

# Management Administrative Provisions for Teacher Mentoring in Public Secondary Schools in Imo State, Nigeria

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## Abstract

The study investigated the administrative provisions for teacher mentoring in Public secondary schools in Imo State. The descriptive survey design was adopted by the study. One research question guided the study and one hypothesis was tested. The population of the study consisted of all the Public Secondary Schools in Imo State. The respondents were all the 283 principals and 10,378 teachers, giving a total of 10,661 respondents. The sample size of the respondents was 400; 72 principals and 328 teachers. The instrument for the study was a researcher structured questionnaire which was validated by two experts in the field, the internal consistency was established using Cronbach Alpha method which yielded a reliable index of 0.71. Mean, standard deviation and rank order were used to answer the research question while z-test was used to test the hypothesis. The study revealed that administrative provisions for teacher mentoring are grossly inadequate. For instance, the less experienced teachers are not formally assigned to the more experienced ones, problem solving lectures are not organized to help the less experienced ones in difficulty. However, workshops and seminars are organized as a platform for interaction between the more experienced teachers and the less experienced. Based on these findings, the study recommended that there should be adequate policy provisions both by the Ministry of Education and the individual schools to guide teacher mentoring. Also, there should be administrative provision of frameworks by every school to facilitate teacher mentoring.

**Index Terms:** Teacher Mentoring, Administrative Provisions, Public Secondary Schools

## I. INTRODUCTION

Life they say is a school that teaches man different lessons at various times. The process by which man learns these lessons can be what is called education, hence it is said to be a life time experience. Education is a critical instrument for human capacity development, it provides the necessary manpower for national development. O'Connor in Osaat (2011) stated categorically that Education is a process by which a society through schools, colleges, universities and other institutions deliberately transmit their cultural heritage. This informs means that education is a veritable medium to transmit the beliefs and reasons for these beliefs to members of a community. It is important to mention that the quality of education of a society determines the quality of their labour force and subsequently the level of development in such a society.

Education could be formal or informal; formal education is done with appropriate planning and structure usually in schools while informal education could happen anywhere and anytime with anybody. Anyone or country that overlooks education can scarcely achieve their goals. Following the different developmental stages in man, formal education, is divided into Primary, Secondary and Tertiary levels. Children still developing their reason capacity start from the primary level, as they move to the secondary level then to the tertiary level. However, secondary education is the concern of this study. Secondary education prepares individuals either for the world of work or to transit to the tertiary level. It is clearly stated in the National Policy on Education (NPE) of the Federal Republic of Nigeria (2014) that the broad goals of secondary education is to prepare individuals for useful living within the society and higher vocation. It also stated that irrespective of sex, social status, religion and ethnic background, secondary education provides primary school leavers with the opportunity for development and growth. This elaborates the fact that secondary education is the intermediary between the lower and higher education levels in Nigeria. The quality of secondary school leavers to a large extent determines the end

product of university graduates who make up the labour force of any given society or country. To this effect, secondary education must be given optimum attention through planning and effective implementation of policies to guarantee development and the attainment of national goals. One of the critical factors in effecting the goals of education is the teacher.

The teacher is at the centre of the teaching –learning process. The teacher is the significant order in this process, he/she is the implementer of the curriculum and the transmitter of knowledge. A teacher is someone who is professionally trained and certified to impart knowledge and to facilitate the teaching – learning process. A teacher must be well informed and knowledgeable in his or her area of specialization. Keziah (2008) noted that a teacher is a formally trained person who helps a learner to acquire necessary knowledge, skills and attitudes through a variety of ways. A teacher can be referred to as the director of education, this is because he is expected to be an expert, hence should guide, lead and direct all those under him. Guham in Nwideeduh(2003) stated that what a child hears thinks and feels today, influence what he learns, thinks and feels tomorrow. This explains the fact that the influence of the teacher on the learner today who speaks in him continuously determines the learner’s tomorrow which also determines the future of the society.

Every formal education has objectives and goals, the teacher is the tool for achieving these objectives and goals. He is the expert that has full knowledge of a subject matter and transfers same to the learner who is termed to be a novice in the said subject matter. No wonder Maduagwu and Nwogu (2006) posited that students are raw materials in the hands of the teachers ready to be processed and transformed. They further stated that students are likened to crude mineral deposits which are in their natural form until they are extracted and refined by the petroleum engineer to get kerosene, diesel etc. The teacher stands as the petroleum engineer that refines the unenlightened and ignorant students to become educated and enlightened persons useful to both themselves and the society. Hanushak (2011) stated categorically that a student is likely better off in a bad school with a good teacher than a good school with a bad teacher. This is because the teacher significantly determines the quality of the end products of the education system. In his study, Hanushek, tried to understand the influence of the teachers on the students and the school at large. He found out that of all the elements in the school, teachers matter most, noting that more than the class size, the curriculum and the amount of money spent per student, the teacher is the most important element. To that extent, teacher preparation and continuous development is very important. This can be achieved through teacher professional development programmes, seminars, workshops, conference, peer group activities, mentoring among others. The focus of this study is on mentoring.

