MENTORING SECONDARY SCHOOL TEACHERS FOR EFFECTIVE TEACHING AND LEARNING

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Teachers perform a variety of duties such as implementing the syllabus content, dealing with classroom management, issue of learners' discipline, integrating students with special needs, using technology, co-curricular activity and being accountable to various stakeholders of education. These tasks can be difficult and stressful to smoothly enable teachers perform there is need for mentoring programs. Mentoring has been described as a nurturing process. In which a more skilled person serves as a role model by teaching sponsoring, encouraging, counseling and befriending a less skilled and less experience person i.e. protégé for the purpose of promoting professional development and efficiency. The overall purpose of teacher mentoring is to improve teaching and learning process. This study intends to look at areas of professional development where teachers need mentoring such as policies and procedures, stakeholders' expectations and analyses of related data such as documents on policy. Data will be analyzed and inference made. It is expected that mentoring will make teachers get job satisfaction and be effective in the teaching and the learning process.

Introduction

Mentoring can be defined as a process of nurturing in which a more skilled person serves as a role model by teaching, sponsoring, encouraging counseling and befriending a less skilled and less experience person for the purpose of promoting profession development and efficiency, Anderson (1988).

According to Gordon (1991) mentoring especially for beginning teachers is a critical component of the induction of new teachers into the profession. Mentoring makes the necessary connection between theory and practice, support the professional and personal growth of beginning teachers and provides professional development opportunities for the mentor teacher as well.

Teachers job in Kenyan secondary school like in other parts of the World as noted by Dan J.G. (2005) is an involving task, which includes learning new curricula, dealing with classroom management and discipline, integrating students’ special needs, using technology, coordinating extracurricular activities and being accountable to various stakeholders of education. These duties are difficult for most experienced professional or seasoned veteran teachers. Therefore the need for effective mentoring of secondary school teacher's.

There are two types of mentoring programs, according to Podesen and Denmark (2000) i.e. formal and informal- Formal is official, with a program, mentoring and evaluation mechanism, while Informal is like learning on the job. Informal mentoring is common in Kenya. It has the following characteristics. New teachers often do not ask for help they need while experienced teachers do not want to Intrude. Beginning teachers just to observe effective teaching models from experienced teachers. Informal mentoring does not improve teaching overtime. Informal mentoring program are difficult to identify and support and in informal mentoring, the mentor does not grow professionally.

In Kenya there is need to move from Informal mentoring to formal mentoring. Formal mentoring benefits both the mentor and the protégé. The Protege reaches the competency level of the mentor but grows beyond the established baselines along the mentor. In formal mentoring, the mentor and protégé sour to new heights of professional growth and competence.
Mentoring of Secondary School Teachers is important in that, it serves to orient new teachers to the challenge of teaching by covering areas such as new work setting, new work culture of School Community and organization. New curricular and assessment process and teaching profession, Garvey (2000) observes that mentoring also improves professional practices by promoting effective teaching models and strategies as well as leadership and management skills and leads to lifelong learning orientation.

**Figure 1: Demonstrates the Progression in Mentoring from Initial Orientation.**

![Diagram](source)

**Objectives of the Study**
1. To establish that mentoring is an important feature of the Induction of new teachers,
2. To identify benefits of mentoring to both the mentor and protégé,
3. To outline areas in which mentoring activities can be carried out.

**Methodology of the Study**
The study set out to investigate the role of mentoring in Secondary School of Kibwezi Sub County in Makueni County. The method of this study was descriptive survey. Orodo (2002) defines descriptive survey as a scheme, outlines or plan that is used to generate answers to research problems. These designs, Babbie (2002) notes combine the relevance to the research purpose with economy in the procedure. Descriptive survey as concurred by Kamau M (2014) seeks to obtain information that describes existing phenomena by asking individual about their perceptions, attitudes, behavior or values. This design determines and reports the way things are and attempts to describe characteristics associated with target population.

**Location of the Study**
This study was carried out in Kibwezi Sub county of Makueni County Kenya, Kibwezi Sub County was selected because it has majority of Secondary Schools in Makueni County i.e 103 out of 302 registered Secondary Schools in the county. This accounts for 34%. The ideal setting for any study as observed by singleton (1995) is a location the researcher has interest in and as Mwiria and Wamaihu (1995) point out as an area that allows immediate relation with respondents. This sub county the researcher is familiar with and accords an acceptable environment to carry out the study.
Description of the Target Population

Target population has been described by Mugenda and Mugenda (2005) as the entire group of individuals or items under consideration in any field of iniquity. A list of all Secondary School was obtained from DEO office Kibwezi and three schools with highest number of teachers sampled (i.e., a boys school and a girls school and one mixed school with the highest number of teachers).

