

**MENTORING BEGINNING SECONDARY SCHOOL TEACHERS
OF ENGLISH LANGUAGE FOR PROFESSIONAL
DEVELOPMENT IN KENYA**

BY

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DECLARATION

Declaration by Candidate

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DEDICATION

I dedicate this work to my late parents

Tobias Oriwo Apiyo and Jedida Kweto Oriwo

Dad waited long but bowed out at the eleventh hour!

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ABSTRACT

Initial Teacher Education is aimed at equipping beginning teachers with appropriate knowledge, skills and attitudes/values about teaching. In addition, it is expected that some critical elements of teaching are learnt when Newly Recruited Teachers commence their professional careers, through mentoring by more experienced teachers. However, a literature review by the researcher reveals that the conceptualization and implementation of mentoring for newly recruited secondary school teachers of English language in Kenya is not widely researched upon. Yet, Newly Recruited Teachers in Kenya face several challenges given that many of them spend a relatively long time after graduation before employment, some of them in non-teaching environments. Therefore, the main objective of this study was to investigate the practice of mentoring as a professional development activity for Newly Recruited Teachers of English language in secondary schools in Kenya. This objective was broken down into three research questions to enable its achievement in a holistic manner. These were: What mentoring strategies are available in schools for beginning secondary school teachers of English language?; How are the various mentoring strategies available in schools for beginning secondary school teachers of English language implemented?; What are the perspectives of mentors and mentees on the mentoring strategies and how they are implemented. The study was formulated and interpreted with reference to the Teaching Profession Continuum Theory which emphasizes the teaching career as a lifelong process and breaks the profession into three learning phases: pre-service preparation, beginning teacher induction, and ongoing-professional development. The study adopted the relativist-interpretivist paradigm and the qualitative approach and used the multiple case study design. The research took place in Uasin-Gishu County. The target research population was Newly Recruited Teachers, Heads of Subject-English, and principals from 47 secondary schools. Purposive and Stratified Random sampling techniques were used to identify 18 mentees and 36 corresponding mentors: 18 Heads of English Subject and 18 Principals (mentors) making a total of 54 participants for the study. Data were generated through unstructured interview guides, focus group discussion guides and document analysis. The data were analysed thematically and presented in an expository manner with participants' excerpts as evidence. The study revealed that there were informational, emotional and professional mentoring strategies most of which were *ad-hoc* and not based on any documented, research based best practices. Implementation of mentoring strategies (where they existed) lacked consistency within and across schools and the perspectives of mentors and mentees on mentoring was diverse. Many mentees perceived mentoring as a constructive professional development practice while some viewed mentoring as a set of personal directives that perpetuated entrenched methods in English language teaching. Most mentors were of the perspective that mentoring without clear policies and guidelines was largely unproductive. Based on these findings of the study, it was concluded that mentoring as currently practiced demonstrates a lack of clear strategies; implementation is haphazard and is generally perceived to be necessary but dysfunctional. It is recommended that clear mentoring strategies be formulated; a mentoring implementation matrix be developed and that continuous teacher professional development for secondary school teachers should include capacity building on mentoring for professional development of Newly Recruited Teachers of English language.

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ABBREVIATIONS

AFT	American Federation of Teachers
BOM	Board of Management
CDE	County Director of Education
CLT	Communicative Language Teaching
CTPD	Continuous Teacher Professional Development
ELT	English Language Teaching
ELTE	English Language Teacher Education
FGD	Focus Group Discussion
ITE	Initial Teacher Education
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
MoE	Ministry of Education
NRT	Newly Recruited Teacher
PAL	Peer Assisted Learning
PSSP	Privately Sponsored Student Programme
STAN	Science Teachers' Association of Nigeria,
SMASE	Strengthening Mathematics and Science Education in Kenya
TP	Teaching practice
TPAD	Teacher Performance Appraisal and Development
TIP	Teacher Induction Programme
TSC	Teachers Service Commission

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

The aim of this study was to investigate the practice of mentoring as a professional development activity for Newly Recruited Teachers (NRTs) of English language in secondary schools in Kenya. Three specific aspects were explored: the strategies available in schools for the mentoring programmes, how the programmes are implemented and the perspectives of mentors and mentees on the benefits and constraints of these mentoring strategies and their implementation.

Mentoring is the most widely used professional development activity by many traditional professions; teaching is one of the traditional professional fields. Mentoring activities are aimed at acculturating beginning professionals into their new roles as fully fledged practitioners. It is a nurturing process, in which a more skilled or experienced person (mentor) serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person (mentee) for the purpose of promoting the latter's professional development. Mentoring functions are carried out within the context of an ongoing, caring relationship between a mentor and the mentee in the work place.

An impetus for this study was the view held by the American Federation of Teachers (AFT) that the way to improve teacher preparation is to develop policies that strengthen teaching as a true profession with all the classical attributes of a profession.

The late Albert Shanker (1996), former AFT president, said:

To be considered a true profession, an occupation must: have a distinct body of knowledge—acknowledged by practitioner and consumer alike—that undergirds the profession and forms the basis of delivering high-quality services to clients; define for itself the

nature of training required of those who wish to enter the field; require rigorous training to acquire the knowledge and skills necessary to practice the profession; control the standards for entry into the profession; have its practitioners be a major voice in determining working conditions; have its practitioners exercise independent judgment about client needs to ensure those needs are met; evaluate the performance of practitioners and remove from the profession those whose performance fall below standards; require that practitioners continue to learn about advances in the field; induct its members into the profession in a systematic and rigorous fashion; and have the respect of the larger society.

The study also admitted up front that many of these attributes mentioned above are not characteristic of teaching today in Kenya and that it is important to take cognizance of the growing universal demand for well-prepared professionals in all disciplines. As such, with a keen reference to one of the attributes as stated by Shanker, that is, “ induct its members into the profession in a systematic and rigorous fashion”, the study focused on mentoring as a key component of induction of beginning teachers.

The thesis is divided into five chapters. Chapter one provides a brief introduction, the context of the study, statement of the problem, objective of the study, research questions, justification, significance of the study, scope and limitations, and summary of the chapter. In chapter two is presented a literature review, chapter three describes the research methodology, chapter four has the findings and finally chapter five provides discussion of the findings, conclusions, contributions of the study, implications of the study and finally suggestions for further research.

1.2 Context of the Study in relation to ELT in Kenya

Since the study focuses on the NRTs of English, I briefly single out some important aspects about English language teaching and learning in Kenya. These are aspects that I consider would be of interest, if not most likely be of challenge, to the NRT. In the

subsections that follow, I highlight some of these main issues about English Language Teaching (ELT) in secondary schools in Kenya.

1.2.1. English Language Teaching in Secondary Schools

The use of English as a medium of communication nationally and internationally makes it an important subject in Kenyan schools and colleges. It is made even more critical by the fact that other than Kiswahili and the foreign languages, it services all other subjects in the curriculum. Proficiency in the language would therefore enhance understanding of the other subjects that are taught in English. Effective communication through English is important both in and out of school since most jobs require good oral or written communication as an essential ingredient.

In the secondary school curriculum English language is a compulsory subject and continues to be used as the medium of instruction. At the end of the four-year secondary course, tertiary institutions as well the universities demand a pass in English as a major requirement for admission. Next, I discuss the method used in the teaching of English language in Kenya.

1.2.2. Communicative Language Teaching

Kenya Institute of Curriculum Development (KICD) formerly Kenya Institute of Education (KIE) clearly spells it out that in the teaching of English, emphasis should be on the acquisition of communicative competence (KIE, Volume 1 2002). Of the methods/ approaches available for the teaching of English language, the most relevant approach to attaining the objectives of language education in Kenya is Communicative Language Teaching (CLT). The goal is to have students become communicatively competent. This involves ability to use the language appropriately to a given social context. To do this, the students need knowledge of the linguistic

forms, meanings and functions. They must know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from these forms the most appropriate form, given the social context and the roles of the interlocutors. They must also be able to manage the process of negotiating meaning with the interlocutors (Larsen-Freeman, 2000).

Secondly, the teacher's major responsibility is to establish situations likely to promote communication, during which he acts as an advisor, answering students' questions and monitoring their performance. At other times he might be a co-communicator engaging in communicative activity along with the students. Students become communicators actively involved in negotiating meaning. They learn to communicate by communicating. This makes the approach student centered. They interact a great deal with one another in various configurations: pairs, triads, small groups and whole groups.

Thirdly, is a consideration of the characteristics of the teaching/ learning process. Everything is done with a communicative intent. Communicative activities such as games role-play and problem-solving tasks are used. Larsen-Freeman (2000) quoting Morrow in Johnson and Morrow (1981) states that activities that are truly communicative have three features: information gap, choice and feedback. An information gap exists when in an exchange one person doesn't know something that another knows. In communication the speaker has a choice of what he will say and how he will say it. Pattern imitation exercises are therefore not communicative. True communication is purposeful and a speaker needs a feedback from a listener to make the exchange communicative. The course books prescribed currently for use have

avoided pattern imitation exercises, which were common in the past in the form of substitution tables. Another characteristic is the use of authentic materials. Students should be given opportunities to develop strategies for understanding language as it is actually used by the native speakers.

Fourthly, language is viewed as being for communication. Linguistic competence becomes just one part of communicative competence. Another aspect is knowledge of the functions language is used for (Larsen-Freeman, 2000). In the use of knowledge, the learner must take into consideration the social situation in order to convey his intended meaning appropriately. Culture is a very important aspect of language. It is the everyday life of people who use the language natively. Certain aspects of it are especially important to communication-the use of non-verbal behavior receives greater attention in the communicative approach. The inclusion of the non-verbal cues within the scope of this study ensures this important component of culture. Some communities to which the participants belong have certain language behaviors that operate in contradiction to the conventions of English language.

Finally, evaluation is accomplished by not only evaluating the students' accuracy but also their fluency. It turns out that the student who has the most control of the structures and vocabulary may not always be the best communicator. For formal evaluation, communicative tests can be used. These can be infused with integrative tests, which have real communicative function to establish the learners' communicative competence. The test items used are meant to evaluate both accuracy and fluency to the extent that the errors made do not interfere with communication. This amounts to communicative competence. In the subsection that follows, I address the integrated approach used in teaching language and literature.

1.2.3. The Integrated Approach in the Teaching of English Language and Literature

The current secondary school English syllabus (KIE, Volume 1 2002) replaced the original 8-4-4-education syllabus, which was first introduced in 1986 and revised in 1992. It has been re-organized to effectively address integration. Integration means merging two autonomous but related entities in order to strengthen and enrich both (KIE, Volume 1 2002). Integration is based on the premise that good mastery of language enhances effective appreciation of literary material. On the other hand, literary material provides a natural context for the teaching of language. Integration is both at the skill as well as at the content levels. The language skills; listening, speaking, reading and writing are not taught in isolation; they complement one another.

At the content level, integration involves getting language structures from literary material. The teacher focuses on both the skill and content. In the teaching of listening and speaking for example, the teacher is required to use content from oral literature and poetry. These two provide content that is naturally oral. The folk stories, songs, poems and the short forms are shared by word of mouth that is, they are communicated through verbal utterances. At the same time, the features and content of oral literature and poetry are also taught. This makes learning more meaningful and interesting. However, since the two genres call for reading they will also be taught under the reading skill using material that is recorded in books or any other print media. Written literature is also covered under the reading skill. Through exposure to literature the learner improves their language skills, enrich their vocabulary and learn to use language in a variety of ways. Literature also provides genuine and expressive

examples of language in context and helps learners develop critical thinking - a crucial element in intellectual development (ibid).

The mastery of grammar forms a basis for achieving proficiency in the four language skills. The teacher should therefore aim at ensuring that learners acquire adequate competence in grammar. In order to achieve this, areas taught in grammar include: parts of speech, phrases, clauses and sentences. The last aspect I look at is the infusion of contemporary issues in ELT.

1.2.4. Contemporary Issues in ELT

The national goals of education, the English syllabus incorporated contemporary issues pertinent in society. For example, the national goals of education numbers four and five are concerned with promotion of sound moral and religious values, social equality and responsibility. Goal number eight is about promotion of positive attitudes towards good health and environmental protection. The content of the reading passages has as a result been organized to create awareness or understanding of important and these relevant themes such as importance of civic education, good governance, and promotion of social equality and responsibility, gender responsiveness, drug and substance abuse, the need to preserve the environment, positive attitude towards good health (especially fighting against HIV/AIDS) and technological advancement. These contemporary issues have been integrated in the teaching of all the four skills of English language.

Other aspects that feature in the course books for ELT involve study skills, revision and examination tips. These are to be handled during English language lessons in as much as they are applicable to all subjects in the curriculum. This further confirms the

fact that English is a service subject other than being examinable. In the next section, I turn to Teacher Education (TE) in Kenya.

1.2.5. Teacher Education for Secondary Schools

On attainment of independence in 1963, the education system was under pressure to train large numbers of indigenous secondary school teachers to replace the expatriate teaching force that was dominant in this sub-sector, as well as to take up positions in the expanding secondary school system. Several diploma teachers' colleges were established to train both arts and science teachers. At the same time, the then University College, Nairobi, started training graduate teachers through the Bachelor of Education as well as a 1-year post-graduate diploma in education programmes for those who had undertaken general degree courses-Bachelor of Arts (BA) or Bachelor of Science (BSc) and had since wished to join teaching. Currently, there are only two public diploma teachers colleges and therefore the bulk of secondary school teachers are trained in faculties of education in public and private universities. In the public universities, there are two categories of students-government and Privately Sponsored Student Programme (PSSP). TE programmes for secondary schools take four years.

At this point I want to highlight an observation by Ong'ondo (2010) citing (Republic of Kenya, 2004) about the large student numbers which pose a lot of challenges particularly for the English Language Teacher Education (ELTE) in Kenya. This issue of numbers has some significant influence on the rationale for this study. In the next subsection, I concentrate on ELTE.

1.2.6. English Language Teacher Education in Kenya

As pointed out by Ong'ondo (2010), the large number of university students, has greatly affected ELTE. The combination English language and Literature attracts

large number of students in the various schools/ faculties of education in the Kenyan universities. The prospective teachers get attracted to the course because of the many vacancies for teaching English language and Literature that get advertised by the Teachers Service Commission. The numbers have compromised the quality of pre-service training.

The nature of training in English Language Teaching generally across all public and private universities is such that the bulk of the courses dealing with content are offered by Schools of Arts/Humanities and Social Sciences. I am in support of Ong'ondo's assertion that a large number of courses offered by Schools of Education deal with foundations and general methods of teaching at the expense of specific focus on ELT. I would say, without fear of contradiction that only four courses relate directly to ELT. These are: Methods of teaching Literature, Methods of teaching English Language, Educational Media Practical and Microteaching and Teaching Practice (TP). This scenario paints a bleak picture that the entire coursework of ELTE is and further compounds the problem of poor quality of training. Table 1.1 presents the general picture of the entire course work for ELTE in Kenyan universities.

Table 1.1: General Picture of ELTE Courses in Kenyan Universities

<p>YEAR 1 Semester 1 Introduction to Education 1 Introduction to the Study of language Introduction to the Syntax of English Introduction to Literary appreciation Introduction to Literary Genres Communication Skills 1 Quantitative Skills 1</p>	<p>Semester 2 Introduction to Education 2 Language and Society Introduction to Phonetics and Phonology East African Oral Literature Introduction to the Short Story in Africa Communication Skills 2 Quantitative Skills 2</p>
<p>YEAR 2 Semester 1 General Education Psychology Philosophy of education General methods of Teaching English phonetics The English word and morphology Literacy theory and criticism Literature and language use State society and development</p>	<p>Semester 2 Educational media and resources History of education Curriculum development The art of writing The structure of English sentence 1 East African Fiction and Drama East Africa poetry</p>
<p>YEAR 3 Semester 1 Human growth and development Economics and planning of education The structure of English sentence 2 English prosody Oral literature Theories of literature and stylistics <i>Methods of teaching literature*</i></p>	<p>Semester 2 Educational measurement and evaluation Public speaking/ Organizational communication Functional varieties of English The English group European fiction Kenyan fiction and history <i>Methods of Teaching English*</i></p>
<p>YEAR 4 Semester 1 Sociology of education and comparative ed. Environmental education Educational administration and management Discourse analysis Advanced English phonetics and phonology Practical English stylistics The African novel Major literary movements <i>Teaching practice (12 weeks)*</i></p>	<p>Semester 2 <i>Educational Media practical and micro-teaching*</i> Human behaviour and learning Advanced research and writing skills Advances in description of English Grammar English Semantics and Pragmatics Editing skills in English Modern African poetry</p>

*The four courses that relate directly to ELT.

Source: Ong'ondo 2010 p.10

What follows is a brief explanation of teaching practice, in my consideration, the most important area in ITE.

1.2.7. Teaching Practice

This last aspect of ITE is worth dwelling on. After successful completion of Teaching Practice (TP) and subsequent graduation, some of the grandaunts get engaged as teachers under Boards of Management (BOM) in schools. The duration for (TP) is one school term mostly term one (January to April) or term two (May to August). Most universities post students for TP at the end of third year. Still a few undertake TP after completion of their course work. Ong'ondo (2010 p.12) citing Ayot & Wanga, 1987 provides the main rationale for TP. He further singles out a statement which appears to be the main objective for TP "...so that they may achieve growth in knowledge, skills and attitudes as required by the teaching profession for which they are being prepared."

University teacher educators assess and award marks to the student teachers. Again on this, Ong'ondo reiterates that on account of the large numbers, ELT students are not necessarily assessed by subject specialists. Another challenge he raises that is worth noting is the fact that it is extremely difficult to frequently and effectively supervise the ELT students on TP. Expectation is that the student teachers get assistance from the cooperating teachers in the schools they have been posted for TP. This is rarely the case. From my experiences as a practising teacher, on the contrary, student teachers are viewed as reliever teachers the moment they land in schools for TP.

1.2.8. Teacher Recruitment in Kenya

The Teachers Service Commission currently established under Article 273 (1) of the Constitution of Kenya (2012), remains the sole employer of teachers in Kenya. Since 1998, it applies a demand-driven-teacher recruitment formula in which earlier graduation dates are a competitive advantage to the applicant. Teachers are recruited

and posted subject to availability of vacancies. The posts are advertised and recruitment follows successful interview conducted in the schools with vacancies or of late in certain central venues that cater for particular sub counties. The length of time between pre-service training and employment for some applicants may be as many as 3-5 years or as happening of late as many as over 10 years for certain candidates who took up jobs with nongovernmental organizations, companies like banks or government parastatals. During this time, obviously, many of the pre-service teachers engage in activities that are not related at all to the teaching profession. Certification is permanent and remains in force even in the case of a teacher's years of absence from the classroom. Next I present the rationale of my study drawing majorly from the context described in section 1.2.

1.3. Statement of the Problem

The problem that prompts this study is with regard to teacher recruitment formula as highlighted in 1.2.8. The period lapse between graduation and recruitment may create room for regression in attitude, skill, knowledge and enthusiasm for teaching; besides, possibility of curriculum modification. This provides dire need for quality induction (and specifically mentoring) for NRTs (Dawo 2011, Indoshi 2003). A major problem with Kenyan teacher education is that it has no documented activities for the incubation period. A teacher gets a degree or diploma (for the case of secondary school teachers) and when he/she gets a job placement by the TSC, sometimes with a long absence from hands-on experience, he/she is expected to start teaching. This is in direct contrast to other professions like medicine, law, engineering or architecture where there is a formal induction period between the time someone enters the profession and when they begin working autonomously.

Further, Ong'ondo (2010), notably reports that at the level of ITE, the supervision during practicum is not intense. He attributes this to the large number of students in the universities today (p.8). This is echoed by Ochanji et al (2015).Some of these student teachers get into the teaching profession immediately after the practicum particularly in the less endowed schools under BOM. Some of these schools do not have long serving teachers to induct/ mentor these beginning teachers. This situation again demands for a programme that would place the novice teachers in the right perspective with regard to demands associated with effective teaching and tailored to suit a specific school.

Research concerning the experiences of novice teachers has documented the difficult and stressful nature of the beginning years of teaching (Boone & Boone, 2007; Bang et al., 2007). From reviewing these sources, several barriers can be identified that prevent beginning teachers from having successful teaching experiences. Many of the barriers deal with relationships: (teacher-to-student, teacher-to-parent, teacher-to-peer, teacher-to-administration, and teacher-to-self); management :(time , people, and resources), and instructional strategies (motivation, assessment, and methods). Additionally, all of these barriers seem to be in the context of major adjustment, professional self-definition, and personal pedagogical development.

In addition, most novice teachers face challenging work conditions and insufficient support from the experienced colleagues when they report to their work stations. Unfortunately, a common practice is to assign beginning teachers to the most challenging classrooms and expect them to perform like the experienced teachers largely in isolation from colleagues (Ingerssol & Smith 2004).This is especially consequential for many beginning teachers who then leave the classroom within the

first five years. The novices are left to their own devices to succeed or fail within the confines of their individual classrooms: an experience likened to being 'lost at sea'. Indeed critics have long assailed teaching as an occupation that 'cannibalizes' its young and in which the initiation of novice teachers is a kin to 'swim or sink', 'trial by fire' or 'boot camp experience'(Ingersoll & Smith 2004) .

To be more specific, some ELT scholars have identified a number of challenges faced by teachers in this field. Kembo-Sure (2003), explains the challenge of cultural diversity in most Kenyan classrooms. This is even compounded by the fact that new teacher recruitment is open for all anywhere in the republic. Kembo argues that teachers of English are then faced with the challenge of upgrading their social consciousness as well as that of their students. Trudell and Schroeder (2007) add the fact that teachers are usually trained in Western approaches and methods of ELT. Realities in African classrooms prohibit the application of knowledge got during ITE. This is therefore a point at which mentoring in the specific work places becomes a necessity.

Finally, majority of the existing studies on mentoring mainly cover activities engaging student teachers during the practicum. By exploring the various school contexts, using qualitative approaches and involving newly employed (beginning) teachers, experienced teachers (mentors), heads of department-languages and school deputy principals/principals as respondents, it might be understood how the novice English language teacher is acculturated into ELT in particular and the teaching profession at large. With this understanding, various stake holders could plan workable and cost effective activities for this phase of teacher education and development. This is what made this study viable and of necessity. Next are the objectives of the study.

1.4. Purpose of the Study

The purpose of this study was to investigate the practice of mentoring as a professional development activity for beginning secondary school teachers of English language in Kenya. This was broken down into the following research questions to enable its achievement in a holistic manner.

1.5. Research Questions

1. What mentoring strategies are available in schools for beginning secondary school teachers of English language?
2. How are the various mentoring strategies available in schools for beginning secondary school teachers of English language implemented?
3. What are the perspectives of mentors and mentees on the mentoring strategies and how they are implemented?

1.6. Scope of the Study

In this sub-section, I provide details on the scope of the study in terms of content and methodology. The concept scope refers the boundaries or limits of the study in terms of content, sample and geographical spread. He indicates that the scope of a study is important as it helps a researcher concentrate on important matters and avoid diversions.

This study which explored how beginning ELT teachers are inducted into teaching in secondary schools was carried out in Uasin Gishu County-Kenya. Focus was put on the traditional form (one-to-one) of mentoring which is a key component of induction. The other models of mentoring such as co-mentoring or peer mentoring and group mentoring were not within the scope of this study. The study did not set to explore other components which are also used as induction activities. Individuals may be

supported in other ways such as by colleagues (peer support), line managers, counsellors, tutors/teachers and groups like action learning groups or work teams, friends or parents.

With regard to content scope, the first research question which was: “Which are the mentoring strategies available in schools for beginning secondary school teachers of English language?” covered activities that offer practical information (like orientation to school community, school procedures, rules, routines/practices and professional responsibilities). Next was emotional support (like building trust, intimacy interpersonal bonds and provision of mentee personal emotional needs). These were followed by those geared towards pedagogical or career related functions (like locating teaching/learning materials and other resources, reviewing professional planning and documentation, classroom management/discipline paradigms, classroom observation of actual teaching- lesson modelling, evaluation/assessment of students work and co- curricular activities). Last were those activities targeting career development (in-service courses, seminars and workshops).

The second research question was: “How are the various mentoring strategies available in schools implemented?” The content here provided details which included the people involved and their specific roles and responsibilities, specific times and locations where the activities are engaged in, the period the programme lasts including dosage, the tools used(media and channels) and modalities of implementation.

Lastly was research question 3: “What are the perspectives of mentors and mentees on the mentoring strategies for beginning English language teachers at secondary school level?” Content here covered the benefits and constraints of the mentoring strategies

available in schools and also the benefits and constraints of how the various strategies are implemented.

Methodologically, the study adopted the qualitative research approach. The other two approaches (quantitative and mixed) were not within the scope of this study. The multiple case study research method was undertaken. Furthermore, the study used both non- probability and probability sampling techniques. The relevant data was collected by the use of semi structured face-to-face interviews (taped), focus group discussion and documentary review. The data was then organized, coded, grouped into themes and interpreted.

Theoretically, the study was anchored on Feiman-Nemser's (2001a) Framework for the Teaching Profession Continuum which emphasizes the teaching career as a lifelong process and breaks the profession into three learning phases: pre-service preparation, beginning teacher induction, and ongoing-professional development. Other theories underlying mentoring and mentoring relationship are quite a number touching on individual behaviour, learning and society. These theories are exclusive of all professions thus the reason the study settled on the said Framework for the Teaching Profession Continuum. The next section discusses the limitations of the study.

1.7. Limitations of the Study

A first limitation of this research project was that the main data collection method involved verbal reports. It is acknowledged that methods such as interviews, pose a problem with accuracy in that the researcher was dependent on the participant's ability to articulate and to recall events related to the research. The accuracy of responses was limited to respondents' knowledge and choice. Some respondents may

have given answers that resulted in their responses appearing more progressive, rather than being honest about their perceptions or knowledge of the concept under study. It is possible that some participants could have reported on (slightly) biased memories. In order to counter these shortcomings which could have harmed the reliability of the study, I used multiple sources of information. The use of the NRTs themselves, HOSs, HODs, deputy principals and principals in each of the schools sampled assisted in the realization of source triangulation. This allowed me to corroborate information given.

Secondly, the study was limited in the geographical scope. Ideally, the study should have covered many more schools from the county; including those that had not necessarily recruited within the period that the study covered. A broad coverage could have resulted to a fairer assessment of the experiences of beginning secondary school teachers of English. However, the researcher lacked the resources to accomplish this. Besides, the different categories of schools used in the pilot study tended to share common school practices, resulting to a lack of divergent ideas and perspectives on the issue under study. I guessed this would be the case in the main study. Further, the data that was generated from the pilot schools was also so enormous and as such, it was felt that the sample was large enough to generate enough data to enable adequate address of the research questions (Mason 2002) as well as allow for in-depth interviews.

I strongly believe the interventions mentioned above adequately addressed the limitations to the extent that the quality and significance of the study were not compromised in any way. In the next three sections, I present assumptions, justification and significance of the study.

1.8. Assumptions of the Study

The study assumed that:

1. Mentoring for beginner English Language teachers takes place in one form or the other in all secondary schools in Kenya.
2. Some mentoring strategies may be deliberate, systematic and well documented.
3. Other strategies may be by chance, inconsistent within and across schools and left to the whims of individual teachers.

These diverse manifestations of mentoring were of interest to this study. As such the information gleaned from this research would be useful for teacher educators, practitioners, administrators, and policy makers alike.

1.9. Justification of the Study

This study was considered quite justifiable because today more than ever before, teachers have become the main focus of much research in education. There is a lot of concern by stakeholders in the education sector on teacher factor as one of the most influential factors in the success of any educational institution. This is because the quality of instruction depends on the quality of teachers the institution possesses and this has a direct impact on students' learning and achievement in school. In fact, under the Teacher Performance Appraisal and Development (TPAD) Plan 2014, the Teachers Service Commission (TSC) which is the constitutional body in charge of teachers' affairs in Kenya, has made it clear that one of its policies is to "elevate the teaching profession by increasing the quality of teaching, advancing teaching as a career and improving the welfare of teachers." One of the ways of doing so as stipulated in the TSC document TPAD is through the development process which may

include a number of possible support mechanisms. Some of the suggested activities include pairing with another teacher for 'shadowing' (peer assisted learning-PAL) within the school, lesson observation and mentoring, joint scheming and planning and anything which supports an appraisee's development. These clearly call for serious engagement with activities that foster mentoring for the novices.

Hence, as previously suggested, it was the intent of this study to gain insight into the availability and use of mentoring for beginning teachers of English language in Kenya in secondary school environments given the recent emphasis on teacher development by the TSC. So far, this area has not attracted a lot of research in Kenya as evident in the scarcity of accessible literature for review. It therefore became necessary that this research be done. The findings of the study may shed light on the extent to which novice teachers are acculturated into English language teaching (ELT), more so given the centrality of English as a subject in the curriculum.

1.10. Significance of the Study

Mentoring programmes play a pivotal role in the period of transition of beginning teachers from students to teachers. Besides, other possible effects such as contributing to the professional development of mentors and an open school culture, good mentoring programmes are, above all, assumed to contribute to beginning teachers' well-being and their professional development. Contributing to beginning teachers' well-being is not only important for beginning teachers personally, but it may also help in decreasing the attrition rate amongst beginning teachers, which is an important issue for schools and the government at large. A lower attrition rate amongst beginning teachers means more stability in the staff, fewer costs for seeking new personnel, and less investment in introducing new personnel. Contributing to

beginning teachers' professional development means investing in the quality of (beginning) teachers and thus in the quality of education. Good mentoring programmes, therefore, are of value not only for beginning teachers, but also for schools and students.

Up till now little knowledge is available on what characteristics of mentoring or induction programmes are effective in the sense of promoting beginning teachers' well-being and professional development in Kenya. The current research has in part contributed to the knowledge of the importance of various elements of mentoring programmes and how beginning teachers in Kenya should be supported by such programmes. The acquired insights into how beginning teachers are currently supported and the importance of the various characteristics of mentoring programmes will also have practical relevance. The results of this study might provide useful information to policy-makers and schools for developing good mentoring programmes. The next two sections provide the theoretical and conceptual frameworks.

1.11. Theoretical Framework

To anchor the study, in this section, I present Feiman-Nemser's (2001a) framework for the teaching profession continuum that summarises the stages in TE more succinctly. It also provides the distinctive features of each stage. Consequently, this study was formulated and interpreted with reference to this theory.

Feiman-Nemser's (2001a) Framework for the Teaching Profession Continuum emphasizes the teaching career as a lifelong process and breaks the profession into three learning phases: pre-service preparation, beginning teacher induction, and ongoing-professional development. As shown in figure 1, each phase summarizes the

teaching profession with essential features of an ideal teacher education programme based on this framework. As teaching is a lifelong learning process, providing teachers with “powerful learning opportunities” at each phase of their career is essential in supporting teachers. Figure 1 illustrates this teaching profession continuum.

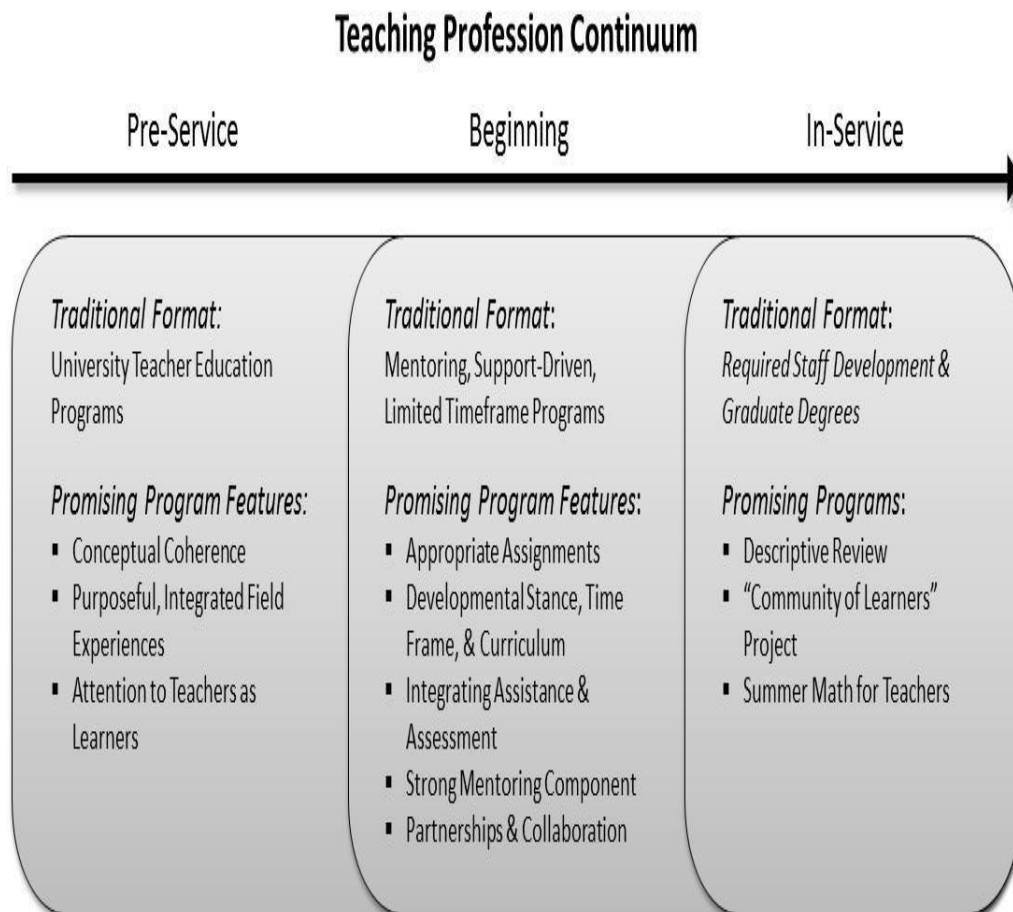


Figure 1. Teaching Profession Continuum

Source: Feiman-Nemser, 2001

This framework theorizes that learning to teach, especially the kind of teaching reflected in ambitious standards for students and teachers (as the case is currently in Kenya following the introduction of TPAD in 2014 is a complex lengthy undertaking. It requires coherent and connected learning opportunities that link ITE to new teacher

induction and new teacher induction to continuing professional development as exemplified by figure 1 above.

It further propounds that learning to teach takes time, support, and direction over an entire teaching career. Therefore, teachers need appropriate support and opportunities for “powerful learning” (Feiman-Nemser, 2001a) at every phase in their career. The second phase (in which mentoring is one of the promising programme features) is more crucial since the novice teacher is faced with real life teaching engagements. Professional development efforts should promote continuous growth over time and align the essential supporting features throughout the three phases.

Basing on this framework, since one of the tenets of the beginning phase of teacher professional development continuum is the strong mentoring programme as a promising programme feature; there is need for serious engagement of novice teachers in mentoring programmes. Among the key elements for NRT programmes is the appropriate teaching assignment and professional development. In this, is the importance of situating a beginning teacher in “workplace conditions that meet the NRTs need for assisted entry into professional roles, responsibilities, and school norms” (Feiman-Nemser, 2001a). He emphasizes that to support this goal; NRTs may need reduced teaching loads or paired assignments with “strong teachers.” Overall, schools should be environments of teacher communities where collaboration is encouraged.

The other element is the vision of good teaching which illustrates the importance of NRTs using a vision of good teaching to inform induction/mentorship design. As most induction efforts are not based on a sound “understanding of teacher learning”

(Feiman-Nemser, 2001a), a clear vision and understanding is necessary to guide strategic decision-making and resource alignment.

To further anchor the study, I also reviewed a number of theories related to the construct of mentoring. These were: theories of adult learning, social learning theory, learning models and social intervention theory. A detailed review of these theories is provided in chapter 2 section 2.6. The arguments raised by Nemser above and those propounded by these theories were considered very important guides to this study. They influenced to a large extent the formulation of this study in terms of the focus and content scope and later on the findings and interpretation of this study were discussed in the same terms.

1.12. Conceptual Framework

The structural diagram (figure 2) is a visual representation of my synthesis of the literature reviewed on how to explain the phenomenon under study. It describes visually the key concepts or variables considered and how they might relate to each other basing on the mentoring strategies available, their implementation and perspectives of the study subjects. All these have been drawn from the previous knowledge of the preceding researchers' points of view and observations on the current subject of research. The reader is able to discern what I expect to find through the research. The main function of the framework is to ease the readers' understanding of the phenomenon.

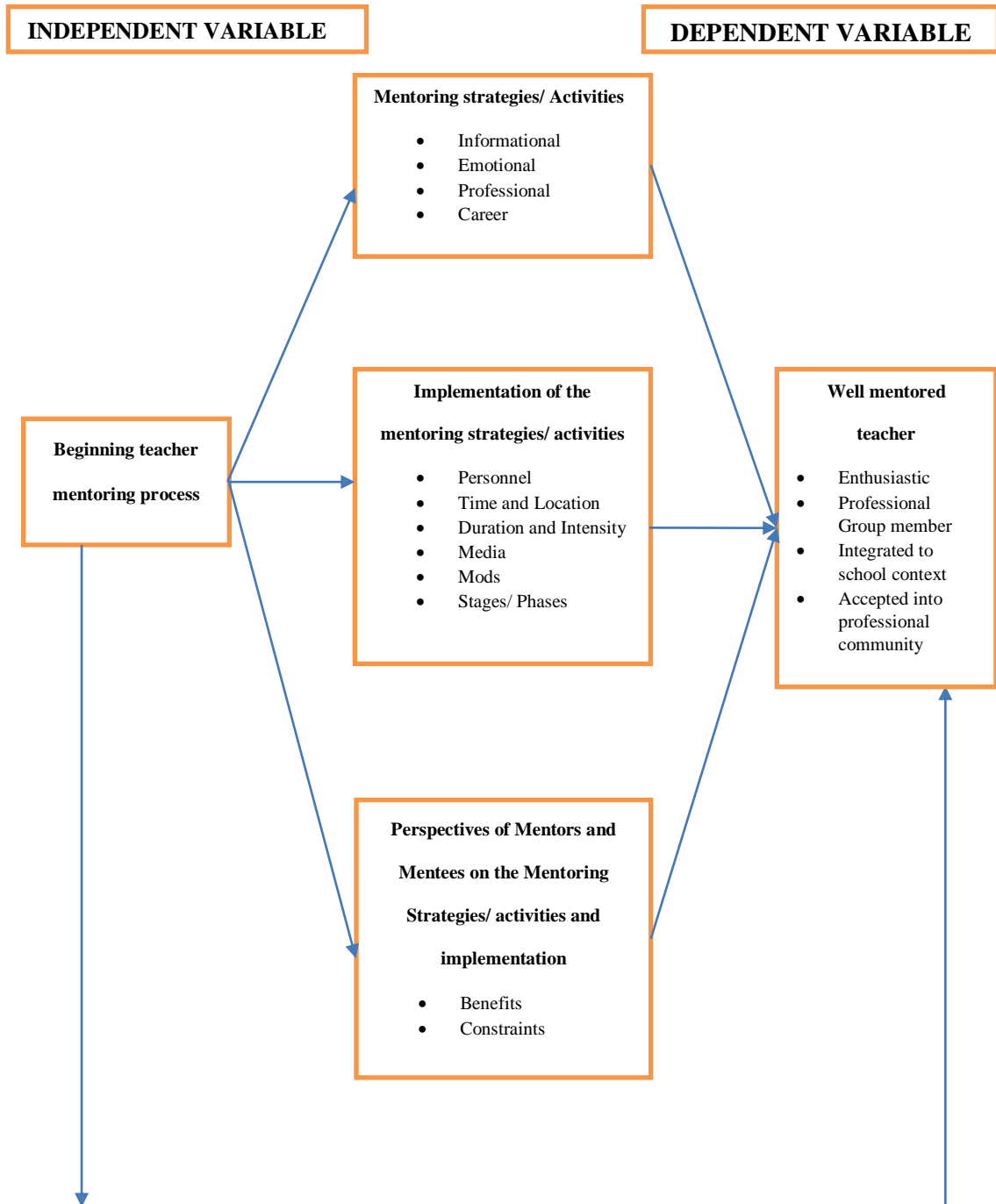


Figure 2: Conceptual Framework

1.13. Operational Definition of Terms

The following terms and expressions have been used in the study in the manner operationalized below:

Beginning Teacher

A teacher newly entering the teaching profession following recruitment by the TSC or BOM. They are typically “new” for the first one to two years on the job. They are also referred to as novice teacher/mentee/protege

Continuous Teacher Professional Development

This is about the development of a teacher in his or her professional role; achieved as a result of gaining increased experience, knowledge and skills important for teaching that meets the prescribed standards. It includes formal and informal experiences.

Experienced Teacher

A trained and qualified teacher who has taught for five years or more.

Implementation of Mentoring Strategies

This refers to the various ways that strategies of mentoring are made to happen. They include the people involved, time of engagement, location of engagement, duration and intensity of programme, media used, modes of implementation and stages/phases of implementation.

Induction

The broad term for all support and guidance (including mentoring) provided to newly graduated teachers as they begin their teaching in services real situations. It refers to a variety of different activities such as an orientation; support structures such as

mentoring, support teams, and coaching; beginning teacher training/workshops; mentor workshops; and evaluation.

Initial Teacher Education

Full-time residential pre-service programmes in teachers' colleges or universities usually duration of three to four years, also referred to as pre-service and may also be available to serving unqualified teachers through distance education, 'out-of-school' programmes during vacations or on release from schools for extended periods of time.

Mentoring

Personal guidance provided usually by a seasoned veteran to beginning teachers in schools typically occurring on a regular basis over a long term period; involves collaboration, inquiry, guidance, support, feedback and facilitation of evidence-informed, reflective learning conversations.

Mentoring Strategies

These are the various aspects of support offered to the NRTs. They include activities geared towards informational, emotional, professional and career support.

Mentor

Experienced and effective teacher who has defined time, preparation and professional development to coach new teachers in a targeted intensive way using specific skills, professional standards and protocols.

Mentee

A beginning teacher of English who may be in the role of "learner" in mentoring relationships. Also referred to as protégé

Pedagogy

This is the art of teaching method and practice of teaching. It deals with how knowledge and skills are imparted in an educational context considering the interaction that takes place during learning in a formal set up.

Perspectives of mentors and mentees

These are the feelings of the NRTs and those of the experienced teachers with regard to mentoring. The feelings are summarized as benefits and constraints of the strategies used as well as how the implementation is carried out.

Probation

A period of six months (formerly up to two years) during which the TSC through its agent-the school principal monitors the teaching and sometimes social activities of the newly recruited teacher to ascertain their suitability for the profession

Student teacher

Prospective teacher undertaking initial teacher education

Teacher Education

A process which nurtures prospective teachers and updates qualified teachers' knowledge and skills in the form of continuous professional development in three phases: initial teacher education, the teacher induction programme and continuous teacher professional development.

1.14 Chapter Summary

This chapter has introduced the study and proceeded to contextualize the study in Kenyan with regard to the teaching of English language, TE in general and ELTE in particular which has in turn provided the rationale of my study, and my position as a

researcher in this context. The chapter has also addressed the statement of the problem, objectives, and research questions, scope and limitations assumptions of the study, justification and significance. The theories on which the study has been anchored as well as the conceptual framework have also been presented. Before I proceed to chapter 2 which situates the study in the literature of mentoring, the main issues raised in this chapter are outlined in table 1.2.

Table 1.2: Main Issues Arising from Chapter 1

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| <ul style="list-style-type: none"> • Nationally, English is the official language • English enjoys a prestigious position as a compulsory subject and medium of instruction • English language is taught using CLT • An integrated approach is used in ELT • Contemporary issues are in cooperated in ELT • TE generally and ELTE in particular are greatly affected by large number of students • Courses in ELTE are majorly foundational and general • Conduct of TP is affected by the large numbers of students • It is assumed mentoring takes place in one form or another either deliberately or by chance • Quality of teachers directly impact on students learning and achievement • Mentoring programmes are pivotal in the transition of NRTs from students of teaching to teachers of students. |
|--|

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, a review of related literature is presented to provide the basis upon which the study was conceptualized, contextualized and interpreted. Although very limited studies were found that directly addressed the issue within the Kenyan context, the numerous other studies which have been conducted in different parts of the globe concerning mentoring of novice teachers in general provided a rich base. The information was summarized here. As the research literature available on such teacher induction programmes in Africa at large and Kenya in particular is limited, research literature from the United States of America (USA) and the United Kingdom (UK) and other parts of the globe-Eastern Europe and Asia was widely reviewed to direct this study. In the USA, teacher induction programmes have been the object of research for several decades now; in the UK the programmes are obligatory nowadays and thus explicitly part of policies regarding teacher certification. As a result, they have – though more recently than in the USA – become an object of research as well.

The review was undertaken under the following headings: the concept of teacher education, the theory of mentoring, review of theories related to mentoring, previous research on mentoring, mentoring scenario in secondary schools in Kenya and the gaps in related literature. I start with the concept of teacher education in general.

2.2. Teacher Education

According to Anho (2011), teacher education is the process which nurtures prospective teachers and updates qualified teachers' knowledge and skills in the form of continuous professional development. Teacher education revolves around the

policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills required in the performance of effective duties in the classrooms, and in other duties as delegated by the school principal within the school compound. It is often divided into three stages namely:

1. Initial Teacher Education (ITE);
2. The Induction Process involving the training and supports of the trainees during the first few years of teaching or the first year in a particular school; and
3. Teacher Development or Continuing Professional Development (CPD) and intensive process for practicing teachers.

He continues to say that the above processes and stages of professional development of teachers constitute the concept of “teacher education.” In the next subsection is provided an elaboration of each of the three stages named above.

2.2.1. Initial Teacher Education

Initial Teacher Education (ITE) most often takes the form of full-time residential pre-service programmes in teachers’ colleges or universities. Initial training may also be available to serving unqualified teachers through distance education, ‘out-of-school’ programmes during vacations or on release from schools for extended periods of time. The professional components of initial teacher training programmes can be either consecutive or concurrent with academic subject.

The appropriate length of initial preparation courses and their organization is debatable. The reality is that there are a variety of ways to prepare and support

teachers in a variety of environments. Just as there is no single type of effective teacher, but there are common elements associated with successful teachers, there is no single type of effective initial preparation course, but there are common elements that should be discussed and incorporated where appropriate in design and implementation. Not all teacher education programmes are created equal. Fareo (2013) identifies some of the traditional shortcomings of such programmes as:

- uncertain goals, for example, lack of clarity about what the program aims for with student teaching;
- individually determined course content, rather than a coherent program of relevant studies;
- disjuncture among areas of knowledge;
- and, uninspired pedagogy

In many programmes, candidates learn theory out of context and experience the idiosyncrasies of practice without adequate theory to make sense of them. In the same vein, there tends to be front-loading of coursework, with some little amount of student teaching practice tacked onto the end of the programme, allowing insufficient time for actual practice to take root. Extraordinary teacher preparation programmes, by contrast, involve the following elements:

- strong grounding in content areas to be taught and how to teach them to learners at particular ages;
- focus on curriculum development in the subject area, that is, on how concepts fit together and add up;
- emphasis on learning and the use of assessment to understand how and what students are learning and what to do if they are not getting it;

commitment to a broad repertoire of strategies to meet different needs of learners;

- connection of theory and practice, that is, courses and clinical experience are integrated;
- extended study (18-30 weeks of supervised student teaching) with expert mentors in a model setting, for example, professional development schools, which are state-of-the-art settings, similar to teaching hospitals, where all the pieces are in place to allow candidates to emulate good practice; and
- a well-developed relationship with schools.(Darling-Hammond, L. (2006).

These extraordinary programmes are lacking in many teacher education programmes in Africa.

2.2.2 The Teacher Induction Programme

A Teacher Induction Programme (TIP), like all other induction programmes common to other occupations, aims to ease transition from student teacher to professional educator. It is a planned approach to provide beginning teachers with sustained support for at least the first few years of their careers. The programme provides a link between beginning teachers' education at teacher training institutions mainly universities, today in Kenya, and their becoming fully-fledged teachers, confidently taking their places as participants in professional learning communities as young professionals. In Kenya, one becomes such a teacher after probation. Formal induction programmes can help introduce working approaches and techniques, as research has shown that without intervention, teachers tend to teach as they have been taught. Success in the first year of teaching can be crucial to a beginning teacher's

decision to continue in the profession. As research has shown in the UK and USA, beginning teachers who have participated in planned induction programmes increase their chances of having success in their first years and tend to remain in the profession longer.

An induction programme may consist of many different components. These components include: an orientation; support structures such as mentoring, support teams, and coaching; beginning teacher training/workshops; mentor workshops; and evaluation. At the very least, these programmes must include an orientation, a mentoring relationship with a trained mentor, assignment to a support team and release time to participate in support activities. The Alliance for Excellent Education (USA) identifies the components of comprehensive induction as high-quality mentoring, common planning time and collaboration, on-going professional development, participation in an external network of teachers, and standards-based evaluation.

