



## TEACHERS PERCEPTIONS OF MENTORING ON TEACHER EFFECTIVENESS IN GOVERNMENT AIDED SECONDARY SCHOOLS IN THE ACHOLI SUB-REGION.

### Education

**John Bismarck Okumu**

Faculty of Education and Humanities, Gulu University.

**Wycliffe Scot Wafula\***

School of Education and External Studies, Makerere University \*Corresponding Author

**Victoria Tamale Kagwa**

School of Education and External Studies, Makerere

### ABSTRACT

Mentoring is essential in guiding teachers to improve on their teacher effectiveness. It helps teachers to realize their potential in teaching /learning process. The perceptions of teachers of mentoring is likely to affect their views of mentoring on teacher effectiveness. The research used cross sectional survey and mixed methods. Questionnaires and interviews were used to collect data. Data was collected from 462 secondary school teachers and school administrators. Data were analyzed using descriptive statistics and Chi-Square frequency. The study examined teachers' improved professional opportunities as a result of mentoring, teachers' career development as a result of mentoring and teachers' self-awareness as a result of mentoring. The results showed that: mentoring services have guided teachers in improving teaching methodologies(M=4.05), mentoring service is essential for training and promoting career success among teachers(M=4.25) and mentoring has made teachers built their self-esteem(M=4.01). The general teachers' perception of mentoring is good and improves teacher effectiveness in teaching schools. There are no standard measures used to find out beginning teachers' perceptions of mentoring in secondary schools. There is therefore a gap concerning standard measures of teachers' perception of mentoring on teacher effectiveness in Uganda and the Acholi sub-region. The researches were mainly carried out on beginning teachers' perceptions no study emphasized on the perceptions of regular teachers, yet some of these teachers lack the 21st century teaching skills except a few (Roff, 2012) mentoring programmes increase a beginning teacher's learning and supports professional growth. It is concluded that, teachers' perceptions towards mentoring is significantly strong and this showed that teachers are happy with mentoring services in improving teacher effectiveness in government aided secondary schools in the Acholi sub-region. Researcher recommends that Ministry of Education Science Technology and Sports should create awareness of the impact of mentoring programme in educational institutions.

### KEYWORDS

Teachers perceptions, mentoring programme, teacher effectiveness, government aided secondary school

### INTRODUCTION

Mentoring as a teaching strategy has a long tradition in education and has become firmly linked to the education process, (Janas, 1996; Metros, Susan & Yang, 2006). Mentoring is therefore an interactive process that helps individuals acquire teaching skills based on lesson designs, methods of delivery; stimulating interests in the subject and motivating students to learn more effectively and efficiently thus improving teacher effectiveness.

The origin of mentoring can be traced back to ancient Greek mythology and the Homeric legend wherein Odysseus entrusted his infant son, Telemachus, to the care of a mentor, an old friend and Athene the goddess of wisdom to watch over and guide him while he was away (Green-Powell, 2012). The word *mentoring* also relates to the Latin word '*mens*' that is, pertaining to, or occurring in the mind (Simpson and Weiner, 1989).

Although mentoring began as a process by a known and trusted person, it has evolved into a variety of programmes where adults are recruited and trained to become mentors for those in need of assistance. A mentor is often used to describe people who help guide, teach and coach their mentees (Villani, 2009).

Reflecting on teacher training in Africa countries, some have argued that teacher education is a weak intervention that is incapable of overcoming the powerful influence of the teacher's own personal schooling or the impact of experience on the teaching job. In Africa, mentoring started long before the Greek civilization (Green-Powell, 2012). In education, the role of mentoring is to lay a strong foundation on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practices, and student achievement. However, traditionally teaching has not had the kind of support, guidance and orientation programmes for new teachers and do not know what to expect (Jones, 2012; Lortie, 1975; Tyack, 1974; Waller, 1932). Teachers have expressed fears that they have ever participated in mentoring programme but they have not realized any improvement in their teaching. This assertion of weakness is evidenced in the link that has been made between poor quality teaching and consistently poor performance of students across the African countries over the last

decade (Kuyini, 2013). Unfortunately, these responsibilities may lead teachers to leave the teaching profession (Hewitt, 2009).

As a professional development tool, mentoring has direct relevance to teacher education (Nolan, 2012). As a tool for addressing social exclusion, it meant that teachers needed to liaise with mentors allocated to them to gain inclusion in the body of professionals. However, teachers in the Acholi sub-region have various difficulties in their work (Ministry of Education and Sports, MOES, 2012) such problems includes dodging lessons, being late in schools, making excuses, inadequate preparations, poor methods of teaching and inability to control learners' behaviours, poor performance of students among others. Yet mentoring helps and supports people to manage their own learning and maximize their professional potential and improve their performance. This situation raised concerns on the perceptions of teachers towards mentoring in government aided secondary schools.