Mentoring is a developmental relationship programme involving a more experienced and knowledgeable person and a less experienced one. It is a professional development programme that facilitates the growth and improvement of less experienced personnel in a profession. Bloom (2000) noted that mentoring facilitates learning towards a long term goal. In mentoring, there are the mentor and the mentee. The mentor is the experienced and more knowledgeable professional who influences a less experienced professional colleague with the goal of helping the colleague develop professionally while the mentee is the one with less professional experience, knowledge and skill ready to study and learn from a more experienced colleague. In mentoring relationship, the mentor is the teacher while the mentee is the learner. Most scholars see a mentor as a coach who facilitates the development of the junior person. This implies that the mentor acts as a guide, coach, director and encourager to the less experienced personnel; he is the teacher that possesses the skill of being a good coach, listener and encourager. To achieve this, the mentor must be ready to spend reasonable time with the mentee in counselling as obtaining constructive feedback from the outcome behaviour of the mentee. Mentoring programme encourages continuity and effectiveness in a profession, giving room for improved knowledge and avoidance of errors and mistakes. In fact, it helps to save cost for the management of the organization. Bryne (1991) noted two important features of professional mentorship: conscious visibility criteria and its criterion based on target of young new managers. This implies that the mentor and the mentee must constantly meet together for coaching and practice, the mentee, constantly watch the mentor, new skills are learnt and confidence built. We must note that mentoring requires quality time and trust from both the mentor and the mentee. Thomas in Jones and George (2003) stressed that effective mentoring is more than providing instruction, offering advice, helping build skills and sharing technical expertise adding that development of high quality close and supportive relationship between a mentor and a mentee is equally important because mentoring helps to transfer values, knowledge, skills and styles from one generation to another it is expedient that teachers adopt mentoring programme for furtherance of excellent quality in the delivery of education. quality in the delivery of education.

Teacher mentoring is a relationship involving a more experienced teacher and a less experienced teacher. In this relationship, the more experienced teacher who is the mentor coaches, leads and directs the less experienced teacher on the best way to ensure effective and quality education delivery. Uche (2008) posited that teacher mentoring is the establishment of a personal relationship between teachers with different levels of professional skills and experience for the purpose of professional guidance of the less experienced and the professionally incompetent ones. Through mentoring, both the more experienced and the less experienced teacher acquire understanding and concrete skills that will enhance students’ learning abilities. It also helps to avert poor working attitude of some teachers, when they realise that there is a more experienced teacher somewhere supervising their work. A teacher is faced with multiple tasks of teaching, data recording, classroom management, attending meetings etc. Teacher mentoring is a practical way for an upcoming teacher to learn from his mentor how best to handle and cope with these multiple tasks effectively and efficiently. Approximately, 40-50 percent of new teachers within the first five years of entry into teaching. Despite the different many reasons for this mass exodus, there is one strategy that has been shown to stem the tide of teacher attrition: investing and instituting effective teacher mentoring programmes over the course of my ten years in education, I have mentored several teachers. My mentoring experience involved assisting teachers with lesson planning, meeting during their planning periods, collaborating during professional learning committees and grade level meetings, finding resources, observing their instruction and giving them feedback on their

practice. One of the student teachers started the programme with a low teaching efficacy. During this time, she was able to work alongside me in order to strengthen her content knowledge, planning skills, instructional implementation and classroom management decision making. As a result of this hands-on-experience, she learned how to handle herself in challenging situations, make judgement calls based on acquired knowledge, deal with parents and administrators, and meet deadlines. She was totally immersed in the day-to-day operation of a classroom teacher (Barret, 2016).