Induction should be a stage in a continuum of teacher development. The current study is an attempt at gaining insight into the mentoring programmes (presented by research literature as the central component of induction) available as a professional development activity for beginning teachers.

2.2.3. Continuous Teacher Professional Development

Continuous Teacher Professional Development (CTPD) in a broad sense refers to the development of a teacher in his or her professional role. More specifically, it is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. It includes formal experience (such as attending workshops, professional meetings and mentoring.) and informal experiences

(such as reading professional publications and watching television documentaries related to academic discipline (Ganser, 2000).

A teacher is conceived of as a reflective practitioner, someone who enters the profession with a certain knowledge base, and who will acquire new knowledge and experience based on the prior knowledge (Cochran-Smith & Lytle, 2001). In so doing, the role of professional development is to aid teachers in building new pedagogical theories and practices and to help them develop their expertise in the field.

CTPD (in-service) comes from various sources and agencies, and in various forms: orientating teachers to curriculum or examination changes, upgrading qualification levels, donor-funded projects, professional teachers' associations in developing subject teaching (e.g. Science Teachers' Association of Nigeria 'STAN', Strengthening Mathematics and Science Education SMASE in Kenya), or sometimes teachers' unions, school based improvement initiatives, or individual teachers working to improve their qualifications on individual initiatives, career prospects or teaching skills. Continuing professional development may be regarded as all forms of 'in service', 'continuing education', 'on- the -job-training', 'workshop', 'post-qualification courses' and so on, whether formal or informal, structured or unstructured, teacher-initiated or system-initiated, accredited or not (Muhammed, 2006). The next section looks at the theory of mentoring..

2.3. Mentoring Theory

Mentoring as already indicated earlier is the central component of induction. The concepts of mentoring and formal mentor programmes are familiar to many in educational institutions and apprenticeship programmes. Mentoring programmes exist for new teachers particularly in the developed countries, youth-at-risk, and in the

higher education setting for faculty and students. A review of the literature shows studies on mentoring in the workplace are mostly limited to the past 25-35 years. The fact that mentoring is considered an innovation in performance improvement in organizations (Murray, 2006), suggests that mentoring programmes are fairly new in the workplace.

The word mentor, according to Webster's New World College Dictionary (2002), is defined as "a wise, loyal advisor, a teacher or coach." It has its origins in Greek Mythology, specifically, Homer's the *Odyssey*. King Odysseus, before leaving to fight in the Trojan War (a ten-year battle), entrusted his older friend Mentor to teach and educate his son, Telemachus (Gentry, Weber, & Sadri, 2008). In Greek, the word probably meant advisor and comes from the Indo-European root –"men", meaning, "to think". This presents mentoring as a very old concept in a new guise. Today, most successful people, in any walk of life, probably have had one or more people over the years who have exerted a particularly strong influence over their lives and/or careers.

The term 'protégé' is derived from the past participle of the French verb 'protéger' which means to protect. Although the majority of the literature uses the actual term 'protégé' when referring a person who is assisted by the mentor, other terms that have been used synonymously are, 'mentee', 'learner', and 'novice'.

Research literature reveals that contemporary popularity of mentoring notwithstanding, serious research on the concept of mentoring began relatively recently. While it is impossible to identify a single work and say categorically that it is the beginning of mentoring research, mentoring researchers and scholars make a good argument that Kathy Kram's dissertation of 1980 and her 1983 *Academy of Management Journal* paper provided a beginning to the contemporary research

tradition. The 1983 article is still the most frequently cited journal article on the topic of mentoring and her conceptualization of mentoring has been either directly quoted or reworked only slightly in many subsequent studies. In her seminal paper, Kram identified a number of issues that form the basic tenets of mentoring theory discussed in details from sub sections 2.4.1 to 2.4.6.

2.3.1. Mentoring Functions

Mentors are generally viewed as providing two types of functions to their protégés. The functions can also be interpreted as the content of mentoring or the goals. Some researchers and teacher educators suggest, however, that it is not enough for mentoring programmes to provide support. Noting that beginning teachers are learners as well as teachers, they assert the importance of a third function of mentoring programmes. The three functions are:

2.3.1.1 Career Functions

Career functions involve a range of behaviours that help protégés “learn the ropes” and prepare them for hierarchical advancement within their organizations. These behaviours include coaching protégés, sponsoring their advancement, increasing their positive exposure and visibility, and offering them protection and challenging assignments. Such as *Instruction-related support* addresses the beginning teacher’s need to navigate her or his way through multiple tasks and problems that, in the future, will be seen as standard activities associated with teaching but, at first, are important hurdles for the novice. This kind of support focuses on the nuts and bolts of teaching, from locating materials and other resources available in the school, to organizing classroom space, to adding to his or her still-limited repertoire of instructional strategies.

2.3.1.2. Psychosocial Functions

Psychosocial functions build on trust, intimacy, and interpersonal bonds in the relationship and include behaviours that enhance the protégé's professional and personal growth, identity, self-worth, and self-efficacy. They include mentoring behaviours such as offering acceptance and confirmation and providing counselling, friendship, and role-modelling. *Psychological support* addresses the most immediate personal and emotional needs of teachers new to the classroom. This kind of support centers on protecting the new teacher from isolation by providing him or her with moral support and suggesting ways in which to balance the unfamiliar demands and expectations of students, parents, and the school at large. Here, veteran teachers create an emotional safety net by: serving as a sounding board and assuring beginners that their experience is normal, offering sympathy and perspective, and providing advice to help reduce the inevitable stress.

2.3.1.3. Development Function

Though a close look at this makes it a sub set of career function, mentor scholars and researchers distinguish it as a focus by the NRT on building a personal understanding of pedagogy: the art and science of teaching and learning that allows a teacher to continually refine and adjust his/her practice in order to consistently and effectively help students master content and skills. Mentoring for development centres on helping novices begin to craft a professional identity through their struggles with and explorations of students and subject matter. (Feiman-Nemser 2001b). The ultimate goal is for the novice teacher to gain independence as a professional who is empowered to draw from a foundation of experience-based knowledge and collective wisdom about good practice.

A key aspect of mentoring for development is for teachers to become skilled at independently identifying and addressing the idiosyncratic learning problems of their students. Suggestion is that teachers gain these skills through critical self-reflection based on their students' behaviour, student products, and other evidence of the effectiveness of their own teaching practices. The increasing diversity of students in all school contexts globally makes the building of this kind of expertise even more important and presents an additional challenge in mentoring. Newly prepared teachers tend to hold assumptions about the learning and thinking of others that fit with their own [cultural experience]. (Feiman-Nemser and Remillard, 1995). For those who have had limited contact with students whose ethnicity, language, or culture is different from their own, mentoring for development may thus require some relearning as well as new learning: In order to build bridges between students and subject matter, teachers need to know how their students think about what they are learning.

Some mentoring researchers and scholars argue that despite the important role that the development function of mentoring seems to play in the whole process, it does not at all appear to be implemented as frequently as the other two support functions. Indeed, surveys of new teachers in the 1990s found that they were more likely to credit mentors with providing moral support or enlarging a pool of material resources than with exerting direct influence on their curriculum priorities or instructional methods.

As research in the field has progressed, four key insights about mentoring functions have emerged. First, career and psychosocial functions have different roots and outcomes. In her early work, Kram (1985) observed that career functions depend on the mentor's position and influence in the organization, while psychosocial functions

rely on the quality of emotional bonds and psychological attachments in the relationship. Subsequent research has indeed found that career and psychosocial functions constitute two relatively independent dimensions of mentoring behaviours although some studies have found that role modelling may represent a third dimension of mentoring. Mentoring scholars have also discovered that different mentoring functions predict different protégé outcomes: Career functions are a stronger predictor of protégés' compensation and advancement, while psychosocial functions have a stronger relationship with protégés' satisfaction with the relationship (Allen et al., 2004). However, both career and psychosocial functions predict protégés' job and career satisfaction (Allen et al., 2004).

Second, there is significant variation in the range and degree of mentoring functions within and across relationships. Like other relationships, no two mentoring relationships are alike. Some relationships provide either career or psychosocial functions, while other relationships offer a broad range of behaviours that incorporate both types of mentoring functions. For example, mentors may offer high, medium, or low levels of a specific function in a given relationship. The range and degree of functions provided by a mentor may be driven by the needs of the protégé, the mentor's ability to meet those needs (i.e., their interpersonal skills, resources, and power), the mentor's needs, the "chemistry" in the relationship, and the organizational context. Because mentoring relationships may represent a "fit" between the needs of the protégé and the mentor's ability and interest in meeting those needs, the same mentor may offer different functions and degrees of functions to different protégés.

Third, mentoring functions may vary across the phases of the relationship. Mentoring relationships are not static, but evolve through phases that reflect different functions,

experiences, and patterns of interactions. Kram's study in 1983 of 18 mentoring relationships revealed that functions vary across four distinct phases in the relationship: initiation, cultivation, separation, and redefinition. Some career functions may be offered in the *initiation phase*, but career and psychosocial functions usually peak during the *cultivation phase*. Details on these phases are provided in sub section 2.3.2 that follows.

2.3.2. Phases/Stages of Mentoring

One of the most prominent writers on mentoring relationships and their effects is Kathy Kram, Professor of Organizational Behavior at Boston University. In 1983, Kram presented a paper based on 15,000 qualitative interviews with both mentors and protégés at a U.S. public utility company, which documented four phases in mentoring relationships: *Initiation, Cultivation, Separation, and Redefinition*. In Kram's 1983 study of 18 mentoring relationships revealed vary across four distinct phases in the relationship. Mentoring relationships are not static, but evolve through phases that reflect different functions, experiences, and patterns of interactions.

The four phases of mentoring discussed below are referred to in a myriad of terms by various mentoring scholars and/ or researchers. Some of the words used are denotative while others are connotative; however, basically what happens in each of the stages of the mentoring circle is similar across the board. I have used Kram's terms to describe the phases because they seem to be more universal.

2.3.2.1. The initiation stage

As explained above, other terms used to describe this phase are *Orientation, Courtship* and *Spring*. At this stage, the mentor and protégé become acquainted and start learning each other's personal style and work habits. The two individuals enter

into a mentoring relationship. For informal mentoring, the matching process occurs through professional or social interactions between potential mentors and mentees. Potential mentees search for experienced, successful people whom they admire and perceive as good role models. Potential mentors search for talented people who are “coachable.” Mentoring research describes this stage as a period when a potential mentee proves him- or herself worthy of a mentor’s attention. Both parties seek a positive, enjoyable relationship that would justify the extra time and effort required in mentoring.

Formal mentoring programmes manage the matching process instead of letting these relationships emerge on their own. Good matching programmes are sensitive to demographic variables as well as common professional interests. The assignment of a mentee to a mentor varies greatly across formal mentoring programmes. Mentors may review mentee profiles and select their mentees or programme administrators may match mentors and mentees. Regardless of the method, a good formal mentoring programme would require both parties to explore the relationship and evaluate the appropriateness of the mentor–mentee match.

2.3.2.2. The cultivation stage

This stage is referred to in other terms such as *Productivity*, *Getting established*, *Adolescence*, *Dependency*, *Nurturing*, *Honeymoon* and *Summer*. The many terms used coincide with the gravity of activities lined for it; it takes the longest time in the whole circle of activities. It is the primary stage of learning and development. Assuming a successful initiation stage, during the cultivation stage, the mentee learns from the mentor. Two broad mentoring functions are at their peak during this stage. The career-related function often emerges first when the mentor coaches the mentee on

how to work effectively and efficiently. Coaching may be active within the mentee's organization when a mentor assigns challenging assignments to the mentee, maximizes the mentee's exposure and visibility in the organization, and actively sponsors the mentee through promotions and recognition. Mentors outside of the mentee's organization can also provide valuable advice on how to thrive and survive; although they lack organizational power to directly intervene on behalf of the mentee. The psychosocial function emerges after the mentor and mentee have established an interpersonal bond. Within this function, the mentor accepts and confirms the mentee's professional identity and the relationship matures into a strong friendship.

The cultivation stage is generally a positive one for both mentor and mentee. The mentor teaches the mentee valuable lessons gained from the mentor's experience and expertise. The mentee may also teach the mentor valuable lessons related to new technologies, new methodologies, and emerging issues in the field. In short, mutual trust grows. The protégé develops competence as a result of career support, and confidence as a result of psychosocial support and the relationship transforms from one of dependency to one of interdependency.

2.3.2.3. The Separation Stage

This stage generally describes the end of a mentoring relationship. Other terms used here are *Maturing*, *Developing independence*, *Autonomy* and *Autumn*. The relationship may end for a number of reasons. There may be nothing left to learn, the mentee may want to establish an independent identity, or the mentor may send the mentee off on his or her own the way a parent sends off an adult child. If the relationship's end is not accepted by both parties, this stage can be stressful with one party unwilling to accept the loss. Problems between the mentor and mentee arise

when only one party wants to terminate the mentoring relationship. Mentees may feel abandoned, betrayed, or unprepared if they perceive the separation to be premature. Mentors may feel betrayed or used if the mentee no longer seeks their counsel or support. Sometimes this stage may be characterized by hostility.

2.3.2.4. The Redefinition Stage

This is the final stage at which both mentor and mentee recognize that their relationship can continue but that it will not be the same as their mentoring relationship because of their altered circumstances. Terms such as *Metamorphosis*, *Ending*, *Termination*, *Divorce*, *Bereavement* and *Winter* are used. If both parties successfully negotiate through the separation stage, the relationship can evolve into a collegial relationship or social friendship. Unlike the cultivation stage, the focus of the relationship is no longer centred on the mentee's career development. The former mentor may establish mentoring relationships with new mentees. Likewise, the former mentee may serve as a mentor to others. Next I explain the models of mentoring.

2.3.3. Models of Mentoring

The process of mentoring may be viewed under three models – the *apprentice*, *competency* and *reflective* models.

- In the apprentice model, the mentee observes the mentor and learns.
- The competency model has the mentor give the mentee systematic feedback about performance and progress.
- Finally in the reflective model, the mentor helps the mentee become a reflective practitioner.

This study subscribes to all the three models since in a school scenario all are possible options. The competency and the reflective models in which mentoring is seen as an

intentional, nurturing and insightful process that provide a powerful growth experience for both the mentor and mentee influenced to a larger extent the direction that the study took since assumption was that mentoring in some form was practised in schools.

2.3.4. Forms and Structures of Mentoring

Theory has it that mentoring in some form is practiced in almost every organization. Although it increasingly occurs as a product of a formal pairing programme, it should not be defined exclusively in these terms. Author Stephen Appelbaum argues that while mentoring is a “voluntary pairing of two individuals for mutual personal and corporate gain” and “affects many aspects of organizational behaviour including leadership, organizational culture, job satisfaction, and performance,” it is also “a multi-faceted and extremely diverse process.” Initially, only two forms were distinguished. In the late 1990s, new forms of mentoring emerged. Some of these ideas were part of the original work of Kram.

2.3.4.1. Traditional One- on- One Mentoring

Here, mentoring acts as explicit and exclusive point of reference for protégé. It offers one-on-one interaction and provides strong opportunity for mentor to explore and develop protégé’s weaknesses and strengths.

2.3.4.2. Group Mentoring

The second one is group (collective). Group mentoring allows for the transfer of knowledge to more than one individual at any one given time. A key characteristics of this type is the fact that it mitigates personality conflicts between mentor and protégés, facilitates networking by providing protégés with the opportunity to network

among themselves, provides same levels of mentoring and experience to all protégés, reduces risk of protégé dependency on mentor and reduces cost associated with mentoring (lost mentor productivity).

In both (one -on -one and group) the mentor role is similar. The roles include the mentor assuming the role of an advisor. The mentor recommends career direction for protégé, identifies possible career obstacles and assists protégé in overcoming them. The other role is that of an ally who provides candid, forthright opinions. They work as a broker by assisting protégé in establishing and increasing networking contacts, as catalysts by promoting understanding of the corporate culture and clarifying employer expectations and finally as a communicator who facilitates discussion, interaction, and the exchange of information.

2.3.4.3. Multiple mentoring

This form gains support in the literature on mentoring which suggests that individuals develop more than one mentoring relationship in the course of their careers. Kram (1983) originally proposed that individuals rely upon not just one but multiple mentors for developmental support. A protégé may maintain a peer-like relationship with a former mentor, while at the same time developing a new mentoring relationship with a different mentor. Baugh and Scandura (1999) also supported the existence of multiple mentoring relationships and proposed that having multiple mentors may enhance mentoring outcomes. Their results suggest that experiencing multiple mentoring relations may result in greater organizational commitment, job satisfaction, career expectations, increased perceptions of alternative employment, and lower ambiguity about one's work.

Higgins and Kram (2001) reconceptualized the traditional “single dyadic relationship” definition of a mentoring relation into a “multiple relationships” phenomenon in which the protégé has a network of concurrent mentoring relationships. Network mentoring is a multiple mentoring model capturing the existence of a constellation of different mentors at one point in time rather than a sequential existence of single mentoring relations.

2.3.4.4. Team mentoring

In team mentoring, the leader serves as a team mentor and develops the team through career coaching, psychosocial support, and role modeling. In team mentoring the expertise resident in one individual is made available to multiple protégés at the same time. Team mentoring also involves a responsibility for each team member to support the learning being promoted by the team mentor through peer mentoring. Thus, team mentoring is both dyadic and group focused with mentoring ties between both the team leader and each team member and among team members themselves. There are suggestions that in team mentoring, a formal mentor does not always lead members, rather members usually provide mentoring to each other. This aspect of team mentoring may be used for corrective feedback and building shared expectations and understanding (Knouse, 2001).

2.3.4.5. E-mentoring.

This one uses electronic means as the primary channel of communication between the mentor and the protégé (Hamilton & Scandura, 2003). E-mentoring relationships are maintained through various electronic media, including e-mail, chat, or the Web, whereas the traditional mentoring relationships are created and nurtured by frequent face-to-face contact between the mentor and the protégé. Electronic mentoring is not

different from traditional mentoring in terms of its ability to provide vocational support and friendship. However, they propose that e-mentoring relations have added risks including greater chance of miscommunication, longer time to develop the relationship, and concerns with privacy and confidentiality. E-mentoring literature is still evolving and there is yet to be an empirical analysis that compares face-to-face and computer mediated mentoring relationships.

2.3.4.6. Needs-Driven mentoring.

Higgins and Kram (2001) conceptualized mentoring as a network of relationships that span a protégé's entire career. Mezias and Scandura (2005) integrated this perspective with the research on international mentoring and developed a theory of expatriate mentoring as a network of relationships. This "needs-driven" approach focuses on the changing developmental needs of expatriate protégés and on the type of mentoring necessary during the different stages of an international assignment (predeparture, expatriation, repatriation). They argue that there are different socialization needs during the different stages of an international assignment and as a consequence, expatriate protégés may need multiple, concurrent developmental relationships due to the increasing ambiguity, uncertainty, and pressure stemming from challenges of international assignments. I now provide a discussion of the basic tenets of mentoring: functions, models, types, stages, benefits and constraints.

2.3.4.7. Reverse Mentoring

An aspect of mentoring theory that has developed of late and is rapidly taking root in institutions is reverse ("downward") mentoring which is the act of using younger employees to impart knowledge to older workers due to the increasing impact of the internet and a management bench sometimes lacking technological skills. This has

been occasioned by increased technology mandate. Research indicates that reverse mentoring (when a younger employee mentors an older employee) may help address skill gaps, particularly technological skills. Since the mid-1990s, consumer Internet access has increased rapidly, causing organizations to provide training that enables its employees to respond effectively to the 'Net generation.'

2.3.5. Modes of Mentoring

Mentoring relationships can be informal or formal.

2.3.5.1. Informal Mentoring

Informal mentoring relationships develop spontaneously and are not managed or specifically recognized as a mentoring relationship within larger organizations. A mentor reaches out to a mentee (or vice versa) and a relationship develops which benefits the mentee's professional development. Due to the spontaneity of the development, these relationships depend somewhat more on the individuals having things in common and feeling comfortable with each other from the beginning. The relationship may develop out of a specific need by the mentee around a task or situation for guidance, support, or advice. The relationship is most likely to be initiated by the mentee as she or he seeks support around a specific task. This type of relationship might also develop when an established professional needs an early career professional to complete certain tasks in the work place.

Informal mentoring occurs sporadically, is unplanned, is without long-term goals and can be uplifting or degenerating. Informal mentoring may take an entire staff to support a beginning teacher. Nevertheless, mentoring that takes the form of occasional advice from a variety of sources is not likely to provide the ongoing quality of support needed by beginning teachers and will not help them develop the

degree of professional competence that is the goal of a formalized programme. There are several reasons for this.

- Beginning teachers are often reluctant to ask for the help they need
- More experienced teachers are unlikely to offer help unless it is requested
- Beginning teachers benefit from observing excellent teachers in action, and this is unlikely to occur without formalized parameters
- A hit-or-miss approach does not ensure beginning teachers can have access to the kind of support they need when they need it
- Informal mentoring operates “under the radar” and so does not receive crucial support that it needs to succeed
- The reflective practices which promote improved teaching are not likely to be part of unsupported mentorship efforts

Well-intentioned informal mentoring does result in providing teaching materials, classroom teaching strategies, units and long-range plans for the benefit of the beginning teachers in what has been referred to as the apprenticeship model in section 2.3.2 above. Unfortunately, the competence level of mentors does not increase under this model. No reflective practice is in place, and no collaborative action research is carried out by mentors or beginning teachers. While some help is offered to beginning teachers, the path to developing a professional community of learners is not clear.

2.3.5.2. Formal Mentoring

Formal mentoring relationships develop within organizational structures that are specifically designed to facilitate the creation and maintenance of such relationships. Wanberg, Welsh, and Hezlett (2003) identified six primary characteristics of formal mentoring programmes that can directly influence the programme’s effectiveness:

- a) Programme objectives
- b) Selection of participants
- c) Matching of mentors and mentees
- d) Training for mentors and mentees
- e) Guidelines for frequency of meeting
- f) Goal-setting process.

Programme objectives may vary from socializing newcomers into an organization to intense career development of a target population (e.g., high potential people, women, ethnic minorities). These objectives affect the scope of the mentoring and will help drive goal-setting and training objectives. Formal mentoring programmes are generally more effective when mentors voluntarily participate (rather than being dragged or coerced) and are intrinsically motivated to help mentees (Baugh & Fagenson-Eland, 2009).

Formal programmes vary widely in their methods to match mentors and mentees, and in their preparation of individuals to engage in mentoring. Programmes that solicit important matching criteria from both parties are more likely to initiate successful mentorships. Matching criteria may include professional interests, demographics, geographical location, human interest factors (e.g., hobbies, lifestyles), personality, values, and learning orientation. Orientation or training programmes for mentors and mentees can help both parties establish a psychological contract for the relationship. Training objectives can include clear communications of expectations of the relationship, goal-setting procedures, conflict resolution skills, and general structure of the mentoring programme. Furthermore, these programmes often suggest guidelines for frequency of meetings. Such guidelines were related to more frequent

meetings and more mentoring. Typical guidelines suggest one or two meetings per month and specify the mentee as the responsible party to initiate these meetings.

Finally, a goal-setting process provides structure to the relationship. Good goals are specific, measurable, attainable, relevant, and time-bound. The next section explains the benefits and constraints of mentoring.

2.3.6. Benefits of Mentoring

In discussing the benefits of mentoring, the study takes a look at the various participants in the mentoring programme. I report generally on what empirical research says about potential benefits of mentoring for mentees, mentors, school administrators, schools and educational systems.

2.3.6.1 Benefits for mentees

Research has consistently found mentored individuals to be more satisfied and committed to their professions than non-mentored individuals (Wanberg, Welsh, & Hezlet, 2003). Furthermore, mentored individuals often earn higher performance evaluations, higher salaries, and faster career progress than non-mentored individuals.

Several studies have also suggested that mentoring is an important and effective, perhaps the most effective, form of supporting the professional development of beginning teachers. Researchers document a wide range of benefits of mentoring for beginning teachers, including reduced feelings of isolation, increased confidence and self-esteem, professional growth, and improved self-reflection and problem solving capacities. The benefits of mentoring which perhaps most commonly feature amongst research findings relate to the provision of emotional and psychological support, which has been shown to be helpful in boosting the confidence of beginner teachers, enabling them to put difficult experiences into perspective, and increasing their

morale and job satisfaction (Bullough, 2005; Marable & Raimondi, 2007). This also has implications for retention.

Research also points to the impact of mentoring on the developing capabilities of beginning teachers, most notably their behaviour and classroom management skills and ability to manage their time and workloads (Malderez, Hobson, Tracey, & Kerr, 2007; Moir et al., 2005). More generally, mentors have been found to play an important role in the socialization of novice teachers, helping them to adapt to the norms, standards and expectations associated with teaching in general and with specific schools

2.3.6.2. Benefits for mentors

A wealth of evidence based predominantly upon the accounts of mentors themselves, suggests that mentoring beginning teachers may have a positive impact on the professional and personal development of mentors (e.g. Hagger & McIntyre, 2006). In a study of mentors' perceptions of their involvement in a school–university ITP partnership programme in Hong Kong, for instance, Lopez-Real and Kwan (2005) report that 70% of mentors claimed to have benefited professionally from mentoring. Many different aspects of the mentoring experience have been shown to impact on the learning of mentors themselves.

Perhaps the largest body of research evidence in this area relates to mentors learning through self-reflection or critical reflection on their own practice (e.g. Lopez-Real & Kwan, 2005; Simpson, Hastings, & Hill, 2007). Mentors have also been found to have learned from their beginning teacher mentees, from participation in mentor training courses, from university tutors (notably those involved in university–school partnership), and more generally, from opportunities to talk to others about teaching

and learning in general or about their mentees' or their own teaching in particular (Hagger & McIntyre, 2006; Lopez-Real & Kwan, 2005). In terms of the outcomes of mentors' involvement in mentoring, several studies (e.g. Simpson et al., 2007) cite mentors' references to gaining 'new ideas' and 'new perspectives'.

More specifically, mentors have reported learning new and improved teaching styles and strategies, enhancing their knowledge and use of ICT (Lopez-Real & Kwan, 2005), improving their communication skills, becoming more self-reflective and becoming more knowledgeable about beginner teachers' and others' professional development needs (Lopez-Real & Kwan, 2005). Some studies have referred to mentors feeling reassured when their ideas are 'validated' by university tutors (Lopez-Real & Kwan, 2005; Simpson et al., 2007), feeling less isolated as teachers and enjoying the increased collaboration associated with mentoring (Hagger & McIntyre, 2006; Simpson et al., 2007), and reporting increased confidence in their own teaching and improved relationships being 'more collegial', 'more demanding with colleagues' and 'more tolerant with pupils'.

Research has also shown that many mentors derive satisfaction and pride from undertaking the mentor role, especially through seeing their mentees succeed and progress and noticing evidence of their own impact on mentees' development and their teaching (Hagger & McIntyre, 2006). It has also been found that mentoring can lead to a consolidation of mentors' teacher identity and professional status and an increase their self worth, resulting from the responsibility involved and a correspondingly enhanced recognition in the professional community while some mentors have talked about a 'revitalisation of their enthusiasm for teaching, becoming

're-energised' or 'reengaged' with the profession (Hobson et al., 2007) and being more committed to teaching (Bodoczky & Malderez, 1997).

Finally, some studies have suggested that involvement in mentoring has aided individual teachers' career planning and career progression by, for example, helping them to identify their strengths and priorities facilitating an extension of their responsibility for supporting the professional development of other colleagues, or using their experience as mentors to pursue professional qualifications (Moir et al., 2005).

2.3.6.3. Benefits for students

Moir et al., (2005) report such benefits notably in terms of enhanced student learning. Students taught by mentored teachers have the advantage of teachers who focus on student needs rather than their own survival. There is increased instructional continuity due to reduced annual teacher turnover. Such teachers turn out to be better teachers, who are less authoritarian and dominating and more reflective and disposed to continuous improvement. The teachers' self-confidence leads them to use a wider range of instructional strategies and activities. All these lead to better academic achievement for the students. The evidence on this particular outcome is however limited. Research literature explains that partly it is because of the complexity of researching it.

2.3.6.4. Benefits for School Administrator

A school administrator (for the Kenyan case principal) enjoys a helping hand from the mentor with beginning teacher orientation and support. There is also better performance from both beginning and mentor teachers and reduced teacher attrition

and time required for beginning teacher recruitment, development, supervision and problem solving.

2.3.6.5. Benefits for schools and educational systems

There is a growing body of evidence, though, largely from the USA, which says that (at least under certain conditions,) mentoring programmes for beginning teachers promote increased retention and stability: teachers who are mentored have been found to be less likely to leave teaching and less likely to move schools within the profession (Ingersoll & Kralik, 2004; Johnson et al., 2005; Smith & Ingersoll, 2004). It is also possible that both schools and educational systems may benefit from the enhanced retention of those teacher-mentors who become more confident and committed as a result of their participation in mentoring, which is one of the aims of some mentoring schemes, though again there is limited direct evidence of this to date.

In their report of *The Evaluation of the Pilot Professional Development Programme for Teachers Early in their Careers in England*, (Moir et al. (2005) suggested a number of additional benefits to schools in general, of their involvement in this kind of mentoring programme. For example, it was found that, through mentoring relationships and the raised profile of beginning teachers and of early professional development activities within the school, staff came to know each other better, which led to their increased collaboration and enjoyment. In addition, and related to this, some mentors involved in the programme reported that more experienced teachers had also begun to come to them for individual help and advice on specific areas and/or their own professional needs, suggesting that the programme had fostered a more developed culture of professional development and support within participating schools.

Finally on this theme, it is sometimes argued that mentoring is a cost-effective method of training and developing staff, since mentors are able to carry out their role in conjunction with their normal teaching job and there is no cost incurred for external training providers or premises. To date, however, there exists little empirical evidence to support (or refute) this claim in the context of mentoring for beginner teachers.

2.3.6.6. Benefits for the Profession

Research literature reports retention of the best, most creative and experienced teachers who find a new challenge and opportunity for growth by serving as mentors. There is increased continuity of traditions and positive cultural norms for behaviour, establishment of professional norms of openness to learning from others, new ideas and instructional practices, continual improvement, collaboration, collegiality and experimentation.

2.3.7. Constraints of Mentoring

Research on mentoring programmes (Achinstein & Barrett 2004; Achinstein & Athanases 2005) reveals several issues that need to be considered arising from the complexities of enacting such programmes. These issues include conflicting conceptions of teaching held by mentors and mentees, lack of preparation of mentors to support teaching for equity and diversity, the tendency to follow traditional teacher development patterns that may unwittingly discourage or contradict teaching that meets the needs of diverse students. There are also emotional and personal challenges; and teaching contexts and conditions that discourage open professional development and develop isolation and disengagement.

Mentoring programmes may actually reproduce the over-emphasis on technical and management issues rather than critical reflection on practice focusing on the needs of

diverse learners. Likewise, popular mentoring structures which seek to acclimatize new teachers may reinforce existing values and ways of working. By contrast, according to Gless (in Achinstein & Athanases 2006), meaningful mentoring programmes need to go beyond the "paradigm of novices in survival mode" that limits the possibilities of educative growth. Instead, she argues for transformative mentoring that encourages mentors and new teachers to be change agents who question and transform the status quo. Darling-Hammond, (1997) reports that regretfully, relatively few state-mandated induction programmes provide funding for trained mentors.

2.3.7.1. Potential Problems in Mentor Relationships

Another area widely discussed entails potential problems in mentor relationships. Although mentoring is generally defined as a relationship that helps the mentee and the mentor, problems in the relationship may hinder the career development of either individual. If the bounds of the relationship are not clearly understood, a mentee may be overly dependent on a mentor, asking for micromanagement instead of career advice and counsel. A mentee may also ask for personal favours or expect involvement and credit with the mentor's work. Such a relationship would not help the mentee establish their own independence and would intensify difficulties in the separation stage. Mentors should not use nor exploit their mentees, nor should they take credit for the mentee's work. They may resist the separation stage and insist on some voice in the mentee's career decisions. Severe interpersonal problems with the relationship may mitigate the value of many mentoring lessons.

Perhaps the most visible interpersonal problem in mentoring occurs when the relationship moves from a professional one to a personal one. Research on cross gender mentoring has identified sexual relationships as a potential problem. (Young,

Cady, & Foxon, 2006). Although sexual relationships are not confined to cross-gender mentoring, no research on sexual relationships in same-gender mentoring has been published to date. Kram (1985) describes how observers perceive unfair advantages to a mentee who is also in a personal relationship with the mentor. If the personal relationships are substantiated within a single organization, the organization will generally terminate any formal relationship between the two individuals and may even terminate one or both participants' employment.

2.3.7.2. Problems with Performance Issues

In addition to problems within the relationship, mentors and mentees may experience problems with performance issues. Mentors may be jealous when their mentees outshine them. In addition, one partner may struggle as a result of errors made by the other. For example, a mentee's reputation may be tarnished if his or her mentor commits a serious breach of ethics. Likewise, a mentor may be viewed negatively if his or her mentee's performance is not meeting expectations. The mentor's judgment in selecting a good mentee may be questioned as well as the quality of the mentor's counsel and advice.

Problems with mentoring may be minimized when both parties have clear expectations of what the professional relationship can do and what it should not do. Formal mentoring programmes often include a training component for both parties to understand the expectations. Specific content of these training programmes depends on the form of mentoring and purpose of the mentoring programme.

In general, personal reflection about the mentor relationship both before initiating it and throughout its course, by both the mentor and mentee, will contribute to a robust, growth-oriented relationship. Finally, although obvious but often forgotten, both the

mentor and mentee are human beings who strive to meet personal needs and goals in a complex world. Everyone has bad days, and forgiveness and patience will aid in overcoming what may appear to be barriers to a successful mentor relationship.

2.3.7.3. Potential Limitations and Cost

Some authors have complained that most of the literature on mentoring in education presents an ‘overwhelmingly favourable’ account, which fails to adequately investigate or address any potentially negative effects (Hobson et al.2009; Ingersoll & Kralik, 2004; Sundli, 2007). However, literature going back at least to the early 1990s (e.g. Jacobi, 1991 in Hobson et al ,2009) has contained various warnings about what has been termed the ‘dark side of mentoring’ and in recent years several studies have reported a number of specific disadvantages and drawbacks of mentoring, together with examples of what are regarded as poor mentoring practices.

2.3.7.4. Disadvantages for Mentors

Some studies have suggested that the various benefits of mentoring to mentors (as outlined in above) are not always realized in practice, and that the outcomes experienced by mentors are highly variable. For example, in her study of 10 mentors of (mostly) neophyte or novice teachers in North-East USA, found little evidence that the mentors had grown professionally from the experience, with few of them attributing any development in their thinking or practice to the mentoring relationship. Some studies go further and suggest that mentoring can also be disadvantageous or even harmful to mentors. Three main problems are documented.

First, many studies (e.g. Simpson et al., 2007) have reported that mentors have experienced increased and sometimes unmanageable workloads, as a result of their involvement in mentoring in addition to their normal teaching roles. This can

contribute to difficulties in accommodating all their mentees' needs can impact on mentors' work-life balance and may cause them stress.

Secondly, research has found that mentors sometimes experience feelings of insecurity, nervousness, threat and even inadequacy at the prospect of their lessons being observed by mentees or by their mentees presenting new ideas (Bullough, 2005). Thirdly, some studies have suggested that mentors have felt isolated in the role (Bullough, 2005).

2.3.7.5. Disadvantages for Beginning Teachers and Educational Systems

In the last 15 years or so a vast amount of research, across many countries employing mentoring as a means of supporting the professional learning and development of beginning teachers, has uncovered the existence of variation in the nature and quality of mentoring support provided and documented evidence of poor mentoring practice, which have negative consequences for the learning of mentees, and (thus) for the schools and educational systems into which they are being inducted.

There appear to be three main failings. First, studies have found that some mentors have failed to provide sufficient support for beginner teachers' emotional and psychological well-being, characterized in many instances by general 'unavailability' (Smith and Maclay, 2007). Some studies further found that 'associate teachers' involved in 'pre-service education' programmes in Canada "often seemed to be rather 'tough' on the novice teachers giving them a very heavy workload and generating in them a considerable amount of anxiety"; while Maguire (2001), in a study of secondary phase ITP in England, found that 'a substantial number' of trainees reported feeling bullied by their school-based mentors.

Secondly, research has suggested that some beginning teachers have not been sufficiently challenged by their mentors, for example, by not being given sufficient autonomy. It is argued that partly due to the assessment framework of ITP in England and partly due to their concern to protect their 'own' pupils and their learning, primary phase teacher-mentors in her study tended to guide their student teacher-mentees into 'low risk' activities (Malderez et al., 2007); some primary and secondary phase ITP mentors in England had been reluctant to let their trainees take on responsibilities in the classroom; and concluded that many mentors in their study did not give their mentees sufficient 'freedom to innovate'.

Thirdly, numerous studies have shown that mentors have tended to see their role primarily in terms of the provision of safe sites for trial and error learning or have tended to focus, in their interactions with mentees, on matters of technical rationality, and/or on practical issues such as classroom management, craft knowledge and mentees' teaching of subject content (Sundli, 2007). In doing so, they have devoted little or insufficient attention to pedagogical issues, to the promotion of reflective practice incorporating an examination of principles behind the practice, or to issues of social reform and social justice (Feiman Nemser, 2001b). Indeed studies have shown that some teacher-mentors themselves hold a 'transmission perspective' on teaching and learning. That some have a limited understanding of concepts such as critical reflection and/or continue to hold dualist notions of theory and practice (Sundli, 2007), and that some (perhaps as a consequence) lack the confidence to incorporate 'theoretical' insights into their work with mentees.

One of the actual or potential outcomes of these various failings is that, in spite of the explicit aim of some mentoring programmes being to reduce teacher attrition, the lack

of social and psychological support experienced by some trainee and early career teachers (when they had been led to expect it) has actually been a contributory factor in their decisions to withdraw from their ITP courses or leave the profession (Hobson et al., 2009).

Another is that the restricted ranges of approaches employed by some mentors serve to restrict their mentees' learning and development in a variety of ways. Little evidence has thus been found, for example, of school-based mentoring achieving what in some contexts at least was one of the main reasons behind its introduction, namely that of reducing theory–practice dualism amongst beginning teachers and helping mentees to recognise the relevance of and make more effective use of 'theoretical' work covered in their ITP programmes (Bullough, 2005).

Finally, a number of studies have suggested that some of the restricted (and restrictive) forms of mentoring in use, outlined above, can result in the promotion and reproduction of conventional norms and practices rendering beginning teachers less likely to develop or consolidate their knowledge (and use) of progressive and learner-centred approaches, and less likely to challenge the inherent conservatism in teaching or to advance social reform and social justice agendas (Sundli, 2007). In what follows, I point out a few arguments by one of the rather recent scholars of teacher education with regard to mentoring.

2.4. More Insights into Mentoring Theory

Malderez (2009) points out a certain amount of terminological confusion in the field of teacher education with regard to mentoring. The terms mentor, supervisor, professional mentor, subject mentor and an initial teacher training coordinator are all used in different schools to refer more or less to individuals involved with novice

teachers during their initial engagements in teaching activities in schools. However, it is important to note that she is categorical that these are responsible for students from university-based initial teacher preparation programmes during their placements in schools for teaching practice- an equivalent of attachments in other professions.

She further contends that many mentoring researchers note this terminological confusion. It seems to result in part from different historical views of the process of teacher learning and the roles of others in supporting that process. The role-title 'supervisor' in teacher education, it could be argued, is a left-over from a view of learning teaching as a straightforward process of practising to 'do it right', with the supervisor assessing through observation whether it was 'done right' or not, passing on their assessment and giving the trainee advice on what to improve and how to do it better next time. She continues to observe that much of what makes for good teaching is not observable, and views of teacher learning have shifted to include constructivist, socio-cultural and cognitive skill theory perspectives.

In addition to developing classroom skills, student language teachers need to be helped to participate in a professional community, become willing to investigate themselves and their teaching, become better at noticing (citing Mason 2002) - a crucial underpinning skill for investigations as well as responsive teaching- and develop complex, insightful and 'robust reasoning' A different approach and correspondingly a new role title was needed. The role of the 'personal' in teachers' professional lives and careers (Hobson et al 2009), may have influenced the choice of the role-title 'mentor', signalling as it does for many, the personally supportive aspect of the role.

In Malderez's view, mentoring is a process supportive of the transformation or development of the mentee and of their acceptance into a professional community, and a supervisory process as concerned with the maintenance of standards within an organization or system. So far, in an attempt to define what a mentor is and does, she has contrasted mentors and supervisor. Another useful contrast is between mentors and other teachers of teachers (ToTs). ToTs called 'tutors', 'trainers' or 'teacher educators' usually work with groups of learners in specific 'learning spaces' (training room, lecture theatre) and often in buildings and institutions other than schools. Mentors, on the contrary, work one-to-one with the mentee and usually in the mentee's workplace.

Mentors are not assessors, advisors, or trainers in the most usually accepted senses. In view of this then the model of mentoring envisaged by Kenyatta University and Ong'ondo (2010) fall short of what mentors engage in. Mentors do however assess their mentee and their teaching in order to diagnose needs and decide how best to guide mentees. In mentoring, as opposed to more supervisory approaches, these judgments are not disclosed to the mentee (although the interpersonal context may make this possible in later stages of the relationship) or anyone else. Rather they serve as triggers for the mentor's thinking, decision-making and planning. Mentors aim to train or develop their mentee's professional thinking skills (on, for, and in action), and support mentees in aspects of the processes of professional decision-making or learning. Mentors, in this view, will most often not want to give any advice in the sense of telling mentees what they should do or think, nor train the mentee for classroom behaviours which are considered by the mentor to be 'correct' or 'good' (although they may coach, or arrange for coaching if requested by the mentee).

A more directive style may though be appropriate during early stages of a mentoring process, particularly in initial teacher preparation, as learner-teachers are often keen to access the practical knowledge and wisdom of their mentors. This can be a challenge for mentors, particularly for beginning mentors who may not easily be able to articulate such knowledge, and some authors (e.g. Meijer et al 2002) suggest strategies mentees might employ to access this knowledge.

According to Malderez & Bodoczky (1999) mentors are:

- ***models:*** of less a way of teaching to be copied, but more importantly of modelling enthusiasm for learning, membership of professional groups, attitudes to peers, learners and parents
- ***acculturators:*** enabling the mentee to become fully integrated into a specific context and community .This needs time starting from day one and continuing as long as necessary. The mentor is required to do a range of things such as introduce the mentee to everyone, show them round the school, tell them about rules and expectations from formal procedures to less formal but nonetheless institutionalized rituals such as seating in the staffroom.
- ***Supporters:*** of the mentee as a person during the often emotionally-charged process of transformation that the learning can require. The mentor needs to develop a close and trusting relationship with the mentee and then make themselves available for such personal encounters. This may call for physical proximity, phone access and even offer to do something practical
- ***Sponsors:*** of their mentee in terms of doing everything they can to ensure both the mentee's acceptance into the professional community and the availability of optimal conditions for learning;

- ***Educators:*** in the sense of scaffolding the processes of mentee learning of classroom teaching by helping in the integration of the various types of knowledge the mentee has as well as expanding these. The mentor has to engage in purposeful listening and talking to complete this aspect of their role.

Malderez's definition seems to cover a wide view of what mentoring is. She defines it as the process of one-to-one, work place-based, contingent and personally appropriate support for the person during their professional acclimatization or integration, learning, growth and development. In brief, therefore, mentoring of those engaged in becoming or developing as language teachers is situated and largely work place-based and deals with the realities of the particular – the particular school, class, child, and teacher, within particular contexts. A mentoring relationship is also defined as, “a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies (Murray, 2006).” This definition allows for the possibility that a mentor may be younger than a mentee.

For the purposes of this study, the working definition of mentoring was the one to-one support of a novice or less experienced practitioner (mentee) by a more experienced practitioner (mentor), designed primarily to assist the development of the mentee's expertise and to facilitate their induction into the culture of the profession (in this case, teaching) and into the specific local context (here, the school). In the context of beginner teacher mentoring, a mentor's efforts to assist the development of expertise will normally focus on the mentee's ability to facilitate learning. Yet it is important to recognize that, as has been shown in this study, mentoring (like teaching) can (and does, in different contexts) have a variety of purposes or goals, can (and

does) involve a variety of practices and strategies to achieve these purposes and goals, and can (and does) take place at different stages of a mentee's professional development and over different durations. It is important to note that the working definition that this study adopted, that is, mentoring as one-to-one support may not recognize what some writers refer to as 'group mentoring' or what some call 'peer mentoring' (e.g. Corfu, 2005).

This definition of mentoring included the following aspects: a deliberate, conscious, sometimes voluntary relationship that occurs between an experienced, employed, person (the mentor) and one person (the partner/mentee); who are generally not in a direct, hierarchical or supervisory chain-of-command; typically focused on interpersonal support, guidance, mutual exchange, sharing of wisdom, coaching, and role modelling and with benefit to the community within which the mentoring takes place. These last points are echoed by Portner (in Mohono-Mahlatsi et al, 2007,) who claims that the four major functions of effective mentoring are relating, assessing, coaching and guiding. The study also took the view that mentoring is a reciprocal professional relationship which not only helps to improve the professional practice of new teachers, but also aids more experienced teachers to gain fresh perspectives and learn about current educational approaches. This turned to bear out in the findings about the benefits of the exercise for both the mentors and mentees.

I now move to a number of theories related to mentoring such as adult learning, social learning, learning models and social intervention theory. These were also very useful to the study and as such have been adequately discussed.

2.5. A Review of Related Theories

Theories underlying mentoring and mentoring relationship are quite a number touching on individual behaviour, learning and society. These theories are not mutually exclusive. Below is an attempt at a review of some of them deemed relevant for this study.

2.5.1. Theories of Adult Learning

Dewey (1916) emphasized the importance of the individual experience in the learning process and the value of interaction in creating a positive learning environment. Later learning theorists such as Lewin (1951), Piaget (1969), and Vygotsky (1981) extended Dewey's ideas. Lewin conceptualized learning as deriving from here-and-now concrete experiences coupled with feedback loops. Piaget contended that learning involves accommodating concepts to experience and assimilating experience into concepts. Vygotsky introduced the concept of the "*zone of proximal development*," which refers to the difference between an individual solving a problem independently and solving a problem together with a peer who is more advanced in knowledge or skills. In the mentoring scenario, the mentor takes the position of the more advanced peer.

Knowles (1980) coined the term *andragogy* to refer to the facilitation of learning among adults. The current focus of mentoring as a process-oriented relationship that involves knowledge acquisition and reflective practice is consistent with the principles of adult learning promoted by Knowles who contends that adults have a need to be self-directing and that they learn best when they are involved in planning, implementing and evaluating their own learning. Adult learners are motivated by an immediacy of application. An individual's life experiences are primary learning

resources and interactions with other individuals enrich the learning process. The role of the facilitator is to promote and support conditions necessary for learning to take place.

Based on these principles of adult learning, three assumptions can be made about the nature of mentoring:

- Mentoring can be a powerful growth experience for both the mentor and the mentee.
- Mentoring is a process of engagement that is most successful when done collaboratively.
- Mentoring is a reflective process that requires preparation and dedication.

2.5.2. Social Learning Theory

The mentoring relationship between the mentor and mentee can be explored through the prominent learning philosophy of social learning. Social learning recognizes the role of internal mental processing and thought in influencing behaviour. The idea is best known for what the name implies – learning from others through observation and modelling. It is suggested that learning is a result of an external event or process; learning is brought about by stimuli outside the person. In the relationship between the mentor and mentee for example, the assumption is the mentee lacks certain knowledge and behaviours necessary to perform the job. The mentee learns by observing the mentor who functions as the stimulus to bring about the learning.

Social learning emphasizes the importance of observing and modelling behaviours, attitudes, and emotional reactions of others. One of the most well-known researchers of social learning is Albert Bandura. Bandura (1977) states:

‘Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions, this coded information serves as a guide for action.’

Bandura (1977) proposed that observational learning consists of four phases: (1) attention: first learners pay attention to a model, usually someone they find important, (2) retention, having observed the model, the learner must repeat the behaviour by mental rehearsal or practice to remember, (3) production: extending initial attempts to retain the behaviour, the learner now tries to replicate the model’s level of expertise and (4) motivation: reinforcement is needed to sustain motivation to repeat the behaviour.