### Literature Review

Mentoring programmes have been well documented in educational research (Ingersoll, R., & Strong, 2011). Mentoring programmes help beginning teachers deal with the everyday challenges of the classroom and school environments. According to (Roff, 2012) mentoring programme increases a beginning teacher's learning and supports professional growth. This could be the perceptions of the authors but not for teachers in Acholi sub-region. Three theories above have been discussed to help investigate how the existing literatures contribute to the study. These theories show the way in which adults (Teachers) learn and how they perceive their current mentoring programme in the school. According to teachers, mentoring is able to provide assistance in addressing their needs by providing encouragement, collegiality and specific helpful suggestions for the improvement of teaching (Gail, Huffman, 1998). It is not known whether mentors are adequately trained to provide assistance to teachers besides, this study was done much early teachers perceptions could have changed. The researcher is interested in finding out whether teachers perceptions of mentoring in Government aided secondary schools.

Mentoring is seen as an effective method for supporting

teachers (Stock, M. J., & Duncan, 2010), any teacher can become responsible of his/her duties if properly guided in the process by an experienced mentor. Teachers' perceptions today are different; this could be the authors' perceptions. The researcher would want to find out whether teachers are properly guided by mentors and their perceptions have changed. (Lori, Kay, 2012) confirmed that new teachers rated mentoring programmes favorable and worth the time commitment. The researcher observed that the method used and the samples are different from this study, therefore teachers are likely to behave differently. Time is one of the challenges teachers face in mentoring programmes, it is therefore worth finding out the time teachers would commit in mentoring. (Stanulis, R.N., & Floden, 2009b) conducted a study examining the impact of teacher mentoring aimed at improving teacher quality and found that mentoring impacts teaching teachers respond differently, these teachers could have been motivated differently.

Teacher mentoring fosters, a relationship of ongoing support, collaboration, and the development of knowledge and skills that translate into improved teaching strategies (Cook, 2010). The researcher observed that not all teachers are equally supported therefore their perceptions may be different. The researcher would like to find out whether teachers have positive perception towards mentoring services in government aided secondary. The majority of the teachers thought that their mentors had definitely contributed to the quality of their teaching. Because of mentoring support and guidance, beginning teachers can focus on students' learning sooner (Brannon, Fiene, Burke, & Wehman, 2009).

What perhaps remains a concern is that mentees seem to have negative attitudes towards mentoring in government-aided secondary schools. Mentoring has been studied by different scholars in different countries. The scholars have highlighted different factors that influence the process of mentoring and teacher effectiveness. The factors were Teachers' perceptions of mentoring, teacher effectiveness in teaching as a result of mentoring, challenges of mentoring as a professional tool, relationship between mentoring and teacher effectiveness.

In the reviewed literature on mentoring and teacher effectiveness, it was identified that, although mentoring has been attributed to teacher improvement, no such study has been carried out in Northern Uganda. There is no existing literature relevant to Uganda on mentoring and teacher effectiveness.

The existing literatures showed that the researches were mainly carried out on beginning teachers' perceptions no study emphasized on the

**Table 1: Descriptive statistic about teachers improved professional opportunities as a result of mentoring.**

Items on teachers improved professional opportunities	N	Minimum	Maximum	Mean	Std. Deviation
Mentoring services have guided me in improving my teaching methodologies.	310	1	5	4.05	.848
I am regularly present in the school for my duties as results of mentoring	310	1	5	3.95	.947
As a result of mentoring, I regularly teach my lessons as per time table	310	1	5	3.92	1.038
I have gained skills of time management as a result of mentoring services	310	1	5	3.95	.964
Mentoring has guided me in giving effective positive feedback to students	310	1	5	4.03	.855
Average				3.98	0.930

Source: Primary Data, 2017

M = Mean. SD = Standard Deviation

Questions sought to find out teachers' descriptive statistics about improved professional opportunities strongly suggest that mentoring services have guided teachers in improving teaching methodologies (M = 4.05). It suggests that mentoring help teachers to improve on their being regular in school for duties (M = 3.95). Suggest that teachers regularly teach their lessons as per the timetable (M = 3.92). It was further strongly suggested that mentoring helps teachers to gain skills of time management (M = 3.95). Lastly teachers' descriptive statistics about the improved professional opportunities strongly suggest that

perceptions of regular teachers, yet some of these teachers lack the 21<sup>st</sup> century teaching skills except a few (Roff, 2012) mentoring programmes increase a beginning teacher's learning and supports professional growth.

