

## **Mentoring Approach for the Development of Beginning Early Childhood Teachers' Competencies in Selected Lower Basic Schools in Lagos, Nigeria**

Ogwazu, Joyce Ezidiugo<sup>1</sup>, and Omotuyole, Christy<sup>2</sup>

<sup>1</sup>Primary Education Department, Federal College of Education (Technical) Akoka, Lagos, Nigeria

<sup>2</sup>Department of Social Sciences Education, University of Lagos, Nigeria

### **Abstract**

Mentoring approach promotes job satisfaction among beginning teachers and reduces their attrition and early exit among others. This study examined the Mentoring Approach for the development of beginning Early Childhood Teachers' Competencies in Selected Lower Basic Schools in Lagos, Nigeria. A descriptive Survey Research Design was employed. Three research questions in an eighteen (18) item statement questionnaire and two hypotheses guided the study. Simple Random selection and purposive sampling were employed to select one hundred and twenty (120) teachers in twelve (12) lower Basic schools in Oshodi-Isolo LGA. The instrument 'Mentoring approach for the Development of Beginning Early Childhood Teachers' (MADBECT) questionnaire was used to elicit information from respondents. The instrument was validated by the supervisors, experts in Early Childhood Education and Measurement and Evaluation and was evaluated using Cronbach Alpha reliability consistency method. Descriptive and inferential statistics were employed for data analyses such as percentages, mean and standard deviation. The hypotheses were tested at 0.05 significant level using Analysis of Variance (ANOVA), Pearson Product Moment Correlation Coefficient (PPMC) and Regression Analysis. The study finds out among others that mentoring enhances beginning teachers' practices and competencies by being the easiest way of beginning teachers' retention in teaching profession, supports the beginning and early career teachers to learn and build up professional skills, and, enhances beginning teachers' motivation and commitment. Recommendations were made that among others, the Ministry of Education should adopt proactive measures to ensure that mentoring programmes is functional in schools through regular supervision of schools. In addition, a formal mentoring programme be encouraged by head of schools on individualised basis.

**Keywords:** *Mentoring Approach, Development, Beginning Early Childhood Teachers, Competencies, Pupils*

## **Introduction**

Education promotes pupils' cognitive and socio-emotional development. The teachings and practices laid down at the early stages of a child's education are fundamental and foundational to academic excellence. However, teachers who are at the core of laying the foundation for a sound education of pupils face many challenges as they move from process to practice. Such challenges include among others meeting up with pupils' academic needs; improving instructional styles, coping with work ethics and school culture, and adapting to the work environment.

Mentoring is not only an effective way to support the mentee's initial and early professional development. Moreover, it is an effective method of overcoming the challenges of the dual nature of theory and practice. Despite this, the dearth of practical mentoring examples in primary schools is a serious concern. Muhammad (2009) posits that school culture must change before pupils' outcomes improve, which can be achieved through the support system

beginning teachers get through mentoring. Mentoring is a support system, sense of direction and anchor given to the less experienced teacher to continuously progress in the teaching profession with ease. Mentoring has its root in Odyssey (written by Homer, a Greek poet). Odysseus (known as Ulysses in the Latin interpretation) was preparing to go for the Trojan War and had a little son; Telemachus who needed care and advice. Ulysses assigned Telemachus' care and education to his wise reliable friend Mentor, who raised him while the war lasted for ten years (Centre for Health Leadership and Practice, (CHLP), 2003). Types of mentoring include: a) Formal mentoring, Informal mentoring, Diverse mentoring, electronic mentoring, Co- mentoring or Collaborative mentoring, Group mentoring, Multiple level Co mentoring, Cultural mentoring, Traditional mentoring, Group mentoring, Team mentoring, Peer mentoring (Coalition of Childhood Umbrella Organisations 2010; Mullen, 2016; Hobson, et al 2009; Afolabi et al 2015; Olowookere, 2012).

In the early years of a child's life, education domains are laid. Therefore, there is need for

competent teachers grounded in early learning rubrics. Childhood education is a group setting deliberately intended to affect developmental changes in children from birth to eight years (Imohimi, 2017; Gordon and Browne, 2014; Oduolowu, 2011). Supporting and recruiting teachers who can provide quality education in schools can be challenging (The United Nations Educational, Scientific and Cultural Organisation (UNESCO), 2016). Lifelong learning that begins at birth provides lasting benefits during adulthood. The Federal Republic of Nigeria (FRN) on National Policy on Education (NPE) (2014) posits that education is the tool for distinction in the social and economic rebuilding of the nation. It helps in fostering self-confidence, personal responsibility, self-esteem, cooperation and collaboration with others, as well as promoting a sense of connection to the community.