According to Kearsley (2008), the principles of social learning are; the highest level of observational learning is achieved by (a) organizing and rehearsing the modelled behaviour symbolically and then enacting it overtly, (b) individuals are more likely to adopt a modelled behaviour if it results in outcomes they value, (c) individuals are more likely to adopt a modelled behaviour if the model is similar to the observer and has admired status.

Another well-known researcher on the principles of social learning is Lev Vygotsky. Vygotsky proposed an approach to learning that both describes and explains the relation of thought to action, and the development of higher psychological functions from lower. His approach stressed the social origins of thinking. Vygotsky focused on a developmental continuum. Infants for example, can discriminate among objects in the environment because of their possession of certain biological abilities. As the infant matures and develops into a child, the acquisition of language and social skills

is largely the result of the caretaker and is behaviourist in nature. As the child matures and moves along the continuum, the child will begin .Considering Vygotsky; following orders is the essence of training: one initially follows an order of another, and eventually an order of the self. In mentoring, for example, a mentee is hired and begins working with a mentor to learn some of the basic rules of the company (in this case a school), eventually, through transformation; the mentee operates within the continuation of the system of those rules without the necessary guidance of the mentor. In Vygotsky's theory, in the beginning of training, the mentee is dependent and rule-conforming but by the end of the training, the mentee is autonomous and rule-obeying.

In applying the principles of social learning to mentoring for example, it is suggested that if the mentor is admired and has similar likeness to the mentee, maybe in work ethic, career interests, and educational background, then the mentee is more likely to adopt the mentors behaviour in the workplace, especially if the mentee notices the mentors behaviour is met with positive results which the mentee wants to achieve. It is easy to see how this idea can result in a positive mentoring relationship for the mentee if the mentor exhibits positive behaviour. On the other hand, the theory could also work in a negative way. For example, if the mentor exhibits unethical behaviour and the mentee observes this, yet the mentor continues to achieve promotions and praise from within the organization, the mentee could adopt the unethical behaviour also. These types of situations, though rare, could reverse any positive effects of a mentoring programme in an organization.

2.5.3. Learning Models

Analysis of learning models reveals different assumptions that influence the design of mentoring programmes and assessment of the needs of the protégé.

- The *accumulation model* assumes that the protégé lacks information and that information is all that is required. Cognitive abilities, emotional orientation, and attitudes and beliefs are not relevant.
- The *personality model* assumes that previous interpersonal experiences play a role in the learning process, independent of the environment in which the learner lives. Thus the learner comes to each new experience with presuppositions, identifications and personality orientations which must be addressed.
- The *cognitive developmental model* portrays learners as being in different developmental stages that are associated with particular kinds of learning. Thus the learner is able to master only those tasks and conflicts specific to a particular stage of development.

In practice these three types of learning are related. Content cannot be learned if the method of communication is not developmentally appropriate and/or the learner is not well motivated. The context of the information and the mentor's activities must be significant to the personality and development of the learner. Similarly, although mentoring seems to depend on the protégé's personality or developmental stage, it is not content free. As the protégé is being helped to develop, he or she also accumulates knowledge about the adult world. Thus mentoring programmes that are built on one type of learning theory to the exclusion of others may be less successful.

2.5.4. Social Intervention Theory

One of three prevailing conceptions of society, its institutions and the role and responsibilities of the individual is implicit in all mentoring (natural-informal and planned-formal). The design of a mentoring programme is dependent on one's view of society. Accordingly, the intervention model defines the purpose and role of the mentor. In one view, society is open and access to institutions is unrestricted at all levels and spheres.

Open societies are benign and assumed to be a fertile environment for individual development. Barriers to individual growth thus reside in individuals, not in society. If individuals do not succeed, they are seen as lacking a particular ability or coming from homes and communities that have not adequately prepared them for the larger society. In this view, the locus of intervention is the individual. Mentoring is designed to enrich individual development or remedy deficiencies.

The second conception perceives society as blocked or stratified by social divisions that are difficult or impossible to cross. Inequities and the uneven distribution of resources in every institution characterize society. This view often prompts laws that address issues of equity —directly by opening up opportunity (i.e., affirmative action), or indirectly by making resources available and providing youth with better skills. The mentor advocates for the protégé's right to equal access and opportunity, provides resources otherwise lacking and/or teaches the skills required for success.

A third view is that society is organic, growing or evolving. Individuals, as long as they have certain skills and prerequisites, can get as far ahead as their capabilities allow. An individual's failure to develop results from a bad fit between the individual and the social placement, not from personal failure. In this view, while there are

“haves” and “haves-not,” resources can be distributed on the basis of the individual’s performance, rather than on the basis of status characteristics (gender or race). Societal growth is linked to, and dependent upon, individual growth and development, and thus society cannot afford to be indifferent to personal development or discrimination. The role of mentoring here is to provide the individual with the necessary skills in order to achieve a higher degree of success.

2.6. Previous Research on Mentoring Teachers Globally

Research literature provides many examples of strategies used in the various parts of the world but mainly in the West and a few countries in the East. In the United States, new teachers become oriented to their school when they first start teaching. These orientations tend to last, at the most, a few days. Many school districts also offer structured support programmes for beginning or first year teachers. Analysis of national data on American teachers reveals that 56 percent of public school teachers in their first three years of teaching participate in a formal beginning teacher support programme. These systematic efforts to support beginning teachers are known as induction programmes and may involve a mentor or experienced teacher working with the beginning teacher.

There is a wide variety in induction programme policies and components, however. according to reviews undertaken in the USA, not all states have policies that fund and mandate induction programmes, and most states allow exemptions to participation that prevent many new teachers from receiving this support. A review of state induction policies and programmes found that induction programmes vary across these dimensions: availability and length of training for mentors or support teams, focus and degree of structure for the beginning teacher, availability and extent of

additional funding, evaluation of the beginning teacher, evaluation of the induction programme, and voluntary status of individual and district participation in the programme. In sum, although many states have induction policies, the overall support for new teachers in the United States is fragmented due to wide variation in legislation, policy, and type of support available.

In other countries, the existence or character of beginning teacher induction programmes vary for several reasons, but a key reason is the potential for overlap of functions across the three stages of teacher initial education, induction, and ongoing professional development. For example, some training systems may require a long period of practice teaching with a mentor before a teaching credential is awarded, while other systems may require the same after the credential is already obtained. In the former case, the mentoring activity is part of the teacher education process; in the latter, it is part of the teacher induction process. Of the countries surveyed, only Korea and the Netherlands do not provide new teacher support programmes. In Hong Kong, there is no national policy, and participation in such programmes is not required, but the state does offer seminars and workshops oriented toward new teachers. In England and Singapore, the support programmes are required by the national government; in Japan and Australia, they are required by the state (prefecture in Japan). In England and Australia, programmes are organized by individual schools and are not monitored. In Japan, programmes are closely monitored, while Singapore's formal induction programme is run by the national ministry itself.

Most teacher induction support programmes consist of two separate components: in-school tutoring and mentoring, and out-of-school in-service workshops and seminars. In-school mentoring is common in England, Australia, and Japan, but is only closely

monitored by the state in Japan. Out-of-school workshops and seminars are provided by all countries with induction programmes, but are not mandatory in Hong Kong and not closely monitored in England or Australia. Teachers may be compensated for their participation in induction programmes in either of two ways: by payment above their regular salary or by reduced workload. Of the countries with induction programmes, only Hong Kong requires teachers to pay fees for participation and, even there, the fees are usually either partially or fully reimbursed. Singapore provides a 2-day workshop before the school year starts. England, on the other hand, mandates first-year teachers to have a 10 percent reduced workload, and Japan mandates a day per week free for 30 weeks. Compensation policies are left up to the individual schools in Australia.

England and France both have a clearly defined induction phase for beginning teachers. After the initial teacher training, trainee teachers are given a provisional qualification. During the next two years (in France) or one year (in England) the beginning teachers can work at a school and receive additional supervision and instruction for which they are given release time. In Britain this includes a reduced timetable, formal assessment meetings, lesson observations and provision of an induction tutor and a named contact external to the school. In Germany, forms of in-service training during a teacher's career are possible, but this training is not compulsory and has no consequences for qualification. Sweden has similar in-service training courses, but there every teacher is obliged to take one of these training courses for at least five days each year. Australia and New Zealand also have well-developed and active induction programmes.

Ingressol & Smith (2004) in an article that seems to provide an all-encompassing summary, indicate that in the past two decades numerous descriptive studies have documented that the content and characteristics of different types of mentoring programmes widely vary (cites Ganser 2002) Research has shown that duration and intensity are important sources of variation : The programmes can vary from a single orientation meeting at the beginning of a school year to a highly structured programme involving multiple activities and frequent meetings over a period of several years. Programmes vary according to the numbers of new teachers they serve; some include anyone new to a particular school, even those with previous teaching experience; others focus solely on candidates new to teaching. Programmes vary according to their purpose. Some, for instance, primarily developmental and designed to foster growth on the part of new comers; others are also designed to asses and perhaps weed out those deemed ill-suited for the job. Finally, mentoring programmes differ along the same dimensions. They vary as to whether they include training mentors; how much attention they devote to the match between mentor and mentee. The degree to which mentors are compensated for their efforts, either with a salary supplement or reduction in other duties and whether an effort is made to provide mentors who have experience in teaching the same subjects as their mentees.

In addition to descriptive studies on content of the programmes, there have been numerous evaluative studies examining the effects of mentoring on various teacher outcomes. These outcome measures typically fall into categories : teacher attitudes (e.g. teacher's job satisfaction, efficacy and commitment);and teacher retention or turnover .A number of studies seem to provide support for the hypotheses that well-conceived and well implemented mentoring programmes are successful in increasing the job satisfaction, efficacy and retention of new teachers (Fuller 2003).

2.7. Review of Previous Related Research on Teacher Mentoring in Kenya

In Kenya, the Ministry of Education has not designed procedural induction programmes for beginning teachers. However, schools have come up with certain informal induction/mentorship programmes that have assisted the novice teachers to get some bearing in their new roles. Some of these programmes involve even experienced teachers. Some universities, on their part as teacher educators, have also put in place mentoring programmes for those undertaking a three months practicum usually immediately after completion of the third year of study. Occasionally the same is done at completion of the course. This normally is the case when there was a delay necessitated by the numerous industrial strikes that time and again hit mainly the public universities.

Namunga & Otunga (2012) point out that apart from the traditional institutionalized in-service education; teachers are also trained through mentoring and learning relationships between two individuals who work together in the same or similar organizations. The model is also called peer coaching or bench-marking. Mentoring programmes are established primarily to provide support to beginning school teachers or school administrators. It is common to see teachers and/ or students from school X visiting school Y, particularly if school Y for example performs well in the Kenya Certificate of Secondary Education (KCSE). Newly recruited teachers are also in-serviced by the old members of the staff into the life of the school. They cite Daresh and Playko (1993) who found that mentoring relationships can serve as strategies to promote on-going dialogue and collaboration between educators at all levels. In-service education in Kenya is on the increase at all levels.

Dawo (2011) in an elaborate discussion on induction strategies for newly appointed teachers in Kenya argues that induction is a complex activity whereby diverse approaches may be used by varied organizations whether it is programmed or not. She points out that one thing that is common to all induction programmes is that there is some form of mentoring in which an experienced teacher provides support to the beginning teacher in a variety of ways. Secondly, induction begins once the teacher commits himself to a teaching environment and ends sometime in the future depending on how fast the protégé is successfully enculturated to the profession.

Simatwa (2010) explained that seminars, workshops, in-service training, classroom observation, informal guidance, attachments to career teachers, appraisal and discovery methods are prevalent induction practices.

Indoshi (2003) indicated that teachers on probation, that is, newly recruited teachers by the Teachers Service Commission were assisted by senior teachers, school inspectors, and Teachers Advisory Centers, the latter being the least useful. He reported that such teachers preferred face-to-face discussion methods to demonstration of lessons, and provision of relevant literature.

On'gondo (2010) brings out mentoring in the practicum perspective in his discussion of the role of the cooperating teacher during the school based practicum for student teachers from universities. He reports that the Teaching Practice Guide written by the university whose students and educators participated in his study stated that the cooperating teachers were expected to be like the mentor of the student teacher. They were to guide the student and the student was to observe what such regular teachers did.

Lastly, Ochanji et al (2015) in a report about a project undertaken in Kenya through a partnership of Kenyatta University and Syracuse University USA entitled *Teacher Mentoring for Effective Teacher Training and Development: The Case of a Developing Country, Kenya* indicates that the university management launched the *Teaching Practice Mentoring Programme* called *New Teaching Practice Practicum*. School teachers were invited for a workshop during which they were inducted on their roles as mentors of pre- service student teachers. The inducted teachers were then assigned student teachers during their teaching practice. The participating secondary school teachers are paid some allowances for their services. The programme has been found to be effective, successful and fruitful in assisting student teachers to gain confidence and competence in their initial teaching practice as well as continuing in their new profession. Regular teachers coordinate with university supervisors in assisting the trainees during the practicum.

The findings from the study also indicated that feedback from the cooperating teachers and heads of departments were quite useful in enhancing the trainees' abilities and skills in all the pedagogical aspects of teaching. However, the programme was found to have some weaknesses. It lacks ability to make the trainees reflective practitioners, is unhelpful in using formal and informal assessment strategies to evaluate and ensure continuous intellectual, social and physical development of learners and the student teachers do not find the feedback on ICT implementation in teaching to be useful.

2.8. Rationale for the Study Based on Literature Review

Research exists on the differing perceptions of the various participants with regard to one-on-one mentoring. Investigatory research has also uncovered reasons for attrition,

such as mentor abandonment, insufficient mentoring skills and unfulfilled mentee expectations, and has revealed also that participants may not know what to expect prior to commencement of a mentoring scheme. Research also shows that participants bring their own set of expectations which need to be acknowledged, if not met, for successful mentoring to occur. Although aspects of the above mentioned studies could be relevant to language mentoring and peer tutoring in ELT, there appears to be little research on the issue under study currently.

Literature provides extensive coverage on mentoring as a component of induction of new (beginning) teachers in general and pre-service student teachers during practicum, but little on mentoring those teachers who are new in the profession and are ELT. Thus a study providing a window into the practice of mentoring as a professional development strategy for such teachers historically has potential to inform where there are existing gaps in such knowledge. The research findings of this study are hopefully going to be used to inform policy on the transformational process and act as a basis for making recommendations for the practice strategies of future teacher professional development programmes for in-service training within school environments. Certainly, this research can result in a tentative hypothesis for future research. In the section that follows, I present the conceptual framework for this study.

2.9. Summary of Chapter Two

This chapter has delved into a detailed review of literature on teacher professional development. The theory of mentoring-the most widely used component of induction has been given wide coverage. It is evident from the fore going literature that mentoring beginning ELT teachers would be a necessary professional development

activity for novice teachers. In table 2.1, I provide the main issues dwelt on in chapter 2. The next chapter discusses the methodology of the study.

Table 2.1: Main Issues Raised in Chapter Two

- Teacher Education is viewed as a continuum in three stages namely: initial teacher education, induction and continuous professional development
- Mentoring is a one to one support of NRT by a more experienced teacher to assist the development of the NRT's expertise and to facilitate their induction into the culture of the profession into the specific local context (the school).
- The process of mentoring may be viewed under three models – apprentice, competency and reflective
- Mentoring functions are basically career and psychosocial in nature.
- Mentoring relationships can be informal or formal.
- Mentoring has four stages: initiation, cultivation, separation and redefinition.
- Benefits and constraints of mentoring apply to mentors, mentees, students, school administration, education systems and the teaching profession.
- Theories related to mentoring identified include: social learning, learning models and social intervention.
- Previous research on mentoring globally reveals that content and characteristics of different mentoring programmes vary widely with duration and intensity as important sources of variation.
- Mentoring research in Kenya reveals use of a variety of informal programmes such as peer coaching or bench marking, seminars, workshops, in-service training and classroom observation as required by TPAD.
- There is also mentoring in the practicum perspective through the role of cooperating teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents the details of the research process which covers the research design, the research paradigm, the research approach and the case study method. It also explains negotiation of access, selection of research participants, the process of data generation and analysis and lastly it considers the trustworthiness of the study.

3.2. Research Design

This study adopted a definition of research design that envisaged the concept as the entire research process (Creswell 2009; Jwan and Ong'ondo 2011; Dornyei, 2007). The process encompasses a number of key aspects such as research paradigm, approach, method, sampling and data generation procedures among others. In the discussion of these aspects, a lot of consideration is taken in drawing the relationship among them as propounded by research scholars such as Denzin & Lincon, 2005; Litchman, 2006; Silverman, 2006; Yin, 2003. This was a Relativist-Interpretivist Qualitative study. In the next section the first aspect of the research design, that is, the research paradigm has been explained.

3.2.1. Research Paradigm

Research paradigm provides a conceptual framework for seeing and making sense of the social world. To be located in a particular paradigm is to view the world in a particular way and indeed a paradigm is a world view. It means the set of abstract views of knowledge and the process of creating that knowledge, which provides a foundation for the entire design and what the researcher makes of the findings. A researcher must have a philosophical leaning and this is indicated by the research

paradigm (Denzin and Lincoln, 2005). The significance of a paradigm is that it shapes how we perceive the world and are reinforced by those around us, the community of practitioners. Within the research process, the beliefs a researcher holds will reflect in the way the research is designed, how the data is both collected and analyzed and how research results are presented. For the researcher, it is important to recognize their paradigm, it allows them to identify their role in the research process, determine the course of any research project and distinguish other perspectives.

The term paradigm encompasses three levels. The philosophical, basic beliefs about the world we live in; the social, where guidelines exist as to how a researcher should conduct their endeavours and lastly the technical, the methods and the techniques ideally adopted when conducting research. At the philosophical level, there are sets of assumptions in which contrasts with regard to research paradigms - subjectivist/objectivist dimension, ontological, epistemological, axiological and methodological assumptions are distinguished. These assumptions influence the research process.

This study, as already indicated, was informed by the relativist- interpretivist paradigm. In line with Creswell (2009), it was directed at understanding mentoring from a number of respondents' perspective, investigating interaction among them as well in the school contexts that the phenomenon under study is engaged in. My intention was to get knowledge about how beginning teachers of English language get acculturated into the teaching profession and the teaching of English language in particular and more so their perspectives on mentoring (a component of induction) into the profession. My central interest as a researcher was focused upon the mentors and mentees understanding and interpretation (interpretivism) of their social

environments. When referring to these two groups of people's consciousness, I was concerned with what takes place in terms of thinking and acting within each of them with regard to the topic under study. These subjective cases refer to their 'inner' world of experiences. I focused on the meanings that the various people involved in mentoring beginning English language teachers give to the exercise. As a researcher, I cannot know this independent of their interpretations of it.

It is necessary to explore the subjective meanings motivating people's actions. Individuals develop subjective meanings of their experiences because experiences are specific and peculiar to each individual. These meanings are varied and multiple. As a researcher, I intended to look for the complexity of views and not narrowing meanings into a few categories or ideas. Often, these subjective meanings are formed through interaction with others, hence social constructionism. I therefore elicited and understood individual constructs of mentoring through this interaction with the participants in the study and relied on them for this understanding basing on proposition by Creswell (2009). Next, I wish to expound a little on the concepts ontology and epistemology in relation to my study.

3.2.1.1 Ontology

Ontology is the nature of reality or knowledge. The concept is a branch of philosophy that deals with the nature of existence. In other words, the term refers to the assumptions we have about reality / knowledge. These assumptions might be either objectivism (realism) or subjectivism (relativism). To the realist, the social world is tangible, hard and made up of relatively immutable structures that exist independently of our individual descriptions. The social world is real and external to the individual. The relativist, however, views reality as constructed in the names, labels and concepts

that are used to structure that reality. Individuals create the social world; therefore there are multiple realities.

Human beings like to believe that they exercise free-will and make judgments which alter the courses of their lives. Human beings pay much attention to the details of people's inner mental states. I conducted this study within the relativist ontology. This is due to the fact that the relativists take a subjective position. This implies that knowledge is constructed as people interact. Since my study on mentoring beginning English language teachers involved very close interaction of the mentee on the one hand and the mentor- HOD or HOS mainly and a deputy principal on the other hand, the view of the relativists was relevant to the study.

3.3.2.1 Epistemology

Epistemology refers to the nature of knowing and construction of knowledge (Denzin and Lincon, 2005). It is the part of philosophy that deals with knowledge. Positivists believe that true objectivity as an external observer is possible while constructivists hold that the knower and the known are interdependent and that social science is essentially subjective. The former study parts to understand the whole, looking for regularities and causal relationships to understand and predict the social world. To the latter, to which this study subscribes, the social world can only be understood by occupying the frame of reference of the participant in action.

Closely related to epistemology are axiological assumptions. These regard the role of values. The pertinent question is: can values be suspended in order to understand, or do values mediate and shape what is understood? My study holds the second view with regard to values. Finally, are the assumptions about the process of research- the methodology. Nomothetic methodology focuses on an examination of regularities and

relationships to universal laws, while ideographic approaches (which this study adopts) center on reasons why individuals create and interpret their world in a particular way and to them, the social world can only be understood by obtaining firsthand knowledge of the subject under investigation. This was achieved by the one on one interaction with the participants of this study. The next subsection addresses the approach that I used.

3.2.2 Qualitative Approach

This study adopted the definition of qualitative study by Denzin and Lincoln (2005).

Their definition reads:

...qualitative implies an emphasis on the qualities of entities and on process and meanings that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity, or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between a researcher and what is studied, and the situational constraints that shape inquiry. Such researchers seek answers to questions on how social experience is created and given meaning (p.10).

The qualitative approach was suitable in my study due to the following reasons: First, the discussion on the research paradigm has indicated that social constructionism combined with interpretivism is seen as an approach to qualitative research. Secondly, I used the qualitative approach because my intention was to get an in-depth understanding of the research problem. I collected information which consisted of people's views, opinions, feelings and problems. The approach was suitable to my study of selected cases because I was seeking meanings, not frequencies. This view is supported by Kombo and Tromp (2006) who advance the argument that it is concerned with phenomena involving quality. It is not about quantity.

In the qualitative approach, research is seen as subjective, relating to experience or knowledge as conditioned by personal mental characteristics or states, and preferring

language and description. It is an attempt to reduce distance between context and action through trade in linguistic symbols. It is thus context- based and need not necessarily be based on simple random samples and be generalisable (Richards, 2009). Second, Dornyei (2007) contends that:

“.... every aspect of language use is determined or shaped by social, cultural, and situational factors, and qualitative research is ideal for providing insights into such contextual conditions and influences....”

Dornyei (2007) lists a number of the core features of qualitative research worth mentioning since they were given a lot of consideration in this study. These are factors such as: the data are collected in the form of description and obtained from the participants' point of view (live experience) which was accessed through the face to face interviews, most of the analysis is done in words descriptively given that the information collected is descriptive and the tools used are usually unstructured and there is inductive analysis of data. Qualitative research is conducted to understand the behaviour from inside perspective/live experience of subject, hence subjective information. Another characteristic of a qualitative research as indicated by Creswell (2009) is the natural setting.

Therefore, as a researcher, I collected data in the field, at the site where participants experienced the issue or problem under study, and these were the schools in which the novice teachers and the mentors were stationed (save for the focus group discussion which was carried out in a hotel room). The information was gathered by talking directly to people (personal interviews) and direct engagement with them in discussion (focus group discussion). I as well examined documents. This implied that I gathered multiple forms of data (interviews, focus group discussion, and documents) rather than relying on a single source. Then, I reviewed all the data, made sense of it, and organized it into categories (themes) that cut across all the data sources. As I had

indicated earlier, my study was informed by relativist-interpretivists paradigm. According to Ong'ondo (2010), this paradigm is consistent with the qualitative approach, case study method and the data generation process I engaged in.

Qualitative research has a number of advantages. These were based on Gilham (2000) in Ong'ondo (2010) who provides a summary on what qualitative methods enable a researcher to do. Some of those points considered extremely useful to my study were that one is able to:

1. Carry out an investigation where other methods such as experiments are either not practicable or not ethically viable.
2. Investigate situations where little is known about what is there or going on.
3. To 'get under the skin' of a group or organization to find out what really happens – the informal reality which can only be perceived from the inside.
4. To view the case from the inside: to see it from the perspective of those involved.

Worth noting is the fact that qualitative research has attracted some criticisms. A common one by some writers is the claim that it lacks in rigour and objectivity. However, qualitative researchers have countered these criticisms. Richards (2003) for example, notes that it demands rigour, precision, systematicity, and careful attention to detail". In spite of the criticisms, I am of the conviction that the advantages that the qualitative approach to research offers (as listed in the four points above) and its appropriacy in answering the research questions in this study were reasonable enough in influencing my decision to work within this approach. The next section is a discussion of the method used in this study.

3.2.3. Case Study Method

The qualitative case study was used. It is one of the most frequently used qualitative methods in the social sciences. Different authors have defined the concept “Case Study”. A case study is a research strategy that involves the empirical investigation of a particular contemporary phenomenon within its real-life context, using multiple sources of evidence. Kothari (2004), posits that the method is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community. Kombo and Tromp (2006) emphasize that a case study seeks to describe a unit in detail, in context and holistically. Litchman (2014) defines case study as an in-depth investigation of a particular case or cases in real life context in which multiple perspectives related to the complexity of the cases are sought. According to Dornyei (2007), “cases are primarily people, but researchers can explore in depth a programme, an institution, an organization or a community”.

A number of arguments by case study scholars were deemed fit within the methodological scope of this study. In line with suggestions by the many proponents of this method, I chose to use it in my study due to its strengths. I expected to gain several advantages through using this method basing on its main reason that it allows for an in-depth understanding of different perspectives on an issue (Creswell, 2007; Gerring, 2007). It also allows for the use of multiple techniques of data generation (Gilham, 2000). This was the case in my study.

The case study method has attracted some criticisms, the main one being that most case studies involve very few individuals, who are not necessarily typical or representative. The claim here is that its findings are not generalizable to broader

contexts. Flyvbjerg (2008) identifies more criticisms which she calls misunderstandings about the case study research. She says: “others would argue that the case study would be well suited for pilot studies but not for fully-fledged research schemes. Others further comment that the case study is subjective, giving too much scope for the researcher’s own interpretations. They continue to argue that as a result of this, the validity of the case study would be wanting.

Despite the above stated limitations, I used the case study in view of the several advantages it has. As Ong’ondo (2010) argues, it is not the main goal of case study to generalise. It is interested in undertaking the particular, noting that this is a very important aspect of social science research. Creswell (2007) argues that as a general rule, qualitative researchers are reluctant to generalize from one case to another because the contexts of cases differ. Even more important, Van Wynsberghe and Khan (2007) quoted in Ong’ondo (2010) explain that the focus of the case study within the interpretivist paradigm is on particular reality that is of relevance to the phenomenon under study. A goal of the research is a description that goes deep enough to provide analysis. As discussed later, this study used a relatively small sample size to avoid the weakness of time consumption and labour-intensity. Moreover, non-probability sampling, particularly, purposive sampling was used to get the representatives.

Specifically, the study used the multiple case study method. As Dornyei (2007) suggests “the multiple or collective case study is the type of a case study where a number of cases are studied jointly in order to investigate a phenomenon or general condition. Gall & Borg (2007) state that here, the unit of analysis needs to be at least two or more individuals, or two or more instances of a phenomenon, selected either to

be similar to each other or different from each other in some way that is of interest to the researcher. A further influence for the choice came with Berg & Lune (2012) assertion that it is one of the main designs in the interpretive epistemological orientation. This confirmed the relevance of the design to this study.

3.3. Sampling

Kombo & Tromp (2006) define sampling as the procedure a researcher uses to gather people, places or things to study. Generally, there are two main forms of sampling: probability sampling associated with quantitative studies and non-probability sampling used in qualitative studies.

According to Dornyei (2007), sampling in qualitative research majorly aims at identifying participants who are likely to give rich and in-depth information on the issue being studied. Study participants are the sources of data, as such when choosing them; the researcher has to be careful enough to ensure trustworthiness of the findings (Mason 2002). She further explains that sampling in qualitative research is mainly guided by two principles: practicality and focus of the study. She therefore vouches for sampling that targets a relevant range of contexts, participants or characteristics related to the study. In the current study these demands were met through the inclusion of various categories of schools and all the personnel involved with mentoring of NRTs in schools. Creswell supports this when he talks of cases that provide different perspectives on the problem, process or event. Further he advises that a researcher should go for accessible cases. In the next three sub sections: 3.3.1, 3.3.2 and 3.3.4 I explain in details the sampling process used.

3.3.1. Study Site

The study was carried out in Uasin Gishu County. Uasin Gishu County was selected for this study because it has many different categories of public secondary schools – national, extra county, county and Sub county as well as high cost and low cost private schools. The public schools have teachers trained in education with two teaching subjects (English and Literature) and are employed by the T.S.C or the Boards of Management (B.O.M), unlike some low cost private secondary schools which sometimes employ form four leavers or Bachelor of Arts graduates who are not trained in education. This category of schools was left out in the sampling. The T.S.C. recruitment model has been described earlier in chapter one section 1.2.8. However, two private schools were included in the sample since their recruitment criteria matched that of the TSC.

The area was chosen because it was assumed that the varied categories of schools in the study area would provide adequate representation of the general beginning teacher population countrywide. The all- inclusive nature of schools in the county presented an advantage to the study in the sense that the sampled participants were representative of the larger Kenyan beginning English language teacher distribution in terms of the characteristics under study. It is important to note that the choice of Uasin Gishu County among other areas in the country did not minimize the importance of these areas, which would have perhaps produced similar results.

3.3.2. Target Population

A population is a group of individuals, objects or items from which samples are taken. Kombo & Tromp (2006) define population as an entire group of persons or elements that have at least one thing in common. It refers to the larger group from which the

sample is taken. Oso and Onen, (2005) refer to it as the total number of participants that are of interest to the researcher. Mathematically, a population is the universal set. It is a set of all cases of interest. It is a full set of elements/ cases from which a sample is drawn.

For the purpose of this study, the target population comprised newly recruited secondary school teachers of English, practicing teachers of English who had taught for 5 years and above, heads of subject or heads of department all of whom were teachers of English and school deputy principals/principals in secondary schools in Uasin Gishu County. These were from 47 (45 public and 2 private) secondary schools which had recruited English language teachers in the years 2015- 2017:

3.3.3. Study Sample and Sampling Procedure

The records available at the Uasin Gishu County Education office (2018) with regard to teacher recruitment indicated that 45 public secondary schools had NRTs of English language and Literature in the period between the years 2015-2017. In order to get a representative sample for the study, the 45 schools were stratified into national, extra county, county, sub-county schools. There is only one national school and so it was purposively sampled. The remaining 44 had the following distribution: 7 extra county, 14 county and 20 sub-county schools. Stratified random sampling was used to select 3 extra county schools, 5 county schools, 7 sub-county schools. Stratified random sampling procedure is used to identify sub- groups in the population and their proportions in the target population and selecting from each sub-group to form a sample (Oso and Onen, 2005). Its purpose was to group the relevant population into homogenous sub-sets that share similar characteristics. It also ensured equitable representation of the population in the sample. There were 2 private schools

that had NRTs as well recruited basing on the TSC formula, so the two 2 were also purposively sampled. In sum, the sample comprised 1 national school, 3 extra county schools, 5 county schools, 7 sub-county schools and 2 private schools. The two sampling techniques used gave a total of 18 schools out of the 47 to participate in the study.

In this study, two categories of participants were identified: beginning teachers of English who were the mentees and mentor teachers (heads of subject- English or heads of department and school deputy principals/ principals) from the various categories of schools provided various perspectives on teacher mentoring during the first two years of employment. This was so on account of the different roles they play in their respective stations of work. Further, the various stations of work did not have uniform contexts. The sample size used in the study was fifty four participants distributed as follows- 18 newly recruited teachers (mentees) , 18 heads of department- languages/ heads of subject-English and 18 deputy principals/ principals, (mentors) drawn from all the categories of schools described earlier. In the next section, I provide the details of how I accessed the study participants.

3.4. Data Generation Techniques and Process

The data for this study was generated through the use of individual and or telephone interviews of 12 NRTs and 36 mentors, 6 NRTs who participated in the focus group discussion and there was also document analysis. Before I get to the detailed description of the data generation, I discuss the pilot study and how it influenced the data generation process.

3.4.1. Pilot study

Conducting a pilot study is vital to a study. Yin (2009) observes that a pilot study helps the researcher to refine the data collection plans with respect to both content of data and procedure to be followed. The pilot case is more formative assisting one to develop relevant lines of question possibly even providing more conceptual clarification for the research design as well.

The preparations for the pilot study involved seeking access to schools that were intended to be visited on the basis of convenience and accessibility. Yin (2009) is of the contention that a pilot study usually allows for a less structured and more prolonged relationship between the researcher and the case than might happen at the final study. I personally sought permission from these intended pilot study schools. Piloting was done in Kisumu County. This county has similar characteristics to Uasin Gishu County. It has urban, peri-urban and rural schools. Further the various categories of schools – National, Extra County, County, Sub County and private schools are also found. I involved participants from 4 schools. I conducted eight face to face interviews with four pairs of mentor and mentee from the same school. I also reviewed the documents-staff and/or departmental minutes. I was not able to undertake FGD.

Upon completion of piloting, I transcribed the interviews and did thorough reading of the transcriptions to familiarize myself with the data. I then did coding to identify emerging themes based on the research questions. After repeated scrutiny, I arrived at what seemingly were the main issues. I also looked at the copies of documents got and analysed them but to my disappointment they did not yield much data.

From the pilot study, I got a number of insights that influenced how I conducted the main study. I had to put in some adjustments as well as sacrifices in terms of the bulk of data to be handled. The main ones worth reporting were:-

- In as much as the pairing of mentors and mentees from the same school yielded repetitive data, in the main study, I decided to have a large number of mentors and mentees to widen the scope of experiences. I used the repetitiveness positively to corroborate the findings.
- There was need for follow up on certain grey areas that emerged during transcription. This necessitated the use of phone follow up. I then discovered that phone interviews would also work with the main study.
- With regard to the interview guide, I realized that I needed to clearly list some probes as guidelines for eliciting detailed information from the informants. Consequently in the main study interviews, the probes were printed alongside the field questions and this resulted in richer data than what was collected during the piloting.
- Finally, I discovered that the deputy principals as well as the principals did not have so much to do with mentoring of the NRTs, rather the activity lay in the HODs/HOSs dockets. In the main data collection exercise, I precisely sought more time of engagement with the latter, however, where the administrators were teachers of English, I engaged them a lot more.

This study used interviews, focus group discussions and document analysis for data generation. The selection of these tools was informed by the nature of data to be collected. The two major sources of data involved verbal reports, that is, individual interviews as well as the focus group discussion. There was also document analysis.

3.4.2. Interviews

An interview is a purposeful discussion between two or more people. With reference to Saunders et al (2003), the interviews can help a researcher to gather credible and dependable data that are relevant to his research objectives. This involved dialogue and conversation with the participants Litchman (2014). According to Kothari (2004), the interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. Generally, I chose interviewing as one of the sources of data since they are consistent with the relativist-interpretivist paradigm and the qualitative case study design.

As an interpretive researcher, I applied qualitative interviewing which focuses on understanding meanings and the rules of meaning-making. The authors define a qualitative interview as an interaction between an interviewer and a participant in which the interviewer has a general plan of inquiry but not a specific set of questions that must be asked using particular words and in a particular order. The participants (informants) are expected to do most of the talking. Qualitative interviews were used to understand in a richly detailed manner the whole concept of mentoring in the perspectives of both the mentors and mentees since interpretivism also aims at discovering how the participants understand their lives. The interpretive researcher believes that his or her own interpretation of the situation cannot and should not be removed from the research process.

Interviews are important methods of data generation because they usually enable researchers to establish what the respondents think and how they feel about something (Fraenkel and Wallen 2010). They observe that:-

“We interview people to find from them those things which can’t directly be observed. This issue is not whether observational data is more desirable, valid or meaningful than self-report data. The fact of the matter is that we can’t observe everything. We can’t observe feelings, thoughts and intentions .We can’t observe behaviours that took place some previous point in time. We can’t observe situations that preclude the presence of an observer. We can’t observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about these things”(Freankel and Wallen .2010:pg 446)

Interviews can be subdivided into personal and telephone interviews. For the purpose of this study, I employed mainly personal interview since I contacted participants directly. This was due to its merits that have been cited by various researchers (Kothari 2004, Kombo and Tromp 2006) as follows: First, it allowed greater flexibility in the questioning process. So, I determined wording of the questions, clarified any unclear terms, controlled the order in which the questions were presented and probed for additional or more detailed information. Second, it allowed greater control over interviewing environment. Therefore, I made sure the interviewees answered the questions in a chosen sequence. Third, I had an opportunity to influence through probing the respondent. Thus, I made sure that all questions were answered. Finally, I was present to observe nonverbal behaviours and assess the validity of the respondent’s answers. Generally, I was able to observe some of the characteristics of the interviewee that helped me during data interpretation.

I also did a few telephone interviews but some had blurred recording as such not much could be made out of the interviews during transcription. All the same the telephone calls were used extensively on follow up for clarity in sections of the interviews that were not clear enough for transcription or for understanding.

3.4.2.1. Unstructured Interview Guide

The unstructured interview guides with open ended questions were used on all the respondents with whom individual interviews were done (see appendix 3). Creswell (2009) observes that in qualitative research, the questions are usually few in number and are intended to solicit views and opinions from the participants. The unstructured interview allows the researcher greater flexibility; (Cohen et al, 2007). In addition, unstructured interviews ensure greater probing of participants, this permits greater depth and creates rapport between researcher and respondents which enables a researcher to get relevant and detailed data for the study.

I conducted unstructured face to face/telephone interviews with 48 participants on individual basis and a focus group discussion of 6 to obtain a detailed description of the participants' mentoring experiences and perspectives. The interview guide was the same for all the respondents. Hence, although there was a set of pre-prepared guiding questions and prompts, "the format was open-ended and the interviewee was encouraged to elaborate on the issues raised in an exploratory manner" (Dörnyei, 2007). As observed by Patton (2002), open ended interviews consist of a set of questions carefully worded and arranged with the intention of taking each respondent through the same questions with essentially the same words. Each individual interview conducted ranged in length from approximately 30 to 50 minutes. Majority of the interviews were face to face. Only two of them were via telephone.

All the interviews were conducted by me in person, tape-recorded and later transcribed verbatim. Before recording the interviews, the interviewees' consent was obtained and I guaranteed the confidentiality and anonymity of the data. In addition, follow-up telephone correspondences with the participants was also used to probe

further some points that emerged while the interviews were being transcribed and also for clarification of areas that turned out to be obscure.

3.4.3. Focus Group Discussion Guide

This was held with the beginning teachers only. According to Holmes (2006), focus group discussions tend to be successful in terms of generating discussions as those involved feel relaxed and comfortable in the company of peers. Veal (2006), suggests that FGD involve five to twelve people in a group. The number is supported by Kombo and Tromp (2006) who explain that a focus group is usually composed of 6-8 individuals who share certain characteristics, which are relevant for the study. The people are brought together in a room to engage in guided discussion of some topic. Researchers argue that there is no magic number that captures the ideal size for a focus group. What is needed is the small group that allows everybody to talk and large enough to ensure some diversity of opinion among participants. Accordingly, I had a focus group of six mentees.

During the discussion, I was the facilitator to ensure that all participants had an opportunity to participate. The proceedings were audio –taped. Dawson (2007) in Frankel and Wallen (2010) is of the view that consensus is neither necessary nor desired. This method according to Veal (2006) can be used when the interaction or discussion process itself is of interest and as an alternative to the in-depth interviews; people are more willing to be interviewed as a group. However, in the case of this study, it was used to supplement the individual interviews. As already observed by Holmes (2006), study participants tend to be freer in groups. This situation encouraged the choice of this data generation device.

Patton (2002) states that the groups are usually made of a homogenous sample and involve open ended interviews lasting between one to two hours. It is observed that FGDs are cost effective, reduce researcher bias, enhances memory of respondents on issues related to the study and overcome inhibitions among the participants. The homogeneity was achievable because all the members of the group were mentees who were all newly employed. The discussion took roughly two and a half hours.

FGD guide was the same one that had been used with the individual respondents (see appendix 3). The beginning teachers were given ample time to articulate their own experiences and concerns. The researcher, as already indicated, played a facilitative role by asking leading questions and encouraging them to elaborate on some of their contributions through further probes.

Patton (2002) adds that interactions among participants enhance data quality and that participants tend to enjoy use of this method as it draws on human tendencies as social animals. Kombo and Tromp (2006) opine that FGDs help in identification of beliefs, ideas and opinions in a community. A natural quality control on data operates as participants tend to provide balances on each other and extreme views tend to be weeded out; the method enjoys flexibility and the facilitation can help in discussions of taboo subjects since less inhibited members may break the ice or offer mutual support.

However, FGD suffer from some criticisms such as: being limited in the number of questions that can be covered, requires expertise, domination of the discussion by a few, engendering conflicts among participations, failure to guarantee confidentiality of participation, lack of confidence in some participants and lack of participation of all participants in the discussion (Fraenkel and Wallen, 2007, Kombo and Tromp

2006). I wish to state here that these limitations were not experienced much in this study. The few effects of these limitations realized were countered by the researcher's careful facilitation and by incorporating other methods of data collection (triangulation).

3.4.4. Document Analysis

Document analysis (DA) involved examining the staff minutes and language departments' minutes. Copies of these documents were obtained from the participating school principals, deputy principals or the heads of departments-languages. On document analysis, Gall, Gall and Borg (2007) opine that document or record analysis involves studying written communication found in the field settings. According to Stake (1995) quoted in Ong'ondo (2010), quite often documents serve as substitutes for records of activity that the researcher could not observe directly. These were important raw data sources in their own right. They are a storage medium for compiled data and that, "the documentary data can be used to help to triangulate findings based on other data such primary data collected through observation, interviews..."

Of interest to this study, as already mentioned, were the proceedings of staff meetings and more particularly the languages departments' minutes. Therefore these were analysed to find out the details of discussion of activities engaged in that relate to mentoring of beginning ELT teachers in the various schools in the study. Most of the minutes examined were mainly those of beginning of year/term meetings. Many newly recruited teachers begin working at the beginning of a school term. Unfortunately, the few that were accessed had very scanty information with regard to the problem under study. The information available was just the welcoming of the

new teachers, introduction to staff members/members of the department after which the HOD would take over. However, the information was included in the findings.

3.5. Data Analysis and Presentation

Within this qualitative approach, the emphasis during the collection and analysis of data was on understanding and interpretation. During data analysis, the interview sessions were transcribed for accurate interpretation of emergent patterns and themes. The data were placed in categories through analytic induction. This technique involved scanning the data for categories of phenomena, and for relationships among these categories. Additionally, Guba and Lincoln (1994) say that ‘member checks’, or the participant’s reading of the data for comments and interpretations, are crucial for establishing credibility in a qualitative study. The mentors and mentees read, suggested some amendments, and then authenticated the final draft of the transcriptions. Consequently, their clarifications helped shape this final written product.

Data analysis in qualitative research takes place in the entire course of the research process. They add that this helps to guide the evolution of data collection. This study adopted thematic analysis- a method for identifying, analysing, and reporting recurrent patterns referred to as themes within data. Jwan & Og’ondo (2011) observe that thematic analysis refers to the theme of relevance to the research topic under which the reasonably large amount of data from different sources such as interviews, focus group discussions and documents can be organized. The analysis combined data from the three sources.

During the data analysis, a six point procedure as provided by Jwan and Ong’ondo (2011) was followed. I present this in sub sections 3.5.1 to 3.5.6

3.5.1 Transcription of Data from Interviews

First, I transcribed data from interviews personally despite the tedious and time consuming nature of the exercise (Jwan & Ong'ondo 2011). This was in line with Dörnyei, (2007) and as the first step in data analysis where a researcher has tape recorded the material. The word for word transcription was done 'raw', in that no attempt was made to alter the participant's statements or correct any grammatical errors made. The culmination was 265 pages single spacing of font 12. I settled on single spacing to reduce on the bulkiness of the document because I decided to have hard copies as well for use at times when I took a break from the glare of the computer screen. I also typed the notes made from the documents analysed. Fortunately, these were a few pages as there was not so much information from the staff/departmental minutes. Then the data was sorted and arranged along the sources of information, which were the mentors, mentees and the staff/departmental minutes.

3.5.2 Familiarization with Data

The next step involved reading the transcriptions and listening to the audio taped data simultaneously through all the individual interviews as well as focus group discussion data. This enabled me to ascertain the accuracy of transcription, obtain a general sense of the information and reflect on the overall meaning in the data (Creswell, 2011). This is also what is known as re-familiarization with the data or pre-coding (Ong'ondo, 2010). During this exercise, I used printed copies of the interview data and noted the general ideas I could pick adjacent to the interviewee speech turns.

3.5.3. Coding

In this study, I chose to use the term coding as envisaged by Jwan & Ong'ondo (2011). I wish to state upfront that I coded my data manually. To this end, I provided

labels to particular chunks of data under themes and in some cases sub themes. As suggested by (ibid), I ordered my coding first beginning with the mentors followed by mentees (both individual as well as FGD interviews) and lastly data from the documents. In the following sub sections I present the various phases of coding that I engaged in; the exact activities at each phase.

3.5.3.1 First Phase Coding; Generating initial codes

After reading the transcripts and listening to the audio taped interviews for verification of the data, I began coding. Punch (2004) posits that codes are tag names or labels against pieces of data. These are usually assigned to attach meaning to the pieces of data. The codes are intended to be based on terms derived from actual language of the participants along the topics covered in relation to the research questions so as to come up with a list of themes and categories by grouping topics which relate to each other.

Ong'ondo (2010) adds that coding involves highlighting extracts of transcribed data before labelling them for ease in retrieval or grouping. I mainly operated with a list of codes that emerged from the data to which I assigned phrases which in my view captured a number of issues that emanated from the study; that is posterior/inductive coding arguably considered more consistent with qualitative research. In a few circumstances, I resorted to the use of codes generated from information in the literature review section of my study (piori or deductive coding) to get clues on terms I could use to name the ideas that were emerging. These two methods enabled me to see what was in the data which has been collected. I wish to state here that there was occurrence of some chunks of data which were grouped in a bank for later use if need arose (Jwan & Ong'ondo 2011).At this initial moment they did not seem to make

sense but as suggested by several qualitative researchers, I followed the suggestions. In table 3.1 below I present the codes as they seemed to emerge. They were many initially.

Table 3.1: First Phase Coding

<p>MENTORING STRATEGIES AVAILABLE FOR NRTS</p> <ul style="list-style-type: none"> • Welcome by principal • Introduction to teaching staff, non-teaching, students • Orientation to school procedures, routines, rules, practices • School tour to relevant offices/places • Use of equipment • Information on school culture-do's and don'ts • Dress code • TSC code of rules and regulation • Purpose and structure of TPAD • Stress relief • Guidance and Counselling • Stimulating self-confidence/esteem • Encouragement • Reassurance • Building trust/intimacy/interpersonal bonds • Provision of comfort • Tracing shared links • Exploring mutual interest and life stories • Staff welfare invitations to get together occasions • Dissenting views-use of local language • Responsibilities in clubs and societies • Classroom management • Mentees allocation to classes • Locating teaching/ learning materials • Classroom observation of actual teaching • TPAD activities • Exam setting and marking <p>IMPLEMENTING THE STRATEGIES</p> <ul style="list-style-type: none"> • People involved • Training for roles and responsibilities • Time schedules for engagement • Resources available • Facilities/Rooms for conducting mentoring activities • Length of the programme • The rigour/seriousness accorded-low/high • The manner of delivery /Tools used • Levels of formality • Phases /stages <p>PERSPECTIVES OF MENTORS AND MENTEES ON THE STRATEGIES AND IMPLEMENTATION</p> <p>BENEFITS</p> <p><i>Mentors</i></p> <ul style="list-style-type: none"> • Personal fulfilment
--

- Personal growth
- Personal satisfaction
- Adjustment to new teaching techniques/methods
- New technology
- Self-evaluation
- Re-energization
- Friendship

Mentees

- Fast adjustment to school programmes
- Development of good rapport
- Emotional/social wellbeing
- Personal economic advancement
- Mentor role modelling of best practices

CONSTRAINTS

Mentors

- Little or no time
- Too much work
- No mentoring skills
- Arrogance from mentees
- Emotional drain

Mentees

- Lack of time
- Lack of rooms/offices
- Over dependence/reliance on the mentors
- Misuse by older teachers
- Bullying
- Intimidation/Blackmailing

3.5.3.2 Second Phase Coding; Searching for themes

At this point in the data analysis process which Creswell (2011) refers to as axial coding, I scrutinized the codes generated during the first face phase and grouped similar codes together. Once the new codes were stabilized, I went back to the transcripts used during first phase coding and reorganized them by way of “cutting and pasting” so that they conformed to the new codes. Whatever material that had been banked was also revisited, still some others were sent there and adjustments made accordingly. At the end of second phase coding, the number of codes had significantly reduced. In line with Dornyei (2007), the redundancies and a number of overlaps had been done away with. The codes also began to appear in a hierarchical

order with the most common coming at the top of the various lists (Litchman, 2006).

