



**MENTORING OF NEWLY QUALIFIED TEACHERS IN ZAMBIAN  
SECONDARY SCHOOLS: AN INTROSPECTION OF TEACHERS' AND  
HEAD TEACHERS' PERSPECTIVES IN SELECTED DISTRICTS OF  
ZAMBIA**

**BY**

**MADALITSO KHULUPILIKA BANJA**

**UNIVERSITY OF ZAMBIA**

**LUSAKA**

**2016**

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**A THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR THE  
AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN SOCIOLOGY OF  
EDUCATION OF THE UNIVERSITY OF ZAMBIA.**

**UNIVERSITY OF ZAMBIA**

**LUSAKA**

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**AUTHOR'S DECLARATION**

I, Madalitso Khulupilika Banja, do declare that this piece of work, Doctor of Philosophy (PhD) Thesis, represents my own work and that it has never been previously submitted for a degree of The University of Zambia or any other learning institution.

Signed : .....

Date : .....

## APPROVAL

This PhD thesis by Madalitso Khulupilika Banja is approved as fulfillment of the requirements for the award of the degree of Doctor of Philosophy in Sociology of Education of the University of Zambia.

Signed:..... Date:.....

Signed:..... Date:.....

Signed:..... Date:.....

## **DEDICATION**

This thesis is dedicated to my parents; mum for the financial and material sacrifice she made to educate me and dad for meting out the discipline that forced a truant me to continue with school. Your efforts complimented so well to ensure that I attained what you desired for me.

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*Madalitso Khulupilika Banja*

## ABSTRACT

This was a descriptive survey study. Its aim was to explore the perceptions of teachers, head teachers and senior education officials towards the mentorship of newly qualified teachers in secondary schools in Zambia. The study was anchored on Kram's Mentor Role Theory.

Two hundred and seventeen (217) respondents participated in the study, consisting of ninety-two (92) newly qualified teachers, ninety-seven (97) heads of department, fifteen (15) head teachers from 18 schools in six districts, and thirteen senior management officials from the Ministry of General Education. Quantitative data were collected using self-administered questionnaires while qualitative data were collected from open-ended segments of the self-administered questionnaires and through in-depth face-to-face interviews. The quantitative data were analysed using the Statistical Package for the Social Sciences (SPSS) version 20.0 computer programme for windows to obtain frequencies, percentages and Chi-Square test ( $\chi^2$ ) used in the study. Qualitative data on the other hand were analysed using text and thematic analysis, by way of coding and categorisation of themes emerging from the data.

The study revealed that there was no policy on mentorship of newly qualified teachers in the Ministry of General Education (MoGE). Further, the study revealed that headteachers and senior education officials did not understand the meaning of the concept of mentorship and misunderstood it for related concepts like orientation. The study also revealed that newly qualified teachers needed help from long serving teachers in various areas of their professional work owing, amongst others, to inadequate exposure to classroom situations and activities during training and to the mismatch between content learnt during initial teacher training and content required for classroom teaching.

In addition, the results of the study show that newly qualified teachers faced challenges ranging from being perceived as competitors by long serving teachers to generally negative attitudes towards newly qualified teachers in schools to being inadequately prepared to teach during training.

Furthermore, the study revealed that newly qualified teachers posed such challenges to schools as failure to teach competently and lack of commitment to duty, among others.

Coping strategies resorted to by the newly qualified teachers included regularly consulting heads of department and other long serving teachers.

In terms of benefits of mentorship, the majority of the respondents perceived mentorship of newly qualified teachers to be beneficial in many ways. These included building the confidence of newly qualified teachers to teach, adjustment to their new working environment, helping newly qualified teachers understand their subject content better and develop competence.

Arising from the above findings, the study recommended that:

1. Relevant institutions should design and offer a curriculum in teacher education programmes that balances subject matter and pedagogy or methodology if competent teachers are to be produced.
2. Teacher educators should develop interest in the challenges facing newly qualified teachers (NQTs) so as to forestall these challenges during training.
3. Ministry of General Education should adopt a multi-faceted approach: improved initial teacher training, orientation and socialisation, mentorship, and CPD.
4. The Ministry of General Education should develop and institutionalise a national policy on mentorship of newly qualified teachers.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>NQTs</b>	Newly Qualified Teachers
<b>HoDs</b>	Heads of Department
<b>MoGE</b>	Ministry of General Education
<b>UNZA</b>	University of Zambia
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>PEO</b>	Provincial Education Office
<b>TESS</b>	Teacher Education and Specialised Services
<b>SESO</b>	Senior Education Standards Officer
<b>CODESRIA</b>	Council for the Development of Social Science Research in Africa
<b>CPD</b>	Continuous Professional Development

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## STATISTICAL SYMBOLS USED

df Degree of Freedom

$X^2$  Chi-Square Test

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Overview**

The aim of this study was to explore the perspectives of teachers, head teachers and senior education officials towards the mentoring of newly qualified teachers in eighteen secondary schools located in six districts of Zambia. This chapter puts into context the problem statement of the study. It provides a brief overview of mentorship of newly qualified teachers in Zambia. The chapter also presents the purpose and objectives of the study, the research questions, and significance of the study. It further discusses the theoretical framework that guided the study. The assumptions, delimitations and limitations of the study are highlighted, and the chapter ends with an outline of the operational definitions of key terms used in the study.

### **1.2 Background to the study**

This section provides the background to the study. It looks at a global perspective to the need for mentoring of newly qualified teachers (hereafter referred to as NQTs) and ends with an examination of mentoring of NQTs in the secondary sector of Zambia's education system. In the context of this study mentoring is defined as the assistance rendered to a NQT by a competent veteran teacher in order to aid both the former's integration into the school system as well as his/her career path. In Zambia, as is discussed later in the document, there is no policy on mentoring of NQTs; consequently, there is very little of this type of mentoring of NQTs actually going on in schools.

There has been an explosion of interest in the concept of mentoring in teaching and other professions and in the worlds of business and commerce (Clutterbuck, 1991) since Lortie (1975) in the United States made the argument that teaching appeared to be the only profession where the NQTs' entry into his/her job was not mediated. In the corporate world, the reasons are perhaps connected with the increasing need for companies to train and develop their own staff in their own way in order to both meet rapidly changing knowledge and practices and to keep their own distinctive identities and contributions in their sector. With specific reference to education, Lankau and Scandura (2007; 95) have attributed the need for mentoring of NQTs to the limitations of tertiary level training, and they emphasise the place of school-based mentorship as a solution as follows:

Learning from training programmes and books will not be sufficient to keep pace with required competencies for success in today's fast-paced work environments. Individuals often must look to others to learn new skills and keep up with the demands of their jobs and professions. Mentoring relationships can serve as a forum for such personal learning in organisations.

Corroborating with Lankau and Scandura (2007), Bolam (1984) when discussing the circumstances of NQTs in Britain, argues that no matter how good teacher courses were, they were intrinsically general and therefore peripheral to the NQT's major professional concerns which revolved around their particular pupils, classrooms and schools. Newly qualified teachers' main source of practical help was in the school, with colleagues and the head teacher.

Further, Lankau and Scandura (2007) have asserted that advancements in technology and education have brought about unprecedented change in the work experiences of employees within the education sector. These employees, especially newly qualified

teachers need support to weather the storms occasioned by the work experiences. As Powers (2012: 24) has stated ‘new teachers generally do not have the content knowledge, instructional and management strategies, or ability to perform at the same level as experienced teachers.’

One way of supporting new teachers towards success is through mentoring. The first year in teaching, often termed as the induction or transition phase, is recognised as an important segment that has a tremendous impact on a teacher’s professional career and personal life (Greiman, 2002), and it is believed to have long term implications for achieving effective teaching, job satisfaction, and career length. The importance of the first year of teaching is well recognised by Archived (2005) cited in Chatora (2008:13) who states that:

as a result of lack of formal guidance and mentoring of teachers, the first year of teaching may be overwhelming for the NQT and thus, many find the early years frustrating and discouraging and simply leave the profession.

Further, Ngalomba (2013) has argued that mentoring after being employed is an essential undertaking for effective preparation of competent and motivated teachers. Another point worth noting according to Ismail and Arokiasamy (2007) is that mentoring is important for organisational development as it implies workplace learning and leadership principles in career advancement.

From the literature on NQTs in Zambia, it is evident that very little is done to provide NQTs in Zambian secondary schools with school-based support so that they confidently enter the teaching career, stay and enjoy teaching. This school-based support includes mentorship of newly qualified teachers. In Zambia, currently, there is

ample evidence that most teachers have not received mentorship because mentorship programmes for NQTs were isolated and unco-ordinated (Malasha, 2009). Since NQTs face numerous challenges in their first few years of work, and given that there is substantial evidence in the scholarly discourse from studies conducted in Western, Asian and Oceanic countries in support of the benefits of mentorship of NQTs as an effective tool for ensuring quality teachers, it interested the researcher to find out why mentorship of NQTs was missing as a support mechanism for NQTs in Zambia, and what perceptions stakeholders held concerning it.

### **1.2.1 Studying mentorship using perception**

According to Pickens (2013) cited in Vatuva gwaa-Uugwanga (2015) perceptions refer to the way an individual interprets stimuli to arrive at something meaningful to himself or herself based on their experiences. The implications of this is that perceptions may be determined by a variety of contextual circumstances which include but is not limited to age, sex, education level, and so on (Vatuva gwaa-Uugwanga, 2015). Thus with regard to this study, the researcher conceived that perceptions about mentorship of NQTs by different stakeholders in Zambia would not be the same as or even necessarily be similar to those in other countries, whether such a study was carried out both within or across the sampled schools considering the huge differences between one school and the next in terms of culture and tradition of a particular school, gender dichotomy, differences in subjects taught, age of respondents, and so on. In view of this, and in agreement with the views of Vatuva gwaa-Uugwanga (2015) the researcher did not just collect information from literature but also collected relevant biographical information through questionnaires.

Bekeena (2009) posits that humans see things in different ways because of who they are, the things they believe in and value as well as their different environments. In other words, all humans have their own unique picture, image, understanding or interpretation of the world. Pickens (2013) further maintains that human perceptions may influence people's responses and behaviours either positively or negatively. Perceptions are crucial for understanding people's actions and for identifying issues of concern to them even if they impact positively in another context or for a different group of individuals.

Following from the above therefore, respondents' perceptions about mentorship of NQTs in this study was bound to be informed by any or a combination of the different meanings individuals attached to the concept of mentorship and its place in the secondary school system. It is to be noted therefore that there is no single perception of mentoring as it is subject to the individuals' circumstances. The researcher's view was that participant perceptions would explain how the participants view mentorship and possibly explain its absence in Zambia considering its well documented efficacy as a support system for NQTs in other parts of the globe. And since perceptions are an important concept that influences issues, simply adopting a mentorship policy from elsewhere and simply imposing it on the local scene was deemed not to be best practice. It was for this reason that this study focused on the perceptions of local Zambian stakeholders in investigating mentorship of newly qualified teachers. The present study therefore, hoped to establish why there was still apparent indifference to mentorship as a support system for NQTs as discussed in the literature given the overwhelming evidence regarding its significance in promoting teacher competence and also to contribute to an understanding of mentorship among stakeholders. This is

important because the failure of some programmes in education in Zambia have been because the stakeholders and end users have not had their perceptions of a particular new programme taken on board during the policy formulation stage (Kalimaposo, 2010). The above realisations helped the researcher to identify the need to gain an understanding of the stakeholders' perceptions and their subjective meaning of how they viewed the mentorship of newly qualified teachers. This worldview ultimately determined how they interacted with issues of mentorship.

As McCollum (2014: 37) has argued, 'to effectively support beginning [newly qualified] teachers, it is important to listen to their voices and observe their experiences'; hence the choice of the research to address the problem using the perceptions and insight of respondents. This becomes extremely important when it is considered that 'very often, mentoring has been poorly designed and ineffectively implemented (Boreen, Johnson, Niday, and Potts, (2009) cited in McCollum (2014:9). As a consequence of this, as McCollum (2014:9) further states 'far too many beginning [newly qualified] teachers participate in a mentoring programme that provide little or no support during this critical stage of their teaching career.' The need to listen to the end users can therefore not be overemphasised. The researcher investigated among many other things what NQTs, heads of department, head teachers and senior MoGE personnel understood by mentorship, the kind of support NQTs needed, NQT perceptions of the support they had received both that which impacted their instructional practices and their adaptation to the school.

### **1.3 Statement of the problem**

A global review of literature on mentoring of NQTs points to the immeasurable value of mentorship in facilitating preparation for and smooth transition into the teaching profession. Simon and Wardlow (1989) found that mentored teachers exhibited more effective teaching behaviours, higher levels of teacher efficacy, and were better equipped to handle classroom issues, exhibited and expressed more positive attitudes than did teachers without formal mentorship. In addition, mentoring has been found to increase job satisfaction, reduce the stress level of NQTs and assist their professional growth (Galvez-Hjornevik, 1985).

In Zambia, very little is known about the practice of mentorship as a strategy for supporting NQTs and the potential it holds for their personal and professional growth. As Malasha (2009) found, mentorship programmes for NQTs in Zambian secondary schools were isolated and unco-ordinated. This is so inspite of widespread findings which suggest, as Greiman (2002) records, that without mentorship, new teachers learn through time consuming and stressful trial and error and yet are given a wide range of responsibilities which they are expected to execute in the same manner as veteran teachers.

Little (1990) found that mentoring has become the preferred method of dealing with teacher induction, and takes precedence over reduced workload, peer group support, and formally structured continuous professional development.

The capacity to develop professional competence in NQTs early in their practice has profound implications for learner achievement. One effective strategy for supporting

NQTs towards attaining success is induction through teacher mentorship. The benefits of mentorship as an effective tool for ensuring quality teachers are well known in other parts of the world. What is not known are the perspectives of Zambian teachers, head teachers and education officials towards the mentorship of newly qualified teachers. Against this background, the present study was designed to explore the perspectives of teachers, head teachers and education officials on the mentorship of NQTs and to establish the factors that have contributed to the inadequate mentorship of NQTs in secondary schools in Zambia.

#### **1.4 Purpose of the Study**

The purpose of this study was to examine the perspectives of teachers, head teachers and senior education officials towards the mentorship of NQTs in Zambian secondary schools.

#### **1.5 Objectives of the Study**

The objectives of the study were:

1. To examine the nature and scope of the mentoring of newly qualified teachers in secondary schools in Zambia.
2. To establish the challenges newly qualified teachers faced in secondary schools.
3. To examine the challenges newly qualified teachers posed to secondary schools.
4. To examine coping strategies newly qualified teachers employed where mentorship was non-existent.

5. To assess the benefits of both formal and informal mentorship for newly qualified teachers and mentor teachers.

## **1.6 Research Questions of the Study**

The study addressed specifically the following questions:

1. What is the nature and scope of mentorship of newly qualified teachers in secondary schools in Zambia?
2. What challenges do newly qualified teachers face in secondary schools?
3. What challenges do newly qualified teachers pose to secondary schools?
4. What coping strategies do newly qualified teachers employ where mentorship is non-existent?
5. What are the benefits of mentoring for newly qualified teachers and mentor teachers?

## **1.7 Significance of the Study**

Most of the studies on mentorship have been conducted by Western and Asian scholars on existing mentorship programmes. In Africa, there is very little research on mentorship of NQTs; most of the research on mentorship has focused on mentorship of trainee teachers by their lecturers or serving teachers during the time the students are doing their practical teaching experience in schools. Lack of discussion and research on the perceptions of NQTs and other stakeholders perpetuates misconceptions of the concept of mentorship; hence the importance of this study. In so doing, the study might contribute towards stimulating greater interest, creating awareness and developing understanding of mentorship of NQTs among key stakeholders like teachers, head teachers, teacher educators and policymakers and its

link to professional development of NQTs. This can serve as a basis for policy formulation that may support mentoring practice in schools. In addition, understanding the perceptions of NQTs may help explain the challenges faced by many of them and provide strategies for ensuring their successful transition to the classroom and school.

This researcher examined how NQTs' perceptions can be used to help identify areas of need and possible development of mentoring programmes for newly qualified teachers. Results from this study can be used to assist administrators and educators in their attempt to support newly qualified teachers. By hearing the voices of NQTs, authorities can understand the challenges faced by these NQTs and offer a foundation for others interested in NQTs mentoring programmes that may want to utilise these findings to improve their programmes and as a basis for future research.

## **1.8 Theoretical Framework**

This study was guided by Kram's' Mentor Role Theory (1985) which suggests that mentoring is a developmental relationship that enhances professional growth and advancement in an individual. These types of assistance can be summarised in two broad categories, namely, career and psychosocial assistance.

Career assistance serves, primarily, to aid advancement up the hierarchy of an organisation. It serves career-related ends of the junior person by helping him or her learn the ropes of organisational life, gain exposure, and obtain promotions. This type of assistance is possible because of the senior person's organisational rank, experience, and organisational influence. This structural role relationship enables him

or her to provide the key career assistance through sponsorship, coaching, protection, exposure, visibility and challenging work assignments in order to help a junior colleague navigate effectively in the organisational world.

On the other hand, psychosocial assistance which can also be referred to as interpersonal assistance, refers to those aspects of a relationship that enhance an individual's sense of competence, identity, and effectiveness in a professional role. Psychosocial assistance affects each individual on a personal level by building self-worth inside and outside the organisation. This assistance includes role modelling, acceptance and co-confirmation, counselling, and friendship. In contrast to career assistance, psychosocial assistance is possible because of an interpersonal relationship that fosters mutual trust and increasing intimacy. The quality of this interpersonal bond enables the younger to identify with the older and to identify a role model whom the younger would like to become. Through this assistance, a young adult launching a career clarifies personal values, develops confidence in a unique style, and can address dilemmas that surface during early adulthood.

However, Kram's theory focuses solely on what Cochran-Smith and Paris (2005) cited in Richter et al. (2013: 168), refer to as knowledge transmission:

According to the knowledge transmission model, mentors perceive their role as expert teachers and transmit their knowledge within a hierarchically structured relationship. In this learning environment, novices are socialised into the prevailing culture of schooling, which manifests the status quo.

Also known as conventional mentoring (Richter et al., 2013), Kram's model of mentorship focuses on 'situational adjustment to the new school environment, technical advice, and emotional support. Moreover, conventional approaches view the

NQT as a recipient of knowledge and the mentor as the expert teacher (Richter et al., 2013:168).

As Richter et al. have argued, this approach to mentoring by Kram has a leaning towards behaviorist theories of learning ‘which conceptualise learning as the accumulation of knowledge provided by experts. From this perspective, learning is a unidirectional process in which learners are passive recipients of information.’ This mentoring style is what Richter et al. have labelled transmission-oriented mentoring.

Cochran-Smith (2005) cited in Richter (2013) has argued that other than knowledge transmission that Kram advocated for, ‘the knowledge transformation model assumes an asymmetrical but collaborative relationship with the mentor teacher, in which knowledge about teaching is mutually generated.’ This approach facilitates the exchange and generation of ideas and may support change and innovation in classroom practice. In transformation mentoring, also coined educative mentoring by Feiman-Nemser (2003) as cited by Richter (2013), mentors provide opportunities that foster growth and development. They interact with their novices in a way that supports inquiry and that enables them to learn in and from their practice.

The knowledge transmission model reflects a constructivist learning theory, whereby, according to Shuell (1988) learners construct their own knowledge by connecting new information to their prior knowledge. Richter et al. (2013) have labelled this model of mentoring constructivist-oriented mentoring. This viewpoint is supported by Bell and Goldsmith (2013:7) who state that mentoring ‘is not a one-way, master-to-novice transaction’ and that ‘the principal goal of mentoring is to create a self-directed

learner, that the primary tool for learning is discovering, and that the most effective context for reaching that goal is a learning partnership.’

The current study therefore, while adopting Kram’s mentor role theory and its behaviourist orientation, incorporates the constructivist interpretation to learning and assumes a combination of the two orientations in explaining the mentoring relationship and process between a NQT and an expert teacher in a school situation. While a NQT has prior knowledge from his/her initial training, this knowledge blossoms faster and more effectively through career and psychosocial assistance which is supplemented via the knowledge and wider experience, influence and achievement of the expert teacher. This assistance of an old hand is invaluable to the newly qualified teacher.

Further, Kram’s theory seems to be treating mentorship of novice staff as an end unto itself. It almost solely focuses on the benefits of mentorship to novice staff, the mentors and the organisation itself without consideration of the ultimate beneficiaries of the social process of mentorship, that is, the clients of the organisation. All the benefits of mentoring such as the enhanced competence of novice staff, the rejuvenation of a mentor’s career and the benefits to the organisation only derive meaning when the benefits of this mentorship trickle down to the clients of the organisation. They are the real reason why organisations want their novice staff to be mentored and to be competent and more productive. In this current study the clients are the learners in the school setup. An effective, efficient and highly competent NQT of his/her own accord is meaningless to the school until these attributes begin to filter down to the learners and begin to affect their learning outcomes positively.

In spite of the flaws discussed above, Kram's mentor role theory was still seen as highly appropriate to guide this study. It guides this study's focus of its investigation of both career and psychosocial assistance to NQTs by long serving teachers. The professional growth and personal well-being of the NQTs are both important for the production of a well-rounded competent teacher. When provided, career and psychological assistance enable individuals to address the challenges associated with the different career stages. Therefore, although Kram studied novice employees in a corporate business environment in the U.S.A to try and establish relationships 'that enhance individuals' development in the early, middle, and later career years,' the essence of her study has direct bearing in informing the present study on mentorship of NQTs in Zambia. In similar manner, the theory has been used to study different aspects related to mentorship such as by Greiman (2002) who used it to evaluate an existing mentorship programme by studying the perceptions of formal mentors and novice teachers in the provision of professional and psychosocial assistance for beginning agriculture teachers.

### **1.9 Assumptions of the Study**

The discussion above reveals that the first year of teaching poses huge challenges for a beginning teacher. Accordingly, the following assumptions guided the study:

1. Beginning teachers who received formal and informal mentorship would perform significantly better than their counterparts who did not.
2. Beginning teachers who had received formal and informal mentorship would demonstrate higher levels of stability and a higher sense of maturity and responsibility than their colleagues who did not receive any mentorship.

### **1.10 Delimitation of the Study**

In this study, only NQTs, heads of department ((hereafter referred to as HoDs), head teachers in secondary schools, and senior education officials at provincial level of Lusaka, Central and Copperbelt provinces and senior education officials at the Ministry of General Education headquarters were sampled.

### **1.11 Limitations of the Study**

The following limitations of the study were identified:

1. The Ministry of General Education provided the names of newly qualified teachers. Although presumed to be accurate, the researcher had no means of verifying the accuracy of the information.
2. Data collection was limited to newly qualified teachers who started work during the 2011 school year.
3. The NQTs were at different levels of qualifications and were trained in different subjects, and thus each group may have faced different challenges arising from the level of qualification and subjects taught and therefore could have had different needs.
4. The study focused on the perspectives of teachers and head teachers in secondary schools and senior education officials in Zambia, but was limited to only three out of ten provinces and six out of 73 districts owing to constraints in time and resources.

On account of the above limitations, the possibility of generalisation is likewise limited, because the study of the perspectives of teachers, head teachers and education officials in six districts in the three provinces was not representative of the total population of similar staff in the other seven provinces of Zambia.

## **1.12 Operational definitions of key terms**

The following definitions are provided to clarify the terms used in the study:

**Newly qualified teacher:** A certified teacher who has worked for a period ranging between 0-24 months.

**Long serving teacher:** An experienced teacher who has been teaching for more than five years.

**Mentoring assistance:** These are aspects of a developmental relationship that enhance both growth and advancement of an individual (Kram, 1985).

**Career assistance:** As defined by Kram (1985), are those aspects of a relationship that assist protégés in becoming successful and prepare them for advancement in the organisation.

**Competence:** The state of having enough knowledge and skills to perform a task to expected standards.

**Pedagogy:** The study of teaching methods.

**Professional assistance:** Aspects of a relationship that centre on career aspects (Kram, 1985), and in the case of teachers, relate to issues of pedagogy, management, and student-teacher relations.

**Psychosocial assistance:** These are those aspects of the relationship that enhance a sense of competence, identity, and effectiveness in a professional role (Kram, 1985).

**Career advancement:** This refers to processes that one undergoes towards changes in performance, job position, promotion, and a better relationship with management in any organisation (Ismail and Arokiasamy, 2007).

**Orientation:** According to the Northwest Territories Teachers' Association (2007), this is a process of introducing new and beginning teachers into the school and should

take place from the time of arrival to at least the first two months in the new work environment.

**Induction:** Veenman (1984) cited in Lawson (1992: 165) used the term teacher induction to refer to ‘the first year of teaching and the planned support new teachers receive during their initial work experience’. Defined in this manner, induction takes on a similar meaning to mentorship.

**Induction programme:** This refers to all those practices used to help new teachers become competent and effective professionals (Northwest Territories Teachers’ Association, 2007).

### **1.13 Summary**

This chapter has presented the background to the study, problem statement, purpose, research objectives and resultant questions, its significance, the theoretical framework, as well as its assumptions, delimitation, limitations and operational definitions of key terms.

### **1.14 Organisation of the remaining chapters**

Chapter two which follows presents a review of research-based literature related and relevant to the problem under discussion in this study. Chapter three presents the methodology used in the study, while chapter four presents the findings. Chapter five is the discussion while chapter six presents the conclusion and recommendations.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Overview

This chapter focuses on the review of literature related to the study. To understand the concept of NQT mentorship and the needs of novice teachers, a review of the significant professional literature was warranted. As Ziwa (2014) has observed, a review of related literature entails identifying, selecting, reading, analyzing and evaluating different scholars' works related to the researcher's study. This section of the thesis does just that by reviewing literature relevant to gaining a deeper understanding of the perceptions of secondary school teachers and head teachers, and education officials on the mentorship of newly qualified teachers. Literature resources were retrieved from a variety of sources, including educational journals, professional journals, books, conference speeches, doctoral theses, master's dissertations as well as websites.

The trends and gaps in the literature are discussed in relation to the purpose of the current study. Therefore this chapter reviews literature regarding the following:

- (i) Concept of mentoring
- (ii) Challenges of newly qualified teachers
- (iii) Purpose and goals of mentoring
- (iv) Nature and scope of mentoring
- (v) The role of the mentor
- (vi) Factors associated with successful mentoring
- (vii) Benefits of mentoring
- (viii) Shortcomings of mentoring programmes and relationships
- (ix) Gaps in the literature on mentoring of newly qualified teachers.

This review of the literature helped the researcher to critically engage with how the different authors conceptualise mentorship with the intention of arriving at a meaningful definition that ultimately framed the study. Diverse definitions of the concept of mentorship from a global usage are discussed followed by a brief discussion of the origin of mentorship. Studies dealing with challenges of NQTs, and benefits of mentorship are also discussed. Further, the review of literature helped to identify research gaps, both contextual and methodological in an attempt to justify the research focus, context and methodology adopted.

While studies elsewhere especially in the West have established the importance and necessity of the mentorship of NQTs, in Zambia literature on the topic is scanty. However, although much research has been conducted globally on the mentorship of NQTs, and abundant literature is available on the topic worldwide, most of these studies and literature have focused on evaluating different aspects of existing mentorship programmes of NQTs (Greiman, 2002; Ismail and Arokiasamy, 2007; Wardlow, 1989; Galvez-Hjornevik, 1985). The current study therefore, will add a new dimension to the body of knowledge on mentorship of NQTs by focusing on the perceptions of NQTs, head teachers and education officials in an environment where mentorship of NQTs is virtually non-existent.

## **2.2 Concept of mentoring**

The explorations in this study begun with a critical discussion on the meaning of mentorship by different authors in the field of mentorship. The purpose was to provide a wide ranging understanding of mentorship as used by different authors and researchers. Different scholars, researchers and authors have offered many definitions

and explanations of mentoring over the years. Different meanings to mentorship are significant in understanding why different people may perceive it similarly or differently. The term mentoring however, is derived from Homer's story *The Odyssey* where Mentor, a wise and faithful adviser and trusted friend of Odysseus was entrusted with the responsibility of guiding, counselling and protecting Odysseus's son, Telemachus during Odysseus's absence at war (Ragins and Kram, 2007). The relationship between Mentor and Telemachus typified the classical mentoring model where the older, wiser, and more experienced person guided and influenced the development of the younger and more naive youth through his or her intellectual and emotional growth (Cohen, 1995). This fits in with the understanding of Mazerolle, Bowman and Klossner (2015: 233) who state that 'fundamentally, a mentoring relationship is founded because mentors bring set of experiences and knowledge beyond what mentees or proteges have, and therefore they can communicate this information to their mentees.'

Ismail and Arokiasamy (2007) have stated that in a traditional mentoring relationship a senior person assists a junior person with his/her career advancement and professional development. Anderson (1974) defined mentoring as the process in which an individual has regular dialogue with, and receives advice from a more experienced member of the organisation on a range of issues relating to the individual's job and career development.

According to Powell (1997: 5) mentoring is traditionally defined as "a one-to-one relationship between an older person (a mentor) and a younger one (mentee or protégé)" while Engstrom and Jenson (2005: 8) define mentoring as 'giving

encouragement to those who rely on your wisdom and the knowledge you have gathered during your lifetime.” In other words, mentoring describes a process by which a more experienced or knowledgeable individual offers assistance to a less expert individual.

Global literature records definitions and understandings of these definitions that vary. Many terms are employed to denote individuals who provide functions similar to mentoring functions. In everyday usage the words mentorship, socialisation, orientation, induction, tutoring, continuous professional development, and many other such words are frequently used interchangeably and yet a clear distinction among them exists. This has resulted in an enormous polarisation in the understanding and use of the term mentoring and similar terms and the roles attached to these terms (Flaxman, Ascher, & Harrington, 1988). Flaxman et al. (1988) distinguish between and among the various terms and suggest that it would be incorrect to regard them as denoting the same thing as mentorship. According to Flaxman et al. (1988: 26), this polarisation in the usage of the term mentorship has culminated into referring to a wide range of programmes as mentoring:

grandmothers sharing child care with teenage mothers, community women hanging out with pregnant teenagers, lawyers interacting with a class several times a semester, job supervisors talking to their adolescent workers about more than just work assignments, college students discussing college prospects with high school students, and teachers expanding their concern for students are among the many interactions called mentoring.

This has created numerous problems in terms of what authorities should focus on as they seek to provide a response to the many challenges facing newly qualified

teachers. In education circles mentor is but one term that has been used to describe a person who assists a novice teacher to navigate his/her way in a school work place.

Shapiro, Haseltine, & Rowe (1978) describe a variety of mentorship relationships at work that include mentors, sponsors, guides and peer pals. Compared to the rest, mentor relationships are characterised by higher levels of exclusiveness, hierarchical or parental role relationship, and emotional intensity.

These informal networks are born out of the realisation that one-to-one mentoring may not be the most efficient way for novices to gain emotional support, information and access to networks. Extended networks can become a channel for new ideas, influences and resources for mobility. The less personal and intense social ties fostered by networks offer broader relationships that connect otherwise different social worlds. Most people are more likely to develop a variety of relationships that provide some mentoring functions, rather than find a single mentor that meets all of their developmental needs (Powell, 1997). While they do not qualify to be termed mentorship, the networks mentioned above do amount to other support systems for novices in their particular context. However, in formal mentorship there is a well-known and easily identifiable relationship between mentee and mentor which cannot be said to be the same in an informal relationship between mentee and mentor.

From the definitions discussed in the preceding section, it has been observed that there appears to be no universally accepted definition of mentorship; it can be seen that there seems to be no single definition that encompasses all concepts regarding mentorship. As Dougherty and Dreher (2007: 77) argue, 'it is likely that one agreed-

upon, uniform definition of mentoring would be difficult, since mentoring falls along a range of quality'. In spite of this, the ideas of what mentorship is have been provided through the fundamentals that cut across the different definitions. In this regard Anderson and Shannon cited in Kerry and Mayes (1995) analysed the classical derivation of Mentor from the Odyssey and came up with four key components of what mentorship is. These were that mentoring is an intentional process; it is a nurturing process which fosters the growth and development of the mentee towards full maturity; it is an insightful process in which the wisdom of the mentor is acquired and applied by the mentee; and that mentoring is a supportive, protective process.

Anderson and Shannon quoted in Kerry and Mayes (1995:29) advance that mentoring can be best defined as:

a nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professions and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the protege.

The latter seems to contain all the important elements of what mentoring is in education presently, hence it will be used as the working definition in this study. From the various definitions provided above, it is clear that the mentoring relationship has the prime objective of helping the inexperienced teacher graduate into independence and autonomy after attaining competence in the discharge of his/her duties within a brief lifespan.

### **2.3 Challenges of newly qualified teachers**

Newly qualified teachers face a horde of challenges. The plight of NQTs has not only been felt by scholars and researchers, but also by school head teachers and other education officials. The needs of NQTs are many and can be traced back to their time during initial training (Lankau and Scandura, 2007).

Newly qualified teachers tend to lack additional knowledge and support in the areas of classroom management, lesson planning, comprehension of curriculum and curriculum implementation strategies, school policies and procedures, and effective communication skills with students, parents, and fellow teachers, modelling of skilled teaching, and creation of higher order teaching strategies beyond what they learnt during training (Brock & Grady, 2007, 1998; Renwick, 2007). In addition, Turner and Bash (1999) have stated that NQTs require assistance in assessment and evaluation.

According to Stansbury and Zimmerman (2000), NQTs progress through an array of emotions. They begin with anticipation and move through four phases known as survival, disillusionment, rejuvenation, and reflection. Settling in a new workplace can be a nerve-racking experience that causes untold anxiety and brings with it a litany of frustrations.

Considering the many needs that NQTs have, there is need to help them settle in their new work places because the success of NQTs depends on how well they are welcomed and integrated into the school. Efforts to help NQTs settle in their new working environments takes many different forms ranging from orientation,

socialisation, induction and mentorship. However, whatever the mode of helping them, professional development must be personalised to address the specific needs of the novice teacher.

However, it should be mentioned that while mentorship goes on in most schools, in far too many cases, the quality of help rendered to NQTs leaves much to be desired. As early as the 1930s, Walker (1939) as quoted in Greiman (2002) established that the induction and adjustment practices of NQTs in schools and school systems were largely unsatisfactory, uncoordinated, and unguided. Similarly, as earlier mentioned Lortie (1975) emphasised the lack of mentorship for NQTs as opposed to what transpires in other professions. These observations by Walker (1939) over seven decades ago, and by Turner and Bash (1999) are still true of Zambia today as reported by Malasha (2009) and Chatora (2008). Thomas, Thomas and Lefebvre (2014) have argued that just like elsewhere around the world, NQTs in Zambia faced a myriad of challenges that included transitioning to new geographical locations, navigating school and organisational cultures, assessing the ability levels of their learners and improving their pedagogical practices.

Mentorship ensures that all NQTs at least undergo a certain level and standard of socialisation in order to have a certain quality of teachers that contribute to the attainment of quality education. Experience and research show that mentoring can achieve the above purposes quite readily and very effectively because the process is individualized. In his analysis of the rationale for induction programmes and the needs of NQTs, Lawson (1992) makes it clear that teachers are unique individuals and therefore should not be treated the same way by the school bureaucratic arrangement.

The background of these NQTs in terms of training, subject of specialisation, gender, culture of school at which they are working and so on is diverse; this therefore calls for individual attention to address the individual challenges of these newly qualified teachers.

It is the needs of NQTs and the numerous challenges they face in discharging their duties and their failure to perform to expectations and the need to rectify these shortcomings that gives birth to the need for mentorship.

#### **2.4 Purpose and goals of mentoring**

Ismail and Arokiasamy (2007) record that mentoring in organisations historically occurred naturally, but is now also being arranged and even institutionalised. Formal mentoring programs were initially begun in response to the perceived success of natural mentoring. Some proponents saw mentoring programmes as potentially helping corporations to meet social goals. Others wanted to enhance the skills of rising professionals or to compensate for any deficiencies. Yet others saw mentoring as a means for improving the fit of new employees with the style and methods of the organisation.

Literature around the world is full of arguments for the purpose and outcomes of mentorship for newly qualified teachers. Newly qualified teachers have to be mentored because of an identified need that requires attention. In general terms, the intention of all mentorship programmes is to transform a NQT into a competent career teacher through collegial understanding, socialisation and skills development. In specific terms, the purpose for a formal approach to mentoring is to promote the

newcomer's career advancement, personal development and education and to provide newly qualified teachers with the support they need to gain self-confidence, to provide models of effective practice, and to provide in-depth assistance in curriculum implementation. A satisfied mentoring relationship will eventually help towards a better career goal and career advancement among teachers, attained through a process of self-discovering in a learning partnership Ismail and Arokiasamy (2007).

Little (1990) and Galvez-Hjornevik (1985) have indicated that induction for new teachers is intended to help transition newly qualified teachers into the classroom, and acculturate them to the specific school and district setting in which they will be teaching. They add that induction is also meant to help the NQT understand the purposes for teaching each unit and successfully use the resources and strategies for teaching each unit, establish teaching competence and introduce the teacher to teaching as a continuously developing and life-long profession.

Part of the purpose of mentorship is to help a new teacher to adapt easily to the school environment. By doing so, the NQTs are helped to become aware of the dynamics of the school culture and to identify their ability to function as members of a community (Little, 1990). In line with this view, other scholars such as Eby and McManus (2004) have advanced that mentorship seeks to provide services that assist new teachers to develop and sustain skills for successful classroom instruction.

While the positive influence of mentorship on the NQT remains largely undisputed, of greater interest to administrators and policy makers is the potential impact that mentorship has on learner achievement. Seen from this view, the goal of mentorship

focuses on addressing the needs of NQTs so that they gain more knowledge and insight into what is necessary for increasing student achievement in the classroom setting.

To achieve this, a NQT needs to be exposed to a variety of teaching techniques and evaluation processes to enhance his/her skills as an upcoming career professional. Schlechty (1985) emphasises that new staff in any field are hired with the expectation that they will survive the induction process and start on their way to full-term careers.

However, as Bloomson et al., (2009) have argued, NQTs cannot simply be polished off and expected to be fit for their demanding role. In Britain this period during which they are expected to internalise these standards usually stretches between the first three years of teaching and constitutes their socialisation process. It is only after successfully completing this period of internship that a beginning teacher gains the status of a fully qualified teacher.

## **2.5 Nature and scope of mentoring**

### **2.5.1 Scope of mentoring**

This section discusses the two kinds of mentoring available to newly qualified teachers. These are informal versus formal mentorship and career versus psychosocial mentorship.

#### **2.5.1.1 Informal mentoring**

Informal mentoring is also known as natural or traditional mentoring. As mentioned earlier, the goal of natural mentoring is to enhance the skills of upcoming career

professionals. However, Wanberg et al. (2003) cited in Dougherty and Dreher (2007) noted that many authors did not explicitly make the distinction between formal and informal mentorship.

#### **2.5.1.2 Formal mentoring**

Formal mentoring is also referred to as planned mentoring. In this type of mentoring, the mentoring programme is institutionalised with training forming the pinnacle of such mentoring programmes. The basis for these programmes is the belief advanced by Richter et. al. (2013) that mentoring is a learned behaviour that can be taught and be learned. Planning entails that the mentoring relationship is not only formal and structured, but is based on a mutually agreed upon objective or goal. Planned mentoring is most successful when linked to clear, well-defined and achievable goals. Perhaps formal mentors may enter them to meet organisational expectations. Formal mentoring relationships are characterised by less intense and less frequent contact and are not generally sustained over long periods. The challenge in formal mentoring is certainty about how the positive behavior that the mentor promotes is associated with a desired outcome.