Early career teachers need to understand their responsibilities at school. Mentoring training is very important for teachers to understand their roles as teachers and build skills (Balduzzi & Lazzarri, 2015). Mentoring is a professional development identity and process that promotes cognitive and socio-

emotional growth in early educators. Mentoring allows early educators to collaborate with experienced colleagues and build meaningful relationships. It allows them to share their knowledge and experiences in order to further their professional growth. Mentoring helps create a supportive network of colleagues and can improve job satisfaction and morale. Aderibigbe (2013) defines mentoring as a process that actively connects the mentor and the mentee to advance their personal and professional development. Mentoring occurs where a more experienced teacher gives support to beginning teacher to build skills. In early education setting, mentoring is conceptualised as a component of professional development process (Karila & Kupila, 2010).

Mentoring is essential to the development of early career teachers. This is because where there is a lack; attrition, vulnerability and withdrawal from the profession will be very high. Also, such a lack reduces their global competitiveness and relevance, and increases job dissatisfaction. Okurame (2018) posits that for our educational system to compete globally and the standard raised; mentoring must be completely revived. In this vein, Ingersoll and Smith (2004); Brock and Grady (2001) postulate that beginning teachers who have

multiple means of support are less likely to change or leave the profession within their first five years of practice and will have more positive teaching experience if their working environment is well structured and colleagues regularly and adequately mentor one another. Kardos and Johnson (2010) buttress that new teachers need support because their initial entry point experience plays a significant role in their success and decision to stay or leave the profession. In this vein, Olasupo (2011) postulates that in Nigeria, except senior colleagues' mentor the beginning academics, such persons leave the academic world earlier. For instance, literature gathered from teachers in public schools in the United States shows that 46% of them leave within their first five years. The same applies to teachers in Nepal (Bullough, 2012). In the same vein, Ingersoll (2012) posits that approximately one-third ( $\frac{1}{3}$ ) of United States teachers leave the profession in their first three years.

Certain conditions must be put in place for effective mentoring to take place. Organised support and commitment that provides adequate time to meet and discuss, involve mentors in the design and assessment of the programme, and the flexibility in pairing

mentors and mentees (Hobson et al, 2009) Mentoring conceptualised as a supportive work relationship is hierarchically arranged; based on the primary objective and level of attachment that covers a broad range, variety, and framework for mentoring (Mertz, 2004). Mentoring helps in the resolution of challenges of dilemmas to reach the career's goals and growth (Okurame, 2008). It is expedient that mentors attend to the varied needs of their mentees (Bullough, 2012). Mentee teachers have differing wants that include: teaching concerns, stages of growth, readiness levels regarding various teaching competencies, tensions in professional identity formation, images and beliefs about teaching, and goals and prospects concerning the mentoring relationships among others (Hobson, et al., 2009). Robbins (2015) states that mentoring is a powerful and personal process by which members of staff engage in the following: 1. Replicate upon and analyse teaching practices and their consequences, 2. Develop and articulate curriculum 3. Create informal assessments to measure pupils' learning; 4. Implement new instructional strategies that will include technology; 5. Plan lessons collaboratively, 6. Discuss pupils' assessment data and plan for future learning experiences, 7.

Increase, process, and construct fresh ideas; 8. Share ideas and resources; 9. Instruct one another; 10. Carry out classroom exploration, 11. Solve classroom problems or address workplace challenges, and 12. Examine and study pupils' learning to improve practice to maximize success.

Quality teachers pedal the wheels of learning more effectively. Teacher education as stated in FRN (NPE) (2014) aims to produce motivated, conscientious, and efficient teachers. The programme statements include organising schemes on and induction programmes for fresh education graduates to equip them with the required skills before licensing them for full practice. The schemes for induction and training of teachers do not include individualised mentoring to reinforce and equip these teachers. In light of the above, Kajs, (2002); Brill and McCartney, (2008) assert that induction programmes should be anchored on individualized mentoring to reduce teacher attrition, retain beginning teachers and speed-up their development.

Mentoring and competencies in early childhood education are pertinent to this study. Competence in childhood education is

what a person knows and is capable of doing. The concept of competence refers to a measurable model of understanding, skills, abilities, behaviours, and other features needed for the performance of job-related tasks (Early Childhood National Centre, 2017). Core competencies teachers need include: interrelating well with learners, creating a learning environment, good at lesson plan design, and demonstrating commitment to the profession among others (Zeiger, 2018).