The literature cited varied in what constitutes the measures of teachers' perceptions of mentoring services and teacher effectiveness. The measures varied from teachers' quality teaching, students' performance, Career development, improved professional opportunities students' assessment. These findings were in other countries and mainly on beginning teachers and mostly based on teacher retention. There are no standard measures used to find out beginning teachers' perceptions of mentoring in secondary schools. There is therefore a gap concerning standard measures of teachers' perception of mentoring on teacher effectiveness in Uganda and the Acholi sub-region in particular.

**METHODOLOGY AND MATERIALS.**

The study used cross-sectional survey design. It also used mixed methods, both qualitative and quantitative. Data were collected using survey questionnaires, interview and document analysis. The study area was Acholi-sub-region which comprises of eight districts both urban and rural secondary schools were used. The study focused on Government aided secondary schools of which Gulu district has 9, Omoro 6, Kitgum has 8, Pader has 7, Agago has 6, Amuru has 4, Nwoya has 4, Lamwo has 4 schools respectively. Of the 48 schools, 42 were selected using (Krejcie and Morgan 1970) table of sampling. The total population were 462. Respondents were sampled using stratified random sampling and purposive sampling techniques. self-report techniques were used, that included structured questionnaires survey, interviews and documentary analysis. The questionnaires were 5 point Likert scale rated as strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. Other information was collected using interview items and documents analysis. Data were analyzed using descriptive statistics analysis, Chi-Square, frequency of responses within themes were generated.

**Findings of the study**

The sections explored three sub-components including teachers improved professional opportunities, career development and teachers' self-awareness.

The researcher asked teachers to do self-rating on their perceptions of mentoring on teacher effectiveness in government aided secondary schools in Acholi sub-region.

mentoring guides teachers to improve on giving effective positive feedback to students (M = 4.03). This implies that mentoring services help teachers to improve their teaching effectiveness in schools. This is likely to encourage teachers to seek help from mentors to improve on their teaching skills in government aided secondary schools. Teachers also can become more actively involved in mentoring processes since it helps to improve on teachers' effectiveness in teaching processes. Thus it was in order to relate teachers' improved professional opportunities to career development as shown on table: 2

**Table 2: Descriptive statistic about teachers' career development as a result of mentoring**

Items on teachers career development process	N	Minimum	Maximum	Mean	Std. Deviation
In this school, mentoring has helped me to become role model in my learning teaching process	310	1	5	3.90	.939
It is mentoring that has profoundly created trust in me	310	1	5	3.81	.978
I am supporting one another as the results of mentoring services in the school	310	1	5	3.90	.888
Mentoring as an institutional tool has encourage me in socializing in my work place	310	1	5	3.97	.958
I consider mentoring services as essential for training and promoting career success.	310	1	5	4.25	.923
Average				3.97	0.937

Source: Primary data, 2017

Table :2 suggests that teachers agreed that mentoring has helped them to become role model in teaching learning process (M = 3.90). Teachers' descriptive statistics suggest that, teachers agreed that mentoring profoundly created trust in teachers (M = 3.81) since teachers are able present their problems openly to the mentors and accept to be guided on their skills that they do not know. Teachers agreed that mentoring helped them to support one another in schools (M = 3.90) mentoring helps teachers to create collegial relationship that make them agree to support one another without fear. According to teachers' descriptive statistics it suggests that mentoring as an

institutional tool has encouraged teachers in socializing with other teachers in their work place (M = 3.97) socialization makes teachers share different ideas helps them to guide others to develop their career. The Descriptive statistics strongly agreed that mentoring service is essential for training and promoting career success among teachers (M = 4.25). It also implies that teachers attend to mentors and change the way they do their teaching when given opportunities to practice more regularly what they are weak in. Descriptive statistics on teachers' rating on the teachers' career development as a result of mentoring as shown in table :3

**Table 3: Descriptive statistics about teachers' self-awareness as a result of mentoring**

	N	Minimum	Maximum	Mean	Std. Deviation
Mentoring has made me to build my self esteem	310	1	5	4.01	.947
Through mentoring, I have realized mutual affection in workplace	310	1	5	3.91	.918
In this school, mentoring has made me to become aware of my responsibilities	310	1	5	3.95	.954
Mentoring has helped me to have harmony with my work mates	310	1	5	3.99	.844
Mentoring schemes has helped me to share success with my workmates	310	1	5	3.91	.880
Average				3.95	0.909