Teacher mentoring will help the less experienced teacher to get familiar with the concrete realities of teaching. The efficiency and retention of new teachers is facilitated through teacher mentoring. To a large extent, teacher mentoring brings about positive changes in the school system. It is critical to note that teacher mentoring makes it possible for the mentee to develop professional confidence and competence through the cycle of Observation – Assessment – Practice - Assessment as stated by Uche (2008). A well Developed teacher is likely better than his counterpart without training. Emechebe (2009) remarked that if the school system looks forward to having a well-developed teacher, teacher mentoring is a programme that should be adopted. For effective teacher mentoring, several factors like adequate planning, finance, seminars, workshops etc must be considered and provided. It is on this basis that Barret (2016) outlined some tips for mentoring new teachers. They include: (a) making every effort to make the new teacher feel welcomed and a part of the school family (b) providing the new teacher with opportunities to work with an experienced and willing mentor immediately (c) matching the new teacher with a mentor who has been carefully selected based on a record of proven success, knowledge and skills and who is the right fit for the new teacher (d) exposing the new teacher to authentic teaching experiences and allow opportunities for rich reflection on a daily basis (e) supporting the new teacher as much as possible share valuable websites and resources (f) giving the new teacher the opportunity to attend professional development programmes regularly in order to grow professionally. All the afore mentioned factors are some of the important provisions required to be put in place by administrators to ensure that mentoring programmes succeed at various levels. When these provisions are made, mentoring becomes easy and interesting. Many studies have therefore shown that mentoring programmes help retain early-career educators and prevents burnout for both the young and veteran teachers. I know from experience that it takes a village to support a teacher, just as it takes a village to raise a child. A schools mentors and educational coaches are crucial to providing support and consistency to both teachers and programmes, and only when they are effective does great learning and reflection occur. Without mentors or instructional coaches, teachers would flounder in every decision they make, from how to use a copier to how to develop strong formative and summative assessments (Gal, 2017).

## II. STATEMENT OF PROBLEM

As the facilitator of education, the teacher is critical to the teaching and learning process, he plans and implements school curriculum for the realization of set educational goals and objective. However, a close look at some schools reveal that there are some teachers who seem not to be very effective in this statutory responsibility. This manifests in some areas such as poor human relationship and teacher-principal relationship. Poor classroom management is another area of concern, the classroom is the main “theatre” in the school environment where the main business of teaching and learning take place. Hence, classroom management is critical to the teaching and learning process. Some teachers are ineffective in this all important responsibility with its attendant negative consequences on the achievement level. Also, it has been observed that some classroom teachers are not very effective and efficient when saddled with some administrative responsibilities, especially when promoted to administrative positions. Obviously, this ugly scenario has a negative consequence on the overall process of attaining set educational goals and objects.

## III. AIM AND OBJECTIVE OF THE STUDY

The purpose of the study was to determine the administrative provisions made for teacher mentoring in public secondary schools in Imo State.

## IV. RESEARCH QUESTION

What are the administrative provisions made for the mentoring of teachers in secondary schools in Imo State?

## V. RESEARCH HYPOTHESIS

The mean responses of principals do not significantly differ from those of the teachers with respect to the administrative provisions made for teacher mentoring in secondary schools in Imo State.

## VI. METHODOLOGY

The design adopted for the study was the descriptive survey design. The population of the study comprised all the two hundred and eighty-three (283) public secondary schools in Imo State. The respondents were all the 283 principals and 10,378 teachers, giving a total of 10,661 respondents. The sample size of the respondents was 400; 72 principals and 328 teachers. Stratified random sampling technique was used and each zone in the state served as a stratum. The instrument used for data collection was researcher structured questionnaire titled Administrative Provisions for Teacher Mentoring Questionnaire [APTMQ]. Mean and standard deviation statistics were used to answer the research questions, while z-test statistics was used to test the hypotheses. The instrument was properly validated and a reliability index of 0.71 was obtained using Cronbach Alpha method of testing reliability.

## VII. RESULTS

### Research Question

To what are the administrative provisions made for the mentoring of teachers?

**Table 1: Mean, Standard Deviation on the administrative provisions for teacher mentoring**

S/No	Questionnaire Items	Teacher N <sub>1</sub> = 328		Principal N <sub>2</sub> = 72		Mean Set X <sub>1</sub> X <sub>2</sub>	Rank Order	Decision
		X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>			
1.	Every experienced teacher is assigned to a mentee	2.44	1.15	2.21	1.12	2.33	5 <sup>th</sup>	Disagreed
2.	Problem solving lectures are organized by mentors to solve problems encountered by less experienced teachers	2.43	1.13	2.30	1.12	2.37	4 <sup>th</sup>	Disagreed
3.	Workshop. Seminars are organized as a platform for interaction between the more experienced and the less experienced teachers	3.29	1.31	3.02	1.34	3.16	1 <sup>st</sup>	Agreed
4.	Less experienced teachers are assigned to more experienced teachers in the teaching of same subjects	2.99	1.22	2,68	1.13	2.84	2 <sup>nd</sup>	Agreed
5.	Incentives are given to encourage the more experienced teachers to be involved in mentoring	1.90	1.32	2.23	1.15	2.07	6 <sup>th</sup>	Disagreed
6.	Micro teachings are organized to assess and correct the performance of less experienced teachers	2.47	1.11	2.56	1.12	2.52	3 <sup>rd</sup>	Agreed
	Aggregate Mean	2.59	1.12	2.50	1.12	2.55		Agreed