Table 3.2 presents the revised codes.

Table 3.2: Second Phase Coding

STRATEGIES AVAILABLE FOR NRTS
<p><i>Assisting NRT fit into the system</i></p> <ul style="list-style-type: none"> • Welcome and introduction to teaching staff, non-teaching, students • Orientation to school procedures, routines, rules, practices • Use of equipment • Information on professional/ school culture-do's and don'ts • Purpose and structure of TPAD <p><i>Helping NRT feel at ease</i></p> <ul style="list-style-type: none"> • Stress relief • Guidance and Counselling • Stimulating self-confidence/esteem • Building trust/intimacy/interpersonal bonds • Provision of comfort • Tracing shared links • Exploring mutual interest and life stories • Staff welfare invitations to get together occasions • Dissenting views-use of local language • Responsibilities in clubs and societies <p><i>Support to NRT in classroom</i></p> <ul style="list-style-type: none"> • Classroom management • Mentees allocation to classes • Locating teaching/ learning materials • Classroom observation of actual teaching • TPAD activities • Exam setting and marking
<p>IMPLEMENTING THE STRATEGIES</p> <ul style="list-style-type: none"> • People involved • Training for roles and responsibilities • Time schedules for engagement • Resources available • Facilities/Rooms for conducting mentoring activities • Length of the programme • The rigour/seriousness accorded-low/high • The manner of delivery /Tools used • Levels of formality • Phases /stages
<p>PERSPECTIVES OF MENTORS AND MENTEES ON THE STRATEGIES AND IMPLEMENTATION</p> <p>BENEFITS</p> <p><i>Mentors</i></p> <ul style="list-style-type: none"> • Personal fulfilment • Personal growth • Personal satisfaction • Adjustment to new teaching techniques/methods • New technology • Self-evaluation • Re-energization • Friendship

Mentees

- Fast adjustment to school programmes
- Development of good rapport
- Emotional/social wellbeing
- Personal economic advancement
- Mentor role modelling of best practices

CONSTRAINTS***Mentors***

- Little or no time
- Too much work
- No mentoring skills
- Emotional drain
- Lack of rooms/offices

Mentees

- Lack of time
- Over dependence/reliance on the mentors
- Misuse by older teachers
- Bullying
- Intimidation

3.5.3.3 Third Phase Coding; Defining and naming themes

This phase referred to as selective coding (Creswell, 2011) was organized in such a way that the themes to a very large extent corresponded to the research questions of the study. In the cases where there were sub themes, these were influenced by the probes used to elicit detailed information or clarification of issues raised by the interviewees in their responses to the questions asked. Even at this stage, there was still substantial reorganization of the data with a lot of “cutting and pasting” still going on. There were also occasional visits to the files saved under the titles “First coding”, “second coding” and “bank” and in some instances information in these files was retrieved and added to the quotations cited under the various codes. Table 3.3 below, displays the final outcome of the themes and sub themes gleaned from the study questions and a few probes.

Table 3.3: Third Phase Coding

<p>MENTORING STRATEGIES FOR NRTS</p> <p><i>Informational Support Strategies</i></p> <ul style="list-style-type: none"> • Introduction to school community • Orientation <p><i>Emotional Support Strategies</i></p> <ul style="list-style-type: none"> • Personal Welfare Matters • Roles and Responsibility Matters <p><i>Professional Support Strategies</i></p> <ul style="list-style-type: none"> • Classroom management Skills • Pedagogical Skills <p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • People involved • Time of engagement • Location of engagement • Duration and intensity of programme • Media used • Modes of implementation • Stages <p>PERSPECTIVES OF MENTORS AND MENTEES ON THE STRATEGIES AND IMPLEMENTATION</p> <p>BENEFITS</p> <p><i>Mentors</i></p> <ul style="list-style-type: none"> • Personal satisfaction/fulfilment, growth • Re-energization • New teaching techniques • New technology • Friendship <p><i>Mentees</i></p> <ul style="list-style-type: none"> • Fast adjustment to school programmes • Emotional wellbeing • Personal economic development • Models for best practice <p>CONSTRAINTS</p> <p><i>Mentors</i></p> <ul style="list-style-type: none"> • Lack of time • Lack of mentoring skills • Emotional drain • Lack of privacy <p><i>Mentees</i></p> <ul style="list-style-type: none"> • Lack of time • Dependency • Exploitation • Intimidation

3.6. Producing the Report.

After putting the data into themes and in some cases sub themes with corresponding quotations which were as "raw" as they were got from the interviewees, the findings of the analysis were conveyed in a narrative passage. A detailed presentation in narrative form was undertaken. This involved paraphrases and summaries of the information got from the interviewees and the documents. I also included specific illustrations with multiple perspectives from participants in terms of direct quotations to give the report authenticity thereby contributing to its credibility. The texts quoted were those deemed most concise. The symbols used to indicate the sources of the citations that featured in the data presentation era provided in table 4.2 in chapter 4.

The data was reported thematically and this made it possible to avoid repetition by capturing similar patterns or themes from the two groups of participants across the schools. At the same time, the unique practises were identified and reported. Narration enriched by thick description was used to capture the responses to the research questions and this provided a holistic representation of the data.

Finally, the data was interpreted. The essence of data interpretation is to make meaning of data. I found out what was vital in the data, why it was vital and what could be learnt from it on the basis of the research objectives and related questions. In the next section, I discuss a number of criteria applied in qualitative research to ascertain trustworthiness.

3.7. Trustworthiness in Qualitative Research

Reilly (2013) contends that trustworthiness is the most often cited standard of truthfulness and authenticity for qualitative research. The trustworthiness of qualitative research is assessed by applying the criteria of credibility, confirmability,

dependability and transferability. The terms are consistent with the relativist-interpretivist paradigm. Litchman (2014), explain that in research guided by the interpretivist paradigm credibility, dependability and confirmability replace the usual positivist criteria of internal and external validity, reliability and objectivity. Similar views have been expressed by other scholars such as Bui (2014), Jwan and Ong'ondo (2011), Creswell (2011), Holmes (2006) that these concepts boil down to trustworthiness of research. Jwan and Ong'ondo (2011) observe that it ensures that a study is truthful, careful and rigorous enough to make the claims it does. This study will therefore have all these issues achieved as discussed below.

3.7.1 Credibility

To establish credibility of the instruments, I reviewed key concepts in the study by seeking the input of peers, experienced researchers and supervisors. Consultation with peer and experienced researchers took place throughout the time of the study to guarantee the researchers focus on the objectives of the study. This enabled the study to investigate what it set out to and report the field occurrences. In addition, I have given a detailed account or description of the research process, used concepts from the literature, excerpts from field notes and quotes from the interviews and discussions. These I did to provide a chain of evidence on the issues of interest to the study (Yin, 2009).

Rudestan and Newton (2001) are of the view that credibility is ascertained through structural corroboration. Such corroboration might be accompanied by prolonged engagement and checking multiple sources of data (triangulation and peer debriefing). Yin (2009) vouches for multiple evidence as it yields more convincing and accurate findings and conclusions. On the strength of the above suggestions, the issue of

credibility of this study was addressed by faithful adherence to these suggestions by the scholars mentioned above.

3.7.2. Transferability

This refers to the extent to which the findings of a study may be generalized to other cases or contexts (Jwan and Ong'ondo, 2011). They add that in qualitative research, there are analytic, fuzzy and naturalistic generalizations. A claim to transferability is never absolute. These authorities further suggest that there exists a relative chance that the findings are relevant to or apply to similar contexts. It is, however, worth noting as Richard (2003) in Jwan (2010) observes that it might be said that the power of qualitative research derives from its ability to represent the particular and that this distinguishes it from those sort of research which depend on generalizability (Jwan 2010). This view is supported by Holmes (2006) who suggests that the authenticity of the research participants' responses can be demonstrated by cross-checking or triangulating their responses with other people to establish the consistency of their responses.

However, this view is not supported by Stake (1995) and Bassey (1999) in Jwan (2010) and Yin (2009) who assert that generalizability is possible and that it is only naturalistic, fuzzy and analytic in nature. Jwan (2010) citing Stake (1995) explains that naturalistic generalization as "conclusion arrived at through personal engagement in life affairs or by vicious experience so well constructed that the person feels as if it happened to themselves." He further adds that "these are kinds of generalization which people make because they are interested in the case and compare it to other cases with which they are familiar." People can also form generalizations from experiences Jwan (2010) citing (Stake, 1995). Care should, however, be taken to keep

away the need for generalization preventing a researcher from addressing pertinent issues in a study. Jwan (2010) sums it by stating that in qualitative studies, generalizability is inferred rather than proposed.

3.7.3. Dependability

Dependability refers to the extent to which the research procedure is clear to enable other researchers replicate the study and obtain similar results. Jwan and Ong'ondo (2011) observe that dependability demands that a researcher provides sufficient details and clarity of the entire research process in such a way that it enjoys a measure of feasibility for a reader to be able to visualize and appreciate so as to enable one replicate the study if necessary. Creswell (2009), argues that dependability deals with examining the stability or consistency of responses and that it indicates that the approach a researcher adopts is consistent across different researches and projects.

Yin (2009) on the other hand, adds that the general way of approaching the reliability problem is to make as many steps as operational as possible and to conduct research as if someone were always looking over your shoulder. He further adds that the goal or reliability is to minimize the errors and biases in a study. Rudestam and Newton (2001) observe that replication of a study should be made under similar circumstances.

Creswell (2009) suggests that in qualitative research, researchers can realize reliability through the following procedures:-

- Checking transcripts to ensure they do not contain obvious mistakes made during transcription.

- Making sure there is no drift in the definition of codes, shift in the meaning of codes during the process of coding by constantly comparing data with the codes and by writing memos about the codes and their definitions (Creswel, 2009:190).

In addition dependability can be realized through making clear and detailed descriptions of the steps to be followed: (Yin 2009). Jwan and Ong'ondo (2011), Creswell (2009) call this a thick description. According to them, to realize dependability a researcher should make a thick description of the entire research process and clarify the constructs in details to enable another researcher to use it in conducting another study in another context if necessary. Rudestam and Newton (2001) are of the view that in a naturalistic study, the researcher derives consistency through coding the raw data in ways so that another person could understand the themes and arrive at similar conclusions.

However, it is not possible to arrive at same findings due to the nuances and varied contextual issues involved in qualitative research (Jwan and On'gondo, 2011). There are two distinctions of reliability- internal and external reliability as propounded by Nunan, 1992 cited in (Jwan and On'gondo, 2011).The former refers to the consistency of data collection, analysis and interpretation, while the latter refers to the extent to which an independent researcher can reproduce a study and obtain results similar to those obtained in the original study.

I achieved dependability through tape recording of the interviews and FGD which captured participants' informal comments. Efforts were made to ensure that the research process, findings, interpretation and conclusions are consistent. I am however cognizant of the fact that even with those, there lacks a guarantee that the

results would be similar if another individual repeated the study in the light of nuances and contexts related issues involved in qualitative research.

3.7.4. Confirmability

Confirmability refers to how neutral the researcher is and to what extent he or she influences the findings. Jwan and Ong'ondo (2011) observe that it refers to a study being free from both internal and external influences of the researcher, participants or institutions. Researchers are known to have an influence on their studies. Nonetheless, Hammersley and Alkimon (2007) suggest that this does not rule out the trustworthiness of the findings. More so because interpretive researchers being interested in the complexity and diversity of human interactions, view people and organizations as tending to be contradicting and sometimes irrational, illogical and chaotic. Weldon (1987) cited in Holmes (2006) observes that knowledge is thus valid only if it is authentic and a true voice of the participants. A researcher needs to clarify the bias he or she brings to a study, (Jwan 2011 and Creswell 2009). Creswell (ibid) observes that this self-reflection creates an open and honest characteristic of qualitative research and that researchers should comment on how their interpretation of the findings is shaped by their background such as sex, culture, history and socio-economic origin among others. It is for this reason that Jwan (2010) suggests that a researcher needs to acknowledge his or her role in the research process and admit any possible influences.

A researcher should be conscious of prior conceptualization and prejudices from the onset of a study but try to maintain an open mind (Gillham, 2000). Hammersley and Atkinson (2007) concur and add that rather than engaging in futile attempts to eliminate the effects of the researcher completely, we should set about understanding

them, thus being reflexive in the study. According to Litchman (2006), reflexivity usually deals with a critical reflection on the process of the research and the role of the researcher. Jwan (2010) observes that reflexivity is not confined to confirmability alone but cuts across the entire process of qualitative research. He adds that it concerns the impact of the researcher on the system and the system on the researcher. Jwan and Ongondo (2011) however caution that the influence a researcher has on a study should be driven by the desire to generate the most confirmable data in the circumstances but not to justify predetermined results or desired outcomes.

In the light of the above observations, it was prudent that I be reflexive in the interviews and FGDs. This was vital as the face to face interactions affected the openness with which the respondents (particularly) beginner teachers reacted to some questions. The position and intentions of the researcher had to be stated clearly. To cite one mentee, she expressed fears for reprimand in case she revealed intricate issues with regard to the responses to the field questions. I was at pains to convince her that all information gathered would be treated with utmost confidentiality.

3.7.5. Triangulation

Triangulation refers to the use of multiple approaches, methods and techniques of data generation in qualitative research. Bui (2014); Jwan and Ong'ondo(2011), add that it usually strengthens the trustworthiness of a study and facilitates a researcher to gain a deeper understanding of the phenomenon under study. Schwandt (2007) observes that it is a procedure used to establish the fact that the criterion of validity has been met. He adds that it is a means of checking the integrity of the inferences drawn by a researcher.

Yin (2009) provides four types of triangulation a researcher may employ in a study.

- Investigator triangulation (more than one investigator involved in a study)
- Theory triangulation (use of more than one theory in a study)
- Triangulation of data generation instruments (use more than one instrument).
- Source triangulation (getting data from different participants but aimed at corroborating the same fact or phenomenon.

According to Schwandt (2007), the central point of the procedure is to examine a conclusion (ascertain or claim) from more than one vantage point. It basically involves comparison of data from various sources or instruments. The strategy of triangulation is often wedded to the assumption that data from varied sources or methods must necessarily converge on or be aggregated to reveal the truth (Schwandt, 2007)

I applied three types of triangulation: namely triangulation of data generation instruments, source triangulation and theory triangulation. Yin (2009) vouches for triangulation. He argues that the major strength of case study data collection is the opportunity to use many different sources of evidence. He adds that this allows the investigator to address a broader range of historical and behavioural issues in a study ultimately enabling a researcher to develop converging lines of inquiry. Triangulation provides the researcher with an opportunity to check out their evidence from a range of sources so as to arrive at different perspectives on the issue under investigation. Eventually it addresses the issue of construct validity.

These three types of triangulation used in this study enabled me to corroborate the same perception with regard to mentoring of the beginning teachers. The approach helped cross check the participants' accounts and further exposed the diversity and

contrasts that exist in them. Triangulation also helped address the issues of credibility and transferability of the study.

3.8. Ethical Considerations

All social science research involves ethical issues since data is collected from and about people Jwan (2010) adds that it is very challenging to act ethically when conducting research in institutions such as schools due to the fact that apart from seeking formal access from gate keepers to get into the schools, there is need to seek further access and informed consent from the individuals to be interviewed or observed.

Jwan and Ongondo (2011) suggest three critical issues to be addressed. These are respect for democracy, respect for truth and respect for persons. It is with these that researchers can now isolate the critical aspect of ethics in the study. Although various scholars enumerate varied concerns, an analysis of all reveal the main ones to be informed consent or assents, confidentiality and anonymity, privacy, deceptions, falsified data, faking results, plagiarism and openness and integrity. Jwan & Ongondo (2011) and Punch (2004) concur but limit them to harm, consent, deception, privacy and confidentiality of data. Jwan (2010) posits that informed consent and confidentiality are central to any ethical considerations in research while Creswell (2009) avers that the researcher needs to protect their research participants, develop a trust with them, promote the integrity of research, guard against misconduct and impropriety that might reflect on their organization or institutions and cope with new challenging problems. The ethical aspects that were addressed in this study included:-

3.8.1. Negotiating access with gate keepers

This refers to gaining the agreement of those in authority to enable a researcher access the study sites and meet the participants (Creswell, 2009). He adds that it involves writing a detailed letter about the study to those in authority to allow access to sites and participants. Punch (2004) further adds that the gate keepers (who in this case are professionals) can allow the researcher to carry out the study or forbid him or her from an institution. Researchers need gatekeepers trust and consent to carry out research. This was observed by the study. The researcher sought permission from all the gate keepers.

To this end, I wrote letters which reached all those who had the authority over access to institutions intended as research sites. This was done early enough. The content of the letters included information about me and the major issues to be addressed. In the field research, I applied to the ministry of Higher Education, Science and Technology for a research permit through the dean- School of Education, Moi University. Upon being granted permission I contacted the ministry of Higher Education, Science and Technology for a research permit through the dean- School of Education, Moi University in person and negotiated face to face for further permission to visit schools in the county. As proof for the permission, a copy of the research permit from the ministry was forwarded by the CDE.

Caution was exercised during the visits to institutions to avoid being asked to terminate the study midway. Punch (2004) observes that gatekeepers can stop one's access to an institution any time. He adds that access is never a "once and for all" event but something that needs continued negotiation. To accomplish this, I had to be

modest, polite and honour all appointments made with respondents. Time management was also of essence to avoid inconveniencing the gate keepers.

3.8.2. Informed consent and assent.

According to Holmes (2006) informed consent refers to the research participant voluntarily agreeing to participate in a study based upon complete disclosure of all relevant information and the recipients understanding of this regardless of whether it is informed consent or assent. Its basic purpose is to facilitate development of trust between the researcher and the participants. (Jwan & Ong'ondo 2011; Creswell, 2009). Jwan and Ong'ondo (2011) caution that even where interviews are audio-recorded, the participants should be informed and those not willing, be allowed to withdraw. They add that participants should explicitly be asked for their consent, given clear statement about why information is going to be collected and told how it will be used. I observed all these. I held talks with the respondents on the areas of interest in the study. This enabled them to make informed decisions about whether or not to participate in the study.

3.8.3. Confidentiality and Anonymity

Confidentiality and anonymity lies at the heart of any qualitative study. Rudestam and Newton (2001) define confidentiality as the treatment of information from participants in a relationship of trust without divulging the same to others without permission in ways that are inconsistent with understanding of original disclosure. Anonymity refers to the hiding of the identity of participants. During the study, I took care to ensure that what the participants provided was not passed to others. I also ensured that participants' names and sites were given pseudonyms. This concealed

their identity thus helped reduce the participants' fears and / or apprehensions and encouraged them to participate in the study.

3.9. Summary of the Chapter

This chapter has examined the research design and methodology. It has also addressed the issue of the study area. The research adopted the relativist- interpretivist/ constructivist philosophical paradigm consequently adopting the qualitative approach. The research method was multiple case study. The sampling technique was purposive. Data was collected through interviews, focus group discussion and document analysis. The data was analyzed qualitatively. Table 3.1 captures the pertinent issues adhered to with regard to the research process. In the next chapter, I present the data and its interpretation.

Table 3.4: Summary of key issues raised in Chapter 3

- The study was anchored in the relativist/interpretivist philosophical paradigm: consequently the use of qualitative approach and multiple case study method.
- 54 respondents some purposively and others randomly sampled participated in the study.
- Relevant ethical issues such as informed consent, confidentiality and anonymity were observed.
- Data generation techniques involved unstructured face to face/telephone interviews, focus group discussion and document analysis.
- Trustworthiness was ensured through the use of triangulation and member checks.
- Data was transcribed and analysed thematically.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

This chapter presents the findings of the study. The findings are presented in themes and sub themes basing on the research objective which was to investigate the mentoring of beginning secondary school teachers of English language in Kenya. This objective was broken down into three research questions which guided the presentation of the findings. The research questions were:

1. What are the mentoring strategies available in schools for beginning secondary school teachers of English language?
2. How are the various mentoring strategies available in schools for beginning secondary school teachers of English language implemented?
3. What are the perspectives of mentors and mentees on the mentoring strategies available and how they are implemented?

For each theme and sub theme where applicable, a general finding is presented, followed by the evidence: excerpts from the voices of the participants which comprised of Heads of Department (HODs) or Heads of Subject (HOSs), and Deputy Principals (DP) or Principals(P) and those of the beginning teachers (NRT). In order to maintain anonymity of the participants, symbols to indicate the sources of data which are letters of the alphabet such as A, B, C, D, E alongside the letters N, EX, C, SC and PR used to identify the various categories of school : ME for mentor and P for protégé which is synonym of mentee to avoid mix up. For clarity purpose, AMEN refers to mentors while APN are mentees or protégées from the national school category; BMEX and BPEX mentors and protégées from extra county schools; CMEC and CPC mentors and protégées from county schools; DMESC and DPSC

mentors and mentees from sub county schools and finally EMEP and EPP mentors and protégées from private schools.

These symbols are presented in Table 4.1.below:

Table 4.1. Symbols used to refer to mentor and mentee/ protégée interviewees

Mentors			
AMEN1-2	First and Second Mentors	National School	
BMEX1-6	First to Sixth Mentors	Extra County School	
CMEC1-10	First to Tenth Mentors	County School	
DMSC1-14	First to Fourteenth Mentors	Sub County School	
EMP 1-4	First to Fourth Mentors	Private School	
Mentees/Protégée			
APN 1	First Protégée	National School	
BPEX 1-3	First to Third Protégée	Extra County School	
CPC 1-5	First to Fifth Protégée	County School	
DPSC 1-7	First to Seventh Protégée	Sub County School	
EPP 1-2	First and Second Protégée	Private School	

4.2. Demographics of the study participants

I begin by providing demographics presented in Table 4.2. It displays the categories of schools, number of schools in each category sampled and the number of respondents sampled from each category as well as the respondent type, that is, mentor or mentee.

Table 4.2. Distribution of schools and respondents sampled

School category	Number of schools that recruited Eng/Lit 2015-2017	Number of schools sampled based on recent employment	Number of respondents sampled	Respondent type
National	1	1	3	2Mentors/1 Mentee
Extra-County	7	3	9	6Mentors/3Mentees
County	14	5	15	10 Mentors/5 Mentees
Sub County	20	7	18	14 Mentors/ 7 Mentees
Private	5	2	9	4 Mentors/ 2 Mentees
Total	47	18	54	36 Mentors/18 Mentees

Source: Uasin Gishu district education office 2018

Of the 18 mentees, six participated in the focus group discussion while the rest were individually interviewed along with the 36 mentors. During transcription, some sections of certain interviews were inaudible. All the same, the study findings reported are from all the respondents. The inaudible sections were corroborated with submissions from other respondents in the same stations and where necessary clarity was sort by way of telephone calls.

Further, the participating individuals are introduced to the reader, after which the data are presented. The data are grouped into themes (constructs) with some further divided into sub-themes. Within each, a general finding is presented followed by the evidence: the voices of some the study participants. The excerpts presented are those that brought out the issues under the study candidly. I took a lot of care to ensure that variety was achieved by picking the views from across the broad spectrum of the interviewees.

The participants in the research were beginning teachers of English, experienced English language teachers holding positions of HODs or HOSs and Deputy Principals/Principals. Only a few of the latter were teachers of English and as such did not provide the particular with regard to ELT. These mentors have teaching experience ranging from ten years and above. The mentee teachers have teaching experiences ranging from six months to two years. Incidentally, all the beginning teachers were Bachelors of Education (B.Ed) degree graduates from the various public and private universities in Kenya. The mentors were Heads of Subject (HOS) or Heads of Department ((HOD), Deputy Principals (DPs)/ Principals majority of whom are holders of B.Ed degrees. There were a few others who hold Masters in Education (M.Ed) Degrees. At this juncture, I wish to state that very little information

came from the data obtained from the documents analysed. This information was all the same included in the reporting of the findings. In the next sub section the findings are presented in the order of the research questions.

4.3. Mentoring strategies available in schools

As already stated, the first research question was: “What are the mentoring strategies available in schools for beginning secondary school teachers of English language?”

The concern here was establishing the mentoring strategies/activities available in secondary schools for beginning/ newly recruited teachers (NRTs) of English language. The activities targeted were particularly for the very initial days: those that assisted the NRTs navigate their ways in a new environment. These activities included introductions, orientation, procedures/routines, rules regulations, professional roles and responsibilities, emotional needs, classroom activities and co-curricular activities. The findings on this from both the mentors and the mentees are consolidated since there are a lot of similarities in the responses of these two sets of informants. However, the citations are presented from both sets of participants. Additionally, information gleaned from minutes of staff or departmental meetings has also been incorporated.

Based on the interviews with all the study participants and analysis of the few documents available, three main mentoring strategies provided were distinguished in the following order of importance: informational support strategies that is, provision of practical information, emotional support strategies and lastly professional support strategies. Each of the strategies had two sub strategies. This information is provided in detailed expositions in sections 4.3.1 to 4.3.3.

4.3.1. Informational Support Strategies

The study revealed that one strategy used in mentoring beginning teachers of English language was the information support strategy. The kind of support offered under this could be categorised as being mainly introductory and *orientational* (my term) in nature. Subsequently, the findings on these sub strategies are explained.

4.3.1.1. Introduction to school community

The NRTs in all cases, on their first day in their various new schools, reported to their respective principal's offices. Introduction of the NRT to colleagues and the other school staff was the first mentoring strategy engaged in. The data, from the reports of both the mentors and mentees, indicated that this was an activity that all beginning teachers found themselves exposed to. The activity entailed personnel information, including the names and locations of the administrators, department heads (both teaching and non-teaching) and all the people who deal with the rest of the essential services.

The NRTs reported that the strategy included any one of the following modules: the principal personally taking the NRT to the staffroom, taking them to the HOD's or HOS's office for introduction to members of the department or subject then later to the rest of the staff members in the staffroom and lastly being taken to know other members of the school community who were mainly the support staff providing non-teaching services. Still, a good number of NRTs reported being introduced to students in the school assemblies. There were also a few revelations from the staff minutes that indicated the NRTs were introduced to colleagues during the opening of term staff meetings. This mode of introduction occurred in a few isolated cases.

As it were, the cases that involved the principal personally taking the NRT to the staffroom for introduction were scenarios experienced mainly in sub county and county schools. These were schools that were structurally not expansive in terms of area and personnel. The principal simply walked together with the NRT to the staffroom and introduced them to the members of staff who were present in the staffroom at that time. In some other cases the principal took the NRT to the staffroom at break time or lunch time. There were also those schools in which the principal took the NRT to the HOD's office. The HOD then took over the responsibility of ensuring the NRT was introduced to teaching staff and all the relevant people that they needed to know like the personnel in the stores, library, and boarding section among others. Some HODs delegated the duty of introduction to the HOSs who then saw to it that the NRT was introduced to all school staff they needed to know for the start.

However, I state here that as much as there is that categorization of schools into national, extra county, county, sub- County and private, some of the findings cut across all categories. In certain circumstances, better practices were found in the lower category of schools. Here is what a mentee said:

Yeah. I reported. Went straight to the principal's office, introduced myself to him. He was happy to receive me and he himself took me to the staffroom after he was through with filling the documents for TSC. It was tea break so almost all the teachers were in the staffroom. I was introduced to them. (BPEX1)

In the more expansive schools, that is, a few county schools, the extra county schools and the national school, the HOD was called to the principal's office and the NRT handed over to them for the introduction to the other staff members. The same was

also reported for the private schools. The excerpts that follow provide evidence for this from two mentees in such schools.

On the first day, I reported to the principal's office and after clearing with the documentation, the principal instructed the secretary to call the HOD languages. When the HOD arrived I was introduced to him then he was told to take over. HOD took me to the staffroom where I met some members of staff and he introduced me to them. He then instructed one of the teachers of English to assist me get settled. She showed me a desk that was not occupied and got a seat for me. After that she gave me some copies of the course books and told me to peruse them meanwhile since she had a lesson to attend to so she would attend to me after the lesson. She took me to the library where I picked the textbooks then to the stationery store where I was issued with note books and board markers. Then we headed back to the staffroom. She next told me that we would have a brief tour of the school compound so that I would get to know the various places that were of immediate necessity. Ok the offices of the deputy, HOD, accounts and other such...(CPC3)

One common practice that cut across majority of the schools sampled was introduction to students in the school morning assemblies. This was either on Mondays or Fridays. These are days when assemblies are compulsory for all teachers in the various schools. The NRTs reported that after introduction to both the teaching and the non-teaching staff in their respective schools, they were informed to be present for the subsequent assembly so that they would be officially introduced to the students. It is worth noting here that in some schools, the NRT may have been to class for lessons before this official introduction. This scenario was common mainly in the sub county schools in which NRTs reported to schools that were in dire need of a teacher and therefore assignment of teaching duties to the NRT was done by the principal immediately they reported for duty. Otherwise in the more endowed schools, the practice was that the teachers were officially introduced to the students in the assembly before they embarked on the teaching activities. For some schools, it was the principal who personally took the NRT to the staffroom to introduce them to the

rest and then later handed them over to the HOD for further introductions. The mentors as well as the NRTs had the following to say:

Okay, when a new teacher comes in, he is received by the principal and then sometimes the principal may come to the staff room and just introduce the teacher then direct the teacher to the HOD then it is upon the HOD to direct the teacher on what to do. Sometimes it depends even on the heart of the HOD. (DMESC10)

In congruence to what the mentees reported, the mentors confirmed these earliest activities with regard to introduction. However, a point that came out clearly was that the new teacher, after perhaps a general introduction to the school community, had the rest of the initial engagements limited to the department. The NRT had all subsequent activities within the department and basically by members of the department except in a few isolated cases as revealed by some mentees in the section that deals with activities that related to emotional welfare. Here are examples of what the mentors said:

Well, I would say that we have the mentoring programmes that we offer to new teachers and it begins from the moment they report and we know that they belong to a particular subject like now English/ Literature. Once they report, they are introduced to the HOD. It is the principal that introduces her to the HOD. Then when she joins us in the department, the first orientation is to have a cup of tea with her. We invite her to the cafeteria for a cup of tea, then we introduce ourselves and then of course she introduces herself, which is the first step... Apart from that there is very minimal interaction with the entire school. She mainly focuses on the department level. The orientation now narrows down to the department level. (AMEN1)

In our school when a newly employed teacher arrives, after a meeting with the principal, the first person that the teacher is introduced to after the principal is the head of department. So the head of department who I think in this case will be in charge of mentoring this new teacher receives this teacher, takes the teacher around the school first of all to meet other teachers then the teacher is shown a place where there is a desk and a chair where he or she will be operating. The teacher is then introduced to the classes he/she is going to teach. They are then introduced to other members of the department because a department becomes a team so the teacher is welcomed as a member of the team. (BMEX1)

However, the foregoing practices were not the standard. There were schools in which the reception was followed by the assumption that the NRT knew what to do; the argument being they underwent teaching practice (TP) at one time so they could as well find their way out. In such cases the novice, on their own, had to initiate relationship with the older teachers. These were the teachers who appeared friendly and therefore approachable or those who were within close proximity in terms of the seating arrangement in the staffroom. The excerpts below are an example of this kind of introduction into the school.

OK. When a new teacher reports to school, we don't really have a structured way of mentoring them it is simply maybe just having a meeting as department, then allocating lessons with this new teacher then telling them all these formalities like where to get textbooks, reference books, chalk and where the classes are then she begins work . There is no structure at the moment. Usually, it's like just as I have said there is no structured way of mentoring these teachers so when it comes to school rules, procedures they just learn when they happen to come across situations that require...Like maybe releasing a student to go out of school when she's on duty at that time the she will realize that there's a student who requires to go to out of school what do we do? Then she comes to you then you tell her what to do. But we don't really have a way of helping them get into the school routine, the school procedure... (CMEC5)

In one rather unique encounter, a beginning teacher had what would be a candid example of "baptism by fire". Hers was an unfortunate scenario in which the only teacher of English in the school was leaving and the NRT's arrival even hastened the departure to the extent that one would say the NRT was left to her own devices to get into teaching profession. The excerpt that follows evidenced this unfortunate welcome.

The English teacher who was leaving just told the teachers you now have a new teacher she will introduce herself then she left. So I felt the welcome was not that warm it was cold Yes that was all about introduction (CPSC2)

In the next subsection, I present the findings on strategies that were used for ushering the NRTs into the various school programmes in other words- orientation.

4.3.1.2. Orientation of NRTs within the School Programmes

The term orientation as used in this study refers to the various introductory sessions which were mainly meetings or series of events at which introductory information or training was provided to the NRTs who were embarking on a number of new things. Even as much as many of the activities were not entirely new to them, there was the fact that the same had to be school specific in a number of ways. Beginning teachers indicated that they participated in some form of school orientation though with varied activities and intensities. Quite a few schools seemed to engage the NRTs in near formal orientation programmes as indicated by a number of respondents who participated in the study. The mentors indicated that they were involved in a variety of activities to introduce the beginning teacher to environmental, professional, and personal aspects of their new experience.

Orientation for the new teachers took many forms; however, the purpose remained the same. In most schools, it was organized by the deputy principal (in very few cases the principal), the senior teacher, some experienced staff members mainly the academic HODs and occasionally HOD Guidance and Counselling. The orientation activities provided for the beginning teacher were mainly involved with the school procedures which meant established or correct methods of doing things. Most pertinent involved cloaking in and out of school, details with regard to being a teacher on duty and all the expectations as well as responsibilities that come with it.

Environmentally, majority of the NRTs engaged in a school tour of the physical facilities. They were shown the classrooms and in particular the ones in which they

would be teaching. Some schools that had equipment rooms had the NRTs informed about the procedures with regard to use of such equipment. In some schools there were specific school workers with non-teaching duties who operated the equipment while in others teachers did. In the latter cases, the NRTs were shown how to operate the various kinds of equipment available. In many cases the equipment included computers, printers and copy printers. Two mentees made the following elaborate reports about their schools' orientation details.

Yes so I was taken to the secretary to have me registered into the system and be orientated to the operation of that machine... Another important piece of information was about handling the duty...I mean what a teacher on duty does on a daily basis. I was taken through the sort of documentation that must be done like there is a daily occurrence book in which everything that took place in the day is recorded. Then there is a book for recording all the minor offences and another for permission given to students. Lastly there are permission slips that are first filled by the TOD then the deputy and lastly the principal before a student leaves the compound. There is also a section for the security officer on duty at the gate. Yeah then there was how the day was divided between commuter teachers and resident teachers... May be dressing. I was reminded that I had to dress officially no jeans and t-shirts on weekdays or anything that would distract the girls and also relating with them had to be very professional and in case of consultations I was warned not to deal with any student who came to me alone .They had to be at least two.(BPEX2)

Now there was a general orientation programme...A day was set aside and a team of senior teachers sat with the new teachers which included those who had come for teaching practice and shared with us all aspects of the school culture...Yeah this was basically what the school expected of us, how we were supposed to behave the general conduct which among others the ones I can vividly recall are the dress code, relationship or rather interaction with the students like keeping professional distance. There was also emphasis on arrival and departure time which were monitored by the use of a clocking in and out exercise book placed in the staffroom. Other details provided were things like permission to be away from duty-the procedures, certain protocols like matters of the department being channelled through the HOD, what is handled by the DOS , the deputy principal and the principal himself. After that we were given the material we need for class, introduced to the librarian to pick books, provided with a copy of the syllabus, samples of the

professional documents from like schemes of work, records of work, mark books ,lesson plan books. At this point then I think I was good to go really. It was the beginning of a term so I took like a week to settle. (BPEX3)

Mentors reports were in sync with what majority of the mentees reported. Orientation was one area that seemed to have been well taken care of. In addition to the above, I wish to capture one unique practice in one of the schools. Firstly, it covers both introduction and orientation. Secondly, it is done at a venue that makes the NRT relaxed right from the word go.

...then when she joins us in the department, the first orientation is to have a cup of tea with her. We invite her to the cafeteria for a cup of tea, then we introduce ourselves and then of course she introduces herself, which is the first step (AMEN1)

The school culture was the next issue that received attention in some of the schools as reported by the interviewees. The importance of a supportive school culture cannot be overemphasized. The culture expected is one in which beginning teachers feel supported by their administrators, can ask their colleagues for help, feel a bond with their colleagues, and are appreciated by them as well. Informing a new teacher about the ‘unwritten’ rules of the school culture can be as important as learning about the written rules of the employer (TSC code of conduct). This pointed to the importance of learning about and fitting into the existing shared beliefs and practices that identified the particular school. Familiarity with the school culture was a very important part of orientation in most of the private, extra county and the national school.

A day is set aside and a team of senior teachers will sit with the new teachers and also share with them aspects of the school culture...What the school expects of them, how they are supposed to behave, and the do’s or don’ts. That’s what I can say about how we receive new teachers. (BMEX1)

One area that came out strongly in the interviews was the dress code. This area was stressed upon for both the male and the female NRTs. There was the general decency; however, stress was put on how either gender was to dress particularly for those who were teaching in schools that had students of opposite gender to that of the teacher. In one particular school, a NRT reported that he was instructed on mode of dressing when there were official school functions. These were occasions when parents would visit the school for meetings such as an annual general meeting, class meetings or academic clinic days. He said that on such days a male teacher was expected to be in a suit and tie. Female teachers also had to be in official wear. There was also a case of being in solidarity with the candidates on certain days like prayer day when teachers were expected to put on T-shirts that had prints communicating the school's KCSE target for that particular year and the specific cohort's slogan. The voice below attests to this:

Hmmm, he will also introduce you to the school culture. What is expected of you as a teacher here. Under school culture you talk of ... you have to know the school anthem, the school has an anthem. It's not for the students, it's for us ... Is for us, so they will give you a copy of the school anthem, give you a rhythm of how it will be sang
The dress code. The dress code. For instance when it comes to functions like parents meetings, academic days, prize giving You are expected to be in suit and tie ... compulsory. That is part of the school culture. Basic things like eating together. You are not expected to cook in your house Ehhh. Tea break and lunch and the four o'clock tea is optional, but the others you are supposed to be around, you bond as you eat together .(EPP2)

The NRTs also got orientated into the professional fabric of the school and by extension the teaching profession. First was about the TSC code of conduct and regulations. This is a document that the NRTs were given to read on their own. The next key areas included the school motto, vision and mission statements. Some schools had core values that the NRT was informed about and even a school anthem that incorporated these values. They were also informed of the various school

administrative policies like the school-wide rules dealing with attendance policy, that is, school arrival and dismissal times monitored in many schools by a cloaking in mechanism (electronic or manual), procedures such as asking for permission to be away from school on official as well as personal matters, the general school routine and a number of school level expectations communicated. In some schools a number of these items were included in a staff handbook or in a staff orientation booklet. Again this was a scenario reported from the well-endowed schools. A mentee reported thus:

... Commuters were expected in school by 7 am and were to leave at 6 pm when the students go for supper. So basically the commuter would man the day while the resident would supervise supper, evening and morning prep and anything that arose in the boarding area and this would be in conjunction with the teachers in charge of boarding affairs (BPEX1)

An area that (by virtue of being uniform in all schools) received a lot of attention was the Teacher Performance Appraisal and Development (TPAD). This involved an in-depth explanation of the purpose and structure of the (TPAD). The main motive behind TPAD is effective curriculum delivery. It was introduced by the TSC in 2014 as a pilot project in selected schools and was soon rolled out to all schools in the country.

Despite the above positive remarks by majority, others expressed negative experiences in relation to orientation activities. There are some mentees who reported that there were plunged into the system and somehow worked their own ways out. Likewise, on issues of routine, rules and regulations in such schools, both mentors and mentees reported that the mentees learnt by discovery. They were candid that

structures were lacking and this is what resulted into discovery learning. These quotes below are testimony of this contrary experience:

About orientation.....when I came this school I wasn't orientated because one maybe they assumed that because I was on TP here I knew my way around. So that one... mmm I was not orientated to school community, procedures, rules and routine just picked from... I learnt over time. I learnt just so this is supposed to be done this way and that way. No I was not given. When I came I was just told you are Ann Ok go to the HOD Languages tell her to allocate you lessons. (DPSC1)

... because there are some teachers who come and it's like they are stranded until a teacher of another department just comes in even asks them whether they are comfortable or if they need any direction. So I can say that actually we don't have a specific mentoring programme put in the place in the school. (DMSC4)

In yet another encounter, a mentee reported that for her, it was even a teacher of another subject who came to her aid. The aid was not anything substantial. This particular NRT had to resort to whatever she had in her teaching practice file. This may not have been adequate given the passage of time before TSC employment as indicated in the section on statement of the problem. Here below is the excerpt by this mentee:

Now concerning other activities there was a business teacher who sat next to me. He told me I am not an English teacher but the books are there in the locker, I know you know. Then he told me he would look for the school of work which were not there for form threes and form fours so the business teacher showed me the schemes of work and told me madam this is how we go about check the form one and two the one that were available he did not know that the form threes and fours were there. He only... I don't call that an activity but I was only given the books and papers to do school my work. Yeah, I relied more on my file for teaching practice...(DPSC5)

The two sub strategies –introduction and orientational support served to set the NRTs on a path to begin working in their new schools. The information provided was adequate enough according to majority of the novices. As already indicated above,

each beginner teacher experienced at least some element of the two. The next section deals with provision of some sort of comfort for the NRTs in the new environment.

4.3.2. Emotional Support Strategies

A new environment is bound to create heightened feelings in an individual. Most of the time, such feelings tend towards the negative. The NRTs were not an exemption to this. They obviously needed support such as helping them feel at ease, attention for stress-relief, and stimulating self-confidence. The findings suggest that beginning teachers were supported by people (mentors and others) who were 'there for them' - accessible, willing and able to listen, and act as a sounding board. These were colleagues who treated them as a 'whole person' and had regard for their practical, emotional, personal welfare as well as professional needs, for example by providing encouragement, reassurance and 'positive strokes' making them feel welcome and 'safe' within their schools, and providing them with additional or detailed information about what they needed to make themselves comfortable. In some isolated cases the NRTs were even guided in terms of their career development.

However, in majority of the cases, the new teachers themselves sought help from more experienced teachers who were caring, friendly, and not overly critical. It is in very few cases that the schools purposed to undertake the activity as a school policy. The theme emotional support is presented under two sub themes: personal welfare and roles and responsibility matters.

4.3.2.1. Personal welfare matters

Under this sub strategy, the mentees reported personal support received and mentors on the other hand the support they gave. It addressed the human factor with regard to beginning teachers' need to feel accepted and supported at a personal level. One

mentor quipped that the teachers of English are warm and welcoming people in contrast to those of humanities and the sciences. It was therefore not uncommon to get information about a social tradition on first meeting in which the mentor and mentee set to establish connections, tracing shared links such as the universities the NRT attended, which part of the country they come from and so on. Some of the mentors and the HODs took this further – exploring mutual interest, likes and dislikes and even life stories. Others were more reticent, preferring to focus on the informational and professional aspects of the relationship with their beginning teacher and keeping off personal life private.

Most of the beginning teachers said that they received moral support. A number of mentors also reported that this was the activity they performed the most. Personal support by the mentor attempted to: provide assistance to the mentee on a continuing basis, making them aware of and responsive to problems known to be common to beginning teachers, assisted them build personal and professional self-esteem and helped them balance the many demands placed on them by the job. A few specific activities that were reported to have been used by mentors or the willing older teachers who were keen on emotional support to ease the tension included: take a coffee break or lunch together, share a walk to the bus stage or locality, give suggestions for acquiring scarce resources, offer an invitation to a small get-together with other colleagues and direct them to the guidance and counselling personnel within the school. These are a few among many other strategies used. These were the various ways of making the NRT comfortable as provided for in the quotes below by the mentors:

That one for sure, we do it quite a great deal, as an individual I even take them out for a cup of tea and then share with them my

experience. They open up, they also share what they are going through, so in the process you tell them how to go about the various situations. So as individual teachers we also learnt how to identify those who appear frustrated. We have like two now who are very frustrated and very worried because they feel like the life in this institution is too much for them and they would opt to go for transfer because of that. But we keep on encouraging them, giving them materials for teaching, teaching materials which we may have at a personal level, advising them on how the approach of teaching and with our experience we can make them cope with this stressful working environment. (AMEN1)

...so when you see some of those signs, you know the new teacher is not comfortable so any member in the dept can do it. You talk to the teacher and get know her, probably escort her to the bus stage then the following day they will probably be able to tell you what is making them uncomfortable (CMEC10)

The HODs are the people in the institutions who relate a lot with the NRTs. As indicated earlier they are the second group to interact with the new teachers after the principals. Getting the NRT settle could be said to rest squarely on their shoulders so they take it upon themselves to address their fears and concerns. In some isolated cases, members of the Guidance and Counselling department in the school offer counselling services. These two excerpts below attest to this:

It is true that a new teacher can have these emotional issues and that is why I told you that at the very beginning when I encounter the teacher that is part of what I address on that one on one. I address what are their fears, like maybe the teacher fears that the community will be hostile to his way of teaching so I go out of my way to ensure no such thing exist. But if it did I would tell the teacher that here, there is potential to negative attitude to people who have certain characteristics. I go out of my way to counsel them on how to relate with other teachers. I also warn the teachers that when meeting a new society to expect all types of people. Then being a new teacher maybe there are more issues like emotional intelligence...(BMEX1)

... in my school I also double up as a guidance and counselling chairperson, so sometimes we receive cases of students, sorry, teachers. The new teachers feeling strange, feeling they feel they are in a place where they don't belong. But through the guidance and counselling, we are two. And another lady also, we help one another. If.. she normally, we normally call these teachers aside regardless of

whether they belong to our department and we try to assist them, by asking them if there are any challenges They are facing. (DMESC7)

In yet other scenarios, the teaching staff welfare took charge. These are organizations in schools that deal with the wellbeing of teachers in individual schools. The concerns of such groups are mainly to do with social issues among the teachers including seeing to it that the staff is cohesive. Some of their activities involve organizing get together sessions like joint special meals and the like. It is therefore not surprising that in some schools they are also charged with the responsibility of looking into the basic emotional requirements of the NRT at these initial stages of their entry into the teaching career as expressed below first by a quotation from a mentor then another by a mentee.

But then through the head of department or the other teachers who teach the subject we try to accommodate them, to help them fit in but it's not that easy, there are many that stay on their own for quite some time but encourage through the teaching staff welfare to at least befriend them and show them around so that they fit in and if any extreme cases then the teacher of guidance and counselling can be called upon to assist or if.....then the school chaplain... (BMEX6)

First, the members of the department were very friendly. So they made life in a new school bearable. Emotional needs there is a system. There is a teacher in charge of the teaching staff welfare. It is within this docket that even the get together meetings for the staff are organized and they have quite a number like a joint lunch out for all or even at the departmental level. She is the one who assisted me emotionally by linking me with people who have the experience to sort out my needs in the various fields. These were basically the older teachers. Now for areas that dealt directly with classroom matters, it is the HOD. So it was just a matter of having a friendly working environment with the other teachers. I was also advised to share my experiences with other teachers and they would always tell me how to manage. Overall, it was mainly the teachers in the department who made life bearable for me. (BPEX3)

This next case below addresses concern with financial wellbeing as well as career or professional advancement and this prompted me to bring it out. An NRT intimated

that she was even informed on how she would improve herself financially. This was to be by joining the teachers Sacco as soon as she got her salary flowing. She was also directed on professional or career matters for the future when she would mature for promotions. There is also a mentor who hinted on the same. These two quotes capture their remarks:

Teachers who are particularly in the Sacco are the ones who gave a lot of orientation on benefits of being in a Sacco and I think they are the ones who contacted them to come. Apart from that, the senior teachers those ones who are a big team in the population are actually the ones who asked me to get professionally developed and benefits of having this professional certificates and how they would they would later aid into getting promotions and that kind of stuff .The senior people in the school or the elderly gave mentorship in that area. (CPC5)

...as a mentor we also teach them financial management, on how they should save, opening an account with Mwalimu Cooperative, those are very important things. When you see them growing their doing Mwalimu, you see them investing, you see them now growing with their family, some of them have pursued masters education that's an area you gain a lot of satisfaction. (AMEN1)

The experiences of mentees in the private schools were particularly different. There, the emotional needs of the beginners were better taken care of than in the public schools. In one, the principal was very friendly and concerned. The principal would invite teachers for evening meals in her house and this provided a natural atmosphere for bonding. Attendance was of course not compulsory so some teachers did not always attend. The mentee had this to say:

We would have talks that were not very serious in the house..... in the principals house. We used to call it house number one. We would have talks in the evening when we would just talk generally..... Not all. Most of them didn't take it very seriously. We would be around six ladies mostly and one man. Then next time this man would not come and two others would be there then we would talk generally if someone had a problem they would of course air but wasn't that serious like you would not say I have gone to house number one today and I have told the principal this and that was affecting me. Emotionally I was not affected. The people were quite friendly. If I had any

problem that was very serious I can't say I discussed it with anyone in that school but of course I discussed it elsewhere. Yeah but it wasn't about the school at that point. Yeah. (EPPI)

In yet another private school, the NRT had the benefit of a very friendly mentor who would walk him around the locality, engage him in playing a game of chess and even encourage him to address the mentor using the first name to remove any traces of extreme formality that impede easy bonding. He said:

Yes. We would also take walks around the school, the villages around- orientate me to the community... he wouldn't let me call him an old man. He's called Peter. And I'm also Peter. He prefers me calling him Peter, makes him feel younger, that brought us a little close. And my eagerness to learn, his eagerness to teach. Yea, a bond grew Yes, something like that kind with drops of some professionalism Definitely. But, a friendly one father-son attachment Yea. That is why I talk of drops of professionalism where if we are going to class for observation; ni mwalimu na mwalimu. If we are in the villages looking, walking around we would say, ahh, "This is my friend Peter", "This is my son" It was a mixture of everything ... then maybe playing chess. He's a good chess player. Playing chess in the staffroom would help me relax, forget a few things, make me settle down. He knew that I would replace him and he used to tell me, "I want something better than me...I want you to be better than me. (EPP2)

Another scenario concerning emotional issues touched on school size, that is, the number of teachers and students. A mentee reported that his school was small in terms of both student and teacher population and as such bonding with one another among the teachers was easily achieved. He also brought out a dimension that touches on gender. He intimated that the men bonded more easily than the ladies. The quote below attests to this.