Sample Size

This study involved three public Secondary Schools one boys secondary one girls secondary school and one mixed secondary school. In each ten teachers were sampled in each school teachers who have worked for over ten years and five in their first three years of teaching Etiwintstile and Nisbet(1973) have noted that purpose in sampling is used when there exist reasons to limit the sample to achieve desired goals, arguments supported by Pattson (1990). These schools have more than 10% of teachers in Kibwezi Sub county, which as asserted by and (2009) is justifiable for the study as it is representative.

Research Instruments

The data collection was done using questionnaire and observation schedule. These two tools were supplemented by documentary analysis.

Literature Review

Mentoring takes two forms – the formal and informal. In the informal the protégé reaches the level of the mentor. However the mentor does not increase his/her competence. The informal mentoring is demonstrated by the figure 2 and 3 below:

The formal mentoring, process enables both the mentor and the protégé to reach higher competency levels. The mentor may share materials, but goes beyond sharing and increased the development of materials within a collaboration team. This required reflective practices, collaborative planning and action research compiled with a joint action plan by the mentor and protégé. Through this process both the mentor and the protégé sour to new heights of professional growth and competence.

![Figure 2](image1.png)

![Figure 3](image2.png)

Source: Garvey (2000)

The overall purpose of mentoring in secondary school is to improve teaching and learning. Therefore mentoring is key to a successful induction process and without mentoring new staff takes considerable time to mentor the professional practice and learning, according to Gordon (1991).
Mentoring Context

Mentoring context contains a planning cycle with three areas in which beginning teachers need to be assisted according to Anderson (1988). These three areas are professional that cover expectation, polices and procedures and roles, rights, and responsibilities. Instructional level which involving diagnosing, presenting, evaluating and reporting on learning and finally personal and emotional dealing with moral support, befriendment wellbeing and encouragements. The mentor should provide more effective school based support to the beginning teachers while the protégé has a role to maintain a relationship with the mentor consistent with code of professional l conduct is noted by Eng (1992). The school administrator has a role to facilitate the process of mentorship within the school.

The Benefits of Mentoring

Mentoring has many benefit for different categories of education stakeholder as follows: For the beginning teacher, as observed by Albertor Teachers Association (2003) Accesses knowledge, experience and support of the mentor and this reduces stress during transition from beginners to experienced teacher: Kram (1983) adds that mentoring reduces trials and errors method of learning and accelerated professional growth, leading to successful induction into the teaching career.

The mentor increases learning, research and teaching performance and as observed by podsenn and Denmark (2000). The mentor gains recognition as an excellent teacher conferred through status as a mentor.

The administrator, Gordon (1991) states that benefits are that the new teacher gives better performance to the school. Mentoring benefits learners as they get better. Teachers who are less authoritarian and dominating and more reflective and disposed to continuous improvement by use of a wider range of instructional strategies and activities while the teaching profession benefits by retention of the best and most creative teachers who find new challenges and opportunity for growth by serving as mentors.

Data Analysis, Presentation and Discussion

From the three samples public secondary schools’ the following were the findings. Figure on teachers who have been mentored.

*Figure 4: Pie Chart on Percentage of Mentored Teachers*
According to the percentage of the above findings, then it can be noted that there is no single case of formal mentoring going on in schools in the selected sample, with 2/3 of teachers reported that they were not mentored at all, while 1/3 only received informal mentoring.

**Conclusion**

It can therefore be concluded that in Kenyan Public Secondary School, mentoring is not taken as important part of induction of new teachers. A number of factors leads to this situation such as overloaded curriculum, examination based learning and poor coordination of induction of new teachers by both TSC and Ministry of Education.

**Recommendations**

1. The Ministry of Education in collaboration with TSC needs to organize mentoring programs for beginning teachers as part of induction.
2. School administration need to be in serviced and directed to ensure mentoring is part of the induction of new teachers and should select a team of experienced teachers and willing senior teachers to be mentors to beginning teachers.
3. Each sub-county and counties to select the teams of mentors, carry out workshops on mentoring and reward mentors.
4. There is need to publicizes the benefits that can be gotten from mentoring both by the mentor and the protégé.

**References**

Podsen and Denmark (2000) Coaching and Mentoring First Year Student Teachers.
www.gse.uci.edu/mentor teacher/content/contents.html.