Powell (1997) and Murray (1991) posit that organised formal mentorship is generally identified with the following characteristics that are critical features for the success of such mentorship programmes. These are:

1. Programmes are supported by top management and are carefully monitored. They are supported via allocation of time, acknowledgement of supervisors, and they serve the mission or vision of the organisation; in a formal mentoring relationship, a member of the administrative team usually assigns mentor and

mentee to that relationship. Orientation and training are provided for both mentor and mentee.

2. Participation is conscious and voluntary.
3. Programme duration may be relatively short (up to a year) with well-defined times, duration and methods of mentoring interactions between mentor and mentee.
4. There are specific goals toward which the mentoring relationship is focused with specific goals, criteria for participation and clear expected outcomes, such as personal growth and career development, among others.
5. Mentors and protégés are selected carefully and their roles are delineated.

## **2.6 The role of the mentor**

### **2.6.1 Career related mentoring activities**

Closely related to the definition of mentorship and the types of mentorship is an understanding of the twin players of mentor and mentee. The need for a mentor has been highlighted by numerous empirical studies across the world. The mentor as a more experienced teacher is expected to provide professional guidance and support to the newly qualified teacher for a given duration. A review of literature conducted by Huling-Austin (1990) of teacher induction programmes reveals that the most consistent finding across studies is the importance of the mentor teacher.

Related to the distinction between formal and informal mentorship is the equally important dichotomy of career and psychosocial assistance in mentoring. Literature on mentorship identifies two broad categories of formal mentorship. The first category is the career functions or career assistance, also known as instrumental mentoring.

Several scholars (Dougherty and Dreher, 2007; Powell, 1997; Kram, 1985 ;) have advanced that career assistance refers to specific mentor behaviours which are likely to enhance an individual's career advancement in an organisation.

In other words, the primary goal of career assistance is to help a new employee work their way up the hierarchy of an organisation. Kram (1985) has developed a number of career assistance activities. These include coaching, sponsorship, protection, exposure and visibility, and challenging aspects. The following section looks at each of the five aspects.

### **Coaching**

The mentor suggests specific proven strategies that enable the novice accomplish work objectives, achieve recognition, and achieve the envisaged career aspirations. This entails inducting the novice on the demands of their job, bearing in mind their limited knowledge of the organisational expectations. According to Kram (1985) during the entire time that the novice is being coached, a senior person in the organisation, using his/her knowledge of the organisation accumulated over a period of time, shares critical information with the novice regarding the politics of the organisation. Such information who is who in the organisation and their perspective on various issues within the organisation is passes on to the novice employee. All this information is crucial to the career advancement of a novice in any organisation.

### **Sponsorship**

Kram (1985) argues that competence, qualifications and performance notwithstanding, a novice employee needs the open support of experienced member

of an organisation to be able to compete for available positions in an organisation.

This sponsorship enhances chances of the novice to be promoted.

Kram (1985: 26) argues that:

During the early stage of an organisational career, sponsorship helps a newcomer build a reputation, become known, and obtain job opportunities that prepare him or her for higher level positions. Later in a career, sponsorship is a deciding factor in obtaining a promotion that might otherwise go to an experienced and well-regarded peer. The political processes inherent in promotion decisions are pervasive; as one climbs the organizational ladder, competition for promotions increases and sponsorship becomes more essential.

### **Protection**

In her research Kram (1985) found that often times a novice needs to be protected from unnecessary and sometimes negative exposure and contact with senior officials of the organisation, particularly when there is negative publicity or focus on him/her due to below par performance or other misadventure. The senior person directly responsible for the novice acts as a shield to protect the novice from negative publicity and possible punishment. In the meantime, the expectation is that the novice will improve on his/her performance to avoid a repeat of such occurrences.

### **Exposure and Visibility**

This assistance is in a way the opposite of the protection assistance role discussed above. Kram (1985) found that this function enables a novice to have strategic and career rewarding exposure and contact with key figures in an organisation. By deliberately assigning certain responsibilities to the novice, the novice is exposed to the watchful eyes of his/her superiors who are charged with the responsibility of evaluating him/her. Other than the obvious opportunities that such exposure brings,

such interaction brings with it crucially important learning experiences for the novice employee.

### **Challenging Assignments**

While protection and systematic exposure are important for the novice employee, equally important according to Kram (1985) is the need to expose the novice to difficult and challenging tasks that will help prepare him/her to perform well on those difficult tasks so that she can make progress. In this way the novice gains from the massive technical knowledge and skills of the mentor who provides useful feedback to the challenging work assignments given to the mentee. With time, and in combination with the other forms of assistance already discussed, a novice gains the needed technical and other skills which enhance his/her sense of professional achievement.

Based on the views of Kram and various other scholars as discussed above, it is abundantly clear that the primary goal of career assistance activities is to help a new employee work their way up the hierarchy of an organisation.

#### **2.6.2 Psychosocial related mentoring activities**

The second category of formal mentorship relates to psychosocial assistance. Mentoring services not only provide content in the form of skills and valued behaviours, but also provides social and networking opportunities. In this regard, Lawson (1992: 166) records that:

...The provision of experienced teachers as mentors for new teachers in some programmes has stemmed from recognition of the need for personal and social support in the school in addition to technical

support. Together with tempered and more refined views on teacher education and schools as organisations, the attention given to beginning teachers may mark the beginning of the end for sink-or-swim socialisation with its differential and sometimes damaging effects.

Psychosocial assistance refers to aspects of a relationship that are more personal than career assistance and is tailored towards enhancing an individual sense of professional competence, identity, and effectiveness in a professional role (Dougherty and Dreher, 2007). To this effect, Kram (1985; 32) argues that:

While career functions depend on the senior person's position and influence in the organization, psychosocial functions depend more on the quality of the interpersonal relationship. The role of relationship is not as crucial as the emotional bond that underlines the relationship. Career functions affect the individual's relationship to the organisation while psychosocial functions affect the individual's relationship with self and with significant others both within and outside the organisation.

Kram (1985) and Powell (1997) have advanced that psychosocial mentoring includes role modeling, acceptance and confirmation, counseling and friendship or emotional support. The following section looks at each of the four forms of psychosocial assistance.

### **Role Modelling**

Key to role modelling is emotional attachment between a mentor and a mentee. In such a relationship, the mentor demonstrates exemplariness in attitude, values and behavior while the mentee, in this case, the teacher, attempts to identify with and emulates these attitudes, views and behaviours for his/her own professional growth (Kram, 1985).

Similarly, Powell (1997) says that the role of the psychosocial mentor aims at changing the social circumstances of the mentee, influencing the mentee personally and serving as a role model by way of encouraging, counselling and supporting the mentee. In agreeing with Powell (1997), Ismail and Arokiasamy (2007) further state that mentoring provides support as a mentor acts as a role model. The role of the mentor is to pass on knowledge through teaching and coaching, experience and judgment, and/or to provide guidance and support so that he/she (the mentee) progresses in his/her career. In particular, the mentor has the responsibility to provide guidance and assistance on lesson preparation, teaching methodology, integration of the NQTs into the school environment. The mentor is also a valuable aid pedagogically and socially. He/she is a role model and provides moral and social direction to the NQT for him or her to discharge his/her duties satisfactorily.

### **Acceptance-and-Confirmation**

In her theory Kram (1985) also asserted that central to psychosocial assistance is the acceptance and confirmation of the novice that is provided through support and encouragement.

Similarly, other studies on mentorship have established that integral to mentoring are the related notions of the formation of trust, emotional attachment and confidence-building by the mentor rather than competence assessment. Morton-Cooper and Palmer (2000) and Surtees (2008) cited in Lennox, Skinner and Foureur (2008) have argued that the mentor, though has a responsibility within this encounter to challenge and review the thoughts and actions of the mentee, but in a way which enables rather than disable the new graduate's confidence.

## **Counselling**

The goal of counselling in mentorship is to equip the novice to handle personal anxieties, fears and ambivalence effectively to the extent that they do not adversely affect their work. This is achieved through patient, sympathetic listening and feedback from the mentor. In short as Kram (1985:36) records:

counselling is a psychosocial function that enables an individual to explore personal concerns that may interfere with a positive sense of self in the organisation...personal concerns in the early stage of a career fall into three major areas: how an individual can develop competence and potential while also feeling productive and satisfied in a newly chosen career; how an individual can relate to peers and superiors without compromising personal values and individuality; and how he or she can incorporate growing responsibilities and commitments at work with other areas of life. These developmental tasks involve clarifying one's relationship with self, with the organisation, and with other spheres of life. The counselling function is important in accomplishing these tasks.

This requires not only trust but also similarity of experiences. Providing counselling to a novice employee is crucial for him/her to settle in their work and make a career out of it.

More recently, Engstrom and Jenson (2005:8) state that one of the roles of a mentor is to comfort people in their times of need. They spelt out the value of mentoring as follows:

some mentoring is not done deliberately. This could be true in the corporate world, where a leader inspires growth and advancement without intentionally investing time in his colleagues... This is often true of parent and child relationships. However, the most effective mentoring is usually deliberate and intentional.

## **Friendship**

Friendship as a form of psychosocial assistance is anchored on mutual liking and understanding related to experiences both at work and away from work. This type of social interaction helps individuals to escape work related pressure through sharing personal experiences.

In the best of circumstances, the process of mentoring is mutually beneficial to both mentors and mentees in ways that include personal and career advancement. Clearly, the combination of career and psychological assistance equips an individual with the capacity to face the challenges presented by each career stage. Relationships that provide these two are marked by greater levels of intimacy and interpersonal bond than other relationships available in the work place.

As stated in the preceding paragraphs, it is clear that the range of mentoring assistance possible suggests that developmental relationships vary in the ways they support individual development. Some mentoring relationships provide either career or psychosocial assistance while other relationships provide the full range of assistance, that is, both the career and psychosocial assistance.

It is clear from the literature that the role of a mentor is critical in the career progression of a newly qualified teacher. Numerous scholars have argued that the roles of mentors have essential aspects for newly qualified teachers. Wildman, Niles, Maglario & McLaughlin (1987) cited in Bash and Turner (1999) have alluded to how critical this support is during the first year of teaching when while learning how to teach, NQTs have to be in the classroom teaching. It is critical therefore, that a mentor

enters into a new relationship with a novice teacher with a positive attitude and a sense of perceived success for the teacher.

When the mentor's responsibilities discussed above are fully and meaningfully carried out, the NQT is expected to have developed competencies in the areas in which they need help. After all, the necessity for mentorship of NQTs lies in its contribution towards developing effective and competent teachers.

## **2.7 Factors associated with successful mentoring**

Mentorship of NQTs as discussed in the literature takes place in an ideal environment. The necessity of mentorship of NQTs and the contribution it makes towards having effective teachers is hardly a matter of dispute. However, literature on the subject of mentorship takes cognisance of the fact that mentoring relationships do not exist in a vacuum and are dependent upon and are affected by a myriad of factors. For instance, Allen (2007) reports about studies that have found that rigid organisational structures, unclear expectations, job pressures, and a competitive environment impede the mentor's ability to mentor others. Therefore, mentoring must be contextualised to reflect prevailing circumstances.

Nikandrou, Apospori, and Panayotopoulou (2006) have broken down the various factors which have been found to be enabling for successful mentoring in to career advancement into individual, interpersonal, organizational, human capital and family enablers.

### **Individual enablers**

Individual determinants include personality traits and other psychological factors that concern one's capacity for managing such as motivation, career aspiration and gender role orientation. With regard to gender role orientation, attitudes towards the opposite sex also influence interpersonal styles and, consequently, the nature of a developmental relationship. Men in authority positions with the experience, position and passion to mentor others may feel inhibited to mentor younger female colleagues owing to fear of developing intimate relationships. Moreover, concerns about societal perceptions can equally affect the range, intensity and effectiveness of assistance that is provided and received in male-female mentoring relationships. Consequently, female novice employees may lose out on adequate role modelling. Counselling and friendship assistance may suffer most as they are at most risk of promoting intimacy due to frequent interaction (Kram, 1985).

### **Interpersonal related enablers**

Interpersonal determinants involve supportive relationships at work, such as mentors and peer networks that facilitate advancement of the novice employee. Powell (1997) suggests that a successful mentorship programme results from significant commitment and ownership by all stakeholders, namely, the employing organisation, mentors and protégés. All have significant responsibilities and roles that are critical to a positive mentoring relationship and programme success. In recent years, Hirsch (2010: 12) has stated that, "for mentoring to have maximum impact, it must take place in schools with supportive leaders who develop a culture of trust, empower educators, and find time for them to work together." It is clear from the above sentiments that NQTs must

be comprehensively supported if the potential in them is to be fully tapped and developed.

Kram (1985) also argues that the range of assistance provided in a relationship is affected by the interpersonal skills and capacities that each individual brings to the mentoring relationship. According to Kram (1985) interpersonal skills that support a wide range of career and psychosocial assistance are affected by more subtle attitudes towards authority, toward one's own competence, and toward conflict, competition, and intimacy. The study by Levinson, Darrow, Levinson, Klein, & McKee (1978) seems to render additional support to the argument that these attitudes are substantially shaped by life experience and relationships. For instance, the individual who harbours feelings of incompetence can hardly be expected to provide mentorship. However, these attitudes are subject to change as the individual is constantly exposed to experiences that compel him/her to evaluate his/her understanding of self, career, family and workplace influences.

The interpersonal skills that the two parties bring to the relationship influence how the relationship gets started, how it progresses with time, and the range of assistance it will encompass. To provide most career and psychosocial assistance a skills set with effective communication skills is required. Effective mentoring requires effective skills on the part of both individuals in listening, giving and receiving feedback, managing conflict and disagreement, and managing competition and collaboration. These aspects are critical as they affect the extent to which counseling, coaching and acceptance-and-confirmation assistance postulated by Kram are provided. Most of all, building rapport and trust are key prerequisites for sustaining and raising the profile of

assistance provided. With time, the mentee learns to share personal career concerns; this is made possible through assistance in counseling and friendship. This type of relationship is better served if the mentor and the mentee have as much as possible similar backgrounds and temperament.

Another aspect of how interpersonal skills affect mentoring relationships relates to the type and characteristics of mentor that a novice has been allocated and the nature of mentorship programmes discussed earlier. This is so crucial that it deserves special mention and discussion. As already discussed, the role of the mentor is to pass on knowledge, experience and judgment, and to provide guidance and support (Lund, 1992). To achieve this, mentors need to be people-oriented, confident, secure, flexible, trusting and sensitive to the needs of novices. Phillips-Jones (1983) has made a distinction between two types of mentors. The first type she called primary mentors. Primary mentors are regarded unselfish, altruistic and caring and provide both career and psychosocial assistance. The second type is called secondary mentors. These adopt a largely business-like approach to mentorship. They look to impart something into the novice teacher and are equally looking for their own benefit in terms of career advancement. Unsurprisingly, secondary mentors are known to provide only career assistance.

For trainee teachers or newly qualified colleagues the mentor needs to be well endowed with listening skills to be able to attend to the mentees' concerns, discuss their problems and dilemmas by providing necessary demonstrations and explanations and also observing the NQTs' performance and providing appropriate feedback including advice and setting targets for further development.

Regarding the mentorship relationship Kram (1985) alludes to the need for mentees to be receptive to the programme and make it their priority to learn what the mentor has to offer. This requires of the novice to respect, be grateful to, and work hard to emulate the mentor. The goal is for the mentee to identify with and imitate the mentor, receive reinforcement for positive behaviors and attitudes, learn how negative and inappropriate behaviors may interfere with emotional growth, and develop educational and work goals.

Several research studies indicated that for mentoring programmes to be successful, it was important for mentors to be respected as competent professionals by their peers. The study by Odell (1990) suggests that a mentor who had similar background experiences as the NQT was more likely to be accepted as credible by the novice teacher. In order to increase the likelihood of teacher satisfaction and retention, experienced mentors should be proficient in collaboration and communication skills, respect teacher differences and ways of work, and model appropriate classroom management and curriculum implementation (Feiman-Nemser, 2003). In the same vein, mentors ought to take pride in their mentees and accordingly offer protection when this is needed. Through this type of assistance an individual develops essential technical and managerial skills through work that encourages learning.

Bodycott, Walker, Kin (2001) have highlighted the fact that sometimes a NQT can enter a school system with negative or preconceived perceptions and fixed expectations of the role of an administrator, shaped by their previous experiences as students. For a meaningful mentoring relationship to occur, NQTs should allow administrators to provide a positive environment conducive to new teacher

professional development. The individual who has negative feelings toward those in authority is less likely to welcome some mentoring assistance than the individual who has positive views. This has a tendency to prevent an open approach to issues.

### **Organisational enablers**

The mentoring relationship is also affected by organisational factors. Powell (1997) argues that mentoring is one component of, and integral to, a broader individualised development effort. Planned mentoring often leans on, and works in tandem with other interventions, and they affect its success. The degree to which mentoring is integrated with other interventions affects its potential for success. Kram (1985) argues for instance that existing work commitments affect one's willingness and capacity to engage in mentoring activities. A busy work schedule reduces a senior person's readiness to take up new mentoring responsibilities. On the other hand, less strenuous work schedules increase a senior person's availability to offer mentorship particularly if such a mentoring relationship answers their own needs for growth.

The organisational context determines the range of assistance, the levels of participation as well as the magnitude of the mentoring activities. Much career assistance is not possible without a particular role relationship and formal position in the organisational hierarchy. Senior personnel are more likely to provide mentorship assistance that they perceive to be part of their job particularly if a system of rewards offered to senior people involved in providing mentorship is well tabulated. Organisational norms and practices such as job rotation, promotion, performance management, and communication procedures can individually or collectively

positively or negatively influence which assistance is provided in a relationship (Kram, 1985).

Schlechty (1985) suggests that signs of effective induction programmes can be observed in the faculty's and administration's attitude and behaviour such as support of school norms and the general conformity of teacher performance to those norms. In support of this view Moir (2010) recognises the successful mentoring of NQTs and argues that it includes a number of factors key of which is exemplary teaching practice. Without exemplary teaching practice, efficacious coaching of new teachers in relevant standards, benchmarks, pedagogies, planning lessons, and student assessment, mentorship becomes ineffective. Mentors draw upon their own experiences as effective classroom instructors to quickly guide NQTs toward best practices that help them to discover what is working in their classrooms as well as identifying, facing and whenever possible resolving the challenges.

### **2.7.1 Other factors affecting mentoring assistance and relationships**

A horde of other considerations affects the mentoring relationship. The needs that an individual considers important to their successful integration into a new work place will affect the type of functions that they seek in mentors. Equally, the frequency and level of intimacy of the interaction between mentor and mentee affects how much a mentee identifies with a mentor and therefore how much he/she can learn from the mentor. Similarly, the mentor's status and prestige can also influence whether the protégé will emulate or match the modeled behavior. The status and prestige can be too high or not worth emulating. In addition, social distance is a critical consideration when gauging the ability of a mentor to identify a protégé's problems, needs and

strengths, and for the protégé to connect to the mentor. Therefore, when matching mentors to novices, the personalities of the two individuals are cardinal to the success of the relationship.

The factors discussed above make evaluating the effectiveness of mentoring, in isolation from other services, extremely difficult. Balthazar (2010; 9) recognises this challenge as follows:

Clearly, it is difficult to assess a one-to-one correspondence among mentoring, teacher efficacy and student learning. Measuring the impact of mentoring is like measuring the impact of respect. It is complex, non-linear and an inter-connection of many mentoring actions.

Even if mentoring is the sole service provided by a programme, it is difficult to evaluate effectiveness due to the complexity of the mentoring relationship and individual mentor approaches to the unique needs and circumstances of the mentee. An individual's actions in a relationship are influenced by his or her other relationships. Thus, if an individual has supportive relationships with peers and superiors, it is likely that each will provide some of the mentoring assistance.

However, although it may be impossible to attribute competency of NQTs exclusively to mentorship, there is still a compelling argument, supported by empirical findings, in favour of mentorship of newly qualified teachers. Several studies point to the efficacy of mentorship in producing a competent teacher. From the literature discussed this far, it is evident that the positive returns on mentorship far outweigh the shortcomings. Hirsch (2010: 13) has noted a general agreement that 'induction and

mentoring are essential elements in any state strategy to ensure all new teachers have the opportunity to be as effective as they can possibly be.’

Research has shown that many school principals feel that a mentoring programme is one of the most influential resources for new teachers (Brock & Grady, 1998, 2007). A strong teacher mentoring program also facilitates the sharing of information with the novice teachers about both the professional work of a teacher and the daily job of classroom teaching to assist them in being adequately prepared and engaged in the educational process (Clutterbuck, 2007; Renwick, 2007; Wayne, Youngs, & Fleischman, 2005; Wong, 2004). While acknowledging the limitations of mentorship, Balthazar (2010) argues that mentorship is necessary for newly qualified teachers. Consequently, in view of the many beneficial outcomes of mentorship, many countries, particularly in the West, have adopted mentoring as a tool for career advancement. All the authors discussed this far seem to be pointing to the fact that mentorship of NQTs has benefits. The next section specifically discusses the some of the well-known benefits of mentorship of NQTs, not only to NQTs but also to other relevant stakeholders.

## **2.8 Benefits of mentoring**

An important aspect to note in the discussion on the subject of mentorship is the justification of its use by pointing to several career and psychological related benefits that accrue simultaneously in a reciprocal relationship particularly to both the NQT and the mentor. In addition to NQTs and mentors there are benefits that accrue to the schools that employ these NQTs as well as to the learners in these schools. In ensuring maximum efficiency and effectiveness, most effective mentoring

programmes have specific goals, and formally structured and systematically organised.

Dreher and Ash (1990) have indicated that outcomes from mentoring relationships have been considered mostly in relation to objective career outcomes such as promotion and compensation. For instance, employees with a mentor support gain more promotions and higher incomes than employees without a mentor (Baugh and Scandura, 1999; Ragins, Cotton and Miller, 2000). These relate to Kram's career assistance. Regarding higher incomes, it must be highlighted that in most African countries, Zambia inclusive, teacher salaries both in public and in private sectors are fixed regardless of the performance of the teacher.

The second set of mentoring benefits consists of subjective career outcomes. This refers to more affective and less tangible signs of career success such as career satisfaction, career commitment, job satisfaction and turnover intention (Noe, 1988). This relates to Kram's psychosocial assistance. This shows that career advancement is closely related with subjective outcomes of mentoring relationship. This clearly justifies that mentoring and career advancement have strong contribution to overall organisation performance.

Simon and Wardlow (1989) conducted a study on mentorship in which they compared the effect of mentorship on NQTs. They concluded that NQTs with mentors experienced less problems during their first year of teaching than their non-mentored counterparts. Among others, they exhibited more effective teaching behaviours, demonstrated better classroom management than teachers without a mentor did.

Further, mentored teachers exhibited more confidence in their abilities, mentioned plans for improvement more often, spoke more freely about their weaknesses, and progressed faster in their professional development. This is in line with the views of Ismail and Arokiasamy (2007) who advance that the outcomes of the mentoring process are accomplished goals, role fulfillment and self-efficacy. Mentoring is a process that can encourage self-efficacy that enables one to take on a new role successfully and become a fully committed professional.

### **2.8.1 Benefits of mentoring to newly qualified teachers**

Literature on mentorship chronicles the benefits of both career and psychological mentorship, for the mentee (Dreher & Ash, 1990; Baugh and Fagenson-Eland, 2007). Huffman and Leak (1986) found that mentoring programmes help NQTs expand their techniques, improve teaching skills, and teach classroom management.

Benefits of mentorship for the NQT relate primarily to career assistance. Career assistance has direct and measurable consequences for the mentee. Mentoring researchers have empirical evidence that support the role of mentoring for career advancement. Several researchers including Dreher and Ash (1990) and Fagenson-Eland (1989) as cited in Greiman (2002) have stated that the presence of a mentor was found to be associated with an assortment of positive career outcomes for mentees, including more career satisfaction, higher incomes and more promotions.

Mentors provide opportunities to the mentee, and remove barriers to progress, advancement, or success; for example, opening doors to schools and jobs. Instrumental mentoring can also be protective and reduce risks faced by the mentee.

An instrumental mentor serves as a coach and advisor, helping the protégé negotiate the environment. In these relationships, a mentor's effectiveness is based on his or her direct life experiences (Flaxman, Ascher & Harrington, 1988).

Mentoring has been found to help reduce the stress level of beginning teachers, increase job satisfaction, and assist the professional growth of novice teachers, (Galvez-Hjornevik, 1985). Whether it is formally planned or the informal response of helpful professionals, a major result of mentoring is the passing of organisational values and beliefs from the veterans to the novices. However, mere observation shows that typically, informal mentoring does not establish collaboration as the norm, but merely transmits the current culture or status quo of the school. Formal mentoring is the natural tool to create collaborative relationships between veterans and novices and promote continual professional learning. As mentioned already, challenging work assignments provide important learning opportunities for the newly recruited employee and serve the career-related ends of the novice by helping him or her rise up the hierarchy of an organisation.

The ERIC Digest (1986) reported that induction programmes were a way to mature teachers faster; beginning teachers who were mentored were more effective in their early years since they learned from guided practice other than from trial and error. It enabled teachers to be acquainted with the system, and avoid frustrations which forced good teachers to give up teaching. Omari (1983) also reported that emotional stability in teachers was greatly related to student achievement, job satisfaction and teacher effectiveness.

Apart from career related benefits, there are benefits related to psychosocial assistance that accrue to the NQT in a mentoring relationship. Kram (1985) says psychosocial assistance help individuals build self-worth inside and outside the organisation. In contrast to career assistance, psychosocial assistance is based on an interpersonal relationship that promotes mutual trust and increased intimacy as well as offering psychosocial support for changes in behavior, attitudes and ambitions.

The quality of this interpersonal bond enables the younger to identify with the older and to find a model that the younger strives to become. In addition to being a role model, the senior colleague counsels the novice on dilemmas that surface as he/she launches a career. The novice finds support for who he or she is becoming in a new work role that increases support and sense of competence, effectiveness, and self-worth.

Through these forms of assistance, a young adult launching a career clarifies personal values, develops confidence in a unique style, and can address dilemmas that surface during early adulthood. Mentorship can help to bridge the gap between outdated theories taught at universities and current practice in schools brought about by constant curriculum changes.

The benefits of mentoring for the NQT are discussed in Smith and West- Burnham (1993) as cited in Turner and Bash (1999: 76) as follows:

- (i) Having a medium through which to address ideas to senior management
- (ii) Providing support, consolation, sympathy, constructive feedback

- (iii) The opportunity to share achievements and failures
- (iv) Time to observe other teachers at work
- (v) Opportunity to be reflective on performance
- (vi) Non-threatening guidance
- (vii) Feeling less isolated within an established staff
- (viii) Meeting [others in the same learning situation]
- (ix) Having someone to talk to.

While acknowledging the limitations of mentorship, Balthazar (2010) argues that mentorship is necessary for newly qualified teachers. The implication of the benefits of mentorship for NQTs discussed above is that mentoring is not just important but essential to the career development of the NQT and should be prioritised in schools' support systems. In view of the many beneficial outcomes of mentorship, many countries, particularly in the West, have adopted mentoring as a tool for career advancement.

### **2.8.2 Benefits of mentoring to the mentor**

Literature on mentorship chronicles the benefits of mentorship; just as is the case with the mentee, there are several benefits of mentorship, both career and psychosocial, for the mentor (Kram, 1985; Little, 1990; Allen, 2007; Baugh and Fagenson-Eland, 2007; Godshalk and Sosik, 2007) among others. However, Wanberg, Welsh, and Hezlett (2003) cited in McKeen and Buyaki (2007) have observed that historically most studies on the outcomes of mentoring have focused on outcomes for mentees, rather than on outcomes for mentors or organisations.

However, recent research has begun to recognise the mutuality and reciprocity of mentoring relationships (Allen, 2007). Little (1990) has suggested that mentorship promised potential benefits for the mentor in terms of career advancement. This helps to provide an avenue for leadership, public recognition, and reward for skilled veteran teachers who serve their schools as mentors. Mentors often find themselves professionally stimulated, personally enriched and rejuvenated. They believed that the relationship served a socialisation purpose, and took the position that mentor-mentee relationships are good for both persons and ought to be fostered; just as good parent-child relationships should be fostered.

The mentor benefits from this relationship by increasing his/her support base from among his/her subordinates and admiration among peers and superiors as a consequence of his/her acumen at helping novices to blossom in their careers, all to the benefit of the organisation [school] for which they work. Furthermore, providing the function of protection contributes to a senior's reputation by demonstrating his ability to develop junior talent for the organization. Protection that shields a junior person from unnecessary risk or criticism confirms the senior's ability to intervene positively in a situation where he can use his status and influence in supportive actions for others.

As Kram (1985) has stated, by sponsoring someone who advances and performs well, upper management views a senior as having excellent judgment. Credibility is enhanced as a reputation for finding and developing younger talent is confirmed. In addition, sponsorship recipients reciprocate support in the future through continued good performance and other avenues as they, too, reach senior status. It is a measure

of the senior person's credibility and organisational power. The opposite might mean peers and superiors begin to question one's support for juniors who cannot perform at the expense of the organisation.

Employees often lack necessary information that can help them be more competent and effective in their organisations (Lankau and Scandura, 2002). Mentors can serve as coaches, providing information and advice for the protégé to meet or exceed job expectations. Within an organisational socialisation context, coaching may involve teaching newcomers specific socialisation content so they can transform into successful organisational members.

Apart from benefits related to career assistance, there are benefits related to psychosocial assistance that accrue to mentors. The senior person can satisfy important needs at midlife that increase a sense of competence, effectiveness and self-worth. Clearly psychosocial assistance has a much more personal orientation than career assistance. Consequently, they carry benefits that extend beyond organizational advancement to other spheres of life. These include role modeling. The senior person rediscovers valued parts of self in observing the extent to which his or her junior colleague incorporates these parts.

Smith and West- Burnham (1993) as cited in Turner and Bash (1999: 76) also listed the benefits of mentoring for the mentor as including, amongst others, helping the mentor to evaluate the quality of his/her own teaching/planning; helping to develop ones appraisal skills; and keeping in touch with the problems of [others in the same learning situation]. Other benefits for the mentor include affording one the

opportunity to reflect on one's own performance; providing a good experience for career development; increasing one's status and responsibilities; increasing one's enthusiasm; as well as having the opportunity to provide new ideas.

Wildman et al., (1987) also cited in Turner and Bash (1999: 76) wrote of the advantages mentors felt they received from their role. He listed these as:

1. opportunities to work and talk with other teachers during mentor training;
2. participation in beginning teachers' success and progress; and
3. having the opportunity to reflect on their own teaching.

In addition, Andrews (1987) cited in Turner and Bash (1999: 75) proposed five ways in which mentors would benefit from providing mentorship. These are:

1. Modelling different instructional methodologies [gaining constructive feedback on own teaching];
2. Providing regular observation and feedback [thus experiencing peer supervision];
3. Working jointly on the introduction of new curriculum materials [thus gaining from new teachers' recent studies and gaining curriculum management expertise];
4. Engaging in classroom research [taking part in and encouraging critical reflection in teaching];
5. Acting as a resource and consultant [gaining experience in educational consultancy].

Shaw (1992) added to this the fact that mentor status can enhance [mentors'] self-esteem, self-confidence and self- image and that role modelling and helping others

develop by example ensures you think carefully about your own practice.

### **2.8.3 Benefits of mentoring to an organisation**

Literature on mentorship chronicles the benefits of mentorship to an organisation. According to Baugh and Fagenson-Eland (2007) organisations can benefit from mentorship through enhanced communication and commitment and reduced staff turnover. Because of such advantages organisations world over have introduced new employee mentoring relationships in their workplaces. These organisations could be business entities or as is the interest of this study, schools. On the benefits of mentoring to schools Shaw (1992:76) asserts that these would include ‘raising awareness about classroom practice; providing a climate for a discussion about teaching methods and subject content; the enhancement of a variety of school processes, all of which lead to an improved classroom experience for pupils with an ensuing rise in achievement’.

Furthermore, Smith and West- Burnham (1993) cited in Bash and Turner (1999: 76) discussed the benefits of mentoring in the professions as being ‘well-adjusted teachers, good networks, improved relationships between staff/team building, identification of communication/organisation problems in the school, likely to entice more people into profession and improve its status.’ Another point worth noting according to Ismail and Arokiasamy (2007) is that mentoring is important for organisational development as it implies workplace learning and leadership principles in career advancement.

#### **2.8.4 Benefits of mentoring to learners**

The discussion of the key benefits of mentorship within the educational system has been well captured in the literature. The paramount interest in the discourse on mentorship of NQTs is the potential impact on student achievement, and increasingly on which forms of support are the most effective. The ultimate in teacher induction, that is, the ultimate goal of meeting the needs of NQTs is improved learner outcomes because of a better-equipped teacher, but these cannot be achieved without first producing an effective teacher. The implication of this is that mentoring NQTs is a cornerstone to improving educational delivery.

As noted earlier, Balthazar (2010) attests to the well-known fact that in education ongoing mentoring has a positive impact on both teachers and students. She adds that when teachers are mentored, the ultimate goal is to impact student learning. In agreement Lawson (1992: 167) states that:

Most important in so far as induction programmes provide mediated entry into new schools for beginning teachers, contextual tricks of the trade and personal-social support systems, these teachers will be more likely to have immediate, beneficial influences upon children and youth than teachers who have not been provided such assistance programmes.

The National Commission on Teaching and America's Future (1996) also shared the view that mentoring was an important part of teacher induction as mentored NQTs focused on student learning sooner and experienced less frustrations than those not mentored. Such phenomenal findings led institutions and educational systems to introduce mentorship. These findings are important to the current study as they help to show the significance of mentorship for newly qualified teachers.

Myers (2008) also claims that schools can expect better retention of staff by offering improved rewards and opportunities and better job satisfaction. Benefiting staff, she asserts, benefits schools, which leads to improved pupil performance. This is surely a message which schools, presently under the scrutiny of parents, press and government will want to consider.

Research conducted by Ragins and Scandura (1999) demonstrate that individuals perceive both costs and benefits associated with mentoring others and that these perceptions relate to mentoring intentions. That is, under what conditions do the perceived benefits of mentoring outweigh the perceived costs and result in the initiation of a mentoring relationship? Ehrich and Hansford (1999) have summarized the benefits of mentorship to mentees, mentors and organizations as indicated in table 1.

**Table 1: Summary of the benefits of mentorship**

<b>Mentee</b>	<b>Mentor</b>	<b>Organisation</b>
Career advancement	Personal; fulfillment	Development of managers
Personal support	Assistance on projects	Increased commitment to
Learning and	Financial rewards	the organisation
development	Increased confidence	Cost effectiveness
Increased confidence	Revitalised interest in work	Improved organisational
Assistance and		communication
feedback		

*Source: Ehrich and Hansford, 1999: 6*

## **2.9 Shortcomings of mentoring programmes and relationships**

Even though the literature has demonstrated beyond doubt that mentoring relationships are beneficial for the participants and their organisations as discussed in the above section, studies on mentorship have simultaneously identified many shortcomings worth discussing. While mentoring for NQTs is desirable, and while different mentoring strategies may be available including one on one mentorship, one mentor handling a group of teachers, in-school mentorship and in-profession mentorship, mentorship programmes have their own problems. In addition to the specific disadvantages associated with specific types of assistance, many other shortcomings associated with mentorship exist. For instance, Eby and McManus (2004) examined the specific types of dysfunctional experiences that mentors report in mentoring relationships. They identified such themes as negative relations involving exploitation and egocentricity, malevolent deceptions, sabotage, harassment, submissiveness, performance below expectations, and unwillingness to learn.

It has to be noted that no matter what the mode of mentoring programme is adopted by a particular school, there is increased demand on the time, budgetary and spatial resources of a school. In most of the developing world, these demands on a school represent huge challenges that currently appear insurmountable. Work overload among Zambian teachers is a common occurrence (Banja, 2013). Mentoring activities increase the workload for both the mentor and the mentee, and yet mentorship might require freeing some people, both mentors and mentees of teaching time. Such is hardly available in Zambia. Furthermore, Blair and Bercik (1987) declared that in order to achieve success mentors needed more than their present superficial level of training. They suggest that mentors needed training in demonstrating teaching,

observing teaching and coaching teachers, and study teacher development, needs of new teachers, effective teaching, supervision skills and professional development. Responding to all these needs requires resources.

Mentorship also brings with it financial implications. In order to attract people to take up mentorship of newly qualified teachers, financial rewards may have to be considered. Considering that most educational systems are already struggling under current limited burdens, additional demands on the scarce financial resources seem unattainable and may not be seen as priority by educational planners.

It would be naive and erroneous to assume that one can only succeed as a newly qualified teacher if they are mentored by someone. As Dougherly and Dreher (2007) state, mentors do not provide all mentoring functions. The danger lies in overemphasising the role of mentorship to the exclusion of other equally important aspects of ensuring competence in newly qualified teachers. Furthermore, where impact is largely qualitative, proving the positive impact of mentorship might be a challenge. Further, as discussed earlier, developing teacher competency is contingent on a number of factors other than mentorship. Literature on the subject of mentorship recognises that producing a competent teacher involves interplay among various variables whose individual impact may not be easy to delineate. Delineating the role of each of these factors is an impossible task, and not every competent teacher is a product of formal mentorship. Without affecting learner outcomes in the positive, any addition to current practice would be merely academic and a meaningless venture. Therefore, NQTs, their potential mentors and the school want to know how they and their learners will benefit from a mentoring programme (Turner and Bash, 1999).

Other factors working against mentorship include negative fallout from co-workers who might feel that mentees are being favoured as well as mentees who might abuse the relationship. Feldman (1999) also noted that mentors can be hurt by destructive mentoring relationships involving unruly and uncooperative mentees and become reluctant to continue mentoring others and personal feelings of failure may set in if the mentorship did not work out.

One of the key criticisms of mentorship, particularly role modelling is that it leads to a subtle reproduction of the mentors' traits in his/her mentees, thus stifling creativity. It can also lead to indoctrination in terms of professional aspects of work such as teaching technique by newly qualified teachers.

People might get involved in mentorship for various reasons. Mentors may see it as a quick way to secure recognition and promotion in the school and spread their influence among newly qualified teachers. Furthermore, people may venture into mentorship for ulterior motives or for monetary gain where this is available and not for professional reasons. Similarly, NQTs may embrace it to run away from other school responsibilities. Since as a fundamental rule, mentors must be willing, there is a risk of having mentors not intrinsically committed to helping newly qualified teachers.

The historical lack of mentorship might itself be a problem in introducing mentorship. Experienced teachers might argue that they have succeeded even though they were not mentored themselves; they might therefore not see the value and necessity of mentorship.

On this Turner and Bash (1999: 75) have this to say:

It becomes clear to those of us who train mentors that many of them could benefit from having mentors themselves because they lead difficult and stressful lives; they have professional development needs and they would like to have someone to talk to about their work.

In this study, the forms of mentorship assistance identified by Kram (1985) as discussed, were the dimensions that were taken into account when examining the mentorship practices or the lack of them in schools.

The preceding paragraphs have discussed the benefits of mentorship. The next section examines gaps identified in the literature pertaining to studies conducted on mentorship of newly qualified teachers.

### **2.10 Gaps in the literature on mentoring of newly qualified teachers**

The literature review suggests that, so far, most research on mentoring has tended to focus on existing mentorship programmes. The researchers in the reviewed studies rather focused on existing aspects of mentorship programmes such as programme structure, dyad relationship, cost of running the programme, and so on. None of them focused on perceptions of stakeholders towards the establishment of new mentorship programmes. Specifically what seem to be lacking are studies addressing the perceptions of teachers, head teachers and education officials on mentorship of newly qualified teachers. This is significant because although the challenges of NQTs, the benefits of mentorship of NQTs may be well established, they may differ with reference to given participants and contexts, hence this study about perspectives of different stakeholders of the mentorship of newly qualified teachers.