Uhh, what can I say? Mine being a small school we bonded very easily because in no time I was already familiar with all the teachers who were sitting in the staffroom. Again this was a fairly new school so other than the principal and the deputy, the rest of us did not have a very big age gap so we interacted closely because we shared a lot of interests. So after classes it was very common to get us walk out of school together and most of the time go to socialize together. We

would go to public joints and spend the evenings and I can say this really assisted me in settling down. I did not feel stressed and of course unlike the ladies, we men get along with each other much faster.(DPSC4)

However, there were contrary reports by some of the NRTs in extra county, county and sub county schools most of which have large numbers of teachers. They reported a lot discomfort during the initial days of employment. They said that there was very little socialization if any. In fact, in one school a mentee reported that the local language was used in the staffroom and this compounded the problem of being new in an environment far away from home. A mentee who experienced this said:

I must say it was not very easy. The most frustrating was the language barrier. This was a challenge, especially for those coming from other counties who did not understand the common language of communication used in this particular school. We were very few and felt left out because we did not understand the local language used by majority of the other teachers who were natives of the county. During the breaks I would just sit and watch them talk but would not know what they were talking about and sometimes they would laugh and I would feel left out and a bit idiotic. The other members of staff who were not locals were science teachers so they were sitting in the labs. For example, there was a day they were talking about a change in the timetable and I did not get what was being said so I went on using the one I had been given on arrival. Unfortunately I clashed with somebody in a class and he was not kind to me when telling me about the changes. I felt very uncomfortable and had to look for a teacher to ask and again I didn't know who to ask so I was very uncomfortable. (CPC1)

In many such schools, the new teachers had to device their own ways to make themselves comfortable. Some looked for colleagues who appeared welcoming and hooked up with them. These colleagues did not necessarily belong to the mentees departments. In very extreme cases the findings reveal that the NRTs were left with the only option of turning to family and friends back in their homes. They even doubted whether they had chosen the right profession. These stressing circumstances are evidenced in the quotes below:

Yeah. The first time I felt I was uncomfortable because after I was given my lessons, there was no one to tell me what to do. I had to go to the teachers request them to tell me this class at what time where the timetable is and so forth. And then this school has a problem the TT keeps on changing. And so you are new, you have been given a TT then after 3 days , there is a change so you feel very uncomfortable again you have to look for a teacher to ask and again you don't know who is a new teacher like you or who is the one you are supposed to ask so I was very uncomfortable. After some time there is a teacher who helped me to know my way around the school who to ask what and what to do... what time so....I went to that teacher because I was frustrated. Before I became close to the teacher, the challenges were stressing me. I was so depressed. For some time I felt like this is a wrong profession ...Yes my personal and emotional needs were catered for back at home and not in school.(APSC1)

Mmmm I had to learn the hard way. In fact a volunteer came to my assistance. I guess he must have read form my face or so that I was stressed. I decided to be going to that teacher because I was frustrated. I would go to that teacher and ask for assistance whenever I needed any and he was always welcoming and ready to assist. Sometimes he would come on his own and enquire how I was and whether there was any help I needed from him. But again it was limited because this teacher was male and as such after official school hours it was not possible to be with him so I really felt lonely after school. In fact, I would really long for the weekends to come so that I would visit home or relatives but again this was not frequent because I had a lot of financial constraints.(CPC1)

This next excerpt brings out an unbelievable occurrence. It was surprising that in some schools, the older teachers who were supposed to assist the new teachers settle complained that the new teachers had been given responsibility. This most obviously would have been frustrating to the novice and even heighten her emotional stress but surprisingly she remained calm. This reaction to the situation has brought in the personality dimension in the findings. It comes out clearly that as to whether the novice would be stressed or not depended to some extent on their personality traits as expressed by this mentee.

There is normally an aspect on humans that you being new ...and people imagining now like when I came there were other teachers who were not class teachers and were not made class teachers and I was just new given the responsibility and probably others were looking forward to being the class teacher on that form four class after this lady went on maternity leave. Emotionally I can say I was a little bit stressed because you could overhear others saying this one just came in the other day and she is given responsibility and she does not have such experience, once in a while you could find people badmouthing but I think the administration came in strongly and supported me and let the other teachers know they are trying to make me fit into the system very fast and they are always free to assist where they feel I was not doing it well, teachers will always be always be teachers and you will not miss those who are not satisfied by decisions made by the administration but all in all I was not emotionally depressed because every other time I would make myself available to the others and tell them am faced with this what do you normally do so they also feel part of taking care of this class. No I didn't feel isolated. Yeah I refused to be isolated .Again I think I will attribute that to my outgoing nature (CPC4)

The findings on personal welfare support can be summarized to have involved mainly the HODs and the guidance counselling as well as the teachers welfare personnel. Generally, concern was for the wellbeing of the new teacher. In some cases, there were concerns on financial matters pertaining to savings. Another revelation was that there was more ready bonding and socialization in the schools with low teacher population than those that were expansive. Where the NRTs failed to get warmth in the schools, they sought refuge from relatives. Next I discuss support with regard to roles and responsibilities.

4.3.2.2. Support Concerning Roles and Responsibility Matters

The main concern here was on activities related to roles and responsibilities that teachers are given by the school principal so that in one way or another they assist with the general administration of the school. The mentors had varied responses to this. Those mentors from more established schools (national and extra county schools) opined that their NRTs were not given key positions that required advanced

professional knowledge immediately they were employed. The mentors reported that the NRTs took some time to learn the school before such responsibilities would be given to them. The time would be as long as three years unless there was real shortage.

We have the issues of responsibilities like being a class teacher, in our school there is a rule that you cannot qualify to be a class teacher unless you have been there for at least three years so that you are acquainted with the school system so that you can become a class teacher. We don't give people positions as soon as they get in. They are given time to learn the school and we see their interest and eventually they are given areas of responsibility (AMEN1)

No, we don't usually do that. A new teacher must take some time before they are appointed. Unless it is a desperate situation, we need to know this teacher first. You cannot just entrust a new person with a huge responsibility before you get to know them. So we usually give them time to get settled in the system. It may take a year or two before they take up this role. (BMEX1)

The mentors of such schools were quick to add that where they could get involved immediately was in the co-curricular activities. These are activities students undertake in the field like games and athletics, subject related clubs like drama, music, debating, journalism and religious or denomination based societies like Christian Union and Young Catholic Students Association. The mentees would begin all the same by being under the pupillage of an older colleague.

The only area I have seen new teachers taking professional responsibilities immediately is in the area of maybe clubs, or a teacher may have interest in say drama or music or a teacher is talented in sports. So, in such a situation you allow that teacher to assume that position immediately but under the supervision of an older or seasoned member of staff in that area...But if this teacher has more passion for the activity more than his predecessor...(BMEX1)

A report by a mentee from one such endowed school corroborated this. The NRT was not given any responsibilities until he had stayed in the school for some two to three

years. It was believed that such a teacher would have learnt the school system and as such would be in a position to execute or discharge the duties with relative success.

The submission by the mentee is as follows:

For me I took a bit of time to learn what was going on in the school. In fact, I was later told that in that school a new teacher is not given any responsibilities until they have learnt the system. So like being a class teacher I was to have been in the school for at least two years unless there was an emergency. However I was free to join any club or society of my choice but even with this I would not hold full responsibility. So the journalism club in which I had interest there was the patron so I assisted him.(BPEX2)

The private schools managed the area of assigning roles and responsibilities to the novices even better. For them, there was order and as such when the NRTs were given roles, they would be well trained for the same. The training for the roles has not featured in the excerpts that precede this observation. In the scenarios above, it can be assumed that the NRTs learned through apprenticeship or any other such means. The excerpts above are not clear on this. These two mentees from private schools explain the procedure for such:

Yes the first time I was told to be a class teacher ...then later on I received a letter from her then after that it had a note I was supposed to go to the deputy's office to be briefed. I was briefed that when you are a class teacher number one you will keep the records of your students that is the official names in the register, then you need to know them in out, then you need contacts of the parents. Then you have to be the first person to know anything that affects the student before it even gets to the guidance and counselling then after that you need to make sure that your class is clean then we used to have competition on cleanliness over the weekends that is Saturday and that is the only day they would work cleaning the classroom. So you had to make sure you are there assist them in that cleaning and arrangement and be there up to the time of inspection is done. ..especially we were told not to call the parents as a teacher if a student is sick that was to be done by the principal not even the deputy. Then we were told not to call the parents and tell them that may be there was a problem in school. You would only talk to the parent directly if they called you to ask you about their daughter's welfare and performance. The only information that you could give very openly without a problem was about revision materials, if there

was a trip they were going for and general information about the student concerning...(EPP3)

Roles and responsibilities... for instance, I have a class now, a form one class, I am the class teacher... how to mark the register..., how to run a class, how to pick a class prefect prefect and a class monitor- what qualities to look for, how to coordinate with the parents- the class parents. Something that a mentor teaches, hmmm ...ehhh basic things like neatness, even if the student shows leadership qualities but he's sort of dirty- you leave him aside... my contact with parents, how to inform parents. There are things that you just SMS and there are things you call so that is from the mentorship. Hmmm, as a subject teacher you make notes. You don't buy notes, you don't print notes from anywhere. (EPP2)

However, this was not the case for the less endowed schools, mostly the sub county and a few county schools. In such schools, where characteristically there is perennial shortage of teachers, responsibilities like class teacher are given to the NRTs as soon as they arrive either on relief roles but mostly even on fully fledged roles. This is because the arrival of the TSC teacher comes with the benefit of monetary relief. In such schools, most of the time a number of teachers in the school are BOM employees and as soon as a TSC employed teacher reported for engagement, the BOM teacher's services are terminated. The NRT is then plunged into the system forthwith. The remarks were thus:

Speaking from a case where there is a shortage, they are given these responsibilities on the onset or sometimes they are given relief roles whereby there is a teacher going for maternity leave Yeah.(CMEC1)

I teach in a school that uhhh, Is not, uhhh, actually we have a few TSC teachers it is just recently that we started receiving quite a number. Most of the time we had BOG teachers and you realize that when a new TSC teacher comes in it's like the school feels is it a sigh of relief and then they end up being given responsibilities even from the first day they attend a meeting. They don't look at it as if they are strange to the school but they just say this is a TSC teacher, the assumption is that they know what teaching is and they are just given responsibilities from the word go so... nobody introduces them to the demands of these responsibilities. Somehow, they learn. (DMSC12)

Majority of the mentees confirmed this situation and it appeared that that was actually the norm rather than the exception. Many of the NRTs in such schools had a lot of responsibilities off loaded to them by the older teachers. The NRTs were given responsibilities but with no direction at all. They had to learn the hard way. If there was anything to be found out the novices did so on their own. The school administration only gave appointment letters in which was indicated the roles and responsibilities of the occupant of the position. It was sad to hear that the same administration would be quick to admonish a teacher who went wrong yet the novice had not been inducted into the position. This is what some of the mentees had to say:

Yeah, so the first week that I reported I was told we have shortage of class teachers and you know they said the easiest way to learn is to learn the hard way, so immediately I reported the following week. Actually I was made to act as a class teacher form four and that time I didn't have an idea what a class teacher needs to do and that time you are given an appointment and given a sheet of paper with your roles and responsibilities and that time you are still trying to grasp the content you are supposed to teach other classes. You have no idea and that time since I had stayed out the profession for quite some time, it was difficult to start adjusting, playing the role of a class teacher you've never played before and that time you are in senior class for that matter. It wasn't really very easy but you have to feign confidence and deal with situation at hand...so I had to do a lot of consulting from other class teachers and find out what they normally do with the students because being a boarding school sometimes the students maybe want... they really depend on the class teacher to give them a lot of guidance but at that time I myself needed guidance. It was not really easy but I got along with the students. I think being young, they look up to you and since you are not so confident and you fumble around with enjoyment and get to know... (CPC2)

I was made a class teacher for a form one class. This was during a staff meeting in fact my first staff meeting and the principal just gave me the class. There were no instructions on how to go about it .I was just told to pick the register from the deputy's office and the rest I found out myself. Occasionally I asked colleagues and at other times I remembered what would happen when I was in secondary school. (DPSC6)

In summary, the national, extra county and private schools did not assign heavy tasks to the NRTs and in the rare cases this was done; direction was given to the novices on how to go about the duties. This was contrary to the situation in the less endowed schools where the entry of a newly employed teacher was relief to the older teachers. What follows is a presentation of the findings about professional support.

4.3.3. Professional Support Strategies

This strategy involved provision of support and coaching in effective performance in classroom related activities and other critical facets of professional practice, the purpose of which is to increase knowledge and skills that are important for good teaching. It dealt with specific classroom teaching activities- what some scholars of mentoring refer to as the nuts and bolts of teaching. Two sub themes were identified here: classroom management and pedagogical skills.

4.3.3.1. Classroom Management Support

Classroom management refers to the teacher's ability to lead students and to create a quiet and organized learning environment which involves dealing with misbehavior, as well as establishing rules and routines applicable to the class and perhaps for a particular subject, among a host of other teacher activities. Emphasis on classroom management is consistent with the perception that it is an important characteristic of good teaching. However, the participants' reports of what classroom management activities entailed varied considerably.

The first scenario which seemed to be the practice in the higher categories of schools (the national and extra county schools) was one by which the NRT was not given problematic classes. In cases when that had to happen, the novice would be coached

on how to deal with such classes. Below is what one mentor quipped. The same experience was also mentioned by a beginning teacher.

In some schools, mine included there are classes that are known to be difficult. If I know there is such a class that is not a class to give a new teacher. I always want to give a new teacher a soft landing though. Unfortunately I have heard that in other schools; when a new teacher arrives the old teachers want to give their difficult classes to them...Personally I believe we should give the new teacher a soft landing because as we have seen earlier the challenges are more, the emotional challenges need to be taken care of so you will just be compounding the problem if you decide to give them the difficult classes. These classes should be given to more seasoned teachers. So you help them in classroom management by orienting them on what to do in issuing of teaching learning material. You must tell them how to do it because in my case there are some cheeky students if you are not careful when issuing books and you give them a book they might give you a wrong name. You have to be assisted and forewarned so that when you go to class you are careful when giving learning materials. There are students who are problematic maybe this could be that there are difficult students in a particular class maybe because there might be a very fast learner while the teacher is teaching with the speed of the slowest student (BMEX1)

I was given the lower classes- forms one and two and was even helped by being orientated on what to do ...Yeah. The HOD told me to insist that each student showed me his school ID which I verified before issuing a text book. Another area was about individual students who are problematic maybe because there might be a very fast learner while the teacher is teaching with the speed of the slowest student or just has social issues that make them seek attention or are easily irritable or any other issue worth noting about a student that would cause them to slip into indiscipline within the class. That is how I was assisted in classroom management and even just the general classroom discipline. The kinds of punishment I could give, most importantly it involved what I could do to be fully in control when in class so that the teaching learning environment would be conducive for learning. (BPEX3)

Still, there were unfortunate cases in which the NRTs were given difficult classes. These are classes with undisciplined students and such students are also normally poor academically. Some mentors reported that older teachers saw the coming of the novice teachers as an opportunity to drop such classes. Below are quotes that are evidence for this as reported by mentors and mentees alike.

They leave the teachers to find out on their own ...I have seen something that is not so good usually when such a teacher arrives, people would want to dish out that class which has very weird students indisciplined, those who are always absent most of the time don't do their work. They are just given a class to find out then after one week the teacher will be complaining about the class then that is the time they will talk to the teacher this is how you go about, this is what you do if they are on the extreme you push them to the administration or this is the way to go Exactly, those are the classes we give them in my school ones who are a bit weird.....So after they have discovered that is a difficult class then...Then they are actually mentored on how to go about it because if you tell them no one will one want to take such a class and probably you have several classes F 3, F4, and perhaps this is a F2 class so why not give it out then probably they find out then later on when they come complaining now you tell them how to go about it and it has actually worked for us because when a teacher is younger the students tend to please him but for the older ones they are used to their quarrels. Give them one or two months, the students will have styled up that's why we do that. Mmm that is a strategy ok. (DMESC3)

Unfortunate. (laughter) I was left to find out on my own.It looked like I was given a class that had very indisciplined students and nobody told me anything about them. I realized that it was a rather difficult class .That was a form 2 class. I also had a form one class but form one had no problem. So I kept my tribulations about this class to myself for quite some time then one day I opened up to a colleague what I was going through. He laughed and I wondered why. So he told me that that is the bullying for a new teacher. When a new teacher reports he or she is given an indisciplined class, troublesome, weak name it... a class that people have been waiting to damp. So when I got myself in that situation I decided to use my own devices. No one actually mentored me on how to go about it. (DPSC6)

In this area, again there is a marked difference between the higher category of schools which seem to be proactive in the manner they handle strategies for classroom management. There is a lot of care taken when allocating classes to the NRT. On the contrary, the lower cadre schools are reactive in that the problem of classroom management is dealt with if the NRT raises difficulties experienced. Still, some NRTs go it all alone. In this last sub section, I report the strategies that were put in place for subject content delivery.

4.3.3.2. Support towards Pedagogical Skills

Pedagogy refers to the ability to create a powerful learning environment in which students can develop skills and obtain the required knowledge. The core business of any school revolves around the specific classroom activities that add up to the achievement of the expected skills and knowledge as stipulated by the educational objectives.

Generally, with regard to classroom specific activities, the NRTs were directed to offices from which they would collect instructional materials and any other materials needed for classroom activities. These included mainly stationery, class texts for the teacher both the students' copy and the teacher's guide and any other material as need may be. After that, for majority of the public schools of the various categories, the NRT proceeded to the allocated class to start actual classroom teaching activities and at this juncture the NRT consulted teachers of their choice in case of any difficulties. As mentioned by one of the mentors, there was mainly reactive action on handling the NRT with regard to the start of active actual teaching duties.

I must be candid here that we don't do that. Maybe one reason we don't is to make the teacher comfortable when it is still very early you allow them first to get to class, have a feel of the room, and get to know the students. Maybe after a while you can go out of your way to find out. Sometimes it comes from the students that maybe they have an issue with the teacher. It is very easy to come out especially through students. That way you can call the teacher and discuss the issue with them. I don't think we have prioritized going to class because of what we fear might be the negative effect that this is a new teacher and there you are. To the teacher it may appear like you want to find fault and you don't really trust them. So that prevents us from going at the very beginning. So this teacher will settle for a week or a month before we can now want to gauge using that method. I think the general impression could be that we don't want to unsettle them. I think that is true even for us older teachers. When someone sits in your class you are... you really have to be strong. (BMEX1)

In support of the above finding about how the mentees embark on actual classroom activities, the mentees on their part corroborated this same scenario. It was either the mentee approached a friendly looking teacher for assistance as indicated in the first of the excerpts below. In the second excerpt, the mentee reveals his survival tactics that encompass use of his TP experiences as well as a discovery he made that the school being relatively new, encouraged laxity. There was not so much strictness in terms of adhering to the demands of the handling of the professional documents.

The only thing I was told was “you’ll get the text books sand so forth in the library And that one again I has to ask my friend. The teacher that I was talking about. And he would tell me get the books from the library. There is a store somewhere. Get the mark pens and so forth there you see but I don’t know whether that was an activity that was done.(Laughter)He just told me you will get the books from the library si you know the library yeah I remember. Then Jemo will give you this and this. You remember Jemo Oh yeah Jemo like that. (DPSC1)

You see with regard to classroom specific activities, I had to find a way out moreorless on my own. In this relatively new school a lot of things were not looked at keenly. Once I had been introduced I just went ahead to do the teaching activities the way I knew but again I want to say that I was lucky to have gone for TP in a big school that was very organized so I just relied on some of those practices that I had got in that school. These ones there was just a reminder during tea break about submitting them and because nothing so binding was said about them I decided to use my TP file. Fortunately one of the TP schemes of work fitted well because it was for second term so I just modified a few things here and there and I was through with that. It was very easy on the computer.For record of work covered there was a sort of book that was given to all teachers to record the weekly coverage then it is handed in to the secretary every Friday and the principal signs it. Well it is not a complicated document but all the same I asked a colleague to give me his so that I could use it as a sample. (DPSC6)

One thing that featured prominently with regard to classroom specific activities was Teacher Performance Appraisal and Development (TPAD).This is a TSC programme that is a requirement for all teachers whether old or new. This programme spells out a clear understanding of effective teaching which calls on various stake holders to focus

on improving teaching and to have a clear vision of what effective teaching looks like. Performance Standards for Teachers outline what teachers should know and be able to do. These Standards present a comprehensive picture of the elements of effective teaching organized around the domains of professional knowledge, professional practice and professional engagement. The mentors reported that this is the only impetus for classroom observation in majority of schools in the country. However, it really did not serve any useful purpose as it was just for mere fulfilment of some requirement by the employer TSC.

As mentioned earlier, teachers in the field do not take TPAD seriously. Both mentors and mentees from public schools shared the same sentiments with regard to this. The three citations below present those sentiments by two mentors and one mentee.

Eeeeh I really don't know what to say but there is this thing called T-PAD that the TSC has brought in. I was informed that it is a requirement by TSC and so every teacher must have an appraiser. So I was told that before that particular term during which I had been employed ended, I would be involved in a lesson observation. Mmmmh not much, not much...there wasn't any meaningful conversations after that. I have since learnt that that lesson observation for purposes of TPAD is a mere fulfillment of the requirement by TSC that it does not mean much and is not taken seriously by the teachers.(CPC2)

..but nowadays we do that due to the TPAD issue that the TSC has brought in. Once in a while we do some observation to see how they teach. There is no such arrangement I think we do what we do for the purpose of meeting the expectations of our employer in TPAD (laughs) tut as a school we don't make this arrangement of observing a teacher first, creating a situation where they can observe the teachers teaching. Yeah.Mmmmh not much, not much even if there are discussions, they are very minimal. They don't really engage the two participants the appraiser and the appraise maybe just make a few comments during observation but they are not very strong or meaningful conversations after that .(CMEC1)

In one interesting case the NRT herself initiated classroom observation. She felt not confident enough after a short stint of teaching in Rwanda. She reported that a number

of them had been sent there through some joint arrangements between the Kenya and Rwandese governments. On coming back she needed to remind herself and restore confidence She had this to say:

The last teaching experience was outside the country, the time they had given opportunities we went there for quite a while ...The Rwandese style, so real teaching experience was before I left for Rwanda because in Rwanda we were teaching, yes but in different manner from the way we do it here. Because I was not really confident of myself I just asked them to let me just come and sit at the back and assume am just a random teacher on practise and observe me if am doing the right or not. For around 20 minutes they are the ones who did the observation and I didn't do any for myself.(CPC2)

In the private schools in particular, classroom observation was handled with the seriousness it deserved. The NRTs were exposed to observation of teachers who had served in the field. There was a lot of order in such schools. After the lessons there would be follow up discussions with specifics about the students' abilities and strategies that would be in bringing out the best out of them. The following excerpt attests to this:

...was only tagged to a teacher about English. The one I went to class with for the first one week. Yeah and I did not watch him teach he watched me teacher for one week. Yeah all the lessons for that one week. After the lesson were would go to this office then we discuss he would tell me aah.. you know I had come from a school that was very low so he would tell me here we do not expect you to start telling them what is a verb you would not give them such basics he would tell me to engage the students more let the students do most of that work in fact just put them in groups get them discuss let them present and all that was used to giving the students the very basic as I develop the lesson. So he told me most of these things let the students do. Those are some of the instructions he gave and then when I had my first literature lesson, we were reading the River and the Source he told me you don't read the book with the students in class. They have already read just come get to plot analysis, finish the characters, discuss the themes and yes...(EPPI)

Exam setting and marking was one area that there seemed to be some serious mentoring of the school based exams. In almost all schools, the report was that there

were several activities engaged in that assisted the NRTs with information as well as practice on how to go about the exams. Many mentors reported that there is significant amount of coaching that goes on in terms of guiding the NRT on setting as well as the marking of the school based exams. The older teachers reportedly co-set the exams with the NRT. Members are allocated the various sections of the paper after which they sit as a panel to moderate the question paper as well as the marking scheme. Apparently the mentees do not take some of the activities positively. The comments were thus:

They are taken through setting and marking. Apparently we have examiners in all the three papers, being an examiner for paper 1, I am given time to sit with them and take them through what is required for paper 1 and how to set and possibly how to distribute the marks. On many occasions we have been training them it really takes them long to get into the system. Most of the questions they set are rejected because of the quality but we keep on encouraging them. They set very simple exams or very difficult exams or exams which have some ambiguity so in the process we change but we guide them on how they, but there are those who feel that we intimidate them by rejecting those questions. (AMEN1)

When it comes to exams we, really don't assume. We give them past papers and when they set their first exam, the HOD goes through it or their counterpart most of the time they are given an opportunity to co-set with their counterpart because we are 2 streamed except for F1 which is three they co set the first exam. The counterpart will be able to tell this newly employed teacher knows what to do or does not. It is not assumed. So next time they'll set and HOD looks at it and corrections are made (CMEC7)

On issues related to marking, again the NRT is coordinated and taken through some indirect training in marking by the Kenya National Examinations Council examiners who are teachers in the respective schools or teachers who have gained the skills through attending seminars and workshops organized by the county or sub county education offices. The mentors and mentees were in agreement on this and the quotes below illustrate it.

...it's like we take them through like an indirect training on marking. So I want to say although we don't have direct training, through departmental meetings which are consultative such an issue is raised so the new teacher cannot claim that they totally do not know, so...Usually, the senior teachers in the department will do it or the HOD and we believe that these are teachers who have benefited from seminars, regular seminars and of course in our school we believe in going for these seminars whenever they are organized so the senior teachers are to pass on this information..(BMEX1)

I can say that I was taken through some form of training on marking. Particularly the marking of compositions that is functional as well as imaginative. These areas have certain technicalities and I must say that the highlights that I was given set me on the right path because during university time and even teaching practice nobody gave me such skills. I think these were teachers who most likely were examiners of the various papers of English language. So I could be shown the skills by the different senior teachers and sometimes I could see other teachers also consulting them from time to time. (BPEX1)

... exams we were all mentored; even my mentor was also mentored. The school had organized the team leaders.....From Kenya National Examinations Council to train the teachers. It is something that is done yearly. After exams we mark paper one, two days paper two, then paper three Then we'll be taught on how to mark; standard marking. And new trends.... In marking among us we are six; four are markers but they still sit in for the training They like it, they say it is refreshing... (EPP2)

Finally, there were also the co-curricular activities particularly those that are related to the English subject. One of the mentors reported that the older teachers willingly delegated or to be more precise, abdicated their responsibilities and left the mentees to carry on the activities of such clubs like debating, journalism/writers and so on. The mentees were to do the bulk of the work and the mentors to benefit if any. The novices said that in most cases there was very little mentoring done. This was because in some cases, the older teachers did not have interest in such activities. There is also a remark by one mentee that his best experiences were in the co-curricular activities. These three excerpts below; one by a mentor and two by mentees capture the varied practices reported:

Debating club or journalism club whoever will be in charge of them would be quick to ask them; what is your area of interest? And mainly, sorry to say, but the motive is that this one does the donkey work (laughter) So it's not so much to recruit them to help.....I will reap the benefits and because the teacher is new in the profession and wants to prove their worth they will do that donkey work (laughter) so that is what happens. (BMEX4)

My experiences in the co-curricular activities I would say were one of the best. As I said earlier this is a rather young school so a number of things are not yet established so I have had a good time. Actually the few TSC teachers who are there do not have interest in the activities so I have been given so many of those clubs and even games... Ummm for games there is somebody we work with but the others music and drama to be specific I just use my own skills at least I participated in them as a high school student and also the school in which I did TP was active in co-curricular activities so while there I gathered some skills ((DPSC3)

Clubs and societies were there and very active. Now the problem was the older teachers wanted me to take over. Every patron was talking to me to do that. It was like everyone wanted to relieve himself from those responsibilities. So eventually when I settled on journalism because it looked the most active the patron officially handed over to me after inviting me a number of times to attend the meetings. He actually coached me on what to do and how the club operated. (BPEX3)

In contrast to the above responses which mainly pointed towards lack of mentoring for co-curricular activities, one respondent from an extra county school, reported at least some supervision of the NRT with regard to co-curricular activities. There would be an older member of staff working with the new teacher. This type of arrangement is actually the ideal. The respondent had this to say:

The only area I have seen new teachers taking professional responsibilities immediately is in the area of maybe clubs, or a teacher may have interest in say drama or music or a teacher is talented in sports. So, in such a situation you allow that teacher to assume that position immediately but under the supervision of an older or seasoned member of staff in that area...(BMEX1)

One shocking submission was that in yet other schools the older teachers guarded the clubs jealously. This was because the positions had some monetary implications. The

teachers taking the students out for these activities would sign imprest and this was a source of extra income for those involved. It is on account of such money that if a novice showed interest, they could have everything that was donkey work but none that touched on money. The older teacher would be willing to provide mentoring so that after a short while the NRT would do all the tedious work. The remark was:

Mmmm what do I say? In my school those clubs and societies were like heavily guarded by the older teachers. It was like a teacher who was in charge of one was not very free to welcome someone else. I later learnt that there was money involved particularly in games and these clubs that are related to English drama, music and the like. So I kept off except for when occasionally I would be asked to assist in accompanying the students for an outing... (Laughter) No all the money issues would be handled by the older colleague in fact I would just be given a form to sign the Monday following the weekend outing. (CPC2)

Following the foregoing, there is an observation that I think is worth pointing out with regard to support for the core curricular activities. Seemingly, it is in this area that the NRTs were left to go about on their own mainly in the public schools. The TPAD demands were just superficially addressed: however, in the private schools there was classroom observation. One area in which there was real mentoring that had a lot of input was in the setting and marking of school based examinations. For the co-curricular activities there were schools in which there was nil mentoring and some with some minimal mentoring.

The findings on this aspect can be summarized as: in low cost, sub- county, county and some extra county schools beginning teachers enter the job ready to teach as solo practitioners in a stand-alone setting, with little or no expectation for continuous growth. Occasionally, they are oriented to school policies and procedures through an informal buddy system that provides only emotional/survival support. On the contrary, their counterparts in a few extra county, national and high cost private

schools are oriented to the school community, emotional supports provided and there is focus on developing teaching skills/expertise of the new teachers by veteran teachers and thus more chances of growth in the profession. I have used Table 4.3 below to provide a summary of the mentoring support strategies presented above.

Table 4.3. Strategies and sub strategies for mentoring support available for NRTs

Strategy 1:

Informational support which entailed practical information to help the NRTs navigate the written and unwritten policies and codes in the form of:

- **Sub strategy:**
Introduction to school community: NRT introduced to school staff both teaching and non-teaching as well as to the students
- **Sub strategy:**
Orientation: NRT undergoes various introductory sessions mainly meetings or series of events at which introductory information or preliminary training on a number of things precisely school specific.

Strategy 2:

Emotional support by helping the NRT to feel at ease, providing attention for stress-relief, and stimulation to have self-confidence split into:

- **Sub strategy**
Personal matters: addressed the human factor with regard to beginning teachers' need to feel accepted and supported on a personal level, creating awareness of and responsiveness to problems known to be common to beginning teachers
- **Sub strategy**
Roles and Responsibility matters: main concern was other duties besides classroom teaching given by the school principal so that in one way or another NRTs assist with the general administration of the school. Such positions include class teacher, head of subject or department and others.

Strategy 3:

Professional support provision of coaching in effective classroom related activities and other critical facets of professional practice in terms of:

- **Sub strategy**
Classroom Management skills: referring to the teacher's ability to lead students and to create a quiet and organized learning environment.
- **Sub strategy**
Pedagogical Skills: the ability to create a powerful learning environment in which students can develop skills and obtain the required knowledge as stipulated by the educational objectives detailing specific classroom activities and co-curricular activities.

4.4. How the mentoring activities available in schools are implemented

This section provides the findings for the second research question which was: "How are the mentoring activities available in schools implemented?" Quite a number ways

of implementing the strategies were identified. The findings on this from both the mentors and the mentees are again presented concurrently since there are a lot of similarities in the responses from these two sets of informants. Sections 4.4.1 to 4.4.7 provide a detailed description of these themes.

4.4.1. People involved in implementation of mentoring strategies

From almost all the interviewees, it came out that the person most directly involved with mentoring the NRT is the HOD languages or the HOS English in the schools with large student populations like the national and the extra county schools. Deputy principals and occasionally principals were also involved. Further, it was reported that it was assumed that mentoring of NRTs is part of the HODs job description and so has no monetary implications for the mentors. The mentors indicated that they are not provided with training in mentoring; they simply learnt on the job; a fact that was affirmed by the mentees. The following remarks were captured from the mentors and mentees responses:

Most books that talk of the roles of a head of department prepare the HOD for... it is automatic that when you are assigned it becomes your job to mentor these new teachers...(BMEX1)

Unless you go out of your way to ask because the way they just pick them, one head of subject happens to leave on promotion or just a transfer then now the remaining members who have served the longest, who can be the subject head because somebody must be. So really again there is no sitting to say what this role requires, you are just told to basically ensure the subject is being taught, resources are enough, people are setting exams, and report to the HOD any matters Yes, no preparation. You have to learn on the job. If you are not keen then you are just a figure; somebody is just there, he's a head of subject. Really nothing is happening (BMEX5)

Mainly it was the HOD languages particularly when it came to the professional documents. He made sure that I got the format right and where I had difficulties he assisted me get what was required. Then the head of subject- English ensured that I delivered the curriculum efficiently. She made sure that I was comfortable with the content. I remember times when she would engage me in a discussion of a poem before we went to class. I think this was a way of making sure

that we were uniform. Then the other person who played another active role was the deputy principal whose role was mainly about professional conduct. He is the one who drew my attention to the TSC code of conduct and in particular again to areas of professional conduct how to relate with students, the professional distance to keep between me and the students and also how to relate with colleagues.(CPC5)

4.4.2. Time of engagement in mentoring

Majority of the respondents reported that there was no specific time allocated for the mentoring activities they engaged the NRTs in. A lot of the time that the NRT was involved in any form of mentoring, it was spontaneous and was as issues arose but would always be within the working hours. At times, they would have to create time outside the normal teaching hours or sacrifice to use the breaks within the timetabled sessions. There were also circumstances when the duo would meet after classes in the evenings. Below are quotes from both mentors and mentees in regard to this:

We have no time. We have very limited time so it is you and your mentee to decide on the appropriate time and mostly it is after lunch or after lessons after 4pm after lessons because we cannot interfere with lessons. So we look for our own extra time and look for a venue probably and discuss. So mostly we meet in the cafeteria so that we can work in a quiet place or under a tree. We have very limited time for such programmes (AMEN1.)

We used to meet during lunch time and at times at 5 pm when the last lesson has ended, she used to live around So I could get time to run to her place and she actually coached me. (DPSC3)

Mentoring had no specific times; Every time was mentorship time: Every time was friendship time. Every time... There was no specific time we would sit and talk of this and that...Yes, spontaneous. Spontaneous advice (EPP2)

In contrast to the above submissions, which were representative from many ,about the scheduled time for mentorship, one respondent indicated a scenario in which there was semblance of an orientation day. He intimated that this would be done as soon as the new teacher reported to the station. A specific time would be set aside for engagement with the mentees. The evidence for this is:

Yea we have like an orientation day if we have say... sometimes when we have a number of new teachers maybe say teachers on teaching practice and new teachers we set aside an afternoon that is what I can say is a structured way of doing it. We sit them down and all concerned people are called to guide and mentor these teachers, so we have that on. And then on reporting day, when the teacher first reports, the first thing that happens is that they are mentored. So I'd like to think that there is some structure in that. (BMEX1)

4.4.3. Location of mentoring support sessions

These activities mainly took place in the HODs offices during the initial days. This would be when the issues at stake were subject related but when they involved administrative issues then the deputy principal or the principal would have the NRT go to the respective office. In yet other circumstances, the activities would be carried out in the staffroom. As time went by the activities adopted spontaneity (as need may arise) in most schools and as such could not have specific locations in which they took place because an NRT would consult whoever was around at whichever place they were and on whatever issue it was as long as the NRT felt the person consulted would be of help. In very few schools in which there were elaborate facilities, the activities would be carried out in certain special rooms for meetings.

It was done in the HOD's office Staff room, eh hh Library, the class room and the villages around the school We would have.... (not audible) Just walking around. And the library, so there is no specific place (EPP2)

Aaaah there were special rooms ... like for instance special rooms for meetings if you want to have a serious discussion on maybe an area that is touching on a particular teacher of course if it was a very serious matter you were always taken to the principal's office just like the other students but there was a boardroom and staffroom where of course everybody sits there and there was actually that room, we had a room for meetings such that every other time we had a meeting you know this is where we are going to have the meeting.(CPC4)

... that definitely would be in his office or even in the staffroom. The very first day you arrive that is when there is a specific room you are taken to that is when you are still getting to know the school system you are given some write up to read about the school in that room

but later on it is the staff room or that special room where you could be looking for information so you talk as you look for that information.(EPP3)

4.4.4. Duration and intensity of mentoring programmes

With regard to how long the programme lasted and how intense it was, there were varied responses. A summary of the varied responses yielded two distinct categories. One, it can be said that in most public schools the length and intensity of the programme is not quantifiable. The mentors reiterated that lack of proper structures for the activity contributed to the disorder. It was not specific what first things were, second in order and as such the conclusion in these cases was that the duration was determined by how fast a new teacher learnt. This could be one, two months; a term or two and even as long as one year. Intensity was low. This is what a mentor said in regard to this:

Now that they are just done haphazardly for lack of a better word; you can't even quantify that a new teacher will be inducted for a month and expected to...A term may end and term two something comes up and a teacher may ask how do you go about this thing. Because there was not procedure so you can't say I went through this with you. It is a term two activity, maybe term one that activity was not there so it comes in term two; a teacher can be here for four months yes, but does not know, the mentor has not passed that. Yes, there is no set time that by this time it happens... It's very low because you cannot quantify. (BMEX3)

In other schools, there was no specific period for mentoring and further there was no amount determined since it was guided by how fast the NRT caught up. This period could be one or two months. However as indicated by both mentees and mentors, continued consultations still went on. As such, it would be safe to look at it as a continuous process that lasted as long as the mentee was still in need. Here are three excerpts—two from mentors and one from a mentee that express the finding:

ok I said we don't have specific duration you see we can mentor the teacher this week and the following week a need arises so we don't

have a specific duration so the teacher will be mentored until fully now into the system. Yes May be 1 month. To say now the teacher is ok he knows everything in the school Yeah I think it is enough to make the teacher comfortable. If we allow that... like 1 month the teacher will have got the tradition of the school, the culture and will be ok Yes the 1 month is sufficient enough (DMESC11)

Let me say, honestly speaking, we don't have a specific period So we just depend on how fast somebody will catch up or learn. There are those who are too fast so they learn the environment. There are those who are too slow so they continue doing a whole year somebody is still behaving the same way he came in. So we don't have a specific period of time where we say somebody now has been left on his own. There are those whom you end up following even reminding them this is not the way to go even after a very long time (DMESC3)

By the time I was getting to one month I think I was ok. But as for that one of asking for assistance when going for a lesson or inquiring something, that one would continue but for general guidance and mentoring by one month I was done.(Laughter) I did not terminate of course I would continue asking here and there. I did not cut just at once. So it sailed out smoothly until I became one that could also take someone through... Aaah the intensity of mentoring. The first day it was very intense, it was given the seriousness it deserves. They do it very seriously to ensure that the teacher who has arrived is good enough, has been taken through what is expected of her and during that one week you go to class you are told what they see as so you will only remain if they feel you are ok.(EPP1)

All the same the mentees were categorical that whatever the case was,the dosage was good enough to get them set to begin the various core as well as co- curricular activities.

It is still on-going that is a difficult one. (Laughing)Weee!... I can say whatever I've been given is enough. Enough dosage Being the first.. bit of a tricky question, because you are....But I am really okay, and happy with the progress And I am happy to have him Yea, I think I have enough. Enough to keep me going for some years.. And I am settled. Now I know what is expected of me, I am quite okay (EPP2)

But one mentee lamented the lack of it or the haphazard nature with which it was done. She expressed the need to accord the programme the seriousness it deserved. In

addition, she compared mentoring practices in the private schools and those in public citing seriousness in the former and lack of it in the latter. She had this to say:

I think there was very little not enough for one just getting into teaching as an independent teacher fully in charge and accountable to so many so called stake holders. There should be a structured way to do mentorship. Before I got this TSC employment I taught in a private school and on the contrary, there was a more detailed orientation programme in that school. It was elaborate enough so that within a very short time I had gotten accustomed to the school's way of doing things. I think it is something which is very necessary because some of the newly employed teachers may be away from teaching for some time after graduation before they start teaching. Like I know of a teacher of Mathematics who worked in a bank for about seven years before he sought TSC employment so I think it is something which should be structured, programmed, and well done to help a new teacher fit in a particular school because I tell you I have found the private school I taught in for about three years and this public school worlds apart. (CPC5)

4.4.5. Media used in mentoring of NRTs

The use of face to face communication seemed to be the dominant form of communication as emphasized by one mentor that each mentee has specific needs unique to the individual. The mentees also affirmed the use of face to face communication which was even compounded by the fact that some of them initiated the engagements. The other forms of media commonly used included the social media platforms and phone calls. Responses on this were:

...but the main one is face to face. Ours has no specific like in this case having a print out. I told you we sit under a tree, so there is not much. Every new teacher has unique needs so we cannot say write specific guidelines on how to mentor them. There is also What'sApp messaging you can send a message of encouragement you can talk to her on phone and you can send her messages. We can use social media to communicate (AMEN1)

ok it was face to face because I am the one who approached him and he also looked approachable, someone you can approach. He also used media like there is a group we have. He added me to that group which made me feel ok Yes a What's App group (DPSC1)

It's mostly face to face advice; we would sit and do something together. And talk about something and agree this is what is expected, or this is what we are going to do. We would just agree on a face to face... Nothing written so far; circulars, memo's. It is more friendship, Just professionally but in a friendship way, no...Nothing written; no circulars, no memo (EPP2)

In quite a few instances the mentees were given individual letters most of whose content detailed roles and responsibilities in regard to the appointments such as the position of class teacher. There were also hand-outs like the TPAD document, some e-learning materials and photo copies of the TSC code of regulations and ethics for teachers. These documents the mentees read on their own, seek clarification as need be and implement as appropriate. Responses on this aspect were:

...when a teacher has been introduced then they are encouraged to read the code of regulation which is available in the office and education magazines and stuff like that. But it's not like the circular is brought to you, you have to find time, go sign for that code of regulations, read it. You are just told to keep abreast with education matters, but not really something put down that you can find, except the... (BMEX5)

There were some printed sheets containing roles and responsibilities. This was when one was given an appointment like class teacher. Another one was obviously face to face...and sometimes SMS and What'sApp (CPC4)

Yeah basically it was face to face. Occasionally there were some written materials that I could be given to read through and two that I could say became very handy to me were the TPAD document and another one that the school had developed which was called Effective Curriculum Delivery. These two documents were sort of "MUST READ" because the TPAD document was an official one from TSC and the other one directed how teaching activities were to be carried out in this school. It was a sort of blueprint that was not supposed to be deviated from. There were also a few audio and visual sample lessons that I interacted with. Oh another document was the school strategic plan. I was informed that even that was an important document that I had to read keenly. (BPEX2)

4.4.6. Models of mentoring

In majority of the schools, the report is that the mentoring activities are carried out in a highly informal manner. The relationship between the mentors and mentees was

majorly informal. It was more or less a friendly interaction. Even in cases where the engagements began very formally, with the passage of time, they slowly relaxed to very informal interactions. The informality attests to an earlier mentioned finding that the activities were engaged in spontaneously. Here is what the respondents had about this:

In this case the level of formalities are not very...are not very...if I can use this word they are not very formal as such because when you correct somebody in a very formal way he or she may not be able to improve or change but you create it in a place which is friendly where the teacher does not feel cornered, or intimidated so sometimes most of them are quite in an informal set up. Because if you make it so official, they feel cowed and not really open up so that you really sort out the issue. (CMEC3)

Many times it happens informally, because there are times you could even be walking going to class and then you meet the teacher they ask you, you know; how do I get this? Where do I get this office? So you give your direction and you go to class ... then the teacher remembers they need to ask something. So it's quite informal, at that point you've gone to pick something you didn't go to do the mentoring, so informal. (BMEX6)

Mhhh, level of formality. Maybe on our first day the formalities very official, only the first three days were very official, after that it became friendly. We would only be official maybe in front of the students when we walk into class, but outside the class room him advising hmmm, there was nothing official, it was friendly. As I said he was, he would always encourage me to address him as Peter only in class when we could say Mr. so and so. Outside class it was friendly not formal. (EPP2)

Despite the above remarks by the majority of the respondents about the informal engagements during the mentoring sessions, one of the mentors, on the contrary, said that in their school the activity was given a very formal approach for the short period it is engaged in. This he explained was for purposes of accountability so records were kept for future reference in case the NRT behaved in the contrary. This mentor said:

Mmmmh...it is very official (laughs)...it is very official...you know that is an official document you can't make a mistake whatever is recorded is used against you so it has to be taken seriously. Yes the records are kept like these are the areas we went through, this is how

we went about it...because the mentor will hand over the records to the HOD. It is not terrible because it is necessary. We had a scenario whereby we had just employed a teacher and the same thing happened but now the teacher was ...these young men. So once he got his first salary he disappeared, he become funny, his mode of dressing changed so when the attention was called, those documents came in handy. So the mentor could... justify that, “we actually told him this and that” Yes even they were produced in front of the said teacher so the case was very easy to deal with. (DMESC10)

4.4.7. Phases/Stages of mentoring

Mentors and mentees alike reported that there were no clear stages in the mentoring programme. The activities had a lot of overlap of everything. Most of the time the activities engaged in were haphazardly ordered. This was mainly because in most schools, mentoring was not an official undertaking. In majority of the scenarios, the mentee initiated the sessions when need arose. As such there was what would be called a back and forth movement. The programme catered for the survival of a mentee at any one particular time. The mentors also identified individual differences among the new teachers. Some are responsible enough to settle down quickly; others require prolonged monitoring. One mentee submitted an experience that can be likened to “sink or swim” and “baptism by fire” in circumstances where very little or no mentoring took place. Some examples of what the participants said are:

Because of the informality I cannot concretely identify any stages. It is as need arises. (AMEN1)

Let me say in my school, no. it's like there is just an overlap of everything. There are those who can come in, they look so responsible so you just guide them a bit and they take off. Then there are those who may come in looking very responsible but perhaps they have just come out of college then after a short time, you see again their true colours So again you go back to guiding them. So let me say this, the mentoring has just been forth and back, there is no systematic growth of a teacher.(DMESC2)

Mmmh overall.....overally looking at it, it was almost the same... similar from the beginning to the end because you are getting in, you are inside the fire, you find yourself stumble about and stand on your feet at the end so there was not really defined stages you are a

beginner then you get to the middle..It was getting there find your way and move forward (laughs) (CPC3).