Similarly, the relationship between mentoring and teachers' professional development in early childhood education is also significant in this study. Rippon and Martin (2003) state that mentoring helps teachers develop a personal identity in teaching. Professional development in Early Childhood Education includes skills that promote education, training and development opportunities for early childhood teachers who work with children aged 0-8years. These skills add to child care practitioners' knowledge base and skills (Harvard Family Research Project, 2004; 2006).

Therefore, by fostering beginning teachers' professional development through mentoring, this study identifies how mentoring can enhance their competencies.

### **Theoretical framework: Lev Vygotsky's Zone of Proximal Development**

Zone of Proximal Development Theory was propounded by Lev Vygotsky in 1978 (Jagodowski, (2020)). Therefore, Zone of Proximal Development (ZPD) determines the gap between the actual developmental level by problem-solving and the level of accomplishments under the guidance of an adult or help by more capable hands (Vygotsky, 1978 in McLeod, 2012).

The ZPD shows what an individual can do on his own without much assistance. The best support for teachers is to identify their ZPD and work with them to accomplish tasks beyond it. The teacher provides support and encouragement to learners.

On scaffolding, the teacher tries to have a support system for the learner to meet up with his abilities. As he gains an understanding of the concept, the teacher then gradually reduces the support through step-by-step direction in favor of nudges and reminders until the learner could complete the task entirely on his own (Jagodowski, 2020).

Wood and Middleton (1976) in McLeod (2012) define scaffolding as those rudiments

of the task that initially are beyond the learner's capacity, thereby allowing him to focus and complete only those rudiments that are within his array of competence. Scaffolding results in effective teaching, which manifests through providing hints or cues, and familiarising them with material or activity through the support system (Copple and Bredekamp, 2009).

This theory, therefore, is useful for this study because it encourages social interaction, enhancing school practices, adapting to work norms, collaborating with more capable hands in the profession, cooperative learning, providing appropriate assistance, and modelling, among others.

### **Statement of the Problem**

Mentoring is the support system for developing academic skills and abilities. This is because academic work involves a variety of processes of personal development. Beginning teachers lack mentoring support. Induction programmes organised for newly recruited teachers do not focus on individualised mentoring. The lack of mentoring allows beginning teachers to leave the profession early, increasing their vulnerability to attrition and job dissatisfaction. Such a lack also prevents beginning from discussing concepts and problems. This

includes issues such as relating well to pupils and senior colleagues, adapting to work ethics, and school culture. It also includes lack of means of improving teaching skills, among others. In addition, the Ministry of Education rarely organizes, practices, and assesses mentoring programmes like highly developed countries. The situation is further compounded by poor teacher preparation and quality, as they do not prepare for their careers and lack guidance through mentoring. Therefore, the dearth of practical evidence of mentoring among Nigerian academics remains an issue (Okurame, 2008).

It is therefore imperative, to conduct a study in this critical area of teachers' practices, professional development and professionalism.

### **Purpose of the Study**

This study identifies mentoring approach for the development of beginning early childhood teachers' competencies in selected lower basic schools in Lagos, Nigeria. Specifically, the research objectives are to:

i. outline effects of mentoring approach on beginning early childhood teachers' practices in lower basic schools;

ii. identify the consequences of lack of mentoring among beginning early childhood teachers in lower basic schools;

iii. examine ways mentoring enhances beginning early childhood teachers' competencies in lower basic schools;

### **Research Questions**

The under-listed research questions guide this study:

1. How does mentoring approach affect beginning early childhood teachers' practices in lower basic schools?

2. What are the consequences of lack of mentoring among beginning early childhood teachers in lower basic schools?

3. How does mentoring enhance beginning early childhood teachers' competencies in lower basic schools?

### **Research Hypotheses**

The study tests the under-listed hypotheses:

**H<sub>01</sub>:** There is no significant relationship between mentoring approach and beginning early childhood teachers' practices in lower basic schools

**Ho2:** Mentoring does not significantly enhance beginning early childhood teachers' competencies in lower basic schools