Based on the literature reviewed in this chapter, it is observed that a key theme hardly mentioned in the global discussion on the mentorship of NQTs as a support system relates to how these NQTs cope with the many challenges that they encounter in the absence of systematic support through mentorship as is the case in Zambia. Most of the studies reviewed focused on the benefits of mentorship and neglected to discuss the coping strategies that NQTs resorted to in the absence of mentorship. Having observed that most of the teachers in Zambia have not received mentorship, this study addresses both the challenges and coping strategies of unmentored NQTs thereby making a valuable contribution to the global discussion on mentorship of newly qualified teachers. This illustrates the existence of a gap worth investigating and makes this study justifiably significant.

As alluded to earlier, literature on the subject of mentorship recognises that producing a competent teacher involves interplay among various variables whose individual impact may not be easy to delineate. Poor initial training has been known to have the potential to affect the competence, effectiveness and efficiency of a NQT (Lankau and Scandura, 2007). However, the relationship between quality of initial teacher training and the need for mentorship by NQTs in the global literature on mentorship is conspicuously scanty. This study hopes to fill this gap in the literature.

Apart from identifying gaps in the literature with regard to the focus of the study, another purpose of reviewing literature was to identify gaps in the research methodologies in other studies on mentorship of newly qualified teachers. The review suggested that most of the studies on mentorship tended to be quantitative, thus suggesting a need for qualitative methodologies, or at least mixed methods, in order to

develop better understanding stakeholder's perceptions of mentorship of newly qualified teachers. Reliance on quantitative methods alone was perceived to be a limiting factor. A mixed methods approach was found to be important in the understanding of mentorship in the sense that it facilitated for the collection of detailed, in-depth description of perceptions.

While studies have yielded useful results, they tend to be biased in one way or the other. Research has shown that mentees and mentors have tended to be studied independently, that is, focusing on the mentoring relationship from either the mentor's or mentee's perspective. In fact the majority of the studies in the West have tended to focus on the views of mentors to study the benefits of mentoring for newly qualified teachers. Studies have been lacking, as Allen (2007) has observed, in which mentors and mentees in both formal and informal mentorships have been simultaneously investigated. The current study addresses the mentorship relationship from both the mentor's and mentee's perspectives which enabled triangulation of the findings.

Additionally, there has been concern that most of the studies predominantly depended on the self-report data of mentees as the single source of data, which introduces common-method bias (Dougherty and Dreher, 2007). This study draws strength from the fact that it will add a new dimension to the research on mentorship of NQTs by providing methodological differences. This will be done by not only employing multiple methods of data collection but also through obtaining data from multiple sources about mentees' mentorship by focusing on the perceptions of NQTs, head teachers and education officials in an environment where mentorship of NQTs is virtually non-existent.

In addition, the review of methodologies revealed that almost all studies on mentorship provided a definition of mentor to participants. The current study did not provide a definition in order to establish the respondents' understanding of the concept of mentorship. These methodological gaps further render its undertaking justifiable.

In addition, most of the research in mentorship has been conducted in the West, in Asia and Oceanic countries; considerable attention on mentorship in these areas has not been matched by similar emphasis in Africa which means understanding about this practice in Africa in general and Zambia in particular is minimal. Thus, whereas research has provided evidence pertaining to the crucial role of mentorship, most African education systems, including that of Zambia, continue to neglect this aspect of the professional development of teachers. A dearth of research exists on the topic of mentorship, let alone its benefits. For this reason many NQTs are denied a pleasant start to their careers. This is in spite of the fact that African traditional educational systems thrived by placing a huge premium on apprenticeship training of novices. For example, the little literature available on mentorship in Africa comes largely from South Africa. But even then, in South Africa (Matoti, 2013), just like in Rwanda (Gallastegi and Chitsulo, 2013), Tanzania (Ngalomba, 2013), and Zambia itself (Mutobo, 2009), most of this literature is centred on mentorship of student teachers during their training as opposed to mentorship of NQTs upon which the current study is based. It appears therefore, that there is minimal understanding of induction in general and mentorship in particular among stakeholders in Africa in general and in Zambia in particular.

In Zambia a handful of studies that have been conducted in the area of induction of secondary school teachers reveal the existence of uncoordinated and haphazard induction programmes. For instance, Malasha (2009) and Chatora (2008) have documented the neglect of NQTs in schools by pointing out that the existing induction practices lacked in scope, continuity, consistency and institutional support. They were also unco-ordinated and differed from school to school with regard to their form, content and duration, among others. This led to challenges of implementation that eventually leaves the NQTs to struggle on their own. Malasha (2009) and Chatora (2008) further point out that these induction practices have been ridden with numerous shortcomings such as the lack of any guidelines on the most effective ways to ensure effective induction of NQTs through a formally structured programme that could ensure standardisation in practice and implementation.

The goals of the induction programmes in secondary schools were anchored on orientation of new teachers to the staff and geography of the school and its facilities, as well as providing them with support for teaching resources, signing registration or appointment forms (Malasha, 2009; Chatora, 2008) thereby casting doubt on the effectiveness of these induction practices. Writing about the Rwandan situation, Rudasingwa (2013; 96) has stated that ‘very little is done to provide young teachers with school-based support so that they confidently enter the teaching career, stay and enjoy teaching. In agreeing with this view, Gaceri and Jepchumba (2013:59-60) identified a similar problem in Kenya when they argued that:

Whereas some of the developed countries have clear professional development programmes imbedded in teachers’ career path, this is lacking in many of the developing countries, Kenya included. Teachers in the field have little support system on their professional growth and in becoming better teachers.

From the discussion in the above section, it is clear that this study becomes justifiably important owing to its contribution at two levels. The first is its scope. The second is methodological.

## **2.11 Summary**

The literature reviewed has revealed global and local mentorship trends. The literature clearly reveals a number of things. Predominantly is the recognition of the importance and necessity of mentoring teachers. The literature reviewed in this chapter has demonstrated the growing and eminent role of mentorship in the career progression of newly qualified teachers. Furthermore, the literature makes it clear that the various mentor roles and functions are important to the development of mentees. In order for individuals to benefit from mentoring relationships they need to first identify what their needs are, and which career and psychosocial assistance would respond to those needs. Later, they must identify others in the organisation with the capabilities, desire and time to provide the desired mentoring functions.

A review of the literature has established further that, mentored teachers tend to perform better than their unmentored colleagues did. However, literature also recognises that most schools neglect to provide adequately for this very important function. Further, the literature identifies multiple factors that are necessary for the creation and maintenance of an enabling environment that assists newly qualified teachers to discover their place in the school community and cultivate and acquire the necessary competencies, talents and skills needed to perform their functions effectively as teachers.

There is also evidence in the literature that a developmental relationship has a potential reciprocity to it as it benefits both mentor and mentee. Numerous studies have concluded that there is a strong connection between mentoring and career advancement through a higher satisfaction, trust, self-efficacy, and achievement of career goals, ultimately leading to better performance.

In addition, the literature has also established that outcomes of mentoring benefit both the individuals involved and the organisation. When a manager provides sponsorship, coaching, counseling, and friendship, he/she not only furthers a junior colleague's growth and development but also his/her. By offering career and psychosocial assistance the manager satisfies generative needs, stays in touch with a younger generation, and if the junior colleague advances, receives recognition and respect from peers and superiors for developing younger talent. The bottom line is that the mentor helps the mentee to negotiate his/her environment in the organisation that he/she has joined. Through this relationship, mentors afford opportunities to the mentee to excel by eliminating barriers to their professional development. Mentoring emphasises high value on continuity, obligation and duty between individual, the notion of respect for elders and the concept of seniors protecting juniors from failure. Clearly literature from around the globe shows that mentorship is an invaluable process in the career path of a newly qualified teacher. Therefore, mentoring should contain both career and psychological components, depending upon the needs of the protégé.

However, overall, the literature suggested not just a limitation of focus on mentorship of newly qualified teachers in secondary schools in Africa in general and Zambia

specifically, the literature review has revealed that most literature on the subject under investigation was from Western countries. Further, the literature review also pointed to the tendency in the West to focus on quantitative methods in the study of mentorship of NQTs at the expense of qualitative methods. Additionally, there was neglect of what coping strategies NQTs resorted to in the absence of mentorship. Equally there was bias towards studying mentors at the expense of the voice of the mentees.

The next chapter discusses the methodology that helped generate the desired understanding in this study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

This chapter describes the methodology that was used to achieve the objectives of the present study. The methodology includes the explanation and justification of the research design. It further explains the target population and the sample size, the sampling techniques, the instruments for data collection; their reliability and validity, the methods of data analysis and ethical considerations.

#### **3.2 Research design**

The research design is the researcher's overall strategy for answering the research question. This study utilised a cross-sectional descriptive survey design to ascertain by describing and exploring with the aim of eliciting detailed qualitative and quantitative information from the viewpoints of teachers, head teachers and education officials towards mentorship of NQTs in eighteen secondary schools located in six districts of Zambia. Chifwepa (2006:59) explains that a survey "explores, evaluates and attempts to analyse, interpret and report on the facts and situations as well as opinions of people towards an issue". Babbie (1990) states that the purpose of survey research 'is to generalise from a sample to a population so that inferences can be made about some characteristic, attitude, or behaviour of this population'. Babbie (1990) further asserts that "survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population... with the intent of generalising from a sample to a population". In line with the principle of a cross-sectional survey, all data in this study were collected on the same survey at one time during the second and third terms (June-December) of the 2012 school year.

In addition, the survey design was chosen because of its many advantages for the researcher such as its cost effectiveness and rapid turnaround in collecting original data from a wide range of respondents. It was therefore seen to be most appropriate to use to study the perceptions of teachers, head teachers and education officials about the mentorship of newly qualified teachers.

In this study, efforts to contribute towards the development of a better understanding of mentorship were undertaken by means of a concurrent mixed methods approach. According to Creswell (2009: 14), “concurrent mixed methods procedures are those in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem.” In line with this design, this researcher collected both quantitative and qualitative data at the same time and then integrated the information in the interpretation of the overall results. This was in order to offset the weaknesses of either method with the strengths of the other (Creswell, 2009).

Regarding qualitative methods, Morse (1991) cited in Creswell (2009:18) argues that ‘... if a concept or phenomenon needs to be understood because little research has been done on it, then it merits a qualitative approach.’ Qualitative research is exploratory. Therefore, the researcher found it useful since the researcher did not know all the important variables to examine. This type of approach was also deemed appropriate because the topic under discussion is new in Zambia; the topic has never been addressed with a certain sample or group of people, and existing theories do not apply with the particular sample or group under study. The first two cases are particularly true of the current study. The qualitative approach helped to provide in-

depth insight into and understanding of the perceptions of the different stakeholders who participated in the study (Merriam, 2009). It also enabled me to explore how the participants viewed and interpreted their own experiences and what values they attached to their world as it related to the work and work place (Cohen, 2007).

The qualitative approach was also selected as the most suitable approach for exploring the perspectives of NQTs, heads of department, head teachers and senior personnel in the MoGE about mentorship because it was deemed to be useful in discovering different meanings they may have attached to the mentoring concept (Creswell, 2009; Cohen, Manion & Morrison, 2000). The social world of people that are being investigated is critical in understanding their actions. As Creswell (2009: 8) explains ‘the goal of the research is to rely as much as possible, on the participant’s worldviews of the situation being studied.’ In this study it was considered critical to listen to the participants and obtain their perspectives of the mentorship of NQTs in Zambia.

Furthermore, qualitative approach enabled the researching of the concept of mentorship in relation to people’s feelings, attitudes and prejudices which inform perceptions that can only be understood by way of employing mixed methods approaches (Merriam, 2009). In addition, the qualitative approach enabled me to generate thick descriptions from participants’ interpretations and commentaries (Merriam, 2009) as well as information about their understanding of mentorship. Of value about thick descriptions in this study is that they enabled in-depth understanding about the complexities of the participants’ perceptions about mentorship.

A mixed methods design was useful for this study because neither the qualitative nor the quantitative approach by itself was adequate to best address the research problem because in-depth interviews for example, could not be taken care of by quantitative procedures while numerical quantifications could also not be catered for by qualitative procedures. The combination started with a survey of a large number of individuals followed up by data obtained from a few participants to obtain their specific language and voices about the topic. In this study, in addition to the survey through self-administered questionnaires, qualitative methods, that is, in-depth interviews with head teachers and senior education officials, were employed to gain an in-depth of their understanding of mentorship of newly qualified teachers. In situations such as described above, ‘collecting both closed-ended quantitative data and open-ended qualitative data proves advantageous’ (Creswell, 2009: 19) because it enabled the researcher to collect a rich repertoire of information that facilitated the provision of answers to various questions raised in the study.

### **3.3 Target population**

‘A population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher’ (Best and Kahn, 2006: 13). The study target population from which the sample was drawn consisted of NQTs based on a recruitment list of names obtained from the MoGE headquarters in Lusaka, all high school HoDs, all high school head teachers and all Senior Education and Standards Officers, in the Central, Lusaka and Copperbelt provinces of Zambia. Although the title only highlights teachers and head teachers, the study included senior education officials as key informants.

### **3.4 Sampling procedure**

Sampling refers to the process of selecting a portion of the population to represent the entire population. In this study, the researcher employed non-probability sampling procedures. Purposive sampling (which is based on the judgement of a researcher regarding the characteristics of a representative sample), was used to select eighteen (18) secondary schools, three in each of six districts. Purposive selection of secondary schools was found to be appropriate because the decision depended on the schools with the highest enrolment of newly qualified teachers. In addition, purposive sampling was used to select NQTs, head teachers, HoDs, and senior officials from the Ministry of General Education. The researcher felt these subpopulations by virtue of their positions were well placed to provide valuable and sufficient information on the subject under investigation.

With regard to the NQTs, since the researcher had access to a list of all NQTs recruited in the year 2011, the study used a single-stage sampling procedure. According to (Creswell, 2009:148) ‘a single-stage sampling procedure is one in which the researcher has access to names in the population and can sample the people (or other elements) directly.’ The list of the population for the NQTs was segmented into strata to represent the various sub-groups in the population from which the sample was selected. The stratification included specific characteristics of NQTs to ensure that both female and male, and both diploma and degree holding NQTs were represented in the sample and thereby ensure that the sample reflected the true proportion in the population of the NQTs (Fowler, 2002) in Creswell (2009). The population of NQTs was stratified based on gender and level of education in order to ensure proportionate representation as the population had more males than females

and more degree holders than it had diploma holders. The above consideration took into account the fact that when randomly selecting people from a population, these characteristics may or may not be present in the sample in the same proportions as in the population. Stratification therefore ensured that representation.

### 3.5 Description of the Sample

A sample is a small proportion of the population that is selected for observation and analysis. In selecting the sample for this study emphasis was placed on ensuring that the results of the sample would be similar to those, which would be obtained if the entire population was involved in the study. The researcher targeted 7 NQTs, 7 HoDs and the head teacher from each of the eighteen schools, and 15 senior MoGE management officials comprising of 6 senior focal contact persons at national headquarters and 9 Senior Education and Standards Officers at provincial level. Table 2 shows the number of questionnaires distributed and returned.

**Table 2: Distributed and Returned Questionnaires**

Category	Distributed	Returned	Percent
NQTs	126	92	73
Heads of Department	126	99	79
Head teachers	18	15	83
SESOs	18	09	50
H/Q	06	04	67
Total	294	219	74.5

*The returned questionnaires gave a combined return rate of 74%.*

The accessible sample of the study was two hundred and nineteen (219). This consisted of 92 NQTs of varying ages and who had been teaching for periods between six months and 24 months, 99 HoDs, 15 head teachers, 4 senior officials from the MoGE national headquarters and 9 Senior Education and Standards Officers at provincial level. The number of participants selected for the purposive sample had to be enough to ensure that multiple perceptions would be captured during data collection and that these perceptions would create rich data from which to draw conclusions. This information is shown in table 3.

**Table 3: Distribution of respondents by province**

Category	Province			Total	Percentage
	Lusaka	Central	Copperbelt		
NQTs	32	37	23	92	73
Heads of Department	33	32	32	99	79
Head teachers	6	5	4	15	83
SESOs	2	4	3	9	50
H/Q	6	0	0	4	67
Total	79	78	62	219	74.5

*This distribution gave a combined return rate of 74.5%*

### **3.5.1 Schools**

As indicated earlier, purposive selection of schools was found to be appropriate for this study. The decision to include a particular school in the sample depended on the number of NQTs present at that school relative to their gender, the subjects they taught and their level of qualification at a particular school. This was deemed

important in the study because perception of mentorship and experiences as a NQT could be affected by any of these three variables.

The demographic categories of respondents in the study are described in the sections that follow.

### **3.5.2 Newly qualified teachers**

The study targeted NQTs who had served for a period between 6 and 24 months. Those who had served less than 6 months were considered too raw to give an informed viewpoint on matters under discussion while those who had served more than 24 months were excluded on grounds that they could no longer be considered newly qualified.

Demographic characteristics analysed included the age, gender, duration of teaching in a secondary school, and qualifications of respondents. Ninety-two participants successfully returned questionnaires, giving a response rate of 73%. Fifty six (60.9%) were male and 36 (39.1) were female. The age ranged from 19 to 40. Nine (9.8%) were aged 19-24 years, 56 (60.9%) were aged 25-29 years, 12 (13.0%) were aged 30-35 years, and three (3.3%) were aged 36-40 years. Twelve participants did not disclose their age.

With regard to qualifications, the study found that 61 (66.3%) and 31 (33.7%) of the sampled NQTs were degree and diploma holders, respectively. Table 4 shows the characteristics of newly qualified teachers.

**Table 4: Demographic characteristics of newly qualified teachers**

<b>Variables</b>	<b>Values</b>	<b>Frequency (n=92)</b>	<b>Percentage</b>
Gender	Male	56	60.9
	Female	36	39.1
Age	19 – 24	9	9.8
	25 – 29	56	60.9
	30 – 35	12	13.0
	36 – 40	3	3.3
	No response	12	13.0
Highest qualification obtained	Bachelor's degree	61	66.3
	College diploma	31	33.7

The type of school where the NQTs taught at are shown in table 5.

**Table 5: Type of school where the respondents were teaching**

<b>Type of School</b>	<b>Frequency (n=92)</b>	<b>Percent</b>
Co - education government school	76	82.6
Boys' only mission school	7	7.6
Boys' only government school	4	4.3
Girls' only government school	2	2.2
Girls' only mission school	2	2.2
Co - education mission school	1	1.1
<b>Total</b>	<b>92</b>	<b>100.0</b>

As shown in table 5, the participants were teaching in boys' only government schools (4, 4.3%), girls' only government school (2, 2.2%), co-education government school (76, 82.6%), boys' only mission school (7, 7.6%), girls' only mission school (2, 2.2%) and co-education mission school (1, 1.1%). An overwhelming majority of the NQTs (76, 82.6%) were teaching at co-education government schools. This could also be indicative of the fact that not only were co-education government schools in the majority, but mission or grant-aided schools were better staffed and did not need too many new teachers at any given point in time compared to government schools.

The subjects the NQTs taught in their respective schools are shown in table 6.

**Table 6: Newly qualified teachers' subject area of specialisation**

<b>Subjects</b>	<b>Frequency(N=92)</b>	<b>Percent</b>
Science	20	21.7
Languages (English, French, Bemba, etc.)	18	19.6
History	13	14.1
Mathematics	10	10.9
Civic Education	7	7.6
Agriculture Science	4	4.3
Geography	4	4.3
Commerce	4	4.3
Religious Studies	3	3.3
Art	2	2.2
Physical Education	1	1.1
Principals of Accounts	1	1.1
Industrial Arts	1	1.1
Home Economics	1	1.1
No Response	3	3.3
<b>Total</b>	<b>92</b>	<b>100.0</b>

Table 6 shows that in terms of the subject area of specialisation, the participants were specialised in fourteen different subject areas offered in the secondary school system. These were: Mathematics, Civic Education, History, Physical Education, Agricultural Science, Languages, Geography, Religious Studies, Principals of Accounts, Industrial Arts (GMD), Physical Science, Commerce, Art and Home Economics. Three subjects, namely Science, Languages (English, French, Bemba etc.) and Mathematics accounted for 48% of the NQTs. This could be indicative of a shortage of teachers in these subject areas and government was trying to fill the vacancies.

### **3.5.3 Heads of department**

Among the HoDs 63(63.6%) were male while 36(36.4%) were female. Fifty (50.5%) of the participants had college diplomas while 49(49.5%) had university degrees. The

participants represented all the seven subject departments in the secondary school system. These had held the position of HoD for periods ranging from less than five years to above 20 years. Their ages ranged from less than 35 years to above 50 years.

As earlier mentioned, all the HoDs of the eighteen schools that were sampled were purposively included in the sample because by virtue of their positions they were directly in charge of day-to-day supervision of classroom teachers. Table 7 shows the demographic characteristics of heads of department.

**Table 7: Demographic characteristics of the heads of department**

<b>Variables</b>	<b>Values</b>	<b>Frequency(n=99)</b>	<b>Percentage</b>
Gender	Male	63	63.6
	Female	36	36.4
Age	Less than 35 years old	14	14.1
	35 - 40 years	35	35.4
	41 - 45 years	20	20.2
	46 - 50 years	21	21.2
	Above 50 years	9	9.1
Highest level of qualification	College Diploma	50	50.5
	Bachelor's Degree	49	49.5
Length of period as head of department	Less than 5 years	46	46.5
	5 - 10 years	36	36.4
	11 - 15 years	7	7.1
	16 - 20 years	4	4.0
	Above 20 years	3	3.0
	No Response	3	3.0

The subjects the HoDs taught in their respective schools are shown in table 8.

**Table 8: Heads of department subject areas of qualification**

<b>Subject area of specialization</b>	<b>Frequency(n=99)</b>	<b>Percent</b>
Mathematics	20	20.2
English	20	20.2
Science (Biology, Chemistry & Physics)	15	15.2
Business Subjects (Book Keeping, Commerce & Principles of Accounting)	13	13.1
Geography	11	11.1
Home Economics	7	7.1
Art (T.D, G.M.D & Art)	7	7.1
R.E	2	2.0
Civic Education	2	2.0
History	2	2.0
<b>Total</b>	<b>99</b>	<b>100.0</b>

#### **3.5.4 Head teachers**

All the head teachers of the eighteen schools that were sampled were purposively selected to be part of the sample because by virtue of their positions they were in charge of all staff and academic matters in the school. They were also responsible for ensuring that NQTs were appropriately inducted into the school and helped to become effective teachers.

#### **3.5.5 Senior Education and Standards Officers**

All the Senior Evaluation and Standards Officers at the provincial offices were included in the sample because by virtue of their positions they were in charge of all matters to do with evaluation and standards at provincial level.

### **3.6 Data Collection Instruments**

Data were collected using three different instruments, namely, self-administered questionnaires, semi-structured interviews and document analysis. This is because a

mixture of tools of data collection enhances the chances of limiting the shortcomings present when only one type of instrument is used. The three research instruments were used to collect both qualitative and quantitative data to provide answers to questions that were raised by the study. Self-administered questionnaires were used to collect data from the NQTs, HoDs, head teachers and Senior Evaluation and Standards Officers while semi-structured interviews were conducted with head teachers and key senior officials from the Ministry of General Education. Quantitative data were obtained through questionnaires. Instrument data (close-ended questions) that collected quantitative data were augmented in all the questionnaires with open-ended questions that were rich in soliciting qualitative data. The three instruments used in data collection are described in detail in the sections that follow. These research instruments were considered sufficient in addressing the research problem at hand. Data quality was enhanced through the use of the tape recorder, triangulation and a pilot study.

### **3.6.1 Self-administered questionnaires**

All the questionnaires were self-administered since all the participants were conversant with English, the language used in the study. The questionnaires contained both closed and open-ended questions. Closed ended questions responded to the quantitative needs of the study while it was hoped that responses to open ended questions would provide deep insight into the issues under investigation.

Four adapted versions of the Mentoring Relationship Questionnaire (MRQ) (the NQTs teacher version and the mentor version) suggested by Greiman (2002) were used (*see Appendices D, E, F and G*). A questionnaire for each of the four groups,

namely NQTs, HoDs, head teachers and Senior Evaluation and Standards Officers was utilised to gather information.

The questionnaire was preferred because it made it possible to collect data from a large sample. It also ensured confidentiality while saving time during data collection and analysis. Furthermore, objectivity was assured as the same questions were asked to all participants in each subpopulation.

### **3.6.1.1 Questionnaires for newly qualified teachers**

The NQT questionnaire was made up of four sections, A, B, C and D (*Refer to Appendix D*). Section A of the questionnaire solicited biographical and demographic information pertaining to the gender, highest teaching qualification, subject area of specialisation and duration in employment of the respondents.

Section B required respondents to provide information relating to the first objective of the study, namely to examine the nature and scope of mentorship of NQTs in secondary schools in Zambia. Section B asked participants about the existence of, if any, and objectives, of policies of the MoGE on the mentorship of newly qualified teachers. It included questions on what they perceived to be the roles of a mentor, the nature of help NQTs required from senior teachers and the scope of this help. Participants were also asked to identify the extent to which they were satisfied with the assistance provided by their mentors, if these existed, or any other senior person, regarding their career and psychosocial needs. Open-ended questions regarding the reasons why, if so, the NQTs needed the help they indicated from the senior teachers in a formal mentoring experience were included. Section C addressed the fifth

objective and included open-ended questions intended to provide information regarding the benefits of the mentoring experience for both NQTs and long serving teachers.

Section D of the questionnaire had questions intended to solicit information to answer the second and fourth objectives. These were to establish the challenges NQTs encounter in their first year of teaching in secondary schools, and to examine the coping strategies NQTs resorted to where mentorship was either non-existent or inadequate as well as support systems schools have put in place to compensate for inadequate or lack of NQT mentorship.

#### **3.6.1.2 Questionnaires for heads of department, head teachers and senior education and standards officers**

In most aspects, the questionnaire for HoDs, head teachers and Senior Education and Standards Officers solicited the same information as did the questionnaire for newly qualified teachers. However, in addition, the questionnaire for HoDs and head teachers asked the participants if they had ever mentored a NQT and if so, in which areas and how. If not, why was this so? Other information sought from these participants included whether they had been mentored during their first appointment.

### **3.7 Semi-structured Interviews**

In order to get as much information as possible about the participants' perceptions, the researcher supplemented self-administered questionnaires, with in-depth, face-to-face, one-on-one semi-structured interviews to collect data from head teachers and senior officials from the Ministry of General Education. Interviews are an appropriate technique to solicit information from all key informants. The purpose and advantage

of using interviews was to elicit in-depth information about opinions, attitudes and beliefs of the participants through interacting with them, information that could not possibly be obtained through other data collection techniques such as questionnaires and documents. Interviews also enabled the researcher to compare with quantitative data obtained through the other instruments.

Interviews allowed the participants to express themselves fully and during an interview the respondent can bring out useful information that the researcher may not even have thought about. Interview questions accorded the participants an opportunity to express their thoughts when responding to questions. Furthermore, semi-structured interviews accorded the researcher the advantage of being able to ask many follow up questions to obtain more detailed information than is possible through a set of pre-determined questions and also provided a flexible platform for the interviewer to engage in casual conversation with the participant to increase rapport, while maintaining structural consistency between all interviews in order to ensure credibility (Mazerolle, Bowman, and Klossner (2015). Consequently, the interview guides were prepared in such a way as to enable the researcher provide answers to the research questions. The researcher recorded each interview verbatim to ensure accuracy of interview data. The interview guide for all the head teachers and senior officials from the Ministry of General Education that were sampled consisted of the same eight questions (*see Appendix H*).

Each interview focused mainly on five issues: these were participants' understanding of mentorship, challenges that NQTs faced in schools, challenges that NQTs posed to schools, coping strategies of the NQTs in the absence of mentorship, and perceptions

on whether mentorship of NQTs had the capacity to improve the competence of NQTs or not. Similarly, they were found very useful in the case of this study as they helped to generate insight into the participants, and what made them say what they said or perceive what they perceived and the way they perceived it.

Further, the purpose of the one-on-one interviews was to triangulate the information collected through other means within the same institution and thereby strengthen reliability of the data.

### **3.8 Document analysis**

In addition to the self-administered questionnaires and in-depth interviews, documents were also used to collect data on all relevant aspects of the study. These included analysis of MoGE policy documents such as *Educating our Future; National Policy on Education*, educational and professional journals, books, conference speeches, doctoral theses, master's dissertations as well as websites. Unfortunately, the researcher could not come across any MoGE policy document on mentorship of newly qualified teachers.

### **3.9 Validity and Reliability of the Research Instruments**

This section discusses the reliability and validity of the instruments. Issues of the reliability and validity of the instruments are important for both quantitative and qualitative research (Creswell, 2009; Best and Kahn, 2006). Quantitative data were collected using four questionnaires; one for each of the following subpopulations: NQTs, HoDs, headteachers and senior MoGE personnel while qualitative data were collected through interviews with head teachers and senior personnel from the MoGE.

### **3.9.1 Validity**

Validity is concerned with the question, ‘do the items measure the content they were intended to measure?’ (Creswell, 2009: 149). Validity in this study therefore, is the degree to which questions asked and the resultant findings of the study accurately represented the views of the respondents, in this case the perspective of teachers, head teachers and senior education officials on the mentoring of newly qualified teachers. In order to enhance validity of the findings, the data collected were verified by using triangulation and respondent validation. Triangulation was done by comparing different kinds of data from different instruments to see whether they collaborated. Participant validation was done by verifying the results with participants and by relating the findings with the evidence from the available literature.

In other words, in order to ensure that the findings were valid, the researcher cross-checked the participants’ responses with those of other participants obtained through a different instrument. For instance, data collected through interviews from head teachers were cross-checked with data obtained from the head teachers through the self-administered questionnaire.

### **3.9.2 Reliability**

Reliability of research instruments refers to the accuracy and precision of a measurement procedure. In other words, reliability focuses on the degree to which empirical indicators or measures of a theoretical concept are stable or consistent across two or more attempts to measure the concept (Creswell, 2009). In this study, indicators or measures of a theoretical concept in questionnaire instruments were used

to collect data on the perceptions of teachers, head teachers and education officials on the mentorship of newly qualified teachers.

### **3.10 Pilot Test**

Pre-testing the data collection instrument is generally considered an essential step in survey research. Gall, Borg, and Gall (1996; 298) suggested that a “thorough pretest of the questionnaire” should be conducted before using it in a study. Further, Creswell (2009:150) adds ‘this testing is important to establish the content validity of an instrument and to improve questions, format, and scales.’ Accordingly, the study was pilot tested to perfect instruments regarding reliability and validity as explained above. Specifically, the instruments were pilot-tested in order to ensure that the words, phrases, expressions and sentences were clear to the reader so as to enhance respondents’ understanding of the meaning of each and every question.

The pre-testing of instruments afforded the researcher an opportunity to improve on statements, questions and parts of questions to ensure clarity. For instance, the segment regarding the career and psychosocial functions of mentors was grossly misunderstood and led to the adaptation and in some cases total substitution of these terms with the terms career and psychological assistance not only the instruments in the main study but also in the thesis write-up itself.

The study was piloted in some three schools in Mufulira district and other three schools in Chipata district. All the instruments were pilot tested with respective and relevant groups of people that mirrored the respondents of the actual study in terms of the desired characteristics. These were newly qualified teachers, heads of department,

head teachers and Senior Education Standards Officers who all did not participate in the main study. The distribution of participants during the pilot study was as follows: 30 NQTs, 15 heads of department, six head teachers and 6 Senior Education Standards Officers.

### **3.11 Data collection procedures**

This section chronicles the steps the researcher took in the research process. It includes the challenges faced and strategies adopted to overcome the challenges.

Data were collected during the second term of the 2012 school year. After obtaining permission from Professor Greiman to adapt his Mentoring Research Questionnaire (MRQ) (*see Appendix A*), the researcher secured clearance from the Ethical Clearance Committee of the University of Zambia (*See Appendix B*); thereafter the researcher obtained permission from the Permanent Secretary in the MoGE and later from the Provincial Education Officers in Lusaka, Central, Copperbelt and Northwestern provinces and respective schools before data collection commenced. (*Refer to Appendix C*). During the visits to the schools, head teachers were informed about the nature and importance of the study and how their participation and that of the teaching staff would help achieve the aims of the study. The researcher in person distributed and collected the questionnaires and conducted the interviews. Data collection lasted four weeks from the 18 June to the 18 July, 2012.

In summary, data generation began with semi-structured interviews. The decision to begin with interviews was to get more information about the subjective views of the participants about the phenomena being studied.

### **3.12 Analysis of data**

In this study, both quantitative and qualitative methods of data analysis were used considering that some research questions endeared themselves to the use of quantitative methods of analysis, while other questions inclined themselves to the use of qualitative methods of analysis.

Qualitative data from both the self-administered questionnaires and the interviews with head teachers and other key informants at the MoGE were analysed using generic format. The researcher collected qualitative data, transcribed all the interviews, and then proceeded to analyse the information to come up with a number of codes, themes and patterns and accordingly reported the most salient Creswell (2009).

Using the Statistical Package for the Social Sciences (SPSS) version 20.0. computer programme for windows, quantitative data were analysed to obtain frequencies and percentages that were presented in the form of tables and charts. In addition, the SPSS was further used to analyse quantitative data by way of the Chi-Square ( $X^2$ ) to aid making comparisons between responses given by the different subpopulations and to establish associations between gender and level of qualification of NQTs and selected aspects of mentorship of newly qualified teachers.

### **3.13 Ethical issues**

The study took into account all measures to ensure compliance with all possible and potential ethical issues of concern. Permission was obtained from the Ministry of General Education to conduct this study in secondary schools and relevant offices of

the Ministry of General Education (*See Appendix C*). Before the participants were asked to participate they were informed about the purpose and benefits of the study and informed consent was thus obtained from all the participants. This served as a basis for establishing trust between the researcher and the participants.

The questionnaires were all anonymous. Therefore, participants remained anonymous in order to maintain confidentiality and ensure that no harm comes the way of a participant as a result of the research. The data processing was accordingly guarded from exposure to unauthorised persons. Once data was analysed, the questionnaires and the data were safely stored away until such time that they would be discarded so that they do not fall into the hands of other people [researchers] who might misappropriate them.

In addition, several validation strategies were used to check the accuracy of the data across different data sources. The study further avoided the use of language or words that are biased against persons because of gender, sexual orientation, racial or ethnic group, disability, or age. This study therefore adhered to ethical issues as expected in order in order to ensure the anonymity, protection and dignity of participants (Creswell, 2009; Merriam and Simpson, 1995).

### **3.14 Summary**

This chapter has presented the approaches adopted for data collection and data analysis for the study and the basis on which these were selected. The study combined qualitative and quantitative research techniques to collect data necessary to resolve the

research problem. Similarly, the quantitative and qualitative procedures for analysing the collected data have been presented and justification given for their choice.

The next chapter presents the data collected. Together with the initial literature review, the data presented in chapter four provided a starting point, for contributing towards the development of a better understanding of perceptions of stakeholders of the concept of mentorship.

## CHAPTER FOUR

### FINDINGS OF THE STUDY

#### 4.1 Overview

This study was conducted to ascertain the perspectives of teachers, head teachers and education officials about mentorship of NQTs in secondary schools in Zambia. This chapter presents the findings of the study from both survey questionnaires and in-depth interviews. The quantitative information was obtained using questionnaires from all the subpopulations and has been presented using tables and bar graphs. Statistical tests were conducted to determine the significance of differences between NQTs and heads of department. Similarly, statistical tests were done to determine possible associations between different variables.

The qualitative information has been presented using verbatim transcriptions derived from the interviews with fifteen head teachers and thirteen senior education officials from the MoGE. An interview schedule (*See Appendix H*) with questions based on objectives and research questions of the study, was used to conduct the interviews and collect information. In keeping with qualitative methods, direct quotations have been used to present the findings as they reflect the deep thoughts and feelings of the respondents on what their experiences were concerning their perceptions of mentorship of newly qualified teachers. The findings have been presented in line with the objectives of the study and were guided by the following five (5) research questions:

1. *What is the nature and scope of mentorship of newly qualified teachers in secondary schools in Zambia?*
2. *What challenges do newly qualified teachers face in secondary schools?*
3. *What challenges do newly qualified teachers pose to secondary schools?*

4. *What coping strategies do newly qualified teachers employ where mentorship is non-existent?*
5. *What are the benefits of mentorship for newly qualified teachers and mentor teachers?*

## **4.2 The nature and scope of mentoring of newly qualified teachers**

*The first research question of the study was, 'What is the nature and scope of mentoring of newly qualified teachers in secondary schools in Zambia?'*

### **4.2.1 Participants' understanding of mentoring**

In an attempt to answer this question, the following areas were investigated and presented: prevalence of mentorship, understanding of mentorship, the nature and scope of mentorship of NQTs in the MoGE, and among head teachers and senior education officials. From their responses, it was clear that head teachers and senior education officials generally understood what mentoring meant in relation to concepts such as induction, orientation and so on. For example, head teachers and senior education officials understood mentoring to be synonymous with orientation as suggested by the following statement from one of the head teachers:

*But, they are mentored and talked to; of course they are talked to in colleges. But the DEBS office calls the Head teachers and union leaders to talk to new teachers before they start teaching. If we would do that then we can avoid some of the challenges that we are facing.*

Another example of a similar understanding of mentorship was expressed in the following quote from a senior education officer:

*When new teachers come, we would just have a whole day meeting to help them understand what is expected of them and to make them feel at home.*

In recognising the limitations in the understanding of mentoring of NQTs, one senior education official said the following:

*...It[mentoring] should not just be done informally where you just get the new teacher, show them around the school, come back and talk a bit on the work culture of the school and all that...*

#### **4.2.2 Policy, nature and scope of mentoring of newly qualified teachers**

One of the questions HoDs were asked in order to ascertain the nature and scope of mentorship of NQTS was whether there was a policy on mentorship of NQTs in the Ministry of General Education. An overwhelming majority of the HoDs 74 (74.8%), 62 (67.4%) of the NQTs and the majority of the head teachers reported that there was no policy on mentorship of NQTs in the MoGE. Nonetheless, 24(24.2%) of the HoDs, 27(29.3%) of the NQTs and five head teachers confirmed the existence of a policy on mentorship of NQTs in the Ministry of General Education.

The five head teachers, 24 HoDs and 27 NQTs who confirmed the existence of a policy on mentorship of NQTs agreed on the objectives of this policy as: to help NQTs teach effectively and become reliable teachers, to facilitate induction of NQTs into the teaching system and to help develop stipulated work ethics in newly qualified teachers.

When asked whether the MoGE had a policy on the mentorship of NQTs, senior education officials from the MoGE all agreed unanimously that the MoGE did not have a policy on formal mentorship of newly qualified teachers. These aspects were revealed through various statements that were made by the respondents. For instance, one of the senior officials had this to say:

*In terms of policy per say there hasn't been a policy that actually talks about mentoring the newly qualified who have been deployed into schools.*

Another senior education officer further acknowledged the absence of a policy on mentorship of newly qualified teachers thus:

*I wouldn't say that there is a policy on that one. The concept of a mentor being attached to a new teacher for the purpose of close guidance may not really be there.*

As a follow up on the issue of a policy on mentorship of NQTs, the MoGE officials were asked why a mentorship policy was non-existent in the MoGE despite general agreement locally about its benefits and global evidence of its efficacy in helping newly qualified teachers. One of the senior officials of the MoE had this to say:

*The lack of mentors is basically about money. But, if it is to have mentors without having to pay them extra allowances then it is fine. But when it attracts a cost like that then it becomes problematic.*

In obtaining further information regarding the first research question, HoDs were asked for information covering diverse aspects such as their viewpoint of the nature and scope of the mentoring of NQTs in secondary schools in Zambia. The responses are presented in table 9.

