).

It is impossible to overestimate the importance of mentorship in any teacher preparation program. The benefits, according to Anamuah-Mensah (1997), include helping to develop specific competencies needed for teaching, giving opportunity for self-reflection, creating an environment for knowledge sharing and experience sharing with mentors and peers, and building problem-solving capacity and collaboration spirit among student-teachers. Notwithstanding these expected gains of the programme to student-teachers, the society and the country at large, reports on the ground are quite diffused.

Many anecdotal records gathered from student teachers of Foso College of Education over the past ten years during the post school attachment seminars paint conflicting perception about mentoring and its impact on shaping the professional behaviour of student teachers. Feedback from lead mentors, circuit supervisors, district and metropolitan directors of education as well as parents paint an unsatisfactory picture as far as the professional behaviour of a majority of student-teachers are concerned. Agbenyega and

Deku (2011) and Kuyini Desai (2008), revealed this assertion in their study when both teams observed and concluded that many teachers who come out of college lack adequate skills necessary for effective delivery. Negative attitude towards work, weak communication skills, disrespect for authority, disrespect for learners among others were the areas of major concern. These issues are mostly identified during the mentorship period. This makes such a study necessary.

Indeed, there has been some focus of the literature on mentoring of students. However, the literature seems to be dominated by a focus on peer mentoring, the role of mentors, perception of mentees has about mentors, mentee's professional identity development, among others. From the systematic review of literature, it appeared that there was no study on influence of mentoring on professional behaviour development of student-teachers within Ghana and in Assin North Municipality in particular.

Although research into mentoring has been extensive, there remain some gaps in knowledge which call for further studies. In ensuring that mentoring programme is effective, it is necessary that a study is conducted to determine how best to streamline the various mentoring activities for the achievement of its utmost objectives. It is as results of this that I sought to investigate perceived influence of mentoring on the development of professional behaviour of student-teachers in Assin North Municipality.

Purpose of the Study

The main purpose of the study is to investigate the perceived influence of mentoring on the professional behaviour of student-teachers in Assin North Municipality.

Specifically, the study sought to;

1. Find the factors which influence the attitude of student-teachers towards teaching in the Assin North Municipality.
2. Examine the roles of mentors in shaping the professional behaviour of student-teachers in the Assin North Municipality.
3. Find out the competencies that student-teachers acquire through the mentoring programme in the Assin North Municipality.
4. Identify the challenges of the student-teacher mentoring programme in the Assin North Municipality.

Research Questions

1. What are the factors which influence the attitude of student-teachers towards teaching in the Assin North Municipality?
2. What are the roles of mentors in shaping the professional behaviour of student-teachers in the Assin North Municipality?
3. What are the competencies that student-teachers acquire through the mentoring programme in the Assin North Municipality?
4. What are the challenges of the student-teacher mentoring programme in the Assin North Municipality?

Significance of the Study

The results of this study would enable educational policymakers such as the Ghana Education Service (GES) to understand the context within which Mentors in the colleges of education operate, particularly the various things that go into mentorship which in effect can affect the outcome of mentoring of pre-service teacher such as the challenges mentors faced when performing

their roles, and the effect of their mentorship on student-teacher teaching competencies.

It is further expected that the findings of the study would help student teachers to become aware of how mentorship affect their teaching competencies hence, affect students' performance. Hence, this would go a long way to help student-teachers to work on themselves through in-service training and continuous professional development programmes to enable them improve upon their teaching in order to influence students' academic performance.

The results of the study would also offer practical advice on how to strengthen the student-mentor teacher connection such that it has a beneficial impact on pre-service teachers' professional identities. Furthermore, by emphasizing mentor teachers' critical functions, the study will aid stakeholders in developing more effective selection and qualifying criteria for hiring mentor teachers. Mentor teachers' knowledge of their critical role in shaping student teachers' teacher identities through their regular interactions will also be highlighted in the study.

The findings of this study will also enrich discourse and literature in the field of mentorship of student teachers in the school-based teacher education. This will help other researchers have empirical evidence to support their arguments, positions and notions, especially in the area of influence of teacher characteristics and student performance.

Delimitations

Geographically, the study was confined to the Assin North Municipality in the Central region of Ghana. In terms of scope, the study

focused on the goals of mentorship provided to student-teachers, roles of mentors, factors which influence attitude towards the teaching profession and the challenges affecting the mentorship programme. The participants included both student-teachers (mentees) and the mentors. The study was confined to only public basic schools that Foso College of Education provides mentorship to.

Limitations

The study was limited in some respects. Firstly, the use of only questionnaire in collecting the data came along with some of the limitations of using a questionnaire. For instance, it was difficult to obtain in-depth information as would have been possible through the use of an interview guide. However, by making the questionnaire comprehensive, the extent of the limitations was reduced. Another limitation was the use of a relatively defined sample which to some extent could compromise the generalization of the study. This was reduced by strict adherence to proper sampling procedures. This would to some extent permit a generalization of the findings of the study to the concept of mentoring.

Definition of Key Terms

The terminologies used are described as meaning connotes in the study:

Mentor teachers: Mentor teachers, also known as cooperating teachers and associate teachers, collaborate with pre-service teachers in schools during their practicum. Mentor teachers, according to Beck and Kosnik (2000), are individuals who supervise pre-service teachers throughout their practicum.

Mentoring: This refers to a relationship between two individuals with the aim of ensuring professional and personal growth and development. In this case, the relationship is between a mentor-teacher and a student-teacher.

Professional Behaviour: In this study, this is a form of behaviour in the workplace which are connected to exhibiting conduct of respect and good manners in terms of carrying out work activities and relating to all other stakeholders (colleagues, learners and parents).

Student-teachers: Student-teachers are those who are enrolled in pre-service teacher education programmes and are learning how to teach in elementary and secondary schools. A professional practice unit (practicum) with two placements is also available.

Student teacher-mentor teacher relationship: During the practicum, any type of relationship generated and maintained between student teachers and their mentor teachers.

Organization of the Study

The study was organised in five chapters. The first chapter dealt with the introduction of the study. It included the background to the study, statement of the problems, purpose of the study, research questions and the significance of the study. It also dealt with the delimitation of the study, limitations of the study, definition of terms and the organisation of the study.

The second chapter reviewed literature related to the study. It covered the theoretical and conceptual frameworks as well as the review of related empirical studies. Chapter three of the study was also focused on the methodology for the study. This covered the research design, the study area,

the population, the sampling procedures, the instrument used, data collection procedure and the data processing and analysis.

The fourth chapter presented and discussed the results of the study. The data collected were analysed, interpreted and discussed in answer to the research questions of the study. The fifth and final chapter of the study presented the summary, conclusions and recommendations of the study. It also presented suggestions for further research.





CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter focuses on the literature of the study. The review dealt with the theoretical, empirical as well as conceptual review. The theoretical review helped establish the theoretical basis of the study and how they relate to the study. The conceptual review focused on the main concepts in the study. The empirical review dealt with the studies of other researches in the field of mentoring.

Theoretical Framework

Theories related to the study are reviewed in this section.

Social Constructivism

Social constructivism focuses on reality and how individuals view the world. Meaningful learning, according to constructivism, is when individuals actively endeavor to make sense of the world, particularly when they construct an interpretation of how and why things are. According to Powell and Kalina (2009), as a constructivism, social constructivism focuses on the significance of social interaction and collaboration. In their opinion, ideas are known to be formed via experience and interaction with the instructor and other pupils. Students engage their peers and teachers in open-minded discussions on

relationship things such as ideas, the relevance of knowledge in specific context, meaning of procedures, and so forth. The social world develops out of individuals' interactions with their culture and society. In addition, as type of constructivism, social constructivism lays a strong focus on the role that social and cultural interaction plays in meaningful learning. People are always encouraged to openly utilize the psychological tools of their culture (linguistic methods to solving issues) and are given the chance to utilise these tools in creating a common or shared understanding of some occurrence, which is when meaningful learning occurs. The process of social bargaining and examination of the feasibility of individual understanding is how knowledge grows. Social constructivism and its applications in education has established three principles (Beck & Kosnik, 2006):

1. Learning is collaborative and the social and cultural context within which it often occurs has influence on it.
2. All cognitive functions are derived from and explained through social interactions.
3. Learners' assimilation of new knowledge is only one aspect of learning; it is also the process through which they are integrated into the community of knowledge.

It is expected that social constructivism will give an important direction for teacher education. According to Beck and Kosnik (2006), knowledge of self, our everyday experiences, society and school is developed via reflections and meaning building under constructivism. To put it another way, genuine learning emerges from enquiry rather than mindless acceptance of pre-existing information. Constructivism breaks down barriers by

presenting students with a democratic and critical learning environment. Constructivism places a premium on the learner as a source of knowledge acquisition as well as understanding. Constructivist's theory is known to focus on learning knowledge.

Learning, according to Steeler (2017), is a cycle through which people develop improved abilities and information via their relationship with others socially. His claim was that engaging in speech, sharing knowledge, and comparing opinions with others is crucial for developing a grasp of normative social ideals and facilitating learning. Steeler method was founded on the premise that cognitive development is a systematic process that occurs at precise times throughout a person's life. He also thought that an educator's contribution is critical in imparting a knowledge of complicated subject matter that learners are unable to absorb on their own. According to Beck and Kosnik (2006), such interactions provide learners with social and emotional support, allowing them to take chances and take responsibility of their learning.

Constructivism can be separated into a camp of two, thus, psychological constructivism; they emphasize on psychological aspect and sociological constructivism; those who are sociologically inclined (Theys, 2017). Due to varying views on the sense of constructivism and how it is put into practice in knowledge acquisition, the psychological constructivist led by Brau (2020), consider the learning process to involve transformation as well as organization of knowledge the learner possess already. The individual employs logical interpretation and reasoning to comprehend things and relates them to a different kind of learning that comes from a humanistic and behavioral dimension during this process.

According to Brau (2020), highlighted the various direct routes via which children gain understanding, such as looking, hearing, reading, and experiencing the world, which finally lead to holistic learning. The approach adopted has been particularly influential in the establishment of significant number of pedagogical techniques, according to Theys (2017), which includes observation of children's learning readiness, discovery learning, exhibiting a desire to let learners build their own knowledge rather than relying on knowledge transfer, as well as a notion that everyone is different.

According to Grant (2016), an individual's mind produces knowledge; knowledge is formed and made meaningful by human interaction and contextual interpretation of the world. This is supposed to provide a realistic learning environment in which students may connect every new concept to what they already know. In this light, the constructivist pedagogical environment may be seen of as a place where a student is free to explore new experiences, analyze new resources, and establish valuable links between what is known currently and what is about to be learnt. In a learning setting such as this, the student must take a critical interpretive approach to new experiences and use this as the foundation for knowledge development.

The social constructivist method, on the other hand, emphasizes social interaction above independent discovery as the key ingredient in knowledge formation. Ideas are tested, developed, and updated through sharing and socially interacting with others, rather than by an inward process of judgment (Theys, 2017). It aims to better understand how students acquire information and explore the learning process as well as the phenomena of knowing in general. Knowledge, according to social constructivists, is not something that

can be passed from one person to another, but rather something that must be excavated gradually and emergently via various explanations and descriptions in order to understand the world.

Tan (2017) opined that constructivism is an approach that pushes the argument that knowing entails meaning-making within the societal and cultural discourses that are inextricably linked to the human condition.

Considering the social constructivist approach, professional identity is a process of constructing meanings as well as self-understanding. According to Hung et al., (2011), if every kind of knowledge is produced socially as a process of meaning building, identity is then the act of producing meaning concerning oneself. As a result, Hung et al. (2011) come to the conclusion that professional identity development must be studied in the context of a social-community; professional identity must be tracked in the evolving trajectory context as a social construct, which is done through acts and conversation and agency is observed through decisions and actions.

Furthermore, knowledge is co-constructed from a social constructivist perspective, and growth is primarily a social activity. Also, the professional identity development process, which is mostly believed as a process which involves learning how to teach within the interactions that student-teachers have with their significant others which comprise mentors, lead mentors, circuit supervisors, among others (Smagorinsky et al., 2004; Johnson, 2003). Precisely, the question of “who am I” is often times constructed and changed by how one sees other individuals as well as how he or she is in turn seen by others in our shared experience and an environment characterized by negotiated interaction (Johnson, 2003).

Given the fact that this study is an investigation into the influences mentoring has on the professional behaviour of student-teachers and the fact that one of the units of analysis would be the interactions between the mentor and the student-teacher, a social constructivist method is thought to be appropriate for guiding the research into how student-teachers' professional behavior and growth could alter or be impacted by such a connection. In other words, when student-teachers engage in the process of learning how to teach, they begin to build a professional vision of teaching throughout their practicum experience. By focusing on the mentor-mentee relations and their unique features as the unit of analysis, it is believed the study would be able to explore the overall influence of the mentoring programme on the professional growth of student-teachers.

The recent study is based on Padua's mentor teacher approach once again. Mentor teachers, according to Padua (2003), are typically seasoned, have a solid grasp of a given topic area, and know the ways to develop the potentials of others. The key aims of a teacher mentor, according to him, involves to help instructors in the classroom and student-teachers refine current instructional tactics, introduce novel concepts and strategies, involve teachers on discussions concerning their teachings, and give general help, taking into consideration the fact that different teachers have diverse needs. Teachers who are mentors must use their professional judgment to evaluate which objectives are the most appropriate for every teacher and student-teachers they mentor.

Padua (2003) adapted Routman's "Model for Effective Teaching and Learning" as a model for teachers who are mentors. Padua argued that, while

Routman's schemes or strategies are intended to aid student learning, they may also be used by mentor instructors. Before implementing any of the schemes outlined above, Padua (2003) recommends that the mentor and the student-teacher discuss the purpose and emphasis of the lesson for each period, the instructional strategies that will be employed, and why those strategies were adopted. At the end of the lesson, both should discuss the lesson and plan the next step. Mentors' teachers must therefore serve as role models for student teachers. Modeling will help student-teachers master teaching skills more successfully.