Source: Primary data, 2017

Table 3 suggests that teachers strongly agreed with all the items administered on teachers' self-awareness as a result of mentoring in government aided secondary schools. Teachers' descriptive statistics suggest that mentoring has made teachers build their self-esteem (4.01). Teachers' descriptive statistics suggest that mentoring has made teachers to become aware of their responsibility (3.95). This implies that once teachers are aware of their responsibility they become effective in their teaching performance. Teachers agreed that mentoring help them to have harmony with their work mates in their work place (3.99). This implies that it is difficult to work in isolation,

having harmony makes people enjoy their work and learn from one another. Teachers' descriptive statistics suggest that mentoring programme has helped teachers to share success with their work mates (3.91). It implies that being aware in whatever you do regularly helps you to improve on the practice. For the teachers, the researcher asked them to do self-rating on the self-awareness as a result of mentoring. Teachers strongly agree with all the items self-awareness, however, the summary of teachers' perceptions on mentoring were given on Table:4

**Table :4 Descriptive statistical about summary of teachers' perceptions of mentoring in teaching**

Summary of teachers' perceptions of mentoring in teaching	N	Minimum	Maximum	Mean	Std. Deviation
Improved professional opportunities	310	1	5	3.98	.724
Career development	310	1	5	3.96	.675
Self-awareness	310	1	5	3.95	.663
Average	310			3.96	0.687

Source: Primary data, 2017

In table: 4 it suggests that the general perceptions of teachers in teaching is strong in all aspect of mentoring with improved professional opportunities (3.96) and career development (3.96) being the high. Findings from the study show that the general perception of mentoring is good and is being fairly done in government aided secondary schools in Acholi sub-region.

*Mentoring helps teachers to relate professionally well with their colleagues and can make teachers become aware of their responsibilities. Interestingly, teachers who are inferior may come up as a result of mentoring services. In most cases mentoring partly builds teachers esteem.*

Through the qualitative interviews administered on teachers' perceptions of mentoring and teacher effectiveness, Head teachers, Deputy Head teachers' and directors of studies responses indicated that teachers' perceptions on mentoring have positive effect on teacher effectiveness. They reported that mentoring services have helped teachers to improve their teaching methodologies. They argued that mentoring services guide teachers at 50% and the rest are other factors. For instance, one of the enthusiastic directors of studies had this to say; *Mentoring services have helped teachers in improving their teaching methodologies.*

Another director of studies reported that professional conversations that are undertaken as part of the mentoring relationship are opportunity to carefully look at teachers as they practice skills and knowledge in the acquired areas. For instance, another enthusiastic head teacher reported that;

*We are convinced that almost 50% of the teachers are helped by the mentoring services. we recall, at our previous school, mentoring was helping teachers especially those with little experience to cope up with our profession*

*Mentoring helps teachers to have harmony with their workmates, helps them to become social, share success stories with work mates and be conscious about the professional code of conduct. In other cases, mentorship helps teachers to share success with their supervisors.*

This assertion could be attributed to the fact that most teachers like their profession and engage in mentoring services which is seen as an opportunity for them to improve in their service delivery.

One of the head teachers reported that through testimonies, mentoring has helped our teachers to become role models. For example, another head teacher reported that:

Head teachers, Deputy head teachers and directors of studies reported that teachers' perceptions on mentoring have positive effect on teacher effectiveness. However, failure of some teachers to perform their duties could imply that some teachers lack mentoring services, others have little morale to engage in self-improvement venture that could improve their effectiveness. This implies that some teachers are not motivated to teach, have personal weakness.

*Our teachers prepare schemes and lesson plans timely in different departments and adequately use them in teaching.*

It was further reported by one of the head teachers that mentoring can make teachers become aware of their responsibilities as they keep on sharing with their fellow teachers. For example, one of the Deputy head teachers reported thus,

One of the head teachers from the sampled schools was supportive thus: *Mentoring helps teachers to share success with work mates because we work as a unit in all the school routines. I find mentoring more desirable for professional improvement of teachers.*

When Head teachers, Deputy head teacher and Director of studies were asked about their perceptions of mentoring, they reported that mentoring is good because it helps in capacity building for teachers in secondary schools which include competencies of emotional self-awareness, accurate self-assessment and self-confidence.