**Table 9: Heads of departments' perception of the nature and scope of the mentoring of newly qualified teachers.**

Variables	Values	Frequency (n=99)	Percentage
Was respondent allocated a mentor as a NQT	Yes	13	13.1
	No	84	84.8
Adequacy of current level of mentorship of newly qualified teachers	Adequate	30	30.3
	Inadequate	28	28.3
	Not Sure	23	23.2
Has respondent been formally trained in mentorship	Yes	6	6.1
	No	91	91.9
Would respondent like to be formally trained in mentorship	Yes	93	93.9
	No	3	3.0
	No	24	24.2
Has respondent formally mentored any newly qualified teacher	Yes	74	74.7
	No	24	24.2
	No response	1	1.0
Has respondent informally mentored any newly qualified teacher	Yes	64	64.6
	No	26	26.3
	No response	9	9.1
NQTs response towards being mentored	Favourable	77	77.7
	Unfavourable	3	3.0
	No response	19	19.1

The results in table 9 show that the majority of the HoDs 84 (84.8%) had not been mentored on their first appointment; only 13 (13.1%) were mentored while 2(2%) did not respond. This has huge implications for mentorship of NQTs in their schools as a member of the senior management team at MoGE headquarters put it:

*Mentorship of newly qualified teachers is non-existent. If you came in my school, I will receive you the same way I was received. This means that, if I was not told anything then it will be like that for instance where the books, keys and so on are, it is the same way I will do it. Even the people that come to do the receiving of these new teachers don't have it.*

Regarding formal training in mentorship, 91(91.9%) indicated that they had not been formally trained with only 6 (6.1%) indicating that they had been formally trained in mentorship. However, 93 (93.9%) of the HoDs indicated willingness to be formally trained in mentorship with 3(3.0%) not interested in being formally trained in

mentorship. These results imply that head teachers and HoDs need to be trained in mentorship if they are to be equipped with the knowledge and skills to mentor NQTs themselves.

The HoDs were further asked if they had formally mentored any NQTs at their school. A total of 74 (74.7%) responded in the affirmative while 24 (24.2%) responded in the negative with only one participant not responding. When asked whether they had provided any informal mentorship to NQTs, a total of 64 (64.6%) heads of department answered in the affirmative while 26 (26.3%) answered in the negative with 9 (9.1%) not responding.

As a follow up question, participants were asked about the adequacy of mentoring of NQTs by long serving teachers; 30 (30.3%) of the HoDs reported that it was adequate, 28(28.3%) said it was inadequate, while 23 (23.2%) were not sure and 18 (18.1%) did not respond. Regarding the nature of response towards mentoring by NQTs, 77 (96.3%) of the HoDs said the response was favourable, 3 (3.8%) said it was unfavourable, while the remaining 19 did not respond.

In order to assess further the nature and scope of mentorship of NQTs, HoDs were asked to indicate the areas in which they mentored newly qualified teachers. The responses are shown in table 10.

**Table 10: Areas in which heads of department mentored newly qualified teachers**

<b>Areas of mentoring</b>	<b>Frequency(n=99)</b>	<b>Percent</b>
Lesson preparation	68	90.7
Teaching methodology	58	77.3
Their personal conduct	52	69.3
Professional code of conduct	52	69.3
Conditions of service	22	29.3

Table 10 shows that the majority of the HoDs reported that they mentored NQTs in lesson preparation (68), teaching methodology (58), personal conduct (52), professional code of conduct (52) and conditions of service (22).

Further, the researcher wanted to find out what motivated HoDs to mentor newly qualified teachers. It was hoped that responses to this question would provide greater insight into the perspective of the HoDs as to what motivated them to help newly qualified teachers. This question was asked so as to establish different factors that motivated them, with the aim of establishing whether these factors were intrinsic or extrinsic. As can be seen from table 11, the majority of the HoDs (85.2%) reported that they were motivated by the need ‘to help new teachers fit in the system at the earliest possible time.’ Some (49.4%) reported that they were motivated by the difficulties that NQTs faced when teaching, 45.7% said they were motivated by their passion for the teaching profession and 24.7% indicated the poor conduct of the NQTs which was against teaching standards as their source of motivation to provide help to newly qualified teachers.

**Table 11: Heads of departments' source of motivation to mentor newly qualified teachers**

<b>Motivation for helping newly qualified teachers</b>	<b>Frequency(n=99)</b>	<b>Percent</b>
To help new teachers fit in the system at the earliest possible time	69	85.2
Difficulties they have when teaching	40	49.4
Passion for profession	37	45.7
Their poor conduct which was against teaching standards	20	24.7

Newly qualified teachers were asked to indicate reasons if long serving teachers were mentoring NQTs. If not they were further asked to indicate why some long serving teachers were not mentoring newly qualified teachers. The responses are shown in table 12.

**Table 12: Why long serving teachers were not mentoring newly qualified teachers**

<b>Reasons for not mentoring NQTs</b>	<b>Frequency(n=92)</b>	<b>Percent</b>
Seeing newly qualified teachers as competitors	41	49.4
Lack of knowledge about mentorship	38	45.8
Overestimating the competence levels of newly qualified teachers	32	38.6
Potential mentors have work overload	25	30.1
Long serving teachers simply do not care about newly qualified teachers	21	25.3
Encouraging 'natural' growth among newly qualified teachers	20	24.1
Wrong attitudes towards work by newly qualified teachers	13	15.7

As can be seen from table 12, although HoDs reported that they had formally mentored NQTs, the NQTs reported that they had not been mentored by the heads of department. The reasons why long serving teachers were perceived not to be

mentoring NQTs ranged from long serving teachers seeing NQTs as competitors 41(49.4%) to wrong attitudes towards work by NQTs 13 (15.7%).

When asked if their school had enough individuals capable of mentoring NQTS, only a few head teachers reported that their school had enough HoDs and/or long serving teachers with the calibre/ability to mentor or help the newly qualified teachers. In explaining why long serving teachers did not mentor NQTs, one female head teacher admitted to the lack of skill among long serving teachers to mentor newly qualified teachers. She added that to her knowledge none of the senior teachers or long serving teachers had been trained in mentorship.

Commenting on the same issue, another head teacher acknowledged the presence of enough senior people to mentor NQTs, but hinted that these long serving teachers did not possess the requisite mentoring skills, as expressed in this quote:

*Maybe, it could be the skills of mentoring, the other teacher could not have. But they are there.*

In obtaining further information regarding the first research question, head teachers were also asked for information covering diverse aspects such as their perception of the nature and scope of the mentoring of NQTs in secondary schools in Zambia. The responses are presented in table 13.

**Table 13: Head teacher’s perception of the nature and scope of mentoring of newly qualified teachers**

<b>Variables</b>	<b>Values</b>	<b>Frequency(n=15)</b>
Was respondent allocated a mentor as a NQT?	Yes	2
	No	13
Adequacy of current level of mentorship of newly qualified teachers	Adequate	6
	Inadequate	7
	Not Sure	1
Do long serving teachers mentor NQTs?	Yes	12
	No	3
Have you formally mentored NQTs ?	Yes	12
	No	3
Have you informally mentored NQTs?	Yes	12
	No	1
	Did not respond	2

The results in table 13 show that the majority of the head teachers reported that they had not been mentored formally on their first appointment. However, the majority of them indicated that they had both formally and informally mentored newly qualified teachers.

Regarding the adequacy of mentoring of NQTs by long serving teachers, the majority of head teachers reported that long serving teachers did mentor NQTs, although the majority of them reported that this mentoring was inadequate to meet the needs of newly qualified teachers.

Further, the researcher wanted to find out the source of the head teachers’ motivation to mentor newly qualified teachers. The head teachers gave the responses shown in table 14.

**Table 14: Head teachers' source of motivation for mentoring newly qualified teachers**

	<b>Responses</b>
<b>Motivation for mentoring newly qualified teachers</b>	<b>Frequency(n=15)</b>
Passion for profession	7
Difficulties they (NQTs) face when teaching	3
Their (NQTs) poor conduct which was against teaching standards	6
To help new teachers fit in the system at the earliest possible time	11

As can be seen from table 14, the majority of the head teachers reported that they were motivated by the desire to help new teachers fit in the school and education system at the earliest possible time while a few pointed to the difficulties NQTs faced when teaching as their motivation to mentor newly qualified teachers.

From the information presented so far in this section, it appears likely that some form of mentorship did take place, but was not regarded by the NQTs as mentoring but as mere help in specific areas, for instance how to teach a particular topic or handle class disciplinary matters, which in their view did not constitute mentoring.

#### **4.2.3 Nature and scope of mentoring: the perceived roles of a formal mentor**

In order to obtain the viewpoints of participants further on the nature and scope of mentorship of NQTs in secondary schools in Zambia, participants were asked to indicate what they thought the roles of a formal mentor should be in helping newly qualified teachers. In other words, what were the NQTs', HoDs and head teachers' perceptions of what should constitute mentorship of NQTs? The responses are given in table 15.

**Table 15: Perceived roles of a formal mentor in helping newly qualified teachers**

	<b>NQTs</b>	<b>HoDs</b>
<b>Perceived roles of a formal mentor in helping newly qualified teachers</b>	<b>Percentages</b>	<b>Percentages</b>
Understand labour matters	55.2	46.2
Understand work ethics	71.8	88.3
Manage personal stress	36.8	47.5
Improve teaching skills	69.9	94.1
Develop understanding of subject area	60.7	88.3
Manage personal finances	14.7	30.1
Prepare lesson plans and schemes of work	58	87.3
Develop interpersonal relationships	48.8	73.7
Protection from job related dangers	43.2	55.3

From the responses they gave, the participants perceived the role of a formal mentor in helping NQTs to be multifaceted and including the following: understand labour matters, understand work ethics, manage personal stress, improve teaching skills, develop understanding of subject area, manage personal finances, prepare lesson plans and schemes of work, develop interpersonal relationships and protection from job related dangers.

Table 15 above shows that with the exception of one item ‘understand labour matters’ more HoDs than NQTs had higher ratings of the listed items as perceived roles of a formal mentor in helping a newly qualified teacher. Among the HoDs, understand work ethics, improve teaching skills, develop understanding of subject area and prepare lesson plans and schemes of work had the highest ratings.

Further, the researcher wanted to determine if there were any statistically significant differences between the perceptions of the NQTs and the HoDs on the roles of a formal mentor in helping NQTs in secondary schools in Zambia by making

comparisons between the two groups. To make this comparison a non-parametric test, the Chi-Square was conducted; the null hypothesis ( $H_0$ ) being that there is no significant difference in the perceptions of NQTs and heads of department regarding the roles of a formal mentor in helping newly qualified teachers. The alternative hypothesis ( $H_1$ ) was that there is a significant difference in the perceptions of NQTs and heads of department regarding the roles of a formal mentor in helping newly qualified teachers. The statistical tests were run at significance level of 0.05. Significant levels (p values) which were less than or equal to 0.05 were significant. Scores of the NQTs and the HoDs were compared on the following variables: understanding labour matters, improving teaching skills, developing understanding of subject area, managing personal finances, preparing lesson plans and schemes of work and developing interpersonal relationships. Table 16 shows a summary of the Chi Square test results obtained for the perceived roles of a formal mentor in helping newly qualified teachers.

**Table 16: Newly qualified teachers' and heads of departments' perceived role of a formal mentor in helping newly qualified teachers**

Variable	Chi Square	df	P value
Understand labour matters	5.433	1	0.028
Understand work ethics	2.383	1	0.123
Manage personal stress	.694	1	.405
Improve teaching skills	12.175	1	0.001
Develop understanding of subject area	13.272	1	0.001
Manage personal finances	4.982	1	0.026
Prepare lesson plans and schemes of work	15.055	1	0.001
Develop interpersonal relationships	7.984	1	0.005
Protection from job related dangers	.810	1	0.368

*Significant at  $p \leq 0.05$        $n=191$*

As can be seen from table 16, the results indicate statistical significance on the following items: 'understanding labour matters ( $\chi^2=5.433$ ;  $p=0.028$ ), improving teaching skills ( $\chi^2=12.175$ ;  $p=0.001$ ), developing understanding of subject area ( $\chi^2=13.272$ ;  $p=0.001$ ), managing personal finances ( $\chi^2=4.982$ ;  $p=0.026$ ), preparing lesson plans and schemes of work ( $\chi^2=15.055$ ;  $p=0.001$ ), and developing interpersonal relationships ( $\chi^2=7.984$ ;  $p=0.005$ ). The null hypothesis that the two groups did not significantly differ is therefore rejected. It was expected that the views of the two groups would be similar in many respects. However, what these results imply is that the views of the NQTs and the HoDs on the roles of the formal mentor in helping NQTs with regard to understanding labour matters, improving teaching skills, developing understanding of subject area, managing personal finances, preparing lesson plans and schemes of work, and developing interpersonal relationships differed significantly. These results imply that NQTs and HoDs expressed significantly different views on what the role of a formal mentor should be in helping a newly qualified teacher. This further demonstrates a disparity of priority areas between NQTs and heads of department.

On the other hand, the results indicate that they were not statistically significant in the following items: in understanding work ethics ( $\chi^2=2.383$ ;  $p=0.123$ ), managing personal stress ( $\chi^2=.694$ ;  $p=0.405$ ) and protection from job related dangers ( $\chi^2=.810$ ;  $p=0.368$ ). The null hypothesis that both groups did not significantly differ is therefore accepted relative to the three items above. It is clear from these results that there was hardly any significant difference in the views of the NQTs and the HoDs on the role of the formal mentor in helping NQTs with regard to understanding work ethics, managing personal stress and protection from job related dangers. These results

therefore, were suggesting that both groups held similar perceptions in terms of understanding work ethics, managing personal stress and protection from job related dangers being part of the roles of a formal mentor. This was as expected.

In addition to the data from NQTs and HoDs regarding the role of a formal mentor in helping NQTs, the researcher sought the views of head teachers on the issue. These views are presented in table 17.

**Table 17: Head teachers’ perceived role of a formal mentor in helping newly qualified teachers**

<b>Role of a formal mentor in helping newly qualified teachers</b>	<b>Responses</b>
	<b>Frequency(n=15)</b>
Understand labour matters	9
Understand work ethics	14
Manage personal stress	11
Improve teaching skills	15
Develop understanding of subject area	13
Manage personal finances	8
Prepare lesson plans and schemes of work	14
Develop interpersonal relationships	13
Protection from job related dangers	9
<b>Total</b>	<b>106</b>

Table 17 presents the data from the head teachers on the perceived role of a formal mentor in helping NQTs. The data shows that ‘helping NQTs improve their teaching skills’ was perceived to be a role of a mentor by all the head teachers. At the same time the majority of the head teachers also perceived the role of a mentor among others, as being that of ‘helping NQTs understand work ethics’, ‘helping NQTs prepare lesson plans and schemes of work,’ developing understanding of subject area and developing interpersonal relationships.

It is also clear from the results of the study that the majority of the fifteen head teachers agreed that the role of a formal mentor should include helping NQTs understand labour matters, helping them manage personal stress, and helping them develop understanding of subject area. Other areas include, helping NQTs managing personal finances, helping them in preparing lesson plans and schemes of work, helping them in developing interpersonal relationships, helping in providing protection from job related dangers, helping NQTs improve their teaching skills, and helping them understand work ethics.

#### **4.2.3.1 Comparison by gender of the perceived role of a formal mentor in helping NQTs**

In addition to comparing the perceptions of NQTs and HoDs regarding the role of a formal mentor in helping NQTs, the study further tested whether there were any associations between gender of NQTs and the perceived roles of a formal mentor (*See Appendix J*) using the Chi-Square; the null hypothesis ( $H_0$ ) being that there is no significant association between gender and the roles of a formal mentor in helping newly qualified teachers. The alternative hypothesis ( $H_1$ ) was that there is significant association between gender and the roles of a formal mentor in helping newly qualified teachers. The statistical tests were conducted at a significance level of 0.05. Significant levels (p values) which were less than or equal to 0.05 were significant. Table 18 shows the results of these tests.

**Table 18: Newly qualified teachers' perceived role of a formal mentor by gender**

S/N	Variable	$\chi^2$	P value
1	Understand labour matters	2.014	.156
2	Understand work ethics	.109	.741
3	Manage personal stress	.582	.445
4	Improve teaching skills	.034	.853
5	Develop understanding of subject area	1.209	.272
6	Manage personal finances	3.928	.047
7	Prepare lesson plans and schemes of work	1.546	.214
8	Develop interpersonal relationships	.191	.662
9	Protection from job related dangers	.437	.509

*Significant at  $p \leq 0.05$        $n=92$*

Table 18 shows that the tests revealed statistically significant associations between managing personal finances and gender ( $\chi^2 = 3.928$ ;  $p = .047$ ). More male participants (75%) than female participants (25%) agreed that the role of a formal mentor ought to include managing their personal finances. This indicates that there was a relationship between gender and managing personal finances. In this regard therefore, the null hypothesis that there was no significant association between gender and perceived role of a formal mentor in helping NQTs is therefore rejected. However, gender was not associated with the perceived role of a formal mentor in terms of understanding labour matters ( $p$  value  $> 0.05$ ), understanding work ethics ( $p$  value  $> 0.05$ ), managing personal stress ( $p$  value  $> 0.05$ ), improving teaching skills ( $p$  value  $> 0.05$ ), developing understanding of subject area ( $p$  value  $> 0.05$ ), preparing lesson plans and schemes of work ( $p$  value  $> 0.05$ ), developing interpersonal relationships ( $p$  value  $> 0.05$ ), and protection from job related dangers ( $p$  value  $> 0.05$ ). These results imply that male and female NQTs expressed similar views regarding the perceived role of a formal mentor in helping newly qualified teachers on all but one item; managing personal finances. The null hypothesis that there was no significant association

between gender and the perceived role of a formal mentor in helping newly qualified teachers is therefore accepted.

#### 4.2.3.2 Comparison by level of education of the perceived role of a formal mentor in helping NQTs

Similar analyses were conducted to determine further whether there were any associations between educational level of NQTs and perceived roles of a formal mentor in helping newly qualified teachers (*See Appendix K*). Chi Square tests were conducted; the null hypothesis ( $H_0$ ) being that there is no significant association between the educational level of newly qualified teachers and the perceived roles of a formal mentor in helping newly qualified teachers. The alternative hypothesis ( $H_1$ ) was that there is significant association between the educational level of newly qualified teachers and the perceived roles of a formal mentor in helping newly qualified teachers. The statistical tests were run at significance level of 0.05. Significant levels (p values) which were less than or equal to 0.05 were significant. The results are shown in table 19.

**Table 19: Newly qualified teachers' perceived roles of a formal mentor by educational level**

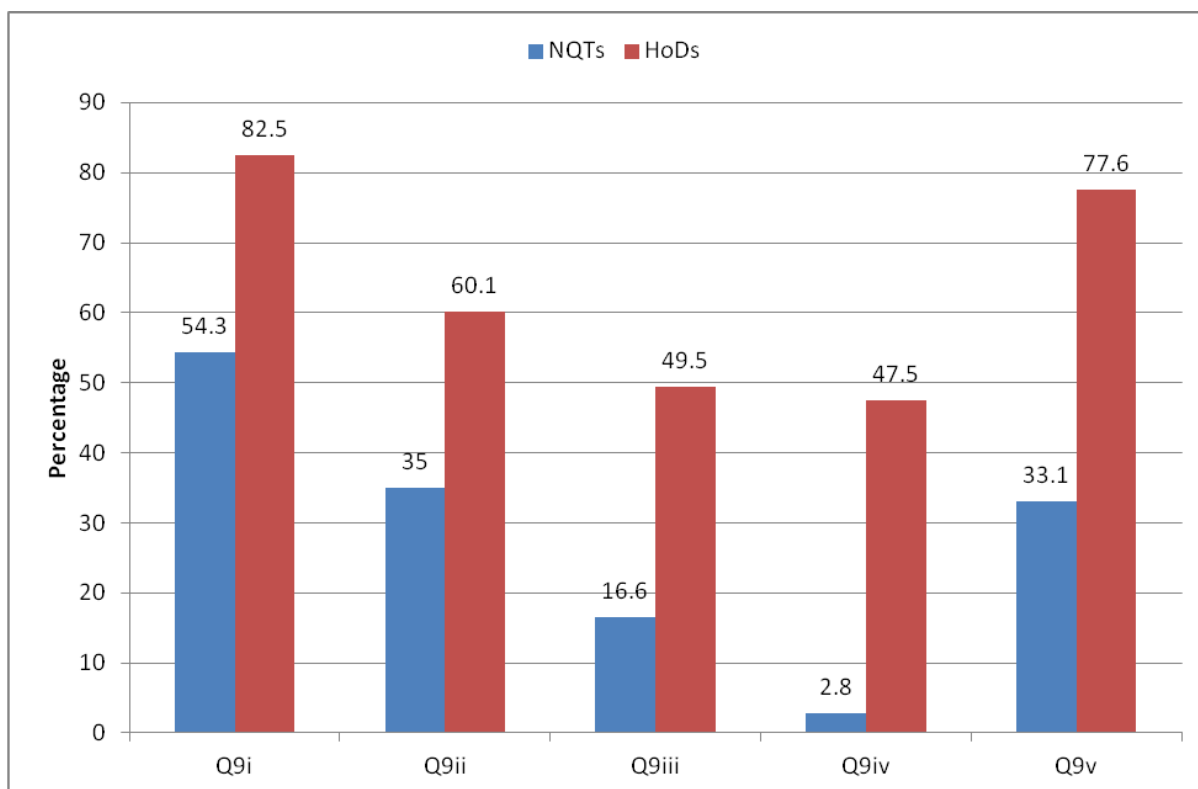
S/n	Variable	$\chi^2$	P value
1.	Understand labour matters	.684	.408
2.	Understand work ethics	.023	.880
3.	Manage personal stress	.048	.827
4.	Improve teaching skills	.411	.521
5.	Develop understanding of subject area	.857	.355
6.	Manage personal finances	.494	.482
7.	Prepare lesson plans and schemes of work	1.305	.253
8.	Develop interpersonal relationships	.008	.927
9.	Protection from job related dangers	.725	.395

*Significant at  $p \leq 0.05$        $n=92$*

Table 19 shows that there was no significant association between educational level and perceived roles of a formal mentor ( $p > .05$ ). These perceived roles were: understand labour matters ( $p = .408$ ), understand work ethics ( $p = .880$ ), manage personal stress ( $p = .827$ ), improve teaching skills ( $p = .521$ ), develop understanding of subject area ( $p = .355$ ), manage personal finances ( $p = .482$ ), prepare lesson plans and schemes of work ( $p = .253$ ), develop interpersonal relationships ( $p = .927$ ) and protection from job related dangers ( $p = .395$ ). These results imply that in spite of the differences in the number of years spent being trained, each group of NQTs expressed similar views about the roles of a formal mentor in helping newly qualified teachers. Therefore, the null hypothesis that there is no significant association between the educational level of newly qualified teachers and the perceived roles of a formal mentor in helping newly qualified teachers, is accepted.

#### **4.2.4 Why newly qualified teachers needed professional help from long serving teachers**

The study also asked NQTs and HoDs why they felt that NQTs needed help from long serving teachers. The aim of establishing these reasons was to find out if the reasons could be addressed and be resolved through provision of mentorship. This information is shown in figure 1 below.



**Figure 1: Why newly qualified teachers needed help from long serving teachers**

**Key:**

- Q9i =Inadequate exposure to classroom situation and activities during training
- Q9ii =Anxiety caused by a new work environment
- Q9iii =Unruly and disruptive pupils
- Q9iv =Lack confidence in themselves
- Q9v =Mismatch between content learnt at college/university and content for classroom teaching

As figure 1 shows, the reasons why NQTs needed help from long serving teachers included inadequate exposure to classroom situation and activities during training, anxiety caused by a new environment, unruly and disruptive pupils, lacking confidence in themselves, and mismatch between content learnt at college/university and content for classroom teaching.

Further, with regard to why NQTs needed help from long serving teachers, the researcher wanted to find out if there were any statistically significant differences

between the views of the NQTs and the HoDs. To determine if any significant difference existed, a Chi Square test was conducted; the null hypothesis ( $H_0$ ) being that there is no significant difference in the perceptions of NQTs and heads of department regarding their perceptions on why NQTs needed help from long serving teachers. The alternative hypothesis ( $H_1$ ) was that there is a significant difference in the perceptions of NQTs and heads of department regarding their perceptions on why NQTs needed help from long serving teachers. The statistical tests were run at significance level of 0.05, significant levels (p values) which were less than or equal to 0.05 were significant. Table 20 shows a summary of the Chi Square test results obtained on why NQTs needed help from long serving teachers.

**Table 20: Newly qualified teachers’ and HoDs’ perceptions on why NQTs needed help from long serving teachers**

Variable	Chi Square	Df	P value
Inadequate exposure to classroom situation and activities during training	12.135	1	0.001
Anxiety caused by a new environment	8.691	1	0.003
Unruly and uncooperative pupils	21.095	1	0.001
Lack confidence in themselves	51.447	1	0.001
Mismatch between content learnt at college/university and content for classroom teaching	034.733	1	0.001

*Significant at  $p \leq 0.05$        $n=191$*

As can be seen from table 20, the results indicate statistical significance in all the five items: inadequate exposure to classroom situation and activities during training ( $\chi^2=12.135$ ;  $p=0.001$ ), anxiety caused by a new environment ( $\chi^2=8.691$ ;  $p=0.003$ ), unruly and uncooperative pupils ( $\chi^2=21.095$ ;  $p=0.001$ ), lack confidence in themselves ( $\chi^2=51.447$ ;  $p=0.001$ ), and mismatch between content learnt at college/university and

content for classroom teaching ( $\chi^2=34.733$   $p=0.001$ ). In all the five items in figure 1, heads of department held a stronger view than NQTs on the reasons why NQTs needed help from long serving teachers. The null hypothesis that there is no significant difference in the perceptions of the two groups on why NQTs needed help from long serving teachers is therefore rejected; this means that NQTs and HoDs held very different perceptions regarding why NQTs needed help from long serving teachers on all the five items.

Equally, head teachers felt that NQTs needed help from long serving teachers. Table 21 shows reasons, according to head teachers, why NQTs needed help from long serving teachers.

**Table 21: Reasons why head teachers felt NQTs needed help from long serving teachers**

<b>Reasons for obtaining help from long serving teachers</b>	<b>Frequency(n=15)</b>
Inadequate exposure to classroom situation and activities during training	13
Anxiety caused by a new environment	13
Classroom management	8
Lack of confidence in themselves	11
Mismatch between content learnt during training and content for classroom teaching	11
Indifferent attitudes towards work by newly qualified teachers	10

As table 21 shows, the majority of head teachers reported that NQTs needed help from long serving teachers on account of the following reasons: inadequate exposure to classroom situation and activities during training, anxiety caused by a new environment, classroom management, lack of confidence in themselves, mismatch between content learnt during training and content for classroom teaching, and indifferent attitudes towards work by newly qualified teachers.

#### 4.2.4.1 Comparison by gender on why NQTs needed professional help from long serving teachers

Chi Square statistical tests were conducted to determine whether there were any associations between gender of NQTs and why they needed help from veteran teachers (See Appendix L); the null hypothesis ( $H_0$ ) being that there is no significant association between gender and why NQTs needed help from long serving teachers. The alternative hypothesis ( $H_1$ ) was that there is a significant association between gender and why NQTs needed help from long serving teachers. The tests were conducted at a significance level of 0.05. Significant levels (p values) which were less than or equal to 0.05 were significant. The results are shown in table 22.

**Table 22: Why newly qualified teachers needed help from veteran teachers by gender**

Sn	Variable	$\chi^2$	Pvalue
1	Inadequate exposure to classroom situation and activities during training	1.660	.198
2	Anxiety caused by a new environment	1.221	.269
3	Difficulties in classroom management	.390	.532
4	Lack confidence in themselves	.762	.383
5	Mismatch between content learnt at college/university and content for classroom teaching	2.089	.148

*Significant at  $p \leq 0.05$*

*n=92*

Table 22 shows that there was no statistically significant association between the gender of NQTs and the reasons why they needed help from veteran teachers ( $p > .05$ ) on all the five items. These were inadequate exposure to classroom situation and activities during training, anxiety caused by a new environment, difficulties in classroom management, lack of confidence in themselves, and mismatch between content learnt at college/university and content for classroom teaching. Therefore, the

null hypothesis that there is no significant association between gender and why NQTs needed help from long serving teachers is accepted.

#### 4.2.4.2 Comparison by level of education on why NQTs needed professional help from long serving teachers

Chi Square statistical tests were conducted to determine whether there were any associations between the educational level of NQTs and why they needed help from veteran teachers (*See Appendix M*); the null hypothesis ( $H_0$ ) being that there is no significant association between the level of education of NQTs and why NQTs needed help from long serving teachers. The alternative hypothesis ( $H_1$ ) was that there is a significant association between the level of education of NQTs and why NQTs needed help from long serving teachers. The tests were conducted at a significance level of 0.05. Significant levels (p values) which were less than or equal to 0.05 were significant. The results are shown in table 23.

**Table 23: Why NQTs needed help from veteran teachers by educational level**

S/N	Variable	$\chi^2$	Pvalue
1	Inadequate exposure to classroom situation and activities during training	5.772	.016
2	Anxiety caused by a new environment	.030	.862
3	Classroom management	3.643	.056
4	Lack confidence in themselves	1.686	.194
5	Mismatch between content learnt at college/university and content for classroom teaching	1.581	.209

*Significant at  $p \leq 0.05$*

$n=92$

Table 23 reveals that there was a significant association between educational level and inadequate exposure to classroom situation and activities during training ( $p < 0.05$ ). More degree holders (82.0%) than diploma holders (67.0%) agreed that they needed help from veteran teachers because of inadequate exposure to classroom situation and

activities during trainings. The null hypothesis that there is no significant association between the level of education of NQTs and why NQTs needed help from long serving teachers relative to inadequate exposure to classroom situation and activities during training, is therefore rejected. However, there was no association between educational level and the following items: anxiety caused by a new environment ( $p>0.05$ ), classroom management ( $p>0.05$ ), lack of confidence in themselves (NQTs) ( $p>0.05$ ), and mismatch between content learnt at college/university and content for classroom teaching ( $p>0.05$ ). The null hypothesis that there is no significant association between the level of education of NQTs and why NQTs needed help from long serving teachers is, therefore accepted.

#### **4.2.5            Extent to which newly qualified teachers needed professional help from long serving teachers**

Newly qualified teachers and HoDs were further asked to indicate the extent to which NQTs needed professional help in selected responsibilities. The results are shown in table 24.

**Table 24: Areas and extent to which NQTs needed assistance from long serving teachers**

Areas in which NQTs need assistance	Status					
	NQTs			HoDs		
	Never (%)	Sometimes (%)	Often (%)	Never (%)	Sometimes (%)	Often (%)
Evaluating pupils' work	12.0	50.6	37.3	7.5	24.7	67.7
Counseling pupils	6.1	68.3	25.6	3.3	63.7	33.0
Participating in subject associations	9.5	66.7	23.8	3.3	37.4	59.3
Time management	34.9	31.4	33.7	5.4	27.2	67.4
Participating in departmental tasks	6.0	47.6	46.4	2.2	26.9	71.0
Classroom management	18.6	45.4	36.0	9.6	29.8	60.6
Lesson preparation	17.2	41.3	41.4	7.4	22.3	70.2
Motivating pupils	24.1	50.6	25.3	9.9	40.7	49.5
Teaching effectively	8.2	45.9	45.9	5.6	21.1	73.3
Conducting professional meetings	7.0	68.6	24.4	2.1	57.9	40.0
Developing understanding of teaching subject	7.0	64	29.1	4.3	32	63.8
Preparation of schemes of work	10.2	43.1	46.6	6.2	30.2	63.5
Preparation of records of work	10.2	47.7	42.0	5.2	24	70.8

As can be seen from table 24, more than half of the HoDs reported that NQTs often needed help from long serving teachers in a number of areas. These areas included evaluating pupils' work (67.7%), participating in subject associations (59.3%), time management (67.4%), participating in departmental tasks (71.0%), classroom management (60.6%), lesson preparation (70.2%), teaching effectively (73.3%), developing understanding of teaching subject (63.8%), preparation of schemes of work (63.5%) and preparation of records of work (70.8%). However, it is clear from table 24 that on the contrary, less than half of the NQTs reported that they often needed help on any of the listed items. Newly qualified teachers most often needed help from long serving teachers in three areas, namely participating in departmental tasks, teaching effectively and preparing schemes of work than in any other areas. However, less than

50% of the NQTs indicated that they often needed help from long serving teachers in these three areas. Overall the majority of head teachers also agreed that NQTs often needed help in lesson preparation, time management and teaching effectively.

Further, to determine if there were any statistically significant differences between the views of the NQTs and the HoDs with regard to the extent to which NQTs needed help from long serving teachers in selected areas of professional work, a Chi Square test was conducted; the null hypothesis ( $H_0$ ) being that there is no significant difference in the views of NQTs and heads of department regarding the extent to which NQTs needed help from long serving teachers in selected areas of professional work. The alternative hypothesis ( $H_1$ ) was that there is a significant difference in the views of NQTs and heads of department regarding the extent to which NQTs needed help from long serving teachers in selected areas of professional work. The statistical tests were run at significance level of 0.05. Significant levels (p values) which were less than or equal to 0.05 were significant. The results are presented in table 25.

**Table 25: Newly qualified teachers' and heads of departments' perceptions on the extent to which NQTs needed help from long serving teachers**

Variable	$\chi^2$	P value
Evaluating pupils' work	18.314	.001
Counseling pupils	6.426	.089
Participating in subject associations	24.297	.001
Time management	37.719	.001
Participating in departmental tasks	12.662	.004
Classroom management	16.173	.001
Lesson preparation	16.286	.001
Motivating pupils	16.710	.001
Teaching effectively	15.777	.001
Conducting professional meetings	10.430	.014
Developing understanding of teaching subject	25.193	.001
Preparation of schemes of work	7.150	.067
Preparation of records of work	16.779	.001

*Significant at  $p \leq 0.05$        $n=191$*

As shown in table 25, the Chi-Square test indicated that the results were statistically significant on the following items: evaluating pupils' work ( $\chi^2=18.314$ ;  $p=0.001$ ), participating in subject associations ( $\chi^2=24.297$ ;  $p=0.001$ ), time management ( $\chi^2=37.719$ ;  $p=0.001$ ), participating in departmental tasks ( $\chi^2=12.662$ ;  $p=0.004$ ), classroom management ( $\chi^2=16.173$ ;  $p=0.001$ ), lesson preparation ( $\chi^2=16.286$ ;  $p=0.001$ ), motivating pupils ( $\chi^2=16.710$ ;  $p=0.001$ ), teaching effectively ( $\chi^2=15.777$ ;  $p=0.001$ ), developing understanding of teaching subject ( $\chi^2=25.193$ ;  $p=0.001$ ), conducting professional meetings ( $\chi^2=10.430$ ;  $p=0.014$ ), and preparation of records of work ( $\chi^2=16.779$ ;  $p=0.001$ ). The null hypothesis that the two groups did not significantly differ is therefore rejected. It was expected that the views of the two groups would be similar in many respects but what these results imply is that the views of the NQTs and the HoDs on the above items differed significantly.

On the other hand, the results indicate that they were not statistically significant in the following items: counseling pupils ( $\chi^2=6.426$ ;  $p=0.89$ ), and preparation of schemes of work ( $\chi^2=7.150$ ;  $p=0.67$ ). The null hypothesis that the two groups did not significantly differ is therefore accepted. It is clear from these results that there was hardly any significant difference in the views of the NQTs and the HoDs regarding counseling pupils and preparation of schemes of work. These results therefore, were suggesting that both groups held similar perceptions on these two items.

#### **4.2.5.1 Comparison by gender of the extent to which NQTs needed professional help from long serving teachers**

Chi Square statistical tests were conducted to establish whether there were any statistically significant associations between extent to which participants needed help and gender (*See Appendix N*); the null hypothesis ( $H_0$ ) being that there is no

significant association between gender and the extent to which NQTs needed help from long serving teachers in selected areas of professional work. The alternative hypothesis ( $H_1$ ) was that there is a significant association between gender and the extent to which NQTs needed help from long serving teachers in selected areas of professional work. The statistical tests were run at significance level of 0.05. Significant levels (p values) which were less than or equal to 0.05 were significant. The results are presented in table 26.

**Table 26: Extent to which NQTs needed help by gender**

S/N	Variable	$\chi^2$	P value
1	Evaluating pupils' work	4.001	.261
2	Counselling pupils	.982	.806
3	Participating in subject associations	.799	.850
4	Time management	5.399	.145
5	Participating in departmental tasks	.543	.909
6	Classroom management	4.439	.218
7	Lesson preparation	4.517	.211
8	Motivating pupils	.966	.809
9	Teaching effectively	3.399	.334
10	Conducting professional meetings	1.983	.576
11	Developing understanding of subject	4.370	.224
12	Preparation of schemes of work	1.336	.721
13	Preparation of records of work	1.900	.593

*Significant at  $p \leq 0.05$        $N=92$*

Table 26 shows that there was no significant association between gender and need for help in all the professional responsibilities ( $p > .05$ ). These professional responsibilities were evaluating pupils' work, counselling pupils, participating in subject associations, time management, participating in departmental tasks, classroom management, lesson preparation, motivating pupils, teaching effectively, conducting professional meetings, developing understanding of subject, preparation of schemes of work, and preparation of records of work. This indicated no significant relationship between the gender of the NQTs and the extent to which they needed help in the listed selected

professional responsibilities. The null hypothesis that there is no significant association between gender and the extent to which NQTs needed help from long serving teachers in selected areas of professional work, is therefore accepted. This however, contradicts with the views of the majority of the head teachers regarding the performance levels of both male and female newly qualified teachers. Head teachers reported that male NQTs performed better than their female colleagues.

#### **4.2.5.2 Comparison by level of education of extent to which NQTs needed professional help from long serving teachers**

Further, Chi Square statistical tests were conducted to determine whether there were any associations between extent to which participants needed help and educational level (*See Appendix P*); the null hypothesis ( $H_0$ ) being that there is no significant association between the educational level of NQTs and the extent to which NQTs needed help from long serving teachers in selected areas of professional work. The alternative hypothesis ( $H_1$ ) was that there is a significant association between the educational level of NQTs and the extent to which NQTs needed help from long serving teachers in selected areas of professional work. The statistical tests were run at significance level of 0.05. Significant levels (p values) which were less than or equal to 0.05 were significant. The results are presented in table 27.