As this practice continues, student-teachers will see the mentor as a role model for learning more about their own strengths and flaws. One method a mentor might assist mentees in acquiring the necessary skills for effective teaching and learning is to model good instructional practices. The student teacher can adopt classroom management skills, acceptable instructional language and how to pace a session as well as witnessing the way concepts can be implemented and students' response.

Padua (2003) goes on to say that collaborative teaching works particularly well when the student teachers are unsure of themselves but have the willingness to test new concepts and approaches. Team or collaborative teaching is led by the student teacher, but the mentor teacher is nearby to offer guidance and support. Taking risks is less daunting in this situation. Student instructors may enjoy observation and criticism as they build the confidence and expertise to execute teaching practices on their own.

Mentor teachers, according to Padua (2003), should schedule observations ahead of time to make sure that student teachers are not

disturbed. Mentor teachers can react and answer sympathetically to student teachers' worries and issues by addressing the issues they have observed with them. The mentor teacher may take notes throughout the presentation, but it is important this does not interfere with the ongoing observation. "How did you think the lesson went?" is an excellent question to ask the student-teacher after the lesson. The reply might give important information about the student-goals. More significantly, it provides guidance on how to proceed with the remainder of the debate.

Constructive feedback in student-teacher education is an important part of the mentorship process, according to a number of scholars (Little, 1990; Riordan, 1995; Bellm et al. 1997; Bishop and Denley 1997; Haney 1997; Bishop 2001). Feedback enables student-teachers to engage in reflection of their practices and thus improve their teaching methods. Mentors must specifically monitor the practice of the student-teachers in order to give oral and written comments on what was observed based on the mentor's own expertise (Ganser, 1995; Rosean & Lindquist, 1992). All of these strategies need to be followed by the provision of feedback. The goal of feedback is to offer ideas on how to enhance education, promote student learning, and strengthen the student-teacher relationship. Student-teachers, like any other learner, require ongoing assistance, and feedback should both recognize and address their accomplishments. Mentors assist student-teachers in their professional development by observing classrooms, seeing instructors in action, and offering continual feedback and support.

Collaborative Reflection Theory

Collaborative reflection theory is referred to as a continuous process of critically assessing and re-evaluating past and current professional practices so as to improve later performance (Hatton & Smith, 2006; Rhodes, Stokes, & Hampton, 2004; Ward & McCotter, 2004). The collaborative theory of practice is progressively gaining recognition in teacher education (Nguyen, 2017). In many studies on the collaborative reflection theory, researchers have asserted that the theory is central in many education programmes across the globe (Buschor & Kamm, 2015; Korthagen, 2001; Postholm, 2008; Jarvis et al., 2014). The collaborative reflection theory was developed by five elementary teachers who in their quest to investigate the nature of professional reflection propounded the theory (Glazer, Abott & Harris, 2004). Nguyen (2017) held the view that mentoring has its roots in the tradition of collaborative reflection practice.

Through continuous reflection teachers are able to learn from their own teaching experience (Dewey, 1933; Schon, 1983) and the knowledge they have obtained through the sharing of information among each other (Buysse, Sparkman, & Wesley, 2003). The tradition of practice makes learning to teach a practice of exploration molded in and through experience instead of through a transmission model. The result is to minimize transmitting knowledge that is just based on stereotypes. Dewey cited in Nguyen (2017), added that applying reflection to teacher education, the practice of the theory forestalls a merely impulsive and routine activity.

Schon (1983) in a study that expanded the findings of Dewey (1933) proposed “reflection-on-action” and “reflection-in-action” as two types of reflection that are very crucial in the application of collaborative reflective

theory in teacher education. Reflection on action is the thought processes the teacher engages in after the event. After the activities in the classroom, the student teacher meets with the mentor and reflects on the events. Reflection-in-action on the other hand is the thought processes that the teacher engages in during the occurrence of events. As teaching or classroom activities are ongoing, the student teacher with the mentor reflects on the activities during the teaching process.

By applying the two types of reflection proposed by Schon (1983), Costa and Kallick (2000) discovered that collaborative reflection allows for committing to alterations, plans, and experiments, as well as recording or keeping documents, learning, and sharing a rich depth of knowledge gathered. Also, collaborative reflection gives the opportunity to apply knowledge in contexts different from where the knowledge was obtained and improving practice through the views and insights of other people.

Despite the increase in its recognition; Clara, Mauri, Colomina and Onrubia (2019) holds the view that it remains rather promising than a reality. There have been many criticisms with respect to the reflective method and its main purpose in teacher education (Collin, Karsenti, & Komis, 2013; Mena-Marcos, Sanchez, & Tillema, 2011). Those who have criticized are of the view that there are various challenges which need to be dealt with before the prominence given to the theory will be accepted. Among the concerns raised is the challenge that student teachers will need some form of assistance to be able to participate in accurate reflection (Clara, Mauri, Colomina & Onrubia, 2019).

Moreover, the lingering question has been how student-teachers would be provided with assistance on reflection (Beauchamp, 2015; Blomberg et al., 2014; Gelfuso & Dennis, 2014; Liu, 2017). In view of the question about accurate reflection of student teachers that remain, other researchers have rather contended that the collaborative reflection theory is a good approach in helping student teachers learn reflection in their practice of teaching (Daniel, Auhl, & Hastings, 2013; Harford & MacRuaric, 2008; McCullagh, 2012). The various studies that had their findings supporting collaborative reflection theory as a rather good strategy established that it facilitates a more critical reflection and knowledge creation (Attard, 2012), elevates the phase of reflection from description to theory (Manouchehri et al., 2002), and provides student teachers the avenue to be active in the forming novel ideas (Sorensen, 2014). In light of the contrasting views of researchers on collaborative reflective theory, some researchers have attempted to find a middle ground to ensure the success of the theory in a way to enhance reflection among student teachers (Clara, Mauri, Colomina & Onrubia, 2019).

Application of the collaborative reflection theory

During the school-based mentorship programme, student teachers are not expected to only observe but are assigned to teaching activities and other classroom management duties. The role of the mentor is to direct and assist the student teacher in the improvement of his or her professional behaviour with respect to these duties. The application of the collaborative reflective theory provides the avenue for mentors to have a significant effect on improving the expertise of their mentees.

The theory is known for the opportunity it provides for critical assessment and evaluation of teacher activities in order to improve on teacher's professional conducts. The procedure for doing this continuous and rigorous assessment and evaluation as spelled by the proponents of the theory is student educators and mentors to reflect on the duties that are carried by student teachers. These reflections can be done either during or after events in the classroom. In applying the theory to ascertaining how student teachers perceive mentoring on their professional, the outcomes of student teacher's reflections with the mentor can be assessed. In the reflections of the events during the and after classroom teacher activities, what was not done right, what needs to be improved and what needs to be sustained will be outlined. This critical exercise will aid student teacher's perception of the impact of mentoring on the improvement of their professional behaviour.

Conceptual Framework

The conceptual framework for the study is depicted in Figure 1.

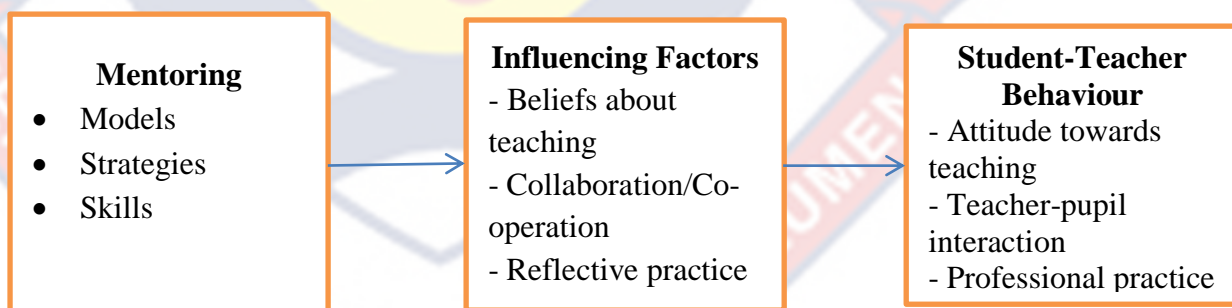


Figure 1: Conceptual Framework of Influence of Mentoring

Source: Researcher's Construct

It can be seen in Figure 1 that mentoring can affect the behaviours of student-teachers. Mentoring comprises the models, strategies and skills

involved and these can the student-teacher behaviours through some influencing factors. The influencing factors include the beliefs about teaching, collaboration or cooperation and reflective practice. These influencing factors can affect and shape attitude towards teaching, teacher-pupil communication and interaction, and professional practice respectively. These factors affect the behavior of individuals which in this case are student teachers. Influencing factors such as beliefs about teaching, collaboration and reflective practice which are influential in student-teachers being affected by the initiative of their mentors. Mentoring is key as it creates an enabling environment for the teachers and their mentors to be able to relate and work hand in hand to improve the students academically. Effective mentoring improves the student-teacher's attitude, teacher pupil interaction and professionalism in their line of work which is essential for the development of their students and the school as a whole.

Conceptual Review

The main concepts in the study are reviewed in this section.

History and Concept of Mentoring

Despite the fact that studies on the phenomenon mentoring is relatively now gaining grounds globally, it has backing to Homer's *Odyssey* in Greek mythology 3,000 years ago. According to legend, Mentor, Odysseus' confidant, was ordered to look after Odysseus' personal matters and his son, Telemachus, while Odysseus was fighting the Trojan War. While Telemachus' father was away, Mentor's duty was to instruct him. Telemachus was adored by Mentor, who trained him for future leadership roles in his country. When Telemachus needed help, Athene, the goddess of knowledge, would deceive

and make herself as Mentor, according to legend. Athene assumed human nature so as to aid Telemachus' education and growth (Pickett, 2000). Mentor was seen by Telemachus as a guardian and provider of knowledge, understanding and wisdom, encompassing both father and maternal aspects, which inspired the term mentor being coined. It is claimed that the "extraordinary accomplishments of Socrates and Plato, Aristotle and Alexander the Great, Anne Sullivan and Helen Keller, and Freud and Jung substantiate the mentoring myths that certain relationships can greatly influence a person's course in life" (Lucas, 2001, p. 23).

An analysis of the mentoring literature has frequently pointed out that there is no universally recognized definition of mentoring among the individuals who practice it and those who research it (Hurley, 1998; Mullen & Kochan, 2000). Despite the fact that numerous scholars have sought to establish clear definitions of mentoring, the corpus of mentoring literature continues to be characterized by definitional variation. The research also suggests that mentoring and its role are not well understood, resulting to a lack of clarity about what is being measured.

Mentoring is seen as a significant and essential developmental relationship that an adult can have, and is recognized generally as a useful source of learning for students and educators, including mentors and instructors, who benefit from collaborative collaborations in otherwise independent environments (Zachary, 2002). Some scholars spent these last two decades attempting to understand the effect and drawbacks of mentoring, and they are still grappling with the complexities of this crucial, life-changing connection (Ragins & Kram, 2007).

Models of Mentoring

Lindgren (2006) posited that Mentoring is distinguished from other services by its status as a honourable job and the fact that, mentoring is non-evaluative and non-judgmental, unlike tuition, supervision or peer grouping. “founded on an independent relationship between mentor and mentee” (p. 157). This view of mentoring gives an indication of the different kinds of models. This is because mentoring is mostly found on how the mentor and mentee relates and as such variety of models have been propounded to describe the difference in relationships between the mentee and the mentor. Some of the models outlined by West (2016) are discussed in this section.

Traditional Model of Mentoring

Traditional model of mentoring involves the process where the model typically emphasizes on individuals whose skills and abilities are sharpened and shaped by others outside the formal educational setting, mainly in aspects of management (McInerney & Hagger, 1994). According to Cogan (1972) and Goldhammer (1969), in clinical supervision models, the supervisor starts the process by giving explanations of the aim and structure of the supervision to the supervisee. Therefore, mentors greatly impact student-teachers (Sullivan, 1980). After that, the student-teacher develops a lesson, discusses it with his/her supervisor before a formal observation begins at what time the supervisor would observe and assess the student-teacher’s instruction.

Following the observation, the supervisor and novice meet for a post-teaching conference to analyze the lesson, make any necessary improvements, and devise a strategy to put the changes into action. For succeeding lessons, the procedure is repeated. Mentoring models are distinguished by their narrow

emphasis on only minor array of topics or issues such as cultural adjustment, lesson planning, and teaching methods. Also, traditional teaching and learning model which involves seeing the mentor as the provider and assessor of knowledge while the student-teacher is seen as the passive recipient of knowledge and feedback.

Reform-Minded Model of Mentoring

Wang and Odell, (2002) ascertained that the main objective of mentors in this model is to help novices in the teaching profession to bridge the conflicts which might exist between the teacher's personality and professionalism. As a result, the focus is less on assisting the student-teacher in building topic understandings or teaching practices and more on assisting the teacher in transitioning into the teaching culture by cultivating a healthy professional uniqueness and positive concept or view of self. In this way, the mentor's job is similar to that of a counsellor, assisting the student-teacher in identifying and working through any needs, challenges, or concerns as assurance in the position of a teacher grows. Mentors that follow this paradigm are expected to have good interpersonal skills, such as the capacity to listen carefully, detect needs, and assist others in developing boldness (West, 2016).

Differentiated Coaching Model

Kise (2009) described differentiated coaching as a unique model. This model focuses on the differences which exist between the personality of the mentor and the mentee. The bases of this emanate from the fact that "teachers form their practice around what they do best, their strengths are related to their own personalities and learning styles, their personalities and learning styles

drive their core educational beliefs, and changing their teaching practices means changing those core beliefs” (p. 147). Thus, the mentor does not view the mentee as being less open to change, but instead, asks, “How can I adjust my coaching style to meet the needs of this teacher?” (p. 147). The idea that people have varied learning styles and different ways of processing information is central to the approach. As a result, mentoring tactics vary depending on the relationship.

Systematic Training Model

Another type of mentorship defined by Maynard and Furlong (1994) is systematic training. In this paradigm, the mentor serves as a systematic trainer, monitoring the mentee while teaching on a set timetable, offering feedback on desirable skills, and coaching on a list of behaviors that are primarily established by others. The mentee is gradually encouraged to take on more tasks for teaching and learning.