Some mentors; however, of a contrary, opinion attempted to give some phases or stages that actually made some sense. The stages could be summarized simply as beginning, middle and end. Each of these stages has distinct activities that differentiate it for the next. The activities engaged in at a subsequent stage is gradational from the previous so it can be said without fear of contradiction that the is progression from one stage to another. These two excerpts below affirm this:

Yeah I would say first of all maybe one stage I could call it the introductory stage. This is basically just getting to know one another, getting to know your roles. Stage two is the actual delivery where you now deal with the real implementation: the real mentoring where you find the area of weakness and address it and maybe if there was a place that has to implemented to ensure change say a teaching strategy that has been suggested the strategy is implemented then I would say that there is review stage. How did it work? How did it go? So although these stages are not anywhere in writing...You have the introduction stage, the implementation stage and the review stage to see if they are working. If they are not working you try something else. So I would place them in those three stages. (BMEX1)

Beginning is when the teacher arrives and they are taken to they meet the principal then probably the principal introduces them to the students. Now the middle is when and then they are introduced also to the HOD. Middle is when they are allocated classes and told what to do they are continually they are talked to by the mentor the other teacher who is tagged with them then by the end of the term they are left on their own so it is up to them to have a rapport with their mentor and if they don't they call it quits (CMEC3)

In table 4.4, I have provided a summary of the themes and the subsequent description for each. This is then followed by the last section of the findings which dealt with the perspectives of the mentors and the mentees on the benefits and constraints of mentoring as practised in schools.

Table 4.4 Implementation of the mentoring strategies

THEMES	DESCRIPTION
<ul style="list-style-type: none"> • People involved 	<ul style="list-style-type: none"> • HODs, HOSs, Deputy Principals, Principals & Friendly/willing teachers provided the services with minimal formality, no training and limited resources
<ul style="list-style-type: none"> • Time of engagement 	<ul style="list-style-type: none"> • Spontaneous: there was no specific time allocated for engagement in mentoring activities.
<ul style="list-style-type: none"> • Location of engagement 	<ul style="list-style-type: none"> • HOD office & Staff room for pedagogical issues while Deputy/Principal office for administrative matters
<ul style="list-style-type: none"> • Duration and intensity of programme 	<ul style="list-style-type: none"> • Not quantifiable depended on how fast NRT learns
<ul style="list-style-type: none"> • Media used 	<ul style="list-style-type: none"> • Communication was mainly face to face. In addition there were social media platforms, phone calls and documents in the form of handouts
<ul style="list-style-type: none"> • Modes of implementation 	<ul style="list-style-type: none"> • Informal, Formal
<ul style="list-style-type: none"> • Stages/Phases of implementation 	<ul style="list-style-type: none"> • Haphazard. These were not clear. Were implemented as need arose

4.5. Perspectives of Mentors and Mentees on the Mentoring Activities and Their Implementation

In this last section on the findings, the study sought to answer the third research question- “what are the perspectives of mentees on the benefits and constraints of mentoring strategies/activities for beginning English language teachers at secondary school level? The pattern of reporting the findings here differed from that which was used for the first two research questions. Whereas in those first two sections the findings of the two sets of interviewees were presented concurrently, those of this third research question have been presented consecutively.

The departure from the earlier format was occasioned by the varying thoughts on certain aspects as expressed by the two sets of informants. As such, the perspectives of the mentors on the mentoring strategies available for teachers of English in schools and how they are implemented have been presented in the first two sub sections followed by those of the mentees in the last two.

4.5.1. Perspectives of the mentors

The mentors spoke candidly about their engagements in the various models of mentoring programmes in their respective schools. From the interviews, it was clear that there were no uniform ways of engagement, however in the end; it was possible to come up with certain conclusions that were all encompassing for the myriad mentoring formats or patterns experienced during the study. I begin with the benefits.

4.5.1.1. Benefits of mentoring for mentors

There was unanimity from the mentors that engagement in mentoring of the NRTs provides unrivalled satisfaction that one has contributed to someone's success. This brings about personal fulfilment for the individuals who provide mentoring and there is also a feeling of personal growth. Here is what three mentors said in this regard:

By the way, let me take you back, as a mentor we also teach them financial management, on how they should save, opening an account with Mwalimu Cooperative, those are very important things...you see them investing, you see them now growing with their family, some of them have pursued masters education that's an area you gain a lot of satisfaction. (AMEN1)

I also want to say that there is personal growth for you who has been in the field because of the interaction with this teacher fresh from college and then sometimes when you mentor these teachers they are better able to implement these strategies than you because they are more vibrant than you. So for me, I think the benefit is both ways but the bottom line is there is better outcome compared to a situation where you leave this teacher to use their own methods and with all the mistakes they are likely to do,....(BMEX1)

Probably just that internal satisfaction that somebody is looking up to me, that I have something to offer another person to help them grow in this profession. Yes. Even if I don't have money, but at least I've helped someone move from one step to another because you will find those that appreciate the time they worked with you; that if it were not for so and so that year would have been so tough but so and so has helped me even literally guided me on how to do this. So you just feel appreciated, inspired even. (BMEX3)

Some mentors quipped that involvement in the activity assisted them in adjusting to certain new ways of doing some teaching activities. This came about with new techniques introduced to them by the NRTs. Key in this area was how to improve performance in the English subject. They reported that the NRTs had noble approaches that worked well towards improvement in performance.

There were also submissions that engaging in the mentoring activities lead to self-evaluation for the mentors. The strategies used subtly direct them to evaluate themselves in terms of their own service delivery even as they instruct the NRTs to undertake certain activities. Active engagement with the NRTs contributes to their being reenergized and are forced by the circumstances to be good role models to the novices. Direct quotes regarding this are as follows:

...when somebody is looking up to you, you have to be on your toes to be the best, because you don't want to tell them this is what you do to achieve this and you find yourself not doing it...when they do it better than you, you feel proud of it...it helps you be a role model. At least that has helped me because when I tell somebody set this exam by this time, I also have mine done on time... it's not that I'm telling you to do as your HOD or HOS; it is workable so you do it. So you find people saying, our HOD is so good, she does these things by example and that is why we are able to do it. (BMEX6)

... two you are energized. For me I am energized to do things I have not done for a long time like debate and all these other co-curricular activities so I begin to re-evaluate myself and say so these things I used to do them so I become energized at that point and say I am going to do them better. This is a young person so I should be able to do them better so that she is able to see. Those two things to me work well because if you don't see young people come to the profession; you tend to relax in some comfort zone. But when you see a young person come and they are tagged with you it means now you have to be a good example to that young person so you mean what you say not you say and you don't mean like to be ready by... you also must have made your own schemes of work and in the process you have energized yourself, you have reinvented yourself to a better teacher. (CMEC10)

Another major benefit is in the area of new technology. The NRTs belong to the digital generation and as such, it goes without saying, the prowess they have in it. This provides them with an opportunity to have something that they can offer to the mentors and these older teachers were very appreciative of this service. Closely connected to this are also new ideas on methodology in the teaching of the English subject. These are little bits that bring excitement in the lesson because the students identify with them. When a mobile phone or a computer is used in class as part of educational media and students are given the opportunity to operate it, it goes a long way in boosting interest. There is stimulus variation and they always look forward to such lessons. This is evidenced in the following:

Technology... when it comes to teaching let me point a case in time when a student I worked with on pronunciation and it became so hard to even pronounce those sounds and you want to pronounce them in confusing words. This teacher just simply said “you have a phone let’s go to your phone. What make is it? Is it an Android?” yeah then she clicked something then we were able to listen to the pronunciation so sometimes they come with technology and it is as fast as it is at your fingertips. Instead of you labouring to look at the dictionary and try out the sounds and even get them wrong. You just click at the phone and sounds are out (CMEC4)

There are times they can offer us... Especially in the area of training students to read; there are so many ways that that can be done so maybe you find that you are telling them this is what to do, we are telling them to read comprehension, read aloud a paragraph, see how they are reading. You may find the new teacher telling you, what if we ask each student to buy a book and they read and they summarize or just ask a few questions at the end. You see now you can incorporate that idea, maybe you’ve not done it in the school but they felt it could work, probably they did some internship somewhere and the idea worked so yes... (BMEX3)

Lastly and felt most important by many mentors was friendship. The mentors reported that they develop long lasting friendly ties with the mentees. Such relationships go on even when the individuals involved transfer from the schools in which they met. The

close ties are maintained and the mentors cherish them. This was indicated in the quote below:

And you realize that as a mentor long even after a teacher has left the school some even call you back and appreciate what you did in their lives. So it gives you some value as an individual, if I have mentored so and so to this far then I think I'm doing good work and it gets you Ahh, the enthusiasm to continue mentoring others. (DMESC8)

These were the benefits as provided by the submissions from the mentors. Let me now move to the constraints that they said bedevilled the programme.

4.5.1.2. Constraints of mentoring for mentors

The main constraint reported by all mentors was lack of or minimal time to satisfactorily engage in the mentoring activities. The HODs on whose shoulders the activity squarely rests decry the too many responsibilities they carry to the extent that they are not able to do a good job with the NRTs. There are schools that tag the novices with other older teachers who are not necessarily the HODs or HOSs. It turns out that only a few specific teachers are burdened with this responsibility because others have directly or indirectly indicated that they have no business with mentoring.

The teachers who participate lamented thus:

...the other constraint as we have said is that in some situations there is no time for mentoring therefore, you create your own time sometimes at a great personal cost or might not even have that time because you are too busy doing other things. (BMEX1)

... you don't have the time because maybe somebody has just started sharing something then the bell goes She is supposed to be in class, I'm also supposed to be in class. So we just stop without completing what we were sharing So time is another constraint because as a mentor you are teaching, you are a class teacher, you are a guidance and counselling So it's like you are, head of department, you're everything so you cannot have enough time to maybe follow up an issue with a novice teacher And even see her grow You are just touching this, touching that. (DMESC1)

In addition to time constraint is lack of adequate mentoring skills to professionally undertake the mentoring activities as they would have wished to. Apparently, there is no training for the responsibility. The positions for HOD or HOS are most of the time school appointments by the school principals or even when the HOD position is TSC appointed, there is no additional training. The occupants of such posts have to rely on their own devices to execute responsibilities that come with such offices and mentoring is one of them. The mentors lamented thus:

...then another constraint could be; just your own lack of capacity because as I have told you as a HOD it is in your job description but you don't have training in mentoring...(BMEX1)

The activity is also emotionally draining for the mentors because a good number of the novices have negative attitude towards the mentors and this is mainly contributed to by the perceived generational gap on the part of the novices. Many feel that the older teachers have nothing to offer. Here are some two examples of mentors' reports on this:

First of all you may get a new teacher who doesn't believe you have anything to offer. That is a constraint...They dampen you spirit then number two which is related to what I was telling you is resistance. I think the word is resistance they don't want to listen because they think they know it all so for you to come out and tell them something they need to know about teaching, sometimes they will ask what you have to offer. Also relative to that is gap: the age gap, the generational gap where they think that you are old school...And they are new school so they think that their ideas are fresher than yours so they may even feel that they are the ones who need to style you up...(BMEX1)

Sometimes they have an attitude so before you've read the attitude majorly they usually have an attitude like you are of the 19th century teacher and I am the 21st C teacher and that is not so good so you as the older teacher must... Get a way...to break that .You also tell them that as much as I am the 19th C teacher, I can also fit in the 21st C so when you begin at that level they usually just melt and you strike a rapport ...(CMEC6)

The last issue on constraints is about lack of specific locations or rooms in the various schools. It is true that in many schools now with increased student enrolment, there is dire need of infrastructure upgrade. It is therefore not surprising that the mentors pointed this out. In many schools there are no offices for HODs. This jeopardizes the relative privacy and quietness that the mentors believe are a prerequisite for successful engagement in mentoring. Indeed, there are times when the issues of mentoring may not necessarily be academic; they could be personal and as a result the duo may need some privacy. In a bid to get the needed privacy the motives are sometimes misinterpreted. One of the mentors lamented thus:

Sometimes because we don't have room where if maybe somebody has something personal or what he has seen from another teacher and would like to share with you as a mentor There is no room. So you find yourself going to the field and sometimes people mistake that you talking about them. You know when you are in a group that is always the assumption why these two are together they could be talking about me. (DMESC2)

Table 4.5 presents the themes that emerged from the findings with regard to the perspectives of the mentors. In section 4.5.2 that follows, I present the perspectives of mentees.

Table 4.5 Perspectives of the mentors on the strategies and implementation

Benefits

- Personal fulfilment and growth included unrivalled satisfaction that one had contributed to someone's success
- Self-evaluation in terms of their own service delivery even as they instructed the NRTs to undertake certain activities.
- Revitalization emanating from active engagement with the NRTs which contributed to mentors being reenergized having been forced by the circumstances to be good role models to the novices.
- Knowledge of new technology The NRTs belong to the digital generation and as such it goes without saying the prowess they have in it. This provides them with an opportunity to have something that they can offer to the mentors
- Friendship long lasting friendly ties with the mentees that go on even when the individuals involved transfer from the schools in which they met.

Constraints

- Lack of time to satisfactorily engage in the mentoring activities
- Lack of mentoring skills to professionally undertake the mentoring activities since there is no training for the responsibility
- Lack of privacy ensuing from no specific locations or rooms which jeopardized the relative privacy and quietness needed for successful engagement in mentoring
- Emotional drain because a good number of the novices have negative attitude towards the mentors mainly contributed to by the perceived generational gap on the part of the novices.

4.5.2. Perspectives of the mentees

The mentees on their part also revealed a number of benefits that they enjoyed from the various models of mentoring programmes in their respective schools. Like the experiences expressed by the mentors, there were also no uniform ways of engagement but a number of similarities in the activities and the outcomes brought out certain recurrent patterns. These are again explained further first the benefits and then the constraints.

4.5.2.1. Benefits of mentoring for mentees

The mentees identified quite a number of benefits they enjoyed as a result of the few mentoring activities that they were exposed to. Many quipped that it facilitated their adjustment to the individual school programmes. In as much as each of them underwent TP, circumstances in their current schools were not similar. They mentee remarked thus:

First of all... major benefit was that you get to adjust to the system very fast you get to learn a lot in the process and sometimes you gain from being given the hard staff to crunch first, it is a bit of a process but at the end of the day you adjust in the system very fast and you can actually now handle everything thrown your way you are hardened given extra confidence by force (laughs) So generally you just get to.....you gain in a very weird way because it is something you are looking forward to but at the of the day you are forced to adjust very fast (laughs) (CPC1)

It really benefited me because as far as teaching was concerned, it helped me to know that these were students who needed to be given more work actually more than the teacher would do. So it required you to prepare for the lesson and guide them on what to do then they

would do it and if they had questions you would answer but most of the work would be done by those students and they were good. The mentoring exercise helped me fit in the system...Fitting into the students according to the way they wanted to be handled. (EPP1)

There was also a boost in their emotional wellbeing. The rapport established enabled the NRTs to be free enough to give suggestions particularly with regard to the teaching of English language in general and improvement in performance in particular. Some of the suggestions found feasible would be implemented and this boosted the confidence of the mentees. This quote is evidence for this feeling:

Again because of the rapport that I established with the HOS I found it easier to put across certain suggestions that I felt would make the students improve in the subject so I think it is the fact that we would interact as she took me through certain things that made all this possible. I was actually encouraged to see some of my suggestions put into practice. I felt comfortable that at least I was making a mark in the school a positive contribution and this I can say with confidence was helpful in boosting my confidence, and increasing my morale and job satisfaction.(CPC1)

The mentees also experienced a boost in their social wellbeing. Those who had opportunity to interact with mentors who were mindful of the advancement of the NRTs socioeconomically advised them to join cooperative movements where they would start saving money as soon as possible and quickly embark on personal economic development.

It was mainly with regard to my social wellbeing. The advice to join Mwalimu cooperative as soon as I was able is one thing that I can say was the best. Today I have only been in TSC employment for just one year but I am already eligible for a cooperative loan and I am convinced that that is the way to go. I look forward to getting my first loan soon.(CPC4)

The benefit of availability of mentors also, provided them with role models who modelled for them some of the best practices in teaching and one quipped that he would not wait for a time to reach when he would also be charged with the

responsibility to mentor a newly employed teacher. One mentee commented excitedly:

I benefited a lot I benefited a lot; I don't think I would have settled and become the teacher I am .Were it not for the mentorship... The mentorship has helped me settle not only on a personal level in school but also as a teacher to a standard required by the school. It is a (not audible) school with various high expectations, so performance academically I'm sure I will be okay. Co curriculum and a lot at personal level. With the mentorship, I've settled in... (EPP2)

Having presented the benefits as cited by the mentees, I now turn to the final subsection on findings which details the constraints from the perspectives of the mentees.

4.5.2.2. Constraints of mentoring for mentees

The one constraint that cut across all the interviews with the mentees was lack of time to actively and satisfactorily engage in the mentoring activities. This constraint was also noted during the interviews with mentors. There was no release time for the NRTs set apart for this important exercise. The mentees had to get their own time to seek direction from the mentors and ideally most of the time they would appear as a bother to the mentors who also decried the same lack of time as a major impediment. This is confirmed by the following statement by one mentee but which is shared by all the others interviewed:

The main constraint I can mention is time. You see this is also a time that one is involved in a lot of learning the particulars of a specific school. I wish there would be consideration so that as a newly recruited teacher one is given a lighter load to give him time to get into the system without straining. And even the older teachers who are willing to help they also don't have the time so sometimes they tell you to see them later and may be what you wanted to find out was an emergency and you can't blame them. In a school like the one I am in there is so much work. The teachers are overworked and the students are also too demanding they do a lot of extra work and want the teacher to mark as quickly as possible and give them feedback and the students are also many in a class. (BPEX1)

Secondly, the mentees were unanimous that the programme created a dependency or over dependency syndrome in them. During those initial days, for those whose schools had some mentoring activities undertaken, it became very difficult for them to operate on their own. They always had to seek clearance from the mentors before they engaged in the various school activities. It was not easy for them to act independently even on issues that perhaps they felt did not require consultation. The following quotes capture these sentiments:

Not really but of course there was this feeling that you cannot be independent .You need to always seek clarification before you do anything which is not bad but sometimes someone feels they need to be left alone. You see there was also this idea of being new so you have to take in all those things you are told without questioning. There were times I felt that my ideas could work better but there wasn't such an opportunity to implement them. They did not imagine I could also have something that they could learn from me it was not only me to learn from them so that could be a constraint (BPEX3)

One of the constraints was this fear that you could not do anything without a sort of approval. It was like you would always be waiting for someone to give an ok before you did anything. So I sort if became dependent on the HOS. Sometimes I would feel that I am a bother and so I would keep to myself and then she would come for me. (CPC3)

Thirdly and saddest, some of the NRTs reported that their mentors and the older teachers in general handled them as tools to be exploited. This was however not strange to me because new teachers have always been misused by those they find in the stations. This particular scenario was given ease by the unfortunate situation that most of the mentors belonged to the same subject areas as the mentees. As such, the mentors would frequently ask the mentees to step in for them in their classes to teach or mark their scripts. Some of the NRTs even felt out rightly bullied by such teachers. The above concern is attested to by these two excerpts below:

Uhhh apart from this one teacher I keep referring to, I felt that other teachers were taking me as a cheap tool of convenience as they

would just send me to do things such as stepping in for them in their classes. Like one with whom we were sharing a class she teaches one stream and I teach another. I found that particular teacher to be unprofessional she was never prepared for her class and was always late. In fact, she had instructed the class councillor to be coming for me during her lessons when she is not there. She had not discussed this with me. That demoralised me.(CPC5)

Ahhh.....Bullied at times you feel bullied. When you are asked maybe to mark- mark exams Because he is your mentor And that could come maybe from other members of staff ...(not audible)...feel nice; I felt that I'm being bullied So psychologically, socially that could not be okay Him, no. No But when you are new and the members of staff who are close to him say that you feel like losing support (EPP2)

Another form of exploitation came with the very many errands that the mentee would be made to run. Initially, the mentors and the older teachers alike would pose as very good friends and with a lot of concern for the wellbeing of the new teacher. After gaining the confidence of the new teacher they would begin the incessant demands on the novices. These errands included computer related work, invigilation and marking of exams, standing in for duty especially during weekends and the like. The demands were too much to the extent that the novices felt they had to stop living their own lives and live for the mentors. They lamented thus:

In as much as ours is a small school and there is some atmosphere of closeness, some of the older teachers took advantage of my being new You see they posed like they were being very helpful when I approached them to the extent that later when they asked me to run errands for them I would find it difficult to refuse like doing computer work for them typing, entering marks and the like. Then there are others who want you to stand in for them during invigilation of exams so it is like you invigilate throughout any subject. The saddest is the errands are always like emergencies. Nobody tells you in advance just a phone call when whatever is to be done is about so you don't have time to refuse .Most teachers in this school are lazy, they absent themselves from duty frequently or report on duty but barely stay in school. (DPSC3)

Then there were these other teachers who would pose like they were helping me settle but I realized that they were not genuine they just wanted to exploit me. Like in the initial days some would pretend

that they were of great help then soon after they would request me to do for them this and that. What they liked most was to ask me to stand in for them when on duty and this would mainly be during the weekends and then the filling in of marks in the computer. And believe me the HOS did not at any one time ask me to do such things not even teach for her a lesson. She was very professional and I said I would love to be like her when I had gained experience.(CPC1)

One mentee was not pleased by the practice that I would term intimidation. During the mentoring period, the school authority would secretly seek what in loose terms is a sort of appraisal from the students. The NRT was like at the mercy of the students and the school being a private one, had students who were “spoilt” as mentioned earlier. Though this was reported by just one mentee from a private school, I felt it worth capturing. In my many years of teaching, this is a practice often engaged in by very many school heads who secretly elicit students’ opinions about teachers mainly with regard to classroom activities particularly how the students rate the teachers’ delivery of content. The affected mentee lamented thus:

I would say even this time you were being mentored, the students would also be asked behind your back. That is one thing I didn’t like. So they would say whatever they felt about you so after that one week of going to class with the HOD, it was the students who would now report on you for the remaining time when mentoring was now not very serious. How do they feel, have you now mastered the way you have been told they want to be handled? Are they satisfied? And you just know a student. And when the students reported say something negative about you to the HOD he would take it up and sort it out with you (laughter). (EPPI)

Table 4.6 summarizes these findings on benefits and constraints following the elaborate explanations and citations from the mentees views.

Table 4.6. Perspectives of mentees on benefits and constraints of mentoring

<p><i>Benefits</i></p> <ul style="list-style-type: none"> • Improved teaching style following the best practises modelled for mentees by some mentors .This fast tracked their adjustment to the individual school programmes • Emotional wellbeing from the rapport established which enabled the NRTs to be free enough to give suggestions on improvement in performance of English since suggestions found feasible would be implemented and this boosted the confidence of the mentees. • Socio- economic wellbeing by being advised to join cooperative movements for personal economic development. <p><i>Constraints</i></p> <ul style="list-style-type: none"> • Lack of time to actively and satisfactorily engage in the mentoring activities • Dependency syndrome where mentee always had to seek clearance from the mentors before engaging in the various school activities. • Exploitation through the very many errands that the mentee would be made to run • Intimidation when school authorities secretly sought a sort of appraisal from the students by eliciting students' opinions about teachers
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4.6. Comparing Key Findings of the study with Previous Research Findings

In an attempt to achieve the aim of this current study, three areas were looked into: mentoring strategies available in schools, how the strategies are implemented and finally perspectives of the mentors and mentees on the benefits and constraints of the mentoring programmes in their respective schools. The comparison in each of the areas is dealt with independently in the sub sections 4.6.1, 4.6.2 and 4.6.3.

4.6.1 Mentoring strategies available in schools

The general picture that arose from the findings of this study with regard to this first area of concern was that in most schools, practical information support received most attention followed by emotional support than did professional development support. The mentoring programmes typically seemed to be centred on the (individual) teacher. Most mentors focused strongly on beginning teachers' concerns and support mostly focused on the teacher's questions, well-being, and personal development. This is markedly different from support by programmes in, for example, France, Shanghai, and Japan, where the programmes are much more directive (Britton et al.,

2003). However, programmes in the Netherlands seem to focus on providing emotional support and practical information just as those investigated in this study.

Professional development, on the other hand, received only limited support concurs with the literature on programmes' content in the USA (Feiman-Nemser, 2001a). In general, the results of the present study concerning the mentoring programmes' for novice teachers were in line with these findings. Teachers experienced an important influence on their well-being and much less influence on their professional development. That professional development received only limited attention is in line with criticism expressed throughout the years that professional development receives too little attention.

To begin with, practical information saw the mentors act as consultants, passing on information about procedures, policies and practices most of which were school specific or in certain cases differentiated and tailored to the learning needs of the new teacher, and his or her background and training. Especially in the county and sub county schools, the activities tended to focus on welcoming the new teachers, making them feel at ease by giving them information and trying to include them in the general day to day activities of the respective school. These activities sought to acclimatize new teachers and reinforce existing values and ways of working in their new schools. The results of the present study concerning the mentoring strategies available in schools are in line with the literature in majority of the mentoring handbooks as well as the mentoring researches reported in journals reviewed.

Portelli, Solomon, Barrett, Mujawamariya, Pinto & Singer (2010) in their report of a critical analysis of teacher testing and mentorship in Ontario observe that while mentoring has been "officially" framed as a means to increase teacher competence, its

purposes in other jurisdictions vary, ranging from support, socialization, adjustment, assessment, and teacher retention. This is a view earlier shared by Ingersoll & Kralik (2004) . The format, structure and content of mentoring programmes vary in different jurisdictions. However, most teacher mentoring programmes tend to be hierarchical, and concerned with acclimatizing new teachers to existing school procedures. Namunga & Otunga (2012) in *Teacher Education as a Driver for Sustainable Development in Kenya* also support the view that mentoring programmes are established primarily to provide support to beginning school teachers or school administrators. Newly recruited teachers are in-serviced by the old members of the staff into the life of the school.

Provision of practical information which tops the list of the available strategies was found to be handled in the various schools in terms of introductions and orientation. These get support from *New teacher Induction programme: Induction Elements Manual (2010)*. It spells out that orientation for new teachers is most effective when provided prior to or very early in the initial employment period. This is in line with the findings. Orientation in the various schools took place within the first few days of reporting. The school-level orientation programme activities provided in this manual cover a variety of the activities that were found in the study. Among the many activities in the manual, are initiation by the principal and supported by the superintendent/senior staff; reflection on a collaborative school culture; provision of a supportive and timely transition to effective classroom organization, ensuring that key school-related information is covered in the school-level orientation (such as school community/people information, curriculum/ programme information, and logistics/facility information); also included were other activities/sessions as determined by the school. *Alberta Teachers' Association (ATA), Beginning Teachers'*

Handbook, Edmonton, Alberta, 2003. Program Handbook: Mentoring Beginning Teachers terms this as service provision; one of the initial strategies of mentoring.

The findings in my study did not reflect uniformity in this area and indeed a number of other strategies as well. There was much variation occasioned by the category of schools. The more endowed schools, that is, national, some extra county and high cost private schools had similar scenarios as those expressed above. On the contrary, the less endowed ones had very little if not negligible practical information.

The next lot of strategies encompassed activities that contributed to the emotional well being of the NRTs. Research literature dwells a great deal on this type of support. Even though the mentoring relationship is first and foremost a professional one, some degree of personal connection can help overcome tensions and promote trust. The extent to which the relationship will become personal will likely depend on the beginning teachers' need for mentoring at that level, and their comfort zones for disclosure and openness. Some beginning teachers will be away from home for the first time, and if their first jobs are in communities very different from those they are used to, they are bound to need social support. In this study, it was reported that most of the teachers of English are generally welcoming by nature as such, the mentors did not have to take on the full responsibility of ensuring this occurs.

Strategies directed towards emotional needs of the NRT as indicated earlier are psychosocial and involve role modelling, confirmation, counselling and providing emotional support. The psychosocial mentor role is to change the social circumstances of the protégé, to impact the protégé personally and to serve as a role model to encourage, counsel and support the protégé. The mentoring relationship is based on the formation of trust and emotional attachment. The goal is for the protégé to identify

with and imitate the mentor, receive reinforcement for positive behaviours and attitudes, learn how negative and inappropriate behaviours may interfere with emotional growth, and develop educational and work goals.

Emotional support is a key element in the whole process of mentoring. The first year of teaching can be somewhat chaotic, emotionally draining and physically exhausting. Beginning teachers are confronted with the real world of the classroom and respond emotionally to the challenges they face. The first year is seldom exactly what they thought it would be. When mentoring first-year teachers, it is important to keep in mind their emotional state as they move through these various stages. One of the greatest needs of first-year teachers is emotional support in personal and professional matters. Mentors, however, are not the only ones supporting beginning teachers. It could be that the emotional support could best be provided by other teachers on the staff, or by one particular experienced teacher the beginning teacher has befriended. Mentoring apparently is a shared task; the mentor has volunteered to take on the bulk of the responsibility but can be helped by other willing volunteers who have the best interest of the beginning teacher at heart.

An article-*Mentoring Beginning Teachers: Lessons from the Experience in Texas Policy Research Report (2000)* emphasizes this support in this development stage considered necessary by researchers and practitioners. The report cites Feiman-Nemser (2003). This support has been found critical for new teachers who come to an array of new responsibilities with little time and few resources to direct toward transitioning into those responsibilities.

Psychological support addresses the most immediate personal and emotional needs of teachers new to the classroom. This kind of support centers on protecting the new

teacher from isolation by providing him or her with moral support and suggesting ways in which to balance the unfamiliar demands and expectations of students, parents, and the school at large. Here, veteran teachers create an emotional safety net by: serving as a sounding board and assuring beginners that their experience is normal, offering sympathy and perspective, and providing advice to help reduce the inevitable stress. *Alberta Teachers' Association (ATA), Beginning Teachers' Handbook (2003). Program Handbook: Mentoring Beginning Teachers* summarizes this as support provision in which the mentor is a confidant, advisor and friend. Befriending function of mentoring provides protégés with someone to whom they can speak freely.

With regard to emotional support, I would say that to a large extent, this was the one strategy that was used widely in majority of the schools regardless of the category. In as much as the details of attempt at providing a 'soft landing' for the NRTs was not necessarily uniform, each attempt had the comfort of the novice as the nucleus of the activity. There were just a few isolated cases that reported the contrary.

Lastly were activities or strategies that related to professional development. This kind of support is the educationally supportive process of scaffolding the learning of the core skills of professional learning, thinking and action: noticing, learning from experience, and informed planning and preparation. In this kind of 'help' it will usually not be appropriate to do things for the mentee, rather it is the mentee who must not only learn to teach (better) but also learn to review and assess their work independently.

In some studies and even mentor handbooks, it is referred to as instrumental, career or instructional support. The activities here involve a range of behaviours that help

protégés “learn the ropes” and prepare them for hierarchical advancement within their organizations encompasses teaching, advising, coaching, sponsoring their advancement, , guiding, advocating, and dispensing and sharing resources increasing their positive exposure and visibility, and offering them protection and challenging assignments.

These activities have direct and measurable consequences for the protégé. Mentors provide opportunities to the protégé, and remove barriers to progress, advancement, or success. Instrumental mentoring can also be protective and reduce risks faced by the protégé. An instrumental mentor serves as a coach and advisor, helping the protégé negotiate the environment.

Further, this kind of support addresses the beginning teachers need to navigate her or his way through multiple tasks and problems that, in the future, will be seen as standard activities associated with teaching but, at first, are important hurdles for the novice. It focuses on the nuts and bolts of teaching, from locating materials and other resources available in the school, to organizing classroom space, to adding to his or her still-limited repertoire of instructional strategies. Researchers and teacher educators suggest, however, that it is not enough for mentoring programmes to provide support. Noting that beginning teachers are learners as well as teachers, they assert the importance of another function of mentoring programmes: development which begins during the first year of teaching but extends into that stage of teacher growth that mentoring researchers refer to as experimentation and consolidation.

Development focuses on building a personal understanding of Pedagogy-the art and science of teaching and learning that allows a teacher to continually refine and adjust his/her practice in order to consistently and effectively help students master content

and skills. Mentoring for development centres on helping novices begin to craft a professional identity through their struggles with and explorations of students and subject matter. The ultimate goal is for the novice teacher to gain independence as a professional who is empowered to draw from a foundation of experience-based knowledge and collective wisdom about good practice. (Feiman- Nemser 2003).

Unfortunately, clear strategies or activities related to this very important mentoring function were lacking in all the mentoring relationships that were available for the study. Many mentoring sessions tended to concentrate on the first two strategies- practical information and emotional support. This would support my argument that my study points out the failure of school establishments to set the NRTs on the right footing with regard to the core business of any school, that is, academic excellence. This I consider as the greatest opportunity missed in the CTPD.

To bring the discussion on the strategies to a close, it is worth noting that as a practical matter, aspects of instrumental and psychosocial mentoring tended to be intertwined. The boundary between one and the other was very fluid.

4.6.2. Implementation of the Mentoring Strategies

The discussion on this begins with the people involved. This regards the senior personnel in schools who are charged with the responsibility of mentoring the NRTs. The revelations of many mentor scholars and practioners are that mentoring for new teachers is characteristically done by experienced teachers. Ragins & Kram (2007), support this view in earnest when they opine that traditionally, mentoring has been defined as a relationship between an older, more experienced mentor and a younger, less experienced protégé for the purpose of helping and developing the protégé's

career. They cite (Kram, 1985; Levinson, 1978; and also reviews by Noe et al., 2002; Ragins, 1999; Wanberg et al., 2003).

The current study findings singled out mainly the HODs or the HOSs who fall in this bracket of more experienced workers as the group mainly mandated or charged with this responsibility in schools. However, the duo, in support of revelations by some mentees in this study point out that in certain cases individuals may provide these functions without necessarily being mentors. There are a number of submissions that illustrate this point. There are mentees who reported to have received career/instructional/instrumental as well as psychosocial functions of friendship and counselling in the work relationships that were not perceived as mentoring relationships by either member of the relationship. Individuals served as role models without the official assignment of being mentors.

A pertinent issue sought during the interviews was mentor preparation for their expected roles. This features in many research reports. The data on patterns with regard to mentor training indicate that in many countries where mentoring is beginning or is established, authorities concerned either provide a short-term (less than one day to one week) training with nearly one quarter of the countries involved not providing training for their mentors. Hobson et al (2015) in their report also point out that among the wide range of impediments to effective mentoring currently are issues with the selection and training of mentors. Melderez & Wedell (2007) thus vouch for in-service mentor development. Mentors need opportunities for preparation for their new role.

Like any form of teaching, mentoring, as many have suggested, (e.g. Furlong & Maynard 1995) cited by Malderez, needs to be built on a clear understanding of the

learning processes it is intended to support. Therefore the provision of adequate support for mentors to acquire the additional knowledge, skills and attitudes needed for the role is essential. Some authors suggest the preparation of teachers-becoming-mentors needs to be experientially-based (Malderez & Bodoczky 1999,) or dialogic (Pitton 2006).

There is a marked difference between the literature reviewed and the findings of the study on this aspect of mentor preparation for effective engagement with mentees. The mentors were not given any further training other than what they received during their college or university days. The assumption was that as HODs, that was part of their job description (*de-facto*).The experience in the field presumably provided the skills required was this important phase of CTPD.

The mentoring strategies were school-based meaning the programmes took place on school grounds, typically during regular school hours in mainly the HODs offices. On this, my study gains support from the reports in the literature reviewed. Karcher(.....) in his discussion on site-based mentoring says that such are broadly those programmes in which mentors and mentees interact primarily in one of a variety of specific mentoring sites, including schools, community agencies, youth development centers, religious contexts, the workplace, and hospitals or clinics. Site-based programmes often are organized in terms of the context as well as the structure and goals of the programme (e.g., to facilitate career development through workplace mentoring). Approximately 45% of mentoring programmes are site based, and 70% of site-based programmes are found in schools citing (Sipe & Roder, 1999).He concludes that school-based mentoring is perhaps the most common site-based context for mentoring.

The study brings out a stark contrast on the time the mentoring activities would be undertaken. The mentoring practices reported in majority of the research reports or mentoring manuals and handbooks had specific times of the year during which mentoring activities would be engaged in. Here, both mentors and mentees decried lack of proper schedules to direct engagement. It therefore turned out that the activities engaged in were spontaneous and as need arose.

Closely connected to time schedules was the dosage- that is, the quantity of mentoring the mentee received, which reflects (1) the *amount or frequency*) of mentor–mentee contact in terms of total hours of contact in a given period,(2) *intensity* (i.e., psychological and emotional strength or depth of the mentoring interaction) and the *duration* or total length of the mentoring relationship (e.g., one term, one school year, two calendar years).This was an area in which there seemed to be a lot of variability. Ingresol & Smith (2004) confirm that of duration and intensity are indeed a set of variables about which mentoring programmes vary. They cite variations from a single meeting between mentor and protégé at the beginning of the year to a highly structured programme involving frequent meetings over a couple of years between mentor and mentee who are provided with time away from their normal teaching schedules.

These three constructs clearly may be interdependent and thus influence one another. All of these factors—amount, intensity, and duration—likely contribute to the quality of the relationship that is formed between mentor and mentee across different types of programmes. For example, mentoring interactions on the Internet that take 20 minutes may not have the same intensity as a face-to-face meeting for the same amount of time. Thus, dosage may mediate between-programme differences in impact because

dosage is partly a function of the context, structure, and goals of mentoring programmes which as the situation is now in many government sponsored schools in Kenya, have no uniformity even in cases where schools fell in the same category as designed by the ministry of education.

The dominant medium used in many mentoring relationships as found out by the study was face to face communication. This finding has a lot of support from a number of mentoring studies done in the past. Indoshi (2003) says face to face discussion provides opportunity for close interaction making mentees feel confident, develop existing skills and acquire new ones. Other media supported by him are demonstration lessons and provision of relevant literature. These were also realized as the practice whereby documents such as the TSC Code of Regulation and Ethics as well as individually generated write ups by some schools are given to the NRTs. *University of Maryland, Baltimore County Department of Education Mentor's Guidebook (2013)* is also in support of this medium. It states that it is important that regular times be set aside to talk formally and informally. It adds that additional forms of communication can also be utilized such as writing daily reflections, and sending emails. However, they affirm that the most effective way to ensure communication is to set aside time, even if only for five minutes, sometime during the day for brief face-to-face communication.

Another finding was on phases/stages of mentoring relationships. The phases or stages distinguished by the various mentoring scholars are consistent with the findings of Kram (1985) whose work is seminal in mentoring research. Kram's four-stage model has been adapted by most mentoring researchers. A general agreement is found in the literature although some researcher's terminology is different. Many reports

(e.g. Ragins & Kram 2007; Blackwell 2007; Boeke 2001) portray a similar four phase sequence in mentoring relationships progressing through various stages of mutual utility: Initiation, Cultivation, Separation, and Redefinition. Whereas literature reveals that the process is said to pass through distinct periods that are distinguishable from one another, the current study had no stages of implementation. There was a lot of overlap. The support provided to the NRTs was spontaneous and as need arose. Another reason that contributes greatly to the lack of a synchronized pattern is the lack of a government policy on mentoring.

The term types with regard to mentoring relationships was considered to mean the levels of formality and outright protocols followed in the programme. Two types of mentoring are distinguished in literature that is formal and informal mentor relationships. Formal mentor relationships are usually structured and organized in the workplace where an organization matches mentors to mentees for developing careers. Informal mentor relationships usually occur spontaneously and are largely psychosocial; they help to enhance the mentee's self esteem and confidence by providing emotional support and discovery of common interests. An additional clarification has it that the mentoring that is practiced within the frame of a programme (arranged by a third party), is formal mentoring; a contrast to informal mentoring, i.e. a voluntarily agreed relationship between mentor and protégé.

The participants in this study submitted that their relationships were informal. This gained support in Boeke (2001) who opines that in career and academic settings, informal mentoring appears to develop on the basis of shared interests and admiration, or mutual identification. This seemed to have been the case with many of the mentors and mentees interviewed. From the perspective of the mentor, this relationship

provides the mentor with a sense of generativity, or contribution to future generations as generativity allows mentors to avoid stagnation and allows them to pass into the next life stage. As for the protégé, they benefit from the wisdom of the older and more experienced person who guides, nurtures, and cultivates their intellect which in turn assists the protégé to advance in their career. Hence, the benefits to both mentor and protégé are viewed as relatively mutual.

From this standpoint, it appears that the most important mentoring functions in this informal arrangement align with psychosocial functions, where comfort, stability, mutuality, and nurturing form the basis of the relationship. Informal mentoring is referred to as natural mentoring. Successful natural mentoring relationships are of significant duration, sometimes lifelong which is in agreement with the finding that is one of the benefits cited by both mentors and mentees- lasting friendship. Natural mentoring relationships offer the potential that the mentors, who become increasingly important in the life of the protégés, can communicate with them about difficult, sometimes painful issues. In turn, the protégés are more willing to listen and deal with these sensitive issues as was a case reported by a mentor from the national school. As such most schools maintain a simple version of the basic orientation model. This approach helps new teachers learn school procedures and policies. It also helps new teachers understand their responsibilities and address elementary classroom management issues. New teachers may be assigned a mentor who typically serves in an informal capacity, with little or no attention given to modelling effective professional practice.

A parameter worth considering is the matching of mentors and mentees. There are a variety of matching models, and grouped into three main categories: one

administratively controlled, often according to the needs of the organization; another is choice-based, with either the participating protégés, the mentors or both making the choices and the third, profile-based, where the profiles are derived from the personality testing of potential participants.

The practice in the current study could loosely fit in the first and second models of matching with the latter catering for majority of the relationships studied. The view by mentoring authors that it is extremely important to generate greater knowledge of matching techniques does not apply to the current practice in schools since mentoring activities engaged in are informal and in some cases non-existent.

The process of mentoring may be viewed under three models – apprentice, competency and reflective models. In the apprentice model, the mentee observes the mentor and learns. In the competency model, the mentor gives the mentee systematic feedback about performance and progress. In the reflective model, the mentor helps the mentee become a reflective practitioner. From the interaction with the respondents, it can be concluded that the models that seemed to fit the practice in the schools sampled were mainly the apprentice and a little of the competency models.

4.6.3. Benefits for Mentors

Malderez (2009) in a review of studies on the impact of mentoring on the mentors concludes that the benefits mentors derive from mentoring may be of equal, or even greater, importance than those experienced by novice teachers. The study findings confirm this view. Mentors reported a host of benefits from the mentoring relationships that they participated in. In a nutshell, these included satisfaction and personal fulfilment, professional growth, self evaluation , adjustment to use of novel

ways of teaching and use of information communication technology, revitalization, good role modeling and most important as a personal gain –lasting friendship.

Ragins & Kram (2007) support these by confirming that research that has been done indicates that mentors report that their relationships offer them benefits such as improved job performance, career success and revitalization, recognition by others, a loyal base of support from their protégés, and a sense of personal fulfilment and satisfaction as reported by earlier scholars e.g. (Kram, 1985; Ragins & Scandura, 1999). That in fact, many teachers who serve as mentors have found the experience to have been as personally and professionally rewarding as new teachers do. Being a mentor will provide one with a unique opportunity to consolidate one's teaching practice and enhance their teaching and learning skills.

Many mentors also report a renewed sense of connection to the school community and reduced isolation. Certainly, most mentors derive great satisfaction from having the opportunity to become a coach, role model and facilitator to a new teacher. They further intimate that other cross-sectional research has found that these benefits are associated with increased job satisfaction and organizational commitment and that mentors report greater career success and have faster promotion rates than non mentors. This last point, on the contrary, was not found in the current study. Since mentoring as practiced currently in schools is not an official programme initiated and supervised by the TSC; it is not one of the parameters under consideration among the criteria for promotion. No wonder, majority of the senior teachers are not keen on the activities related to it.

Hobson et al (2006) are also in support that a wealth of evidence based predominantly upon the accounts of mentors themselves, suggests that mentoring

beginning teachers may have a positive impact on the professional and personal development of mentors and on self evaluation, they add that perhaps the largest body of research evidence in this area relates to mentors' learning through self-reflection or critical reflection on their own practice citing other scholars and researchers (Lopez-Real & Kwan, 2005; Simpson, Hastings, & Hill, 2007).

They continue to support that mentors have also been found to have learned from their beginning teacher mentees. In terms of the outcomes of mentors' involvement in mentoring, several studies (Simpson et al., 2007) cite mentors' references to gaining 'new ideas' and 'new perspectives'. More specifically, mentors have reported learning new and improved teaching styles and strategies, enhancing their knowledge and use of Information Communication Technology, improving their communication skills becoming more self-reflective and becoming more knowledgeable about beginner teachers' and others' professional development needs. This can be categorized under reverse or downward mentoring which features in research literature as one of the new forms of mentoring.

With regard to the most important personal gain –lasting friendship, Blackwell in reference to the final part of the mentoring circle, that is, the redefinition phase, confirms that a new relationship begins to form and that relationship may evolve into a peer-like friendship characterized by mutual support and informal contact.

Ragins and Kram (2007) summarize issues of benefits by saying that objective measures of success, such as promotion and pay enhancement used to predominate, but the authors note that these have been supplemented or even succeeded by subjective measures, such as job satisfaction, commitment, perceived career success, and the like. This study yielded more or less similar benefits for the mentors.

4.6.4. Constraints for Mentors

A number of constraints were identified by mentors. These included lack of time, lack of mentoring skills, emotional drain due to the negative attitude held by some NRTs and lack of privacy. Some of these gain support e.g. Hobson et. al (2015) who concur that a wide range of impediments to effective mentoring currently exist. They say these include mainly issues with the selection and training of mentors; limited time available to mentors to meet with and provide support for their mentees.

Many teacher induction and mentorship programmes propose release time as internal arrangements that can be made in schools so that the mentor and beginning teacher may be freed from regular duties for some regular periods of time in order to achieve the objectives described in the various mentorship plans. This release time is intended for co-operative planning, classroom observations, research, cohort meetings and/or professional development in an area specified by the mentorship plan. Such areas are now clearly spelt out in the TPAD document which vouches for mentorship as one of the pillars of teacher development. Unfortunately, time constrain has not been addressed I this very important document which could be the reason it has not been embraced fully by the teachers and their unions alike.

Mentors are more often constrained than enabled by the organizational circumstances in which they work. In the day-to-day life of schools, time is one of the most challenging of these circumstances. The typical teacher schedule includes minimal time without direct teaching responsibilities for students, and these planning and preparation periods tend to be filled with exactly that lesson planning, assessing student work, and meeting with grade level or department colleagues about shared responsibilities. Compared to their non-mentoring peers, it seems that new teachers

and their mentors must somehow gain additional time for engaging in mentoring, or else they must use time already allocated for other teaching activities. The duo raise very pertinent issues on time constraint by pointing out the challenges captured through the following questions:

- Where will the additional time required for mentoring activities be scheduled? During existing teacher planning and preparation periods? Before or after school? On weekends?
- What logistical issues are associated with providing time for mentoring? Class scheduling? Teacher room assignments? Building access?
- What costs are associated with providing additional time? Will mentor teachers be compensated? Are substitutes needed? How will these costs be funded?

4.6.5. Benefits for Mentees

Perhaps unsurprisingly, the findings on this revealed variation in the novice teachers' perceptions of the support they received with some perceiving that they received appropriate and adequate support and others not. On the positive side, mentees were unanimous about the benefits they experienced following participation in the various mentoring programmes in their respective schools. The benefits as some of the new teacher interviewees stated was as a result of having subject-specific senior colleagues who offered support, were approachable and responded positively to requests for support and also having opportunities to collaborate and network with other teachers. The most important results of mentoring support for beginning teachers were improved skills and knowledge and increased job satisfaction. The specific areas of benefit included: improved teaching styles, fast tracked adjustment to school

programmes, boost in emotional well being, boosted confidence and socio-economic well being. However, it is important to note that this was not unanimous for all the schools. As has been reported earlier, the category of the school had a big role to play. Hobson et. al (2015) report similar findings. They present interview findings in which mentees submit that they had mentors who enabled them to talk about any difficulties they were experiencing within the institutions, supported their emotional wellbeing, helped to develop general pedagogical techniques including assessment strategies ,supported career progression, helped develop skills of critical reflection (e.g. own practice) helped develop subject pedagogy (how to teach subject areas)and facilitated access to or help with teaching resources or equipment.

