

UNIVERSITY OF CAPE COAST

EFFECTIVE MENTORING OF TEACHER TRAINEES IN THE CENTRAL REGION
OF GHANA: A CASE STUDY OF MFANTSIMAN AND ABURA-ASEBU-
KWAMANKESE DISTRICTS

FAUSTINA ANANE-FENIN

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REGION OF GHANA: A CASE STUDY OF MFANTSEMAN AND ABURA –
ASEBU – KWAMANKESE DISTRICTS

BY

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Administration of the Faculty of Education, University of Cape Coast,
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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation 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: Faustina Anane-Fenin

Supervisor's Declaration

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

Supervisor's Signature: Date:

Name: Mr. S. K. Atakpa,

ABSTRACT

This study, a descriptive survey, explored how effectively the mentoring programme of the Teacher Training Colleges was being carried out in basic schools in the Mfantseman and Abura-Asebu-Kwamankese districts.

The subjects in the study were tutors and teachers –trainees of OLA Training College Cape Coast, head teachers and teachers in the two districts. It involved a sample of 274 people drawn from OLA Training College who were practising in selected schools from the two districts during the 2003/2004 academic year.

Questionnaire and unstructured interview were the instruments used. The questionnaires had both open-ended and close-ended questions. The Questionnaire was pre-tested in the Komenda-Edina-Eguafo-Abirim (KEEA) District to determine its validity or reliability. The return rate for all the questionnaires was 85.3%. The data gathered were coded and analysed in frequencies and percentages.

The findings of the study revealed that the programme was to a large extent, being carried out effectively although there were some challenges that needed to be addressed. Some recommendations were made. There is the need for annual assessment and review of certain polices of the programme to ensure full success.

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DEDICATION

I dedicate this dissertation to my dear children, K. P, Sister, Maadwoa and Anne in appreciation for keeping me on my toes.

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CHAPTER ONE

INTRODUCTION

Background of the Study

Education deals with people and is seen as an engine of economic growth and the key to social change and national development. It enhances the individual's lifestyle, success and sense of fulfilment. Consequently, every nation is concerned about the need to provide education for its people. Schools, then, are the nation's essential assets and vehicle of social change. Governments, therefore, allocate high percentages of their budget for the education sector. It is hoped that this would equip the individual to contribute more fully and effectively to the economic growth of the nation. To achieve this feat, the teacher's role is indispensable.

The competencies, quality and effectiveness of teachers have a direct bearing on pupil performance (Adentwi, 2002). This implies that teachers must be properly selected and trained. In Ghana, there are thirty-eight (38) government-assisted teacher-training colleges and four private ones, therefore, the Teacher Education Division (TED) of the Ghana Education Service (GES) is charged with the responsibility of training young people to provide the requisite human resources for Basic Schools throughout the country.

In pre-colonial time, even though there was no formal education in Ghana, traditional education existed and it still does, especially in the rural areas. Such education imparts knowledge through the study of history, music, rhetoric

environmental studies and the philosophy of the society. Essential techniques are learnt through apprenticeship (Antwi, 1992).

Merchants, to help primarily in evangelism, introduced the western form of education in the country in the sixteenth century. The first schools founded were the Castle Schools. In 1529, the Portuguese founded one in Elmina. The Dutch also founded theirs in Elmina in 1644. Fifty years later, in 1694, the English founded one in Cape Coast and lastly, the Danes founded one at Osu Christiansburg Castle in 1722. Between the seventeenth and nineteenth centuries, real schools were established. The Accelerated Development Plan in 1951 was to ensure the rapid expansion of education at the primary, secondary, technical and teacher-training levels. This move was to develop the human resources to meet the demands of social change.

The 1961 Education Act declared education compulsory. There was free and compulsory primary and middle school education for all children of school going age. This caused enrolment at the primary and secondary levels to double, while the training colleges tripled (Antwi, 1992).

In 1996, the Government introduced another policy aimed at providing Free Compulsory Universal Basic Education (fCUBE) for all children of school going age by 2005. It meant that a very large number of teachers would be needed to meet the demand of schools in the country. Meanwhile, the teacher-training colleges seem unable to produce the desired number of teachers. The huge number of trained teachers pursuing higher education currently compounds the problem.

Agyeman (1986) views teacher education as a special kind of apprenticeship, in which the teacher trainee is taught three forms of cognitive skills: subject area, philosophy of the teaching profession and code of ethics of the profession. The skills correspond to the academic, pedagogical and normative contents of the teacher education programme. In addition to these skills, mention should be made of the aspect of the affective learning, which is the acquisition of positive attitudes. A look at the general objectives of the teacher-training course as stated by Agbenyega (1996) confirms this:

1. To enable the student to understand the principles and practice of education at the basic level.
2. To equip the student with skills that will enable him to make use of the knowledge he has acquired in a classroom situation.
3. To make the student realize himself and acquire skills and attitudes for continuous self-evaluation, self-training and self-improvement.
4. To help the student develop attitudes that will help to pre-dispose and commit him to the teaching profession.
5. To help the student to understand the community and foster close relationship between it and the school. p156

Pattern of Teacher Education

There are three stages of teacher education process in Ghana: pre-service, in-service and administrative process. This study is more concerned with the first stage, the pre-service stage. The pre-service preparation of teachers in Ghana has gone through a series of change since 1848:

- (1) Two-year post-middle teacher's Cert B
- (2) Two-year post-middle teacher's Cert A
- (3) Four-year post-middle teacher's Cert A
- (4) Two-year post-sec teacher's cert A
- (5) Three-year post-sec teacher's cert A and
- (6) Three-year post-sec teacher's cert A (In -In-Out)

As part of the professional preparation of the teacher, the trainee has to do practice teaching that aims at equipping the teacher trainee with skills in lesson planning and presentation, class management and disciplining, and other competencies expected of a professional teacher. It enables the teacher trainee to practice some of the ideas and skills acquired. It is also an opportunity for school authorities to assess their students. One mode of preparation practiced in Ghana is the mentoring scheme dubbed “IN-IN-OUT” programme. This is discussed in the next section.

‘IN-IN-OUT’ Programme

Until 2001, the teaching practice in Teacher Training Colleges followed the following procedure:

- (i) Academic and professional preparation
- (ii) Observation
- (iii) Micro-teaching
- (iv) Peer-group teaching (On-campus teaching practice)
- (v) Off-campus teaching practice

The duration of Off-Campus Teaching Practice used to be four weeks for two consecutive years. However, with the introduction of the new internship programme for Teacher Training Colleges in Ghana, the duration of teaching practice is now one whole year (GES, TED 2001).

The programme, popularly known as "In-In-Out", has made the issue of mentoring critical. Mentoring is a "relationship between two individuals in which a wiser, more experienced person teaches a less knowledgeable individual." (Galvez-Hjornevil, 1986; Murphy, 1995; Stevens, 1995). It commits the classroom teachers to support trainees, using the mentoring approach, instead of abandoning them as they formerly used to do when the trainees were on teaching practice. The programme is intended to produce qualified and effective teachers for the basic schools in the country. The "OUT" component of the programme requires that the teacher trainees live in communities where they have their attachment programme during the third year of their training.

Rationale of 'IN-IN-OUT'

The rationale behind the programme is to integrate the teaching of theory with classroom experience and performance. The teacher-trainees are to learn to teach by teaching for a whole academic year and it is believed that this will make them become competent. Another important aspect of the programme is that the teacher-trainees are to combine teaching with studying. Neither of these activities should be made to suffer in terms of time allocation.

Consequently, regular supervision of the teacher-trainee is of such great importance, it cannot be over emphasised. The supervision is to be done by

mentors and link tutors. Head teachers and class teachers of Basic Schools are to be the mentors, while tutors from the Training Colleges become the Link tutors. The mentors, who are expected to be competent and experienced, are to be guides to the teacher-trainees and provide on-the-spot professional guidance and encouragement.

It is obvious that the success of the attachment programme depends very much on effective mentoring. The planners of the internship programme seem to agree to the fact that a succession of trained and experienced managers, lead mentors, in this case, is essential to the effectiveness of an organization like the school. There is the need to ensure both quantity and quality in terms of skills required by Teacher Education. Therefore, teacher-trainees should be given adequate supervision and guidance as they teach to enable them develop the professional skills expected of them. When this is properly done with the assistance of mentors, the trainees will develop direct and indirect benefits, such as: greater personal interest enhanced ability to work towards individual vision and increased productivity. For instance, when the trainee helps with Sunday school work, or sings in the church choir in his or her community of attachment, the trainee is likely to win respect, gain self esteem and have fulfilment. Thus the teacher-trainee needs to be directed in all aspect of his or her training, especially, the final year and the best way to do this for maximum result is through effective mentoring.

Since the class teachers are going to be with the teacher trainees for a long time and vet their lesson notes, the anxiety and tension created by the former

mode of supervision is curbed, because trainees feel more relaxed. Thus mentoring can be an effective tool for building confidence and enthusiasm in the teacher trainees.

Another advantage of mentoring is that, whereas formerly, the class teachers used to abandon the teacher trainees on teaching practice, now they have to be around. It is hoped that this will improve teacher performance, since the In-In-Out programme aims at producing qualified and effective teachers, through competency-based training. The school based pre-service training programme aims at training teachers on the job.

Attachment/Mentoring Programme So Far

During the 2001-2002 academic year, the first phase of the mentoring programme took off. The final year students of OLA Training College had their attachment or mentoring programme in three districts, namely, Twifo-Lower Denkyira, Mfantiman and Abura-Asebu-Kwamankese. The schools of practice were primary schools only. There were 291 mentees, 25 lead mentors, mentors and 42 link tutors from OLA Training College.

In the second phase of the mentoring programme, (2002/2003 academic year), the schools of practice covered both the Primary and Junior secondary schools selected from two districts - Mfantiman and Abura-Asebu-Kwamankese. There were 101 mentees, mentors, lead mentors and 42 link teachers. In the year under review (2003/2004) academic year, the mentees were practicing in selected from two districts as in the previous year. There were 165 mentees, 94 mentors, 12 lead mentors and 8 link tutors.

Statement of the Problem

While teaching and learning conditions are important, teachers are central to the question of the quality and relevance of education. It implies that how they are educated and prepared for their work is an indicator of what kind of educational quality and relevance is being sought.

The Attachment/Mentoring programme dubbed IN-IN-OUT introduced in 2001 was to cater for the inadequacies of teacher-trainees particularly when they are confronted with management of large class sizes and their inability to master pedagogical skills and be assimilated into the culture of the school environment.

The underlying problem is therefore how effectively teacher-trainees undergo mentoring to acquire the pedagogical and management skills to enable them offer excellent service.

Purpose of Study

The focus of the IN-IN-OUT programme is on integrating the teaching of theory with classroom experience and performance. It therefore demanded supervision in the form of mentoring. The study aims at finding out how effectively the mentoring programme is carried out in the basic schools in the Mfantsiman and Abura-Asebu-Kwamankese Districts of the Central Region, Ghana. Also, it is to find out the impact that the programme is having on the complete development of the teacher-trainee.

Again, the study attempted to assess the role and attitude of lead mentors as well as host communities in order to enhance the effectiveness of the

programme. Additionally, the study aimed at exploring the challenges of the programme in its implementation and tried to find appropriate solutions to them.

Research Questions

In attempting to find answers to the topic: Effective Mentoring of Teacher Trainees in the Central Region of Ghana: A Case Study of Mfantsiman and Abura-Asebu-Kwamankese Districts, the following questions guided the study:

1. Is mentoring improving the effectiveness of teacher-trainees in the classroom?
2. What impact is the mentoring programme having on the complete development of the teacher-trainee?
3. In what ways are the lead mentors complying with directives from the Teacher Education Division (GES) concerning the teacher trainees?
4. What role can the community play to enhance the effectiveness of teacher trainees?
5. What factors are constraints on effective mentoring?
6. How can the mentoring programme be improved?

Delimitation

The study was limited to schools and communities where the third year students of OLA Training College had their “Out” segment of the In-In-Out programme. Since the study was restricted to a delimited area, the findings and conclusions of the study would be restricted to the area of study.