Apprenticeship Model of Mentoring

Skills used in teaching are regarded to be “best gained through emulation of experienced practitioners and by supervised practice” under an apprenticeship model of mentorship (Hillgate Group, 1989; O’Hear, 1988). Apprenticeship is believed to be more important than teaching in this paradigm, and the mentee just has to work with a colleague with more experience so as to be taught how to teach (Maynard & Furlong, 1994, p. 78). By assisting the beginner in making sense of all that is happening and by giving "recipes" that work, the mentor serves as a guide and translator. For example,

a mentee could collaborate with the mentor to create a lesson or unit, but only teach a tiny portion of the lesson. As a result, the mentee gets a taste of what it's like to be a teacher while avoiding the onerous work of teaching.

Mentoring and Professional Development of Student-Teachers

The majority of instructors operate alone in their classrooms, protected by autonomy and non-interference standards (Smylie, 1996; Smylie & Hart, 1999; Stigler & Hiebert, 1999). The teaching culture does not sufficiently embolden instructors to observe a colleague's skills or to share their knowledge with other experts. For the seasoned instructors, this culture of solitude and isolation resulted in loneliness and a lack of contact. Immersion in a setting that provides feedback, according to Dewey (1959), is the best learning condition because it allows learners to conceive things via direct experience and reflection.

Mentoring programmes, which provide a collaborative atmosphere in which mentors and student-teachers explore new ways together, may help to alleviate some of this. Promoting teacher observation and discussion may inspire the mentor to build skills for ongoing learning and fresh enthusiasm for their profession and employment (Ragins & Kram, 2007). Mentoring is an option for school leaders to address the professional and emotional concerns of new teachers and student-teachers (Abell, Dillon, Hopkins, McInerey & O'Brien, 1995; Brockbank & McGill, 2006).

Mentoring, according to research, provides unique learning experiences and has an influence on professional and educational development, which in turn has an impact on the adult learner's progress (Breeding, 1998; Carter, 2004; Hendricken, 2001). Mentoring connections,

according to researchers in applied psychology and management, provide a way for businesses to exchange information, foster learning, and improve intellectual capacity (Allen, McManus, & Russell, 1999; Eddy, Tannenbaum, Lorenzet, & Smith-Jentsch, 2005; Hezlett, 2005; Lankau & Scandura, 2002; Mullen & Noe, 1999).

In her analysis of mentoring, MacCallum (2007) noted that the collaborative model is a model in which the mentor with more experience supports the protégé; nonetheless, teamwork and exchange of ideas and information benefit both persons' professional growth. She also claimed that, while the mentor primarily serves as a facilitator, both the mentor and the mentee participate in reflection and professional growth. We may regard collegial connections as continuing, reciprocal, and active forms of professional progress if we recognize the complexity of mentorship (Boreen, Niday, Potts & Johnson, 2009).

Mentoring Effects on Education

Chandler and Kram (2005) were particularly interested in the effects of mentoring relationships on individual careers and organizations. Given the financial investment made by organizations in mentoring programmes, it was imperative for a study to focus on the influence of relationships on mentor and mentee results, as well as a determination of whether the program improves organizational effectiveness. According to research, the most important school-related element connected with student accomplishment is the quality of instruction (Rothman, 2004). The knowledge and experience of teachers have the greatest impact on how effectively children learn. Quality teacher preparation is therefore paramount in the school establishment. The focus of

the mentoring programme is to make sure that teachers are well equipped for their utmost role. Any phenomenon which can enhance teacher-education is an important issue to explore.

According to school improvement research, professional development must be oriented on conversation and group action in order to tackle future educational difficulties (Hipp & Huffman, 2004). Mentors serve as sponsors of educational reform initiatives as proactive change agents. They inspire people to reconsider old habits and hold themselves accountable for continuous progress. Professional growth must be viewed as a process instead of an event by trainers.

This process, according to Guskey (2000), has three distinguishing characteristics: it is purposeful, ongoing and systemic. This provides an atmosphere in which learning leads to more than just individual development; it also leads to organizational growth. Schools may establish a learning community and atmosphere that fosters and embraces educational innovations by taking a collaborative approach to change. The level of training and knowledge that mentors obtain over their years of being involved mentoring, they are often more effective in their new roles (Huling, 2001).

Increased leadership in a facility may result in high level of productivity and positive environment for students and teachers. Colleagues usually play an important role in pushing teachers to adapt or be involved in different tasks by offering help and assistance. Creating programmes that foster connections while also improving the mentor and the mentee might help to improve school performance and growth. Having a strong knowledge of the mentors' perspectives might bring valuable knowledge to the mentoring field.

As academics and professionals, there is the need to implement the environments and situations which can enhance individual learning and skills, improve performance, and a variety of other results necessary for individuals, groups, and institutions to continue to progress (Ragins & Kram, 2007).

Given that learning necessitates reflection, it is critical for institutions to examine situations and occurrences that promote reflection. Reflective practice is seen as a significant practice in schools which helps in attaining higher performance (Hawley & Valli, 2000; Kruse et al., 1995). It is evident and clear that when instructors are involved in positive learning environments and experiences, it has a favorable influence on student learning. Reflective techniques help educators learn, refresh, and grow as they progress through their careers (Steffy et al., 2000).

Mentoring programmes may bring more advantages because they foster a collaborative atmosphere in which mentors and protégé instructors may experiment with new ways together. Organizations can improve institutional commitment, retention, leadership succession, and productivity by promoting mentoring (Wanberg et al., 2003). Also, the mentee benefits from greater role definition, protection, advancement chances and support due to mentoring.

Roles of Mentors and Relevance of Mentoring

Mentoring is crucial not just for the information and skills that students may get from mentors, but also for the professional socializing and personal support that mentoring gives to help students succeed in the workplace. Mentoring is supposed to improve mentees' personal traits such as communication skills and the capacity to collaborate more successfully with

others. They may also improve their professional knowledge and planning abilities, as well as establish successful delivery plans and assessment approaches (Hudson, 2013).

Mentoring provides student teachers with leadership opportunities which can help them develop in terms of their confidence professionally (Gilles & Wilson, 2004). School-based mentoring provides varied chances for pre-service teachers to acquire problem solving skills as they learn to be involved in reflective practices with school-based mentors (Tusting & Barton cited in Brant, 2006; Doecke & Kostogriz, 2005). For both the student teacher and the mentor, this technique is noteworthy of resulting in greater depth of learning. Mentoring provides professional benefits when mentors properly communicate and model educational expertise in such a way that both mentor and mentee teacher growth is possible (Hudson, 2013). Mentoring has been linked to multiple benefits for students. With mentoring student teacher motivation and satisfaction tend to increase. Mentors guide students and assist them in progressing by utilizing their professional expertise and abilities. Professional traits such as knowledge and experience, as well as self-confidence, are required for people to develop professionally (Hudson, 2013).

Mentoring helps to create a supportive collegial relationship built on trust and negotiation. Both the mentor and the student teacher gain from a healthy exchange of ideas in an environment defined by mutual respect and a common interest in a topic in the collaborative teaching process (Calaman & Mokshein, 2019). Bigelow (2002) defines mentoring as a process that involves a caring relationship between an inexperienced individual and an experienced

individual with the mentor functioning as a role model and adviser to assist novices develop teaching behaviors and tactics.

Carver (2009) espoused that in most comprehensive mentoring programme, mentor teachers are responsible for many roles ranging from the provision orientation to new teachers about school practices, standards and rules to integrating an appropriate curriculum which can facilitate teaching and learning. Mentors have to be qualified and highly skilled in facilitating the learning of adult teacher candidates (American Association of Colleges for Teacher Education, 2010). Mentors require actual chances to engage with their starting teachers on real difficulties of classroom teaching and learning, as well as continuous and ongoing opportunities to watch, coach, and co-plan with one another, in order to do these roles (Carver, 2019).

As part of his contribution to innovative ways of mentoring student teachers, Catapano (2006) suggests that the mentoring process includes problem solving techniques and communication strategies along with how to “authentically” get parents involved in their children’s education. New teachers may use these resources to make their classrooms pleasant places for children and families to learn. There is one compassionate and experienced professional engaging and getting involved in the lives and practices of a normally younger and inexperienced colleague and showing readiness to help that person develop a variety of professional and in some cases personal habits. This connection, according to Smith, can range from casual encounters that turn into long-term ties to highly organized, formal agreements with defined obligations and expectations.

Teaching, according to Kling and Brookhart (1991), entails considerably more than just conveying information from one person to the next. There are personalities to cope with, as well as disparities in learning styles, intercultural, ethnic, and economic differences, and a slew of other aspects that the teacher must integrate into a cohesive, functional, and effective whole. Expectations, obligations, and the rapid transition from student-to-student teacher can overwhelm student instructors. Mentoring is viewed as one way to help a student teacher's personal and professional growth.

Student-Teacher Professional Behaviour

Professional behaviour is one of the domains of professionalism. Professional behaviour is defined as the suitability of an individual's actions or reactions in an intentional or unintentional manner in response to some changes in the environment or conditions or situations associated with his or her original responsibilities or duties. Put in another form, professional behaviour is a depiction of professionalism. Becoming a professional teacher does not only demand technical knowhow but also professional ethics. Teaching is a professional field. Professional's respect, care and coach others with whom they work. Professional attitude and behavior are significant predictors of good teaching practices (Brown & Richard, 2008). Teachers with these positive virtues have greater contribution to the success of education and excellence of learners. Thus, the feelings, interests, beliefs, experiences and perceptions of teachers have deeper influences upon their professionalism.

Barber and Mourshed (2007) noted that the major influencer of the changes in the lives of students is the extent of quality of their teachers. Thus

is because teachers possessing positive attitudes and behaviours are able to exhibit stability in their emotional reactions. They demonstrate warmth, tolerance, genuineness and calm towards school, staff, parents and student. Teachers with good attitudes and behaviours are innovative and motivated, according to Bain and Ken (2004). They encourage students' ingenuity. As a consequence, students are inspired to fully participate in the whole process of teaching and learning by giving feedbacks. In recent times, classroom is seen as a community of students. This implies that learners have some inherent rights and responsibilities in the classroom in ensuring that teaching and learning is effective.

As a result, teachers are faced with a jumble of expectations. On the one hand, kids are required to satisfy the teacher's basic criteria. Concerns regarding teacher quality have led to more stringent and precise definitions of the minimal requirements that instructors must satisfy, as well as the knowledge base that they must possess. Teachers, on the other hand, are subjected to high societal expectations in terms of their professionalism (European Council 2009). This brings up the question as to whether the curriculum in teacher education prepares student teachers to meet those with high expectations of society and to educate teachers that can take care of their wider professional roles.

Ensuring quality of education is a major or primary concern of parents, communities, and students. Hattie (2009) acknowledges, based on a large-scale investigation of factors impacting student learning outcomes, that the level of quality of teachers has a greater influence on achievement of learners compared to the quality of the curriculum, techniques used in teaching, school

infrastructure, or the participation of parents. As a result of the widely acknowledge importance of teachers, much attention is given to policies with respect to teacher quality, hence their training. According to Ginsburg and colleagues the crucial requirement for valid assessment of professional behavior depends on focusing on behavior. For convenience, Arnold (2002) classifies professional behaviour into 4 themes:

1. Professional behavior towards one-self. This involves dealing with mistakes, coping with stress, self-welfare.
2. Professional behavior towards clients. This implies respecting and dealing with clients of cultural differences.
3. Professional behavior towards peers. This has to do with cooperating with opinions of experts, collegiality and leadership.
4. Professional behavior towards public. This involves accountability, norms/values and home visits.

Professionalism can generally be understood as the combination of all qualities that are associated with training and expertise of people. Professionalism is also connected to code of ethics. A code of ethics governs professionals in the workplace. Understanding and adhering to such standards is a significant part of one's professional training. Professional behavior is a type of etiquette in the workplace that is largely concerned with being respectful and courteous. It boils down to work ethics.

Professional conduct, according to Neil (2018), is an essential to work success, but it isn't often taught. Most individuals learn to be professional by observing others and developing their own image and feeling of competence. It's simple to make blunders that might harm your job and general professional

image if you don't have suitable role models. You are less likely to make mistakes if you grasp the foundations of professional behavior and act appropriately. He noted professional behavior embraced the following:

- **Critical Thinking and Problem-Solving:** This is a deliberate attempt to think logically about the procedure. The tendency of an expert to think outside the box through series of trials to select the best course of action rather than behaving rashly or irrationally.
- **Ethical and Responsible Actions:** Professionals exhibit moral decision-making and demonstrate responsibility in their actions in many ways.
- **Initiative and Accountability:** Employees demonstrate initiative by seeking out more tasks and responsibilities, as well as searching out resources without constantly requiring assistance. Accepting responsibility for mistakes or issues and attempting to correct them is what accountability entails.
- **Professional Demeanor, Dressing, listening, kindness:**
- We are all called to a higher level of conservation and engagement in life as a species. We are called to bring about meaningful change and to help create and shape the future for ourselves and future generations. It's now or never.

Responsible conduct and mature judgments are examples of appropriate professional behaviour. Candidates for teacher education must pay attention in class and during field experiences, prioritize duties, achieve deadlines, and accept and implement constructive comments. Examples of professional behavior include: Showing compassion for others, responding to the emotional responses of students/teachers, demonstration respect for others, exhibiting helpful demeanor towards those in need. A teacher's professional

behaviour is composed of actions, interactions and communication of teachers with students, the teaching methodology, knowledge of subject matter and so forth.

Professional behaviour of teachers can thus include skills in communicating and listening, level of knowledge about subjects, capacity to bond well with students, friendliness and approachability, community building skills, preparing and organizational skills and strong work ethics. A teacher's professional behavior affects his or her performance in the teaching and learning process. The personality of a teacher is a role model for students. Such teachers demonstrate care, kindness and accept diversity as well as share responsibility. Effective teachers are more candid with their students about their sentiments. Teachers and students create a trusting connection in this way (Brown & Richard, 2008).