## **Methodology**

### **Population of the study**

The study adopted a descriptive survey research design with a population of one hundred and twenty (120) teachers in Oshodi/Isolo LGA in Lagos State. All teachers were given equal chances of being selected and were randomly selected. The teachers were first randomly selected and later purposively selected based on status of either being on a mentoring relationship (mentors) or not being on any mentoring relationship (Mentees). Twelve schools were randomly selected and ten (10) teachers selected in each school. The study adopts random and purposive sampling techniques. In random sampling, all the teachers in the selected schools had an equal chance and were randomly selected. Based on the purpose of the study, the teachers (classified as either mentors or mentees) were purposively selected based on years of service and posts occupied and have either or not been in mentoring relationship. The

mentors are teachers who have been in mentoring relationship and have spent over three years in the teaching profession and occupy administrative posts while the mentees are teachers who are not in any mentoring relationship and have spent less than three years in the teaching profession and are subject teachers.

### **Validation of the Instrument**

The instrument titled 'Mentoring approach for the Development of Beginning Early Childhood Teachers' (MADBECT) questionnaire was used for data collection. Face and content validities were established for mentoring approach. To ensure the face and content validity, the copies of the instrument were presented to the supervisors and other experts in test and measurement, early childhood education, and statistics for corrections, criticisms, and advice. Cronbach Alpha was employed for reliability of the instrument.

## **Results and Analyses**

### **Demographic Report:**

#### **Table 1: Distribution of teachers based on Status**



Status	Number	%
I have a mentor	30	25
I do not have a mentor	90	75
<b>Total</b>	<b>120</b>	<b>100</b>

Discussion: Table 1 shows 30(25%) of randomly selected teachers to have mentors while 90(75%) teachers do not have mentors. The researcher purposively made the teachers who are into a mentoring relationship mentor

while the teachers who are not in any mentoring relationship as mentees.

**Table 2: Distribution of teachers based on gender**

Sex	Number	%
Male	22	18.3
Female	98	81.7
<b>Total</b>	<b>120</b>	<b>100</b>

**Discussion:** Table 2 shows male teachers 22(18.3 %) while female teachers were 98(81.7%). This shows a great margin between male and female teachers in lower

primary schools in Oshodi/Isolo Local Government Area.

**Classification Based on Age of Teaching Profession**

**Table 3**

Age of teaching profession	Number	%
0-3	30	25
4-10	48	40

11 and above	42	35
<b>Total</b>	<b>120</b>	<b>100</b>

**Discussion:**

Table 3 shows the years of experience, and teachers with 0-3 years teaching experience were 30(25%), 4-10years, 42(35%) while teachers with 11 and above years were

42(35%). Greater percentages of teachers have over 4 years teaching experience.

**Analysis of Research questions**

**Research question 1:** How does mentoring approach affect beginning early childhood teachers’ practices in lower basic schools?

**Table 4**

Effects of mentoring approach on beginning early childhood teachers’ practices in lower basic schools								
S/N	ITEM S	SA	A	SD	D	Mean	Std. D	Decis ion
1.	Mentoring approach is the easiest way of beginning teachers’ retention in teaching profession.	66(55%)	34(28.3%)	12(10%)	8(6.7%)	3.31	0.35	Acce pt
2.	Mentoring in schools equips beginning teachers with the culture of the profession	48(40%)	60(50%)	5(4.2%)	7(5.8%)	3.24	0.37	Acce pt
3.	Mentoring helps mentors make corrections for beginning teachers’ job	51(42.5%)	59(49.2%)	6(5%)	4(3.3%)	3.30	0.38	Acce pt

	enhancement without judgment or punishment							
4.	Mentoring helps in guiding teachers to focus on pursuing outcomes and to prioritize their goals	46(38.3%)	60(50%)	8(6.7%)	6(5%)	3.21	0.36	Accept
5.	Mentoring supports the beginning and early career teachers to learn and build up professional skills.	56(46.7%)	48(40%)	9(7.5%)	7(5.8%)	3.27	0.34	Accept
6.	Mentoring helps to equip beginning teachers with the knowledge and skills to significantly and firmly engage children in their learning	60(50%)	49(40.8%)	6(5%)	5(4.2%)	3.36	0.37	Accept
	GRAND MEAN	3.28						

**Results:** Table 4 identifies Effects of mentoring approach on beginning early childhood teachers’ practices in lower basic schools. Item 1 has a mean score of 3.31, item 2;3.24, item 3;3.30, item 4;3.21, item 5;3.27 while item 6; 3.36. The mean scores were above 2.5 and were all accepted.