**Table 27: Extent to which NQTs needed help by educational level**

S/N	Variable	$\chi^2$	P value
1	Evaluating pupils' work	2.874	.411
2	Counselling pupils	2.822	.420
3	Participating in subject associations	4.197	.241
4	Time management	4.513	.211
5	Participating in departmental tasks	4.110	.250
6	Classroom management	7.170	.067
7	Lesson preparation	1.448	.694
8	Motivating pupils	.922	.820
9	Teaching effectively	1.155	.764
10	Conducting professional meetings	10.402	.015
11	Developing understanding of subject	1.163	.762
12	Preparation of schemes of work	5.763	.124
13	Preparation of records of work	2.110	.550

*Significant at  $p \leq 0.05$        $n=92$*

In table 27 the results reveal that there was a significant association between educational level and need for help in conducting professional meetings ( $p < 0.05$ ). More diploma holders (93.8%) than degree holders (25%) agreed that they sometimes or often needed help in conducting professional meetings. The null hypothesis that there is no significant association between the level of education of NQTs and why NQTs needed help from long serving teachers relative to the need for help in conducting professional meetings, is therefore rejected. However, there was no association between educational level and the need for help in the following professional responsibilities: evaluating pupils' work ( $p > 0.05$ ), counselling pupils ( $p > 0.05$ ), participating in subject associations ( $p > 0.05$ ), time management ( $p > 0.05$ ), participating in departmental tasks ( $p > 0.05$ ), classroom management ( $p > 0.05$ ), lesson preparation ( $p > 0.05$ ), motivating pupils ( $p > 0.05$ ), teaching effectively ( $p > 0.05$ ), conducting professional meetings ( $p > 0.05$ ), developing understanding of subject ( $p > 0.05$ ), preparation of schemes of work ( $p > 0.05$ ), and preparation of records of work ( $p > 0.05$ ). This indicates that no relationship existed between the educational

level of the NQTs and the extent to which they needed help in the listed selected professional responsibilities. The null hypothesis that there is no significant association between the level of education of NQTs and why NQTs needed help from long serving teachers, is therefore accepted.

On further inquiry about who provided the help that was most beneficial to them, the NQTs indicated the responses shown in table 28.

**Table 28: Who provided the most beneficial help to you?**

<b>Person providing help</b>	<b>Frequency (n=92)</b>	<b>Percentage</b>
Head of department	58	65.2%
Other long serving teachers	38	42.7%
Fellow newly qualified teachers	34	38.2%
Head teacher	34	38.2%

Table 28 shows that the NQTs sought and received help from an array of people in the school setup. Among these HoDs were reported to offer the most beneficial help followed by other long serving teachers, and head teachers in that order. Newly qualified teachers at times resorted to consulting grade-level fellow newly qualified colleagues when veteran staff were not on hand to offer assistance. This seems to explain that NQTs obtained help from whoever could assist them including their fellow newly qualified teachers. At the same time HoDs as immediate supervisors were tasked with the responsibility of monitoring the performance of the NQTs and could be seen to be the providers of the first line of help for the newly qualified teachers.

The major findings of the study on the question of the nature and scope of mentorship of NQTs in secondary schools in Zambia were that majority 74 (74.8%) of the HoDs, 62 (67.4%) of the NQTs and the majority of the head teachers indicated that there was no MoGE policy on mentorship of newly qualified teachers. Further, there was evidence that NQTs, HoDs, head teachers and senior education officials had a distorted view of the meaning of the concept of mentorship. However, it was clear that some form of mentorship did take place in schools.

### **4.3 Challenges of newly qualified teachers**

*The second research question of the study was, 'What challenges do newly qualified teachers face in secondary schools?'*

The aim of the researcher in addressing this research question was to attempt to understand whether there were challenges that NQTs faced that affected mentoring or could be resolved by mentoring. Participants were asked what they perceived to be the challenges that NQTs faced in their work. Two main themes emerged. One was pedagogical/instructional challenges and the other was an unsupportive work environment.

#### **4.3.1 Pedagogical/ Instructional difficulties**

From the point of view of most of the head teachers, NQTs faced serious difficulties or struggle in delivering adequately content material in their first few years of teaching in a broad range of teacher professional skills which included methodology (for university graduates), preparation of lesson plans and failure/inability to deliver lessons. The head teachers perceived that the initial teacher education NQTs had

received was inadequate to enable them perform their duties competently. The views linking difficulties in teaching to inadequate initial training were revealed through various statements that were made by the head teachers and senior education officials indicated by three different head teachers as captured in the following statements:

*Usually, we face a bit of a challenge with university graduates especially where the methodology is concerned. They seem to be competent enough on content but how to deliver that content seems to be a challenge. Those that are from Nkrumah, COTSECO and even Chalimbana seem to fare much better than those who are coming from the university.*

*We mostly have a problem with those who come from UNZA. It's like they learn information more advanced than that which they are supposed to present in class.*

*I think colleges and universities inclusive are not preparing these teachers for the very task of teaching. There is a barrier at content level. For the university, it is up there, it has not adjusted much to the curriculum. But, for the colleges, they are coming out "half baked."*

Contributing to the discussion on why NQTs were experiencing difficulties teaching effectively, one senior education officer apportioned the blame on the perceived shortcomings in the training regime of colleges of education and universities when she stated:

*I think what is coming out of the colleges is not what we used to see those days. If a child comes from college and doesn't know how to prepare a lesson plan and schemes of work which are the tools for teaching, then you tend to wonder where the children are coming from. What kind of a teacher is this who does not know the basics of teaching? I think we need to do more earlier during training than what basically happens on the ground.*

Head teachers were further asked for their view on whom they felt was more competent than the other between degree holders and diploma holders. Some of the

head teachers believed that degree holders were more competent than diploma holders, as one head teacher put it:

*Degree holders can be a bit lost if they are not well supervised. Diploma holders are better in formality but if you talk of adapting to a new situation, degree holders are better. Diploma holders are good on things they already know otherwise we see the need to push them. But when you introduce a new thing, they find it difficult to adjust. I think that is the difference.*

On the other hand, the perceptions by other head teachers were that degree holders and diploma holders were virtually at par in terms of competence. However, they acknowledged that differences between diploma holders and degree holders did exist, but emphasised that these differences between degree and diploma holders pointed more to differences in competence between content and methodology as opposed to overall competence. One head teacher in the following remark explained this:

*I would not say there are differences between degree holders and diploma holders in terms of their levels of competence.*

Another head teacher had this to say:

*It just depends on an individual. There are degree holders who are performers and also diploma holders who are performers.*

Clearly, there was no clear consensus on the matter.

The study further sought the views of head teachers on who they thought was more competent than the other between male and female newly qualified teachers. The majority of the head teachers both male and female believed that male teachers generally performed better than their female counterparts. One head teacher had this to say:

*It's like males are more competent or I can say that they have more confidence than the females in most cases. Yes, you will find that where you have delivery problems, its mostly with the females than with the males.*

The head teacher above was supported by another who expressed this thought thus:

*Males are more competent. For example, females have more problems of lesson delivery than the males.*

Another head teacher had this to say:

*The males are better than females in terms of preparations for work.*

However, some head teachers reported that there was no inherent problem with the qualifications and training and/or performance or competence of NQTs as demonstrated in the following excerpt from one of the head teachers:

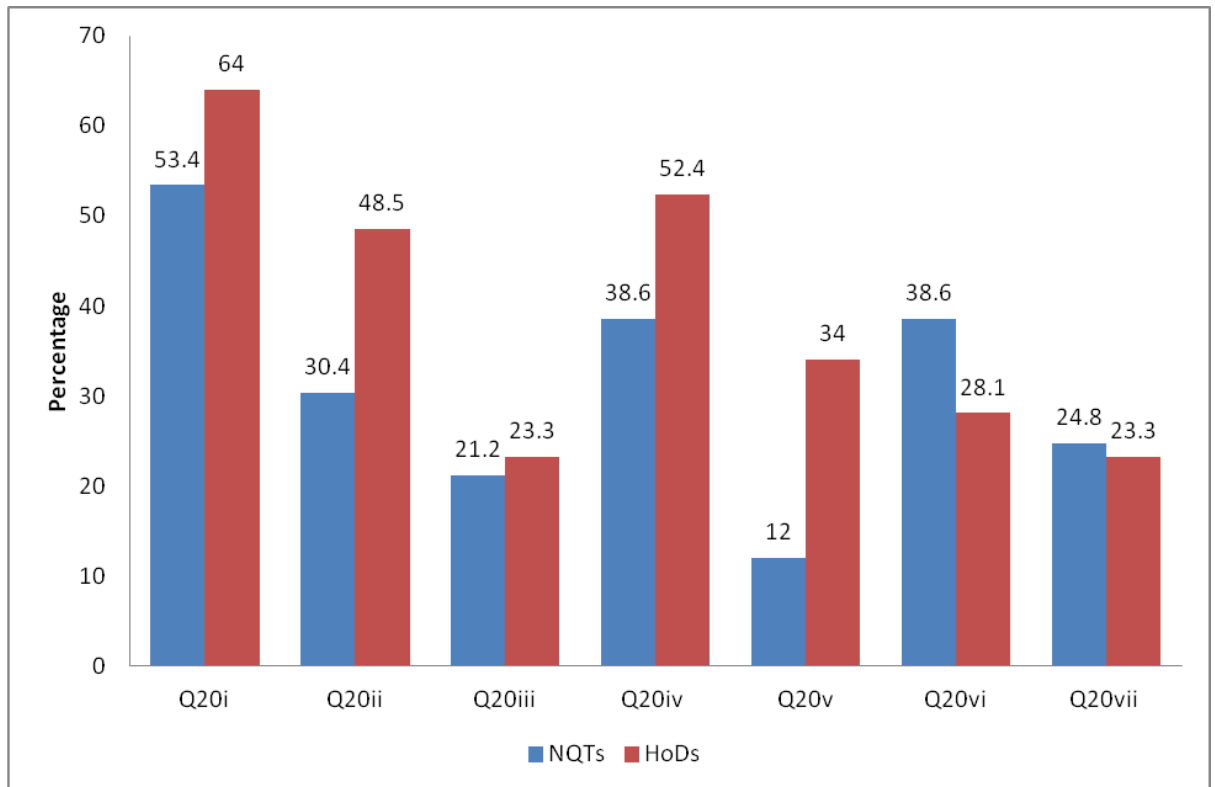
*But, it's not that they cannot perform; they can perform. It is just a matter of adjusting them or adapting them into the system, teaching them, exposing them to the new culture of the school in terms of the way they are supposed to conduct themselves and the way they are supposed to teach. Unfortunately, all those areas are not done in most cases.*

This was supported by another head teacher as expressed in the following remark:

*I think that most of them are well qualified to teach. It's just that some of them are not serious with their pupils.*

### 4.3.2 Lack of supportive work environment

The other major challenge NQTs faced was an unsupportive work environment for NQTs in schools. The results are shown in figure 2.



**Figure 2: Challenges newly qualified teachers faced in their work**

**Key:**

- Q.20i = Lack of policy on mentorship
- Q.20ii = Potential mentors have work overload
- Q.20iii = Potential mentors are simply uncaring
- Q.20iv = Lack of knowledge on mentorship by potential mentors
- Q.20v = Newly qualified teachers lack confidence in themselves
- Q.20vi = Long serving teachers see NQTs as competitors
- Q.20v = Generally negative attitudes towards newly qualified teachers

With regard to these challenges that NQTs faced in their work, figure 2 above shows that more HoDs than NQTs perceived these variables to be challenges with the exception of two items, namely long serving teachers regarding NQTs as competitors

and generally negative attitudes towards newly qualified teachers. On these two items, the opposite was true.

It is worth noting that some of the challenges that NQTs faced in their work were identical to some of the reasons reported as reasons for long serving teachers not mentoring newly qualified teachers. These were: lack of knowledge on mentoring by potential mentors, work overload by potential mentors and long serving teachers seeing NQTs as competitors and not colleagues (Refer to table 12). With regard to the challenges that NQTs faced in their work, the researcher wanted to determine if any statistically significant differences existed by comparing scores of the NQTs and the HoDs on the above items. A Chi Square test was conducted; the null hypothesis ( $H_0$ ) being that there is no significant difference in the perceptions of NQTs and heads of department regarding the challenges that NQTs faced in their work. The alternative hypothesis ( $H_1$ ) was that there is a significant difference in the perceptions of NQTs and heads of department regarding the challenges that NQTs faced in their work. The statistical tests were run at significance level of 0.05. Significant levels (p values) which were less than or equal to 0.05 were significant. Table 29 presents a summary of the Chi Square test results.

**Table 29: Newly qualified teachers' and heads of departments' perceptions of the challenges of newly qualified teachers in their work**

Variable	Chi Square	df	P value
Lack of policy on mentorship	0.275	1	0.600
Potential mentors have work overload	3.909	1	0.049
Potential mentors are simply uncaring	0.015	1	0.903
Lack of knowledge on mentorship by potential mentors	1.509	1	0.219
Newly qualified teachers lack confidence in themselves	11.416	1	0.001
Long serving teachers see newly qualified teachers as competitors	5.464	1	0.019
Generally negative attitudes towards newly qualified teachers	0.635	1	0.426

*Significant at  $p \leq 0.05$        $n=191$*

As table 29 shows, the results were significant in three items: 'potential mentors have work overload' ( $\chi^2=3.909$ ;  $p=0.049$ ), NQTs lack confidence in themselves ( $\chi^2=11.416$ ;  $p=0.001$ ), long serving teachers see NQTs as competitors ( $\chi^2=5.464$ ;  $p=0.019$ ). It is clear from the results that there was significant difference in the views of the NQTs and the HoDs on the perceptions of the challenges of NQTs in their work. The null hypothesis that both groups did not significantly differ is therefore rejected.

On the other hand, the results were not significant in four items: lack of policy on mentorship ( $\chi^2=0.275$ ;  $p=0.600$ ), potential mentors are simply uncaring ( $\chi^2=0.015$ ;  $p=0.903$ ), lack of knowledge on mentorship by potential mentors ( $\chi^2=1.509$ ;  $p=0.219$ ), and negative attitudes towards NQTs ( $\chi^2=0.635$ ;  $p=0.426$ ). It is clear from these results that there was no significant difference in the views of the NQTs and the HoDs on

most of the items regarding the benefits of mentorship. The null hypothesis that both groups did not significantly differ is therefore accepted.

According to the head teachers, NQTs faced an unsupportive working environment that did not welcome and support the NQTs in their work to quickly adjust and adapt to their new working place. Head teachers indicated that NQTs did not work well with older or more experienced teachers because the older teachers were 'hostile' to the newly qualified teachers. Indeed, from the point of view of the majority of the head teachers, NQTs felt unwelcome; additionally the majority of the head teachers reported that the unsupportive working environment forced NQTs to work in isolation. Furthermore, the majority of the head teachers said lack of mentorship of NQTs led to lack of self-reflection. They reported that in most cases, NQTs felt sidelined by the long serving teachers hence they became frustrated and relaxed in their work. It was reported that long serving certificate and diploma holders particularly lacked confidence working with degree holders and this negatively impacted on their availability to interact professionally with newly qualified teachers.

Therefore, from the point of view of the head teachers, the majority blamed long serving teachers while others blamed newly qualified teachers. It appears reasonable to infer that the culture and tradition of a school were instrumental in determining the nature and quality of relationships between NQTs and long serving teachers as one head teacher explained:

*You will find that some adjust easily and it is also the culture of the school which makes this newly qualified teacher to adjust. You will find that some schools are very helpful while others have a laissez-faire attitude. So, it depends on the orientation of the school.*

Clearly, school cultures that were unsupportive of NQTs bred feelings of isolation. The challenge that NQTs faced of working with little or no cooperation and support from long serving teachers is well captured in the following sentiment by one of the head teachers:

*Old teachers sometimes shun assisting newly qualified teachers to settle in school. They will be isolated and in most cases, they are not incorporated by the old teachers in the system hence they become frustrated and adopt an 'I do not care' attitude.*

In support of the above assertion, another head teacher had this to say:

*Usually it is one out of five that are willing to help the new teachers. It's like they want to see them fail, so that they laugh at them and say they have failed as if they are not graduates.*

On the contrary, some head teachers reported that NQTs and veteran teachers worked well together adding that veteran teachers were very friendly and always willing to help NQTs to easily settle in schools and do their work as expected. This view was expressed in this excerpt:

*They [NQTs] are able to mix and interact with other teachers within a short period of time. And with those that are serious, they learn a lot from other teachers who have been in the system.*

This view was supported by another head teacher as follows:

*Teachers are very friendly and when a member of staff comes in the school, they easily settle in very fast. I think they are helpful in terms of the professional work especially these days that we have CPDs of the department.*

In support of positive NQTs-veteran teacher relationships, another head teacher expressed his satisfaction with the status quo as follows:

*I think they are able to appreciate that they are really being helped. They will even say that "I did not know anything but with the help of the heads of department and other experienced teachers I now know how to deliver this lesson.*

The views of the head teachers on the above matter are summarised by one head teacher when he commented thus:

*But you will find that there are new or young teachers who are willing to learn by going to observe experienced teachers while others are not willing to learn but we help them. Because we understand that they cannot make it on their own.*

Consequently, some head teachers pointed out that although long serving teachers could have contributed to NQTs' feelings of being unwelcome and lack of help to settle down in schools, the blame could not entirely be heaved on long serving teachers. They pointed out that NQTs should equally shoulder the blame because of their negative attitudes towards long serving teachers and their own negative attitudes towards work. This could have in turn elicited negative attitudes from the long serving teachers. This was expressed as follows:

*The other end [Newly Qualified Teacher] should be willing to say I am in need; maybe could you please help me in this area; so, it is also about willingness. If someone is willing, they will receive help. But when they are not willing, they will be left to discover things on their own.*

Another head teacher expressed his view as indicated below:

*They (newly qualified teachers) should remove that pride that they are graduates. That pride has contributed to others not accepting them easily. But they should easily mingle with the old teachers and adapt to the system. Maybe that can help.*

#### **4.3.2.1 Comparison by gender of challenges NQTs faced in their work**

Chi Square statistical tests were conducted to establish whether any associations existed between gender and challenges that NQTs faced in their work (*See Appendix Q*); the null hypothesis ( $H_0$ ) being that there is no significant association between gender and the perceptions of NQTs and heads of department regarding the challenges NQTs faced in their work. The alternative hypothesis ( $H_1$ ) was that there is a

significant association between gender and the perceptions of NQTs and heads of department regarding the challenges NQTs faced in their work. The tests were conducted at a significance level of 0.05. Significant levels (p values) which were less than or equal to 0.05 were significant. The results are shown in table 30.

**Table 30: Challenges NQTs faced in their work by gender**

S/N	Variable	$\chi^2$	P value
1	Lack of policy on mentorship	.054	.816
2	Potential mentors have work overload	.192	.661
3	Potential mentors are simply uncaring	1.295	.255
4	Lack of knowledge on mentorship by potential mentors	.059	.809
5	Newly qualified teachers lack confidence in themselves	.430	.512
6	Long serving teachers see newly qualified teachers as competitors	.999	.317
7	Generally negative attitude towards newly qualified teachers	2.597	.107

*Significant at  $p \leq 0.05$                        $n=92$*

Table 30 shows no significant association between gender and challenges that NQTs face at their school ( $p > .05$ ). These challenges were: lack of policy on mentorship, potential mentors have work overload, potential mentors are simply uncaring, lack of Knowledge on mentorship by potential mentors, NQTs lack confidence in themselves, long serving teachers regard NQTs as competitors, and generally displaying negative attitude towards newly qualified teachers. Therefore, the null hypothesis that there is no significant association between gender and the perceptions of NQTs and heads of department regarding the challenges NQTs faced in their work, is accepted.

#### 4.3.2.2 Comparison by level of education of challenges NQTs faced in their work

In addition, Chi Square statistical tests were conducted to establish whether any associations existed between educational level and challenges that NQTs faced in their work (*See Appendix R*); the null hypothesis ( $H_0$ ) being that there is no significant association between level of education and the perceptions of NQTs and heads of department regarding the challenges NQTs faced in their work. The alternative hypothesis ( $H_1$ ) was that there is a significant association between the level of education and the perceptions of NQTs and heads of department regarding the challenges NQTs faced in their work. The tests were conducted at a significance level of 0.05. Significant levels (p values) which were less than or equal to 0.05 were significant. The results are shown in table 31.

**Table 31: Challenges NQTs faced in their work by educational level**

S/N	Variable	$\chi^2$	P value
1	Lack of policy on mentorship	2.938	.087
2	Potential mentors have work overload	3.829	.050
3	Potential mentors are simply uncaring	.431	.511
4	Lack of Knowledge on mentorship by potential mentors	.007	.933
5	Newly qualified teachers lack confidence in themselves	2.457	.117
6	Long serving teachers see newly qualified teachers as competitors	4.640	.031
7	Generally negative attitude towards newly qualified teachers	.616	.432

*Significant at  $p \leq 0.05$*

$n=92$

Table 31 reveals that there was a significant association between educational level and two of the challenges that NQTs faced at their school: “potential mentors have work overload” ( $p < 0.05$ ), and “long serving teachers saw NQTs as competitors” ( $p < 0.05$ ).

More diploma holders (52%) than degree holders (38%) agreed that potential mentors had work overload while on the other hand more degree holders (44%) than diploma holders (28%) agreed that long serving teachers saw NQTs as competitors. Therefore, the null hypothesis that there is no significant association between level of education and the perceptions of NQTs and heads of department regarding the challenges NQTs faced in their work, is rejected. However, there was no association between educational level and the following challenges: lack of policy on mentorship ( $p>0.05$ ), potential mentors are simply uncaring ( $p>.05$ ), lack of knowledge on mentorship by potential mentors ( $p>0.05$ ), and negative attitudes towards NQTs ( $p>0.05$ ). Therefore, the null hypothesis that there is no significant association between level of education and the perceptions of NQTs and heads of department regarding the challenges NQTs faced in their work, is accepted.

The major findings of the study on the question of the challenges that newly qualified teachers faced in their work seemed to be twofold, namely pedagogical difficulties and an unsupportive working environment. It is not surprising that the nature of challenges that NQTs faced in schools clearly correspond with the reasons why NQTs needed help from long serving teachers as reported by the NQTs and heads of department (Figure 1) and head teachers (Table 21).

#### **4.4 Challenges newly qualified teachers posed to the school system**

*The third research question of the study was, 'What challenges do newly qualified teachers pose to secondary schools?'*

Apart from enquiry about what respondents perceived to be the challenges that NQTs faced in their work, the researcher also probed what challenges the NQTs posed to schools. This aspect was investigated with the purpose of establishing whether there could be a relationship between such challenges and the inadequacy of mentoring of NQTs in secondary schools. Two main themes emerged. One hinged on pedagogical instructional/ incompetence and the other on ethical challenges.

##### **4.4.1 Pedagogical/ Instructional incompetence**

According to the Head teachers, NQTs posed many challenges to schools. Prominent among these, as discussed earlier under research question 2, was the below average performance of NQTs, specifically poor teaching methods for university graduates and shallow content for those coming from diploma-awarding colleges of education. One head teachers regarding NQTs received at her school best sums up this position by the head teachers in the following viewpoint:

*We have a challenge, in the past we used to have at least three-quarters of newly qualified teachers capable enough to handle the teaching. But, at the moment we have three-quarters who would not manage to teach effectively. You'll find that most of them have problems when it comes to presenting the work.*

#### **4.4.2 Ethical challenges**

##### **4.4.2.1 Lack of commitment to work**

According to the head teachers another area in which NQTs posed a challenge to schools was with regard to lack of commitment to duty. This was exhibited in a number of areas such as unwillingness to participate in non-teaching school activities, failure to perform assigned duties, and failure to meet deadlines, failure to report for duty, reporting late or not going to class at all. One of the head teachers had this to say about this lack of commitment to duty:

*Some teachers are more committed than others. The general attitude of some of them is not good. Most of the times ... you will find that they have no lesson plan. That is an indication that they have not even prepared for the lesson they are presenting.*

Head teachers further indicated that lack of commitment was because of nonexistence of interest in teaching. The following remark bears evidence:

*The main factor in my opinion is that it could be that not everyone who is a teacher wanted to be a teacher in the first place. These days people go to teaching because that's where the opening comes from for them to be employed.*

In support, another head teacher advanced the following reasons for the apparent lack of commitment to work by NQTs:

*When you assign them to be Grade teachers most of them don't perform very well even after orientation. What I feel is maybe the way they are coming into (the) school and the part of wanting to get money out of every/each job or duty is actually damaging the system. Because, you will find that everything that they do they want to be paid. And on the part of punctuality, it is really a struggle.*

A senior education official supported this viewpoint of the head teachers thus:

*So because of that line, we have seen an in-flow of people in the teaching system who really do not have that heart for the profession. So when they go, they may not even want to learn. Some of them, may even want to show that they are the most educated/new people from the colleges. They show all sorts of attitude. But a person who*

*really feels that he or she needs to become a teacher, when he or she goes there, he or she would find out how a lesson plan is written.*

However, failure to teach, according to some head teachers went beyond the qualifications and training to issues of induction into the teaching profession and lack of seriousness with their work as one head teacher put it:

*But, it's not that they cannot perform; they can perform. It is just a matter of adjusting them or adapting them into the system, teaching them, exposing them to the (new) culture of the school. The way they are supposed to conduct themselves and the way they are supposed to teach. Unfortunately, all those areas are not done in most cases.*

The majority of head teachers reported that males exhibited more commitment to duty than their female counterparts though this was largely attributed to a number of out of school factors. Furthermore, during the interviews the majority of the fifteen head teachers reported that diploma holders were more committed to work than degree holders.

#### **4.4.2.2 Inappropriate dressing**

Another challenge that head teachers reported NQTs were posing to schools was inappropriate dressing especially among the young female newly qualified teachers. One head teacher addressed the dressing of female NQTs while the second addressed the dressing of both male and female NQTs teachers in the following sentiments:

*They want to dress the way people out there dress. Not the way a teacher is supposed to dress.*

*The challenges mostly with university graduates is dressing. The dressing is not the proper code that we expect them to exhibit in school. The girls put on small or tight trousers and short skirts. Yet they are teaching big boys. And of course, with some young men they would want to "sag" a bit and so on. You will find that a teacher will "sag" and he will be putting on jeans in classes while they are supposed to be well dressed in a neck tie.*

#### **4.4.2.3 Illicit sexual affairs with pupils**

Head teachers further reported that some NQTs were having illicit sexual affairs with pupils as demonstrated in the following comment by one of the head teachers:

*Usually some male teachers will start having affairs with pupils leading to the challenge of pupils fighting over a teacher. It becomes a challenge to us because teachers don't understand why we tell them not to go out with pupils.*

The major findings of the study on the question of the challenges that NQTs posed to secondary schools, were that NQTs generally were perceived by their head teachers to be performing below expectation. This was attributed to inadequate initial training. Furthermore, methodology was perceived to be more of a problem with university graduates while content seemed to be more of a problem with diploma holders. There was no consensus as to who was more competent than the other between degree and diploma holders, though males were seen to be more competent and committed to duty than females were. Other challenges that NQTs posed to schools according to the findings of this study include general failure to adhere to professional duties expected of them in line with their job descriptions, inappropriate dressing and illicit sexual affairs with female pupils.

#### **4.4 Coping strategies of newly qualified teachers and school support systems**

*The fourth research question of the study was, 'What coping strategies do newly qualified teachers employ where mentorship is non-existent?'*

##### **4.5.1 Coping strategies of newly qualified teachers**

On the basis of Malasha's study (2009) indicating the near-absence of mentoring of NQTs in secondary schools, the researcher was interested in finding out how NQTs

coped. In order to generate data to answer the research question all three subpopulations were asked what NQTs did to compensate for the inadequate formal mentorship. Data from NQTs and HoDs is presented in table 32 below:

**Table 32: Newly qualified teachers' and heads of departments' perceptions of the coping strategies of newly qualified teachers**

Coping strategies	NQTs		HoDs	%
	Frequency	%	Frequency	
Consulting HoDs and other teachers in the Department	35	36.1	17	17.2
Peer mentorship	9	9.3	0	0
Informal mentorship	6	6.2	0	0
CPD at school level	5	5.2	8	8.1
Observe long serving teachers	3	3.1		
Working in isolation	2	2.1	7	7.1
Participate less in school activities	2	2.1	7	7.1
None	2	2.1	2	2

As table 32 shows, the coping strategies resorted to by NQTs included consulting HoDs and other teachers in the department (35; 36.1%), peer mentorship (9; 9.3%), informal mentorship (6; 6.2%), CPD at school level (5; 5.2%), observe long serving teachers (3; 3.1%), working in isolation (2; 2.1%) and none (2; 2.1%).

In agreement with NQTs, when Heads of Department were asked what newly qualified teachers resorted to in order to compensate for the inadequate formal mentorship, they mentioned a number of coping strategies. These included consulting HoDs and other teachers in the department (17; 17.2%), CPD at school level (8; 8.1%), working in isolation (7; 7.1%), participating less in school activities (6; 6.1%) and none (2; 2%).

The study results show that seeking help from HoDs and participating in CPD activities were the most common forms of strategies to compensate for the inadequate formal mentorship. Inversely, many schools reported instituting these measures to help the NQTs in their new work places in the absence of arrangements for formal mentorship.

#### **4.5.2 School support systems for newly qualified teachers**

As a follow up NQTs, HoDs and head teachers were asked what measures in the form of support systems schools provided in response to the need created by the inadequacy of mentorship of NQTs in secondary schools in areas of pedagogical competence and ethical matters. The responses show that twenty nine (29.9%) NQTs said regular CPD meetings at school department level were organised. Few NQTs, 12(12.4%) reported that HoDs were given responsibility to mentor NQTs, and 7(7.2%) pointed to mentorship from the Head teacher while 31 (32%) indicated that there were no support measures in place. To improve their pedagogical knowledge and skills NQTs expressed a strong need for support focused on the teaching and learning of content.

Similarly, HoDs reported the following measures: Regular CPD meetings at school department level (21; 21.2%), HoDs given mentorship responsibility (7; 7.1%), staff meetings (3; 3%), mentorship from head teacher (2; 2%), encouraging newly qualified teachers to join subject association (2; 2%), while 10 (10.1%) reported that no measures were put in place.

The views of NQTs and HoDs obtained on this matter through questionnaires were supported by head teachers through interviews as expressed in the following excerpt:

*In the absence of formal mentorship, we're relying much on experienced teachers, but in a semi-formal manner, through subject associations, departmental and staff meetings. We also tell the HODs to divert a bit by coming out of the content area and help out in social life.*

Another head teacher had this to say with regard to addressing challenges of newly qualified teachers:

*I think Heads of Department are helping the young ones through the CPD where topics or their subjects are discussed.*

Another head teacher responded:

*We talk to them about how they should conduct themselves.*

A senior education officer who pointed to induction as shown in this response echoed these views from head teachers:

*We have a programme in the ministry where the newly recruited teachers are supposed to be inducted into the public service on not only the content and methodology but also taken through the terms and conditions of service for public workers; they are also inducted in the code of ethics, and grievance procedures.*

Another senior Ministry official stated that:

*First of all at the school they will work under the heads of department who will guide them into the curriculum issues, the syllabus, the schemes of work. But in a situation where maybe these teachers have challenges in the preparation for the lessons, lessons plan and schemes of work, they have heads of department to sit with them and guide them.*

The above views that reflect dependence on HoDs to offer help to NQTs as well as CPD in the absence of formal mentorship of newly qualified teachers, was endorsed by another senior Education official who stated that:

*the schools depended on heads of department to mentor newly qualified teachers. Apart from that there is a programme to strengthen professionalism through regular conducting of Continued Professional Development activities where these newly qualified teachers are assisted and supported.*

Therefore, the NQTs managed to mitigate the challenges they faced by seeking help from HoDs and other long serving teachers but also from their peers.

#### **4.6 Benefits of formal and informal mentoring**

*The fifth research question of the study was, 'What are the perceived benefits of formal and informal mentorship for newly qualified teachers?'*

However minimal the level of mentoring of NQTs in secondary schools, the researcher wanted to establish the benefit of such mentorship to the different stakeholders. To answer research question five, responses from several open-ended questions pertaining to the benefits of both formal and informal mentoring were summarised. Newly qualified teachers were asked whether mentorship of NQTs was beneficial. Eighty-nine (96.7%) of the NQTs felt that mentorship of NQTs was beneficial. However, few of the NQTs 3(3.3%), did not perceive any benefits of mentoring newly qualified teachers. All the HoDs reported that mentorship of NQTs was beneficial while among the head teachers, the majority felt that mentorship of NQTs was beneficial. It is clear from the results that there was significant agreement in the views of the NQTs and the HoDs on the perceived benefits of mentorship. This thought is well expressed by one of the head teachers as follows:

*Well, as teachers, I think we need to continue mentoring our teachers because if we don't then we are "killing" the teaching profession. We need to continue mentoring them to see how best we can help them and also help the children.*

#### 4.6.1 Areas of perceived formal mentoring benefit to NQTs

Further, when asked how the mentorship of NQTs was beneficial to NQTs, NQTs and HoDs gave the responses indicated in table 33.

**Table 33: How mentoring of newly qualified teachers is beneficial to newly qualified teachers**

Benefits of Mentoring of Newly Qualified Teachers	Status of respondent			
	HoDs		NQTs	
	Frequency	Percent	Frequency	Percent
It helps them know and work within the stipulated work ethics	90	90.9	78	87.6
It helps the teachers to be confident and have self esteem	92	92.9	74	83.1
It helps them teach the right material to pupils	90	90.9	74	83.1
It aids adaptation to a new working environment	94	94.9	71	79.8
It helps them to improve their general teaching skills	92	92.9	69	77.5
It helps them to participate fully in school activities	84	84.8	65	73.0
It helps them understand their subject area very well	85	85.9	58	65.2

Table 33 shows that the majority of NQTs and HoDs reported that mentorship of NQTs was beneficial to NQTs in the following ways: developing knowledge of and working within work ethics, cultivation of confidence and self-esteem in the NQTs, helping NQTs teach the right material to pupils, aiding adaptation to a new working environment, improvement of one's general teaching skills, helping them to participate fully in school activities and helping them understand their subject area very well. The HoDs rated the benefits higher than the NQTs on all the listed items.

To determine if any significant difference existed between the views of the NQTs and the HoDs with regard to the perceived benefits of mentorship as shown in table 33, a Chi Square test was conducted; the null hypothesis ( $H_0$ ) being that there is no significant difference in the perceptions of NQTs and heads of department regarding

the perceived benefits of mentorship. The alternative hypothesis ( $H_1$ ) was that there is a significant difference in the perceptions of NQTs and heads of department regarding the perceived benefits of mentorship. The statistical tests were run at significance level of 0.05. Significant levels (p values) which were less than or equal to 0.05 were significant. Scores of the NQTs and the HoDs were compared on the following variables: ‘it helps them know and work within the stipulated work ethics,’ ‘it helps the teachers to be confident and have self – esteem,’ ‘it helps them teach the right material to pupils,’ ‘it aids adaptation to a new working environment,’ ‘it helps them understand the subject area very well,’ ‘it helps them participate fully in school activities,’ and ‘it helps them improve on their general teaching skills.’ Table 34 below presents a summary of the Chi Square test results obtained on the perceived benefits of mentorship.

**Table 34: Newly qualified teachers’ and heads of departments’ perceived benefits of mentorship of newly qualified teachers**

Variable	Chi Square	df	P value
It helps them know and work within the stipulated work ethics	1.690	1	0.194
It helps the teachers to be confident and have self-esteem	6.544	1	0.011
It helps them teach the right material to pupils	4.532	1	0.033
It aids adaptation to a new working environment	11.043	1	0.001
It helps them understand the subject area very well	13.192	1	0.001
It helps them participate fully in school activities	5.602	1	0.018
It helps them improve on their general teaching skills	11.578	1	0.001

*Significant at  $p \leq 0.05$*

*n=191*

As shown in table 34, when scores of the NQTs and the HoDs were compared, the results were not significant only in one item: 'it helps them know and work within the stipulated work ethics' ( $\chi^2=1.690$ ;  $p=0.194$ ). This means there is no significant difference in the perceptions of the NQTs and HoDs regarding the perceived benefits of the mentorship of NQTs on this particular item. The null hypothesis that there is no significant difference in the perceptions of the two groups on the perceived benefits of mentorship on this item, is therefore accepted.

On the other hand, the results indicate that they were statistically significant in the following items: 'it helps the teachers to be confident and have self – esteem,' ( $\chi^2=6.544$ ;  $p=0.011$ ), it helps them teach the right material to pupils, ( $\chi^2=4.532$ ;  $p=0.033$ ), it aids adaptation to a new working environment, ( $\chi^2=11.043$ ;  $p=0.001$ ), it helps them understand the subject area very well, ( $\chi^2=13.192$ ;  $p=0.001$ ), it helps them participate fully in school activities, ( $\chi^2=5.602$ ;  $p=0.018$ ), it helps them improve on their general teaching skills, ( $\chi^2=11.578$ ;  $p=0.001$ ). From these results it is clear that there was a statistically significant difference in the views of the NQTs and the HoDs on the perceived benefits of mentorship with regard to their views. The HoDs rated these issues higher than the NQTs in all except one item. This implies that the HoDs had a higher perception of the benefits of mentorship compared to the newly qualified teachers. The null hypothesis that there is no significant difference in the perceptions of the two groups on the perceived benefits of mentorship on this item, is therefore rejected.

#### 4.6.1.1 Comparison by gender of perceived benefits of mentorship to newly qualified teachers

In addition, Chi Square statistical tests were conducted to establish whether there were any associations between gender and the perceived benefits of mentoring of NQTs to newly qualified teachers (*See Appendix S*); the null hypothesis ( $H_0$ ) being that there is no significant association between gender and the perceived benefits of mentoring of NQTs to newly qualified teachers. The alternative hypothesis ( $H_1$ ) was that there is a significant association between gender and the perceived benefits of mentoring of NQTs to newly qualified teachers. The tests were conducted at a significance level of 0.05. Significant levels (p values) which were less than or equal to 0.05 were significant. The results are as shown in table 35.

**Table 35: How mentoring of NQTs is beneficial by gender**

S/N	Variable	$\chi^2$	Pvalue
1	It helps the teachers to be confident and have self – esteem	1.152	.283
2	It helps them know and work within the stipulated work ethics	1.501	.221
3	It helps them teach the right material to pupils	3.835	.050
4	It is part of teacher induction to teaching	.197	.657
5	It helps newly qualified teachers to fit in a new working environment	.255	.614
6	It blends new and old teachers	.001	.971
7	It helps them understand the subject area very well	4.400	.036
8	It helps them participate fully in school activities	.004	.952
9	It helps them improve on their general teaching skills	.898	.343
10	It instills confidence in them	.400	.527

Significant at  $p \leq 0.05$   $n=92$

Table 35 reveals that there was a significant association between gender and two of the reasons explaining how mentoring NQTs was beneficial; it helped them to teach the right material to pupils ( $p < 0.05$ ), and it helped them understand the subject area

very well' ( $p < 0.05$ ). More females (93%) than males (83%) agreed that mentoring NQTs helped them to teach the right material. Similarly, more females (83%) than males (70%) agreed that mentoring NQTs helped them to understand the subject area very well. The null hypothesis that there is no significant association between gender and the two perceived benefits of mentoring of NQTs to newly qualified teachers is therefore rejected.

However, there was no association between gender and the following reasons: it helped the NQTs to be confident and have self-esteem ( $p > 0.05$ ), it helped them know and work within the stipulated time ( $p > 0.05$ ), it was part of teacher induction to teaching ( $p > 0.05$ ), it helped NQTs to fit in an new working environment ( $p > 0.05$ ), it blended new and old teachers ( $p > 0.05$ ), it helped them participate fully in school activities ( $p > 0.05$ ), it helped them improve on their general teaching skills ( $p > 0.05$ ), and it instilled confidence in them ( $p > 0.05$ ). The null hypothesis that there is no significant association between gender and the perceived benefits of mentoring of NQTs to newly qualified teachers is therefore accepted.