The professional behaviour and attitude of teachers help them to develop the capacity to create and build a positive sharing where all individuals are able to contribute. To build student abilities, gaining mastery over a subject matter, ability to think critically, ability to solve complex problems, skills in communication effectively and teamwork, and self-directedness are required of teachers. A teacher must concentrate on the key factors of attitude, behavior, and communication in order to build a strong sense of professionalism. Professional instructors, according to Ben-Peretz (2001), must act ethically based on an explicit or implicit code of conduct, regardless of their academic degrees. A professional is "characterized not by the business a person is in, but by the manner that person executes his or her business" (Wong & Wong, 1998).

Hurst and Reading (2000) noted that teachers have to be at high level of preparation anytime they enter the enter class. Many new teachers underestimate the amount of time required for appropriate planning and preparation. They went on to say that timeliness is another important aspect of professionalism. Children should not also be left idle and as such teachers should always be punctual during class time.

Student-Teacher and Mentor-Teacher Relationship

The practicum is a period where there is observation, teaching, reflection, and critiquing that is considered to be the most valuable component of teacher education programmes (Beck & Kosnik, 2002; Parkison, 2007; Smith & LevAri, 2005). It allows student teachers to grow professionally in their roles as teachers, examine teaching as a career option, and address the theoretical and practical divide (Anderson, Barksdale, & Hite, 2005; Merriam, 2001; Ralph, Walker & Wimmer, 2008). Also, the practicum, on the other hand, is full with tensions, obstacles, and paradoxes that may influence student teachers' decision to remain or quit the work of teaching (DeAngelis, Wall & Che, 2013; Kelly, 2013). Student teachers begin to create a distinct professional view of the teacher they are and would be based on the kind of experiences they have had and the emotions they have had throughout the practicum time. The more pleasant their mental pictures of the job are, the more likely they are to stay in it.

Given that the study dealt with the influence of mentoring on professional behaviour of student teachers. It also focused on how mentors and mentees stay connected. It was discovered that most research on the student

teacher-mentor teacher connection focused on factors influencing student teachers' practicum teaching methods. For example, several researchers looked into the impact of characteristics like collaborative action research (Levin & Rock, 2003; Smagorinsky & Jordahl, 1991); paired-placement of pre-service teachers (Nokes, Bullough, Egan, Birrell, & Hansen, 2008) and directed teaching relationship (Borko & Mayfield, 1995).

For example, Levin and Rock (2003) discovered that participating in collaborative action research allowed pre-service and associate teachers to collaborate, comprehend their partners' educational perspectives, communicate in an effective manner and create relationships. Smagorinsky and Jordahl (1991) observed favorable outcomes from their collaborative research project, including the development of self-reflection habits, the establishment of a proper relationship, teamwork between teacher and pre-service teacher, and research design experience.

Nokes et al. (2008) claimed that their innovative model of pair-placed pre-service teachers provided beneficial results such as learning collaborative work irrespective of the differences in conversation and reflection in teaching techniques as compared to single-placed pre-service teachers. As a last example, Borko and Mayfield (1995) found no substantial changes in pre-service teachers' teaching habits due to their guided-teaching strategy. They also noted that little in-depth study of teaching and learning difficulties was undertaken in dialogue between pre-service teachers and associate teachers, raising concerns about the specific things that associate teachers do in the process of learning to teach.

Several other researchers (Beck & Kosnik, 2000; Caires & Almeida, 2007; Chaliès, Ria, Bertone, Trohel, & Durand, 2004; Johnson, 2003; Schussler, 2006) have suggested that those involved in teacher education such as mentors, have an impact on pre-service teachers and are important contributors to teacher education. According to the literature, research that looked at the characteristics of the pre-service teacher-teacher educator connection during practicum found that they had a hierarchical, imitative, shallow, rigid, and demanding relationship (Beck & Kosnik, 2000; Chaliès et al., 2004; Faire, 1994; Ferrier-Kerr, 2009; Lesley, Hamman, Olivarez, Button, & Griffith, 2009).

For example, Beck and Kosnik (2000) discovered that, regardless of mentors' best intentions to show support, be pleasant, and be helpful, they were stern and demanding, forcing students to strictly adhere to the curriculum, putting them under pressure during the practicum. Ferrier-Kerr's (2009) study confirmed these findings, reporting the existence of hierarchical connections between pre-service teachers and mentor teachers during practicum, illustrated by mentor instructors directing learners on the procedures involved in teaching. Johnson-Bailey and Cervero (2004), on the other hand, observed a favourable interaction between a mentor and a mentee which helped ensure success in the mentorship process.

Empirical Review

This review comprises the various empirical studies related to the content of the current study in this study. The empirical review explores issues related to the main objectives guiding the study. It will aid in the

understanding of the various perspectives of researchers and also help in the discussion of the findings from this study.

Factors Influencing Attitude of Student-Teachers towards Teaching

The factors which influence the attitude of student-teachers towards the teaching profession are examined in this study. Some of the studies which have been carried out on this subject are reviewed in this section. Omolara and Adebukola (2015) investigated teachers' attitudes towards teaching in schools. The study was descriptive and data were gathered using questionnaire. They found that interest in teaching was a major factor which influenced the attitude of student-teachers towards the teaching profession. Also, Omolara and Adebukola revealed that the nature and kind of supervision that student-teachers receive and the behaviours of pupils been taught can affect their attitude towards teaching.

Similarly, Krecie and Grmek (2005) examined the reasons students at the Faculty of Education in Maribor, Slovenija, chose to become teachers. A total 237 second-year students of the academic year 2003/04 were included in the research. They revealed mainly that interest in teaching was a major factor which influenced the attitude of student-teachers towards choosing to pursue the teaching profession.

Roles Played by Mentors in Shaping Professional Behaviours of Student-Teachers

Teacher mentoring has progressively become central in teacher education, gaining much attention from researchers. In the course of teacher education and induction, mentoring has become a major underlying factor which serves as a collaborative tool between universities and schools in the

facilitative exercise in teacher development. In ascertaining the relevance of mentoring on student teachers, Carter and Francis (2001) conducted a study with the topic “Mentoring and Beginning Teacher’s Workplace Learning” and appointed some 1492 student teachers to government basic schools in New South Wales in Australia. Questionnaires were distributed to a sample of 387 schools. 220 and 245 usable data were received from student teachers and mentors respectively. One-way ANOVA and Multivariate Analysis of Variance indicated that student teacher mentorship programme had relevance on teacher education and found importance of mentoring on student teacher’s professional learning. Mixed method was used for the study which indicated an empirically significant evidence of the techniques in mentoring.

The practice of mentorship in teacher education has become an accepted tradition in teacher training. Researchers have explored the influence of mentorship on the professional behaviour of teachers. Simpson, Hastings and Hill (2007) conducted study on the professional benefits of mentoring with a research topic “I knew that she was watching me: the professional benefits of mentoring”. The study reported the benefits of teachers taking the role of mentorship in preservice teacher education. The study was a qualitative case study which investigated the impact of mentorship of student teachers in varying settings such as early childhood and primary education in the rural part of New South Wales, Australia. A purposive sample was used in selecting 14 co-operative teachers who were mentors for student teachers with different levels of education. The study noted that teachers found mentoring programme to be rewarding for professional and personal development, therefore indicating its relevance in teacher education.

Mentorship is an important tool used in the educational settings to bridge the transition from student teaching to professional teaching. To ascertain the relevance of mentorship as a means for transitioning student teachers to professional teachers Hellsten, Prytula, Ebanks and Lai (2009) conducted a study with the topic: “Teacher Induction: Exploring Beginning Teacher Mentorship”. Using a qualitative method, a purposive sampling procedure was utilised to select 12 student teachers from the University of Saskatchewan teacher education programme to participate in the study. Interview was conducted over the telephone to gather data. The findings give the indication that most of student teachers were content with the outcome of the mentorship programme which emphasizes the relevance of the programme.

Teachers need continuous training for professional development to keep up with the current and emerging teaching practice. Trainings and workshops for teacher’s development may be costly, however mentorship programmes among teachers can be cost effective. Hudson (2013) did a study with a topic: “Mentoring as Professional Development: Growth for Both Mentor and Mentee”. The study employed mixed method which included 101 student teachers who responded to a five-part Likert scale and 10 mentors responded to interview questions to ascertain professional development for mentors as they perform mentorship roles. The quantitative data analysis revealed that, while pedagogical knowledge was important and most mentors were knowledgeable, mentors were expected to examine and communicate teaching techniques. Also, it was found that mentoring improves professional growth in the areas of communication skills, problem solving and capacity building, and pedagogical expertise based on the qualitative data.

Providing mentorship to student teachers holds the perception that it has the propensity to retaining student teachers and bringing them up to speed on the professional practices required. To ascertain the perception of mentoring Andrews and Quinn (2005) conducted a study on the topic “The Effects of Mentoring on First-Year Teacher’s Perceptions of Support Received”. The qualitative study used about sixty thousand student teachers who were representative of first year students of a school district. The school district comprised 59 elementary, one special education, 11 middle and 13 high schools. Participants responded to questionnaires that addressed student teacher’s perception on the support services they received. The results showed that student teachers perceived the support received as significant.

Kwan and Francis (2005) explored the perception on mentoring on professional development with a study topic “Mentors’ perceptions of their roles in mentoring student teachers”. There is a general perception that mentoring student teachers is the medium through which student teachers are transitioned into professional teachers. Using a mixed method approach, the researchers explored the perception of mentors through a questionnaire and interview data. In all, 583 questionnaires were administered, however 259 questionnaires were returned. Given the findings of the study, teachers held the perception that mentoring is “provider of feedback” where pragmatic advices are given on student teachers strengths and weaknesses.

Gilles, Carrillo, Wang, Stegall and Bumgarner (2013) study which had a topic the connotes student teacher’s perception about mentors; “Working with My Mentor is Like Having a Second Brain, Hands, Feet, Eyes: Perceptions of Novice Teachers”. The study as the topic connotes was to find

out student teacher's (novice teachers) perception on mentoring programme and mentors. The study used a yearly induction programme to survey student teachers at their lowest point to find out their perception about the programme. Five years of survey which contained open ended questions on mentoring were examined and compared. Questionnaires were sent to all participants; however, the 264 responses were received. Qualitative approach using the grounded theory method was used for the study. The findings showed that student teachers had a positive feeling about their mentors and have the perception that mentors give emotional support, pedagogical support, collaborative support and advice.

Hairon, Loh, Lim, Govindani, Tan and Tay (2020) opined that mentoring of student teachers is inherently important. Hairon et al. (2020) in their study "Structured Mentoring: Principles for Effective Mentoring" explored student teacher's perception on structured mentoring and the principles that support it. Using a mixed method, the study quantitative analysis investigated student teacher's perception of the effectiveness of structured mentoring and qualitatively through focused group discussion, the research looked into the fundamentals of successful mentoring vs formal mentorship. The study found that four mentoring delivery modes, such as discussion, reflection, reading materials, and provision of feedback on observations made, as well as six mentoring components, such as attention, routine, discipline, momentum, space, and time positively influenced student teachers' knowledge of classroom management.

The empirical evidences reviewed indicated relevance of mentoring on the professional behaviour of student teachers. The areas that the various

studies found relevance are student teachers professional learning, professional and personal satisfaction and contentment student teachers find from the outcome of the teacher education mentoring programme.

Competencies Acquired by Student-Teachers after Mentoring

Mentoring can equip student-teachers with several competencies. In this section, literature on the extent to which student-teachers are equipped with these competencies are examined. Beutel and Spooner-Lane (2009) studied on the topic “Building Mentoring Capacities in Experienced Teachers” with the purpose of building professional behaviour of teachers through mentoring. In a qualitative study where 9 teachers (8 female with 10-30years of experience and a male teacher with 5 years’ worth of experience) were invited by the Deputy Principal of a secondary school in a rural town in Northern Queensland, Australia to participate in the mentoring programme in either formal or informal capacity. Over the duration of 6 months, qualitative data and follow up data were collected. It was found that the professional behaviour of teachers improved with respect to teacher’s relationship with teachers and other members in the school.

In a mixed method approach Hudson (2010) examined the influence of the professional development of mentors on student teachers on the topic: “Mentors Report on Their Own Mentoring Practices”. The study presented how mentors presented their reports on student teachers in mathematics and Science teaching sessions. The participants comprised 43 mathematics student teachers while that of Science was 29. The participants were members of schools around a university campus in Australia who received surveys to respond to. The surveys had postal address that participants were to post to

after responding to it. The results indicated that effective mentoring has the propensity for enhancing skills of student teachers.

Hudson and Sempowicz (2012) conducted an interpretive study on the topic “Mentoring Preservice Teachers’ Reflective Patterns towards Producing Teaching Outcomes” to examine the outcome of mentoring on student teacher’s professional development/behaviour. The study through reflective thinking method employed a mentoring-feedback framework to gather and analyse video, audio and observed data on two student teacher-teacher mentoring case studies over a four-week period. The study found improvements in student teacher’s personal attributes and their ability to logically reflect on their practices for continuous improvement.

Izadinia (2015) also explored the impact of mentoring on student teacher’s professional behaviour by studying the topic “A Closer Look at the Role of Mentor Teachers in Shaping Pre-service teachers Professional Identity”. The qualitative study had seven student teachers as participants. Participants responded to a semi-structured interviews and analysis were made of observations made of participants and reflective journals. The findings from the data analysed indicated that mentoring relationships with student teachers leads to positive and expected outcomes, i.e., improved professional behaviour. Moreover, the findings were reported as student teachers who received positive mentoring experienced improvement in their confidence, whereas student teachers who received partially negative mentoring recounted a decrease in experience, therefore observing no improvement in their professional behaviour.

The impact and importance of mentoring may come to individual student teachers, or a group of student-teachers in different ways. The different studies reviewed showed the expression of perception of student-teachers in diverse ways. The findings of the studies indicated student's perception of mentorship as support given and asserted that the support given are significantly important. They perceived the support services given in the areas of emotional support, pedagogical support, collaborative support and advice. Other group of student teachers also perceived mentorship as given feedback on their strength and weaknesses. It can be concluded that the perception of student teachers on mentoring is not a unitary concept.