Limitation

Two major limitations were identified in the study. The researcher could not generalize the findings of the study to all other districts since it was a case study. Secondly, the period of collection of data coincided with the registration of voters in 2004, so some teachers were not available. Also, some respondents were reluctant to answer the questionnaire.

Significance of Study

The findings of the study would throw more light on the subject of school-based teacher education within OLA Training College, specifically on effective mentorship. When disseminated among teachers and head teachers in the area of study, the findings of the study would help them review their roles in the mentoring programme and make necessary changes that will be meaningful to teacher-trainees.

The study would be able identify some of the challenges of the mentoring programme and throw light on how they could be dealt with.

Definition of Terms

Mentees: Refers to teacher-trainees in their third year on the mentoring programme.

Lead Mentors: Refers to head teachers trained for the mentoring programme and who are heading the practising schools.

Mentors: Refers to classroom teachers who have had training and the teacher-trainees are working directly with.

Link Tutors: Refers to the tutors from the training colleges who do follow-ups on the teacher-trainees.

TED: Refers to Teacher Education Division of the Ghana Education Service.

TLMs: Refers to Teaching Learning Materials

DLMs: Distance Learning Materials

GES: This refers to Ghana Education Service

OLA: Our Lady of Apostles

Organization of the Work

Chapter One is on the background to the problem, the statement of the problem, purpose of study, research questions, delimitation, limitation, significance of study, definition of terms and the organization of the study; Chapter Two deals with the relevant literature review; the methodology is in Chapter Three; and Chapter Four analyses the data and discusses the findings while Chapter Five provides a summary and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The study sought to investigate the mentoring programme of OLA Training College teacher trainees in the Mfantiman and Abura-Asebu--Kwamankese districts in the Central Region. This chapter is aimed at providing a focus for the study and a basis for the assessment of the findings. It covers both theoretical and empirical aspects of related literature. The review explores: the challenge for teacher education, who a mentor is, what mentoring is, factors that promote effective mentoring, benefits of mentoring, the relevance of mentoring to the Ghanaian teacher trainee and constraints on the mentoring programme.

According to Janas (1996), recruiting a new person to a team or career can be profoundly satisfying and profitable. It can however, be a very expensive disaster. How profitable or how disastrous will be determined by how well you carry out the recruitment process. He believes that the training component of the recruitment is crucial because improved skills will lead to improved performance and that mentoring is essential and an answer to the problem of recruitment and retention of staff.

The Challenge for Teacher Education

Field (1994) observed that pre-service teacher education was undergoing change in countries like Australia, the United Kingdom and USA. According to him, from 1992, the process of supervision of pre-service student teachers on

teaching practice was becoming more school-based, because most of their Postgraduate Certificate Education (PGCE) year was to be spent with their university tutors. The word being used to describe them and their new task is 'mentor'.

In a post-practicum survey conducted in the University of New England in New South Wales to find out whether the change was necessary, it became obvious that the student-teachers gained more experience and they felt that it was better for them to be in schools learning how to teach than in the university learning about teaching. Students often indicated that the practicum is a matter of survival when they have only three or four weeks each year in a school. There is more of a professional growth factor when they have a more substantial time in a school with an experienced, committed mentor teacher. It implies that the change will improve the quality of teaching in schools.

Field (1994) has added that in this time of change for teacher education, we need to establish knowledge for teacher education in line with the generic skills and competencies that have been identified by some researchers. Describing the situation in the past, she says that universities and schools have had their separate roles in the preparation of pre-service student teachers. There is often a disjunction between what happens in schools during a practicum and what is taught in the teacher education programme in the higher educational institutions in England and Australia. This is very true of the situation in Ghana; a very typical example being the way lesson notes preparation is taught in the Teacher

Training colleges and the Universities and how it is actually practiced in the schools.

Field (1994) further acknowledges that as teacher education becomes more school-based and as the classroom teacher becomes more responsible for the student teacher, there is the need for a change in the role of the supervising teacher. Mentoring is what makes the difference.

Field (1994) says that placing more of teacher education into schools is a transformation. It is a forward looking move to improve teacher education. Since the early part of 1980s, mentoring has been introduced to the educational system around the world, with the aim of improving education. Feiman-Nemser (1996) is of the view that this has made policy makers and educational leaders pin high hopes on mentoring as a vehicle for reforming teaching and teacher education. She has observed at the pre-service level, proposals for the re-design of teacher preparation call for student teachers having to work closely with experienced teachers' internship sites and restructured school settings.

Who is a Mentor?

The term 'mentor' seems to have a variety of meaning. According to the *Chambers Dictionary* (1993), a mentor is 'a wise counsellor, a tutor, a trainer, a more senior or experienced colleague appointed to help and advise a junior employee.' The *Nelson Canadian Dictionary* (1998) also defines a mentor as 'wise and trusted counsellor or teacher.'

Field (1994) says that the word connotes wisdom and antiquity. In the story of Mentor, Odysseus and his son Telemachus, Mentor became a surrogate

father. He had to be a father figure, a teacher, role model, an approachable counsellor, a trusted adviser, a challenger and an encourager. In the same vein, a mentor would need the qualities of leadership and wisdom as well as skills and knowledge. Janas (1996) is of the view that although the term 'mentor' is rooted in mythology, it has grown and flourished throughout - the history of education and that today, mentors are not only linked to the education of students but also to the professional development of teachers and administrators. She is of the opinion that the mentor is the linch pin of any formal mentoring programme.

Janas (1996) stated that a mentor's role can be synonymous with teacher, coach, trainer, role-model, nurturer, leader, talent-developer and opener of doors. She concluded that a mentor serves as a role model, sponsor, encourager, counsellor, and a friend to a less-skilled or less experienced person for the purpose of promoting the latter's professional and or personal development.

Galvez-Hjornevik (1986) has stated that 'mentor has been used loosely to mean teacher, coach, trainer, positive role model, developer of talent, opener of doors, protector, sponsor and successful leader, but it ought to apply only to those who play several of these roles.' Gold and Pepin (1987) noted that a mentor's functions may include acting as a role model, motivator, adviser, guide, resource, listener, sponsor and friend.

Szumlas (2001) argued that the mentorship experience is the single most important influence in a young man's life. They further stated that the mentor as a teacher may enhance the young man's skills and intellectual development. As a sponsor, he may promote the young man's entry and advancement, and as a host

and guide, the mentor welcomes the protégé into a new occupational and social world, acquainting him with its values, customs, etc. The mentor through his own achievement may be an exemplar that the protégé can admire and emulate. In times of stress, the mentor may provide counsel and moral support.

Forms and Types of Mentoring

Longman Dictionary of Contemporary English (2001) defines mentoring as a system of using people with a lot of experience, knowledge and so on to advice other people at work, or in their professional life. According to Galvez-Hjornevik (1986), Murphy (1995), Stevens (1995), there is no universally accepted definition of mentoring even though most people believe that mentoring is a relationship between two individuals, in which a wiser, more experienced person teaches a less knowledgeable individual.

Another definition, which is grounded in contextual development research, is by Healy and Welchert (1990). To them, mentoring is a dynamic reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both. For the protégé, the object of mentoring is the achievement of an identity transformation, a movement of the status of understudy to that of self-directing colleague. For the mentor the relationship is a vehicle for achieving midlife generativity.

Szumlas (2001) has described two types of mentoring – formal and informal mentoring. According to him formal mentoring is initiated and supported by a third party, such as the organization for which both the mentor and

protégé work. In this kind of mentoring, programme goals are set and extensive training is provided for participants.

Informal mentoring is a relationship that develops between individuals without organizational interventions. The mentor and protégé naturally come together to meet each other's needs. Galbraith and Cohen (1995) believe that informal mentoring relationships seem to be the less understood and the more difficult to explain of the two forms of mentoring.

According to Janas (1996), mentoring stems from mythology, when Odysseus entrusted the education of his son, Telemachus to his adviser and friend called Mentor. Mentors are linked to the education of students as well as the professional development of teachers and administrators. A mentor should possess the expertise, exhibit commitment and have time to offer assistance. An important characteristic of a mentor is a willingness to nurture another person (Freedman, 1993). This implies that there should be a willing spirit. A mentor serves as a role model, sponsor, encourager, counsellor and a friend to a less skilled or less experienced person for the purpose of promoting the latter's professional and or personal development, (Janas, 1996). Mentoring, therefore, involves a caring relationship.

Tyson and York (1993), state that the effective development of human resources enables employees to acquire the knowledge, skills and attitudes they require to perform work effectively through direct experience of various situations and by formal courses.

Some researchers have found various phases of mentoring. For example, Phillips (1977) who studied the mentoring of women in the world of business, identified six interesting phases. They are: invitation, sparkle, development, disillusionment, parting and transformation. The invitation state is when the mentor invites the protégé. The sparkle is when the mentor and the protégé try to please each other. It is during the development stage that the mentor shares the most with the protégé. The disillusionment stage marks the beginning of the end of the relationship. The parting stage is when the relationship breaks up. The transformation stage is when the protégé is seen as an equal.

Kram (1983), also on his part identified four phases, namely: initiation, cultivation, separation and redefinition. The initiation stage is when the protégé dreams of having the competencies of his or her mentor. The cultivation stage involves intense mentoring activity, which may last two to five years. Mentoring activity decreases at the separation stage and at the redefinition stage, the protégé is seen as an equal and a friend.

Mendler (1994) also identified ten distinct stages in mentoring. The staff developer is actively involved in the first seven stages of mentoring and assisting the mentor. The first five stages are: attraction, cliché exchange, recounting, personal disclosure and bonding. The sixth stage -fear of infringement - is when the staff developer may be called upon to use conflict resolution and negotiation strategies to bring about the next phase. Stage seven - revisiting framework – is when the mentoring process approaches a firmer foundation. The final and most productive stages are the last three stages – peak mentoring, reciprocity and

closure. The staff developer's role during the last three stages is less demanding. Field (1994) observes that mentoring as opposed to supervision requires a new set of skills and competencies for the teacher.

Factors that Promote Effective Mentoring

Janas (1996) described four major tasks that staff developers usually deal with when establishing a programme for mentors. They are: selecting and training individuals to serve as mentors, (b) matching mentors with protégés, (c) setting goals and expectations and (d) establishing the mentor programme. According to Janas, after setting goals the first step is to build a support structure by making physical arrangements and handling logistics. The next step is to create monitoring and supervisory mechanisms to ensure continual assessment of the relationship. Lines of communication should be kept open. The third step is to evaluate the staff developers' skills and abilities. Sensitivity is a necessary component of sharing professional expertise, personal knowledge and creativity.

According to GES (2000), adequate and effective supervision of the mentees is the key activity for the desired success for the "OUT" component of the IN-IN-OUT programme to be achieved. In the first place, committed and dedicated teachers and tutors should be selected to serve as mentors and link tutors respectively. After the selection they should be trained for the job that they have to perform.

i. Goal Setting

Several factors both tangible and intangible, contribute to effective mentoring. Haensly (1990) cited in Janas (1996), indicated that mentoring

programmes should have specific goals that without careful planning support and goal setting, formal mentoring programmes are bound to fail. One induction mentor rightly remarked that if you don't know your destination how will you know when you have arrived?' Ghana Education Service GES (2000) for variety spelt out the goal of the new 'IN-IN-OUT' programme "to produce qualified and effective teachers for basic schools through competency-based training". Setting a specific goal makes one stay focused.

ii. Support Structures

Freedman and Jaffe (1993) cited in Janas (1996), claimed that finding the right task to share and scheduling enough time are key elements that need to be addressed when setting up the support structure for mentoring. They are of the view that arrangements and logistics are vital support structures for implementation of successful mentoring programmes.

G.E.S (2001) acknowledges that the tutors will not be available all the time to interact with the teacher-trainees. It is therefore essential that certain measures are put in place for teacher trainees to receive support and guidance on the principles underlying teaching and the art of teaching. These will include: the provision of Distance Learning Materials and other study materials like lesson notes, cardboards and felt pens for the design and preparation of Teaching and Learning Materials. Conditions in schools where trainees will be posted should be those that promote effective teaching and learning.

There should be an assurance of effective supervision by mentors and Link tutors.