Table 1 shows the respondents opinion on the assessment of administrative provisions made for mentoring of teachers. The result indicated that the responses agreed that workshops, seminars were organized as a platform for interaction between the more experienced teachers and the less experienced teachers.

The responses also agreed that less experienced teachers were assigned to more experienced teachers in the teaching of some subjects and that micro teaching were organized to assess and correct the performance of the less experienced teachers. Hence, the mean scores of 3.16, 2.84 and 2.52 respectively which were above the criterion mean of 2.5. However, the respondents disagreed that problem solving forum were organized by mentors to solve problems encountered by less experienced teachers. They also disagreed that every experienced teacher was assigned a mentee and that incentives were given to encourage the more experienced teachers involved in mentoring. Hence, the low mean scores of 2.37, 2.33 and 2.07 respectively below the criteria mean of 2.5.

### Hypothesis

H<sub>0</sub>: The mean responses of principles do not significantly differ from that of the teachers with respect to the administrative provisions made for teacher mentoring.

**Table 2: z-test of differences on the mean responses of principals and teachers on the administrative provisions made for teacher mentoring**

Respondents	N	X	SD	df	z-cal	z-critical	Level of significance	Decision
Teachers	328	2.59	1.12	398	0.62	1.96	0.05	Accepted
Principals	72	2.50	1.12					
Total	400							

Table 2 shows mean scores of 2.59 and 2.50 for the teachers and principals respectively. The mean scores suggest closeness indicating that there is no significance difference. Furthermore, since at 398 degree of freedom and at 0.05 alpha level significance, the z- calculated score value of 0.62 is for less the z-critical of 1.96, the null hypotheses which states that there is no significant difference between the mean responses of principals and teachers with respect to the administrative provisions made for teacher mentoring was accepted.

### VIII. DISCUSSIONS OF FINDINGS

On the issue of administrative provisions for mentoring teachers, the study reveals that workshops, seminars were organized as a platform for interaction between more experienced and less experienced teachers. It also revealed that more experienced and less experienced teachers were being assigned to teach some subjects and that micro teachings were organized to assess and correct performance of less experienced teachers. These to a large extent will help to improve and develop the less experienced teachers as these forum of interaction between the more experienced teachers and less experienced teachers will strengthen their relationship as noted by Christopher (2008) that mentoring establishes a relationship between the mentor and the mentee.

However, the result of the survey also revealed that experienced teachers were not assigned mentees for coaching as problem solving lectures were not organized by mentors to solve problems encountered by less experienced teachers, this implies that the mentors do not take the initiative of getting involved personally with the mentees. It was also very obvious from the study that in the area of funding, provisions were not made, remunerations, incentives were not given for mentoring programme. These findings corroborated the observations of Amiehenomo (2002) and Daddey and Harber in Olaniyan (1998) who pointed out that despite the critical position of mentoring in teacher professional development, it has not been given its proper place in the education systems in Africa. Sadly too, there is scarcely any comprehensive training programmes in this regard.

### IX. CONCLUSION

Based on the findings, the study concluded that the provisions made by the schools administrations for teacher mentoring are inadequate, this to a large extent hinder the benefits of teacher mentoring from being achieved in secondary schools in Imo State.

### X. RECOMMENDATIONS

Anchoring on the findings of the study, the following recommendations were made:

1. The Ministry of Education, in conjunction with Secondary School Board, should have a comprehensive policy provision to guide teacher mentoring in secondary schools.
2. Every secondary school should statutorily make policies and provide a comprehensive, formalized framework for teacher mentoring.
3. Every secondary school administration should set aside a certain percentage of their annual budget for teacher mentoring activities.
4. Digital Every secondary school administration should have a professional development committee to coordinate mentoring activities
5. Lecturers Problem solving lectures should be organized within the school system to solve practical problems encountered by less experienced teachers.
6. From inception, every newly recruited teacher should be assigned to a more experienced teacher for proper coaching and guidance.
7. Incentives should be given to mentors who have excellently mentored well, training less experience teachers to become more experienced and good mentors themselves.

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