**Research question 2: What are the consequences of lack of mentoring among beginning early childhood teachers in lower basic schools?**

**Table 5:**

Consequences of lack of mentoring among beginning early childhood teachers								
S/N	ITEM S	SA	A	SD	D	Mea n	Std. D	Decisio n
7.	Lack of mentoring on beginning teachers triggers their willingness to leave the teaching profession earlier	48(40%)	54(45%)	8(6.7%)	10(8.3%)	3.16	0.33	Accept
8.	Lack of mentoring increases job dissatisfaction of beginning teachers	58(48.3%)	50(41.7%)	7(5.8%)	5(4.2%)	3.07	0.31	Accept
9.	Lack of mentoring increases beginning teachers' vulnerability in the teaching profession	45(37.5%)	48(40%)	17(14.2%)	10(8.3%)	3.06	0.28	Accept
10.	Lack of mentoring affects beginning teachers to effectively <b>overcome</b> challenges of the dual nature of theory to practice	54(45%)	50(41.7%)	7(5.8%)	9(7.5%)	3.24	0.34	Accept
11.	Lack of mentoring reduces the support system beginning teachers need to have a constructive and reflective dialogue with learners	65(54.2%)	51(42.5%)	3(2.5%)	1(0.8%)	3.5	0.42	Accept

12.	Lack of mentoring impedes the progress beginning teachers make in improving their instructional strategies and teacher-child interaction	63(52.5%)	49(40.8%)	5(4.2%)	3(2.5%)	3.43	0.39	Accept
GRAND MEAN		3.24						

**Results:** Table 5 examines Consequences of lack of mentoring among beginning early childhood teachers. The mean score for item 7 was 3.16, item 8; 3.07, item 9; 3.06, item 10; 3.24, item 11; 3.5 while item 12 was 3.43. The mean scores were above 2.5 and therefore, were all accepted.

**Research question 3:** How does mentoring enhance beginning early childhood teachers' competencies in lower basic schools?

**Table 6:**

The extent mentoring enhances beginning early childhood teachers' competencies								
S/N	ITEM S	SA	A	SD	D	Mean	Std. D	Deci sion
13.	Mentoring enhances beginning teachers' motivation and commitment	42(35%)	53(44.2%)	15(12.5%)	10(8.3%)	3.05	0.29	Acce pt
14.	Mentoring helps beginning teachers to	52(43.3%)	48(40%)	12(10%)	8(6.7%)	3.20	0.31	Acce pt

	easily acclimatize with job responsibilities							
15.	Mentoring fosters beginning teachers' competencies through series of directions and corrections on job practices	46(38.3%)	54(45%)	14(11.7%)	6(5%)	3.16	0.32	Accept
16.	Mentoring helps beginning teachers gain confidence on their job practices	59(49.2%)	43(35.8%)	10(8.3%)	8(6.7%)	3.27	0.34	Accept
17.	Mentoring helps beginning teachers understand their roles and job ethics	63(52.5%)	47(39.2%)	6(5%)	4(3.3%)	3.40	0.38	Accept
18.	Mentoring creates avenues for beginning teachers' job improvement and advancement	65(54.2%)	43(35.8%)	10(8.3%)	2(1.7%)	3.42	0.38	Accept
	GRAND MEAN	3.25						

**Results:** Table 6 determines the extent collaborative mentoring is a tool for advancing teachers' knowledge of school culture. Therefore, the mean score of items 13 was 3.05, item 14; 3.20, item 15; 3.16, item 17;

3.40 and, item 18 was 3.42. The mean scores were above 2.5 and were all accepted.

childhood teachers’ practices in lower basic schools

**Research Hypotheses Analyses**

There is no significant relationship between mentoring approach and beginning early

**Table 7:** Significant relationship between mentoring approach and beginning early childhood teachers’ practices.

Variable	N	Mean	Std. Dev.	Sum of squares and cross products	Covariance	Spearman’s rho calculated value	Table value	Decision
Mentoring approach	120	85.71	17.483	36374.792	305.671	.971	.412	Accept H1
Teachers’ practices		34.51	18.216	39485.992	331.815			

$\alpha = 0.05$

H01, Table 7 shows a significant relationship between mentoring approach and beginning early childhood teachers’ practices where mentoring has mean as 85.71, 17 standard deviations, 48336374.792 sum of squares and cross products while teachers’ practices on the other hand has 34.51 mean, 18.216 standard deviation, 39485.992 sum of squares and cross products. Spearman’s rank correlation gave 0.971 and the tabulate value was estimated 0.412. Since calculated value

of 0.971 is greater than tabulated of 0.412, the alternate hypothesis is hereby accepted. This shows that there is a unique significant relationship between shows a significant relationship between mentoring approach and beginning early childhood teachers’ practices.