- (a) Trainees should be given the opportunity to teach at the different levels.
- (b) Communities are expected to provide accommodation, furniture and some basic welfare services to trainees. The accommodation should be reasonably decent and rent-free as a form of incentive and community support.

iii. Interaction among the Various Players in the Programme

Sparks (1991) cited in Janas (1996), emphasises that opportunities for formal and informal one-on-one meetings, as well as group interaction are vital to the mentoring process. According to G.E.S (2001), the School Attachment component will work well depending on the kind and level of interaction that will flow among all players and resource persons. The thrust of good interaction depends on the mutual respect, which each player will have to accord the other.

The handbook on mentorship (G.E.S. 2001) further asserts that, as much as practicable, regular mini-durbars will have to be organised by all players to deliberate on topical issues that promote the professional growth of the teacher trainees.

iv. Characteristics of the mentor

Although Gray and Gray (1985) cited in Janas (1996), are of the opinion that there is no fixed rule about what traits or circumstances surrounding a given mentoring situation are the most critical. Freedman (1993) cited in Janas (1996), stated that the frequently mentioned characteristic of effective mentors is a willingness to nurture another person. One principal observed that if there is not

openness, a willing spirit or a desire to help another person the mentoring process will never get off the ground.

Janas (1996) described the optional mentor as someone who should possess the expertise, commitment and time to provide assistance. According to Field (1994), because the mentors have the student- teachers with them for such a long period of time, they should give instant feedback, set targets for next lesson and the following day and the following week and have sessions of formative evaluation. They need to be able to point out what went well in a lesson and what did not go well. They should then be able to draw the attention of the student teachers to such issues in a helpful manner that will lead to the professional development of the student teachers.

Janas (1996) is of the view that, mentors ought to be people oriented, open-minded, flexible and empathetic. To add to the list, Freedman and Jaffe (1993), Shaughnessy and Neely (1991) cited in Janas (1996), identified collaborative and co-operative skills, receptiveness, responsiveness, openness and dependability, which are crucial social skills and qualities. Stephens (1996) has identified some essential skills that underpin all effective mentoring and which often overlap. They are: planning, liaising, demonstrating, facilitation, observing, assessing and guiding. He noted that mentors should be involved in all stages of the planning of initial teacher education programmes. This he believes will make the class teacher, and in this case, the mentor forms a part of the new programme and would like to see to its success. It results in commitment on the part of the mentor.

Stephens (1996) continues that it is important for mentors to liaise with other colleagues in order to let student teachers observe and work with a wide range of apposite role models. Mentors should cultivate a friendly, supportive rapport with, student teachers and should treat them as professional colleague. This will undoubtedly help build confidence in the latter. In demonstrating professional skills, mentors should be honest and accept their mistakes so as to teach student teachers that it is normal to make mistakes.

The mentor should be quick: to praise genuine effort and success. Lateness on the part of the mentor sets a bad example and so should be avoided. The mentor should not leave the student teacher alone in the classroom except in an emergency. The mentor ought to be approachable and become acquainted with their personalities and interests beyond the classroom, thereby relating to them on an individual as well as on a professional level.

Like Janas (1996), Stephens (1996) suggested that the mentors should create quality-time slots for the student teachers to have a chat about anything that is bothering them. The mentors should avoid creating the impression that the student teachers are getting in the way of their busy schedules. Assessment should be accurate but supportive. Student teachers should be encouraged to assess their own performance right from day one. Field (1994) says that because the task of mentors is now more pivotal, they will be expected to be highly motivated themselves in order to do effective work. Gray and Gray (1985) cited in Janas (1996), believe that successful mentoring behaviour can be taught. In line with

this, orientation sessions are usually held to familiarize prospective mentors with the various aspects of the programme.

v. Expected Roles of the Various Players

In a handbook of mentorship and supervision of teacher trainees on school attachment, G.E.S. (2001) states that for effective management of the mentoring programme, all the major players are expected to contribute meaningfully.

Lead Mentors

Lead Mentors, for example, are to:

- (a) Demonstrate good leadership and effective management
- (b) Encourage the professional growth of trainees
- (c) Provide sound learning environment for trainees
- (d) Demonstrate mutual trust and valued professional relationship with other players or resource persons.

As first-line supervisors of the mentees, Lead mentors are expected to:

- (i) Organise orientation for trainees
- (ii) Hold meetings with mentors and mentees to discuss issues concerning professional development.
- (iii) Co-ordinate the activities of Mentors, Link Tutors, and trainees at the school level.
- (iv) Appraise Mentors on their roles and responsibilities
- (v) Compile a profile on trainees for their colleges.
- (vi) Conduct regular meetings with Mentors to discuss progress of trainees, in both curricular and co-curricular activities.

- (vii) Ensure that Mentees manage time very well for work-study and promote good public relations between school and communities.
- (viii) Be open and trustworthy in pointing out the strengths and weakness of trainees.
- (ix) Display exemplary supervisory skills and professional competence.
- (x) Assist trainees with curriculum materials necessary to prepare their lessons.
- (xi) Serve as counsellor to both mentors and mentees to discuss issues that will advance the professional growth of mentees. p 15

Mentors

Mentors will serve as guides and counsellors to teacher trainees. Mentors will operate as in-school supervisors, and, this connection provides regular on the spot professional guidance and encouragement to teacher trainees. Head teachers and teachers who have proved competent in all regards and who have received training to operate as mentors will qualify more than others as mentors since they will always be available during school time to work with the teacher trainees.

Every class teacher who receives a teacher trainee will serve as a mentor and work very closely with the trainee. As indicated by the definition of the term mentor, the class teacher will become an experienced and trusted adviser to the teacher trainee, while the head teacher of the school, will co-ordinate and prepare comprehensive report on the mentorship programme, in consultation with all the mentors.

Link Tutors

Link tutors from the teacher training colleges will provide the linkage between the colleges and the schools and ensure that the practical training of the teacher trainees is in consonance with the goals of competency-based teacher education. In the first place, link tutors will be expected to work closely with mentors when they visit the teacher trainees so as to resolve any problems that the teacher trainees may have experienced. Link tutors can also contribute to the craft of teaching when they direct teacher trainees to pay attention to the theory underlying the teaching process.

The Community

The teacher trainees are expected to reside in the community outside the campus and town in which the teacher training college is located during the year when they are on attachment in a basic school. Accommodation should be arranged for the teacher trainees before they arrive at their stations. This should be the responsibility of the teacher training colleges, working in collaboration with community leaders, including chiefs, landlords and landladies as well as head teachers, teachers and District Directorates of Education. Steps should be taken to ensure that accommodation for teacher trainees in the communities is rent-free in the meantime. This is based on the fact that teacher trainees currently do not pay any fees for lodging. pp 4 – 7

Evaluation

According to GES (2001), Link tutors, Lead mentors and mentors need to appraise the support they give to the mentees in order to make up the lapses. It is a sure way of meeting the needs of the mentees.

Mentors should have a mechanism of evaluating the support that they provide to mentees. An example is the use of self assessment instruments. Another essential progress means of providing information on mentees is assessment and writing of profiles on them. Diaries should be kept to prompt link tutors and mentors of events or activities that have been done or need to be done.

According to Kellaher and Maher (2003) evaluation processes:

- i. Helped them (Prince George's County Public Schools) to learn key lessons in the process, both about building a mentoring programme and refining it.
- ii. Mentors have online discussion with one another and programme coordinators to solve problems and share ideas. Mentors also meet regularly with principals.
- iii. Meeting goals and demonstrating results means evaluation must be a part of the programme.
- iv. The program's comprehensive evaluation process requires mentors to plan extensively, both in time and on task to ensure that mentees' needs are met and that the mentors still can make time for collaborative action research. p32

Motivation

Motivation is yet another factor that promotes effective mentoring GES (2001) discussed the financial implications for the implementation of the IN-IN-OUT programme. According to the document, the successful implementation of the programme will depend among other things, on the adequacy of the financial

outlay. Funds will be required for the payment of the incentives for mentors. The monitoring of trainees work, study and teaching will have to be paid for. MOE/GES will have to provide the funds. Also, funds should be available for the visits of link tutors to the teaching practice sites. The funds should cover fuel and per diem for the link tutors.

Benefits of Mentoring

Several studies have revealed the significance of mentoring especially to education. Szumlas (2001) referring to a study which focused exclusively on males reported that having a mentor helps young men focus on themselves, their career and family. According to them the mentor may enhance the young man's skills and intellectual development, promote his advancement and acquaint him with values and resources.

Janas (1996) affirmed that mentoring can go beyond the classroom, school or district to encourage social change and quality education for all. Feiman-Nemzer (1996) has declared that if mentoring is to function as a strategy of reform, it must be linked to a vision of good teaching, guided by understanding teacher learning and supported by a professional culture that favours collaboration and inquiry. According to her, mentoring can help teachers develop tools for continuous improvement as observation and conversation about teaching are promoted.

In successful mentoring, where care and planning have been incorporated in the process, both mentor and protégé can become winners. Making reference to several authors, Janas (1996) mentioned direct and indirect benefits of a

successful mentoring programme. They include: the development of a personal work ethic and standard, increased career aspirations, greater personal interest and expression of talents, enhanced ability to work toward a vision and increased creativity.

After conducting surveys and interviews to determine the effects of mentoring on protégés, Bova and Phillis (1984): concluded that protégés learn risk-taking behaviours, communication skills, survival in the organization and skills in their profession. Other benefits they found are that the protégés learn to respect people, set high standards and try to attain them, become good listeners, and learn how to get along with all sorts of people, acquire leadership qualities and learn what it means to be a professional. They further stated that mentoring is critically important in developing the individual. Szumlas (2001) shares the same view.

Krupp (1985) carried out a research and found out that by encouraging mentoring relationships, aging staff could be rejuvenated. She discovered too that mentors gained self-awareness, personal growth and a sense of worth and friendship. She suggested that this high self-esteem improved the climate of the schools.

The research of Shulman (1985) revealed that mentors helped protégés to find resources in the school and meet and get along with others in the school. She further discovered that protégés gained knowledge of teaching and adjusted their teaching practice. The protégés have access to models of teaching. In her study of

the California Teacher Mentor Programme, she again claimed that mentoring reassures teachers and improved teaching.

Gold and Pepin (1987) after studying the New York City Mentor/New Teacher Programme in terms of attrition rate of mentored and non-mentored beginning teachers, discovered that, protégés were more likely to continue teaching. They further explained that about 90 percent of retired teacher mentors enjoyed mentoring very much because they wanted to do something useful, make a contribution to new teachers and use their experience to help a newcomer. In addition, mentoring satisfied their need for companionship and at the same time made them useful.

Stevens (1995) in a study of a group of one hundred and three mentors reaffirmed what Gold and Pepin (1987) found that mentoring helped to achieve generativity, that is caring for and nurturing the future generation and gave mentors a sense of renewal and increased professionalism.

Freiberg, Zbikowski and Ganser (1997) studied a mentoring programme in a large urban school district to determine the effects of formal mentoring. The researchers concluded that mentoring new teachers could provide professional development for both mentor and protégé. The mentors were transformed through team building, observing teachers at different schools, attending conferences and consulting with peers.

The literature above shows evidence of the several benefits that both mentors and protégés can derive from formal mentoring. The protégés acquire knowledge and skills which enable them cope with their various responsibilities

while the mentors have fulfilment and become rejuvenated. Moreover, mentoring improves teaching.

The Internship Newsletter (2004) of University of Winneba states that field-based experiences provide opportunities for students to enhance their ability to engage in reflective strategies and to assess and improve their teaching behaviours. Again, the programme provides a laboratory for a transition from theory to practice.

The mentees learn new skills and educational practices needed to develop and maintain excellence in teaching. The mentoring programme gives the schools and colleges that benefit from it the opportunity to consider outstanding mentees in teaching for recruitment.

Benefits to Interns/Mentees

The internship provides an opportunity for interns to:

- (1) Explore and participate in a variety of aspects of school life and gain a holistic view of teaching and further insight into the complexity of educational structures and processes.
- (2) Reflect upon present practice in the light of the actualities of the classroom.
- (3) Learn new skills and educational practices needed to develop and maintain excellence in teaching.
- (4) Be considered for recruitment by partnership schools and colleges after the internship.
- (5) Develop a network of contacts among teachers and schools/colleges.