#### **4.6.1.2 Comparison by level of education of perceived benefits of mentorship to newly qualified teachers**

In similar manner, Chi Square statistical tests were conducted to establish whether there were any associations between educational level of NQTs and how mentoring of NQTs was perceived to be beneficial to NQTs (*See Appendix T*); the null hypothesis ( $H_0$ ) being that there is no significant association between level of education and the perceived benefits of mentoring of NQTs to newly qualified teachers. The alternative hypothesis ( $H_1$ ) was that there is a significant association between level of education and the perceived benefits of mentoring of NQTs to newly qualified teachers. The

tests were conducted at a significance level of 0.05. Significant levels (p values) which were less than or equal to 0.05 were significant. The results are as shown in table 36.

**Table 36: How mentoring of NQTs is beneficial by educational level**

S/N	Variable	$\chi^2$	Pvalue
1	It helps the teachers to be confident and have self – esteem	.068	.794
2	It helps them know and work within the stipulated work ethics	.1.021	.312
3	It helps them teach the right material to pupils	.068	.794
4	It is part of teacher induction to teaching	.424	.515
5	It helps newly qualified teachers to fit in a new working environment	.371	.542
6	It blend new and old teachers	.142	.706
7	It helps them understand the subject area very well	.632	.426
8	It helps them participate fully in school activities	.410	.522
9	It helps them improve on their general teaching skills	1.200	.273
10	It instills confidence in them	2.669	.102

*Significant at  $p \leq 0.05$        $n=92$*

Table 36 shows that there was no significant association between educational level and how mentoring of NQTs was beneficial ( $p > .05$ ). This relates to all the 10 items as shown in table 36. The null hypothesis that there is no significant association between level of education and the perceived benefits of mentoring of NQTs to NQTs is therefore accepted.

In similar vein, head teachers were asked what they perceived as benefits of mentorship to newly qualified teachers. The responses are shown in table 37.

**Table 37: Head teachers' perceptions of why mentorship of newly qualified teachers was beneficial**

	Responses
<b>Reasons why mentorship of newly qualified teachers was beneficial</b>	<b>Frequency(n=15)</b>
It helps the teachers to be confident and have self esteem	14
It helps them know and work within the stipulated work ethics	15
It helps them teach the right material to pupils	10
It helps newly qualified teachers to fit in a new working environment	15
It helps them understand their subject area very well	9
It helps them to participate fully in school activities	14
It helps them to improve their general teaching skills	13

*Note: Some respondents reported more than one benefit of mentoring a newly qualified teacher, therefore N will not add up to 15.*

#### **4.6.2 Benefits of formal mentoring to HoDs and head teachers**

The study further investigated the benefits of mentorship to the heads of department by asking them what benefits they perceived to have acquired from the formal mentorship of newly qualified teachers. The results are presented in table 38.

**Table 38: Benefits of formal mentorship to heads of department**

<b>Benefits of formal mentorship to HoDs</b>	<b>Frequency (n=99)</b>	<b>Percent</b>
It has helped me build good relationships with newly qualified teachers	78	94.0%
It has helped me to be up to date with new educational trends	69	83.1%
It has helped improve pupils results in subjects under my department	69	83.1%

According to the results in table 38, the majority of the participants, 94.0%, 83.1% and 83.1% reported that they had benefitted from formally mentoring NQTs in that it helped them in the following ways: to build good relationships with NQTs, to be up to

date with new educational trends and to improve pupils' results in subjects under their department, respectively.

Head teachers were also asked what benefits they had derived from formally mentoring newly qualified teachers. The majority of the head teachers reported that mentoring NQTs had helped them build good relationships with NQTs as well as helping them to be up to date with new educational trends.

#### **4.6.3 Benefits of informal mentorship to newly qualified teachers**

In addition to the benefits of formal mentorship, the study also looked at the perceived benefits of informal mentorship of newly qualified teachers. Newly qualified teachers were asked whether they had benefitted from any informal mentorship and in what ways. Forty six (50.0%) said they had benefitted from informal mentorship while 43 (46.7%) said they had not benefitted from informal mentorship. Three (3.3%) did not respond. More NQTs indicated having benefitted from informal mentorship than formal mentorship. The respondents that indicated benefitting from informal mentorship gave the responses shown in table 39.

**Table 39: Benefits of informal mentorship to newly qualified teachers**

<b>Benefits of informal mentorship to NQTs</b>	<b>Frequency(n=92)</b>	<b>Percent</b>
Effective teaching	21	21.6
Enhanced teacher-pupil relations	13	13.4
Helped me improve my lesson preparation	8	8.2
Learnt some work ethics	7	7.2
Helped new teacher to blend in	7	7.2
Instilled confidence in me	6	6.2
Received encouragement and support	6	6.2
Developed positive work attitudes	5	5.2
Improved writing of records of work	2	2.1

Table 39 above shows that, among others, twenty-one of the NQTs reported that informal mentorship had helped them teach more effectively, thirteen reported that informal mentorship had resulted into enhanced relations with their pupils while eight reported that it had helped them improve their lesson preparation.

#### 4.6.4 Benefits of informal mentorship to HoDs and head teachers

The study also sought to find out from heads of department what benefits they had obtained from informal mentorship of newly qualified teachers. The responses are presented in table 40.

**Table 40: Heads of Departments’ perceptions of the benefits of informal mentorship**

<b>Benefits of informal mentorship to Heads of Department</b>	<b>Frequency (n=99)</b>	<b>Percent</b>
Helps in creating professional rapport with newly qualified teachers	26	26.3
Helps in creating a conducive working atmosphere	19	19.2
Helps me to refresh my knowledge	10	10.1
Helps me appreciate different teacher’s challenges	4	4
Helps me know capability and weaknesses of newly qualified teachers	4	4

Table 40 shows that helping in creating professional rapport with NQTs was the most frequent benefit that 26 HoDs reported deriving from informal mentorship of newly qualified teachers. A far smaller proportion of HoDs of 4 reported that ‘helping them appreciate different teacher’s challenges’ and another 4 reported that ‘helping them know the capability and weaknesses of NQTs’ were benefits that came with informal mentorship of newly qualified teachers.

In summary major findings of the study on the benefits of both formal and informal mentorship to NQTs revealed that head teachers, HoDs and senior personnel from the MoGE all perceived mentorship to be beneficial.

It is important to note here that the perceived benefits of mentorship and the perceived roles of a formal mentor presented in table 15 agree with practice as reflected in table 10. Furthermore, the perceptions about benefits of mentorship, and roles of a formal mentor plus the practice indicated in table 10 all tally with the perceptions of the objectives of mentoring policy as presented at the beginning of chapter 4.

#### **4.7 Participants' recommendations about mentorship of NQTs**

Based on the challenges that the NQTs faced as discussed earlier, the researcher proceeded to ask the participants what changes they would suggest regarding the mentorship of newly qualified teachers. In large part, the suggestions attempted to answer to the challenges that NQTs faced. One suggestion made by 78 (80.4%) of the NQTs and 84 (84.8%) of heads of department was that a comprehensive mentorship programme in the MoGE should be introduced. Additionally, some head teachers and some education officials also suggested that such a comprehensive mentorship programme should be instituted by among other ways, incorporating it in the curriculum of higher institutions of learning in the MoGE. Head teachers emphasised the central and crucial role of mentorship adding that there was no alternative to mentoring as a way of addressing challenges of NQTs. Head teachers' statements supported the suggestions above as follows:

*Well, as teachers, I think we need to continue mentoring our teachers because if we don't then we are "killing" the teaching profession. We need to continue mentoring them to see how best we can help them and also help the pupils.*

A senior education official supported the above sentiment as follows:

*I would want to say that mentoring new teachers is a good practice and it should be formalised. It should not just be done informally where you just get the new teacher, show them around the school, come back and talk a bit on the work culture of the school and all that. But, there should be something written down; formal guidelines so that it is something that needs to be done in all schools. And if we do that I think it will go a long way to make the newly qualified teachers to be confident because they will know that what they are doing is right. Because, if we just leave them they will just be using trial and error.*

However, while supporting mentorship, one head teacher pointed to the fact that there was a natural process that needed to be allowed to play out:

*One thing I have come to learn is that, you cannot expect much from the newly employed teachers because it takes four years for one to understand the content and how to conduct themselves. The first year, they are supposed to be helped to understand if they are willing to learn, the second year they are catching up, the third year then they can stand on their feet.*

#### **4.8 Summary**

This chapter has presented the findings of the study on the perceptions of teachers, head teachers and senior education officials towards the mentorship of NQTs in eighteen secondary schools located in six districts of Zambia. The major findings of the study revealed the absence of a policy on mentorship resulting in an almost total absence of formal mentorship in the sampled schools. The study established further that a number of factors could be responsible for the near-absence of formal mentorship of newly qualified teachers. The study further revealed that teachers, head teachers and senior personnel in the MoGE generally had misconceptions in their understanding of mentorship and confused it with orientation, induction and Continuous Professional Development.

With regard to the challenges NQTs experienced in their work, pedagogical/instructional difficulties attributed to inadequate training and an unwelcoming work environment stood out. The study also established that arising in part from the perceived inadequate initial training NQTs struggled to deliver lessons effectively to their learners, and failed to display appreciable level of commitment to work expected of them.

The study also revealed that NQTs employed several coping strategies to compensate for the lack of mentorship. Similarly, the study established that schools had alternative mechanisms of supporting NQTs to settle in their work places. Prominent among these was Continuous Professional Development. However, the bulk of this support focused on the ethical conduct of NQTs and neglected key areas like competence development in pedagogy and pedagogical knowledge which formed the foundation for lesson planning, classroom based teaching, preparation of schemes of work and so on.

Most importantly, the findings have shown that all the subpopulations in the sample perceived numerous benefits derived from both formal and informal mentorship of newly qualified teachers. These benefits can be segmented into two categories. These are pedagogical/instructional benefits revolving around helping NQTs understand their subject area very well, teaching the right material to pupils, and improvement of one's general teaching skills. Others are adaptation benefits that included developing knowledge of and working within work ethics, cultivation of confidence and self-esteem in the NQT, aiding adaptation to a new working environment, and helping

them to participate fully in school activities. A detailed discussion of these findings is presented in the subsequent chapter.

## CHAPTER FIVE

### DISCUSSION OF THE FINDINGS

#### 5.1 Overview

The purpose of this study was to examine the perspectives of teachers, head teachers and education officials about mentorship of NQTs in secondary schools in Zambia. This chapter discusses the findings of the study. The findings have been discussed in line with the research questions as presented in chapter 4.

#### 5.2 The nature and scope of mentorship of newly qualified teachers

*The first research question of the study was, 'What is the nature and scope of mentorship of newly qualified teachers in secondary schools in Zambia?'*

##### 5.2.1 Participants' understanding of mentorship

It is clear from the findings of this study that although mentorship of NQTs did take place to some extent, there was a general misconception among NQTs, HoDs, head teachers and senior education officials regarding mentoring which they understood differently and often confused with several related concepts such as induction workshops and orientation. These different understandings of mentoring affected the sorts of support they provided to NQTs and also the attitude of NQTs towards such mentorship. For instance, the limited knowledge about mentorship could be deciphered from the timeframes HoDs indicated as having offered mentorship to NQTs which ranged in some cases to as little as one week.

### **5.2.2 Policy, nature and scope of the mentoring of newly qualified teachers**

Regarding the existence or non-existence of a policy on mentorship of NQTs, evidence adduced from the overwhelming majority of the HoDs (74.8%), 62 (67.4%) of the NQTs and the majority of the head teachers as well as policy documents of the MoGE points to the non-existence of a national policy on mentorship of NQTs in the Ministry of General Education.

However, it must be noted that five head teachers, 24 HoDs and 27 NQTs confirmed the existence of a policy on mentorship of NQTs and agreed on the objectives of this policy. They reported that it was meant to help NQTs teach effectively and become reliable teachers, to facilitate induction of newly qualified teachers into the teaching system and to help develop stipulated work ethics in them. The fact that these participants advanced these as the objectives of the policy on mentorship when evidence clearly shows that such a policy did not exist could be indicative of their own perceptions of what mentoring of NQTs should be responding to.

The fact that the majority of the HoDs (84.8%) and the majority of the fifteen head teachers reported that they had not been mentored on their first appointment seems to agree with the findings of Malasha (2009) who reported that only 20% of schools in her sample of 10 schools in Chongwe and Lusaka districts were practising mentorship of newly qualified teachers. The findings further strongly suggest that a national policy on mentorship in the MoGE has been missing for a very long time indeed. It appears over the years, NQTs join the system without being mentored considering that the heads of department and head teachers had been in service for a period ranging from less than five years to over 20 years.

The implication is that without the backing of a national policy, there are no mechanisms and strategies to provide training in mentorship to relevant stakeholders such as head teachers and heads of department. This is demonstrated by the fact that head teachers and HoDs are themselves not schooled in mentorship as evidenced in the responses where 91 (91.9%) of the HoDs indicated not having received any type of formal training in mentorship. The lack of mentorship for NQTs has far reaching consequences. Heads of department and head teachers who were not mentored as NQTs were unlikely to mentor NQTs themselves as reported by a member of the senior management team at MoGE headquarters.

The impact of the lack of training in mentorship manifested itself through the lack of mentoring skills by long serving teachers to guide the newly qualified teachers. While they had the willingness and desire to mentor NQTs, veteran teachers lacked the requisite competencies and skills to effectively mentor newly qualified teachers. Without training, mentoring may not be done effectively. However, the consolation was that ninety-three (93.9%) of the HoDs indicated willingness to be formally trained in mentorship.

The absence of a policy on mentorship appears to have contributed to the lack of understanding among senior education officials, head teachers and HoDs of the meaning of mentorship. In fact, as the findings have shown, the absence of requisite competence and skills in matters of mentorship, led to wrong notions about what mentorship was and how it should be practised. The problem appeared to be cyclical in nature. Technocrats whose understanding of mentorship is misconceived could not be expected to develop a national policy on mentorship. Neither could they be

expected to allocate finances to activities promoting mentoring, a concept they hardly understood. Without a guiding policy, there was no deliberate structured mechanisms through which technocrats could be trained and obtain knowledge and skills. It followed therefore that shared understanding of the key tenets of mentorship could encourage more consistent support standards for newly qualified teachers.

Without having been mentored on their first appointment, without a guiding national policy on mentorship and without training in mentorship, the system should not expect these HoDs and head teachers to be conversant on matters of mentorship and know how to mentor newly qualified teachers in their schools. Not having a national mentorship policy in place, schools operated without such a policy since they could not be expected to have policies on the same since most policies trickled down from the MoGE headquarters to schools. The absence of a national policy on mentorship of NQTs meant that it was not provided for in the system and procedures for carrying out such mentorship did not exist. As a result schools struggled to provide mentorship to newly qualified teachers. Yet what was needed was for authorities to provide policies and incentives that expanded opportunities for linking new teachers with experienced teachers or groups of new teachers with teams of experienced teachers in learning groups.

Given that key stakeholders ranging from policy makers to implementing agents at school level did not fully understand what formal mentorship was, it was inconceivable to expect them to design a policy on mentorship of newly qualified teachers. Lacking in basic understanding of mentorship, officials in the MoGE could hardly be expected to champion the cause of providing mentorship to NQTs by among

other things, setting aside finances to mount a programme of which they only had a pedestrian understanding. The fact that all the MoGE documents consulted did not make mention of mentorship was clear indication of its absence in the policy framework of the Ministry of General Education.

Although a very senior official from the MoGE blamed the absence of mentorship on financial constraints, it was clear from the findings that the real problem of absence of mentorship of NQTs went beyond mere allocation or non-allocation of finances to mentorship activities. Lack of funds appeared a convenient lame duck to blame given the scarcity of resources to mount programmes within government ministries. The real reason however, as this study has shown, appeared to be the lack of a national policy on mentorship which would provide a framework within which to effect mentorship programmes at school level. Such a policy would in turn provide for an implementation strategy.

From the above discussion, it is not farfetched to conclude that the lack of a national policy on mentorship of NQTs has stifled any attempts to provide mentorship to newly qualified teachers. These findings demonstrate the significance of official policy to guide school-based practices and procedures, without which individual schools resort to providing help in the way they best understand it. Mentoring new teachers is a good practice and it should be formalised. It should not just be done informally where you just get the new teacher, show them around the school, come back and talk a bit on the work culture of the school and all that. There should be formal guidelines to be followed by all schools.

In confirming the absence of a national policy on mentorship of NQTs, the study found that long serving teachers did not provide mentorship to newly qualified teachers. Newly qualified teachers reported a number of reasons why long serving teachers did not mentor newly qualified teachers. These can be grouped into the following: a). Policy related (the lack of a policy of mentoring of NQTs, lack of knowledge about mentoring, and work overload for potential mentors). b). Attitude of long serving teachers towards newly qualified teachers ('seeing NQTs as competitors', long serving teachers simply did not care about newly qualified teachers). c). Others (Overestimating the competence levels of NQTs, encouraging 'natural' growth among newly qualified teachers). d). Attitude of NQTs ('wrong attitude towards work by NQTs').

The fact that 52.5% of the HoDs indicated that they were either unsure or felt mentorship of NQTs was inadequate was clear indication of the unsure place of mentorship in the sampled schools.

However, HoDs contented that they did provide mentorship to newly qualified teachers. From the responses of the HoDs and head teachers it appeared likely that some form of mentorship did take place; however, this mentorship was understood differently by the heads of department and head teachers on the one hand and NQTs on the other. What was considered mentorship by long serving teachers was not regarded in the same vein by the newly qualified teachers. It appears that NQTs regarded such mentorship as merely help in specific areas, for instance how to teach a particular topic or handle class on discipline, and in their view did not constitute mentorship. It is clear from the findings that the misconception among HoDs, head

teachers and senior education officials regarding mentoring extended to the newly qualified teachers. This disparity in understanding of what constitutes mentorship among the different players should worry authorities and lead to a re-examination of the status quo. These disagreements in understanding mentorship demonstrated the need for a policy on mentorship so as to provide institutionalised guidance and create a synchronised understanding and practice of mentorship in schools. Without such a policy, differences in understanding would lead to differences in practice and impact.

What was clear was that the mentorship offered fell far short of what was expected by both the NQTs and the head teachers. The mentorship that was offered lacked in systematic organisation, practice and depth. This lack of systematic programmes on mentorship further indicated that whatever mentorship was offered often took the form of informal mentorship. Although a support system existed, it was not formalised. This was at school level and was not backed by any policy on mentorship. This type of mentorship is discussed in detail later on.

Further, the researcher wanted to find out what motivated some HoDs and head teachers to mentor NQTs formally. The findings in table 11 show that ‘to help new teachers fit in the system at the earliest possible time’ scored highest with a frequency of 69 (85.2%) while difficulties they had when teaching had 40 (49.4%) passion for profession had 37 (45.7%), ‘their poor conduct which was against teaching standards’ scored lowest with a frequency of 20 (24.7%).

Although more HoDs (74.7%) reported providing formal mentorship than informal mentorship (64.6%), without a policy framework to guide mentorship activities, it was

not surprising that the kind of mentoring that existed in schools tended to tilt towards informal mentorship as the data shows. In fact, the majority of the head teachers said they had informally mentored NQTs. It is therefore clear from the responses that the majority of the head teachers believed that they mentored NQTs both in formal and informal settings.

In the absence of incentives, monetary or otherwise, for those expected to mentor NQTs, there was little motivation among long serving teachers to provide mentoring to newly qualified teachers. Therefore, it was not surprising that the majority of long serving teachers did not provide mentorship to newly qualified teachers. A commitment of time on the part of both mentor and mentee is critical. What this meant was that there was need to set agenda for areas in which mentorship was important for implementation. This became even more significant when considered against the fact that mentorship was voluntary and reciprocal and cannot therefore be imposed on NQTs or HoDs. This calls for the institutionalisation of mentorship backed by policy as opposed to mere dependence on the good wishes of those able to provide such mentorship. It was imperative therefore, for the MoGE to take it upon itself the challenge to introduce a policy on mentorship of NQTs so that veteran teachers accordingly guided NQTs as they set out to begin a career in teaching. From the findings, one could argue that policy formulation then should start from these views of the teachers, HoDs and head teachers and be taken upwards-bottom-up approach to policy formulation.

### **5.2.3 Nature and scope of mentoring: Perceived roles of a formal mentor**

While thematic analysis was used to analyse qualitative data, in the sections that follow, the SPSS was used to analyse quantitative data by way of Chi-Square tests to aid analysis on levels of significance and possible association between many variables.

Using a questionnaire, the researcher investigated the perceptions of NQTs of what the roles of a formal mentor should be in helping NQTs in their work. The results (table 15) show that NQTs only rated 'understand labour matters' higher than HoDs on the listed items as the perceived role of a formal mentor in helping newly qualified teachers. Although improving teaching skills, developing understanding of subject area and preparing lesson plans and schemes of work were mentioned by the NQTs, compared to HoDs NQTs leaned more towards roles of a mentor that reflected non-teaching roles such as induction, orientation and work ethics. The focus seemed to be on matters related to their own personal well-being as opposed to any attempt or desire to improve themselves in terms of their teaching proficiency. It appeared that the focus of NQTs was on matters to do with salary, conditions of service and other related issues. The item 'understands labour matters' may represent that. In other words, it appeared that their views focused on what they stand to benefit as individuals. Even with their acknowledgement of the mismatch between content learnt during training and what they were required to teach as will be discussed later, NQTs still did not see the need for a mentor in the areas related to instruction such as preparing lesson plans and schemes of work. This could be part of the reason why they did not regard the help rendered to them by long serving teachers in these areas as mentorship as already discussed.

On the other hand, HoDs felt that ‘understanding labour matters’ should be the least important role of a formal mentor, perceiving matters to do with NQTs competence in teaching-related matters as more important. Heads of department therefore demonstrated a leaning towards instructional needs and abilities of the newly qualified teachers. It appeared that HoDs were preoccupied with sharpening the skills of NQTs to help them improve their teaching performance relative to the following key professional areas of a teacher’s work: improving teaching skills, developing understanding of subject area, and preparing lesson plans and schemes of work. All these aspects should help a teacher to teach effectively and thereby demonstrate an acceptable level of understanding of the subject content that one is teaching. As Malambo (2012) has argued, teacher preparation such as writing schemes, records of work and lesson planning was a professional requirement for teachers in Zambia. The position of the HoDs on this matter therefore reflected dissatisfaction on the part of the HoDs with the preparedness of newly qualified teachers in the stated areas as indicated already. This was consistent with their views regarding the areas in which they (HoDs) mentored newly qualified teachers (Table 10). It was evident that HoDs saw the gap in the practice of NQTs and that they (NQTs) needed to be mentored to enhance their competence.

At the same time however, the HoDs perceived understanding work ethics, protection from job related dangers, managing personal stress, developing interpersonal relationships, and managing personal finances, although not directly related to improvement of efficacy of classroom teaching, as aspects that had the potential to impact on actual classroom teaching and therefore also needed to be addressed by a formal mentor.

As mentioned earlier, the NQTs did not see the need for a formal mentor in matters related to classroom instruction, a need clearly articulated by both HoDs and head teachers. The question could be asked, ‘why is it important that perceptions of NQTs and HoDs are different regarding their perceived roles of a formal mentor in helping newly qualified teachers?’ The implication was that NQTs would only seek help from others in those areas they thought they needed help. Newly qualified teachers might underestimate the importance of certain areas of their practice and consequently not see the need to seek mentoring in those areas. When help was suggested, they could have felt that their privacy was intruded. This position by NQTs not to associate certain tasks with mentoring could also be attributed in part to their perception of long serving teachers as competitors.

On the other hand, HoDs would provide mentoring in those areas where they perceived that NQTs needed help. If HoDs did not perceive certain areas as important to NQTs, such as helping them to understand labour matters, they were likely to ignore providing mentoring in such areas, even upon request.

While NQTs focussed on labour related matters that seemed to serve their personal interests best, and while HoDs focused on the roles of a formal mentor that addressed instructional-related matters, head teachers perceived both sets of perceived mentor roles to be important. During the face-to-face interviews head teachers agreed with HoDs on the perceived role of a formal mentor in helping newly qualified teachers. This was hardly surprising since head teachers as instructional and administrative heads of schools were interested not only in the instructional aspect of a teacher’s work but also in their personal welfare as employees.

### **5.2.3.1 Comparison by gender of the perceived role of a formal mentor in helping newly qualified teachers**

The study found that when the perceived role of a formal mentor was gendered the results established a relationship between managing personal finances and gender ( $\chi^2=3.928$ ;  $p=.047$ ) with more male respondents (75%) than female respondents (25%) agreeing that they needed help to manage their personal finances (Table 18). This could be explained by the fact that in the Zambian culture, females were trained to manage the affairs of a home that included budgeting, at an early or tender age compared to their male counterparts. This gave them a perceived sense of maturity and responsibility in handling matters of the home which included finances. This was in tandem with the views of the head teachers who indicated that female NQTs appeared to be more mature and responsible in the way they carried themselves about than their male counterparts.

However, gender was not associated with need for help from a formal mentor in the other areas, namely understanding labour matters, understanding work ethics, managing personal stress, improving teaching skills, developing understanding of subject area, preparing lesson plans and schemes of work, developing interpersonal relationships, and protection from job related dangers.

### **5.2.4 Why newly qualified teachers needed professional help from long serving teachers**

The study also found that NQTs and HoDs agreed that NQTs needed help from long serving teachers. Heads of department rated all the reasons why NQTs needed help from long serving teachers higher than NQTs. These reasons were: inadequate exposure to real classroom situation and activities during training, anxiety caused by a

new environment, unruly and uncooperative pupils, lack confidence in themselves, and mismatch between content learnt at college/university and content for classroom teaching. However, the results in table 20 indicate disagreement between NQTs and HoDs on why NQTs needed help from long serving teachers. The Chi Square results showed a significant difference in all the five items regarding the perceptions of the NQTs and HoDs on why NQTs needed help from long serving teachers.

From the results of this study, it is to be noted that NQTs did not see their inadequacies in the same way that HoDs and head teachers saw them. The reasons for the need for professional help from the standpoint of the HoDs all seemed to stem from the ill-preparedness of the NQTs to handle their teaching responsibilities effectively to the satisfaction of their heads of department as expected. This was a further confirmation by the HoDs of their view that NQTs were ill-prepared to handle the requirements of classroom teaching.

#### **5.2.4.1 Comparison by level of education on why NQTS needed professional help from long serving teachers**

The results revealed a significant association between educational level and why NQTS needed professional help from long serving teachers, specifically, inadequate exposure to classroom situation and activities during training. More degree holders (82.0%) than diploma holders (67.0%) agreed that they needed help from veteran teachers because of inadequate exposure to classroom situation and activities during training. This finding could be explained by examining the training regime of both university and college programmes of education. To succeed in their career teachers must combine subject content, pedagogy and teaching practicum. Yet, teacher education in Zambian universities have tended to undervalue both the pedagogical

content and teaching practicum which were essential for teaching but had focused on academic and professional content. This agreed with Hawes (1979) who has argued that teacher educational programmes had generally concentrated on subject matter or academic content.

While teachers must know and understand the subjects they teach (content knowledge) which included knowledge of basic and hardcore facts, concepts, theories and procedures within their field of specialisation (Shulman, 1986), they must know how to organise this content knowledge and use it accordingly. As Koehler (1988) has advanced, methodology enables a teacher to know which teaching approaches and strategies fit the content, and to know how to arrange the content for it to be effectively delivered to the learners. Clearly, being successful as a teacher requires knowledge of both subject content and pedagogy coupled by an adequate period of school-based experience. Unfortunately this did not seem to be the case in teacher education programmes in Zambia where emphasis was either on subject content as in universities or on methodology as was the case with colleges of education. Degree holders spent very little time doing teaching practice/school experience in comparison to their college colleagues. This denied university graduates the much-needed exposure to classroom situations and activities during their training. At the University of Zambia for instance, at times teaching practice had been as short as three weeks only. The implication therefore was that the University of Zambia must consider strengthening the School Experience aspect of teacher education. This could include lengthening the period of School Experience.

This finding that there was an association between educational level and mismatch between content learnt at university and content for classroom teaching agreed with the findings of other scholars on the subject. Evidence adduced by other researchers on the matter (Manchishi and Masaiti, 2011) and Mulenga (2015) points to a mismatch between content learnt at university and content for classroom teaching. Mulenga (2015) for instance, found that over 60% of University of Zambia students pursuing the Bachelor of Education degree reported that the content of the degree was not related to the knowledge and skills set needed for teaching in a secondary school and students therefore did not adequately acquire the said knowledge and skills. Furthermore, in his study on the relevance and adequacy of university education (which included teacher education) to occupational demands in Zambia, Banja (2012:5) established that:

Both university graduates and their employers were of the view that university education in Zambia was relevant to occupational demands but that it was rather inadequate to meet occupational demands of industry as it was too theoretical and, therefore, did not provide sufficient hands-on-practical experience during training. This was caused by a lopsided tilt towards theory during training at the expense of practical training and practical exposure, an ingredient key to making the current training regime meet the needs of the graduates and the expectations of employers.

This theoretical nature of university education was of great concern to the head teachers in this current study. This study had provided different information that indicates a lack of clear consensus on the matter regarding who was better trained between degree holders and diploma holders. These results were significant also because previously, college graduates were perceived to have inferior knowledge base in comparison to their colleagues from university. In times past, degree holders were seen to possess superior knowledge compared to their diploma holder colleagues, although diploma holders were generally perceived to be better at the actual teaching

(methodology) than degree holders were. Nevertheless, head teachers in this sample felt this was no longer the case. The majority of the head teachers indicated degree holders and diploma holders were virtually at par in terms of competence.

While diploma holders may have been expected to need more help than degree holders, the results show that this was not the case. College graduates are perceived not to suffer from the handicap of theoretical training as their training syllabus has historically been closely linked to content for classroom teaching at the secondary school level. These results agreed with previous expectations relative to teaching effectively, lesson preparation, preparation of schemes of work, preparation of records of work, time management and motivating pupils. When these were considered as aspects of methodology, the results confirmed the earlier mentioned perception that diploma holders were better equipped in methodology than degree holders were.

While diploma holders appeared superior in lesson delivery, degree holders arguably were presumed to have an edge in terms of levels of content knowledge. This was explained by the nature of the syllabuses followed at diploma and degree levels which emphasised methodology and content respectively. Furthermore, as mentioned earlier, one explanation for this could be the fact that diploma holders taught well on account of the fact that they spent two years being trained in a syllabus that was virtually identical to the syllabus they were going to teach in secondary school. Hence the view that those that are from Nkrumah, COSETCO and even Chalimbana seemed to fare much better than those who came from the University of Zambia. (Nkrumah, COSETCO and Chalimbana have since been upgraded to universities).

### **5.2.5 Extent to which newly qualified teachers needed professional help from long serving teachers**

Newly qualified teachers, HoDs and head teachers were further asked to indicate the extent to which NQTs needed professional help in a selected set of professional responsibilities. These responsibilities included evaluating pupils' work, counselling pupils, participating in subject associations, time management, participating in departmental tasks, classroom management, and lesson preparation, motivating pupils, teaching effectively, conducting professional meetings, developing understanding of subject, preparation of schemes of work, and preparation of records of work.

As discussed earlier, the findings on this item confirmed the views of the HoDs and head teachers that NQTs often needed help from long serving teachers. However, less than 50% of the NQTs reported that they often needed help from long serving teachers on any of the 13 items. This finding was consistent with the earlier finding indicating that NQTs did not think much of a formal mentor helping NQTs in instructional-related matters. However, though the NQTs expressed the view that they needed help from long serving teachers and why they needed that help, they did not indicate need for that help through approaching long serving teachers. This could be pointing to the breakdown in the relations between long serving teachers and NQTs as has been discussed under challenges that NQTs face in their work later on. These challenges included the fact that long serving teachers saw NQTs as competitors.

The Chi Square results show that NQTs and HoDs disagreed about how often NQTs required help in the listed areas (Table 25). They only agreed on three items. These were counselling pupils, conducting professional meetings and preparation of

schemes of work. However, head teachers agreed with HoDs that NQTs often needed help in lesson preparation, teaching effectively and to time management, amongst others. These results further demonstrated clearly that the decision of the NQTs not to seek help often from long serving teachers rested on considerations other than the need for such help; these considerations could be explained by the unhealthy relationships between NQTs and long serving teachers. Considering that HoDs and head teachers indicated that NQTs, irrespective of their gender, often needed help in these key areas of a teacher's work, it was important that a relationship between long serving teachers and NQTs should address these key professional areas in the mentoring relationships and other forms of school-based support for NQTs by understanding the unique needs of newly qualified teachers. These interactions may help to devise strategies for supporting NQTs in their early careers.

#### **5.2.5.1 Comparison by level of education of extent to which NQTs needed professional help from long serving teachers**

The study established a significant relationship between extent to which respondents needed help conducting professional meetings and educational level. More diploma holders (93.8%) than degree holders (25%) agreed that they sometimes or often needed help in conducting professional meetings. This could possibly be explained by the fact already discussed that the syllabus in colleges of education was tailored towards teaching the syllabus in secondary school and therefore the implication is that students found themselves ill-prepared to handle matters outside that prescribed narrow syllabus. On the other hand, in universities, the students were exposed to a more robust content as it was not specifically tailored for teaching.

### **5.3 Challenges of newly qualified teachers in their work**

*The second research question was; what challenges do newly qualified teachers face in secondary schools?*

To answer the second question, the researcher investigated the challenges that NQTs faced in secondary schools. Numerous challenges were reported by the NQTs and head teachers. From the responses the challenges of NQTs can be categorised into two; the first can be referred to as instructional difficulties. This relates to the respondents' perceptions of teaching related difficulties caused by many factors including and especially perceived inadequate initial teacher training. The second category referred to interpersonal relationships or an unsupportive working environment.

#### **5.3.1 Pedagogical/Instructional difficulties**

From the findings it is clear that NQTs faced challenges related to classroom teaching. Heads of department and the majority of the 15 head teachers during the one-on-one in-depth interviews reported that NQTs faced serious instructional challenges in their first few years of teaching in discharging their instructional duties owing in part to inadequate initial training received in teacher education programmes. This stands at variance with what is expected of an individual who has trained as a teacher. As Mulenga (2015) postulates:

One of the hallmarks of a profession is the mastery by the practitioner, in this case the teacher, of a body of knowledge and skills and autonomy in practice in the application of the knowledge and skills. Thus student teachers on any teacher education curriculum should, by the time of graduation, have acquired the knowledge and skills needed for the trade and be able to confidently apply them effectively in their practice.

This finding on challenges NQTs faced points to inadequate initial training which in part manifested itself through the disparity between university curricula and school curricula. This as already discussed further agreed with the position taken by Mulenga (2015) who found that over 60% of University of Zambia students pursuing the Bachelor of Education degree reported that the content of the degree was not related to the knowledge and skills set needed for teaching in a secondary school. Therefore, students did not acquire the said knowledge and skills. Evidently, this led to the production of teachers who did not know the basics upon which teaching is founded.

Indeed based on the findings of this study, it appears reasonable to conclude that some of the instructional challenges that NQTs were confronted with in schools were incubated during their training, long before they reported for their first day of duty. Inadequate initial training could have contributed to NQTs' difficulty to perform to expectation. Failure to prepare a lesson plan and schemes of work, which were key and basic tools for teaching might be indicative of problems with the training being offered. For instance, the difficulties in teaching associated with University of Zambia graduates was an age-old problem that pointed to a training regime that among others, focused on content information that were more advanced than the students needed for secondary school teaching as reported by other scholars such as Mulenga (2015), Manchishi and Masaiti (2011). These findings by this and other researchers should force the University of Zambia and indeed the rest of the universities in Zambia to review their teacher education programmes and re-evaluate the caliber of the graduates that they are producing. If a teacher cannot prepare a lesson plan among other things, it appears logical to conclude that their graduates are not being fully prepared to take up a career in teaching. It follows therefore that teacher educators should shoulder

some of the blame for the instructional challenges encountered by newly qualified teachers.

The findings pertaining to the inadequate initial teacher training as reported by the participants, and the consequences of this resonates well with the position taken by Lankau and Scandura (2007) who have traced the many needs of NQTs back to their time during initial training and argued that poor initial training has the potential to affect the competence, effectiveness and efficiency of a newly qualified teacher.

The problem of inadequate initial training therefore needs to be curtailed earlier during training than trying to correct it when the students had become teachers. This could be achieved by among others, teacher educators developing interest in the potential challenges of NQTs at the time they (NQTs) were still undergoing training as students. This also called for a re-visitation and strengthening of teacher training strategies like teaching practice to ensure they incorporate student mentorship and not just use it as a fault-finding exercise as it seemed to be the case in current practice.

Further, considering that these NQTs were coming out of college/university ill-prepared to teach, schools should play a significant role in plugging in the gap that was thus identified. In view of all this evidence, there was need for UNZA and other universities to provide adequate training to would be teachers. Where this was not done, as this study and Lankau and Scandura (2007) have shown, the consequences were negative and dire. This clearly demonstrated the need for adequate training.

An offshoot of the instructional challenges reported by the study was the admission by some of the NQTs that they lacked confidence to teach. It was hardly surprising that given the inadequate initial training received as discussed above, NQTs lacked confidence to teach effectively. The finding on the lack of confidence to teach arising out of feelings of inadequacy owing to inadequate training agreed with the findings of Mulenga (2015). His study aimed at establishing whether the English language teacher education curriculum at the University of Zambia had the relevant knowledge and skills for teaching English language in Zambian secondary schools and could produce a quality teacher of English language despite curriculum designers not conducting a job analysis as the starting point of the curriculum designing process. It equally agreed with Stansbury and Zimmermann (2000) who found that the two major types of support, instructional-related support and psychological support, help to build the self-concept of the newly qualified teachers.

It has emerged from the findings that regarding comparison of performance between degree and diploma holders, both groups had issues to contend with. Whereas degree holders had trouble with methodology, diploma holders had trouble with content arising from inadequate content coverage. Whereas degree holders learnt content that was too advanced, diploma holders seemed to have learnt content that rather lacked depth but was well neatened with the school syllabus. In other words, there was no balance between content and methodology which would enable a NQT to teach effectively. This agreed with the findings of Subulwa (1993) who found that in Zambia the teaching diploma programme was more specifically tailored for classroom teaching than a teaching degree. The degree was perceived to be wide in coverage and was not solely focused on training teachers. This difference in focus during training

might be key in understanding why the two cohorts of NQTs have been seen to be performing at different levels of competence.

### **5.3.2 Lack of supportive work environment**

Arising from the findings of this study, it is clear as mentioned at the beginning of this section, that in addition to instructional-related challenges, NQTs faced a number of challenges that revolved around an unsupportive and uncooperative working environment in the schools. This challenge can be broken down broadly into three categories; firstly, those that relate to mentors and the lack of mentorship ('potential mentors have work overload', lack of knowledge on mentorship by potential mentors). Secondly, those that relate to the attitude of long serving teachers towards NQTs (long serving teachers see NQTs as competitors, potential mentors are simply uncaring, and generally negative attitudes towards NQTs) and thirdly, challenges that relate to NQTs themselves (NQTs lack confidence in themselves). This pointed to the absence of a friendly and welcoming working environment for the newly qualified teachers.

The majority of the fifteen head teachers reported that they felt NQTs were not welcomed and/or assisted in their work by veteran teachers. The study found that these newly qualified teachers consequently felt unwelcomed. The unsupportive working environment caused NQTs to feel sidelined. Consequently, they became frustrated and resorted to working in isolation. While not every NQT expressed frustration with every aspect of the work environment, there was widespread dissatisfaction among NQTs with the inadequate support system. Ligon (1987) has propounded that NQTs often experienced anxiety and worry. Clearly, these

developmental concerns of NQTs cannot be addressed if the NQT is surrounded by the type of unsupportive working environment revealed by the findings of this study.