Challenges Faced by Student-Teachers during Mentorship

The practice of student teacher mentorship education programme is gradually becoming a school-based practice where student teachers are required to teach as an avenue to learning the practice of teaching. Consequently, teacher-mentors are assigned to student-teachers to give them new and unique functioning in teaching. This process of guidance provided to teacher mentors to student mentors comes with some challenges. Fantilli and McDougal (2009) conducted a study on the topic "A study of Novice Teachers: Challenges and Supports in the First Year" to investigate the challenges that student teachers faced during the teaching practice period and the support that can be provided for them. The method employed for the study was a mixed method approach. Regarding the sample, 86 prospective teachers were surveyed and 5 teachers were sampled to partake in a case study. The study found challenges student teachers faced in the areas of administrative leadership, mentorship selection process.

Mentoring programmes has become an acceptable medium through which student teachers are transitioned to professional teachers because of its affordability as compared to other approaches. However, there are challenges faced by student teachers in this approach. Yendol-Hoppey, Jacobs and Dana (2009) conducted a study on the topic: “Critical Concepts of Mentoring in an Urban Context” to find out the challenge’s student teachers face in a high poverty urban school. The study was a 16-month qualitative investigation which sought to better understand mentorship in high-poverty urban schools in a large city in the Northeastern United States. The analysis led to the findings that student teachers faced challenges in the areas of student teacher’s survival, student teacher’s success, student teacher’s responsibilities and means to addressing grievances.

Dias-Lacy and Guirguis (2017) asserted that the first year of student teachers’ career determines the duration they will last in education considering the challenges they would be exposed to. This was based on their study. Dias-Lacy and Guirguis’ study on the topic “Challenges for New Teachers and Ways of Coping with them” sought to ascertain the challenges student teachers encountered during the period of teaching practice. Data were analysed through a grounded theory qualitative analysis. The sample comprised Spanish high school teachers from Chicago. The findings showed that student teachers may be faced with stress, lack of appropriate support, and feelings of unpreparedness to handle behavioural and academic issues of their students.

Barak and Wang (2020) conducted a study on the topic: “Teacher Mentoring in Service of Preservice Teachers’ Learning to Teach: Conceptual

Bases, Characteristics and Challenges for Teacher Education Reform”. This study employed a qualitative approach. Some approaches examined were personal mentoring approach, situated mentoring approach, core practice teacher learning approach. The study analyzed challenges associated to the approaches- personal growth mentoring; the concern was whether student teachers will have ample time to experiment with their own ideas for teaching, situated learning approach; whether students will be able to transfer the knowledge gained from a particular context to a different context, and core practice teacher mentoring approach; concerned with the generic nature of teaching practice and its transferability to different contexts may conflict with pedagogical knowledge content which presumes that teaching practice must be differentiated.

Boakye and Ampiah (2017) investigated the obstacles that five newly qualified teachers (NQTs) experienced in the teaching and learning environment, as well as how they dealt with them. At the Junior High School, they taught integrated science (JHS; ages 12-15 years). Observation, interviews, and content analysis were used to gather information. The study revealed that the NQTs encountered some major challenges including: “(a) lack of resources for teaching and learning, (b) time management, (c) their students’ inability to understand the lessons taught, and (d) student indiscipline”. All NQTs faced the problem of a lack of resources and a lack of topic understanding. They employed a variety of approaches to overcome their problems, including: (a) inventing equipment, (b) changing their teaching methods, and (c) consulting with parents. It was suggested that basic schools

be provided with equipment and supplies, as well as that preservice training provide potential teachers with skills to help them meet their obstacles.

Sarıçoban (2010) looked at the issues that student-teachers could face throughout their practicum. In all, 118 student-teachers took part in the study and completed a questionnaire. The lack of assistance in terms of resources and equipment (mostly audio-visual materials), other supplemental materials required, overcrowded classrooms, and seating arrangements all hampered the efficacy of instruction, according to the study. The lack of facilities in most schools affects the effectiveness with which student-teachers carry out the tasks expected of them (Lawal, 2012; Usman, Anupama & Parthy, 2014; Elina, 2016).

The fulfilling experience student teachers and mentors alike gain from mentoring programmes in education practice has been established in literature, however, there are existing challenges which have been evident in the various studies empirically reviewed. The results of the various studies showed challenges with mentoring spanning from administrative (administrative leadership, mentorship selection process), affective related challenges by student teachers (stress, lack of support, feelings of unpreparedness), challenges with classroom activities (autonomy in class, conflicting pedagogical knowledge) and student teachers wellbeing such as their survival. Moreover, most of the studies were conducted using the qualitative approach making the evidences found lack claim of statistical significance. However, Fantilli and McDougal (2009) employed the mixed method and it was not enough to make a claim of statistical significance.

Chapter Summary

This chapter was focused on the literature review. The review was done under three main sub-headings: theoretical review, conceptual review and empirical review. The various studies reviewed indicated different areas in the teachers' career that had improvement due to the impact of mentoring. Most of the studies were done outside Ghana and Africa, indicating a paucity of research in the subject area and a limitation on the generalizability. This makes it expedient for the subject matter to be explored in Ghana as well.



CHAPTER THREE

RESEARCH METHODS

Introduction

The main aim of this study was to examine the perceptions of student-teachers on the influence of mentoring on their professional behaviour. This chapter discusses the methodology and dealt with the research design, study area, population, sample and sampling procedure, data collection instrument, data collection procedure and the data analysis procedure.

Research Design

Descriptive survey research design was used in this study. Descriptive research design is “a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way” (Shuttleworth, 2008). It includes the gathering of data so as to respond to the research questions concerned with the present state of a particular theme of the study. In this study, the mentorship has already gone on and the researcher seeks to examine certain aspects of the mentorship programme.

Descriptive survey research design is seen as having some advantages because it helps bring about a number of responses from a variety of people (Sokpe, Ahiatrogah, & Kpeglo, 2011). Again, descriptive research helps to clearly show an image of a situation as it generally occurs (Burns & Grove, 2003). The design was seen to be appropriate for the study because it will help show clearly how mentorship influences the professional behaviour of student-teachers from the viewpoint of the student-teachers.

In terms of disadvantages, descriptive survey research design has been seen as shallow and as such cannot be suitable for investigating personal, intimate and affective issues which participants may feel the need to withhold some necessary information (Fraenkel & Wallen, 2000). However, in this study, the subject matter was not personal, emotional and intimate and so the

study was not limited by the use of the design. Also, Kelley, Clark, Brown and Sitzia (2003) argued that descriptive research design may be limited if the focus of the study becomes the range or coverage and not the depth of the data. This means that quality and depth of data may be lost when the research is solely focused on quantity of data. In this study, the researcher ensured that the instrument covers the depth of the objectives of the study so that the data obtained did not lack depth but was sufficient.

Population

Population is the total number of “cases that meet a set of criteria”. The population covered the student-teachers from Foso College of Education who had taken part of the mentorship programme and teacher-mentors in the various schools where mentorship had been carried out. Specifically, the population of student-teachers was 390 while the population of teacher-mentors was 195. The Fosu College of Education teachers were selected as they were the pioneer and oldest school running the mentorship program which makes it very effective in assessment of their end product.

Sample

A sample in research has been viewed by Ofori and Dampson (2011) as the segment or part of the population that is selected for a study. The sample was chosen based on the sample size table of Gill, Johnson and Clark (2010). A sample of 200 student-teachers and 130 teacher-mentors was adopted for the study. Simple random sampling procedure was chosen for the study. Simple random sampling gives the possibility for each individual member of a population to have an equal chance of being sampled (Gravetter & Forzano, 2009).

Sample Size Determination

The sample of a study is a section of the population that is drawn to make inference or projections to the general population.

The sample size for the student teachers was calculated using the Cochran's formula as shown below;

$$n = \frac{Z^2 \times p(1 - p)}{e^2}$$

Where,

n = sample size (Cochran, 1977)

Z = the z-score that corresponds with 95% confidence interval which is 1.96

p = p value [student teachers and perceptions and expectations of a mentoring relationship, 87.0% (Izadinia (2016))]

e = Margin of error will be set at 5% (0.05)

therefore, using the formular

$$n = \frac{1.96^2 \times (0.87)(1-0.87)}{0.05^2} = 173.79$$

A non-response rate of 15 % was applied.

15% of 174 = 26

Hence a total of 200 student teachers were used.

For the mentoring teachers,

The sample size for the mentoring teachers was calculated using the Cochran's formula as shown below;

$$n = \frac{Z^2 \times p(1 - p)}{e^2}$$

Where,

n = sample size (Cochran, 1977)

Z = the z-score that corresponds with 95% confidence interval which is 1.96

p = p value [mentor teachers' perceptions and expectations of a mentoring relationship, 87.0% (Izadinia (2016))]

e = Margin of error will be set at 5% (0.05)

therefore, using the formular

$$n = \frac{1.96^2 \times (0.92)(1-0.92)}{0.05^2} = 113.09$$

A non-response rate of 15 % was applied.

15% of 113 = 17

Hence a total of 130 mentoring teachers were used.

Sampling Procedure

Simple random sampling also allows selection of samples without bias and is representative of the whole population. There is also the “probability of a member of the population being selected is unaffected by the selection of other members of the population”. This procedure is therefore advantageous since it helped in ensuring that the sample distribution was without bias.

Data Collection Instrument

A questionnaire was utilized in the collection the data for the study. Questionnaires contain a series of statements and questions that seek to gather information from a group of respondents towards some specific objectives. The section of the questionnaire on goals and roles of mentoring was adapted from the instrument of Gule, Farinde and Ngcamphalala (2019) while the section of the questionnaire on the challenges adapted from Yarkwah, Arthur and Takramah (2020). Overall, two sets of questionnaires were used for the

study, one each for student-teachers and teacher-mentors. The questionnaires were adapted from these sources as they cover the scope of the research questions of the current study.

The questionnaire for the student-teachers had four main sections. Section A consisted of three items that sought for the demographic data of the participants. Section B had 14 items which sought for information on the achievement of mentoring goals. Further, the section C of the questionnaire had 12 items which covered the factors that influence student-teachers' attitude towards teaching. The final section (D) covered the challenges that student-teachers faced during the mentorship programme and comprised 13 items.

The questionnaire for the teacher-mentors had two main sections. Section A consisted of two items that sought for the demographic data of the participants. Section B had 10 items which sought for information on the roles of mentors. The questionnaires were scored on a four-point Likert-type scale including Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4).

Questionnaires are advantageous in research because of several reasons. These include the advantage of being affordable since it is the cheapest approach to data collection as well as ensuring anonymity and increasing the chances that the research would receive honest responses (Wolhuter, Van der Merwe, Vermeulen, & Vos, 2003). Questionnaires also provide the benefit of an efficient means by which we can obtain statistically quantifiable data. Even though, questionnaires have the limitation of not being appropriate of people who cannot read and write, this study will not be

affected by such limitation. This is because employees of the bank are all educated and as such can read and write.

Validity

The validity of the questionnaires was established. Validity is the extent to which an instrument covers what it was meant to measure. Specifically, the content validity of the questionnaires was established. Content validity describes the degree to which the content of a questionnaire accurately and adequately measures what the instrument was intended to measure. In this study, the content validity of the questionnaire was established by the researcher's supervisors who vetted the questionnaires and approved them before its administration.

Reliability

The consistency of an instrument in measuring what it is designed to examine throughout time is referred to as reliability. After pre-testing the instrument, the dependability was determined. The Cronbach alpha coefficient number represents the instrument's level of dependability (internal consistency). The instrument was pre-tested using 50 student-teachers from Ola College of Education in the Cape Coast Metropolis as well 30 teacher-mentors. The reliability co-efficient found from the pre-test was 0.85 for the student-teachers and 0.82 for the teacher mentors. These values give the indication that the instruments were reliable enough for the study.

Data Collection Procedure

The researcher obtained an ethical clearance from the College of Education Studies Ethical Review Board. After this, an introductory letter was obtained from the Department of Education and Psychology in the University

of Cape Coast. The questionnaire was administered by the researcher himself with support from three assistants. These assistants were college master's students and so they were given some brief training on the nature of the study and the need to adhere to all ethical issues during the data collection. On each day of data collection, the consent of the respondents was sought. After this, the nature and reason for the study was explained to them and an opportunity given them for them to ask any question and also seek clarity.

For the student-teachers, the data were collected from them when they were assembled in one place. All the questionnaires were retrieved from the respondents after they had responded to them on the same day. This helped obtain 100% return rate. For the teacher-mentors, the questionnaire was administered to them in their various schools. In each situation, the researcher and the assistants waited until the teachers had responded to the questionnaires. This also brought about 100% return rate.

Ethical Considerations

Adherence was given to ethical issues such as anonymity, autonomy, confidentiality and avoiding plagiarism. Anonymity involves "ensuring that the identity of respondents in the study is kept secret and secured". In ensuring this, the identities of the respondents were not required on the questionnaire. Again, autonomy involves making sure that respondents are not forced to partake in the study but voluntarily decide to be part of the study. In doing this, individuals were given a choice to partake or not in the study.

In confidentiality, the information that was obtained from the respondents were not used for public consumption without the consent of the respondents. The information were used only for academic purposes for which

they were intended. To ensure that there was no plagiarism, authors of information used in the study were acknowledged and duly cited in the reference section using the APA style of referencing. Paraphrasing was also used to ensure that no information was quoted verbatim without citation.

Data Processing and Analysis

Statistical Package for Service Solution (SPSS) version 22 was used to analyse the data using descriptive statistics. The demographic data of the respondents were analyzed using frequencies and percentages. For the questions 1, 2, 3, and 4, means and standard deviations were utilized to analyze the data with a confidence interval 0.05. The use of mean and standard deviation to produce single values for comparison was beneficial. In this case, interpretations were based on the mean and standard deviation values. The results were presented in tables and interpreted. Discussion was done in relation to previous literature which were presented in tables and frequencies.