- (6) Cultivate the culture of classroom research as an integral ingredient of the teaching profession.
- (7) Appreciate that the teaching profession involves lifelong learning.
- (8) Be strengthened in their professional growth by the support from their mentors.

Benefits to Partnership Schools and Colleges

Among the benefits that partnership schools and colleges derive from the internship are:

- (1) An opportunity to benefit from the special skills, new ideas, initiatives, and expertise of interns.
- (2) An opportunity to consider outstanding interns in teaching for recruitment
- (3) Professional training for school-based mentor-teachers who will be recognised as effective and outstanding teaching professionals.
- (4) An opportunity for mentor-teachers and other teachers to reflect on their own teaching methods with a view to improving on their performance.
- (5) Opportunity to develop a network of contacts among teachers and schools/colleges.
- (6) An opportunity to share experiences with interns in building a teaching portfolio, writing a philosophy of teaching statement, and conducting a school-based action research.

- (7) An opportunity to collaborate with colleges in the preparation of teachers.

Benefits to Universities and Colleges

The Universities and Colleges derive the following benefits:

- (a) Enjoy a healthy and stronger collaboration with partnership schools in the preparation of its student teachers.
- (b) An opportunity to improve the professional competencies of its lecturers.
- (c) An opportunity to showcase the quality of its products as evidence of the quality of its teacher preparation programme.
- (d) An opportunity to enlarge and enrich the context for learning for its students. pp. 4 - 6

The Relevance of Mentoring to the Ghanaian Teacher Trainee

The school-focused mode of teacher education has necessitated a change in the structure of the teacher education course in the country, hence the 'IN-IN-OUT' system. This new programme calls for a different form of supervision, mentoring, to make the programme effective. Guidelines on the implementation of this programme from GES (2001) spell out clearly what makes mentoring so significant in teacher education in Ghana. GES (2001) says that teacher trainees will spend the first two years on the college campus but during the third year, the teacher-trainees would be posted to school to do practice teaching. While there they will continue their studies, based on distance learning methodology. One of the guiding principles of the implementation states that teacher trainees should be

given adequate supervision and guidance as they teach in order to allow them to develop professional skills expected of them. The supervision is to be provided by mentors in the schools and link tutors from the Teacher Training colleges. Teacher trainees, therefore, have to be posted to schools where there is assurance of the presence of qualified and competent teachers to provide effective supervision. The teaching is to be shared between the mentor the teacher trainee, who should not have more than four periods a day.

The criteria used in selecting schools for the attachment should cover the following:

- i. The school environment is conducive to teaching and learning.
- ii. The children are in school and are motivated to learn
- iii. The teachers are in school and are motivated to provide effective teaching.
- iv. The head teacher is an effective manager and administrator.
- v. The school has established good relationship with the community and its leaders

The guidelines further state that the success of the “OUT” component of the programme would depend on regular supervision. Mentoring, therefore, is vital to the survival of this new programme.

Constraints on the Mentoring Programme

Aboagye and Kutor (2006), in a nationwide study concluded that, despite the challenges facing the programme, majority of the stakeholders testified to it being a more effective approach to the training of teachers in the teacher training

colleges. Among the challenges listed were: delays in payment of feeding grants, water problems, accommodation, poor community relations, absence of textbooks and late supply of Distance Learning Materials (DLMs). Other concerns raised about the “OUT” segment of the IN-IN-OUT programme were: too much work load for trainees in teaching, preparing of own food, study circle meeting and writing of project work; trainees considered the attachment period of three (3) terms too long; inadequate supply of mentees’ handbooks and Distance Learning Materials to practice schools and teacher trainees, lack of incentive package for mentors and link tutors and inability of communities to sustain ‘free accommodation’ for mentees.

Kunu (2005) identified similar challenges in a study on “The Challenges facing the internship of teacher trainees in the Volta Region of Ghana”. For example, he established that the rent-free accommodation for mentees could be threatened in future. The study also found out that some mentors lacked the professional competence and commitment to promote mentees’ professional development.

GES, TED (2002) also outlined similar lapses in the IN-IN-OUT programme as practised by the Teacher Training Colleges. However Aboagye and Kutor (2006) agreed with Asante (2004) that internship in rural and remote areas helps to address the problem of teacher shortages by preparing teachers to work in the school and local communities. Asante (2004) further noted that careful planning and research were essential ingredients that would make the internship, programme effective and beneficial.

The literature review in this chapter has revealed immense empirical evidence that mentoring enhances effectiveness of the mentee. It also looked at a number of authors and their views on effective mentoring. Despite the numerous studies and research on mentoring, no systematic study has been carried out on the 3rd year students of OLA Training College in the Central Region of Ghana. The current study, therefore, aims at firstly, determining whether mentoring of teacher trainees lead to their effectiveness. Secondly, the study is looking at how effectively the mentoring programme is carried out in the Mfantiman and Abura-Asebu-Kwamankese Districts, where OLA Training mentees carry out their attachment programme.

Looking at the implications for policy, the study of Aboagye and Kutor (2006) again revealed that some mentees were of the view that district assemblies should take over the issue of accommodation of mentees and that the duration should be six months. Again, many mentees, link tutors, mentors and lead mentors felt that the duration of the programme was too long and that it should last 2 terms to give mentees adequate time to complete their project work and prepare for their final exams. Principals however argued that reduction in the duration would lead to overcrowding or a cut in intake in most colleges for lack of facilities to absorb all the students. It would also increase disciplinary problems when mentees returned to college.

CHAPTER THREE

METHODOLOGY

This chapter discusses the procedures used in conducting the study. It describes the research design, study area, population, the choice of sample for the study and the instruments used in the data collection. It also looks at the data collection procedure and the method of data analysis.

Research Design

Descriptive survey was chosen for this study. According to Ary, Jacobs and Razavich (1990), descriptive research studies are designed to obtain information concerning the current status of phenomena. They are directed towards the nature of situation, as it exists at the time of the study and they focus in determining the status of a defined population with respect to certain variables.

The descriptive survey design was chosen as it has the advantage of producing good amount of response from a wide range of people. Again, it provides a meaningful picture of the situation. Furthermore, it provides a meaningful picture of the situation. Furthermore, it can be used with greater confidence since the questions asked are pertinent and are of special interest or value to the researcher (Fraenkel and Wallen, 1993).

The focus of the study was how the mentoring programme was enhancing the effectiveness of teacher trainees. The survey dealt with questions concerning what was existing, with respect to certain variables and conditions in a situation.

Study Areas

The Abura-Asebu-Kwamankese District was created out of the Mfantseman District in December 1988. It is one of the twelve districts in the Central region of Ghana with Abura-Dunkwa as its capital. The district has three traditional areas: Abura-Asebu-Kwamankese.

It is bounded on the north by the Assin District, on the south-west by Cape Coast Municipality, on the north-west by Twifu-Heman Lower Denkyira District, on the east by Mfantseman District and on the south by a short coastal strip of 5.2km along the Gulf of Guinea (ref to map 1 Appendix E). The Kakum National Park is located in this district. Abura-Asebu-Kwamankese district has a population of 97,903 representing 5.7% of the total population of the central region. The district has area councils, namely: Abakrampa, Nyanfeku-Ekroful, Asebu, Amosima, Ayeldu and Abura-Etsiful.

The Educational district is made up of six circuits located in six centres. They are: Abura-Dunkwa, Moree, Ayeldu, Abakrampa, Asebu, Gyanbankrom. Abura-Dunkwa circuit is the District Capital. Abakrampa circuit is the largest in the district with the largest number of schools, while Ayeldu circuit is the smallest with the least number of schools. The information was based on survey conducted by the statistics Section of the District Education Office during the 2002/2003 academic year.

The Mfantseman District is also in the Central Region of Ghana bounded on the south by the Gulf of Guinea, on the north by Ajumako-Enyan-Esiam-

Breman District and on the west by Abura-Asebu-Kwamankese District. (ref to map 2 Appendix F).

The Educational District is made up of eight circuits located in eight centres. They are: Saltpond, Narkwa, Dominase, Essarkyir, Eyisam, Anomabu, Mankessim and Yamoransa. There are a total of 107 Basic schools, with Anomabu and Saltpond circuits having the largest number (seventeen each) of schools in the district. The circuit with the least numbers of schools is Yamoransa, with seven schools. This information was based on a survey conducted by the Statistics Section of the District Education Office during the 2003/2004 academic year.

Population

The target population of this study, 2675, comprised all tutors and teacher trainees of OLA Training College, head teachers and teachers in the Mfantsiman and Abura-Asebu-Kwamankese Educational Districts of the Central region of Ghana, where the third year students of OLA Training College carried out their attachment programme for the 2003/2004 academic year. There were 67 Primary schools and 47 Junior Secondary Schools (JSS) in the Abura-Asebu-Kwamankese District, while the Mfantsiman District had a total of 107 Basic schools.

Sample

Purposive sampling technique was adopted in selecting respondents for the study. The respondents were those who had the needed information and were involved in the attachment programme. Four categories of respondents involved

were: the teacher trainees/mentees, head teachers/lead mentors, teachers/mentors and tutors/link tutors.

In all, 165 mentees of OLA Training College, 94 mentors and 12 lead mentors from 12 school clusters in the two districts and 8 link tutors from OLA Training College were used. The head teachers and teachers were purposively sampled from all the schools where the 3rd year Teacher Trainees of OLA Training College had their internship programme in 2003/2004 because they were in a better position to give their views on the programme. The link tutors were allocated specific schools to visit twice a week. Table 1 shows the study sample.

Table 1

Study Sample

District	School	No. of trainees	No. of mentors	No. of lead mentors	No. of link tutors
Abura-Asebu-Kwamankese	Brafuyaw AME Zion Primary 'A' & 'B'	19	9	1	1
	Brafuyaw AME Zion JSS 'A' & 'B'	6	5	1	
	Asebu D/A Prim 'A' & 'B'	16	8	1	1
	Asebu JSS 'A' & 'B'	6	5	1	
Mfantsiman	Biriwa Methodist Primary 'A' & 'B'	24	12	1	1

Table 1

Continued		No. of	No. of	No. of	No. of
District	School	trainees	mentors	lead mentors	link tutors
	Biriwa Methodist JSS				
	'A' & 'B'	6	6	1	1
	Anomabo St. Mary's Cath. Pri. 'A' & 'B'	24	12	1	1
	Anomabo St. Mary's Cath. JSS	6	6	1	
	Egyaa D/A Pri. & JSS	14	7	1	1
	Saltpond Cath. Girls' Pri. & JSS	18	11	1	1
	Saltpond Cath. Boys' Pri. & JSS	18	9	1	1
Total		165	94	12	8

Research Instruments

Data were collected through questionnaire and unstructured interviews. Four types of questionnaires were designed for four categories of respondents: mentees, mentors, lead mentors link tutors of selected basic schools in the Mfantsiman and Abura-Asebu-Kwamankese Districts. The questionnaires were based on the literature review on mentoring and the 'IN-IN-OUT' programme as well as the research questions used. The questionnaire consisted of both open-ended and closed-ended items. Lead mentors had 15 items, mentees, 14 items, mentors, 15 items and link tutors, 12 items. The questionnaire was particularly useful since the survey involved the collection of data from literate respondents; it

had the advantage of producing a good amount of responses from the many subjects. Furthermore, it could be used with greater confidence since the identities of the respondents were not divulged. It also required little time of the respondents.

Unstructured interview, the other tool, used for the collection of data offered a high response rate. It was very useful because issues could be clarified where necessary. The interviews were recorded in the form of notes. The Coordinator of the 'IN-IN-OUT' programme of OLA Training College as well as Heads and staff of the Statistics Department of the District Education offices of Abura-Asebu -Kwamankese and Mfantsiman were interviewed. Such interviews helped in the choice of respondents as well as the relevant variables to be included in the study.

Administration of Instruments

The researcher personally visited the selected schools to hand-deliver and explained the importance of the questionnaires to the head teachers before administering them. This was to establish rapport and solicit the co-operation of the respondents. It enabled the researcher to reassure respondents of the confidentiality of their responses.