**Ho2: Mentoring does not significantly enhance beginning early childhood teachers’ competencies**

**Table 8: Mentoring and Beginning early childhood Teachers’ competencies**

Variable	N	Df	Mean square	Sum of squares	F- Cal	F-Tab	Decision
Mentoring	120	119	591.256	21183.727	13.366	13.366	1.31
Isolation			85.777	3701.592	3.931	3.931	
Teachers' competencies			196.777	7975.925	5.446	5.446	

$\alpha = 0.05$

H02, Table 8 reveals a significant increased competencies of beginning early childhood teachers as mentoring tends to gradually enhance competency rate with mentoring at 591.256 mean square, and 21183.727 sum of square, isolation has 85.777 means square and 3701.592 mean of square while teachers' competencies have 196.777 mean square, 7975.925 sum of square. Analysis of Variance (ANOVA) was computed and mentoring has F-value of 13.366, isolation has 3.931 and teachers' competencies have 5.466. It is evident that mentoring is an index for increasing teachers' competencies. The available data for the research work indicates  $f\text{-cal} (13.366, 3.931, 5.466) > f\text{-cal} (1.31)$ . Hence accept alternate hypothesis.

#### 4.4 Discussion of results:

Research question 1; outlines the effects of mentoring approach on beginning early childhood teachers' practices. The results show a high percentage agreement that mentoring approach is the easiest way of beginning teachers' retention in teaching profession; supports the beginning and early career teachers to learn and build up professional skills; and, equips beginning teachers with the knowledge and skills to significantly and firmly engage children in their learning among others. In affirmation, Olasupo (2011) states that mentoring is the easiest way of developing the skills and abilities of individuals in academia because academic work involves different change processes of personal development. Also, Barrea, Braley and Slate (2010) assert that mentoring allows skilled and mature teachers support the beginning and early career teachers to learn and build up professional skills.



Research question 2; identifies the consequences of lack of mentoring among beginning early childhood teachers. There is high respondents' affirmation that lack of mentoring on beginning early childhood teachers triggers their willingness to leave the teaching profession earlier; increases job dissatisfaction of beginning teachers and affects beginning teachers to effectively overcome challenges of the dual nature of theory to practice among others. In support, Okurame (2008) posits that despite the advantages of mentoring, the dearth of its practical evidence among Nigerian academics remains an issue. Also, Ingersoll and Smith (2004) postulate that beginning teachers who have multiple means of support are less likely to change or leave the profession within their first five years of practice.

Research question 3 examines ways mentoring enhances beginning early childhood teachers' competencies. There is a high percentage agreement response that mentoring is an effective tool and mechanism to support initial early professional learning to overcoming challenges of the dual nature of theory to practice; helps beginning teachers gain confidence that leads to an

increasing sense of self-worth and achievement, and creates opportunities for mentors to act as intermediaries among others. In affirmation, DeSimone, 2009; Hobson et al, (2009) state that mentoring is an important tool to providing the professional development for beginning teachers by reducing feelings of isolation, increasing their self confidence and self-esteem, facilitates professional growth while improving self-reflection and problem-solving capabilities. Also, Heather (2006) stipulates that new members of staff without motivation are stressed and dissatisfied with their jobs, unlike their counterparts mentored.

**Conclusion:** The study looked at mentoring approach and the impact on beginning early teachers' competencies and professionalism. Adequate and follow-up mentoring approach does not only equip teachers but exposes them to their job expectations and professional development. Experience and competencies of older teachers have impact on knowing the intricacies and efficacies of mentoring beginning teachers. Murray (2001) points out that competencies and experience help older teachers be mentors to beginning teachers irrespective of any formal experience. Also, Beul and Spooner-Lane (2009) are of the view that mentors' role and relationships become

more significant if adequate training is given on their job roles as mentors.

**Recommendations:** Based on the findings of the research work, the following are found worthwhile:

1. Ministry of education should adopt proactive measures to ensure that mentoring approach is functional in schools by regularly checking on schools for the adoption.
2. Induction programmes should centre more on individualised mentoring approach.
3. Head of schools should regularly organise individualised mentoring programmes for teachers
4. Senior colleagues should be available for the beginning teachers through establishing a formal collegial relationship.

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