Chapter Summary

The methods employed for the study were presented in this section. The investigation was conducted using a descriptive survey approach. The research was carried out at the Assin North Municipal Assembly in Ghana's Central Region. Simple random selection was used to choose a sample of 200 student-teachers and 130 teacher-mentors for the study. The data gathering device was modified. After the pilot test, the questionnaire's reliability and validity were determined. The study will take into account ethical problems such as informed consent, autonomy, secrecy, and anonymity. The data was analyzed using the Statistical Package for Service Solution (SPSS) version 22 software to provide a descriptive report.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The purpose of this study was to investigate the perceived influence of mentoring programme on the professional behaviour of student-teachers in the Assin North Municipality. This chapter presents the results and discussion of the study.

Background Information of Student-Teachers

In this section, the background information of the student-teachers are presented. The gender, age and programme of study of the respondents are presented as part of the background information. The results of the analysis are shown in Table 1.

Table 1: Background Data of Student-Teachers N=200

Item	Frequency (F)	Percentage (%)
Gender		
Male	112	56.0
Female	88	44.0
Age		
18-20 years	7	3.5
21-25 years	134	67.0
Above 25 years	59	29.5

Source: Field Survey (2021)

It is shown in Table 1 that more than half of the respondents (112, 56%) were males while 88(44%) were females. This means that the study had more male student-teachers than females. This aligns with the population details of students in Colleges of Education in Ghana. In most of the Colleges of Education, mixed-sex colleges, there are more male students than female students. Also, it can be seen in Table 1 that, majority of the student-teachers (134, 67%) were within the ages of 21 to 25 years. The rest of the respondents were either above 25 years of age (59, 29.5%) or 18 to 20 years of age (7,

3.5%). Since the student-teachers in the study were about completing their course of study, it did not come as a surprise that most of them were older.

The background characteristics of the mentors are presented in Table 2.

Table 2: Background Information of Mentors **N=130**

Item	Frequency (F)	Percentage (%)
Gender		
Male	76	58.5
Female	54	41.5
Age		
25 years and below	17	13.1
26-40 years	59	41.5
41-60 years	54	45.4

Source: Field Survey (2021)

It can be seen that 58.5% of the respondents were males while 41.5% were females. This means that there were more male mentors than female mentors. In the schools where the student-teachers had their mentoring programme, most of the teachers were males. Therefore, having more male mentors in the study does not come as a surprise. Also, it is shown in Table 2 that most of the respondents were aged 41 to 50 years (45.4%) and 26 to 40 years (41.5%). Only a 17 respondents representing 13.1% were aged 25 years and below.

Answers to Research Questions

Research Question 1: What are the factors which influence the attitude of student-teachers towards teaching in the Assin North Municipality?

This research question aimed at finding out the factors which influence the attitude of student-teachers towards teaching in the Assin North Municipality. The student-teachers were asked to indicate which factors influenced their attitudes toward teaching. Data were analysed using mean and standard deviation. Using a scale of “Strongly Disagree=1”, “Disagree=2”, “Agree=3” and “Strongly Agree=4”, a cut-off of 2.5 was set. This means that, mean scores of 2.5 and above were deemed to be high while mean scores below 2.5 were deemed to be low. A higher mean implies that the respondents agreed with the specific factor influencing their attitudes towards teaching. The results are presented in Table 3.

Table 3: Factors Influencing Attitude towards Teaching

Statement	Mean	SD
The type of school in which I had my mentoring	3.29	0.90
The nature of supervision provided by my mentor	3.35	0.73
The nature of supervision from college tutors	3.32	0.83
The behaviour of pupils I handled during my internship	3.39	0.66
The personable attributes of the mentor	3.34	0.76
The nature of the relationship with my mentor	3.16	0.72
Support from the school administration during mentoring	3.13	0.83
The influence of my peers	2.84	0.93
The nature of the school environment	3.35	0.68
Perceptions of support for professional learning	3.31	0.62
Perceptions of benefit from the teaching profession	3.29	0.72
General interest in the teaching profession	3.49	0.74

Source: Field Survey (2021)

SD=Standard Deviation

Table 3 shows that several factors influenced the attitude of student-teachers towards teaching. The student-teachers were of the view that general interest in the teaching profession influenced their attitude towards the

teaching profession. Also, it was shown by the respondents that the behaviour of pupils they handled during their internship influenced their attitude towards teaching ($M=3.39$, $SD=0.66$).

Aside these, the nature of the school environment ($M=3.35$, $SD=0.68$) and the nature of supervision provided by mentor ($M=3.35$, $SD=0.76$) were both found to influence the attitude of the student-teachers towards teaching. The personable attributes of the mentor ($M=3.34$, $SD=0.76$) and the nature of supervision from college tutors ($M=3.32$, $SD=0.83$) also influenced the attitude of the student-teachers towards teaching. From the results in Table 3, it can be realised that general interest in teaching, behaviour of pupils, nature of supervision by mentor, personal attributes of mentors and nature of supervision from college tutors influenced the attitude of student-teachers towards teaching.

Research Question 2: What are the roles of mentors in shaping the professional behaviour of student-teachers in the Assin North Municipality?

This research question sought to bring to light the roles of mentors in shaping the professional behaviour of student-teachers in the Assin North Municipality. The mentors in the study were asked to indicate the roles of mentoring in shaping the professional behaviour of student-teachers. Data were analysed using mean and standard deviation. Using a scale of “Strongly Disagree=1”, “Disagree=2”, “Agree=3” and “Strongly Agree=4”, a cut-off of 2.5 was set. This means that, mean scores of 2.5 and above were deemed to be high while mean scores below 2.5 were deemed to be low. A higher mean implies that the respondents were in agreement with the statement. The results are presented in Table 4.

Table 4: Roles of Mentors in Shaping Professional Behaviour of Student-Teachers

Statement	Mean	SD
Mentoring provides collaboration between mentors and student-teachers	3.66	0.54
Mentoring helps student-teachers unearth potentials in teaching	3.65	0.57
Mentors act as role-models for student-teachers	3.63	0.57
Mentors act as friends for the discussion of classroom concerns	3.19	0.67
Mentors act as counsellors for student-teachers	3.36	0.83
Mentoring focuses on improving the teaching abilities of student-teachers	3.62	0.57
Mentors provide opportunities for self-reflection of student-teachers teaching	3.44	0.65
Mentoring afford student-teachers opportunities to discuss classroom management strategies	3.33	0.69
Mentors provide regular feedback to student-teachers about their teaching	3.47	0.82
Mentors provide student-teachers the amount of help they need for their teaching	3.68	0.59

Source: Field Survey (2021) *SD=Standard Deviation*

Table 4 shows that mentors provide student-teachers the help they need for their teaching ($M=3.68$, $SD=0.59$). Mentoring was also shown to provide collaboration between mentors and student-teachers ($M=3.66$, $SD=0.54$). This means that mentors play the role of collaborators. Also, Table 4 shows that mentoring helps student-teachers unearth potentials in teaching ($M=3.65$, $SD=0.57$). Thus, mentors play the role of helping to unearth potentials in teaching among student-teachers.

In addition, the respondents indicated that mentors act as role-models for student-teachers ($M=3.63$, $SD=0.57$) and help improve the teaching abilities of student-teachers ($M=3.62$, $SD=0.57$). The results in Table 4 show clearly that mentors provide help for student-teachers in teaching, collaborate with student-teachers in their teaching, help unearth potentials in teaching, act as role-models for student-teachers, and help improve teaching abilities of student-teachers. Other roles may include providing regular feedback to student-teachers about their teaching and providing opportunities for self-reflection.

Research Question 3: What are the competencies that student-teachers acquire through the mentoring programme in the Assin North Municipality?

This research question sought to find out the extent to which the goals of student-teacher mentoring are achieved in the Assin North Municipality. The student-teachers or mentees were asked to indicate in which ways mentoring has helped them by indicating their agreement to specific statements. Data were analysed using mean and standard deviation. Using a scale of “Strongly Disagree=1”, “Disagree=2”, “Agree=3” and “Strongly Agree=4”, a cut-off of 2.5 was set. This means that, mean scores of 2.5 and above were deemed to be high while mean scores below 2.5 were deemed to be low. A higher mean implies that the said goal was achieved. The results are presented in Table 5.

Table 5: Competencies acquired through Mentoring

Statement	Mean	SD
Mentoring has helped to:		
overcome shyness when speaking in public	3.75	0.43
develop the habit of regularly being at school and on time	3.71	0.46
gain appropriate skills of effectively planning and preparing lessons	3.58	0.52
acquire knowledge on good professional conduct	3.56	0.52
get the opportunity to put theories into practice	3.34	0.69
develop desirable professional interest, attitudes and ideas relative to the teaching profession	3.24	0.70
acquire skills of selecting appropriate teaching aids for my lessons	3.49	0.73
improve my knowledge on assessment of student learning	3.40	0.73
get the opportunity to develop an appropriate teacher-student relationship	3.27	0.77
develop skills in the use of fundamental procedures, techniques and methods of teaching	3.15	0.75
learn appropriate classroom management skills	3.26	0.78
develop communication skills with other teachers at school	3.51	0.74
gain the knowledge of using positive discipline to encourage student learning	3.35	0.75
develop communication skills with students' parents	3.21	0.69

Source: Field Survey (2021)

SD=Standard Deviation

Table 5 shows that mentoring has helped the student-teachers to overcome shyness when speaking in public ($M=3.75$, $SD=0.43$). Also, mentoring has helped the student-teachers to develop the habit of regularly being at school and on time ($M=3.71$, $SD=0.46$). The respondents also indicated mentoring has helped them gain appropriate skills of effectively planning and preparing lessons ($M=3.58$, $SD=0.52$) and has helped them to

acquire knowledge on good professional conduct ($M=3.56$, $SD=0.52$). The results revealed also that mentoring helped student-teachers develop communication skills with other teachers at school ($M=3.51$, $SD=0.74$). The student-teachers also acquired skills of selecting appropriate teaching aids for their lessons during the mentoring period ($M=3.49$, $SD=0.73$).

From the results in Table 5, it can be seen that for most of the student-teachers, mentoring helped them overcome shyness when speaking in public, develop the habit of regularly being at school and on time, gain appropriate skills of effectively planning and preparing lessons, acquire knowledge on good professional conduct, develop communication skills and acquire skills on selecting appropriate teaching aids.

Research Question 4: What are the challenges of the student-teacher mentoring programme in the Assin North Municipality?

This research question aimed at finding out the challenges of the student-teacher mentoring programme in the Assin North Municipality. The student-teachers were asked to indicate the challenges they faced during their mentoring programme. Data were analysed using mean and standard deviation. Using a scale of “Strongly Disagree=1”, “Disagree=2”, “Agree=3” and “Strongly Agree=4”, a cut-off of 2.5 was set. This means that, mean scores of 2.5 and above were deemed to be high while mean scores below 2.5 were deemed to be low. A higher mean implies that the respondents were in agreement with the statement as being a challenge. The results are presented in Table 6.

Table 6: Challenges of Mentoring

Statement	Mean	SD
Rules and regulations of the schools were cumbersome for me to follow	2.02	0.87
I had difficulty getting transportation to my school of practice.	2.03	0.83
There was congestion in the class I was assigned to teach.	2.64	1.12
There was poor ventilation in the classroom	2.52	1.05
Inadequate teaching and learning facilities in the school such as labs, ICT center etc.	2.68	1.19
The school authorities were not concerned with my overall teaching practice success.	1.78	0.98
There was lack of cooperation from students.	1.89	0.83
The periods allocated for teaching my lessons were inadequate for me.	2.07	0.93
I had difficulty in individualizing instructions, i.e providing activities to meet the needs of slow, average and fast learners.	2.58	0.83
I had difficulty maintaining the interest of learners throughout the lesson.	1.94	0.86
I found the presence of supervisors intimidating	2.58	0.82
I had difficulty reading the hand writing of my supervisors.	1.98	0.95
I encountered situation of conflicting comments by the supervisors.	2.05	0.97
Source: Field Survey (2021)	<i>SD=Standard Deviation</i>	

Table 6 reveals the different challenges which were encountered by the student-teachers during their mentoring programme. Inadequate teaching and learning facilities in the school such as labs, ICT center etc. was found to be a major challenge by the respondents ($M=2.68$, $SD=1.19$). The student-teachers also were of the view that there was congestion in the class they were assigned

to teach ($M=2.64$, $SD=1.12$). The student-teachers also found the presence of supervisors intimidating ($M=2.58$, $SD=0.82$) and had difficulty in individualizing instructions, i.e. providing activities to meet the needs of slow, average and fast learners ($M=2.58$, $SD=0.83$). Aside these, the respondents revealed that there was poor ventilation in the classrooms they taught in ($M=2.58$, $SD=0.83$).

From the results, it is clear that varied challenges were encountered by the student-teachers during their mentorship programme. These challenges included inadequacy of learning facilities, congestion in classes, the intimidating presence of supervisors, difficulty individualizing instructions and poor ventilation in classrooms.

Discussion

Factors which Influence the Attitude of Student-Teachers towards Teaching

The study revealed that general interest in teaching, behaviour of pupils, nature of supervision by mentor, personal attributes of mentors and nature of supervision from college tutors influenced the attitude of student-teachers towards teaching. For student-teachers to decide to enter teaching there should be a general interest in teaching. The interest is what will sustain them to continue teaching when situations get tough along the way. Also, the behaviour of pupils during the period of teaching practice can determine to a large extent the attitude of student-teachers to pursue a career in teaching. During the mentorship, nature of the supervision from college tutors and the supervision by mentors also shape the attitude of student-teachers towards the teaching profession. This is because some mentors can be encouraging and

supportive while others may be intimidating and condescending. This can affect the attitude of the student-teachers towards teaching.

The findings support the findings of Omolara and Adebukola (2015) who investigated teachers' attitudes towards teaching in schools. The study was descriptive and data were gathered using questionnaire. They found that interest in teaching was a major factor which influenced the attitude of student-teachers towards the teaching profession. Also, Omolara and Adebukola revealed that the nature and kind of supervision that student-teachers receive and the behaviours of pupils been taught can affect their attitude towards teaching. Interest is important because when teachers do not enjoy being a teacher, they may not do it with all effectiveness. Supervision is a program for improving classroom work by direct visitation and observation, which allows teachers to improve their talents and help pupils perform better (Sergiovanni & Starrat, 2002). If this factor is taken into account, instructors' opinions about the teaching profession will alter.