After designing the questionnaire, they were pre-tested in the Komenda-Edina-Eguafo Abrim (KEEA) District using two head teachers as lead mentors, eight teachers as mentors, six teacher trainees as mentees and two tutors from Komenda College as link tutors. This helped to evaluate and enhance the validity of the instrument, identify possible problems likely to be encountered and develop

a reliable pattern for choosing the responses. Out of the 165 questionnaires distributed to the trainees, 140 were returned. This showed a return rate of 84.4%. Out of 94 questionnaires distributed to the teachers, 80 were returned, showing a return rate of 85.1%. 10 out of 12 questionnaires distributed to the head teachers were returned. This showed a return rate of 83.3%. All 8 questionnaires distributed to link tutors were returned, thus showing a return rate of 100%. In all, 238 out of 279 questionnaires administered were returned, showing a return rate of 85.3%. Some respondents had one week to give their responses, while others had two weeks. For the trainees, the researcher made the leaders of the various schools responsible for the collection of the questionnaires.

The researcher visited the Statistics Department of Mfantseman District Education Office in Saltpond once to collect important data. The interview was recorded in the form of notes. She however visited the Statistics Department of Abura-Asebu-Kwamankese District Education Office on two occasions to gather data in print. The 'OUT' programme co-ordinator of OLA Training College provided useful data on the number of link tutors, lead mentors, mentors and mentees in their practising schools. The duration of the collection of data was two months, between May and June.

Methods of Data Analysis

The responses to the questionnaires from the four categories of respondents were tallied. Frequencies and percentages were used to determine each response category. These aided the discussion and interpretation of the data collected.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter dealt with the analysis and discussions of data gathered from the four categories of respondents: mentees, mentors, lead mentors and link tutors. The data were analysed using frequencies and percentages. The chapter was divided into headings that corresponded with those of the questionnaires. There were six main components of the study namely:

- a. The impact of the mentoring programme on the teacher trainees' performance in the classroom.
- b. The impact of the mentoring programme on the complete development of the teacher trainee
- c. The role of the lead mentors
- d. The role of the community in enhancing the effectiveness of the training
- e. Problems encountered during the mentoring programme.
- f. Suggestions to help improve the Mentoring programme.

The research questions of the study were used in presenting the results and discussions.

Research question 1: Is mentoring improving the effectiveness of teacher trainees in the classroom?

The study sought to answer the question under three areas of performance:

- a. Lesson preparation
- b. Teaching delivery
- c. Classroom management

These areas were chosen because they looked at the impact of the mentoring programme on the teacher trainee in the classroom. A descriptive summary of the data is presented in Table 2. The frequencies and percentages reported here are based on the responses of the various respondents, namely: Link Tutors, Lead Mentors, Mentors and Mentees.

Lesson Preparation

The first area of performance under this section was lesson preparation. Teacher preparedness implies identifying appropriate TLMs, teaching methods and extensive reading on the subject matter.

Table 2

The Impact of Mentoring on the Teacher Trainee in the Classroom

Areas of Performance	Rating	Link (8) Freq	Tutors %	Lead (10) Freq	Mentors %	Mentors (80) Freq	%	Mentees (140) Freq	%
Lesson Preparation	Excellent					5	6.3	98	70.0
	Very Good	6	75.0	3	30.0	38	47.5	35	25.0
	Good	2	25.0	1	10.0	32	40.0	5	3.6
	Fair	-	-	5	50.0	3	3.7	1	0.7
	Poor	-	-	-	-	-	-	-	-
	No Response			1	10.0	2	2.5	1	0.7
Teaching Delivery	Excellent	-	-	-	-	3	3.7	71	50.7
	Very Good	1	12.5	5	50.0	32	40.0	58	41.4
	Good	7	87.5	4	40.0	40	50.0	9	6.4
	Fair	-	-	1	10.0	5	8.8	1	0.7
	Poor	-	-	-	-	-	-	1	0.7
	No Response	-	-	-	-	-	-	-	-

Table 2 Continued

Areas of Performance	Rating	Link	Tutors	Lead	Mentors	Mentors	%	Mentees	%
		(8) Freq	%	(10) Freq	%	(80) Freq		(140) Freq	
Classroom Management	Excellent	-	-	-	-	2	2.5	72	51.4
	Very Good	3	37.5	4	40.0	30	37.5	51	36.4
	Good	5	62.5	5	50.0	40	50.0	15	10.7
	Fair	-	-	1	10.0	8	10.0	-	-
	Poor	-	-	-	-	-	-	-	-
	No Response	-	-	-	-	-	-	2	1.4

A look at Table 2 reveals that 75.0% of Link tutors and 47.5% of mentors rated trainees' performance in lesson preparation as very good while the majority, (50.0%) of Lead mentors rated it as fair. The majority (70.0%) of mentees, however, rated it as excellent. Thus, the mentees indicated that they gained a lot of experience in lesson preparation from their mentors. The findings of the study confirm the views of G.E.S (2001) that to ensure a successful programme, the Lead mentors were to assist trainees with curriculum materials necessary to prepare their lessons

Teaching Delivery

Another area that was considered under the impact of the mentoring programme on teacher trainees was teaching delivery. Table 2 indicates that majority of respondents rated the trainees' performance in teaching delivery skills as good. 87.5% of Link Tutors and 50.0% of mentors and 40.0% of L mentors rated it as good. This compares with 40.0% of mentors and 50.0% of Lead Mentors indicating very good while 40.0%. 50.7% of mentees rated their performance as excellent while 41.4% of them rated it as very good.

The analysis implies that the mentees expressed great satisfaction at the skills they had acquired in teaching delivery as a result of the mentoring programme. The findings of the study confirm the point made by Freiberg Zbikowski and Ganser (1997), that mentoring new teachers could provide professional development for both mentor and protégé. The protégés acquire knowledge and skills which enable them cope with their various responsibilities.

Again the Internship Newsletter (2004) stated that mentees learn new skills and educational practices needed to develop and maintain excellence in teaching.

Classroom Management

Table 2 further looks at mentees' performance in the area of Classroom Management. Majority of respondents (62.5%) of Link Tutors, 50.0% of Lead Mentors and 50.0% of Mentors rated mentees' performance as good. On the part of Mentees, 51.4% rated their performance as excellent, while 36.8% rated it as very good implying that the programme has built confidence in mentees and improved their performance in classroom management.

The findings from the study confirm the observation made by Field (1994) in a post practicum survey conducted in the University of New England in New South Wales that "There is more of a professional growth factor when they have a more substantial time in a school with an experienced, committed mentor teacher. Also, the Internship Newsletter (2004) states that "field- based experiences provide opportunities for students to enhance their ability to engage in reflective strategies and to assess and improve their teaching behaviours. Again, the programme provides a laboratory for a transition from theory to practice and the mentees learn new skills and educational practices needed to develop and maintain excellence in teaching. In addition, mentoring builds confidence in mentees and improves teaching.

From Table 2, it is obvious that the mentoring programme is improving the effectiveness of teacher trainees in the classroom. The general picture given by the table implies that the mentees have gained more experience to improve the quality of teaching in schools they will be posted to.

Research question 2: What impact is the mentoring programme having on the complete development of the teacher trainee?

The areas of performance under this section were:

- a. Career enhancement
- b. Self – development
- c. Socialisation

The frequencies and percentages reported here are based on the responses of the various respondents: Link Tutors, Lead Mentors, Mentors and Mentees.

Table 3

The Impact of Mentoring on the Complete Development of the Teacher Trainee

Areas of performance	Rating	Link Tutors (8) Freq	%	Lead Mentors (10) Freq	%	Mentors (80) Freq	%	Mentees (14) Freq	%
Career Enhancement	Excellent	-	-	1	10.0	-	-	57	40.7
	Very Good	3	37.5	3	30.0	30	37.5	60	42.9
	Good	3	37.5	5	50.0	38	47.5	19	13.6
	Fair	2	25.0	1	10.0	8	10.0	2	1.4
	Poor	-	-	-	-	1	1.3	-	-
	No Response	-	-	-	-	3	3.7	2	1.4
Self Development	Excellent	-	-	1	10.0	8	10.0	88	62.9
	Very Good	1	12.5	5	50.0	27	33.7	35	25.0
	Good	7	87.5	2	20.0	32	40.0	13	9.3
	Fair	-	-	1	10.0	8	10.0	3	2.1
	Poor	-	-	-	-	1	1.3	-	-
Socialization	No Response	-	-	1	10.0	4	5.0	1	0.7
	Excellent	4	50.0	1	10.0	10	12.5	66	47.1
	Very Good	-	-	4	40.0	36	45.0	44	31.4
	Good	4	50.0	3	30.0	24	30.0	21	15.0
	Fair	-	-	1	10.0	6	7.5	6	4.3
	Poor	-	-	-	-	2	2.5	2	1.4
	No Response	-	-	1	10.0	2	2.5	1	0.7

Career Enhancement

An examination of table 3 shows that the majority of Lead Mentors (50.0%) and 47.5% of Mentors indicated good for mentees' career enhancement. 40.7% of the mentees rated it as excellent while 42.9% indicated very good. 37.5% of Link Tutors also indicated very good while another 37.5% rated it as good. The results of the study imply that the programme has enhanced the mentees' teaching. The findings confirm the views of Szumlas (2001) about mentoring that a mentor as a teacher may enhance the young man's skills and intellectual development, promote his advancement and acquaint him with values and resources.

The Internship Newsletter (2004) also asserts that field-based experiences provide opportunities for students to enhance their ability to engage in reflective strategies and to assess and improve their teaching behaviours. The mentors learn new skills and educational practices needed to develop and maintain excellence in teaching.

Self-development

Another area looked at in this section was the effect of the mentoring programme on the mentees' self-development. According to the table, 87.5% of Link Tutors indicated good, with 50.0% of Lead Mentors indicating very good. 33.7% and 40.0% of Mentors rated it as very good and good respectively. On the part of Mentees, majority of them (62.9%) indicated excellent. The findings of the study illustrate the positive impact the

mentoring programme has had on the mentees' in the area of self-development. The results confirm the views of Bova and Phillis (1984).

After conducting surveys and interviews to determine the effects of mentoring on mentees, they concluded that mentees learn risk-taking behaviours, communication skills and survival in the organisation. They observed too that, mentoring is critically important in developing the individual. Krupp (1985) discovered that mentors gained self-awareness personal growth and a sense of worth. This high self-esteem improved the climates of the schools.

Socialization

A teacher needs to be sociable and approachable so this study was interested in finding out how far the mentoring programme had affected the mentees in the area of socialisation. The findings suggest that the programme has positively affected the mentees in that respect. 50% of Link Tutors rated mentees' performance as excellent while the remaining 50% of them rated it as good. 40% of Lead Mentors and 45.0% of mentors indicated Very Good. 47.1% and 31.4% of mentees indicated excellent and very good respectively.

The above findings agree with the following literature. Bova and Phillis (1984) said that the mentees learn to respect people, become good listeners and learn how to get along with all sorts of people. Krupp (1985) also found out that inventors gained a sense of worth and friendship. Again the research of Shaumman revealed that mentors helped mentees find resources in

the school and meet and get along with others in the school. Tables 2 and 3 have undoubtedly shown evidence of the several benefits mentees can derive from mentoring. The findings reveal the significance of mentoring to the teacher trainees in the classroom as well as their complete development. The findings are in line with the views of several authors referred to by Janas (1996), on the benefits of a successful mentoring programme. They include: the development of a personal work ethic and standard, increased career aspirations, greater personal interest and expression of talents, enhanced ability to work toward a vision and increased creativity.

Research question 3: In what ways are the lead mentors complying with directives from the Teacher Education Division (GES) concerning the teacher trainees?

This section examined the role of the lead mentors concerning the mentoring of teacher trainees under four areas:

- a. Mentees' perception of lead mentors' role
- b. Mentors' perception of lead mentors role.
- c. Link tutors' perception of lead mentor's in the out programme.
- d. Lead mentor's perception of the mentoring programme.

A descriptive summary of the data collected is presented in tables 4 – 8. The frequencies and percentages reported here are based on the responses of the various respondents: Link Tutors, Lead Mentors, Mentors and Mentees.