Key to a long serving teacher providing support and encouragement to a NQT was what Kram (1985) referred to as acceptance and confirmation. In the context of this study, for the mentorship relationship between NQTs and long serving teachers to work, it must be based on mutual respect for each other. Long serving teachers should position themselves to assist NQTs adapt to their new schools. With acceptance, followed by positive feedback on his/her work, the NQT was bound to develop confidence in his/her work as he/she attained a measure of competence. This in turn helped him/her to begin exploring new and more effective and efficient ways of teaching. It was therefore imperative for schools to help NQTs feel accepted and appreciated by welcoming them to their new work stations and providing the necessary guidance and assistance in the first few years of their teaching career.

Acceptance as a form of psychosocial support has to do with mentors accepting the qualification and competence levels of newly qualified teachers. Whatever support and encouragement was to be offered, was therefore, a build-up on what was acknowledged as already existing in the newly qualified teachers. Once NQTs were accepted their confidence and self-esteem was bolstered and this enabled them to explore their field. Once acceptance is achieved, the other forms of psychosocial support are likely to follow suit. Once accepted, NQTs could seek counseling and friendship of veteran teachers and might find it easier to identify with the image of a particular person and adopt him/her as their role model. On the contrary, without acceptance, a NQT developed the tendency to stay aloof, isolated and watch

proceedings from a distance as was reported by the head teachers in the current study. Only after such acceptance is achieved would the NQTs have ready access to the veteran teachers and receive the much needed help.

On the contrary, lack of acceptance and a demeaning attitude by veteran teachers towards NQTs is likely to elicit negative feelings of resentment in the newly qualified teachers. This is consistent with the views of Mfunne (1987) who has argued that when a person to whom others looked up to made bad and demeaning remarks on those who looked up to them, negative emotions were elicited and the former would begin to hate everything the latter stands for. This was so because as Banja (2013) has argued, when the needs for acceptance and communication have been denied, a barrier is created to both acceptance and communication. This barrier is bound to lead to tension between the two individuals.

And since, as Applegate, Flora, Johnston, Lasley, Mager, Newman , et al. (1977) cited in Greiman (2002) suggested, the perception that NQTs had regarding how supportive others in the school environment were, affected the NQTs' feelings of success, this might explain why the majority of the NQTs felt that they needed help in so many areas of their practice (Table 24). The perceived negative feelings from long serving teachers could have affected their confidence levels hence making them believe that they were not performing up to the expected standards.

The lack of acceptance led to feelings of inadequacy and incompetence as reflected in their self-report pointing to feeling that they were not as good as people thought they were. It was unfortunate that veteran teachers, who were expected to help the NQTs

were perceived not to be interested in doing so, hoping instead to see them fail thus justifying wrong assertions. Nonetheless, as explained earlier, the perceived negative attitude of the long serving teachers could have a tradition to it, having being exposed to a similar scenario themselves when they were newly qualified teachers. In addition, with the high teacher-pupil ratios in Zambia, long serving teachers could themselves be victims of stressful lives (Namangala, 2002) and could have failed to accommodate NQTs because of overloaded schedules. It was not surprising therefore that because they lacked systematic mentorship, NQTs continued to struggle to do basic things like writing schemes of work and lesson plans. Veteran teachers needed to understand that, whether NQTs were willing to learn from experienced teachers or not, they (NQTs) needed help because they could not make it on their own. The mentor had the duty to help the NQTs in pedagogical and moral/social aspects of their (NQTs) work. There was need to bring to an end this sink or swim treatment of NQTs because it had adverse effects on the system.

In addition to acceptance and confirmation, novice employees needed to be counselled regarding different aspects of their work. The goal of counselling in mentorship was to equip the novice to handle unfamiliar circumstances and concerns effectively and prevent negative effect on their work. This could be achieved through patient, sympathetic listening and feedback from the mentor. In short as Kram (1985:36) records:

Counseling is a psychosocial function that enables an individual to explore personal concerns that may interfere with a positive sense of self in the organization...personal concerns in the early stage of a career fall into three major areas: how an individual can develop competence and potential while also feeling productive and satisfied in a newly chosen career; how an individual can relate to peers and superiors without compromising personal values and individuality; and how he or she can incorporate growing responsibilities and commitments at work with other areas of life. These

developmental tasks involve clarifying one's relationship with self, with the organization, and with other spheres of life. The counseling function is important in accomplishing these tasks.

The implication of this is that providing counselling is critical to ensure the NQT integrates into the school setup and goes on to have a successful career in teaching. More recently, Engstrom and Jenson (2005) concluded by stating that one of the roles of a mentor was to comfort people in their times of need, adding that the most effective mentoring was usually deliberate and intentional.

In addition to counselling, there was the related aspect of offering friendship to novice employees. This form of support was based on mutual liking and understanding related to both work and non-work related experiences. This was social interaction whose agenda was sharing personal experiences with someone in order to escape from the pressures of work. However, it had huge limitations because most senior people preferred not to entangle themselves with their juniors in order to avoid conflict of interest.

At the same time, it entailed the NQT accepting and responding to the wisdom and experience of veteran teachers. Some head teachers however, pointed out that although long serving teachers could have contributed to NQTs' feelings of being unwelcomed and not being helped to settle down in schools, the blame could not entirely be put on long serving teachers. Newly qualified teachers were sometimes themselves to blame for the creation of a seemingly hostile working atmosphere through their behaviour. They pointed out that NQTs should equally shoulder the blame because of their negative attitude towards long serving teachers and their own negative attitude towards work. This could have in turn elicited negative attitudes

from the long serving teachers. This easily put off HoDs who then replied by simply watching NQTs without rendering a helping hand. Worse still the failure of these newly qualified teachers to perform basic functions of teaching could have caused the long serving teachers to stand aside in awe.

This is in tandem with the views of Kram (1985) who has indicated that protégés need to acknowledge that they needed the help of those who have been there before. This required humility, because pride could act as a barrier to acceptability by others. This entailed that they should easily mingle with the old teachers and adapt to the system. The head teachers in fact reported that where newly qualified teachers and veteran teachers worked well together; where veteran teachers were very friendly and always willing to help NQTs to easily settle in schools and do their work as expected, NQTs began to mix and interact with other teachers within a short period.

In the absence of acceptance, counsel, friendship, and role modelling, it was hardly surprising that NQTs demonstrated a measure of incompetence, lack of identity and ineffectiveness. This supported the position taken by Kram (1985) in her exposition of the Mentor Role Theory. Further, it was clear that issues of adaptation to a particular school were depended on the tradition and culture of a particular school that a NQT had been sent to work. If the view of the head teachers on the work environment of NQTs was anything to go by, it was clear that the culture and tradition of a school was key in determining the nature and quality of relationships between NQTs and long serving teachers.

The findings of this study on whether schools were welcoming, and accommodative or not to NQTs showed that schools were rather uncooperative and unaccommodating to NQTs for them to effectively participate in an integrated fashion in school life and adapt accordingly. To achieve expertise in their teaching, NQTs needed support in pedagogy, a need anchored on acquisition of knowledge and skills. Clearly, inadequate initial training was made worse by an unsupportive working environment. In answering objective 2, this study had established that NQTs faced formidable challenges in their work. These challenges were both at the point of training but also at the work place. From the above findings it becomes clear that attaining competence in one's job as a newly qualified teacher extends beyond initial teacher training to encompass his/her personal and professional needs. In conclusion it was clear that the combination of career and psychological support was desirable to mitigate the challenges NQTs faced. When these two forms of support were provided, it resulted into intimacy and interpersonal bond. Therefore, both career and psychosocial support were necessary to counter the challenges that awaited newly qualified teachers.

From these findings, it was clear that schools needed to assist NQTs to feel accepted. Schools must provide guidance and assistance to their newest teaching staff and ensure that they were more responsive to the needs of newly deployed teachers and assist them to settle in the school.

#### **5.3.2.1 Comparison by level of education of challenges NQTs faced in their work**

The findings from the head teachers and also from the NQTs and HoDs showed that more degree holders (44%) than diploma holders (28%) reported that long serving teachers saw NQTs as competitors. This could in part be attributed to the long

perceived attitudes that made newly qualified degree holders consider themselves at par with other long serving degree holding teachers and better than experienced diploma holders on account of similar and higher qualifications respectively. One way to look at this problem is that degree holders looked down on non-degree holders who they regarded as under qualified and therefore were reluctant to seek help and guidance from such teachers.

At the same time the non-degree holders could have had feelings of incompetence, inferiority complex and felt intimidated in the face of graduate NQTs and therefore were unable to offer mentorship to newly qualified teachers. As a result of this, the newly qualified degree holders felt they did not need to learn anything from their more experienced colleagues. On the other hand, as indicated by the head teachers during the interviews and also as reported by the HoDs and even the NQTs themselves, the NQTs needed help from long serving teachers. In fact the results of the Chi Square analysis revealed that more degree holders (82.0%) than diploma holders (67.0%) agreed that they needed help from veteran teachers because of inadequate exposure to classroom situation and activities during training. On their part long serving teachers felt NQTs were pompous while NQTs felt long serving teachers were uncaring of their challenges and were unhelpful. However, it is important to note that NQTs who are not degree holders may not face this challenge. It seemed that whereas degree holders were unwilling to humble themselves and learn, diploma holders showed signs of readiness to learn. This scenario worked against mentorship. Wrong attitudes created barriers to the mentorship of newly qualified teachers.

In addition to the above, another component of an unsupportive environment was manifested by the absence of a national policy on mentorship of NQTs in the Ministry of General Education. Although participants indicated the objectives of the policy on mentorship, it must be emphasised that such a policy did not exist. The said objectives are a reflection of what the participants expected to be the objectives of a national policy on mentoring of newly qualified teachers. This has already been discussed under research question number one. The prominence of the impact of the lack of a mentorship policy on determining school environment in relation to mentorship of NQTs compelled the researcher to discuss this aspect separately. The lack of a policy was clearly linked to the lack of knowledge on mentorship by potential mentors. It was not surprising that both NQTs and HoDs identified these as challenges because the absence of a policy created a gap in the system as expressed by the respondents in response to the first research question. Heads of department scored more on all except two of the items. They seemed agreed that issues of policy and its absence had serious ramifications for NQTs as such key aspects as workload of HoDs and their knowledge base of mentorship were unattended to and yet they were expected to mentor newly qualified teachers. Firstly, as reported by all the subpopulations, and discussed in detail at the beginning of this chapter, the lack of a mentorship policy invariably meant that potential mentors were not trained in mentorship and were therefore constrained to do so effectively. Without training in mentorship they found themselves unable and reluctant to offer mentorship to NQTs that were clearly in need of such mentorship.

Secondly, due to this lack of a policy, that potential mentors did not have any release time from their normal workloads and therefore ended up with work overload which

in itself was cited as a challenge. The implication of this was that potential mentors had little or no time at all to attend to the mentorship needs of newly qualified teachers.

#### **5.4 Challenges newly qualified teachers posed to the school system**

*The third research question was; ‘What challenges do newly qualified teachers pose to secondary schools?’*

##### **5.4.1 Pedagogical/Instructional incompetence**

While objective 2 sought to establish the challenges NQTs faced in schools, objective 3 sought to establish the challenges that NQTs posed to schools. Data that provided answers to this question was derived from the interviews with head teachers. According to the head teachers, NQTs did not only face challenges, but they also posed a lot of challenges to schools. As already noted, prominent among the challenges NQTs faced, were the difficulties in discharging their instructional responsibilities. These manifested through poor teaching methods and advanced theoretical knowledge for university graduates and shallow theoretical content knowledge for those coming from diploma-awarding colleges of education.

In view of the perceived inadequate initial teacher training in university programmes of education and colleges of education and an environment lacking in school-based support for NQTs as discussed under objective 2, NQTs could hardly be expected to perform according to expected capabilities. Therefore, their below-par performance, if anything, should be expected; it was hardly surprising that NQTs faced challenges in handling the teaching effectively. This challenge that NQTs faced had serious

repercussions for schools. An unprepared, incompetent teacher cannot be expected to deliver good lessons to his/her learners; what this meant is that the learners' interests are sacrificed. This brought to the fore the need to develop professional competency early in NQTs so as to mitigate any negative consequences and implications on learners under the academic guidance of newly qualified teachers.

## **5.4.2 Ethical challenges**

### **5.4.2.1 Lack of commitment to duty**

It was not farfetched to make the connection between inadequate initial teacher training and failure to teach effectively; it was equally not farfetched to link inadequate initial teacher training and an unco-operative and unsupportive work environment to lack of commitment to duty exhibited by the newly qualified teachers. In such an atmosphere, NQTs easily felt demoralised and failed to show commitment to duty. The lack of commitment to duty was exhibited through unwillingness to participate in non-teaching school activities, failure to perform assigned duties, and failure to stick to deadlines, failure to report for duty, reporting late for class or not going to class at all. In addition, an in-flow of individuals joining teaching without a passion for the profession and with negative attitudes towards teaching as adduced by Serenje (2012) in a study of University of Zambia students of education, could be responsible for the lack of commitment to duty. This position agreed with the findings of Kibera (2007) who found in Kenya that there was an in-flow of individuals who were joining teaching without having a passion for the profession. It seemed reasonable to conclude that this phenomenon can be attributed to the situation whereby when these students graduate and take up teaching positions, they carry with them these negative attitudes towards teaching into the teaching profession. This

seems to be suggesting that no matter the external circumstances, individual commitment and motivation has a part to play regarding commitment to duty. In order to effectively teach, teachers need not only master their subject content; they equally need pedagogical skills and more importantly they need the motivation to teach (Kakupa, Tembo and Daka). Further, Kakupa, Tembo and Daka (2015: 19) state that:

Effectiveness has very little to do with credentials but more to do with desirable personal attributes such as commitment, motivation and interpersonal skills among others. Teacher effectiveness can be affected when qualified teachers fail to build a sense of commitment to a school they had been deployed to.

Failure to teach by NQTs, according to some head teachers went beyond the qualifications and training to issues of induction into the teaching profession and lack of seriousness with their work. As Lockheed and Longford (1991) cited in Kakupa, Tembo and Daka (2015: 26) states ‘Being highly qualified alone is not important; teachers also need to love their job and execute it with passion.’

It was also plausible that lack of acceptance that has been discussed at length already, could have resulted into demotivation at work.

#### **5.4.2.2 Inappropriate dressing and illicit sexual affairs with pupils**

Other challenges head teachers reported that NQTs were posing to schools were inappropriate dressing especially among the young female NQTs, and illicit sexual affairs by male NQTs with female pupils. This was all the more reason why head teachers indicated that the role of a formal mentor needed to include helping NQTs develop knowledge of and work within the work ethics (Table 17).

The study has answered objective 3 by showing that NQT posed numerous challenges to secondary schools, including inadequate performance attributed to inadequate initial training.

#### **5.4 Coping strategies of newly qualified teachers and school support systems**

The fourth question that the study sought to answer was; *'What coping strategies do newly qualified teachers employ where mentorship is non-existent?'*

##### **5.5.1 Coping strategies of newly qualified teachers**

After assessing the challenges that NQTs faced in schools, the researcher was concerned with how NQTs handled such a situation. The study found that NQTs resorted to a repertoire of coping strategies and mechanisms as a way of compensating for the lack of formal mentorship. Considering that mentorship was largely informal and bearing in mind that NQTs still needed help, other avenues had to be explored. These were stop-gap measures that ranged from seeking help from HoDs and other veteran teachers whenever need arose, to participating in Continuous Professional Development activities, induction workshops and staff meetings. These were all seen to be compensating for the inadequacy of formal mentorship and these went some way in helping the NQTs in mitigating against some of the challenges they faced. It was reported by 29.9% of the HoDs and 12.4% of the NQTs that CPD meetings at school and departmental levels and consulting HoDs respectively provided alternatives to mentorship.

### **5.5.2 School support systems for NQTs**

Interestingly, these coping strategies were identical to the measures that most HoDs and head teachers reported schools had instituted as support measures to help the newly qualified teachers adapt to their new work places in the absence of arrangements for formal mentorship. Further, this agrees with the views of NQTs on who provided the help that was most beneficial to them, where NQTs identified HoDs (58), long serving teachers (38), fellow NQTs (34), head teacher (34), informal mentor (16) and formal mentor (15).

It was a case of killing two birds with one stone-helping NQTs to teach well and getting rid of or forestalling the consequences of poor performance by newly qualified teachers. The above views reflected dependence on HoDs to offer help to NQTs as well as CPD in the absence of formal mentorship of newly qualified teachers.

It was clear from the findings that in the absence of formal mentors, NQTs turn to anyone that can offer them help in the school including their fellow newly qualified teachers. And as the findings show, in the absence of policy and guidelines and well-structured mentorship programmes on mentorship of NQTs in schools, it was hardly surprising that schools largely attempted to address the numerous challenges that NQTs faced and posed to secondary schools in a variety of ways. However, as the study found, most of these strategies focused on non-teaching aspects of the NQTs' needs like ethical conduct of NQTs and not on instructional-related matters like preparation of lesson plans, lesson delivery and so on. During such meetings, the issues dealt with were of a general nature revolving around induction and orientation to a workplace which did little to enhance the competence levels of NQTs as far as

their teaching was concerned. The scenario described above falls far short of the type of help NQTs needed to develop their levels of competence. Since such arrangements could not address the needs of NQTs, HoDs and other long serving teachers were consulted for help and guidance alongside Continuous Professional Development activities.

## **5.5 Benefits of formal and informal mentoring**

The fifth question that the study sought to answer was; *‘What are the benefits of formal and informal mentorship for newly qualified teachers and mentor teachers?’*

In addition to the issues raised in the previous four research questions, the researcher wanted to establish the perceived benefits of both formal and informal mentorship of newly qualified teachers. Significantly, 89 (96.7%) of the NQTs felt that mentorship of NQTs was beneficial as did all the HoDs and the majority of the head teachers.

### **5.6.1 Areas of formal mentoring beneficial to NQTs**

The study found the perceived benefits of mentorship to NQTs to include developing knowledge of and working within work ethics, cultivation of confidence and self-esteem in the NQTs to teach, helping NQTs teach the right material to pupils, aiding adaptation to a new working environment, improvement of one’s general teaching skills, helping them to participate fully in school activities and helping them understand their subject area very well. These benefits can be summarised into two categories; firstly, those that benefit the instructional capacities of the NQTs in terms of their teaching proficiency (cultivation of confidence and self-esteem in the NQT, helping NQTs teach the right material to pupils, improvement of one’s general

teaching skills, and helping them understand their subject area very well). Secondly, the other category consisted of perceived benefits that facilitated NQT induction or adaptation to a new working environment (aiding adaptation to a new working environment, developing knowledge of work ethics and how to work within them as well as helping them to participate fully in school activities).

Newly qualified teachers, HoDs and head teachers agreed on the benefits of mentorship although they did not agree on all the benefits and on the extent of the benefits (The only item in which the two groups agreed on the benefits of mentorship had to do with 'it helps them know and work within the stipulated work ethics). Again as already indicated, this was related with the welfare of the NQTs and therefore it was not surprising that the NQTs found it beneficial.

It was worth noting that as was the case with the roles of a formal mentor, HoDs rated the benefits of mentorship much higher than NQTs for whom the mentorship was intended rated them. It is worth noting also that there is strong correspondence between the perceived benefits of mentorship of NQTs and the challenges that NQTs themselves, the HoDs and head teachers reported with regard to the unsupportive work environment in the schools. The implication of this was that from the viewpoint of these participants, providing mentorship had the benefits of responding to the challenges faced by newly qualified teachers.

More significant was that three of these perceived benefits (helping NQTs teach the right material to pupils, teach effectively and become reliable teachers, facilitate NQT induction or adaptation to a new working environment (teaching system) and

developing knowledge of work ethics and how to work within them also corresponded to the perceived objectives of the MoGE policy on mentorship of NQTs reported by NQTs, HoDs and head teachers and discussed at the beginning of this chapter. What this implied was that there was a clear synergy in the perceptions of the respondents regarding the place of mentorship in terms of the gaps as reflected in the challenges NQTs face in their work, the perceived objectives and the benefits.

#### **5.6.1.1 Comparison by gender of benefits of mentoring to NQTs**

In addition, the results revealed that there was a significant association between gender and two of the reasons explaining how mentoring NQTs was beneficial. These were “it helped them to teach the right material to pupils) ( $p < 0.05$ ), and “it helped them understand the subject area very well” ( $p < 0.05$ ). More females (93%) than males (83%) agreed that mentoring NQTs helped improve their general teaching skills. Similarly, more females (83%) than males (70%) agreed that mentoring NQTs helped them to understand the subject area very well.

This seemed to tally with the views of the head teachers who indicated that male NQTs tended to show more competence in the discharge of their duties than their female counterparts. However, this was attributed to issues intrinsic to the female gender such as having to go and breastfeed or offer care to someone. This robbed female NQTs of valuable time to focus on their work.

There was no association between gender and the remaining perceived benefits: it helped the teachers to be confident and have self-esteem, it helped them know and

work within the stipulated time, it helped NQTs to fit in a new working environment and that it helped them participate fully in school activities.

#### **5.6.1.2 Comparison by level of education of benefits of mentoring to newly qualified teachers**

It was not surprising that there was no significant association between educational level and how mentoring of NQTs was beneficial. This finding agreed with the view of the head teachers that there was negligible difference between diploma and degree holding NQTs with regard to their levels of competence. What differed was the area of challenge, that is, whether content or methodology, respectively.

Given all these perceived benefits discussed in this section, if well done, mentoring could play a significant role in maximising the impact of newly qualified teachers. It was reasonable to infer that where mentorship was carefully structured and planned, NQTs were likely to receive much help in the form of guidance, coaching, role modeling and so on from veteran teachers. In agreeing with the Mentor Role Theory upon which this study was based, the study showed that the widely held perception by teachers and head teachers that mentoring assistance activities can enhance both growth and advancement in a newly qualified teacher is justified in more ways than one. Some of the expected benefits of mentorship might further include loyalty and commitment to the school and its ideals and potentially an increased retention rate. The opposite was bound to be the case. Where NQTs were left on their own, they tended to learn through trial and error.

### **5.6.2 Benefits of formal mentoring to HoDs and head teachers**

In addition to the benefits of mentorship to NQTs, the study investigated the benefits of mentorship to HoDs and head teachers in line with literature on the subject which argued that mentorship benefits extend beyond the mentee to the mentor. It was clear from the findings that the benefits of formal mentorship of NQTs to the heads of department were many including helping them build good relationships with NQTs, helping them to be up to date with new educational trends as well as helping them improve pupils' results in subjects under their department. In similar vein, the majority of the head teachers reported that mentoring NQTs had helped them build good relationships with NQTs and that it had helped them to be up to date with new educational trends.

These findings agreed with the findings of Little (1990) and Smith and West-Burnham (1993) as cited in Turner and Bash (1999) who argued that through mentorship, mentors experience multiple benefits of professional stimulation, personal enrichment and personal rejuvenation. Such studies have shown potential benefits of mentorship and have convinced organisations to introduce mentorships as a way of ensuring that such relationships are cultivated and maintained as part of their operations.

### **5.6.3 Benefits of informal mentoring to NQTs**

The study found that apart from formal mentoring, informal mentorship did take place as reported by both the HoDs and the NQTs who reported that they informally consulted HoDs and other veteran teachers whenever they faced challenges in their teaching. Although head teachers and HoDs indicated in the self-administered

questionnaires that they formally mentored NQTs, it was clear from the responses from NQTs, HoDs and head teachers that what was offered was informal mentorship that focused on addressing issues and challenges revolving around the acclimatisation of the NQT to the school and on conduct of NQTs as opposed to formal mentoring which incorporated both psychological mentoring and instructional-related mentoring. The forty six NQTs who reported that they had benefitted from informal mentorship indicated that these benefits included enhanced teacher-pupil relations, helping NQTs to blend in, and instilling confidence in the NQTs. Others included helping in learning work ethics, developing positive work attitudes, and receiving encouragement and support.

From the results of the study, it was important to note however, that although informal mentorship of NQTs brought with it some benefits to the different stakeholders, such informal mentorship had little feedback on its impact in improving efficacy of newly qualified teachers. Considering that NQTs had a lot to learn in a very short time period, they needed much more assistance than provided in any informal atmosphere. In fact, as the responses of head teachers and NQTs showed, even this psychosocial support was laden with shortcomings. These interactions were largely on an informal basis and lacked structure and planning. More often than not, they resembled fire-fighting than systematic mentorship. This limited the impact they could have had on the professional growth of the newly qualified teachers.

Where there are no formal systems, informal systems come up. Informal mentorship is by default; what is needed is mentorship by design which is formal mentorship. However, informal systems of mentoring are neither well planned nor efficient and

may not be relied upon. When done informally, mentoring is selective and depends on the good-will of a senior person to provide it. Informal mentorship may not suffice to meet the vision, values, and goals of a school. Informal mentors may be helpful in one area such as good conduct. However, they may be unhelpful in content delivery and vice versa; this is all the more reason why systematic arrangements have to be put in place to ensure NQTs are tied to seniors that can benefit them if a cadre of competent teachers is to be produced that will help children to learn. Otherwise it remains a fallacy that well-grounded proficient teachers will be produced.

#### **5.6.4 Benefits of informal mentoring to HoDs and head teachers**

The results showed that HoDs and head teachers benefitted from informal mentorship of NQTs through its ability to help in creating professional rapport with NQTs, helping in creating a conducive working atmosphere and helping to refresh one's knowledge.

The study showed that mentoring still attracted more faith in it than other support systems. This was demonstrated by the fact that despite the numerous measures employed by schools to mitigate the challenges of NQTs, the majority 78 (80.4%) of the NQTs and 84 (84.8%) of HoDs still recommended that a comprehensive mentorship programme in the MoGE should be introduced. Similarly, some head teachers and education officials suggested the introduction of a comprehensive programme for the mentoring of newly qualified teachers. This finding and recommendation agreed with the views of Little (1990) that mentoring had become the preferred method of teacher induction ahead of reduced workload for teachers. This was further shown in the present study by the fact that the majority of NQTs did

not think much of CPD as a support system for NQTs as judged by the small number that recommended its introduction.

While it was acknowledged that mentorship had an assortment of benefits, we must not lose sight of the important fact that the ultimate was the good of the learner. Mentoring was not an end in and of itself. Mentoring is not only necessary for the NQTs; it is essential for the learners as well as they are indirect beneficiaries of it.

The real benefit of mentorship of NQTs lay in the link between the benefits to NQTs and the resultant benefits to learners; for mentorship was not for its own sake, but that the teachers improve their performance so that they improve the performance of the learners. The adjustment, the competencies attained and so on, all make sense only if the learners benefitted at the end of it all. So while this is true as Rudasingwa (2013; 96) writes that ‘very little is done to provide young teachers with school-based support so that they confidently enter the teaching career, stay and enjoy teaching’, it must be emphasised that the reason for mentorship goes far beyond this; it was ultimately about the learners. This viewpoint is what Shaw (1992) was discussing when he asserted that all the different types of the benefits of mentorship to a school would improve pupils’ classroom experiences and ultimately ensure a rise in their learning outcomes.

In view of this, the question that begged to be asked was, considering the overwhelming evidence regarding the efficacy of mentorship of NQTs, why was mentoring of NQTs still on the peripheral in the Ministry of General Education?

Further, what were the implications of the absence of mentoring not just for the NQT, but also for the learner?

## **5.6 Summary**

The discussion of the results of this study has thrown light on the objectives of the study. An analysis of the results presented in chapter four has clearly brought to light the perceptions of teachers, head teachers and officials of the MoGE on the issue of mentorship of newly qualified teachers.

Although taken for granted, the concept of mentorship was hugely misunderstood by education technocrats. Though this was hugely surprising, it could be explained by the absence of a national policy on mentorship of newly qualified teachers. Secondly, an analysis of the results clearly showed that the poor performance of NQTs in their work should not simply be blamed on their lack of commitment to work, but that those who trained them and those who they worked with in the first year of work were equally culpable. This was because teacher educators and long serving teachers were responsible for the quality of training received and the quality of the work environment provided respectively. However, the analysis also revealed that among the NQTs some apparently failed to deliver as expected because of their personal lack of commitment to duty. Their lack of the sense of professionalism led them to engage in various vices.

In addition, the analysis revealed that schools were aware of the fact that since they were coming straight from training, NQTs faced challenges and therefore needed help in their work to surmount these challenges. For instance, the evidence that points to

the lack of a conducive work environment for NQTs reinforced the need for psychosocial support. As a result, schools had in place certain mechanisms to cushion both the shortcomings and difficulties associated with being new in a job. Lastly, the analysis revealed a wide range of benefits linked to mentorship for newly qualified teachers.

The findings of the study indicated a striking resemblance in a number of areas. There was a similarity in the areas in which HoDs and head teachers reported that they provided mentorship to the areas they felt should be the roles of a formal mentor in helping newly qualified teachers. These areas were lesson preparation, teaching methodology, personal conduct, professional code of conduct, and conditions of service. The source of motivation for HoDs and head teachers to mentor NQTs was anchored in similar concerns; namely, difficulties NQTs faced when teaching, their poor conduct which was against teaching standards, and the desire to help new teachers fit in the system at the earliest possible time. Furthermore, it was worth noting that these factors that motivated head teachers to mentor NQTs agreed with the perception of NQTs, HoDs and head teachers on what they believed were the objectives of the policy on mentorship of NQTs in the Ministry of General Education. More significantly, it was in these same areas that NQTs indicated that they sometimes needed professional help from long serving teachers.

The most significant implication of these findings therefore was that mentoring needed to be accorded a more definitive place in the continuous professional development of NQTs than was currently the case. The findings of this study agreed

with a number of research evidence and with literature from around the globe that mentorship was an invaluable process in the career path of a newly qualified teacher.

Whatever mentorship programme is to be developed therefore must respond to needs of the newly qualified teacher. These include the personal knowledge which is the pre-existing understanding and mental model that the novice teacher brought with him/her to the classroom and to the school organisation (Berliner, 1993). Personal knowledge, values and significance of the profession was important for the novice to develop his/her self-awareness and identity as a teacher, and commitment to the profession. With the support of the mentor, successful experiences at this initial stage enhance new teachers' commitment, enthusiasm, confidence and positive feeling about the profession.

Secondly, the programme must meet the instructional knowledge needs of the newly qualified teacher. Pre-service teacher education programmes often included theories of curriculum, teaching and learning. Unfortunately, NQTs came to the profession with an unpleasant experience as they worked long hours, planned lessons and complex learning activities in isolation. Through effective mentoring, mentors could work with NQTs in their classrooms, supporting them on the challenges they face, providing in the process options for solving their pedagogical challenges related to lesson plans, teaching strategies, and assessment. By giving NQTs pedagogical/instructional support from the start, NQTs would focus less on day-to-day survival and more on instruction. They become more confident, reflective and more skilled (Moir, 2010). The collaboration between the mentor and mentee facilitated the betterment of teaching and student learning.

The other need relates to operational knowledge. As discussed earlier, the first year can be overwhelming for a newly qualified teacher. A mentor can help the NQT tune in quickly with all the operational aspects, such as school policies, procedures, documents, plans, classroom management, system for keeping students' progress, communications with parents, and so on (Pastorek, 2008).

In addition, the mentorship programme should answer the professional Knowledge needs of the newly qualified teacher. According to Darling-Hammond and McLaughlin (1995), teaching for understanding relies on teachers' abilities to see complex subject matter from the perspectives of diverse students, the know-how necessary to make this vision of practice a reality. The vision of practice that underlies the reform agenda requires teachers to rethink their own practice, to construct new classroom roles and expectations about learner outcomes.

In short, the mentorship programme must address the following concerns of the NQTs as reflected in the findings: to help NQTs maintain compassion in the profession, provide comprehensive workplace experience for NQTs and provide integrated professional guidance and support to NQTs as they sought to attain proficiency in their work.

Using Kram's Mentor Role Theory, this study identified the crucial role of both career and psychological mentorship in the professional development of a newly qualified teacher. The question to be asked then was why were we not learning from others and replicating their good work even when the evidence pointed to success?

The next chapter drew some conclusions and made recommendations based on the findings of the study.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Overview**

The purpose of this study was to explore the perspectives of teachers, head teachers and senior education officials towards the mentorship of NQTs in eighteen secondary schools located in six districts of Zambia.

#### **6.2 Conclusion**

The previous chapter presented a discussion of the findings of the study on the perspectives of teachers, head teachers and senior education officials towards the mentorship of NQTs in eighteen secondary schools located in six districts of Zambia. The major findings of the study were fivefold: firstly, there was no national policy on mentorship of NQTs and therefore there was very little formal mentorship taking place in the sampled schools. The study revealed that career and psychosocial mentorship of NQTs was still largely unpractised in Zambia. Despite the widely held view, mentorship was generally misunderstood by head teachers and senior personnel in the MoGE and was confused with orientation, induction and Continuous Professional Development.

Furthermore, NQTs faced serious challenges in the execution of their duties in schools. These challenges hinged on ill-preparation for teaching during training and on the absence of a favourable work environment.

The study also established that partly arising from the inadequate initial training and the unwelcoming school environment, NQTs posed numerous challenges to schools

ranging from failure to execute teaching responsibilities satisfactorily to generally displaying lack of commitment to duty.

The study also established that to compensate for the absence of adequate formal mentorship of NQTs, schools focused on Continuous Professional Development while NQTs largely focused on consulting HoDs and other long serving teachers for help and guidance whenever they felt challenged in their work. However, the support accorded to NQTs was mostly focused on ethical conduct and not on developing competence in pedagogy and pedagogical knowledge, which would help the NQTs in terms of classroom teaching.

Most importantly, the findings have shown that mentorship of NQTs, both formal and informal, was perceived by NQTs, HoDs and head teachers and senior MoGE personnel, to have numerous benefits for not only the NQTs, but also for the HoDs, the head teachers and ultimately, the learner.

It was clear therefore, from the findings of the study that while mentorship of NQTs may not solve all the problems associated with being a NQT; and although it may be impossible to exclusively attribute competency of NQTs to mentorship, it was found to have the potential of positively influencing the career path of NQTs, thereby presenting a compelling argument in favour of mentorship of newly qualified teachers. From the literature discussed this far, and from the findings of the current study, it was evident that the positive returns on mentorship far outweighed the shortcomings. This study has shown the critical importance of mentoring.

Stakeholders at different levels of the secondary school sub sector perceived mentorship of NQTs to be beneficial.

The absence of a policy on mentorship as a support system for NQTs and the near-absence of its practice in schools was therefore inexcusable given the overwhelming evidence regarding its significance in promoting teacher competence and raising learner outcomes. Indeed the absence of mentorship in schools was a missed opportunity to develop NQTs' competence. Therefore, education authorities in Zambia would do well to learn from others about the benefits of mentorship to the system as a whole.

It was equally clear that mentorship was a complex and multidisciplinary discipline that integrated areas such as workplace learning, communication, socialisation, motivation, leadership, organisational culture and career advancement.

Considering that some measure of benefit was derived from whatever mentorship was provided by HoDs, and long serving teachers, it seemed logical to infer and expect that greater benefit could be derived from a more formal and systematic arrangement of providing help to newly qualified teachers.

### **6.3 Recommendations**

The findings of the study revealed the perspectives of teachers, head teachers and senior officials of the MoGE on the mentorship of newly qualified teachers. Based on these findings, the following recommendations were made:

1. To overcome many of the challenges and stress faced by NQTs, a multi-faceted approach was desirable. This should include improved initial teacher training, orientation and induction, career and psychosocial mentorship as well as Continuous Professional Development.
2. A curriculum in teacher education programmes should be designed that has a balance between subject matter or academic content and pedagogy or methodology if competent teachers are to be produced.
3. Content at college should be revised to prepare NQTs to adequately teach school content.
4. A national policy on mentorship of NQTs should be developed and institutionalised by the MoE to ensure among others, the mobilisation and use of resources for easy implementation so that NQTs are mentored thereby ameliorating the feelings of isolation experienced by NQTs.
5. As part of the implementation strategy of a national policy on mentorship of NQTs, potential mentors should be trained and equipped with requisite knowledge and skills.
6. As part of the process of institutionalising mentorship for NQTs, mentorship should clearly be spelt out as a responsibility of appointed individuals, for which incentives are provided.

#### **6.4 Suggestions for further research**

The following areas are suggested for further investigation:

1. Research on mentorship in Zambia needs to interrogate among others, possible reasons for the absence of mentorship of newly qualified teachers.
2. Studies of teacher preparation programmes should investigate whether pre-service teachers are being prepared adequately for 21<sup>st</sup> century classrooms.

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## APPENDICES

### Appendix A

#### Letter of permission to adapt questionnaire

##### Mentoring Relationship Questionnaire

The Mentoring Relationship Questionnaire (MRQ) was developed by Greiman (2002) who adapted and modified highly reliable scales from data collection instruments utilized in previous research studies involving mentoring (Ragins & McFarlin, 1990; Turban, Daugherty, & Lee, 2002). A panel of experts ( $n = 8$ ) who had an identifiable research focus involving mentoring and/or induction of teachers reviewed the MRQ for content and face validity (Greiman, 2002). Appropriate changes to the questionnaire were made based on the recommendations of expert panel members. A beginning teacher/protégé version and mentor version of the MRQ mirror each other, and are used to measure psychosocial mentoring, dyad similarity, and dyad satisfaction.

Psychosocial mentoring. A 15-item scale is designed to measure the extent to which a mentor provides psychosocial assistance to the novice teacher. Kram's (1985) mentor role theory supports this scale, and the items were adopted and modified from previous research (Ragins & McFarlin, 1990; Turban, Dougherty, & Lee, 2002). Each of the psychosocial functions of acceptance, counseling, friendship, role modeling, and social are represented by three Likert-type items based on a 7-point scale (1 = *not at all*, 3 = *some extent*, 5 = *large extent*, 7 = *very large extent*). The scale has been found to be reliable with a reported Cronbach's coefficient alpha of .97 for the psychosocial mentoring construct (Greiman, 2002), and a range from .75 to .96 for the construct and five subscales (Greiman, 2007).

Dyad Similarity. Five items (e.g., "My mentor and I have similar values and attitudes," "My mentor and I see things much the same way," "My mentor and I have similar teaching philosophies") are designed to measure the perceived similarity of the dyad relationship. Turban,

et al. (2002) conceptualized this global scale based on the extent that one person believes the other person has similar underlying attitudes, values, and beliefs. Dyad partners provide their perceptions using a 7-point Likert-type scale with 1 representing *strongly disagree* and 7 representing *strongly agree*. The reliability for this measure of dyad similarity has ranged from .87 (Turban, et al., 2002) to .98 (Greiman, 2002).

Dyad Satisfaction. Five items (e.g., “In regard to the interaction with my mentor, the relationship has been a positive experience,” “In regard to the interaction with my mentor, the relationship has been successful,” “In regard to the interaction with my mentor, I was satisfied with the interaction”) are intended to gain a global measure of the perceived satisfaction with the mentoring relationship. Participants provide their perceptions using a 7-point Likert-type scale with 1 representing *strongly disagree* and 7 representing *strongly agree*. The scale was developed by Ragins and McFarlin (1990) ( $\alpha = .83$ ), and utilized in subsequent research conducted by Greiman (2002) ( $\alpha = .99$ ).