4.6.6. Constraints for Mentees

On the other hand, some participants bemoaned what they considered to be insufficient support for their CTPD and wellbeing, referring – for example – to: the lack of a thorough programme of mentoring for teachers new to their institutions; a lack of subject-specific support for some; feeling that they were left to ‘sink or swim’; a lack of explicit discussion about pedagogy in their organisations; a feeling that their senior leadership teams were too preoccupied with, and put too great a resource into the TPAD demands, at the expense of a genuine concern for and investment in their CTPD. It is even unfortunate that TPAD was reportedly not handled with the seriousness it deserves.

Other than time constraint which does not differ much with what has been discussed in 5.6.4, the remaining constraints identified could be summarized as dysfunctional mentoring relations in which the relationship is not beneficial for either the mentor, protégé or both. Kram (1985) warned that under certain conditions, a mentoring

relationship can become destructive for one or both individuals. Her assertion was supported by subsequent research (e.g. Eby, L. et al., 2000) emphasized that most mentoring relationships are positive and productive, however when dysfunction occurs, it may have negative effects on the performance and work attitudes of the protégé, and the result may be increased stress and employee withdrawal in the form of absenteeism and turnover.

Williams, E.A., Scandura, T.A. and Hamilton, B.A. (2001) identified four dimensions of dysfunctionality. The first dimension was *negative relations* which involve psychosocial problems with bad intent such as bullying, intimidation, overly aggressive behavior, abuse of power, and provoking diversity issues. This gained support in the current study. Mentees felt bullied and exploited when the mentors seemed to abuse power by frequently asking them to step in for them in their classes to teach or mark their scripts or even report to school over the weekends. A feeling of intimidation was also expressed. There was a case of the school administration discussing the NRT's performance in class with students.

The second was *difficulty* involving psychosocial problems with good intent different personalities, different work styles, unresolved conflicts, disagreements, placement of binds by the mentor, mentor on the wrong career track, and overdependence. In this dimension, the current study revealed disagreements stemming from age gap. Comments such as on dressing styles of the mentees were sure sources of disagreements.

The third dimension termed *spoiling* reflects changes in the relationship that make a previously satisfying relationship disappointing. Eby, L. et al., (2000). provide an

example of spoiling where a mentor discusses poor judgment when a protégé became romantically involved with a senior manager who was married. The protégé's actions disappointed the mentor and strained the relationship. This particular dimension of dysfunctionality was not reported in the current study. The mentees did not report any such illicit relationships. In any case, such are ethical issues dealt with in the documents reportedly read in the first few days of reporting. One such document is the TSC code of regulations.

The last dimension is *submissiveness* which apparently reinforces the balance of power. The protégé is submissive, over-dependent, accommodating, meek, and passive. To a large extent, this was experienced by the mentees in this study. They were not able to hold their own in the absence of their mentors. Next, I draw my conclusions of the study.

4.7. Chapter Summary

This chapter has presented the study findings summarized in four tables. The first and second research questions have one table each while the third has two tables; one on the perspectives of the mentors and the other those of the mentees respectively. The presentation and interpretation of the findings from the responses of the interviewees to the field questions yielded a number of themes with sub themes in certain cases. These are the details summarized in the tables labelled 4.3 to 4.6. In the next chapter, these findings are discussed in relation to the background and context of the study, the literature review from mentoring research journals as well as mentoring handbooks which I was able to access.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND
RECOMMENDATIONS

5.1. Introduction

This chapter presents a detailed discussion of the findings. It then proceeds to present conclusions, implication for policy and practice and suggestions for further research. To begin with, the broad aim of the study was to gain insight into the current state of practice in Kenya with regard to the support of beginning English language teachers in secondary schools with a mentoring programme. To this end, three areas were looked into: mentoring strategies available, their implementation and perspectives of the mentors and mentees on the benefits and constraints of the mentoring programmes available in their respective schools.

In the discussion of the findings of the study, I have developed a framework that consolidates the findings and compares them either generally and/or specifically with theoretical propositions on mentoring, how the findings generally and specifically compare with previous research findings. All these are based on information available in mentoring handbooks and journals most of which informed the chapter on literature review. I have also pointed out aspects of the findings that do not feature in the theories and/or previous research. Before I embark on this detailed discussion, I share how I conceptualized mentoring in this study in section 5.2 here below.

5.2. Conceptualization of Mentoring in this Study

In this study, I conceptualized mentoring as personal guidance provided to beginning teachers (in this study a teacher in the first two years of the profession) in schools usually by a seasoned veteran referred to as a mentor. The mentor was taken to be an

experienced and effective teacher who at least some has relatively defined time, preparation and professional development to coach new teachers in a targeted intensive way using specific skills, professional standards and protocols if any. This was expected to typically occur on a regular basis over a period of at least one year. The main aim of mentoring during this period in teacher education continuum is expected to provide the newly qualified teacher a form of continuous professional development targeting increased knowledge and skills important for good teaching.

In the overall, the term mentoring was confined to a one-to-one support. In many schools, one-on-one mentoring was the dominant or even the sole form for supporting new teachers, and it often lacked real structure and relied on the willingness of the veteran teacher and the new teacher to seek each other out. Many mentors were assigned to respond to a new teacher's need for day-to-day survival tips, and so they functioned primarily as a safety net for the new teachers.

Some key features of mentoring singled out by this study included: deliberateness, consciousness, and sometimes voluntary relationship typically focused on interpersonal support, guidance, mutual exchange, sharing of wisdom, coaching, role modelling, collaboration, inquiry, feedback and facilitation of evidence-informed, reflective learning conversations. All these key features were anticipated to have benefits for the people involved in the programme and the community within which the mentoring takes place. However, the fact that there could also be constraints was not ignored.

The study also took the view that mentoring is a reciprocal professional relationship which not only helps to improve the professional practice of new teachers, but also aids more experienced teachers to gain fresh perspectives and learn about current

educational approaches. In the next section I provide a brief overview of mentoring theory and compare the general ideas raised with the findings of this study.

5.3. Overview of Mentoring Theory A

In order to provide clarity of both theoretical and practical applications of this learning and development tool, my brief overview is based on what I consider the principles or tenets of mentoring. These are the goals, basic types, forms and structure, phases, benefits as well as constraints. With regard to goals, overall, mentoring may fulfill basically two goals or functions: Career-oriented mentoring which facilitates the career development of the protégé and psychosocial mentoring which supports the protégé to encourage a sense of competence and effectiveness.

Theory identifies two main forms of mentoring. The first one is the traditional (one - to-one). The second one is group (collective). In both (one on one and group) the mentor role is similar. However, it is important to note that some new forms of mentoring have come up and are increasingly getting into use. They have been discussed in details in the literature review.

The next distinction is with regard to the levels of formality which bring out the two types. There is the informal (spontaneous) type. Then there is the formal (structured) mode found mainly in commercial organizations, where circumstances may not encourage the spontaneous formation of more personalized mentoring relationships.

Kathy Kram and Leonard Burgess, both noted mentoring researchers, developed a seasonal four-stage mentoring model which conceptualizes the mentoring relationship as it progresses through various stages of mutual utility. The four definable stages are initiation, cultivation, separation and redefinition.

Lastly are the benefits and constraints of mentoring. Potentially, school-based mentoring has a unique and important contribution to make to NRTs, in particular to the development of teaching skills, professional thinking and learning from experience. as well as to mentees' integration of knowledge of various kinds. This is as long as attention is paid to ensuring that the conditions in which mentoring occurs are as fully supportive as possible. Constraints on the other hand are processes or resources that inhibit the effectiveness of programme activities on desired outcomes. These are the dilemmas and challenges which those involved in the programme might encounter.

In this section, I have presented a summary of the basic tenets of mentoring. A detailed account is presented in the literature review. The information comes from theoretical perspectives and principles which inform the various research reports that I came across and which influenced my conceptualization of mentoring. In section 5.4 here below, I have a brief exposition of the wide range of ideas of mentoring for NRTs as in current literature.

5.4. The Spectrum of Mentoring for NRTs as in Current Literature

The literature that I reviewed ,to a large extent ,bases argument on Kram, 1985 which is considered a seminal work on mentoring and is widely quoted by many proponents of mentoring. Mentoring is generally regarded as a bi-functional process. The content provides two forms of support or development to the protégé: career-oriented and psychosocial both of which are important to the relationship and can positively influence the protégé's connection to the organization. Career functions refer to activities that relate to the improvement of practice.. Psychosocial functions help the beginning teacher become acclimated to new surroundings.

The provision of the content is dependent on infrastructure and dosage. Infrastructure includes programme practices related to the screening, matching, training, and ongoing support of mentors. Generally, the degree of infrastructure reflects the number and nature of mentoring practices provided to support the match, particularly those that would be expected to enhance programme effectiveness.

Dosage is a critical issue to consider. The quantity of mentoring received, which reflects the amount or frequency of mentor–mentee contact in terms of total hours of contact in a given period, the intensity (i.e., psychological and emotional strength or depth of the mentoring interaction), and the duration or total length of the mentoring relationship (e.g. one school year, two calendar years). These three constructs clearly may be interdependent and thus influence one another. All of these factors—amount, intensity, and duration—likely contribute to the quality of the relationship that is formed between mentor and mentee across different types of programmes.

Another key idea is intensity. They distinguish two levels; low- vs. high-intensity support strategies for new teacher induction besides the types of support mentioned above. Low-intensity levels might include orienting new teachers, matching beginning and veteran teachers, adjusting working conditions, and promoting collegial conversations. On the other hand, high-intensity supports might include selecting and training effective support providers, providing release time, developing mini-courses to address common challenges, examining evidence, networking and group observation, and providing advice.

I would say that these broad ideas form the basis of what ideally is the gist of the study. The area that forms the bulk of the findings is on the range of activities that are

engaged in with a view to supporting the NRTs in the teaching of English language. Next, I briefly provide a summary of key findings of the study.

5.5. Summary of Key Findings

The purpose of this study was to investigate the practice of mentoring as a professional development activity for Newly Recruited Teachers (NRTs) of English language in secondary schools in Kenya. Research literature documents mentoring as a key component of induction in many traditional professions-teaching being one of them. Given the current practice of teacher recruitment whereby NRTs spend a relatively long time after graduation before employment, some of them in non-teaching environments, it was necessary to find out how NRTs of English in particular are acculturated into the profession. To this end three research questions were used to enable achievement of this objective.

The first question sought to establish the mentoring strategies available in schools for beginning secondary school teachers of English language. As already stated, the activities targeted were particularly for the very initial days to assist the NRTs get direction in their schools. These activities were found to be those that offered the much needed assistance to the NRTs in terms of informational, emotional and professional support to set them on the right track.

The second question investigated how the various mentoring strategies available in schools were implemented. A number of issues came into play in this area: the personnel, time and location of engagement, duration and intensity, media used, levels of formality and phase or stages of the mentoring process.

The third question analysed the perspectives of mentors and mentees on the mentoring strategies and how they are implemented. The perspectives were summarized as

benefits and constraints; however, the two sets of participants each had views that were divergent in most of the cases. It was only on the issue of lack of time to undertake mentoring that there seemed to be uniformity in the perspectives of both sets of participants. The details of these findings are provided in chapter four. A summary of the key findings is presented in table 5.1 that follows.

Table 5.1. Summary of Key Findings

S. No	Research Question	Key Findings
1	Mentoring strategies available for NRTs	<p>Strategy 1: Informational support (which entailed practical information to help the NRTs navigate the written and unwritten policies and codes) in the form of: <i>introduction to school community and orientation</i>.</p> <p>Strategy 2: Emotional support (by helping the NRT to feel at ease, providing attention for stress-relief, and stimulation to have self-confidence) split into: <i>Personal matters</i> addressing the human factor and <i>Roles and Responsibility matters</i>:</p> <p>Strategy 3: Professional support (involving provision of coaching in effective classroom related activities and other critical facets of professional practice) in terms of: <i>Classroom Management skills and Pedagogical Skills</i>.</p>
2	How the various mentoring skills are implemented	<p>People involved: HODs, HOSs, Deputy Principals, Principals & Friendly/willing teachers</p> <p>Time of engagement: Spontaneous</p> <p>Location of mentoring: HOD office, Staffroom for pedagogical issues; Deputy/ Principal's office for administrative issues</p> <p>Duration and Intensity: Not quantifiable</p> <p>Media used: Face to face, Social media platforms, Phone calls and Hand outs</p> <p>Models: Informal and Formal</p> <p>Phases: Haphazard; As need arose</p>
3	Perspectives of mentors and mentees on the strategies available and their implementation	<p>Benefits:</p> <p><i>Mentors</i> Personal fulfilment and growth, Self evaluation, Revitalization, Knowledge of new technology and Friendship</p> <p><i>Mentees</i> Improved teaching style and fast tracked adjustment to the individual school programmes, Emotional and Socio- economic well being</p> <p>Constraints:</p> <p><i>Mentors</i> Lack of time, mentoring skills and privacy and emotional drain</p> <p><i>Mentees</i> Lack of time, Dependency syndrome, Exploitation and Intimidation</p>

5.6. Conclusions

Based on the findings of the study, it was concluded that:

1. The mentoring activities available for NRTs of English language, mentoring as currently practiced demonstrates a lack of clear strategies.
2. Implementation of the various mentoring strategies available in schools for beginning secondary school teachers of English language is haphazard.
3. The mentoring strategies and how they are implemented are generally perceived by both mentors and mentees to be necessary but in some cases, dysfunctional relationships are experienced.

Therefore, Kenya like most developing nations, has yet to establish a formal teacher educational policy on mentoring for beginning teachers. At the secondary school level in which this study was based, schools, sub counties, counties, regions and even the nation hardly offer any organized orientation on the least for the beginning teachers. Additionally, if there are any, there are not formal and thus do not meet the threshold expected. Attempts by individual schools at some form of mentorship as exhibited by the findings of the current study revealed that from one mentoring programme to another , much variance existed mainly with regard to duration, structure, and intensity as confirmed by mentoring scholars and researchers such as (Wynn et al., 2007; Ingersoll & Smith, 2004).

In order to effectively serve beginning teachers, mentoring alongside other induction programme activities must possess certain attributes that are aligned with a national vision for teacher support and preparation which currently is non-existent. Such essential attributes include providing support in a bundled format (Wynn et al., 2007; Ingersoll & Smith, 2004), offering beginning teachers available and reliable mentors from the same field (Ingersoll & Smith, 2004;), affording opportunities for

professional collaboration), affording opportunities for lesson observations and supporting psychological, instruction-related, and development needs (Wynn et al., 2007). Additionally, all of this support should be offered in a format that works to alleviate additional stress for beginning teachers.

Overall, this study concludes that mentoring as currently practiced demonstrates a lack of clear strategies, implementation is haphazard and its practice is generally perceived to be necessary but in certain cases yields dysfunctional relationships. Thus initiation of beginning teachers is usually a trial and error experience in line with Ingersoll & Smith (2004) propositions. Therefore, state-level teacher mentoring programmes are highly needed to help beginning teachers' hastened settlement in the profession as well as to enhance teacher retention in the profession.

5.7. Recommendations for Policy and Practice

The findings of this study have certain implications for the key players in the work life of a newly employed teacher. In general, the study established that teacher education in Kenya has no organized induction period which would be beneficial to the NRT, an individual school in particular and the teaching profession in general. A teacher gets a degree or diploma and when they get a job, then, without any hands-on training or experience for specifics, they are expected to start teaching and meet expectations from a myriad of stakeholders. This is in direct contrast to other professions like medicine, law, engineering or architecture where there is an induction period between the time someone enters the profession and when they begin working autonomously. This implies that there is very little professional assistance available on the job. In order to address this revelation the following recommendations have

been made given the potentially significant benefits that can be derived from effective mentoring.

5.7.1. Recommendations for Ministry of Education

The first set of recommendations goes to the Ministry of Education. It has a number of roles; however, with regard to the concept under study, I have picked four that are relevant: takes full control of policies, decisions and planning of activities, ensures careful utilization of the budget, provides macro guidance to all educational institutions and sets teaching regulations. In view of these roles above basing on the findings of the study, the MoE should:

- Encourage and provide support for teacher preparation programmes that develop extended intern/residency models that cover enough time before confirmation of appointment on permanent position. That period should work as a probation time of at least one year as opposed to the current 6 months.
- Try to ensure that sufficient resource is provided to enable adequate support for teachers' CTPD, and to support and invest in mentoring across the education sector.
- Given the variable quality of institution based mentoring and the difficulties many teachers experience in acknowledging and seeking support for their CTPD needs within their institutions in the current climate – all teachers should have the opportunity to access an external mentor (a subject-specialist teacher who has recent experience of teaching within the sector and who is a trained mentor. This should, in fact, be additional to the quality assurance personnel in counties.

5.7.2. Recommendations for TSC

This is one of the semi-autonomous bodies under the MoE. Among its many mandates are registration of trained teachers, recruitment, employment and assigning of NRTs to any public school. It is also mandated with remuneration of teachers and it reviews demand for and supply of teachers. In addition, one of its policies is to elevate the teaching profession by increasing the quality of teaching, advancing teaching as a career and improving the welfare of teachers. These mandates touch on beginning teachers who are the main target of this study; consequently the following recommendations are deemed fit for this body.

- Make sure that mentors receive appropriate training (especially on how to share their expertise in pedagogy and curriculum development), meaningful incentives, and time to do their work well.
- Establish a professional status (a higher job group) for teacher mentors that ensures that holders of that position are trained for the role, and have subsequent opportunities both to undertake refresher mentor training courses and to network with other mentors particularly those in different categories of schools.
- Stop placing novice teachers in high-need schools and leaving them to “sink or swim”. The alternative to this is to develop incentives for teams of experienced teachers to work in challenging schools, and, if new teachers are assigned to these schools, it becomes easy to pair them with experienced teachers.
- Work with teacher preparation institutions to establish model mentoring programmes for newly recruited teachers that can benefit the entire school community and develop online networks (E-mentoring) for new teachers that

provide anytime, anywhere support and opportunities for facilitated discussion and reflection.

5.7.3. Recommendations for School Principals

This last set of recommendations targets school principals. These are the agent of the teachers' employer TSC. They work very closely with the NRTs and it is their word that the commission relies on for confirmation of NRTs employment to permanent and pensionable status. Proper management practices by them lead to discipline and excellent performance in a number of areas which come in handy in the professional development and wellbeing of the NRT. The principal is charged with the responsibility of planning, budgeting and ensuring appropriate use of all teaching and learning resources. They also manage staff to sustain high morale, motivation, high integrity and appropriate work ethics and ensure school/community relations, health, security and welfare for harmonious and peaceful co-existence based on acceptable conduct and behaviour of all in the school community. Therefore, they should:

- Set up school structures and release time that enable mentors, and experienced teachers to work together with new teachers.
- Create regular opportunities for interaction between new and experienced teachers. This kind of interaction, which includes both formal and informal exchanges, is characterized by classroom observations currently provided for by TPAD, spontaneous advice, and group meetings. NRTs value and benefit from group conversations with colleagues, which are facilitated if veterans and novices are placed in close proximity. This calls for improved infrastructure in terms of subject offices which enable members to sit together.

- Pair new teachers (one-to-one) with experienced teachers who have the relevant skills, content knowledge, expertise and willingness to serve as coaches or mentors.
- Cultivate a professional culture that recognizes the needs and skills of new teachers and promotes ongoing interactions of teachers across experience levels.
- Minimize non-teaching responsibilities for novice teachers so that they have time for a full range of induction activities, more importantly mentoring.
- Recognize the difference in skill levels between novice and veteran teachers and adjust responsibilities accordingly so that new teachers are not given the most difficult teaching assignments.

5.8. The Thesis of the Study

In chapter four, I presented the findings of the study which were supported with evidence in the form of rich participant voices. These have been followed by a logical discussion in which the key findings of the current study have been juxtaposed with those of previous research findings. Consequently, I have gained insight into this construct. Hence, the thesis of my study is: Mentoring is central to CTPD and needs to be embraced for the benefit of the students, the NRT, the respective schools, the TSC and the MoE. Currently, it is free for all with every school doing what they deem fit in view of the lack of policy. The next section highlights the main contributions that the study has made.

5.9. The Main Contributions of the Study

In this section, I highlight key contributions to knowledge and practice that my study makes. The contributions are informed by the context of the study and the literature review on the topic under study as well as the literature on the general conduct of the qualitative research process.

First, this study contributes to research literature in ELT in particular and TE in general by raising opportunities and challenges of implementing mentoring; hence providing a basis for streamlining of mentoring in CTPD of teachers. Indeed, this phase of teacher education is very critical and opens an avenue for subsequent professional development. Some of the revelations made by the study findings hint at these opportunities that are worth exploiting. Albeit without any clear guidelines and protocols in the implementation of mentoring currently, the benefits reported by the mentors such as personal satisfaction, revitalization and increased new knowledge can act as a springboard for the formalization of mentoring programmes in schools. Additionally the benefits cited by the mentees like improved teaching styles and emotional wellbeing also create opportunities for retaining the young and energetic work force in the profession.

Basing on the above cited benefits from the findings of the study, a mentoring programme matrix can be worked out that can be used as a template for all secondary schools in the country. Each school can then customize the template to get a document that would be individual school specific by taking into account the schools' category, infrastructure, and anything else that makes each school a unique entity.

On the other hand, the challenges raised, in particular the mentors bemoan time constraint and lack of mentoring skills while on the part of mentees, other than time,

the rest can be wrapped up as dysfunctional relationships. These challenges do not seem insurmountable and therefore streamlining of the mentoring process could still be done to make it possible for TPAD to attain its intended goals. These challenges, in my informed opinion, could be the major causes for the failure of teachers to fully embrace TPAD. The study has therefore in part answered the puzzle that has been in the failure of this TSC programme to get grounded in schools. TPAD even faces criticism from the giant teachers' union-Kenya National Union of Teachers (KNUT).

Ultimately, the study has brought to my attention other issues in TE or more generally the teaching profession. These findings if corroborated with others from different regions of the country could create a basis for policy change in this second phase of TE. They can also be used as a basis to pit teaching against the other traditional professions- medicine, law, and engineering. The issues leave me with a nagging feeling to seek answers through engaging in more research and further contribute to the body of knowledge with regard to the teaching profession.

Perhaps, there would be a reawakening that would lead to serious professionalism that would improve the quality of teachers and get teaching at the same footing with these other traditional professions that have their novice professionals in mandatory engagements with regulatory authorities instrumental to professional growth. In such professions there is uniformity of the novices' manner of operation and indeed a clear path of CT PD unlike in teaching where the category of school determines the quality of services discharged by the NRT resulting into accelerated or delayed CTPD.

Lastly, the study also enhances documented processes of qualitative research of professional practice. It goes ahead to further ground the qualitative approach in research as a viable option for studying educational and social issues (Ong'ondo

2010). It is an encouragement to budding researchers who are not of the positivist orientation that issues that are not numerical or in other words whose data cannot be quantified, find room in this paradigm. The rigour that this research approach involves, as demonstrated in this study, discounts popular belief that it is a cheaper option compared to the quantitative approach on the other polar end. Moreover, the use of data source triangulation enriched the trustworthiness of the study and thus rendered it worthy of being replicated for purposes of theory building in CTPD.

5.10. Suggestions for Further Research

Based on what was found in this study, I would like to suggest the following for future research to define and to:

- Identify the most important aspects of support, for example: amount of time on-the-job teachers need to be with their mentors; nature and sequence of mentoring activities most beneficial to the new and experienced teachers as well as the students.
- Study the experiences of new teachers in order to improve the quality of teacher preparation.
- Investigate further the reasons for the comparative early difficulties experienced by beginning teachers.

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APPENDICES

Appendix 1: Research Permit


THIS IS TO CERTIFY THAT:
MS. SOPHIA ATIENO ORIWO
of MOI UNIVERSITY, 585-30100
ELDORET, has been permitted to conduct
research in *Uasin-Gishu County*

on the topic: **MENTORING BEGINNING
SECONDARY SCHOOL ENGLISH
LANGUAGE TEACHERS FOR
PROFESSIONAL DEVELOPMENT: A
STUDY OF UASIN GISHU COUNTY, KENYA**

for the period ending:
26th February, 2019

S. Oriwo
.....
**Applicant's
Signature**

Permit No : NACOSTI/P/18/93599/21506
Date Of Issue : 27th February, 2018
Fee Received :Ksh 2000



J.P. Kalirwa
.....
**Director General
National Commission for Science,
Technology & Innovation**

Appendix 2: Research Authorization



Appendix 3: Interview Guide: Field Questions

Research question 1: What are the mentoring strategies available in schools for beginning secondary school teachers of English language?

1. Kindly explain/describe some of the activities a NRT is engaged in to enable them navigate their way in a new environment. Probe for:
 - a) Orientation to school community , procedures, rules, routines etc
 - b) Activities on professional roles and responsibilities they are introduced to

2. A new environment can take a significant toll on one's emotions.
 - a) Please describe what is done to make the new teacher feel at ease or welcome.
 - b) If there any signs of stress, what activities are used to relieve it?
 - c) What is done to help build trust, intimacy and interpersonal bonds?
 - d) What provisions are available for the NRT personal emotional needs?

- 3 With regard to classroom specific activities what is done to assist the NRT?
 - a) Locate teaching learning resources
 - b) Involve in classroom observation of actual teaching
 - c) Have a review in dealing with professional documents
 - d) Revisit issues related to classroom management
 - e) Set, moderate and mark school based exams
 - f) Engage in co-curricular activities

Research question 2: How are the various mentoring strategies available in schools implemented?

1. Who are the people involved and what are their specific roles and responsibilities?
2. At what specific time(s) are the mentoring strategies engaged in?
3. Which are the specific locations the activities carried out?
4. How long do they last and what is your opinion on the intensity?
5. What media/channels are used?
6. Briefly describe the levels of formality during the engagements
7. Are there any stages in the implementation of the strategies? Explain if any.
8. Kindly provide descriptions of any characteristics that would lead to classification of the strategies engaged in terms of a model or design.

Research question 3: What are the perspectives of mentors and mentees on the mentoring strategies/activities and how they are implemented for beginning English language teachers at secondary school level?

1. Explain the benefits of the strategies available to all those involved?
2. What are the constraints of these strategies?
3. Which benefits can be distinguished for all those involved in relation to how the strategies are implemented?
4. Please elaborate on any constraints in implementation.

Appendix 4: Sample Mentee Interview: Sub-County School (Transcription)

A= interviewer; B= interviewee

- A: Ok we can start the session. Kindly tell me something about your first day in this school.
- B: First day ...what exactly
- A: Let me say how you were ushered into the school.....welcomed, shown around, informed of one or two things ...and the like
- B- About orientation
- A: Yes
- B: When I came this school I wasn't orientated because one maybe they assumed that because I was on TP here I knew my way around.
- A: Mmm
- B: So that one mmm I was not orientated to school community, procedures, rules and routine just picked from... I learnt over time I learnt just... so this is supposed to be done this way and that way. These are the rules and so forth and then mm...
- A: On on... activities on your professional roles were you given any information on what your roles and responsibilities are?
- B: No I was not given. When I came I was just told you are Ann Ok go to the HOD Languages, tell her to allocate you lessons.
- A: Ok. Now given that this was... ok not a very new environment but relatively new because TP is
- B: Is different.
- A: Yeah it is different and aaah and it was also not a very long time about 3 months or so. Were there any times that you felt that you were uncomfortable?
- B: Yeah. The first time I felt I was uncomfortable because after I was given my lessons there was no one to tell me what to do. I had to go to the teachers, request them to tell me this class at what time where the timetable is and so forth. And then this school has a problem the TT keeps on changing.
- A: Yes .
- B: And so you are new, you have been given a TT then after 3 days , there is a change so you feel very uncomfortable again you have to look for a teacher to ask and again you don't know who is a new teacher like you or who is the one you are supposed to ask so I was very uncomfortable.
- A: Mmmh so we could even say you felt stressed.
- B: Yes.
- A: At one time or another and actually there was even nobody to assist you relieve the stress.
- B: Mmmm I will not say that there was nobody but after some time there is a teacher who helped me to know my way around the school who to ask what and what to do... what time so....
- A: So how did you develop that relationship with this teacher? Is it you who went out to get him or her or they came to get him or however they came to your assistance seeing you frustrated.
- B: I went to that teacher because I was frustrated. I went to that teacher and asked for assistance.
- A: Oh Mmmh so together you built intimacy and interpersonal bonds.

- B: Yes.
- A: Ok. That's fine. Did you have any personal emotional needs?
- B: Mmm Emotional needs?
- A: Mmm.
- B: Put it in a way that I'll...
- A: Put it in a way that you will understand. Ummh say for example when you really felt that your spirit needed to be lifted up maybe you...
- B: Yes. Before I became close to the teacher, the challenges were stressing me. So at home I had to explain to my aunt. I can say that she is my aunt. She has been teaching for some time. So I went to her, told her the challenges I have been going through and how I felt about them. How they have been demoralizing me. For some time I felt like this is a wrong profession ah but again she counselled me and after some time everything was ok and I felt like yaah this is what I want to do but again I was so depressed I was so eeh.... I felt like this is a wrong profession like you have to find your way around the school, nobody cares what you do whatever your time is right, you don't know who to ask for and so forth.
- A: So your personal and emotional needs were catered for back at home and not in school.
- B: Yes
- A: Ok Lets move to the next area which is classroom specific activities. The standard activities that are associated with teaching.
- B: Mmmh
- A: Mmmh what activities were engaged in to assist you locate teaching and learning recourses.
- B: Mmh (deep breath) The activities that were done?
- A: Mmm ... that
- B: Nothing
- A: Nothing
- B: The only thing I was told was "you'll get the text books sand so forth in the library.
- A: Mmmm
- B: And that one again I had to ask my friend. The teacher that I was talking about.
- A: Mmm
- B: And he would tell me get the books from the library. There is a store somewhere.
- A: Mmm
- B: Get the mark pens and so forth there you see but I don't know whether that was an activity that was done.
- Laughter
- B: Laughter
- A: That looks little there really wasn't anything that was done to assist you locate.....
- B: He just told me you will get the books from the library si you know the library yeah I remember. Then Jemo will give you this and this . you remember Jemo Oh yeah Jemo like that.
- A: Ok umm did you involve yourself in any classroom observation of actual teaching? Was anybody...
- B: Whereby there is a teacher teaching then I am observing.
- A: Yes as a new teacher.
- B: No I was just told your classes are F2 and this and that then *shu*... like that.

- A: Then you went.
- B: Like they trusted me. Like niko sawa.
- A: Ooh ok so that means there was even nothing to do with a review of professional documents.
- B: Oh the professional documents I brought but again in the classroom where I am supposed to observe another teacher may be a senior teacher teaching... no.
- A: No?
- A: Any issue related to classroom management looks like no.
- B: No
- A: Setting, moderating and marking the school the school based exams.
- B: If I have a problem with it?
- A: No what . How were you and acculturated into that may be setting.
- B: Nothing, nothing there is no exams in this school. You are just told you see like you set form two you set form three and there are not telling you what to do what to set what areas to consider....
- B: What even the structure of the paper is.....
- A: Yes. You are just told you do this you will set form two. It is upon you to sit down and find out how you will structure that paper so that it becomes a standard. And were you.....
- B: There is no exams policy. If it is there.....
- A: Mmm....
- B: Or if they are there, I was not.....
- A: You were not told.....
- B: Yeah...
- A: So somehow there were exams somehow they were done , somehow you worked .
- B: Somehow I realized the results and and shu I am done.
- Co-curricular activities.
- B: Mmmh If
- A: Yeah if looks like really nobody even told you there are any co-curricular activities to involve in.
- B: Yeah but eeh it is upon you to find out the areas you can chip in.
- A: And just go ahead.
- B: Yes.
- A: We can move to the next question hee and I doubt whether we'll have much here but let us just see what we can gather from here. How these activities available in school are implemented So let us just see where we can have something to talk about. Who were the people involved. You can talk of this one teacher. Di he or she have a post in the school? Like HOD?
- B: No surprisingly no. OK because I am.... but I hope this will not implicate me .
- A: No no everything will be kept secret.
- B: You see in this school, that teacher has no post he is just a teacher who felt like he should assist.
- A: Should assist...
- B: But the HOS (*non oral sound to mean no*) HOD mm the only thing HOD did was may be to (*underciphred talk*) but she did nothing .
- A: Senior teacher
- B: (*Non oral sound*)
- A: The deputy
- B: (*non oral sound*)

- A: And the principal
- B: At least the principal the 1st day mm he tried to let me know my responsibilities but not that much because after I was done with him that's all.
- A: You were thrown into a lake and you swam....
- B: You find your way.
- A: You find your way is you sink fine if you float ...
- B: As long as I Have done my work, I have recorded the work that I have covered as so forth and so on.
- A: So that means in this second area there is not much we can get in terms of how these strategies were implemented because really there were no strategies.
- B: Yeah I am being honest.
- A: Yeah yeah
- B: Yeah I am being honest.
- A Mmmh yeah. It is good to be honest and aah we have such places we have such schools. Schools are all not the same. Now let me aah this one teacher who volunteered to get you settled, what media or channels did he use to assist you? face to face. Were there any circulars or memos?
- B: Ok it was face to face because I am the one who approached him and he also looked approachable, someone you can approach. He also used media like there is a group we have.He added me to that group which made me feel ok.
- A: WhatsApp group?
- B: Yes a Whatsapp group and Mmmh
- A: So what would you get from this group that assisted you as a new teacher?
- B: Now that group I can say I've benefited in that they post these other personal issues. It is a group whereby when it comes to now like lets learn, we learn a lot of things if I come across something that is helpful for example you can come verbs etc. I post someone can also post then sometimes we can discuss things.
- A: Like social life?
- B: Eeh we went for an outing. We post our pictures what we were doing. We were having fun and so forth. Sometimes it helps in relieving ...
- A: Tension
- B: Yes
- A: Ok
- B: There are a lot of things we do in that group but it is just *aka* small group
- A: Sort of closed so...
- B And it is through that teacher that I am talking about I got a chance to be in that yeah and then eeh. You were asking something. You see when I came here I didn't know the school had a whatsapp group so (laughter) in the meeting you'd hear that... hee we posted that, we did that ...so I was wondering where? Those whom we came with... the new teachers... like we posted that... where. Now who is the admin? What is the procedure so that you can be included you see at the end of the term after the whole term is when the principal... I think they mentioned something, then the principal asked" the new teachers are they in this group *ati* no then you'll add them. Mmmh . I have made myself fit by ...I do a lot of research . Apart from implementing what I was taught in school in the ...
- A: In college.
- B: In the college, I also do a lot of research because I always tell myself ... I do not want just to be a teacher but to be a good teacher so I do a lot of research, I ask around because I am this kind of a person even if you are new but I know you can help me... hee what will I do, I did this and that and this is what has

happened, what do you think I should do. Yeah that is what I have done. And again I have the there is this other group I have whereby we learn from there and again I learn from the mistakes I make everyday.

A: So this other group that you have has senior teachers who have taught for long or you are all new to the profession?

B: No we are all.... not all of us but majority of us are very new to the profession so what they experience in their school what they learn also they'll post and yeah we share

A: You share...

B: What I learn here, the experiences and so forth . I also share that is how now I am trying to fit in this profession.

A: So would conclude and say that you are self made....

B: Mmmh I'd not really say that I am self made. But here you have to be self made .

A: You have to make yourself.

B: You have to do everything to survive that is all because at the end of the day they want results . They don't know you they don't help you... to get that result. they don't help you to cook. They want cooked food that is delicious (laughter) but they don't know....

A: But the cooking points are not provided.

B: Yeah.

A: Ok.

B: And again I'll not say not say there are no eeh resources but .They are there but again you need someone to guide you , you need someone like I say to men for you mm

A: So that is lacking.

B: That is lacking in this school.

A: Completely, you can say completely?

B: Mmmh.

A: Ok. Thank you so much Ann for your time but we hope you are not planning to get out of the teaching profession.

B: (Loud laughter) I'll not but there was a time I really felt bad and again I am this kind of a person *mwenye nikiona watoto wanachezewa* I really feel it. If someone is not doing the right thing *nina filia*. I feel for the parent.

A: Yes

B: I feel for the student and then eeh when I was in college I thought if I come out now I am going to be a very good teacher mmm but the people I met, they discouraged me . I was demoralized.

A: Mmm

B: Like I'm trying to do my work, give assignments, mark my books then somebody is telling you "Oh you do that? Hee I'm trying to do this someone is discouraging me eeh! you are always in school, other teachers don't care. You see so I feel like *tuta laaniwa na mungu hawa watoto ni wa wenyewe*. I felt like *aii* teaching is something else *afadhali ata nifanye ata vitu ingine* .

You Know I have another *nini* I don't know whether I can call it a profession Mmmh

A: (laughter)

B: What I see here I wasn't expecting to this yeah . When I see teachers they look serious, they are organized , and they know what they are doing. Aaah and then this is what I am ...but again I am back I am not leaving.

A: Stay in the profession

B: (Loud laughter)

A: You might be the few people who will change the profession one day when you nature and are in some post and therefore could create the necessary changes that the profession requires .

B: Mmmh

A; Eeh

B: *Sawa sawa*

A Ok. Thank you so much. Thank you. Thank you.

Appendix 5: Sample Mentor Interview-National School (Transcription)

A = interviewer; B= interviewee

A: Okay, as agreed earlier we can embark on our interview, and the first area I would wish us to look at is how a newly employed teacher is acculturated into the teaching of English in particular and teaching in general. Are there any mentoring activities or strategies that the school has?

B: Well I would say that we have mentoring programmes that we offer to new teachers and it begins from the moment they report and we know that they belong to a particular subject like now English/ Literature. Once they report, they are introduced to the HOD. It is the principal that introduces her to the HOD. Then when she joins us in the department, the first orientation is to have a cup of tea with her. We invite her to the cafeteria for a cup of tea, then we introduce ourselves and then of course she introduces herself, which is the first step.

A: That is like the orientation to the subject members, what about the rest of the school community?

B: She is basically introduced during the briefing and then asked to introduce herself. Apart from that there is very minimal interaction with the entire school. She mainly focuses on the department level. The orientation now narrows down to the department level.

A: And how about issues of procedure, how certain procedures are done? Like for example permission. Who tells her? Who gives her information about such?

B: The moment she arrives, we have a teacher who is in charge of welfare of new teachers including those who are on teaching practice and the new teachers who are reporting. She is called the teacher in charge of welfare of new teachers and in our case we have Mrs Ogutu, who is the oldest teacher in school. She organises time with them probably under a tree and they ask her so many questions regarding the school. First, she takes them round the school compound, apparently the school compound is too big, so she introduces them to the dining hall, the sanatorium, the dormitories and then she sits under a tree and tells them what happens, the traditions of the school. That one entails the dress code, the procedure especially in obtaining permission, which procedure that is required, and they are also told how to relate with other teachers. Normally it is during lunch hour, because the time schedule is limited; after lunch for a few minutes

after lunch they sit under a tree and discuss. Of course the new teachers have a lot of questions to ask. It is there that they are able to get the answers for all the questions they wish to ask.

A: And that is a one day activity?

B: It is one day.

A: Okay, in case this new teacher still needs to know other things, is she free to consult her?

B: Of course they meet regularly, and they are actually asked that whenever they have any issue that they wish to be addressed they talk to her first. They can maybe be directed to where to go. Like if they are interested in certain clubs. They are directed to specific teachers depending on their specific interests.

A: Okay that is fine. Rules?

B: School rules and regulations?

A: Yes, the same Mrs Ogutu?

B: Actually they have some time with the deputy headmistress, boarding mistress and the dean of students so they have some meeting with the prefects. A group of prefects, the deputy and the dean of students, they have a meeting with the new teachers. That is still part of orientation so that they are told all the activities that take place there and also the rules and regulations in regards to that. And this is particularly common with the male teachers and how they are supposed to relate with the students. They are told which areas they are not supposed to step. How they are also supposed to relate with the students, that is teacher-student relationship. It is at that point where the deputy headmistress addresses that.

A: And being a big school, I guess there are also issues about technology and other resources that might require that a new teacher is maybe trained on how to use them like issues of e-learning.

B: Generally it is the department which will introduce this to the teacher. First we have free wifi in school. The first thing is to introduce her to our password so that she is connected. We also have a room, one of the rooms where e-learning takes place,. It depends on how interested the teacher is, if she is interested she can go and talk to the people in charge so that they can take her through. It is purely voluntary if they want to learn something about technology, it is easily accessible. We have a room where they can get all the information based on that. But as a department we always have a time to go there and also learn. All of us are also

trying to learn this new technology, so we also have time allocated for all the English teachers to go to that room and know how to use the various technologies that are available.

A: Okay, and now suppose this teacher is not IT compliant and I guess there are some lessons that are definitely taught using e-learning materials, what happens to such a teacher? Because we cannot assume that all newly employed teachers, of course today they are young and we expect them to be computer literate but you may get one that is not so much acquainted to use of such technology.

B: As I had said, we don't force them to use the new technology; we give them ample time to learn so that they can also embrace the new technology while teaching. So like we have one of the teachers who came and now she was so interested and so passionate about the use of e-learning and everything that she is now our teacher, she now teaches the old, because she was really interested and she took more of her time to acquire the technology as she is now our teacher and she guides us and provides guidelines on how to use technology. So there is no specific way in which we can say the new teachers are offered or they are taught the new technology or how to use it.

A: Okay that's okay.

B: Apparently it's even the old teachers who have no information on use of technology.

A: Of course it was not a requirement those days and it was even not available but now they have to trail behind technology as they catch up. Okay, now any activities directed towards professional roles and responsibilities.

B: Once they come in, it is Mrs Ogutu who directs them to various departments. We have the co-curricular department, we have the boarding department. We have the issues of responsibilities like being a class teacher, in our school there is a rule that you cannot qualify to be a class teacher unless you have been there for at least three years.

A: Good! Good! I think that is good organization.

B: So that you are acquainted with the school system so that you can become a class teacher. But if you are interested in co-curricular and maybe you are good in games. Mrs Ogutu will direct you to the teacher in-charge who will help you in that area and then you are given responsibility. You begin, like if it is co-curricular, you begin by being a coach or a trainer then within no time you are

given an area to be in-charge of. We don't give people positions as they much they get in. They are given time to learn the school and we see their interest and eventually they are given areas of responsibility.

- A:** How about their emotional needs. Because in a new environment there is a likelihood that somebody many be emotionally weighed down, feelings of isolation. Now the little I have heard about your school, it looks like it is no ordinary school.
- B:** First of all, I will want to relate with my experience when I came in. First, the department, the members of the department were very friendly. So they made life a bit bearable and in the process the HOD was able to listen to my needs like trying to adjust to that new environment can be very, it was not easy because I was in a smaller school and now posted to a very big school. But when it comes to emotional needs I think there is a system, we have the guidance and counselling programme and you can identify people who can guide you. And then we have people who have the experience. Apart from the spiritual needs you can get there is also the psychological needs that you can get easily get from the older teachers. So you don't need to really, we have no particular system of dealing with that we have the environment that is favourable for them to cater for those emotional needs.
- A:** Now suppose this newly employed teacher gets some stress in terms of their classroom activities You see this is a national school and the students are bright and they are not very ordinary students. Given the TSC employment these days it really doesn't matter the background of a teacher in terms of where they went to school is not looked into . It is the number of years they have taken after graduation that will give them an edge over other people. So this is a new teacher who is getting a type of students who are not ordinary they may not fit so well initially and they may feel frustrated, stressed, even challenged. So how is such a teacher helped, particularly in English because they could even come with some mother tongue interference...
- B:** That's interesting. We have such cases but it is the HOD who takes over and does a better part of the help and helps the teacher on how to cope with this environment. The HOD actually guides the teacher on how to handle such difficult situations. We have cases where students refuse and deny a teacher entry into class because they feel teacher is incompetent. We have cases where students complain because

they keep on comparing teachers from other classes so they complain and prefer that they rather stay without a teacher than having one. When such a situation comes in, the HOD always maybe changes the teacher and gives her a break meanwhile the teacher is given guidelines on how to cope with such situation. But we have those who have completely opted to go for transfer they are unable to cope with the situation. Those who really try learn, and basically the main cause of stress for teachers in such an institution is lack of content, when you have not prepared adequately for lessons you will be caught off-guard. So we encourage the teachers to prepare well, thoroughly before going to class that boosts their confidence. With time and interaction with experienced teachers they also become better. So it is just a matter of having a friendly working environment for teachers so that you share your experiences with other teachers and they tell you how you can manage. It is mainly the teachers in the department who make life bearable for such a teacher. Because they understand, they have also gone through similar experiences, so through sharing you are able to learn how you will cope with similar.

A: So the new teacher is actually encouraged to share their experiences.

B: Yes we do that, quite a lot.

A: And suppose you just look at them and just see frustration on their faces, do you take your own initiative to ask them what might be the problem- you don't look happy.

B: That one for sure, we do it quite a great deal, as an individual I even take them out for a cup of tea and then share with them my experience. They open up, they also share what they are going through, so in the process you tell them how to go about the various situations. So as individual teachers we also learnt how to identify those who appear frustrated. We have like two now who are very frustrated and very worried because they feel like the life in that institution is too much for them and they would opt to go for transfer because of that. But we keep on encouraging them, giving them materials for teaching, teaching materials which we may have at a personal level, advising them on how the approach of teaching and with our experience we can make them cope with this stressful working environment.

A: That is terrible, let's now move to classroom specific activities though we have touched on some. Are there any strategies on how to locate teaching and learning materials you said that at times you provide what you have at a personal level?

Does the department or the subject have somewhere where such resources and materials are kept so the new teacher can be taken to a room like that?

B: We have the library and the store, so first the role of the HOD is to take you to the library because we have so many books, reference materials, so you are advised to get as many reference materials as possible which are very much available. So you can pick all those books, you are asked to keep them safely in your desk, lock them because sometimes you can lose them. We go to the store, we have the writing materials, we have the files, we have foolscaps, the pens the chalk you can easily get all those materials through the guidance of the HOD, and it is the HoD who takes you all those places so that you can get them quite easily.

A: Are there any classroom observations of actual teaching when this new teacher comes. Do they just go to class on their own the first day they are going to that class or they will observe that older teacher and maybe the older teacher also sits in their class like in their first lesson then they are now free.

B: When I came in those days, the first thing I did, the HOD introduced me to a class which she was teaching, so I will allow, of course she introduced me to a class which she was teaching she told me now you are taking over my class and then she sat at the back of the classroom, I started teaching so she observed my teaching. After that we left class we sat for one hour, she took me through the areas of weaknesses and how I should strengthen my teaching. Actually it was very helpful; actually it helped me become a better teacher. Apparently these days that doesn't work we only introduce a teacher, if I am in charge of a certain class giving out to another teacher I simply go to class and introduce her and then I leave the class. It is the role of the teacher now to move on from there. Of course that is no longer workable now, I think it is because of the many lessons other teachers have, and you cannot lose your lesson sitting in another person's class that's the problem. You would not wish to lose your lesson at the expense of observing another person and the timetable during English it is across the board so that becomes difficult.

A: Are there practices like common planning.

B: We have a number of things. When we open school and we have departmental meetings; that is the most important meeting. Because we plan for the term, we plan all the activities for the year, we plan the exams, the number of times we are going to issue exams, and we also plan the common exams we can do. As an

individual you can have your own CATs and RATs but we also have the common exams we can give there, we also set exams in a sitting so they allocate four teachers Form 1, four teachers Form 2 in that order. So that small group can locate how to set close test. The one in charge of the group goes through all questions and moderates the exams as a group then after that we also do conveyor marking so we have to go through the marking scheme together and agree before we mark which the most common thing we do is.

- A:** And now this newly employed teacher they may have never set an exam before or even marked an exam before. So are they taken through or they are just told to set and whatever they have set is just looked at and dismissed or accepted.
- B:** They are taken through setting and marking. Apparently we have examiners in all the three papers, being an examiner for paper 1, I am given time to sit with them and take them through what is required for paper 1 and how to set and possibly how to distribute the marks. On many occasions we have been training them it really takes them long to get into the system. Most of the questions they set are rejected because of the quality but we keep on encouraging them. They set very simple exams or very difficult exams or exams which have some ambiguity so in the process we change but we guide them on how they, but there are those who feel that we intimidate them by rejecting those questions.
- A:** Professional documents, of course they know a bit about it during teaching practice. Sometimes some schools have certain modifications on these documents like the schemes of work may not be exactly the pattern that there was in college, records of work. So does the HoD or somebody else within the department take them through these?
- B:** It is the HOD who takes them through, we have specific schemes work which a common one we all use. They are given guidelines on how to prepare and there are reference books that we use. They will have a look at previous schemes and then have an idea on how to organise ours. There is no specific training, they only look at what they already have and then they make their own. For professional documents things like lesson plans they are really encouraged to have one. And on many occasions they look at what the other teachers who have there use then they use the same. Normally because of the large numbers of members of the department you will find that you get attached to one of the teachers who can

guide you on a personal level. Like I have one who works under me, she was allocated to me.