Table 4
Mentees' Perception of Lead Mentors' Role (N=140)

Role	Frequency	%
Advisor	17	12.1
Counsellor/Mother	9	6.4
Marking of notes	96	68.6
Supervisor	27	19.3
Supply of TLM/ syllabus	15	10.7
In-Service training	22	15.7
Offer support/ Guidance	30	21.4
No response	5	03.6

Table 4 describes the responses of the mentees on their perception of the Lead mentors' role. The question was open-ended. The table reveals that the majority (68.6%) noted that Lead Mentors marked their lesson notes. 27 respondents representing 19.3% of mentees indicated that the Lead Mentors played the role of supervisors while 12.1% noted that the Lead Mentors played the role of advisors. 21.4% observed that the Lead Mentors offered support, guidance and suggestions. 6.4% of mentees saw their lead mentors as counsellors or mothers, while 15.7% indicated that their lead mentors provided in- service training.

Table 5
Mentors' Perception of Lead Mentors' Role (N=80)

Role	Frequency	%
Advisor/mediator/liaison	20	25.0
Counsellor	3	3.7
Supervisor/ Overseer	50	62.5
Marking/ Vetting notes	48	60.0
Welfare of mentees in the community	30	37.5
Assessment	8	10.0
Role Model	8	10.0
No response	1	1.25

Table 5 gives a summary of mentors' responses on the data collected on the role of Lead Mentors. The question was open-ended. The table shows that the highest percentage (62.5%) of mentors observed that the Lead Mentors played the role of supervisors or general overseers. 60.0% of them noted that Lead Mentors marked trainees' lesson notes while another 37.5% indicated that the Lead Mentors saw to the general welfare of mentees in their various communities.

Another 25.0% observed that Lead Mentors played the role of advisor/mediator/liaison between the school of practice and the college. The responses of the mentors seem to confirm those of the mentees that the Lead Mentors are doing well in marking mentees lesson notes. In addition, more than half of the mentors (62.5%) acknowledged the Lead Mentor as supervisors.

Table 6

Link tutors' Perception of Lead Mentors' Role in the mentoring Programme (N=8)

Responses	Supervision of mentees		Relationship with mentees		Marking of lesson notes		Appraisal of mentees		Lead mentors' effectiveness	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
	Excellent	1	12.5	1	12.5	1	12.5	1	12.5	1
Very Good	4	50.0	3	37.5	3	37.5	2	25.0	-	-
Good	2	25.0	4	50.0	3	37.5	4	50.0	6	75.0
Fair	-	-	-	-	1	12.5	-	-	1	12.5
Poor	1	12.5	-	-	-	-	1	12.5	-	-
TOTAL	8	100	8	100	8	100	8	100	8	100

Another group of respondents who expressed their views on the role of the Lead Mentors were the Link Tutors. Table 6 is a descriptive summary of their responses. The majority of the Link Tutors (50.0%) indicated Very Good for Lead Mentors' supervisory role. Concerning Lead Mentors relationship with mentees, the majority of Link Tutors (50.0%) indicated Good, while 37.5% suggested Very Good. For the marking of lesson notes, 37.5% of link Tutors indicated Very Good while another 37.5% indicated Good. Again 50% of Link Tutors indicated Good for the Lead Mentors' appraisal and assessment of mentees. The last area of Link Tutors' assessment of the Lead Mentors was their effectiveness. The responses suggest that 75.0% (the majority) indicated Good. The analysis of the results implies that the Lead Mentors are doing well.

Table 7

Lead Mentors' Perception of the Mentoring Programme (N=10)

Knowledge of goals of mentoring programme	Frequency	Percentage
Promote professional competency	6	60.0
Offer skills in classroom management	3	30.0
Offer practical teaching strategies	5	50.0
Effective supervision	2	20.0
Brief outline of the mentoring programme in schools		
Lesson notes vetting	7	70.0
Inset programme	1	10.0
Supervision of study circles/teaching	6	60.0
Counselling/ post-teaching conference	4	40.0
Welfare of mentees	3	30.0
Inappropriate response	1	10.0

Table 7 is the descriptive summary of the Lead Mentors' perception of the mentoring programme. Two open-ended questions were asked in this section. First, the researcher wanted to find out how the Lead Mentors understood the goals of the mentoring programme. The table reveals that the majority (60%) indicated that the programme was to promote professional competency. 50% observed that the programme offer practical teaching strategies. 20% noted that the programme was to promote effective supervision, while 30% of them indicated that the programme would offer skills in classroom management.

The second section of table 7 looked into the activities carried out by the Lead Mentors in their schools. The majority (70%) indicated that they vetted the lesson notes of mentees. 60% of them noted that they supervised mentees' study circles and teaching. 40% of them noted that they carried out counselling and post-teaching conference while 30% of them slated that they saw to the welfare of mentees. The responses of the Lead Mentors reveal that they understood the goals of the mentoring programme.

Table 8

Lead Mentors' Interaction with Mentees and Mentors (N=10)

Responses	With Mentees Freq.	%	With Mentors Freq.	%
Regularly	7	70.0	7	70.0
Very often	3	30.0	2	20.0
Often	-	-	1	10.0
Total	10	100.0	10	100.0

Table 8 is the descriptive summary of Lead Mentors' interaction with mentees and mentors. The responses reveal that the majority (70%) of Lead Mentors interacted regularly with both mentees and mentors. 30% indicated that they interacted with the mentees very often while 20% noted that they interacted with the mentors very often.

The results obtained from Tables 4-8 show evidence of the Lead Mentors' knowledge of their expected role in the mentoring programme and the effort they putting in to make the programme successful. The Lead Mentors are playing their supervisory roles, mostly in terms of vetting of mentees' lesson notes. Some of the mentees saw their Lead Mentors as supervisors, advisors and counsellors as well. The findings seem to agree with the views of Stephens (1996) that planning, liaising, demonstrating, facilitating, observing, assessing and guiding are essential skills that determine effective mentoring.

Janas (1996) considers the creation of monitoring and supervisory mechanisms as an essential factor that promotes effective mentoring. Again, according to GES (2000), adequate and effective supervision of the mentees by link tutors and mentors is the key activity for the desired success for the "OUT" component of the IN-IN-OUT programme to be achieved. Lead Mentors were expected to encourage the professional growth of the trainees, display exemplary supervisory skills and professional competence and serve as counsellors to both mentors and mentees.

Research question 4: What role can the community play to enhance the effectiveness of teacher trainees?

The areas considered under this section were: accommodation, meals/food, motivation and co-operation.

Table 9

The Role of the Community in Enhancing the Mentoring Programme – Perception of Lead Mentors and Mentees

Role	Rating	Lead Mentors Frequency	N=10 %	Mentees Frequency	N=140 %
Accommodation	Excellent	4	40.0	35	25.0
	Very Good	2	20.0	23	16.4
	Good	3	30.0	19	13.6
	Fair	1	10.0	17	12.1
	Poor	-	-	45	32.1
	No response	-	-	1	.7
Meals/ Food	Excellent	-	-	2	1.4
	Very Good	1	10.0	8	5.7
	Good	3	30.0	20	14.3
	Fair	4	40.0	39	27.9
	Poor	2	20.0	66	47.1
	No response	-	-	5	3.6
Motivation	Excellent	-	-	2	1.4
	Very Good	3	30.0	12	8.6
	Good	2	20.0	23	16.4
	Fair	5	50.0	46	32.9
	Poor	-	-	56	40.0
	No response	-	-	1	.7

Table 9 continued

Co-operation	Excellent	-	-	5	3.6
	Very Good	6	60.0	13	9.3
	Good	3	30.0	23	16.4
	Fair	1	10.0	41	29.3
	Poor	-	-	56	40.0
	No response	-	-	2	1.4

The respondents used were the Lead Mentors and the Mentees. The descriptive summary of the data is presented in Table 9. The frequencies and percentages used are based on the responses of Lead Mentors & mentees while the majority of Lead Mentors (40%) indicated excellent for the provision of accommodation, the majority of mentees (32.1%) indicated poor, while 20% indicated excellent. 30% - 20% of Lead Mentors indicated good and very good respectively. On the other hand, 16.4% of mentees noted very good while 13.6% of them indicated good.

Meals/Food

Concerning the provision of meals/food, by the community the majority of Lead Mentors (40%) indicated fair while the majority of mentees (47.1%) indicated poor. 40% of Lead Mentors rated the community as good and very good, while 20% of mentees rated them as good and very good.

Motivation

The researchers wanted to find out if the mentees were motivated by their communities. The majority of Lead Mentors, (50%) indicated very good or good for the way the communities motivated the mentees. Another 50% of

them indicated fair. The mentees, on the other hand, did not think they were motivated enough. Only 25% of them indicated good or very good, while the majority of them (40%) indicated poor, with 32.9% indicating fair.

Co-operation

The last aspect of the role of the community the study looked into was the cooperation the mentees enjoyed from the communities they served in.

The Lead Mentors appreciate the efforts made by the community. 60.0% and 30.0% of Lead Mentors rated the community very good and good respectively. The mentees on the other hand, were not impressed. 40.0% rated the community as poor, while 3.6% rated them excellent and 9.3% as very good. The findings in Table 9 suggest that there were varying views on the role the community.

Freedman & Jaffe (1993) are of the view that logistics are vital support structures for the implementation of successful mentoring programmes. GES (2001) shares the same view that support structures are essential to effective mentoring. For example, communities were expected to provide reasonably decent accommodation, furniture and certain basic welfare services to trainers.

Research question 5: What factors are constraints on effective mentoring?

Four categories of respondents were used: Link tutors, Lead Mentors, mentors and the mentees. The descriptive summary of the data is represented in Tables 10-14.

Table 10
Constraints on the Mentoring Programme

Responses	Link Tutors N=6 Freq.	%	Lead Mentors N=10 Freq.	%	Mentor N=80 Freq.	%	Mentees N=140 Freq.	%
Yes	8	100.0	8	80.0	59	73.8	88	62.9
No	-	-	2	20.0	15	18.7	41	29.3
No Response	-	-	-	-	6	7.5	11	7.9
Total	8	100.0	10	100.0	80	100	140	100

Table 10 shows that 100% of link tutors, 80% of Lead Mentors, 73.8% of mentors and 62.9% of mentees said yes. Majority of percentages represent the respondents. Aboagye and Kutor (2006) and Kunu (2005) confirm that there are challenges facing the new programme.

Table 11
Problems encountered - Link Tutors' Perception (N=8)

Responses	Frequency	%
No effective training of mentors	5	62.5
No remuneration/motivation for mentors	4	50.0
Combining teaching with supervision is tedious	1	16.7
No response	-	-

Table 11 is a descriptive summary of the responses of Link Tutors concerning the challenges or problems encountered. The question was open-ended. Majority of Link Tutors, Representing 62.5% said there was no effective training of mentors. 50% of them also said there was no remuneration or motivation for mentors.

Table 12

Problems encountered - Lead Mentors' Perception (N=10)

Responses	Frequency	%
Lack of motivation	5	50.0
Late supply of DLM & TLM	3	30.0
Non seriousness of mentees	3	30.0
Combining administrative work with supervision is demanding	1	10.0
Mentees' movement not restricted	2	20.0

Table 12 is the descriptive summary of Lead Mentors' perception of problems encountered during the programme. The question was open-ended. 50.0% of Lead Mentors identified lack of motivation for Lead Mentors while 30.0% talked about the late supply of DLMs and TLMs. Another 30.0 identified non seriousness of mentors as a problem.

Table 13

Problems encountered – Mentor’s Perception (N=80)

Response	Frequency	%
No motivation	20	25.0
Non-seriousness of mentees	8	10.0
Not all mentors are committed	4	5.0
No prior training	1	1.3
Mentees are too young movement not restricted	8	10.0
Problem with math teaching	5	6.3
Duration of programme is too short	10	12.5
Non-participation in co-curricular activities because of study circles	4	5.0
Mentors are unfamiliar with mentees’ methods of notes preparation	5	6.3
Mentees prepare lesson notes during instructional hours	5	6.3
Delay in supply and inadequate DLM & TLM	25	31.3
Mentees relax towards end of programme	3	3.8
No response	5	6.3

Table 13 describes the summary of responses from mentors concerning constraints on the mentoring programme. There were diverse responses since the question was open-ended. The most popular among them were: lack of motivation for mentors and inadequacy and delay in the supply of DLMs and TLMs. 25.0% of them said the mentors were not motivated

while 31.3% identified the problem of inadequate supply and delay of DLMs and TLMs. The mentors seem to echo the problems by the Link Tutors. 6.3% complained that they were not familiar with mentees' method of notes preparation. 5.8% of the mentors said some mentors were not committed while one of them, representing 1.3% identified lack of prior training of mentors as a problem. This was also identified by the link tutors. These findings match with those discussed in Table 12.