The current study's conclusions are also consistent with those of Krecie and Grmek (2005), who looked into why students at Maribor's Faculty of Education opted to become teachers. The study comprised a total of 237 second-year students from the school year 2003/04. They revealed mainly that interest in teaching was a major factor which influenced the attitude of student-teachers towards choosing to pursue the teaching profession. Odike and Nnaekwe (2018) explored the influence of some teachers' attitudes towards teaching profession and revealed that interest mainly influenced the attitude of people to choose to enter the teaching profession.

The findings of the current study are aligned with the findings of other previous studies. The similarities among the findings give the indication that for student-teachers engaging in mentorship or teaching practice, similar reasons motivate them to choose to pursue the teaching profession.

Roles of Mentors in Shaping the Professional Behaviour of Student-Teachers

The study found that mentors provide help for student-teachers in teaching, collaborate with student-teachers in their teaching, help unearth potentials in teaching, act as role-models for student-teachers, and help improve teaching abilities of student-teachers. Other roles may include providing regular feedback to student-teachers about their teaching and providing opportunities for self-reflection. These were the major roles played by mentors in shaping the professional behaviour of student-teachers.

The work of mentors during teaching practice is mainly to collaborate and assist student-teachers develop and practice what they have been taught from the Colleges. This means that mentors play very crucial roles in the practices of student-teachers. Aside the assistance given to the student-teachers, mentors provide feedback to student-teachers which help them in self-reflection. A student may know all the theoretical aspect of how to teach but will require practical on-the-field experience to be able to self-reflect and know whether his or her teaching is up to standard.

The findings support the findings of several previous studies. For instance, in ascertaining the relevance of mentoring on student teachers, Carter and Francis (2001) revealed that student teacher mentorship programme had relevance on teacher education and found importance of mentoring on student

teacher's professional learning. Similarly, Gilles, Carrillo, Wang, Stegall and Bumgarner (2013) also revealed that student-teachers have a positive feeling about their mentors and have the perception that mentors give emotional support, pedagogical support, collaborative support and advice.

In addition, the findings support the findings of Kwan and Francis (2005) explored the impact of mentoring on professional development and found that through mentoring, student teachers are transitioned into professional teachers. Hairon, Loh, Lim, Govindani, Tan and Tay (2020) also explored student teacher's perception on structured mentoring and the principles that support it. The findings of the study indicated that mentors engage student-teachers in discussions, reflections, and provision of feedback on lesson observations.

Theoretically, the Collaborative Reflection Theory is supported by the findings of the current study. The theory is based on the assumption that through continuous reflection teachers are able to learn from their own teaching experience (Dewey, 1933; Schon, 1983) and the formal knowledge they have acquired through the sharing of information among each other (Buysse, Sparkman, & Wesley, 2003). Learning to teach becomes a more exploratory activity shaped in and through experience rather than a transmission model as a result of this practice tradition. During the school-based mentorship programme, student teachers are not expected to only observe but are assigned to teaching activities and other classroom management duties. The role of the mentor is to guide the student teacher in the improvement of the professional behaviour with respect to these duties. The application of the collaborative reflective theory provides the avenue for

mentors to make impact on the professional development of their mentees (student teachers).

The Social constructivism theory is also supported by the findings of the current study. Social constructivism emphasizes collaboration (Beck & Kosnik, 2006). The institution of teaching practice also helps the student-teachers to develop a professional view of teaching as they engage in the learning to teach process. By focusing on such interactions and their personal attributes as the focus of analysis, it is believed the study would be able to explore the overall influence of the mentoring programme on the professional growth of student-teachers.

Finally, the study's findings support Padua's mentor teacher approach. Mentor instructors, according to Padua (2003), are typically seasoned, have a solid grasp of a given topic area, and know how to develop others' potential. Mentors assist classroom teachers and student-teachers in refining existing instructional strategies, introducing new strategies and concepts, engaging teachers in conversations about their teaching, and providing overall support, taking into account the fact that each teacher will have different needs, according to Padua.

Competencies Acquired through Mentoring

The study found that for most of the student-teachers, mentoring helped them overcome shyness when speaking in public, develop the habit of regularly being at school and on time, gain appropriate skills of effectively planning and preparing lessons, acquire knowledge on good professional conduct, develop communication skills and acquire skills on selecting appropriate teaching aids.

During the period of mentorship, student-teachers engage in teaching and this developed their ability to talk in public. The more the student-teachers taught and spoke in public they were able to overcome any attitude of shyness and improve their communication skills. Aside these personal growth and development, the student-teachers also gained the skills needed in planning and preparing for lessons as they also become experts in the selection of the appropriate materials and resources for teaching and learning that can enhance teaching and learning.

The findings confirm the findings of Beutel and Spooner-Lane (2009) on the topic “Building Mentoring Capacities in Experienced Teachers”. Beutel and Spooner-Lane found that the professional behaviour of teachers improved with respect to teacher’s relationship with teachers and other members in the school and their overall disposition in the school environment. In a mixed method approach Hudson (2010) examined the influence mentors have on the development of student-teachers’ professional skills in Australia and revealed that effective mentoring has the propensity for enhancing skills of student teachers.

In a similar vein, Hudson and Sempowicz (2012) explored the outcome of mentoring on student teacher’s professional development/behaviour. They found improvements in student teacher’s personal attributes and their ability to critically reflect on their practices for continuous improvement. Some of the personal attributes which improved were their communication skills and ability to speak in public. These were confirmed in the current study.

In addition, Izadinia (2015) also explored the impact of mentoring on student teacher’s professional behaviour. The findings from the data analysed

indicated that mentoring relationships with student teachers led to positive and expected outcomes like improved professional behaviour. Izadinia revealed further that, student-teachers who received positive mentoring experienced improvement in their confidence, whereas student teachers who received partially negative mentoring recounted a decrease in experience, therefore observing no improvement in their professional behaviour.

It has become clear and evident that when the goals of mentoring are achieved, student-teachers benefit greatly in terms of their personal and professional attributes. Andrews and Quinn (2005) conducted a study on the topic “The Effects of Mentoring on First-Year Teacher’s Perceptions of Support Received”. The results showed that student teachers perceived the support received as significant and as such got equipped with the capacity to become better teachers.

To ascertain the relevance of mentorship as a means for transitioning student teachers to professional teachers Hellsten, Prytula, Ebanks and Lai (2009) studied student teachers from the University of Saskatchewan. The findings of the study indicated most of the student teachers were content with the outcome of the mentorship programme which emphasizes the relevance of the programme. Simpson, Hastings and Hill (2007) also found that teachers acclaim that mentoring programme sharpens not only their professional capabilities but also their personality, therefore indicating its relevance on teacher education.

Hudson (2013) did a study with a topic, “Mentoring as Professional Development: Growth for Both Mentor and Mentee”. The outcome of the study depicted that mentoring enhances professionalism touching on areas of

communication, problem solving and capacity building in leaders and improving pedagogical knowledge. From the forgoing discussion, it has become clear that when the goals of mentoring are achieved, student-teachers improve their communication, their professional conduct, their preparation for lessons and their overall teaching approach. These have been evident in the findings of the current inquiry and that of existing reviews mentioned.

Challenges of the Student-Teacher Mentoring Programme

Finally, the study showed that varied challenges were encountered by the student-teachers during their mentorship programme. These challenges included inadequacy of learning facilities, congestion in classes, intimidating presence of supervisors, difficulty individualizing instructions and poor ventilation in classrooms. In most of the basic schools where the student-teachers were taking part in the mentoring programme, there was high inadequacy of facilities. Most of the schools are located in hinterlands and rural areas and as such facilities and resources needed to aid teaching and learning are not available. This was a major challenge for the student-teachers

Also, the working environment where most of the student-teachers were teaching, there was always congestion of pupils in the classroom and as such ventilation was also a problem in the classes. Aside these infrastructural challenges, the student-teachers had challenges in individualizing lessons for learners and coping with the presence of supervisors during teaching. Teaching while knowing that there is a supervisor monitoring and marking you can sometimes be stressful and uncomfortable and this presented a challenge to the student-teachers.

The findings are in line with the findings of some studies conducted in the past. For instance, Fantilli and McDougal (2009) conducted a study to investigate the challenges that student teachers face during the teaching practice period and the support that can be provided for them. The study found challenges student teachers faced in the areas of administrative leadership and mentors' attitudes and nature of supervision.

In a similar vein, Yendol-Hoppey, Jacobs and Dana (2009) conducted a study on the topic Critical Concepts of Mentoring in an Urban Context to find out the challenges student teachers face in a high poverty urban school. They revealed that student-teachers faced challenges in the areas of supervision, nature of the school environment and the infrastructure available in the schools. Dias-Lacy and Guirguis' (2017) also explored the challenges Spanish student-teachers face during the period of teaching practice. The findings of the study indicated that student-teachers may be faced with lack of appropriate support, and feelings of unpreparedness to handle behavioural and academic issues of their students.

The findings of several other studies have been confirmed in this study. For instance, Boakye and Ampiah (2017) investigated the obstacles that five recently qualified teachers (NQTs) experienced in the teaching and learning environment, as well as how they dealt with them. At the Junior High School, the professors taught integrated science (JHS; ages 12-15 years). Observation, interviews, and content analysis were used to gather information. The study revealed that the NQTs faced the following challenges among others: (a) lack of resources for teaching and learning, (b) time management, (c) their

students' inability to understand the lessons taught, and (d) student indiscipline.

Sarıçoban (2010) looked at the issues that student-teachers could face throughout their practicum. A total of 118 student-teachers participated in the study and completed a questionnaire. The lack of assistance in terms of resources and equipment (mostly audio-visual materials), other supplemental materials required, overcrowded classrooms, and seating arrangements all hampered the efficacy of instruction, according to the study. The lack of facilities in most schools affects the effectiveness with which student-teachers carry out the tasks expected of them (Lawal, 2012; Usman, Anupama & Parthy, 2014; Elina, 2016).

The results of the current study are similar to all the previous studies highlighted. The similarity could mean that generally the same challenges cut across different schools where student-teachers carry out teaching practice.

Chapter Summary

This chapter focused on the results and discussion of the study. Specifically, four research questions were answered in this chapter. The results showed that mentoring helped student-teachers develop communication skills and public speaking skills while at the same time helping them to overcome shyness during teaching. In terms of the roles of mentors, it was realized that mentors acted as collaborators and role-models and assisted student-teachers to improve on their teaching skills. Factors which were identified to be influential in the attitude of student-teachers towards the teaching profession included interest in teaching, nature of supervision and behaviour of learners. Finally, the study identified lack of learning facilities, congestion in

classrooms and difficulty individualizing instructions as some of the challenges that the student-teachers faced during the mentorship programme.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The previous chapter presented the results and discussion of the inquiry. This section gives an overview of the study; presenting the summary, conclusions and recommendations of the study. This also includes suggestions for further research.

Summary of Study

The main objective of this study was to investigate the perceived influence of mentoring programme on the professional behaviour of student-teachers in the Assin North Municipality. Four research questions were answered in the study:

1. What are the factors which influence the attitude of student-teachers towards teaching in the Assin North Municipality?
2. What are the roles of mentors in shaping the professional behaviour of student-teachers in the Assin North Municipality?
3. What are the competencies that student-teachers acquire through the mentoring programme in the Assin North Municipality?
4. What are the challenges of the student-teacher mentoring programme in the Assin North Municipality?

There was a review of literature relating to the study. Theoretically, Social Constructivism and Collaborative Reflection theory were reviewed. Concepts relating to mentoring were also discussed. Previous empirical studies were also reviewed. It was realized that the extent of mentoring relationships assumes a significant position in professional training of teachers. The various studies reviewed indicated different areas in the teachers' career that had improvement due to the impact of mentoring. Most of the studies were done outside Ghana and Africa, indicating a paucity of research in the subject area and a limitation on the generalizability. This made it expedient for the subject matter to be explored in Ghana as well.

The descriptive survey design was adopted for the study. The study was conducted in the Assin North Municipal Assembly in the Central Region of Ghana. A sample of 200 student-teachers and 130 teacher-mentors were selected for the study through the simple random sampling. The data gathering device was modified. After the pilot test, the questionnaire's reliability and validity were determined. The study will take into account ethical problems such as informed consent, autonomy, secrecy, and anonymity. The data was analyzed using the Statistical Package for Service Solution (SPSS) version 22 software to provide a descriptive report.

Major Findings

The study found that for most of the student-teachers, mentoring helped them overcome shyness when speaking in public, develop the habit of regularly being at school and on time, gain appropriate skills of effectively planning and preparing lessons, acquire knowledge on good professional

conduct, develop communication skills and acquire skills on selecting appropriate teaching aids.

The study found that mentors provide help for student-teachers in teaching, collaborate with student-teachers in their teaching, help unearth potentials in teaching, act as role-models for student-teachers, and help improve teaching abilities of student-teachers. Other roles may include providing regular feedback to student-teachers about their teaching and providing opportunities for self-reflection. These were the major roles played by mentors in shaping the professional behaviour of student-teachers.

The study revealed that general interest in teaching, behaviour of pupils, nature of supervision by mentor, personal attributes of mentors and nature of supervision from college tutors influenced the attitude of student-teachers towards teaching.

Finally, the study showed that varied challenges were encountered by the student-teachers during their mentorship programme. These challenges included inadequacy of learning facilities, congestion in classes, intimidating presence of supervisors, difficulty individualizing instructions and poor ventilation in classrooms.

Conclusions

Dependent on the discoveries of the study, some conclusions are drawn. Firstly, it was concluded that student-teachers were equipped and developed several capacities after the mentorship. Specifically, mentoring equipped the student-teachers in terms of their ability to speak and communicate publicly while at the same time developing competencies in terms of the teaching profession.