## Appendix B

### Letter of Ethical clearance



THE UNIVERSITY OF ZAMBIA  
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Telephone: 260-211-280258/293937  
Telefax: 260-211-280258/293937  
E-mail: [drgs@unza.zm](mailto:drgs@unza.zm)  
IRB 00006464  
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P O BOX 32379  
LUSAKA, ZAMBIA

24<sup>th</sup> November, 2014

Mr. Madalitso K. Banja  
C/o School of Education  
Department of Educational Psychology,  
Sociology and Special Education (EPSSE)  
University of Zambia  
P.O Box 32379  
LUSAKA  
ZAMBIA

Dear Mr. Banja,

Re: EXEMPTION FROM FULL ETHICAL CLEARANCE

With reference to your research proposal entitled:

*"Mentorship of newly qualified teachers in Zambian Secondary Schools: Perceptions of teachers and headteachers."*

As your research project does not contain any ethical concerns, you are hereby given an exemption from full clearance to proceed with your research.

ACTION:	APPROVED
DECISION DATE:	20 <sup>th</sup> November 2014
EXPIRATION DATE:	19 <sup>th</sup> November, 2015

Please note that you are expected to submit to the Secretariat a Progress Report and a copy of the full report on completion of the project.

  
Dr. Augustus Kapungwe  
CHAIRPERSON, HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE


cc: Director, Directorate of Research and Graduate Studies  
Assistant Director, Directorate of Research and Graduate Studies  
Assistant Registrar (Research), Directorate of Research and Graduate Studies

## Appendix C

### Letter of permission from the Ministry of Education, Science, Vocational Training and Early Education

MOE/101/38/15

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION  
OFFICE OF THE PERMANENT SECRETARY  
PO BOX 30000  
LUSAKA

  
UNIVERSITY OF ZAMBIA  
DEAN'S OFFICE  
RECEIVED  
10 MAY 2012  
SCHOOL OF EDUCATION  
PO BOX 32379, LUSAKA, ZAMBIA


May 9, 2012

Mr. O C Chakulimba (PhD)  
Dean, School of Education  
University of Zambia  
LUSAKA

**REQUEST TO CONDUCT ACADEMIC RESEARCH IN SECONDARY SCHOOL-  
MR. MADALISTO K BANJA**

Reference is made to your letter dated 2<sup>nd</sup> May, 2012 in which you introduced Mr. Madalitso Khulupirika Banja, an academic member of staff and PhD student who is requesting to conduct an academic research in secondary schools.

Kindly be informed that permission is granted for Mr. Banja to carry out this research by way of obtaining information from teachers and headteachers in secondary schools and senior standards and evaluation officers in the Ministry.

  
Mirriam Chonya Chinyama (Mrs.)  
**Permanent Secretary**  
**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND  
EARLY EDUCATION**

Telephone +260 211 353594  
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## Appendix D

### Newly qualified teachers' questionnaire

Dear Respondent,

I am PhD student at the University of Zambia conducting a study on the topic: **Mentoring of Newly Qualified Teachers in Zambian Secondary Schools: An Introspection of teachers' and head teachers' perspectives in selected districts of Zambia**

You are kindly requested to give your honest answers to all the questions in the questionnaire by filling in the information appropriately. Please be frank and honest as all the information will be treated in the strictest confidence.

Tick in the box against the answer you have chosen or write a few lines as required. There are no wrong or right answers.

#### SECTION A. PERSONAL DETAILS

1. Sex:
  - i. Male
  - ii. Female
2. Age
3. What is your highest teaching qualification?
  - i. College diploma
  - ii. University degree
  - iii. Other (please specify).....
3. In which subject(s) were you trained as a teacher? (e.g. English, Religious Education).....
4. The school you are teaching at is a:
  - i. Boys' only government school
  - ii. Girls' only government school
  - iii. Co-education government school
  - iv. Boys' only mission school
  - v. Girls' only mission school
  - vi. Co-education mission school

#### SECTION B. PERCEPTION ON MENTORSHIP OF NEWLY QUALIFIED TEACHERS

5. Is there a policy on mentorship of newly qualified teachers in the Ministry of Education?
  - i. Yes
  - ii. No
  - iii. Do not know
6. If so, what are the major objectives of this policy?.....  
.....

7. In your view, what should the role of a formal mentor include in helping the newly qualified teacher? (tick as many as apply).

- i. Understand labour matters ( )
- ii. Understand work ethics ( )
- iii. Manage personal stress ( )
- iv. Improve teaching skills ( )
- v. Develop understanding of subject area ( )
- vi. Manage personal finances ( )
- vii. Prepare lesson plans and schemes of work ( )
- viii. Develop interpersonal relationships ( )
- ix. Protection from job related dangers ( )
- x. Others (please specify

.....  
 .....

8. Below are professional responsibilities of newly qualified teachers. Indicate to what extent you needed professional help for each of the professional responsibilities during your first year of teaching by ticking where appropriate.

No.	Item	Never	Sometimes	Often
i.	Evaluating pupils' work			
ii.	Counselling pupils			
iii.	Participating in subject associations			
iv.	Time management			
v.	Participating in departmental tasks			
vi.	Classroom management			
vii.	Lesson preparation			
viii.	Motivating pupils			
ix.	Teaching effectively			
x.	Conducting professional meetings			
xi.	Developing understanding of teaching subject			
xii.	Preparation of schemes of work			
xiii.	Preparation of records of work			

9. Why did you need the above help from long serving teachers? It is because of:
- i. Inadequate exposure to classroom situation and activities during training ( )
  - ii. Anxiety caused by a new environment ( )
  - iii. Unruly and uncooperative pupils ( )
  - iv. Lack of confidence in myself ( )
  - v. Mismatch between content learnt during training and content for classroom teaching ( )
10. Who, in your view, provided the most beneficial help to you in your first year of teaching?
- i. Formal mentor ( )
  - ii. Informal mentor ( )
  - iii. Fellow newly qualified teachers ( )
  - iv. Head of Department ( )
  - v. Headteacher ( )
  - vi. Long serving teachers ( )
  - vii. Other (please specify) ( )

- 
11. If long serving teachers are not mentoring newly qualified teachers at your school, why do you think this is so?
- i. Overestimating the competence levels of newly qualified teachers ( )
  - ii. Potential mentors have work overload ( )
  - iii. Long serving teachers simply do not care about newly qualified teachers ( )
  - iv. Seeing newly qualified teachers as competitors ( )
  - v. Lack of knowledge about mentorship ( )
  - vi. Wrong attitudes towards work by newly qualified teachers ( )
  - vii. Encouraging 'natural' growth among newly qualified teachers ( )

### **SECTION C. BENEFITS OF MENTORSHIP OF NEWLY QUALIFIED TEACHERS**

12. In your view, is mentorship of newly qualified teachers beneficial?
- i. Yes ( )
  - ii. No ( )
13. If your answer to question 14 is yes, why do you think mentorship of newly qualified teachers is beneficial? (Tick as many as apply).
- i. It helps the teachers to be confident and have self-esteem. ( )
  - ii. It helps them know and work within the stipulated work ethics. ( )
  - iii. It helps them teach the right material to pupils. ( )
  - iv. It is part of teacher induction to teaching. ( )
  - v. It helps newly qualified teachers to fit in a new working environment. ( )
  - vi. It helps blend new and old teachers ( )

- vii. It helps them understand their subject area very well. ( )
- viii. It helps them to participate fully in school activities. ( )
- ix. It helps them to improve their general teaching skills ( )
- x. It instils confidence in them. ( )
- xi. Other (please specify) ( )

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14. If your answer to question 14 is no, why do you say so?

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15. Have you benefitted from any **informal** mentorship?

- i. Yes ( )
- ii. No ( )

16. If yes, in which ways have you benefitted from informal mentorship as a newly qualified teacher?

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**SECTION D. CHALLENGES AND COPING STRATEGIES OF NEWLY QUALIFIED TEACHERS**

17. From the following list, what do you consider to be the three most outstanding challenges that newly qualified teachers face at your school?

- i. Lack of policy on mentorship ( )
- ii. Potential mentors have work overload ( )
- iii. Potential mentors are simply uncaring ( )
- iv. Lack of knowledge on mentorship by potential mentors ( )
- v. Newly qualified teachers lack confidence in themselves ( )
- vi. Long serving teachers see newly qualified teachers as competitors ( )

- vii. Generally negative attitudes towards newly qualified teachers ( )
- viii. Other (please specify)

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18. If there is no mentorship of newly qualified teachers at your school, what measures has the school put in place to compensate for the lack of formal mentorship?

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19. What coping strategies do newly qualified teachers adopt to compensate for the lack of formal mentorship? (Rank your responses in order of importance).

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20. What would you recommend to stakeholders with regard to mentorship of newly qualified teachers in secondary schools in Zambia?

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**Thank you very much for your cooperation in completing this questionnaire.**

## APPENDIX E

### Heads of Department questionnaire

*Dear Respondent,*

*I am PhD student at the University of Zambia conducting a study on the topic: **Mentoring of Newly Qualified Teachers in Zambian Secondary Schools: An Introspection of teachers' and head teachers' perspectives in selected districts of Zambia***

*You are kindly requested to give your honest answers to all the questions in the questionnaire by filling in the information appropriately. Please be frank and honest as all the information will be treated in the strictest confidence.*

*Tick in the box against the answer you have chosen or write a few lines as required. There are no wrong or right answers.*

#### SECTION A. PERSONAL DETAILS

1. Gender
  - i. Male ( )
  - ii. Female ( )
2. Highest level of qualification as a teacher
  - i. College diploma ( )
  - ii. University degree ( )
  - iii. Others (Please specify).....
3. In which subject were you trained as a teacher? (e.g. English, Religious Education).....
4. How long have you been a Head of Department?
  - i. Less than 5 years ( )
  - ii. 5-10 years ( )
  - iii. 11-15 years ( )
  - iv. 16-20 years ( )
  - v. Above 20 years ( )
5. Age
  - i. Less than 35 years ( )
  - ii. 35-40 years ( )
  - iii. 41-45 years ( )
  - iv. 46-50 years ( )
  - v. Above 50 years ( )

#### SECTION B. PERCEPTION ON MENTORSHIP OF NEWLY QUALIFIED TEACHERS

6. Is there a policy on mentorship of newly qualified teachers in the Ministry of Education?
  - i. Yes ( )
  - ii. No ( )
  - iii. Not aware of any policy ( )

7. If there is a policy on mentorship of newly qualified teachers, what are the major objectives of this policy?

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8. Were you allocated a mentor when you joined teaching on your first appointment?

- i. Yes ( )
- ii. No ( )

9. In your view, do your fellow Heads of Department mentor newly qualified teachers?

- i. Yes ( )
- ii. No ( )
- iii. Not sure ( )

10. If they do, how is the current level of mentorship of newly qualified teachers at your school?

- i. Adequate ( )
- ii. Not adequate ( )
- iii. Not sure ( )

11. Have you ever being formally trained in mentorship?

- i. Yes ( )
- ii. No ( )

12. If not, would you like to be trained in formal mentorship?

- i. Yes ( )
- ii. No ( )

13. Have you ever formally mentored any of the newly qualified teachers at your school?

- i. Yes ( )
- ii. No ( )

14. If your answer to question 13 above is yes, in which of the following areas did you mentor newly qualified teachers?

- i. Their personal conduct ( )
- ii. Teaching methodology ( )
- iii. Professional code of conduct ( )
- iv. Lesson preparation ( )
- v. Conditions of service ( )
- vi. Knowledge of subject content ( )

15. What motivated you to mentor newly qualified teachers?
- i. Passion for profession ( )
  - ii. Difficulties they have when teaching ( )
  - iii. Their poor conduct which was against teaching standards ( )
  - iv. To help new teachers fit in the system at the earliest possible time ( )
  - v. Other (please specify) .....
16. How long do you work with your mentee(s)?.....
17. What has been the response of the mentee(s)?
- i. Favourable ( )
  - ii. Unfavourable ( )
18. If you have not mentored any newly qualified teachers, why is it so?  
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19. In your view, what should the role of a formal mentor include in helping the newly qualified teacher? (tick as many as apply).
- xi. Understand labour matters ( )
  - xii. Understand work ethics ( )
  - xiii. Manage personal stress ( )
  - xiv. Improve teaching skills ( )
  - xv. Develop understanding of subject area ( )
  - xvi. Manage personal finances ( )
  - xvii. Prepare lesson plans and schemes of work ( )
  - xviii. Develop interpersonal relationships ( )
  - xix. Protection from job related dangers ( )
  - xx. Other (please specify
- .....  
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20. Below are professional responsibilities of newly qualified teachers. Indicate to what extent they need professional help for each of the professional responsibilities during their first year of teaching by ticking where appropriate.

No.	Item	Never	Sometimes	Often
i.	Evaluating pupils' work			
ii.	Counselling pupils			
iii.	Participating in subject associations			
iv.	Time management			
v.	Participating in departmental tasks			
vi.	Classroom management			
vii.	Lesson preparation			
viii.	Motivating pupils			
ix.	Teaching effectively			
x.	Conducting professional meetings			
xi.	Developing understanding of subject			
xii.	Preparation of schemes of work			
xiii.	Preparation of records of work			

21. Why do you think newly qualified teachers need the help indicated in question 20 above, from long serving teachers? It is because of:

- i. Inadequate exposure to classroom situation and activities during training. ( )
- ii. Anxiety caused by a new environment ( )
- iii. Unruly and uncooperative pupils ( )
- iv. Mismatch between content learnt at college/university and content for classroom teaching. ( )
- v. Indifferent attitudes towards work by newly qualified teachers ( )
- vi. Lack of confidence in themselves ( )
- vii. Other (please specify) ( )

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### SECTION C. BENEFITS OF MENTORSHIP OF NEWLY QUALIFIED TEACHERS

22. In your view, is mentorship of newly qualified teachers beneficial?

- i. Yes ( )
- ii. No ( )

23. If your answer to question 22 is yes, why do you think mentorship of newly qualified teachers is beneficial? (Tick as many as apply).

- i. It helps the teachers to be confident and have self-esteem. ( )
- ii. It helps them know and work within the stipulated work ethics. ( )
- iii. It helps them teach the right material to pupils. ( )
- iv. It is part of teacher induction to teaching. ( )
- vi. It helps newly qualified teachers to fit in a new working environment. ( )
- vi. It helps blend new and old teachers ( )
- vii. It helps them understand the subject area very well. ( )
- viii. It helps them to participate fully in school activities. ( )
- ix. It helps them to improve their general teaching skills ( )
- x. It instils confidence in them. ( )
- xi. Other (please specify) ( )

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24. If your answer to question 22 is no, give two reasons why you think mentorship of newly qualified teachers is not beneficial?

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25. What are some of the consequences of lack of mentorship?

- i. Lack of professionalism ( )
- ii. Lack of self-reflection ( )
- iii. Frustration due to not knowing what to do ( )
- iv. Teachers feel unwelcomed ( )
- v. Working in isolation ( )
- vi. Other (please specify) ( )

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26. What benefits does a newly qualified teacher derive from a formal mentoring relationship?

- i. Sharing of ideas ( )
- ii. Establishment of self-esteem ( )
- iii. Upholding of professionalism ( )

- iv. Teachers learn to be inter-dependent with others ( )
- v. Other (please specify)

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27. As a Head of Department, what benefits have you derived from this formal mentorship relationship?
- i. It has helped me to be up to date with new educational trends. ( )
  - ii. It has helped me build good relationships with newly qualified teachers. ( )
  - iii. It has helped improve pupil results in subjects under my department. ( )
  - iv. Other (please specify)

.....

28. Have you provided any **informal** mentorship to newly qualified teachers?
- i. Yes ( )
  - ii. No ( )

29. If yes, in which ways have you benefitted from this **informal** mentorship as a Head of Department?

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**SECTION D. CHALLENGES AND COPING STRATEGIES OF NEWLY QUALIFIED TEACHERS**

30. From the following list, what do you consider to be the three most outstanding challenges that newly qualified teachers face at your school?
- i. Potential mentors have work overload ( )
  - iii. Lack of knowledge on mentorship by potential mentors ( )
  - v. Newly qualified teachers lack confidence in themselves ( )
  - ix. Long serving teachers see newly qualified teachers as competitors ( )
  - x. Generally negative attitudes towards newly qualified teachers ( )
  - xi. Other (please specify)

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31. What coping strategies do newly qualified teachers adopt to compensate for the lack of formal mentorship?

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32. What measures has the school put in place to compensate for the lack of formal mentorship?

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33. What would you recommend to stakeholders with regard to mentorship of newly qualified teachers in secondary schools in Zambia?

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**Thank you very much for your cooperation in completing this questionnaire.**

## APPENDIX F

### Head teachers' questionnaire

Dear Respondent,

I am PhD student at the University of Zambia conducting a study on the topic: **Mentoring of Newly Qualified Teachers in Zambian Secondary Schools: An Introspection of teachers' and head teachers' perspectives in selected districts of Zambia**

You are kindly requested to give your honest answers to all the questions in the questionnaire by filling in the information appropriately. Please frank and honest as all the information will be treated in the strictest confidence.

Tick in the box against the answer you have chosen or write a few lines as required. There are no wrong or right answers.

#### SECTION A. PERSONAL DETAILS

1. Name of School.....
2. This school is a:
  - i. Grade 1 school ( )
  - ii. Grade 2 school ( )
  - iii. Grade 3 school ( )
3. Gender:
  - i. Male ( )
  - ii. Female ( )
4. What is your highest teaching qualification?
  - i. College diploma ( )
  - ii. University degree ( )
  - iii. Other (please specify).....
5. In which subject were you trained as a teacher? (e.g. English, Religious Education).....
6. How long have you been a headteacher?
  - i. Less than 5 years ( )
  - ii. 5-10 years ( )
  - iii. 11-15 years ( )
  - iv. 16-20 years ( )
  - v. Above 20 years ( )
7. Age
  - i. Less than 35 years ( )
  - ii. 35-40 years ( )
  - iii. 41-45 years ( )
  - iv. 46-50 years ( )
  - v. Above 50 years ( )

**SECTION B. PERCEPTION ON MENTORSHIP OF NEWLY QUALIFIED TEACHERS**

8. Is there a policy on mentorship of newly qualified teachers in the Ministry of Education?

- i. Yes
- ii. No
- iii. Not aware of any policy

9. If there is a policy on mentorship of newly qualified teachers, what are the major objectives of this policy?

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10. Were you allocated a mentor when you joined teaching on your first appointment?

- i. Yes ( )
- ii. No ( )

11. In your view, do long serving teachers mentor newly qualified teachers?

- i. Yes ( )
- ii. No ( )
- iii. Not sure ( )

12. If they do, how is the current level of mentorship of newly qualified teachers at your school?

- i. Adequate ( )
- ii. Not adequate ( )
- iii. Not sure ( )

13. Have you ever formally mentored any of the newly qualified teachers at your school?

- i. Yes ( )
- ii. No ( )

14. If your answer to question 13 above is yes, in which of the following areas did you mentor newly qualified teachers?

- i. Their personal conduct ( )
- ii. Teaching methodology ( )
- iii. Professional code of conduct ( )
- iv. Lesson preparation ( )
- v. Conditions of service ( )
- vi. Knowledge of subject content ( )
- vii. Other (please specify)

.....

.....

15. What motivated you to mentor newly qualified teachers?

- vi. Passion for profession ( )
- vii. Difficulties they have when teaching ( )
- viii. Their poor conduct which was against teaching standards ( )
- ix. To help new teachers fit in the system at the earliest possible time ( )
- x. Other (please specify)

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16. If you have not mentored any newly qualified teachers, why is it so?

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17. In your view, what should the role of a formal mentor include in helping the newly qualified teacher? (tick as many as apply).

- xxi. Understand labour matters ( )
- xxii. Understand work ethics ( )
- xxiii. Manage personal stress ( )
- xxiv. Improve teaching skills ( )
- xxv. Develop understanding of subject area ( )
- xxvi. Manage personal finances ( )
- xxvii. Prepare lesson plans and schemes of work ( )
- xxviii. Develop interpersonal relationships ( )
- xxix. Protection from job related dangers ( )
- xxx. Other (please specify)

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18. Below are professional responsibilities of newly qualified teachers. Indicate to what extent they needed professional help for each of the professional responsibilities during their first year of teaching by ticking where appropriate.

No.	Item	Never	Sometimes	Often
i.	Evaluating pupils' work			
ii.	Counselling pupils			
iii.	Participating in subject associations			
iv.	Time management			
v.	Participating in departmental tasks			
vi.	Classroom management			
vii.	Lesson preparation			
viii.	Motivating pupils			
ix.	Teaching effectively			
x.	Conduct professional meetings			
xi.	Developing understanding of teaching subject			
xii.	Preparation of schemes of work			
xiii.	Preparation of records of work			

19. Why do you think newly qualified teachers need the help indicated in question 18 above, from long serving teachers? It is because of:

- i. Inadequate exposure to classroom situation and activities during training. ( )
  - ii. Anxiety caused by a new environment ( )
  - iii. Unruly and uncooperative pupils ( )
  - iv. Mismatch between content learnt at college/university and content for classroom teaching. ( )
  - v. Indifferent attitudes towards work by newly qualified teachers ( )
  - vi. Lack of confidence in themselves ( )
  - vii. Other (please specify) ( )
- .....
- .....

### SECTION C. BENEFITS OF MENTORSHIP OF NEWLY QUALIFIED TEACHERS

20. In your view, is mentorship of newly qualified teachers beneficial?

- i. Yes ( )
- ii. No ( )

21. If your answer to question 20 is yes, why do you think mentorship of newly qualified teachers is beneficial? (Tick as many as apply).

- i. It helps the teachers to be confident and have self-esteem. ( )
- ii. It helps them know and work within the stipulated work ethics. ( )
- iii. It helps them teach the right material to pupils. ( )
- iv. It is part of teacher induction to teaching. ( )
- vii. It helps newly qualified teachers to fit in a new working environment. ( )
- vi. It helps blend new and old teachers ( )
- vii. It helps them understand the subject area very well. ( )
- viii. It helps them to participate fully in school activities. ( )
- ix. It helps them to improve their general teaching skills ( )
- x. It instils confidence in them. ( )
- xi. Other (please specify) ( )

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22. If your answer to question 20 is no, give two reasons why you think mentorship of newly qualified teachers is not beneficial?

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23. What benefits does a newly qualified teacher derive from a formal mentoring relationship?

- i. Teaching with confidence ( )
- ii. Sharing ideas and working together in subject associations ( )
- iii. Support from old teachers ( )
- iv. Feel accepted and settle in good time ( )
- v. Working together with other teachers ( )
- vi. Other (please specify) ( )

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24. What are some of the consequences of lack of mentorship?

- vii. Lack of professionalism ( )
- viii. Lack of self-reflection ( )
- ix. Frustration due to not knowing what to do ( )
- x. Teachers feel unwelcomed ( )
- xi. Working in isolation ( )

xii. Other (please specify).

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25. As a Headteacher, what benefits have you derived from this formal mentorship relationship?
- i. It has helped me to be up to date with new educational trends. ( )
  - ii. It has helped me build good relationships with newly qualified teachers. ( )
  - iii. Other (please specify)

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26. Have you provided any **informal** mentorship to newly qualified teachers?
- i. Yes ( )
  - ii. No ( )

27. If yes, what have been the benefits of this **informal** mentorship to the newly qualified teachers?

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28. If you have, how have you benefitted as a headteacher from this informal mentorship?

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#### **SECTION D. CHALLENGES AND COPING STRATEGIES OF NEWLY QUALIFIED TEACHERS**

29. From the following list, what do you consider to be the three most outstanding challenges that newly qualified teachers face at your school?
- i. Lack of policy on mentorship ( )
  - ii. Potential mentors have work overload ( )
  - iii. Potential mentors are simply uncaring ( )
  - iv. Lack of knowledge on mentorship by potential mentors ( )
  - v. Newly qualified teachers lack confidence in themselves ( )
  - xii. Long serving teachers see newly qualified teachers as competitors ( )
  - xiii. Generally negative attitudes towards newly qualified teachers ( )
  - xiv. Newly qualified teachers are unwilling to learn ( )
  - xv. Other (please specify)

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30. What coping strategies do newly qualified teachers adopt to compensate for the lack of formal mentorship?

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31. What measures has the school put in place to compensate for the lack of formal mentorship?

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32. What would you recommend to stakeholders with regard to mentorship of newly qualified teachers in secondary schools in Zambia?

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**Thank you very much for your cooperation in completing this questionnaire.**

## APPENDIX G

### Senior Education Standards Officers' questionnaire

*Dear Respondent,*

*I am PhD student at the University of Zambia conducting a study on the topic: **Mentoring of Newly Qualified Teachers in Zambian Secondary Schools: An Introspection of teachers' and head teachers' perspectives in selected districts of Zambia***

*You are kindly requested to give your honest answers to all the questions in the questionnaire by filling in the information appropriately. Be frank and honest as all the information will be treated in the strictest confidence.*

*Tick in the box against the answer you have chosen or write a few lines as required. There are no wrong or right answers.*

#### SECTION A. PERSONAL DETAILS

1. Gender:
  - i. Male ( )
  - ii. Female ( )
2. What is your highest teaching qualification?
  - i. College diploma ( )
  - ii. University degree ( )
  - iii. Other (please specify).....
3. In which subject were you trained as a teacher? (e.g. English, Religious Education).....
4. How long have you been a SESO??
  - i. Less than 5 years ( )
  - ii. 5-10 years ( )
  - iii. 11-15 years ( )
  - iv. 16-20 years ( )
  - v. Above 20 years ( )
5. Age
  - i. Less than 35 years ( )
  - ii. 35-40 years ( )
  - iii. 41-45 years ( )
  - iv. 46-50 years ( )
  - v. Above 50 years ( )

**SECTION B. PERCEPTION ON MENTORSHIP OF NEWLY QUALIFIED TEACHERS**

6. Is there a policy on mentorship of newly qualified teachers in the Ministry of Education?

- i. Yes
- ii. No
- iii. Not aware of any policy

7. If there is a policy on mentorship of newly qualified teachers, what are the major objectives of this policy?

.....

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8. Were you allocated a mentor when you joined teaching on your first appointment?

- i. Yes ( )
- ii. No ( )

9. In your view, what should the role of a formal mentor include in helping the newly qualified teacher? (tick as many as apply).

- (i) Understand labour matters ( )
- 3. Understand work ethics ( )
- 4. Manage personal stress ( )
- 5. Improve teaching skills ( )
- 6. Develop understanding of subject area ( )
- 7. Manage personal finances ( )
- 8. Prepare lesson plans and schemes of work ( )
- 9. Develop interpersonal relationships ( )
- 10. Protection from job related dangers ( )
- 11. Other (please specify

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10. Below are professional responsibilities of newly qualified teachers. Indicate to what extent they need professional help for each of the professional responsibilities during their first year of teaching by ticking where appropriate.

No.	Item	Never	Sometimes	Often
i.	Evaluating pupils' work			
ii.	Counselling pupils			
iii.	Participating in subject associations			
iv.	Time management			
v.	Participating in departmental tasks			
vi.	Classroom management			
vii.	Lesson preparation			
viii.	Motivating pupils			
ix.	Teaching effectively			
x.	Conducting professional meetings			
xi.	Developing understanding of teaching subject			
xii.	Preparation of schemes of work			
xiii.	Preparation of records of work			

11. Why do you think newly qualified teachers need the help indicated in question 10 above, from Heads of Department and other long serving teachers? It is because of:

- i. Inadequate exposure to classroom situation and activities during training. ( )
- ii. Anxiety caused by a new environment ( )
- iii. Unruly and uncooperative pupils ( )
- iv. Mismatch between content learnt at college/university and content for classroom teaching. ( )
- v. Indifferent attitudes towards work by newly qualified teachers ( )
- vi. Lack of confidence in themselves. ( )
- vii. Other (please specify) ( )

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**SECTION C. BENEFITS OF MENTORSHIP OF NEWLY QUALIFIED TEACHERS**

12. In your view, is mentorship of newly qualified teachers beneficial?

- i. Yes ( )
- ii. No ( )

13. If your answer to question 12 is yes, why do you think mentorship of newly qualified teachers is beneficial? (Tick as many as apply).

- i. It helps the teachers to be confident and have self-esteem. ( )
  - ii. It helps them know and work within the stipulated work ethics. ( )
  - iii. It helps them teach the right material to pupils. ( )
  - iv. It is part of teacher induction to teaching. ( )
  - viii. It helps newly qualified teachers to fit in a new working environment. ( )
  - vi. It helps blend new and old teachers ( )
  - vii. It helps them understand the subject area very well. ( )
  - x. It helps them to participate fully in school activities. ( )
  - xi. It helps them to improve their general teaching skills ( )
  - x. It instils confidence in them. ( )
  - xi. Other (please specify) ( )
- .....
- .....

14. If your answer to question 12 is no, give two reasons why you think mentorship of newly qualified teachers is not beneficial?

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15. What benefits does a newly qualified teacher derive from a formal mentoring relationship?

- vii. Teaching with confidence ( )
  - viii. Sharing ideas and working together in subject associations ( )
  - ix. Support from long serving teachers ( )
  - x. Feel accepted and settle in good time ( )
  - xi. Working together with other teachers ( )
  - xii. Other (please specify) ( )
- .....
- .....

16. What are some of the consequences of lack of mentorship?

- i. Lack of professionalism ( )
  - ii. Lack of self-reflection ( )
  - iii. Frustration due to not knowing what to do ( )
  - iv. Teachers feel unwelcomed ( )
  - v. Working in isolation ( )
  - vi. Other (please specify) ( )
- .....
- .....
- .....

**SECTION D. CHALLENGES AND COPING STRATEGIES OF NEWLY QUALIFIED TEACHERS**

17. From the following list, what do you consider to be the three most outstanding challenges that newly qualified teachers face at your school?
- i. Lack of policy on mentorship ( )
  - ii. Potential mentors have work overload ( )
  - iii. Potential mentors are simply uncaring ( )
  - iv. Lack of knowledge on mentorship by potential mentors ( )
  - v. Newly qualified teachers lack confidence in themselves ( )
  - xvi. Long serving teachers see newly qualified teachers as competitors ( )
  - xvii. Generally negative attitudes towards newly qualified teachers ( )
  - xviii. Other (please specify) ( )

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18. What coping strategies do newly qualified teachers adopt to compensate for the lack of formal mentorship?

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19. What would you recommend to stakeholders with regard to mentorship of newly qualified teachers in secondary schools in Zambia?

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**Thank you very much for your cooperation in completing this questionnaire.**

## **Appendix H**

### **INTERVIEW GUIDE FOR HEADTEACHERS**

Dear Respondent,

I am PhD student at the University of Zambia conducting a study on the topic: **Mentoring of Newly Qualified Teachers in Zambian Secondary Schools: An Introspection of teachers' and head teachers' perspectives in selected districts of Zambia**

1.
  - a. In your view, are the current syllabuses in our universities and colleges adequate to prepare someone for secondary school teaching?
  - b. What is your view concerning the professional attitudes of newly qualified teachers?
  - c. In your opinion, what is the attitude of newly qualified teachers towards experienced teachers at your school?
2. What are some of the challenges of working with newly qualified teachers?
3. Do you think newly qualified teachers need help from heads of department and other experienced teachers? If they do, why do they need this help?
4.
  - a. Do you have enough experienced teachers to mentor newly qualified teachers at your school?
  - b. How can you describe the perceptions of teachers towards the mentorship of newly qualified teachers at your school?
5.
  - a. How do you compare newly qualified teachers with diplomas to those with degrees in terms of their professional stance and competence?
  - b. How do you compare male newly qualified teachers to female newly qualified teachers in terms of their professional stance and competence?
6. What avenues are available to engage the newly qualified teachers in addressing their concerns and weaknesses?
7. Is there anything you would want to do differently in the way you treat newly qualified teachers as a school to help them settle in the school system as quickly as possible?
8. What measures has the school put in place to compensate for the lack of or inadequate formal mentorship?

**Thank you for your cooperation**

## APPENDIX J

**Comparison by gender of the perceived role of a formal mentor in helping NQTs (N=92)**

<b>Perceived role of formal mentor in helping NQTs</b>	<b>Gender</b>					
	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	No	Yes	No	Yes	No	Yes
	Count	Count	Count	Count	Count	Count
Understand labour matters	17	39	15	21	32	60
Understand work ethics	9	47	5	31	14	78
Manage personal stress	32	24	20	16	52	40
Improve teaching skills	10	46	5	30	15	76
Develop understanding of subject area	18	38	8	28	26	66
Manage personal finances	45	11	31	5	76	16
Prepare lesson plans and schemes of work	19	37	10	26	29	63
Develop interpersonal relationships	24	32	15	21	39	53
Protection from job related dangers	28	28	17	19	45	47

## APPENDIX K

### Comparison by level of education of the perceived role of a formal mentor in helping NQTs (N=92)

<b>Perceived role of formal mentor in helping NQTs</b>	<b>Level of Qualification</b>			
	<b>College Diploma</b>		<b>University Degree</b>	
	No	Yes	No	Yes
	Count	Count	Count	Count
Understand labour matters	10	21	22	39
Understand work ethics	4	27	10	51
Manage personal stress	17	14	35	26
Improve teaching skills	4	27	11	49
Develop understanding of subject area	8	23	18	43
Manage personal finances	25	6	51	10
Prepare lesson plans and schemes of work	10	21	19	42
Develop interpersonal relationships	11	20	28	33
Protection from job related dangers	16	15	29	32

## APPENDIX L

### Comparison by gender on why NQTs needed professional help from long serving teachers (N=92)

<b>Why NQTs needed professional help from long serving teachers</b>	<b>Gender</b>			
	<b>Male</b>		<b>Female</b>	
	No	Yes	No	Yes
	Count	Count	Count	Count
Inadequate exposure to classroom situation and activities during training	24	32	9	27
Anxiety caused by a new environment	34	22	20	16
Unruly and uncooperative pupils	45	11	29	7
Lack confidence in themselves	55	1	34	2
Mismatch between content learnt at college/university and content for classroom teaching	32	24	24	12

## APPENDIX M

### Comparison by level of education on why NQTs needed professional help from long serving teachers (N=92)

	<b>Level of Qualification</b>			
	<b>College Diploma</b>		<b>University Degree</b>	
	No	Yes	No	Yes
	Count	Count	Count	Count
Inadequate exposure to classroom situation and activities during training	16	15	17	44
Anxiety caused by a new environment	17	14	37	24
Unruly and uncooperative pupils	28	3	46	15
Lack confidence in themselves	30	1	59	2
Mismatch between content learnt at college/university and content for classroom teaching	22	9	34	27

## APPENDIX N

### Comparison by gender of the extent to which NQTs needed professional help from long serving teachers (N=92)

Areas and extent to which NQTs needed help	Gender							
	Male				Female			
	Never	Rare	Sometimes	Often	Never	Rare	Sometimes	Often
Evaluating pupils' work	7	6	23	20	3	6	16	11
Counselling pupils	2	9	29	16	3	7	21	5
Participating in subject associations	5	8	30	13	3	6	20	7
Time management	19	8	11	18	11	9	5	11
Participating in departmental tasks	3	6	23	24	2	6	13	15
Classroom management	8	9	21	18	8	10	5	13
Lesson preparation	9	5	20	22	6	4	12	14
Motivating pupils	11	8	24	13	9	4	15	8
Teaching effectively	5	6	24	21	2	7	9	18
Conducting professional meetings	4	8	30	14	2	7	20	7
Developing understanding of subject	5	9	27	15	1	8	17	10
Preparation of schemes of work	6	7	15	28	3	5	15	13
Preparation of records of work	6	6	21	23	3	9	10	14

## APPENDIX P

**Comparison by level of education of the extent to which NQTs needed professional help from long serving teachers (N=92)**

<b>Areas and extent to which NQTs needed help</b>	<b>Level of Qualification</b>							
	<b>College Diploma</b>				<b>University Degree</b>			
	Never	Rare	Sometimes	Often	Never	Rare	Sometimes	Often
Evaluating pupils' work	6	6	10	9	4	6	29	22
Counselling pupils	4	3	21	3	1	13	29	18
Participating in subject associations	4	4	14	9	4	10	36	11
Time management	12	6	3	10	18	11	13	19
Participating in departmental tasks	4	4	8	15	1	8	28	24
Classroom management	10	7	7	7	6	12	19	24
Lesson preparation	7	3	10	11	8	6	22	25
Motivating pupils	9	6	10	6	11	6	29	15
Teaching effectively	4	4	12	11	3	9	21	28
Conducting professional meetings	0	3	19	9	6	12	31	12
Developing understanding of subject	3	5	17	6	3	12	27	19
Preparation of schemes of work	5	6	7	13	4	6	23	28
Preparation of records of work	5	5	10	11	4	10	21	26

## APPENDIX Q

### Comparison by gender of the challenges NQTs faced in their work (N=92)

<b>Challenges NQTs faced in their work places</b>	<b>Gender</b>			
	<b>Male</b>		<b>Female</b>	
	No	Yes	No	Yes
	Count	Count	Count	Count
Lack of policy on mentorship	21	35	13	23
Potential mentors have work overload	37	18	21	15
Potential mentors are simply uncaring	43	13	26	10
Lack of Knowledge on mentorship by potential mentors	33	23	17	19
Newly qualified teachers lack confidence in themselves	51	5	28	8
Long serving teachers see newly qualified teachers as competitors	32	24	18	18
Generally negative attitudes towards newly qualified teachers	42	14	23	13

## APPENDIX R

### Comparison by level of education of challenges NQTs faced in their work (N=92)

	<b>Level of Qualification</b>			
	<b>College Diploma</b>		<b>University Degree</b>	
	No	Yes	No	Yes
	Count	Count	Count	Count
<b>Challenges NQTs faced in their work places</b>				
Lack of policy on mentorship	10	21	24	37
Potential mentors have work overload	16	15	42	18
Potential mentors are simply uncaring	23	8	46	15
Lack of Knowledge on mentorship by potential mentors	19	12	31	30
Newly qualified teachers lack confidence in themselves	25	6	54	7
Long serving teachers see newly qualified teachers as competitors	21	10	29	32
Generally negative attitudes towards newly qualified teachers	18	13	47	14

## APPENDIX S

### Comparison by gender of perceived benefits of mentorship to NQTs (N=92)

	<b>Gender</b>			
	<b>Male</b>		<b>Female</b>	
	No	Yes	No	Yes
	Count	Count	Count	Count
<b>Perceived benefits of mentoring of NQTs</b>				
It helps the teachers to be confident and have self – esteem	13	43	5	31
It helps them know and work within the stipulated work ethics	11	45	3	33
It helps them teach the right material to pupils	13	43	4	32
It is part of teacher induction to teaching	29	27	20	16
It helps newly qualified teachers to fit in a new working environment	14	42	7	29
It blend new and old teachers	24	32	14	21
It helps them understand the subject area very well	26	30	8	28
It helps them participate fully in school activities	19	37	8	28
It helps them improve on their general teaching skills	17	39	6	30
It instils confidence in them	24	32	13	22

## APPENDIX T

### Comparison by level of education of perceived benefits of mentorship to NQTs (N=92)

	<b>Level of Qualification</b>			
	<b>College Diploma</b>		<b>University Degree</b>	
	No	Yes	No	Yes
	Count	Count	Count	Count
<b>Perceived benefits of mentoring NQTs</b>				
It helps the teachers to be confident and have self - esteem	5	26	13	48
It helps them know and work within the stipulated work ethics	6	25	8	53
It helps them teach the right material to pupils	6	25	11	50
It is part of teacher induction to teaching	18	13	31	30
It helps newly qualified teachers to fit in a new working environment	5	26	16	45
It blend new and old teachers	14	16	24	37
It helps them understand the subject area very well	11	20	23	38
It helps them participate fully in school activities	7	24	20	41
It helps them improve on their general teaching skills	6	25	17	44
It instils confidence in them	11	20	26	34