Table 14

Problems encountered- Mentees' Perception (N=140)

Response	Freq	%
Ineffective supervision from mentors	18	12.9
Mentors leave work load on shoulders of mentees	64	45.7
Mentors shirk responsibility/ do not assist the trainees	25	17.9
Unfriendly atmosphere from community and teachers	11	7.9
Expensive utility bills and poor facilities	45	32.1
Delay in payment of feeding fee	32	22.9
Duration is too long/ unable to write project work	78	55.7
No incentives/ motivation for mentors	9	6.4
No response	5	3.6

Table 14 shows the descriptive summary of the responses of the mentees. Majority of them, representing 55.7% said the duration of the programme was too long and that it affected the writing of their project work. Ironically in table 13, ten mentors representing 12.5% said the duration of the

programme was too short. This probably explains why as many as 45.7% of mentees complain that the mentors leave much work load on their shoulders. While 32.1% complained about expensive utility bills and poor facilities, 22.9% noted the delay in payment of feeding fee. 17.9% said their mentors did not assist them, while eleven (11) of them, representing 7.9% complained of the unfriendly atmosphere of community and teachers. 6.4% of them identified lack of incentives and motivation for mentors as a constraint.

The findings from tables 11 – 14 indicate that there were constraints on the mentoring programme. Prevalent among them were: Lack of motivation for mentors, lack of effective training of mentors, the inadequacy and delay in the supply of DLMs and TLMs, duration of programme, mentors leaving work load on the shoulders of mentees, poor accommodation facilities but expensive utility bills and delaying in the payment of feeding fee.

Lack of Motivation

In the area of motivation the findings confirm what Field (1994) says that mentors would be expected to be highly motivated in order to do very effective work. GES (2001) shares the same view that motivation is one of the factors that promote effective mentoring. The document states that funds will be required for payment of incentives for mentors. The monitoring of trainees' work study and teaching will have to be paid for. Also GES (2001) proposes that funds should be available for the visits of Link tutors to the teaching practice sites. Funds should cover fuel and per diem.

Lack of Effective Training of Mentors

GES (2001) states categorically that mentees should be posted to schools where there is assurance of the presence of qualified and competent teachers to provide effective supervision. Again it states that committed and dedicated teachers and tutors should be selected and trained as mentors and Link tutors respectively.

Tyson and York (1993) also agreed that effective development of human resources through formal courses enables employees to acquire the knowledge, skills and attitudes they require to perform work effectively.

Janas (1996) mentions the selection and training of individuals to serve as mentors as the first of four major tasks of staff developers in mentoring programmes. GES attaches great importance to the training of mentors and supervisors of the programme.

Inadequate and Late Supply of Teaching Learning Materials

Concerning inadequate and late supply of TLMs and DLMs Freedman and Jaffe (1993) are of the view that arrangements and logistics are vital support structures for the implementation of successful mentoring programmes. GES (2001) stresses the provision of DLMs and other study material like lesson notes, cardboards, felt pens for the design and preparation of TLMs.

Janas (1996) observes that one of the major tasks that staff developers usually deal with is to build a support structure by making physical

arrangements and handling logistics. The above literature spells out the importance of adequate and timely supply of DLMs and TLMs to mentees.

Aboagye and Kutor (2006) identified the late supply of DLM as one of the constraints on the 'OUT' programme. The findings of this study reiterates this point.

Duration of the Programme

Concerning the duration of the programme, Field (1994) in a post – practicum survey found out from the student teachers that they gained more experience and felt that it was better for them to be in schools for a whole year learning how to teach than in the university learning about teaching. They agreed that they had a more substantial time in a school with an experienced committed mentor teacher. Comparing it with when they had only three or four weeks practicum each year in school they considered it as a matter of survival. The UEW Internship Newsletter (2004) states that field-based experiences provide opportunity for teacher trainees to enhance their strategies assess and improve their teaching behaviour.

The findings of this study suggest that the mentees wished they could return to campus earlier to enable them finish their project work even though their stay in the schools helped them gain experience. It was their major concern. This probably explains why some mentors complained about mentees poor attitude towards the end of their stay in the schools.

Workload on Mentees

The findings of the study reveal that many mentees had too much workload on their shoulders. The findings confirm the concerns raised by Nsowah (2002) that there was too much work load for trainees in teaching, preparing of own food, study circle, meetings and writing of project work.

This does not agree with directives from GES (2001) that teacher trainees should not have more than four periods a day and that the teaching should be shared between the mentor and the teacher trainee. Shulman (1985) also found out that the protégé has access to models of teaching. The researcher believes then that this can come about only when the teaching is shared and the teacher trainee has the opportunity to observe the mentor

Poor Accommodation Facilities but Expensive Utility Bills

The findings of the study reveal that the third major problem of mentees was poor accommodation facilities but expensive utility bills. The findings agree with Aboagye & Kutor (2006) when they identified accommodation and water problems as some of the challenges facing the mentoring programme. Kuna (2005) also observed that the rent – free accommodation for mentees would be threatened your future.

It implies that some communities are not complying with the GES directives that expected them to provide reasonably decent rent – free accommodation as a form of incentive and community support.

Research question 6: How can the mentoring programme be improved?

In an attempt to find solutions to some of the problems encountered by the subjects of the study, the researcher asked them to provide suggestions to help improve the mentoring programme. Tables 15 – 18 represent the descriptive summary of the data.

Table 15

Suggestions to Help Improve the Mentoring Programme-Link Tutor (N=8)

Suggestions	Frequency	%
Training of mentors	6	75.0
Remuneration / motivation	6	75.0
Visits should be sporadic	2	25.0
More experienced teachers to be used	3	37.5
Third term to be used for project work	1	12.5
Link teachers should not teach / should be full time	1	12.5

Table 15 shows the summary of Link Tutors' views on how the programme can be improved 75.0% mentioned the effective training of mentors, while another 75.0% noted that mentors / link tutors should be motivated through remuneration, 37.5% of them also suggested that more experienced teachers should be used as mentors. One of them, representing

12.5% was of the opinion that students should return to campus during the third term to enable them complete their project work on time.

Table 16

Suggestions to Help Improve the Mentoring Programme- Lead Mentors

(N= 10)

Suggestions	Freq.	%
Incentives should be given to motivate mentors and lead mentors	6	60.0
Charge over of subject areas should be monthly	1	10.0
Regular visits by link tutors	3	30.0
Mentees should participate in co-curricular activities	1	10.0
Supply of logistics to schools of practice	1	10.0
Utility bills to be borne by College	1	10.0
Timely supply of DLMS & TLMS	3	30.0
Assessment of mentees should be team work by mentors Lead mentors and Link Tutors	1	10.0
Mentees to prepare and use more TLMS	1	10.0

Table 16 shows the summary of lead mentors' responses. The majority of them, representing 60.0% observed that incentives should be given to motivate mentors and lead mentors. 30.0% suggested that Link Tutors' visits should be regular. Another 30.0% suggested that the supply of DLMS and TLMS should be timely.

Table 17

Suggestions to help improve the mentoring programme-Mentors (N=80)

Suggestions	Freq.	%
Unannounced visit by link tutors	17	21.3
Adequate and timely provision of TLM and DLM	25	31.3
Duration-full years	24	30.0
Retraining of mentors and lead mentors	1	1.3
Intensified regular supervision by link tutors	20	25.0
Motivation of mentors and lead mentors	32	40.0
Teamwork between practice school and link tutors for assessment of mentees.	10	10.0
Utility bills to be paid by College	8	10.0
Specialisation in subjects should cease	6	7.5
Duration should be reduced to one team/student should commute	1	1.3
Mentees should show gratitude to mentors	5	6.3
No response	4	5.0

Table 17 represents the responses of Mentors. The majority of them, representing 40.0% suggest that there should be motivation for mentors and lead mentors. 31.1% of them observed that there should be adequate and timely supply of DLMs and TLMs. 21.3% of them stated that visits of Link Tutors should be unannounced while 25.0% said Link Tutor's supervision

should be regular and intensified. 7.5% of them suggested that utility bills should be borne by the college

Table 18

**Suggestions to Help Improve the Mentoring Programme – Mentees
(N=140)**

Suggestions	Frequency	%
Rotate schools offering services for programme	20	14.3
Reduction in duration to two terms	53	37.9
Regular visits from link tutors	15	10.7
Improved accommodation	35	25.0
Permanent structures for accommodation to be provided	4	2.9
Teaching load of mentees should be reduced	11	7.8
Mentors & Lead mentors need training	9	6.4
J.S.S mentors to teach majority of subjects	20	14.3
Allowance & feeding fee should be regular and increased	35	25.0
Community involvement must improve	4	2.9
Schools running shift should be excluded	1	0.7
GES officials should regularly monitor mentors to keep them on their toes	3	2.1

Table 18 is the summary of suggestions of mentees. Many of them, representing 37.9% were of the opinion that the duration of the mentoring period should be reduced to two terms to facilitate the writing of their project work. 25.0% also suggested that their accommodation should be improved.

Another 25.0% stated that their allowance and feeding fee should be regular and increased.

The analysis of tables 15-18 of the study revealed the following suggestions from respondents to help improve the programme:

1. Mentors and lead mentors should be trained effectively
2. Mentors, Lead mentors and Link tutors should be motivated to ensure effective supervision.
3. Duration of the programme should be shortened to facilitate the writing of trainees' project work.
4. The supply of DLMS and TLMS should be adequate and timely.
5. Feeding fee should be regular and increased.
6. Colleges should bear the cost of utility bills and ensure decent accommodation for mentees in the communities.
7. The visits of Link tutors should be more regular and unannounced.

The findings of the study seem to agree with the findings of Aboagye and Kutor (2006) that provision of logistics for schools of attachment should be adequate and timely, mentees' allowances should be increased and paid in full, district assemblies should take over the issues of mentees' accommodation and that the duration of programme should be six months. They also mentioned motivating mentors and lead mentors to play their roles much more effectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, conclusions drawn from the study and recommendations made to help promote effective mentoring of teacher trainees doing the “OUT” segment of the “IN-IN-OUT” program of OLA Training College programme in the Mfantsiman & Abura-Asebu-Kwamankese districts. Finally, suggestions for future research in this field are presented.

Summary

The introduction of the “IN-IN-OUT” programme in 2001 was to integrate the teaching of theory with classroom experience and performance. The objective of this study on effective mentoring was to ascertain how effectively the mentoring programme was being carried out in the basic schools in the Mfantsiman & Abura – Asebu – Kwamankese districts of the Central Region.

The study was a descriptive survey of the 3rd batch of the “IN-IN-OUT” programme (2003/2004) with specific reference to selected schools in the Mfantsiman & Abura – Asebu – Kwamankese districts. It involved a purposive sample of all the schools where the 3rd year teacher trainees of OLA Training College had their attachment internship programme in 2003/2004 academic year.

The subjects of the study were 165 trainees/mentees, 94 mentors, class teachers' 12 lead mentors (head teachers) and 8 link tutors (tutors of OLA Training College). Purposive sampling was used to ensure that the respondents selected for the study would be able to provide a meaningful picture of how effectively the information on mentoring programme is carried out.

The procedure for collecting data involved the use of four types of questionnaires for the four categories of respondents and instructed interview. The questionnaires were hand – delivered and administered to mentors and mentees.

Lead mentors and link tutors. The return rates were 84.8%, 85.1%, 83.3% and 100% respectively. The interview was used to collect data on the population study area and sample for the study at OLA Training College as well as Heads and Staff of the Statistics Department of the District Education Office of Mfantseman & Abura – Asebu – Kwamankese districts were interviewed. The data collected were analysed using descriptive statistics of simple percentages.