A: Who allocated? The principal or the HOD?

B: The HOD told me now you can work very closely with so and so. Now I guide her. This is the person who I help emotionally and I also ensure that she has all the materials she requires and of course looks at my works she is able to copy and get ideas.

A: That leads us to the next, how these various mentoring strategies are implemented. The first question should have been the people involved but we have mentioned them as we were discussing other things. What specific times are these strategies implemented within the working hours? Is time allocated to you and your mentee- this new teacher.

B: We have no time. We have very limited time so it is you and your mentee to decide on the appropriate time and mostly it is after lunch or after lessons after 4pm after lessons because we cannot interfere with lessons. So we look for our own extra time and look for a venue probably and discuss. So mostly we meet in the cafeteria so that we can work in a quiet place or under a tree.

A: So that means that there is nothing like relief time, that now that you have a mentee your lessons are maybe reduced so that you have enough time.

B: We have very limited time for such programmes.

A: So you really have to do it out of the 24 hours. Again you said there are no specific locations either the cafeteria or under a tree. How long does this exercise go on?

B: On many occasions it does not exceed 40 minutes. We only sit work on specific areas depending on the intensity of the issue we want to address. For example guiding as a mentor now it will entirely depend on the questions the mentee will be asking me and probably address the issues at hand like if she has been rejected by a certain class. We will have to find out why in order to address that issue and then you can decide now I will guide you. I will go to your class and teach so that you can see what I do and then probably help you out of that situation. So it entirely depends on you the mentee and the mentor deciding on how you are going to solve your problems.

A: Now this mentee of yours, for how long have you been guiding her?

B: I have been guiding her for a whole term she arrived in January, so I have been helping her up to April and up to now I still encourage her on my phone that life

has to continue you need to prepare especially during the holiday. Ensure you read all the set books and notes in preparation for next term. One of the things we always guide our mentees is to prepare thoroughly and that one requires adequate time and looking for extra content so that when you go to class you have something to offer the students. The students already have information it is just additional information that you need to give. They are more informed than you as a teacher.

A: It is terrible such schools should have experienced teachers. And do you foresee the guidance and mentoring going on even for a whole year or even two years.

B: It is supposed to be that way. You become a mentor for a period of time especially when the teacher goes through emotional turmoil you will have to stand with that person until he goes through that situation. And of course it becomes more contacts lesser and lesser until now you detach we may take a whole year.

A: Now that you have been in this school for sometime...

B: Over 5 years...

A: And you have definitely witnessed such pairings in the past, is it always the practice that the pair works well until the end or they can disagree.

B: The few who have disagreed, I have heard very few cases of people disagreeing maybe because the mentee is not reliable or the mentor does not help the mentee rather releases confidential information that's when disagreements come in. If a mentee comes and tells me something confidential then she hears other members talk about it that begins the end of that relationship. It is a relationship based on trust. And you will realize that some even run to you because they find you more reliable and leave others because they feel that is the right person who can help me out. Most of the members of the department have specific reliable people whom they can lean on. Not all of them provide the best mentorship. There are a few who don't give the best so eventually there is disagreement and they are no longer in talking terms and at some point we have to intervene and help them out of that difficult situation.

A: And how is the pairing normally done? How does the HOD decide that now Leah is going to mentor this one?

B: It is the experience and the passion. Not everybody would have the passion to help another person. They look at your character, are you willing to help? You know you can have the experience but are you willing to help. People who are willing to

share information with others and it comes naturally. Like I think for me that is just part of me, I really like being part of them. There are those who are more social than others who are not as social. So they look at those qualities. The HOD tells you I think you can work with her please help her through. So there are those who have been, I think ever since I became an older teacher I have always acquired so many teachers who through my hands and some of them really appreciate, I can show you some of the notes they have been writing to me. It is all about passion, not every teacher can do that.

A: So there are people in the department or subject that have never mentored a single person.

B: Yeah and they have no business with you and they don't even care about your welfare and you know that too well especially in a school setting everybody is minding their own business. But there are people who care.

A: Okay and the channels that are used, I know the basic one is face to face.

B: There is also WhatsApp messaging you can send a message of encouragement you can talk to her on phone and you can send her messages. We can use social media to communicate but the main one is face to face.

A: Do you have any documents that these new teachers can be given like circulars or a print out that the school has?

B: As I had told you ours is highly informal, ours has no specific like in this case having a print out. I told you we sit under a tree, so there is not much. Every new teacher has unique needs so we cannot say write a specific guidelines on how to mentor them

A: So you approach them depending on what they have shown they would need assistance in? And are there times the new teacher themselves is uncooperative, very antisocial?

B: Yes there is one. I think that was also a character. We tried to approach her she was very repulsive and we wanted to help she became worse. She mentioned she wanted to get a transfer because everybody was uncooperative but in the actual you realise the problem was hers. In such a situation we recommend that such a teacher is given the option of leaving because the environment is too hostile. But there are also those who are very rude because they feel we are interfering with their personal space they want to do what they have been doing in their previous stations saying this is what we have been doing. Every school has its own

traditions especially the new generation of teachers they do things that are awkward we find them strange, they become too close to students, you see them walking around holding hands. So when you want to interfere and tell them it is wrong, they tell you what does it got to do with you. Why are you poking your nose into our lives? We have got such answers from them and we are used to them.

A: Oh no! The new generation... the new teachers. It will be very difficult in the near future.

B: Teachers are supposed to be role models you realize they don't provide the right mentorship for the students. Some even have relationships with teachers or people from out and you see them holding hands while students see. You know initially you could not do such a thing before students. But these people are so open, they don't care when you try to point out you can imagine the words you can get from them. It is a bit tricky working with them.

A: Maybe our time is up in the profession we leave it for the younger generation. Maybe we are too old for the way things are done now. So we now move to the last area that deals with benefits and constraints of mentoring.

A:What benefits have you experienced as a mentor?

B: The greatest benefit is when you see a teacher adjusting to the new environment and becoming better each day and growing in that career. By the way, let me take you back, as a mentor we also teach them financial management, on how they should save, opening an account with Mwalimu Cooperative, those are very important things. When you see them growing their doing Mwalimu, you see them investing, you see them now growing with their family, some of them have pursued masters education that's an area you gain a lot of satisfaction. Another one is I told you not all teachers are mentors you see very far. It is the joy of you the mentor seeing others becoming successful. By virtue of helping the teacher you also help the teacher. There is no financial benefit just the satisfaction. I don't think there is any other benefit.

A: There is also one that you mentioned about technology, that these young generation some of them are very good with technology and as a mentor of slightly older lot you benefit from their expertise in technology.

B:They teach you a few things about technology but this technology has also its own consequence which makes them spend a lot of time chatting, using Facebook, they

even miss class. Some put on earphones because they are bored with teachers in the staffroom because they are bored and not interested with you that is now the constraint of technology and is taking a better part of their time. Another constraint is the limited time. We have no time to give the right mentorship. When you expose them to things like co-curricular activities, they would really wish to go out but because the monetary gain they get, they have no passion for the work and do not give the right guidance to students because it's not out of passion. Generally I think there are many other constraints. Sometimes even the venue of the meeting we have no venue to meet a quiet place to sit and discuss.

A: I think we have had a good interview, I have benefitted a lot. Thank you so much.

Appendix 6: Sample Mentor Interview Extra County School (Transcription)

A= interviewer; B= interviewee

A: Ok! We can embark on our interview and I would wish to begin by finding out from you the mentoring strategies and activities that available in your school for the newly employed English language teachers. So you as a mentor what do you for your newly employed teacher?

B: In our school when a newly employed teacher arrives, after a meeting with the principal, the first person that the teacher is introduced to after the principal is the head of department. So the head of department who I think in this case will be in charge of mentoring this new teacher eeh receives this teacher, takes the teacher around the school first of all to meet other teachers aaaah then the teacher is shown a place where there is a desk and a chair where he or she will be operating. The teacher is then introduced to the classes he/she is going to teach. They are then introduced to other members of the department because a department becomes a team so the teacher is welcomed as a member of the team. That would be the first step then I think there is also a stage where a new teacher is given a chance, a one on one with the head of department so as the head of department I talk to the teacher. First of all to find out whether the teacher is comfortable, get a bit of background like have you taught before? Do you have any teaching experience? Because many come when they have already experienced a bit of teaching aaaah then during that one on one with the head of department...

A: Yes.

B: That is when you discover a few gaps eeh both in the teaching eeh and the social welfare of the teacher...

A: Yes.

B: Like he has nowhere to stay, he has to be assisted to get a place to stay...

A: Mmmmh...

B: The background,...

A: Mmmmh

B: So you're likely to discover that there's a teacher who is ready to start teaching immediately and you are also able to discover some may be very green because he has no teaching experience apart from the meagre teaching practice they had. With that kind of teacher now you sit down and talk..

A: mmmmh

B: And maybe update really what they can do to catch up and be where he supposed to start from maybe for example you have a teacher who has never heard of even the set book that are in the syllabus.

A: (chuckles) Yeah.

B: So you have to tell that teacher this is what we have, this we have the new syllabus approach. For example in English we have the integrated approach. Very many teachers are not aware of that so when they come you have to orient them towards that. Another way we do with teachers is maybe on the school level where we have a general orientation program...

A: Yes.

B: A day is set aside and a team of senior teachers will sit with the new teachers and also share with them aspects of the school culture...

A: Yes. School culture.

B: What the school expects of them, how they are supposed to behave, and the do's or don'ts. That's what I can say about how we receive new teachers..

A: Mmmmh

B: After that a new teacher is given the material they will need for class, introduced to the librarian to pick books, shown the syllabus, we give the teacher samples of the professional documents from like skills of work, records of work, mark books from which now we expect that the teacher will be better able (hesitates) better able to pick up so I think that is how we receive new teachers.

A: So that is all done in one day?

B: It is gradually. So before the teacher settles to go to class that is done. It may take day one or a whole week. This depends on the situation on the ground. Sometimes this teacher is coming to fill up an urgent gap...

A: Yes.

B: But maybe it's the beginning of a term this might take a week as the teacher settles. Then we know by the second week this teacher is settled enough to go to class. So, it can be a day if it is very urgent or a week but I would say it usually takes about a week, the orientation of new teachers.

A: Ok, that is very elaborate. Now, are these new teachers exposed to professional roles and responsibilities immediately? Like appointing them to be class teachers?

B: No, we don't usually do that. A new teacher must take some time before they are appointed. Unless it is a desperate situation, we need to know this teacher first. You cannot just entrust a new person with a huge responsibility before you get to know them. So we usually give them time to get settled in the system. It may take a year or two before they take up this role. The only area I have seen new teachers taking professional responsibilities immediately is in the area of maybe clubs, or a teacher may have interest in say drama or music or a teacher is talented in sports. So, in such a situation you allow that teacher to assume that position immediately but under the supervision of an older or seasoned member of staff in that area...

A: Yes

B: But if this teacher has more passion for the activity more than his predecessor...

A: (laughter)

B: Then he will just obviously overtake that one. Generally I can say we don't give them responsibilities immediately. We first give them the responsibility to teach the subject in a class. That is the first responsibility. The others follow as we get to know the teacher and as they reveal their talents and passions.

A: Ok I see. Now in a new environment, somebody is bound to have emotional adjustment. So, how do you ensure this new teacher is comfortable?

B: It is true that a new teacher can have these emotional issues and that is why I told you that at the very beginning when I encounter the teacher that is part of what I address on that one on one. I address what are their fears, like maybe the teacher fears that the community will be hostile to his way of teaching so I go out of my way to ensure no such thing exist. But if it did I would tell the teacher that here, there is potential to negative attitude to people who have certain characteristics. I go out of my way to counsel them on how to relate with other teachers. I also warn the teachers that when meeting a new society to expect all types of people. Then being a new teacher maybe there are more issues like emotional intelligence...

A: Yes.

B: The intelligence to deal with student who may have a negative attitude towards them just because of their newness I go out of my way to prepare them for that. I even take trouble to introduce the teacher to the students and ask the students to welcome the new teacher. I also move with them from teacher to teacher doing the introduction and making sure the teacher feels very welcome to the community. Sometimes we go to the monetary level, if a teacher is not financially able to settle

we can speak to the school managers mostly the principal to see what we can do. Usually these teachers are advanced some money to help them settle. I believe that when you are not settled it can affect your emotions. We ensure that we really take care of their emotional needs especially fears related to being in a new place...

A: (in unison) place. Yes.

B: And also the challenges of settling in a new place. I would say we go a long way to ensure we take care of their needs.

A: So you don't wait for them to come to you to somehow....

B: (interjecting) No we anticipate and ask directly because every new person is bound to have these feelings so you don't wait for them to say, "I am afraid", "I am broke"

A: (laughter)

B: You go out of your way and ask them is there anything we need to do for you? So in the schools I have been and the one I'm in we work to ensure that.

A: Ok. Then you really take care of their emotions.

B: I like to believe we do.

A: So we can now move to the classroom specific activities. Are there any classroom observations of actual teaching that you engage in. The new teacher observes you, you observe him, discuss area that need adjustment or the assumption is they did teaching practice so once they have been settled basically for practical information and they have been made comfortable, then they can be shown that is Form 1X go?

B: I must be candid here that we don't do that. Maybe one reason we don't is to make the teacher comfortable when it is still very early you allow them first to get to class, have a feel of the room, and get to know the students. Maybe after a while you can go out of your way to find out. Sometimes it comes from the students that maybe they have an issue with the teacher. It is very easy to come out especially through students. That way you can call the teacher and discuss the issue with them. I don't think we have prioritized going to class because of what we fear might be the negative effect that this is a new teacher and there you are. To the teacher it may appear like you want to find fault and you don't really trust them. So that prevents us from going at the very beginning. So this teacher will settle for a week or a month before we can now want to gauge using that method. I think the general impression could be that we don't want to unsettle them. I think that is true

even for us older teachers. When someone sits in your class you are... you really have to be strong.

A: (laughs)

B: So that is what may have prevented us from sitting in class at the initial stage but later on especially now with T-Part it has become standard procedure that you sit in and see the teachers you supervise teaching they can also invite... but even before T-Part we used to encourage ourselves that a teacher can come and see what you are doing and you also see what they are doing but not at the initial stages.

A: Ok. After they had settled and you discover that there are a few gaps, how do you address such situations?

B: Yeah! We usually discover gaps. One of the ways we discover gaps is through the students. When you have average or above average students, they will straight away come and complain if they think the teacher is not measuring to their expectations. So one of the gaps you may find is that the teacher is not confident because of relative newness. Number two you may find a teacher who is not well grounded in the content so they have poor content and then the third method can just be poor teaching methodology. Each of those problems have solutions. If we say, lack of confidence we deal with this by talking with the teacher to overcome shyness which is synonymous to young new teachers. Through counselling we have been able to overcome this. You just get the teacher, sit them down, and tell them you can be able to overcome this there's nothing to fear. The other way is to encourage them to be authoritative because students will discover a teacher who is not authoritative. So, you encourage them to be authoritative, you encourage them to identify students who could be making them uncomfortable especially cheeky students. Those students are also counselled. That is how you deal with problem number one. For problem number two, you find that when students come out of university, some of them are not well grounded in the subject they are supposed to teach. From this one, you have to make it clear because maybe you will see it from students who come and complain that they are getting a raw deal. You can support these teachers by giving them books that will improve their content, encouraging them to read the syllabus because that is the basis of teaching. So they don't have to go back and read the whole university course...

A: (laughter)

B: They only have to base their classroom content with the syllabus. Thirdly, lack of content could be due to poor exposure to resources like books, in urban setting exposing them to the internet, taking them to the library even your own personal books or notes. Once you do that you will find that sometimes problem number 1 is solved because sometimes you find that poor mastery of content leads to lack of confidence. Problem number three as I have told you is teaching methodology....

A: Yes.

B: Most of them will come and just use lecture method. This could still be related to program number one, when you're not confident with yourself, the easiest way out is the lecture method: come with your book, stand in front and read through. For a new teacher the first person to help a new teacher deal with the problem of methodology is an old teacher, a senior teacher like the head of department. You have to speak to the teacher... sometimes there is even an outcry from the students and students can walk out...

A: (in shock) what?

B: Yeah they do. They walk out and come and complain this teacher is letting us down. It has happened. Or writing their complaints in the suggestion box...

A: (in agreement) Mmmmmh

B: That we don't want this teacher. Why? Because he does not know how to teach. You must have experienced this in the schools you've been. Suggestion box, this teacher does not know her.... (hesitates) does not know how to teach. With such a thing you have to speak the teacher first of all to encourage the teacher and also expose the teacher to some methods that can encourage students to begin enjoying the lessons for example having out of class activities like studying under a tree maybe going out of class for a small tour based on a topic they are covering or maybe going to the library, e-learning like having videos, doing for group work like having group work activities in class. That can help a teacher improve his confidence and also vary his teaching methods. So for methodology that is the first step. Step number two we have internal workshop in the department....

A: (in agreement) yes! Yes!

B: where you just remind each other of what you can do to make a classroom interesting so through that the new teacher will begin to pick up these varieties of teaching methods and also some approaches to teaching. We also have external workshops like NES even the ministry of Education at the sub county and county

level organizes seminars. We encourage teachers especially new teachers to attend these seminars and in no time you will see these problems have improved. So I think these four ways are how you can deal with the classroom.

A: And how do they normally react when such problems are detected? Do they take it lightly or become wild?

B: I heard someone talk of an approach summarized SARAH so S stands for shock. Some students might boo you or walk out of class. A stands for anger then Rejection, A for acceptance and H for help. I'd like to think through that. First of all there is shock on you and your clients. How can this happen to us? Then number two you become angry and you feel rejected like somebody once said "Give me a transfer! I cannot teach in this school" so you're feeling rejected then later on you begin to accept that I also need to improve, this can happen to anybody, it is not uniquely happening to me then accept help and you will also find help coming from every direction. When you go to seminars you will find how you have been teaching, when you hear of these new teaching methods that you were not aware of. So I want to say good number first express shock when you tell them they are not up to the expectation. Aaaaah some will get annoyed. Who is this? Because sometimes they come thinking they have the freshest ideas....

A: (laughs)

B: only to find that on the ground, the expectations are much more that collage prepared them for like punishment, they are rarely exposed to how to punish students and sometimes reward students are good. Collage sometimes does not prepare us for some things in the field, teaching practice does but not extensively so now the new teacher suddenly learns that there is so much that they didn't know and they have to know. There is a bit of resistance but most of these teachers accept it so it's not such a big problem.

A: That is very elaborate. Now do you assist them with classroom arrangement procedure because sometimes there are difficult classes or difficult students?

B: in some schools, mine included there are classes that are known to be difficult. If I know there is such a class that is not a class to give a new teacher. I always want to give a new teacher a soft landing though. Unfortunately I have heard that in other schools; when a new teacher arrives the old teachers want to give their difficult classes to them...

A: (interjects with laughter)

B: personally I believe we should give the new teacher a soft landing because as we have seen earlier the challenges are more, the emotional challenges need to be taken care of so you will just be compounding the problem if you decide to give them the difficult classes. These classes should be given to more seasoned teachers. So you help them in classroom management by orienting them on what to do in issuing of teaching learning material. You must tell them how to do it because in my case there are some cheeky students if you are not careful when issuing books and you give them a book they might give you a wrong name. You have to be assisted and forewarned so that when you go to class you are careful when giving learning materials. There are students who are problematic maybe this could be that there are difficult students in a particular class maybe because there might be a very fast learner while the teacher is teaching with the speed of the slowest student

A: (in agreement) Mmmmmh

B: This student becomes disgruntled and may become problematic so you have to tell this new teacher that this is a very first learner and this one is one is not. That is how you can assist a teacher in classroom management, helping, sharing classroom resources and even just classroom discipline. You have to inform the teacher, tell the teacher what to do when they encounter indiscipline what are they are the school procedures? What the teacher can do? What kinds of punishment can the teacher give? But mostly what the teacher can do to be in charge.

A: OK. Now how do you get this new teacher into the system of setting, moderating and marking? Is it just as simple as they can do it how they saw it being done as students.

B: Aaaah. Our school has a policy regarding exams and of course the HOD has the overall responsibility. Teachers share tasks or share classes soothe new teacher is given what we can call the easier tasks which does not require a lot of work. This is to ensure we don't panel a person who is not in sync with us. For us, this exam has to be moderated so the head of department or the exam officer who has a look at it to see if it has what we call the exam language. The overall responsibility rests with the HOD to ensure the exam is up to standard. Again we have to ensure that we don't set exams on areas we have not covered; we ensure that we set the exam according to the syllabus and the targets we have set. So this exam is moderated by the HOD and other teachers because the other teachers are invited to moderate so we can say that when invited, the subject teachers moderate such that even if a new

teacher has challenge in setting, at the moderating stage some of the questions may be thrown out some added so new teachers are assisted in that area.

A: And marking? Particularly in creative writing and maybe essays based onset books because there is a bit of technicality there.

B: I want to agree that that is an area where we don't do much in terms of helping these new teachers but in our school I think we take care of that in two ways number one is what we call our internal meetings they are not really internal but departmental. Such issues are solved in the department meeting. There we discuss, "we have an exam, those who are going to mark, this is paper three..." it's like we take them through like an indirect training on marking. So I want to say although we don't have direct training, through departmental meetings which are consultative such an issue is raised so the new teacher cannot claim that they totally do not know, so...

A: So is one person appointed to take them through or the HOD does it?

B: Usually, the senior teachers in the department will do it or the HOD and we believe that these are teachers who have benefited from seminars, regular seminars and of course in our school we believe in going for these seminars whenever they are organized so the senior teachers are to pass on this information. Another policy we have although it's not done regularly is that any teacher who goes for a seminar is supposed to come back, sit down with members of the department and brief them on what was going on. So, especially marking seminars when a teacher comes back he has to report or she has to report and i think that is how we can reach out to new teachers or we reach out to new teachers.

A: Mmmmh that is OK. We can to the second research question and that is how this policies are implemented. Now from the discussion we've heard so far, a lot of the work seems to be done by the HOD...

B: Yes.

A: Are there any other people involved?

B: For us, we say it's the HOD but is team work that's what I would say because if there is a sticky issue we... in fact even if it's not in a meeting we find ourselves holding a small meeting to discuss it. So if for example we have a question that has been set and people are not agreeing on the marking scheme that small meeting of subject teachers even if we are not all of us will address it. So teamwork helps most

of these strategies go through so it is not only the work of the HOD yeah. What I can say is that teamwork helps to ensure that strategies are implemented.

A: Now are the people who are involved in mentoring these new teachers prepared for the role of mentoring? Prepared it ms of being given even the most basic skills in mentoring?

B: I can say that there is no formal or structured way of training these people for mentoring. It is just like.... (hesitates) like for HODs and senior teachers, it is expected and indicated as the roles of a head of department. Most books that talk of the roles of a head of department prepare the HOD for... it is automatic that when you are assigned it becomes your job to mentor these new teachers...

A: (interrupting) so it is you to go out and look for what you need?

B: Yea. There is no structured training for you apart from the knowledge that a head of department the responsibility is ours and therefore you go out of your own... on your own in that area.

A: Do you have specific when the activities are involved in specific times of the day? Of course during working hours that maybe from this time to this time I will be directing this new teacher. Sometimes they are paired for that activity.

B: Yea we have like an orientation day if we have say... sometimes when we have a number of new teachers maybe say teachers on teaching practice and new teachers we set aside an afternoon that is what I can say is a structured way of doing it. We sit them down and all concerned people are called to guide and mentor these teachers, so we have that on. And then on reporting day, when the teacher first reports, the first thing that happens is that they are mentored. So I'd like to think that there is some structure in that.

A: Mmmmh. Then the remaining time it will be impromptu...

B: Yes as issues arise they are addressed.

A: So again these two instances you have mentioned that are there specific locations where this can be done?

B: Yes it is done mostly in the HOD's office that is place number one and then we sit them in our meetings which for us take place in the school library. So they could just sit in the school library or boardroom they are oriented. Just a formal orientation.

A: Mmmmmh, OK. Now for how long does this activity last? Other than the orientation week, do you see them through the whole term, the whole year or maybe two years?

B: For me, mentoring of a new teacher is continuous, is a continuous process. Let's say the intensity in the beginning but for me it continues. You will always find something to correct, something to improve so it becomes a lifelong process as this and with time this teacher will also mentor others but for me I can't say there is a time where we say now we are stopping. It is over now you are well mentored....

A: (interrupts with laughter). Ok. What resources are available for you for example as a HOD who is mentoring? Other than your time which I believe you have to create on your own or because you are a HOD who a number of times could be involving you have something called release time: your lessons are few so that there is time for you to engage in such activities when a new teacher comes? How...

B: Officially, a HOD is required to have relatively fewer lessons because of the added responsibility so in general let me say a HOD has some time to do this official. More often than not you find yourself not having this time because of maybe shortage of staff and all that. When this time is not there the HOD creates extra time for them to do mentoring. Other resources, maybe what I can say we have materials; we have books and magazines that talk about the roles of a HOD one of which is mentoring so as a HOD you have to read these books to prepare yourselves for your role as a mentor. These books are there even when the head teacher goes for conferences he comes with books. He encourages us to read these books some of them are in his office and others in the school library. Number three where HODs benefit is by going out frequently for seminars. When you go out for seminars you are equipped with these skills so you're ready for the new teacher. So I can say through training, through material also we create time and officially we are given time to do that work.

A: Any monetary benefits?

B: No. For us, it comes as part of your job description.

A: Because these days the HODs do not enjoy their job group because there are so many people in the job group with lesser responsibilities so the HOD has to just volunteer time and own resources...

B: The good thing is that you go into the job knowing that it is your job to mentor so...

A: OK. So if you don't want it reject the position.

B: Reject the position. It comes with a territory.

A: Now what method do you use other than face to face? When you speak to this mentees it is basically face to face?

B: Yeah basically we have face to face then i could also say the same resource materials we use can also be passed on to the new teachers to read. We even these days have videos that talk about teaching methods. We even have lessons. The internet has become a very good resource because you could just give a teacher what to look for. You can also invite these teachers to classes and activities like for me I would say, "Come to drama and see how it is..." they begin to see you in action and therefore they get to grow and learn from your example but basically when it is one on one it is talking, resource materials like books, the internet and then the next one is observation.

A: Do you identify any stages I your strategies? Stages...developmental stages?

B: Yea I would say first of all maybe one stage I could call it the introductory stage. This is basically just getting to know one another, getting to know your roles. Stage two is the actual delivery where you now deal with the real implementation: the real mentoring where you find the area of weakness and address it and maybe if there was a place that has to implemented to ensure change says a teaching strategy that has been suggested the strategy is implemented then I would say that there is review stage. How did it work? How did it go? So although these stages are not anywhere in writing...

A: (strongly agreeing) Yes.

B: you have the introduction stage, the implementation stage and the review stage to see if they are working. If they are not working you try something else. So I would place them in those three stages.

A: Aaaaah that's fine. We are moving on well, we are getting to the last one. Anything you can say is a benefit for you as a HOD or a mentor for that matter when you engage in mentoring?

B: First of all when you engage in mentoring, you can get the results you want, pre determine the outcome yeah because you get what you want. You tell this teacher your expectation and you are not likely to regret because sometimes mistakes occur out of ignorance so the benefit is you get what you want, yup preserve your culture, you get good results and in this process you as a mentor also benefit. For example

these are teachers who are coming fresh from collage they will tell you “This is how we write our schemes in university” and you will tell them “In this school we write our schemes this way...” and they will tell you why they write their schemes like that then you find theirs is making sense more than yours then adopt the new scheme. Also, in this age of information technology they tell you about a new resource in the internet...

A: Yes!

B: Then you try it out and you find... like we have a resource called ‘slideshare’ where you can get slides for any topic. If a new alerts you on this resource maybe when you are discussing on how to get teaching resources, won’t you be better?

A: Yeah

B: I also want to say that there is personal growth for you who has been in the field because of the interaction with this teacher fresh from collage and then sometimes when you mentor these teachers they a better able to implement these strategies than you because they are more vibrant than you . so for me I think the benefit is both ways but the bottom line is there is better outcome compared to a situation where you leave this teacher to use their own methods and with all the mistakes they are likely to do, definitely mentoring is important and must be done and just letting these people discover things by accident....

A: (laughs) Are there any identifiable constraints?

B: Identifiable constrains in constraints in mentoring of new teachers?

A: Mmmmh as mentor. Anything that you find negative?

B: First of all you may get a new teacher who doesn’t believe you have anything to offer. That is a constraint...

A: They dampen your spirit.

B: They dampen you spirit aaaah then number two with is related to what I was telling you is resistance. I think the word is resistance they don’t want to listen because they think they know it all so for you to come out and tell them something they need to know about teaching, sometimes they will ask what you have to offer. Also relative to that is gap: the age gap, the generational gap where they think that you are old school...

A: Yes.

B: And they are new school so they think that their ideas are fresher that yours so they may even feel that they are the ones who need to style you...

A: (laughs)

B: But for me I have said, I don't take that as very negative sometimes we need to encourage ourselves that we also have something to learn from them it is not only them to learn from us so that could be a constraint and the other constraint as we have said is that in some situations there is no time for mentoring therefore, you create your own time sometimes at a great personal cost or might not even have that time because you are too busy doing other things then another constraint could be; just your own lack of capacity because as I have told you as a HOD it is in your job description but you don't have an training in mentoring...

A: And you don't have a passion

B: You don't have a passion so your personal incapacitation can also be a constraint so maybe you just have to go out of your way if you are not good in mentorship to read, learn so that you can be a better mentor. I think those are the few constraints that I can mention.

A: Thank you so much its been a wonderful interview. In fact, it is the longest...

B: Ok.

Appendix 7: Sample Languages Department Minutes

XXXXXXXXX SECONDARY SCHOOL LANGUAGES DEPARTMENT MEETING HELD ON 15TH SEPTEMBER, 2016 IN THE SCHOOL LIBRARY

MEMBERS PRESENT

As per the list

AGENDA

1. Opener exams analysis.
2. Reports from H.O.S.
 - Syllabus
 - Schemes of work
 - Revision for form fours
3. Overall teaching

PRELIMINARIES

The meeting started with a prayer from Mrs. xxxxxxxxxxxx. The HOD welcomed the new staff member and asked him to introduce himself. The rest of the members also introduced themselves to the new teacher. The HOD then asked the HOS English to allocate the new teacher lessons.

MIN.1: REPORTS FROM H.O.S.

H.O.S. KISWAHILI

The H.O.S. reported that they were done with Form 1 Syllabus.

- In form 2 they had introduced the first set book.
- Form three – They are done with the text.
- Form 4 most classes lacked the zeal.
- Generally there was a drop in all classes especially Form 3.
- They are also setting exams – Form one and two.
- They are facing challenges in form two. Students don't have Kiswahili Literature text. Most students are borrowing.
- A number of form fours not ready to work. They pretend to be working but they are not. Too small number ready to work.
- The form fours are just leaving blank papers.
- They assume Kiswahili is easy (Languages).
- Creative time to talk to them.
- Not ready for the exams.
- No consultation in languages.
- Keep on psyching them.
- No giving up on them.
- We pray they cooperate in working hard.
- The form three especially boys don't have books, they are not motivating at all, they are happy going out when they don't have books.
- The form one are young and can be moulded at this easy time.
- Form two's boys don't want to be punished.

H.O.S ENGLISH

Form 1	4.26
Form 2	2.51
Form 3	3.92
Form 4	3.16

- The teacher is willing but students not willing. Form two major drop. Not reading at home.
- Revision is on for form fours. Different teachers handling different sections.
- Form 2 2.51 is the lowest, form one classes English has been handled by teachers on teaching practice all through.
- All classes in F 2 started set books.
- Form 3 two classes have not started the 2nd book. All through with the other sections.
- Marking form fours marks will be available by Wednesday latest.
- Form 3N has a big problem. They are less bothered. Their attitude not so good. 3N, 3S, are a big problem, they need assistance.
- Form 2 need to be talked to.
- Classes should not be disbanded again, especially in form 4.
- We need help way forward for the set books.

WAY FORWARD

- Academic talks with form 4 and form 2s.
- We be giving topical questions after every topic.
- We mark books often.
- Encourage learners to read plenty of articles.
- Encourage group work.
- Change of attitude.
- Watching of set books, DVDs.
- Not abandon the form fours.
- Motivation is very poor generally.
- Term dates to be released earlier for easy scheming.

ADJOURNMENT: There being no other business the meeting ended with a prayer from Ms. XXXXXXXXXXXX.

CONFIRMATION:

CHAIRLADY: _____ **SIGN:** _____ **DATE:** _____

SECRETARY: _____ **SIGN:** _____ **DATE:** _____

Appendix 8: Sample Staff Minutes

XXXXXXXXXX SECONDARY SCHOOL MINUTES OF OPENING STAFF MEETING HELD ON 30TH MAY , 2017 IN THE SCHOOL LAB. AT 11.25 A.M.

MEMBERS PRESENT

As per the list

AGENDA:

1. Preliminaries.
2. Reading and confirmation of minutes of previous meeting.
3. Departmental reports and way forward.
4. Communication from the chair.

PRELIMINARIES.

- The meeting was called to order by the principal at 1.00 p.m.
- Opening prayer was said by Rev .xxxxxxxxxxxx.
- The principal welcomed the new teachers who had joined the school, on transfer and informed them that the respective HODs would be responsible for settling them in the various departments.
- The principal also thanked the teaching practice teachers for working as a team with the school fraternity.

MIN.1: READING AND CONFIRMATION OF MINUTES OF PREVIOUS MEETING

The secretary read the minutes of the previous meeting which were proposed by Mr. xxxxxxxxxxx and seconded by Ms. xxxxxxxxxxx as a true record of proceedings of the meeting.

Corrections

F4 teachers were advised to try and complete the syllabus by 2nd term

xxxxxxxx and xxxxxxxxxxx were missing. Mr. xxxxxxx and xxxxxxx was present and

Mr. xxxxxxxxxxx was absent with apology.

MIN.2: MATTERS ARISING

- Muslim students still not utilizing their time properly. A policy to curb/guide be developed and applied.
- Form I North had shown some improvement and should therefore be encouraged.
- Form 3 and 4 would be starting their Maths lessons on Saturdays.
- Science teacher – one to be employed by BOM on his way to take up duties.
- Students were reminded to come with their games kits. However, Form 2 were not issued with P.E. Kits.
- Games time increased to last for one hour i.e. 4.00 – 5.00 p.m. to give the sufficient time.
Preps would run from 5.00 – 5.40 p.m.
- Form fours were to be exempted from participation.
- Teachers assigned P.E. lessons must accompany the students in the field.

- Guidance and counseling had a new H.O.D and new members.
- Welfare – Popcorn machine price was found to be expensive and resolved to prepare popcorns manually.
Branded school jumpers – samples were provided.
- DOS – Registered students for KNEC exams were 248.
- Chaplaincy – Mr. xxxxxxxxxxxx was appointed YCS patron.

MIN.3: DEPARTMENTAL REPORTS

LANGUAGES

- Uniformity in terms of teaching. Head of subject to follow and ensure schemes of work are adhered to.
- Language policy to be revamped. Subject heads (English & Kiswahili) to do the language tags. The policy would then be officially launched.
- RRT was called upon to help the language teachers in the implementation of the policy.
- The new teacher was highly welcome. Her coming would make the work load manageable.

MATHEMATICS

- Teachers appointed to be in-charge of:
Schemes of work
Setting of exams.
- Form 3s and 4s to be sitting Maths exams every Saturday 7.00 – 8.30 a.m. during Maths hour.
- Exams to be marked, returned to students, revised and low performers be advised accordingly before the next Saturday.
- Efforts to cut the tail put in place.
- Requested for bench marking exercise.

SCIENCE

- Teachers have huge work loads ranging from 25 to 28.
- All Physics lessons allocated Form 1 to 4.
- Chemistry and Biology only allocated in Form 2 to 4 only. Form one has 16 lessons pending hence need for a teacher.
- A looming crisis anticipated following the awaited exit of Mr. xxxxxxxxxxxx.
- Academic trips to be started.

TECHNICAL & APPLIED

- All subjects/lessons allocated in Bst/Computer.
- Agriculture was not fully allocated. Need for a Biology/Agriculture teacher
- Early syllabus coverage was to be advantageous.
- On choice of subjects, the chairman advised concerned teachers to have records of the students who have chosen.
- French subject introduced as an examinable subject. Plans were underway to introduce Home Science in future.

HUMANITIES

- Workloads range from 15-22 lessons.
- Department has TP teachers and 2 new teachers posted by TSC.
- Syllabus coverage posed a challenge since number of lessons are few. Opted to use remedial lessons to cover the syllabus.

CAREER

- Form 4's to visit University of Eldoret or MMUST or CUEA.
- Requested (i) Repaint the career wheel.
 - (ii) Draw another Career wheel behind the classes facing the field.
 - (iii) Subject code be printed on large print and displayed in classes.
 - (iv) Set aside a career day where various universities and institutions of higher learning come to have a day with the school community.
- Options for blocking French.
 - (i) All technical subjects Agric/Computer/French/Agriculture
 - (ii) All F1 and F2 study Agriculture as Compulsory.
Bst/French.

CO-CURRICULAR

- External calendar not provided.
- Internal one is available.
- Teacher aerobics on Monday and Thursday at 4.00 p.m. Mr. xxxxxxxx to be in-charge.
- Fridays Games
- Marking the field to be done .
- Sports day between xxxxxxxx and xxxxxxxx Football, Volleyball, Netball, Relays and Tug of War.
- Teachers assigned PE to accompany students and Mr. xxxxxxxx, Mr. xxxxxxxx and Mr. xxxxxxxx to oversee wearing P.E. kits.
- Coaches for various games and clubs (Wednesday).
- Guidance and Counselling hold their activities on Thursdays.

GUIDANCE AND COUNSELLING

- Hold talks on:
 - (i) Drugs and substance abuse.
 - (ii) Stress management.
- Strengthen Family meetings.
- Guidance/Counselling admission form to capture
- Physical challenges.
- Health challenges.
- Religion – specify
- Guardian who would be paying fees.
- Award certificates to peer counselors at the end of Form 4. Also reward them annually.
- Provide some training for peer counselors and by extension of Guidance and counseling teachers.

- Start kitty to hold minimal issues/concerns.
- Request for guidance office.
- The principal promised to provide a room/Office/.
- Training for peer counselors and Guidance teachers to be done in liaison with other schools.

WELFARE

- Thanked the administration for the successful team building held on at Kolol.
- Monthly contribution of Shs.200 to be done every 5th day of the month.
- Mandazi sale is low.
- Investment committee proposed – sale of branded jumpers and popcorns.
- Serving of tea to be done in various offices. Lunch to be taken from the staffroom by all.
- Contribution on when bereavement occurs.
- The Mombasa trip by teachers to take place immediately school closes
- Request the DOS to readjust closing school program so as to enable teachers time for preparation and travel.

DISCIPLINE/RRT

- Time management now checked.
- Noise making reduced.
- Grooming had improved.
- Learners to be advised in good time the cut-off grade to evade punishment.
- Attendance of Saturday remedial be strictly checked.
- Muslim students to carry an individual mat each.
- Divided roles to every specific areas strategically.
- All teachers called upon to implement the language policy in assisting the language department.

DIRECTOR OF STUDIES

- Form 2 – 4.11 D+
 - Form 3 – 4.35 D+
 - Form 4 – 3.88 D+
- All classes improved except 4C.
- Set targets starting with the subject teachers who should engage the students .
 - Syllabus coverage to be expediated to enable regrouping in cohorts for the Form four candidates.
 - Two exams to be done in the term
Mid-term – submit by end of week 2.
End term – submit by end of week 3
 - Motivational talk for each class to be organized.
 - Academic families for the Form 4 to begin soon.
 - Revival of principal's lunch with well performing students.
XXXXXXX secondary school would come in week 7 for Bench marking.
 - Academic clinics for each class to be conducted.
 - Punitive punishment to be administered to the academic offences.
 - Use remedial lessons to complete the syllabus.

- Exam supervisor/invigilator should be vigilant. Exam rules to be published and displayed.
- Terms calendar of activities is out.

PRINCIPAL'S REMARKS

- Called for unity among members to make work easier.
- Preparation of professional documents to be embraced especially lesson plan.
- All members to be dedicated to their work and take responsibility positively.
- Control and manage classes and reduce destruction of resources i.e. whiteboards, window panes etc.
- All members asked to attend Monday and Friday assemblies.
- Teachers to work hard and bring students on board to complete the syllabus.
- All members encouraged to learn and utilize ICT skills in teaching.
- Members urged to attend school functions.
- Members were asked to start saving something for use in their motivational annual tour to Mombasa.

ADJOURNMENT

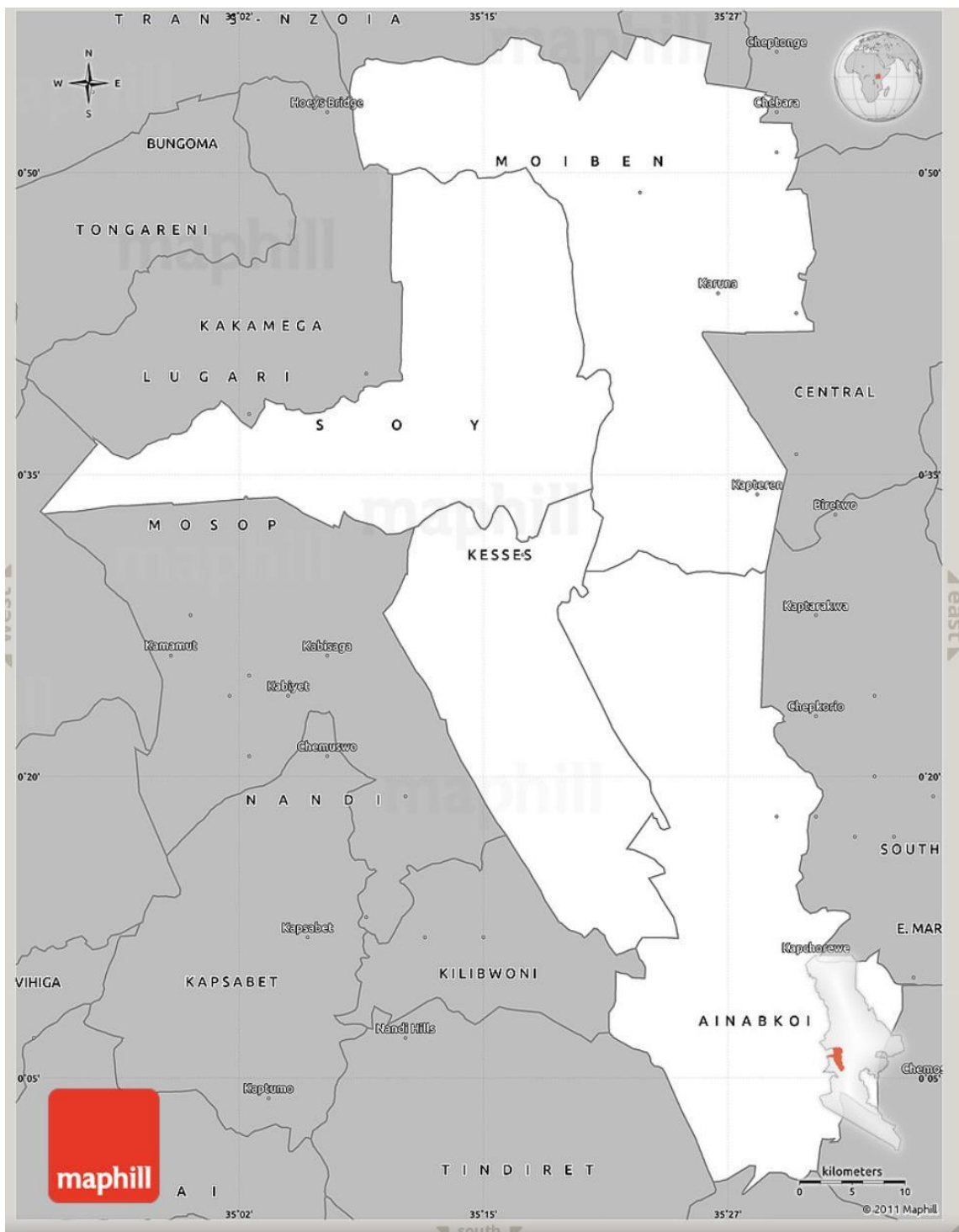
The meeting ended at 1.10 p.m. with a word of prayer by Mr.xxxxxxxxxx.

CONFIRMATION:

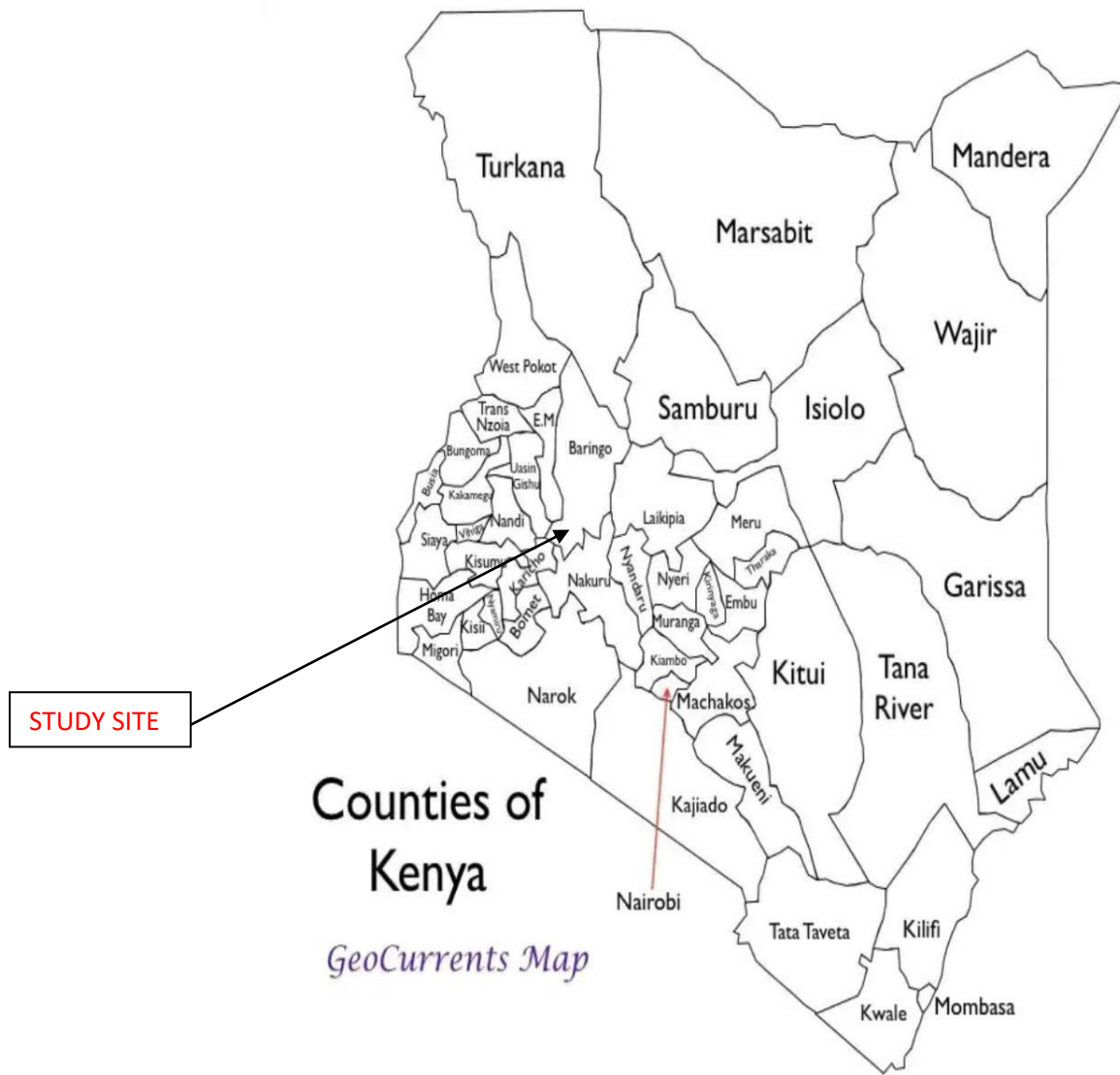
CHAIRPERSON:_____ **DATE:**_____

SECRETARY:_____ **DATE:**_____

Appendix 9: Map of Uasin Gishu County: Sub Counties



Appendix 10: Map of Kenya: Counties



Counties of Kenya