Secondly, it was concluded that mentors played several roles during the mentorship period in aiding the student-teachers through the period. Mentors acted as collaborators for student-teachers providing help and assistance for the development and improvement of their professional competences and abilities. The mentors mainly carried out their roles through providing feedback to student-teachers and giving them opportunity for self-reflection.

Thirdly, it was concluded that several factors influenced the attitude of student-teachers towards teaching included a general interest in teaching as well as behaviour of pupils and supervisors both school-based and college-based. For student-teachers, these were the main factors which determined whether they would have positive attitude towards teaching or not.

Finally, the inadequacy of learning facilities, congestion in classes, intimidating presence of supervisors, difficulty individualizing instructions and poor ventilation in classrooms significantly affected the student-teachers during the period of mentorship. These challenges caused major struggles for them.

Recommendations

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

1. Since it was found that mentoring equips student-teachers with skills and abilities, it is recommended that authorities within the Ghana Education Service and other various stakeholders should help to fully prepare teacher-mentors to effectively assist their student-teachers during the mentorship period.

2. Training should be held for the supervisors of these training programs prepare the supervisors and teacher-mentors on how to go about supervision since the study found that students are sometimes intimidated by the supervision provided.
3. Intensive workshops should be held for student-teachers before they go out for the mentorship so that they can be well prepared in terms of planning and preparing individualized lessons and meeting any challenge they may be faced with.

Suggestions for Further Research

The following suggestions are given for further research:

1. Researchers should explore the views of college-based supervisors on what they experience during the supervision of student-teachers in the period of the mentorship. This can help identify any point of weakness in the supervision and mentorship process so that measures can be put in place to deal with them.
2. Researchers can expand this study to include other schools and districts to be able to generalize the findings to a greater extent than this study.



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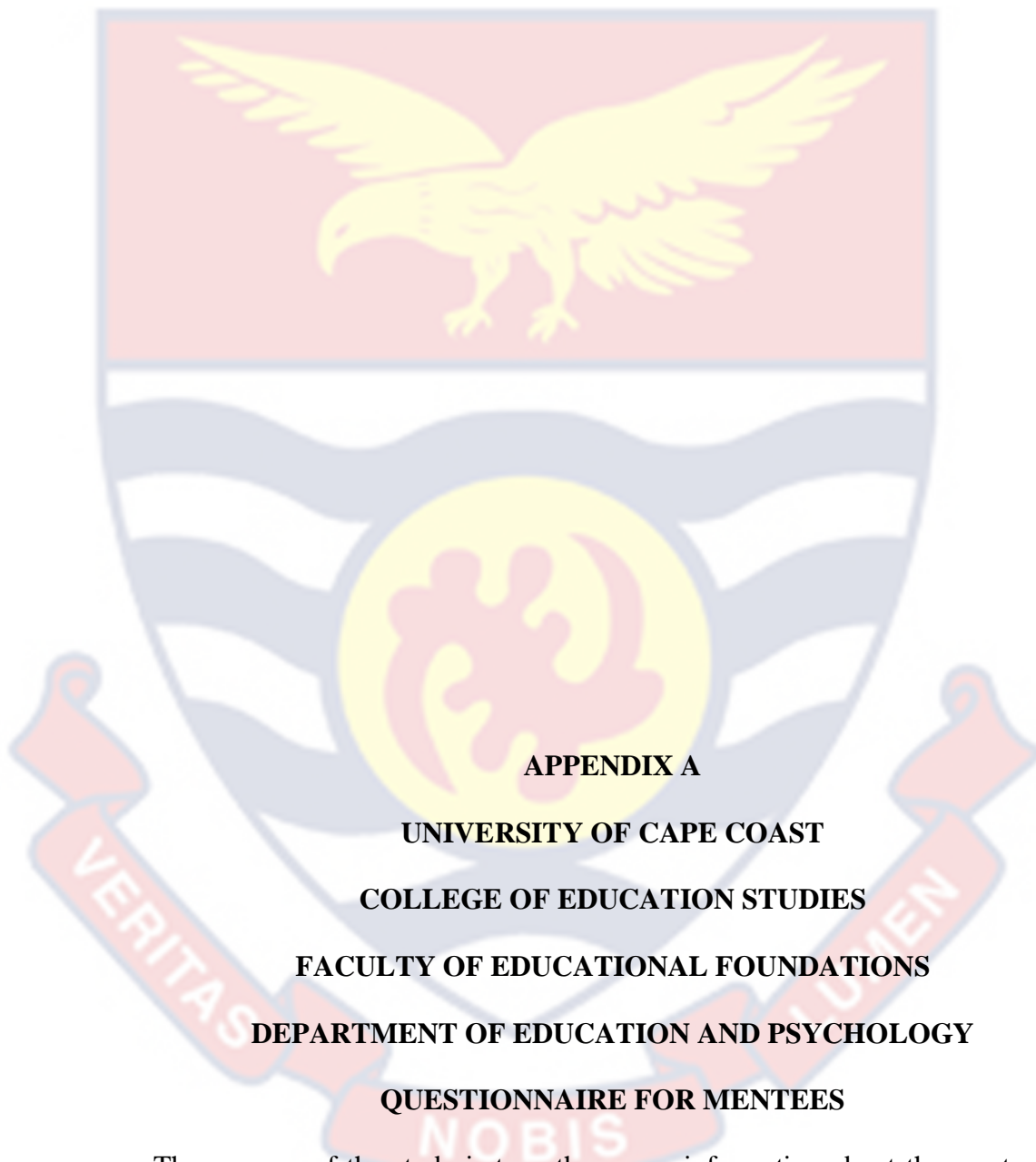
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APPENDICES



APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE FOR MENTEES

The purpose of the study is to gather some information about the mentoring programme which can help in its improvement. Your participation in this study is very important. Your name and name of college are not required. Any

information you provide will be kept confidential. Please feel free to participate in the study.

Thank you.

Please respond by ticking [√] and writing where necessary.

Section A – Background / Demographic Information

Direction: Kindly provide the required information or put a tick (√) in the appropriate column to indicate your response to each of the items in this section.

- 1. Gender: Male [] Female []
- 2. Age: 20 years and below [] 21-25 years [] Above 25 []
- 3. Programme of Study:

Section B: Factors that Influence Student-Teachers’ Attitude towards Teaching

Indicate your level of agreement with the following statements. Use the scale:

Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D)

Statements	SA	A	D	SD
1. The type of school in which I had my mentoring				
2. The nature of supervision provided by my mentor				
3. The nature of supervision from college tutors				

4. The behaviour of pupils I handled during my internship				
5. The personable attributes of the mentor				
6. The nature of the relationship with my mentor				
7. Support from the school administration during mentoring				
8. The influence of my peers				
9. The nature of the school environment				
10. Perceptions of support for professional learning				
11. Perceptions of benefit from the teaching profession				
12. General interest in the teaching profession				

Section C: Competencies Acquired through Mentoring

Indicate your level of agreement with the following statements. Use the scale:

Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D)

Statements	SA	A	D	SD
Mentoring has helped to:				
1. overcome shyness when speaking in public				
2. develop the habit of regularly being at school and on time				
3. gain appropriate skills of effectively planning and preparing lessons				
4. acquire knowledge on good professional conduct				
5. get the opportunity to put theories into practice				
6. develop desirable professional interest, attitudes and ideas relative to the teaching				

profession				
7. acquire skills of selecting appropriate teaching aids for my lessons				
8. improve my knowledge on assessment of student learning				
9. get the opportunity to develop an appropriate teacher-student relationship				
10. develop skills in the use of fundamental procedures, techniques and methods of teaching				
11. learn appropriate classroom management skills				
12. develop communication skills with other teachers at school				
13. gain the knowledge of using positive discipline to encourage student learning				
14. develop communication skills with students' parents				

Section D: Challenges of the Mentoring Programme

Indicate your level of agreement with the following statements. Use the scale:

Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D)

Statements	SA	A	D	SD
1. Rules and regulations of the schools were cumbersome for me to follow				
2. I had difficulty getting transportation to my school of practice.				
3. There was congestion in the class I was assigned to teach.				

4. There was poor ventilation in the classroom				
5. Inadequate teaching and learning facilities in the school such as labs, ICT center etc.				
6. The school authorities were not concerned with my overall teaching practice success.				
7. There was lack of cooperation from students.				
8. The periods allocated for teaching my lessons were inadequate for me.				
9. I had difficulty in individualizing instructions, i.e providing activities to meet the needs of slow, average and fast learners.				
10. I had difficulty maintaining the interest of learners throughout the lesson.				
11. I found the presence of supervisors intimidating				
12. I had difficulty reading the hand writing of my supervisors.				
13. I encountered situation of conflicting comments by the supervisors.				

APPENDIX B

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE FOR MENTORS

The purpose of the study is to gather some information about the mentoring programme which can help in its improvement. Your participation in this

study is very important. Your name and name of college are not required. Any information you provide will be kept confidential. Please feel free to participate in the study.

Thank you.

Please respond by ticking [] and writing where necessary.

Section A – Background / Demographic Information

Direction: Kindly provide the required information or put a tick () in the appropriate column to indicate your response to each of the items in this section.

1. Gender: Male [] Female []
2. Age: 25 years and below [] 26-40 years [] 41-60 years []

Section B: Roles of Mentors

Indicate whether you agree with the following statements about the roles of mentors. Use the scale:

Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D)

Statements	SA	A	D	SD
1. Mentoring provides collaboration between mentors and student-teachers				
2. Mentoring helps student-teachers unearth potentials in teaching				
3. Mentors act as role-models for student-				

teachers				
4. Mentors act as friends for the discussion of classroom concerns				
5. Mentors act as counsellors for student-teachers				
6. Mentoring focuses on improving the teaching abilities of student-teachers				
7. Mentors provide opportunities for self-reflection of student-teachers teaching				
8. Mentoring afford student-teachers opportunities to discuss classroom management strategies				
9. Mentors provide regular feedback to student-teachers about their teaching				
10. Mentors provide student-teachers the amount of help they need for their teaching				

APPENDIX C

RELIABILITY OUTPUT

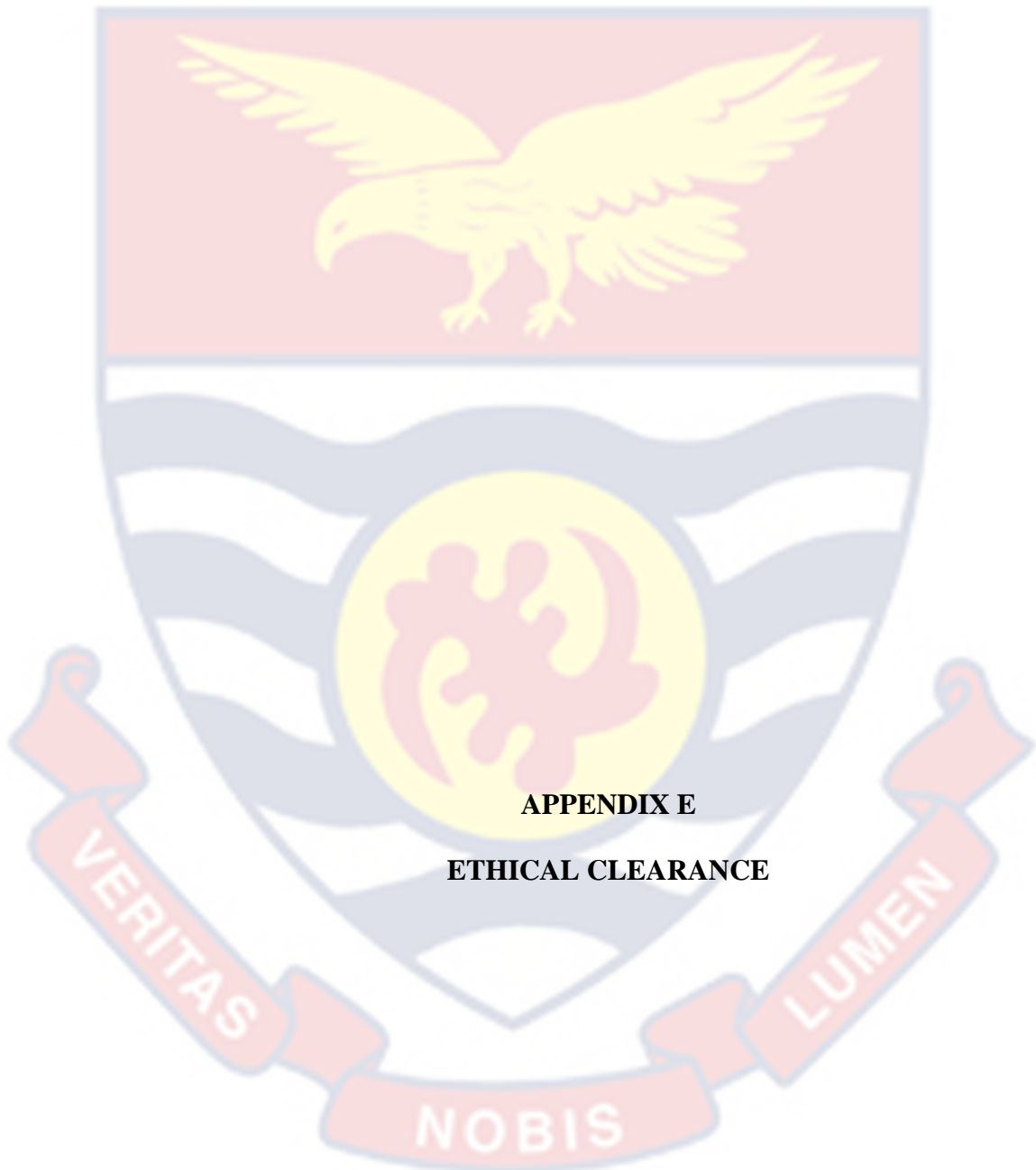
Reliability Statistics for Mentees

Cronbach's Alpha	N of Items
.850	39

Reliability Statistics for Mentors

Cronbach's Alpha	N of Items
.821	10





APPENDIX E

ETHICAL CLEARANCE