Summary of Findings

The following are the summary of the main findings of the study.

1. The mentoring programme is generally improving the effectiveness of teacher trainees in the classroom, in the areas of: lesson preparation, teaching delivery and class management.

2. The mentoring programme is having a positive impact on the complete development of most of the teacher trainees in the areas of self-development, socialization and career enhancement. It is making them independent, responsible and self-reliant.
3. Most Lead mentors understood the goals of the programme and were doing very well in vetting mentees' lesson notes and interacted regularly with mentors and mentees.
4. Most Lead mentors, however, were not playing their supervisory roles as effectively as expected.
5. Only a small number of mentees felt motivated by their communities of practice. They acknowledged the provision of decent accommodation. The majority, however, did not find the communities friendly and felt their accommodation was not decent enough. In addition mentees complained about high utility bills in spite of poor facilities.
6. Mentees felt the duration of the programme was too long. They were exposed to a lot of risks and had problems with the completion of their project work.
7. Some mentors left much more workload on mentees' shoulders.
8. Trainees face other problems like delayed and inadequate supply of DLMs and TLMs.
9. Mentees' feeding fee is inadequate and irregular.

10. Lead mentors, mentors and link tutors are not motivated to work effectively.

Conclusions

From the results of the study, a number of conclusions could be drawn. Most of the mentees who responded to the questionnaire admitted that the mentoring programme was making them effective in the classroom. It can be concluded that mentoring is significant to teacher trainees in the classroom as well as their self-development. It enhances the ability and standard of teacher trainees.

The findings of the study revealed that in spite of efforts being made by Lead Mentors to make the programme a success, they still need to do better in the area of supervision. If their supervisor is effective, mentors will not shirk their responsibility and increase workload of mentees. Another revelation of the study was that some communities of practice were not providing decent “rent free” accommodation for the mentees. The future sustainability of this arrangement was bleak.

The study again revealed that the duration of the programme did not favour the mentees. They wished it would be shortened to enable them complete their project work on time. Some mentees, as a result, exhibit poor attitude to work during the latter part of their stay in the schools of practice. Furthermore, the study revealed that the supply of logistics for the programme is inadequate and irregular.

Finally, it was evident that mentors, lead mentors and link tutors lacked motivation; and this has contributed to some of the problems in the programme. In conclusion, to achieve the goal of this programme, it will take the combined effort of all stakeholders who have specific roles to play to give their support be committed to the programme.

Recommendations

In the light of the findings and the conclusions drawn, the following recommendations were made:

1. Mentors, Lead Mentors and Link Tutors need to be motivated to ensure effective supervision.
2. Duration of the programme should be shortened to facilitate the writing of students' project work. It will curtail the risks involved in commuting from their schools of attachment and the college.
3. It is recommended that instead of individuals providing rent-free accommodation, the District Assemblies should put up structures in the communities for trainees.
4. They should have annual assessment of the programme in order to keep abreast of its challenges, such as accommodation, supply of logistics and feeding fee and strive to find lasting and agreeable solutions to them. This will ensure the success of the programme.

Areas for Further Research

The study was limited to OLA Teacher Training College trainees and selected schools in the Mfantsiman and Abura-Asebu-Kwamankese district in

the Central Region. Those who wish to carry out further research in the problem:

1. To generalise the findings of the study for Teacher Training Colleges in Ghana, could extend the sample to cover all Teacher Training Colleges and the school of practice for their 3rd year students on the “OUT” programme.
2. Investigation into the challenges of the “OUT” programme and the conscious effort to overcome them should be considered.

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APPENDIX A

Introductory Letter: District Director (GES) A-A-K

APPENDIX B

Introductory Letter: Heads of Basic Schools A-A-K

APPENDIX C

Introductory Letter: District Director (GES) Mfantseman

APPENDIX D

Map of A-A-K

APPENDIX E

Map of A-A-K Basic & Second Cycle Schools

APPENDIX F

Map of Mfantsiman District

APPENDIX G

QUESTIONNAIRE FOR MENTORS ON THE EFFECTIVE MENTORING OF TEACHER-TRAINEES IN THE MFANTSIMAN AND ABURA-ASEBU-KWAMANKESE DISTRICTS

The researcher is undertaking a study to determine how effectively teacher-trainees are undergoing mentoring in their schools of attachment. This will help identify the support they have and the difficulties they encounter.

Kindly complete this questionnaire and you are assured that all information provided will be treated with the greatest confidentiality.

Thank you for your co-operation.

Please put a tick against the appropriate box and write your answers in the spaces provided.

A. Bio data

1. Please indicate by a tick by your gender

MALE [] FEMALE []

2. How long have you been teaching?

5-10years [] 11-16years [] 17-22years [] above 22
[]

3.

a. How long have you been teaching in the district?

.....

b. State the District

Abura-Asebu-Kwamankese [] Mfantsiman []

4. When were you appointed a mentor?

.....

B.

5. Did you undergo any training before your appointment as mentor?

Yes [] No []

6. Could you briefly give the day's schedule of the mentoring programme?

.....
.....
.....
.....
.....

7. How often do you assess the mentees' classroom management?

.....
.....
.....
.....

8. Are there any benefits in the mentoring programme for:

a. the mentee?

.....

b. the mentor (self)?

.....

c. the lead mentor?

.....

8. How would you rate the following in terms of mentees' performance?

9.

	Excellent	Very Good	Good	Fair	Poor
Classroom Management					
Teaching Delivery					
Lesson Preparation					
Self Development					
Punctuality					
Career Enhancement					
Socialisation					
Study Circle					
School attendance					

10. What are the roles of the lead mentors?

.....

11. Are the lead mentors complying with directives from Teacher Education concerning the mentoring programme?

Yes [] No []

12. If no, give reason(s)

.....

13. Are there any shortcomings in the mentoring programme?

.....

14. If yes, please explain

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.....
.....
.....

15. What suggestions will you make to help improve the programme?

.....
.....
.....
.....
.....
.....

Thank you

APPENDIX H

QUESTIONNAIRE FOR LEAD MENTORS ON THE EFFECTIVE MENTORING OF TEACHER-TRAINEES IN THE MFANTSIMAN AND ABURA-ASEBU-KWAMANKESE DISTRICTS

The researcher is undertaking a study to determine how effectively teacher-trainees are undergoing mentoring in their schools of attachment. This will help identify the support they have and the difficulties they encounter.

Kindly complete this questionnaire and you are assured that all information provided will be treated with the greatest confidentiality.

Thank you for your co-operation.

Please put a tick against the appropriate box and write your answers in the spaces provided.

A. Bio data

1. Please indicate by a tick on your gender

Male [] Female []

2. How long have you been in administration?

5-10yrs [] 11-16yrs [] 17-22yrs [] above 22yrs []

3. How long have you been teaching in the district?

.....

b. State District

Abura-Asebu-Kwamankese [] Mfantseman []

4. When were you appointed a lead mentor?

.....
.....

B

5. Did you undergo any training prior to your appointment as Lead Mentor?

Yes [] No []

6. What are the goals of the mentoring programme?

.....
.....
.....
.....
.....

7. Briefly give an outline of the mentoring programme in your school

.....
.....
.....
.....
.....
.....

8. How often do you interact with the mentees?

Regularly [] Very often [] Often [] Not often []
Not at all []

9. How often do you interact with the mentors?

Regularly [] Very often [] Often [] Not often []
Not at all []

10. Tick to show the areas where the community in which you are lead mentor has helped to achieve the goals of the programme.

	Excellent	Very Good	Good	Fair	Poor
Accommodation					
Food/Meals					
Motivation					
Co-operation					
General welfare					

10. In your view what impact has the programme had on the development of the mentees?

	Excellent	Very Good	Good	Fair	Poor
Classroom management					
Teaching skills/delivery					
Lesson Preparation					
Self development					
Career enhancement					
Socialization					
Study circle					
Punctuality					

11. As a lead mentor are you given any incentives?

Yes [] No []

12. In your view are there any shortcomings in the mentoring programme?

Yes [] No []

13. If yes, please explain

.....
.....
.....
.....
.....

14. What suggestion(s) would you make to help improve the programme?

.....
.....
.....
.....
.....
.....

Thank You.

APPENDIX I

QUESTIONNAIRE FOR MENTEES ON THE EFFECTIVE MENTORING
OF TEACHER-TRAINEES IN THE MFANTSIMAN AND ABURA-
ASEBU-KWAMANKESE DISTRICTS

The researcher is undertaking a study to determine how effectively teacher-trainees are undergoing mentoring in their schools of attachment. This will help identify the support they have and the difficulties they encounter.

Kindly complete this questionnaire and you are assured that all information provided will be treated with the greatest confidentiality.

Thank you for your co-operation.

Please put a tick against the appropriate box and write your answers in the spaces provided.

In which district are you undertaking your mentoring programme?

Abura-Asebu-Kwamankese [] Mfantsiman []

1. Would you say the duration is adequate? Yes [] No []

2. a. If yes, give your reasons

.....
.....
.....
.....

b. If no, what would you suggest?

.....
.....
.....
.....

3. How often does your mentor interact with you
 Regularly [] Very often [] Often [] Not often [] Not at all []

4. Do you find the interaction process beneficial? Yes [] No []

5. If yes, please give reasons

6. What role(s) does your lead mentor play to facilitate your work?

7. How has the mentoring programme improved your techniques in:

	Excellent	Very Good	Good	Fair	Poor
Scheme of work					
Lesson Preparation					
Class management & control					
Presentation					
Statement of lesson objectives					

8. What impact has the programme had on your development as a mentee / teacher-trainee?

	Excellent	Very Good	Good	Fair	Poor
Self Development					
Self Enhancement					
Socialisation					

9. Tick to show the areas where the community in which you are undertaking the mentoring programme has helped to achieve the goal of the programme:

	Excellent	Very Good	Good	Fair	Poor
Accommodation					
Food / Meals					
Motivation					
Co-operation					
General welfare					

10. What role(s) does your link tutor play to facilitate your work?

.....

11. Are there any shortcomings in the mentoring programme?

Yes [] No []

12. If Yes, please explain

.....
.....
.....

13. What suggestions will you make to help improve the programme?

.....
.....
.....

Thank you.

APPENDIX J

**QUESTIONNAIRE FOR LINK TUTORS ON THE EFFECTIVE
MENTORING OF TEACHER-TRAINEES IN THE MFANTSIMAN
AND ABURA-ASEBU-KWAMANKESE DISTRICTS**

The researcher is undertaking a study to determine how effectively teacher-trainees are undergoing mentoring in their schools of attachment. This will help identify the support they have and the difficulties they encounter.

Kindly complete this questionnaire and you are assured that all information provided will be treated with the greatest confidentiality.

Thank you for your co-operation.

Please put a tick against the appropriate box and write your answers in the spaces provided.

A. Bio data

1. Please indicate by a tick by your gender

Male [] Female []

2. How long have been a link teaching?

1-5yrs [] 6-10yrs [] 11-16yrs [] 17-22yrs []

above 22yrs []

3. How long have you been a link tutor

.....

b. Which district?

.....

c. State school(s)

.....

B.

4. Did you undergo any training before you were appointed a Link Tutor? Yes[] No[]

5. How would you explain mentoring?

.....

6. Could you briefly give the day’s schedule of the Link Tutor?

.....

7. How often do you visit the mentees?

.....

8. How would you rate the Lead mentors you work with?

	Excellent	Very Good	Good	Fair	Poor
Supervision					
Relationship with mentees					
Marking of lesson notes					
Effectiveness					
Assessment of mentees					

Involvement in school programmes					
----------------------------------	--	--	--	--	--

9. How would you rate the following in terms of mentees' performance / attitude?

	Excellent	Very Good	Good	Fair	Poor
Attendance					
Class Management & control					
Teaching Delivery					
Lesson Preparation					
Self Development					
Punctuality					
Involvement in Co-Curricular activity					
Career enhancement					
Socialisation					
Study Circle					
Daily diary records					
Statement of lesson objectives					

10. Are there any shortcomings in the mentoring programme?

Yes [] No []

b. If Yes, please explain

.....

.....

.....

11. What suggestion(s) would you make to help improve the programme?

.....
.....
.....

Thank You.