## DISCUSSION OF THE FINDINGS

The study investigated teachers' perceptions of mentoring in government- aided secondary schools in the Acholi sub-region. Teachers were asked whether mentoring services guided them in improving teaching methodologies. Findings strongly agreed that mentoring services are critical in improving teachers teaching methodologies. The findings were further supplemented by interviews that revealed that mentoring services have helped teachers' in improving their teaching methodologies. Teachers use these teaching methods effective in teaching. However, some teachers still use teacher centred methods. This was in line with what Rogers, (2007) who observed that, we are convinced that mentoring services guide teachers at 50%, it also helps those teachers with little experience for example mentoring is very useful in improving teaching methodologies. This is how one becomes aware of the teachers' perceptions on mentoring and teacher effectiveness, teachers report promptly on duties when given assignments. It found out that there are no standard measures used to find out beginning teachers' perceptions of mentoring in secondary schools. There is therefore a gap concerning standard measures of teachers' perception of mentoring on teacher effectiveness in Uganda and the Acholi sub-region in particular.

However, mentoring can be used to guide and improve on experienced teachers teaching effectiveness in secondary schools. It is part of teachers' continuous professional development in secondary schools. This finding further confirmed what Rogers, Arnett & Harris, (2008) reported that mentoring provides additional support for developing teaching strategies and getting acquainted with school routines and requirements for teachers. The findings revealed that mentoring services helps teachers to become effective in their teaching. The finding was in line with the description by Roff, (2012) that mentoring services increases a beginning teacher learning and support for professional growth. The research result showed that teachers perceptions is positive towards mentoring services which helps to improve on teaching methodologies. Experienced teachers attend mentoring services regularly in these secondary schools.

Findings revealed that mentoring was helping teachers especially those with little experience to cope up with our profession. This is in line with Cathrine, (2010) who reported that mentoring programme increases a beginning teachers' learning, supports and professional growth through observing the way other do their things. However, findings further that revealed that some of these teachers fear some professional issues that make them try to dodge attending to their work. This finding was confirmed by McCann & Johannessen, (2004) who noted that anxiety including factors such as professional relationships, work load, time management, content knowledge, evaluation and control that have potential impact on teachers. Researcher noted that teachers' perceptions towards mentoring programme positive and this help them to actively involved in mentoring eventually they will improve in teaching What remains is that there are no standard measures for teachers' perceptions on mentoring. On the other hand, Ingersoll & Strong, (2011) disagreed and said that mentoring programmes have been well documented in educational research.

Mentoring programmes help beginning teachers deal with the everyday challenges of the classroom and school environments. The researcher thinks that for better improvement, teachers who are experienced should share the skills, knowledge, values and positive attitudes towards teaching. It was further confirmed by McCollum, (2014) that mentoring programme increases a beginning teachers' learning and supports professional growth through observing the way other do their things. The researcher agrees with the authors and further said mentoring is a useful tool for teacher improvement, however some teachers see it as a burden and fail to attend to mentoring services.

Findings revealed that mentoring is incorporated in the teaching process in the bid to produce the best quality teachers. In the same vain, Asiyai, (2016) observed that teachers occupy a very significant position in any education system. Findings revealed that, although mentoring has been attributed to teacher improvement, no such study has been carried out in Northern Uganda. There is no existing literature relevant to Uganda on mentoring and teacher effectiveness. That is why teachers resist mentoring services and there is continuous poor teaching methods leading to poor students' academic performance.

They are the major determinants of the success or failure of any school. Researcher agrees with this study because mentoring guides teachers

to keep time since in schools everything is timetabled. The study was to examine teachers' perceptions of their mentoring programme in teacher effectiveness.

The study found out that majority of teachers agreed that mentoring has created trust in them, meaning that mentoring helped to improve career development of teachers in government aided secondary schools since teachers are able to present their problems openly to the mentor and accept to be guide on the skills they do not know. This was in line with Maphosa, Shumba & Shumba, (2007) who emphasized that mentors should be constantly empowered through workshops to enable them to be able to work effectively in leading and guiding teachers in time management. Some directors of studies also noted that; we are aware that mentoring is incorporated in the teaching process in the bid to produce the best quality teachers. Mentoring presents a liberating, empowering vision of teachers which make them more effective in teaching. Although there is some evidence that high quality mentoring programmes contribute to improved teaching (Ingersoll, 2012) only a small percentage of beginning teachers experience such teacher mentoring programmes.

## CONCLUSION

The above presentations and discussions indicated that teachers have positive perceptions towards mentoring in government aided secondary schools in the Acholi sub-region, however, there is no standard measures for teachers' perception of mentoring. Teachers significantly agreed that mentoring services help them to improve their teaching methodologies and teaching skills thus leading to teacher effectiveness in government aided secondary schools. There are no adequate studies on teachers' perception of mentoring carried out in Northern Uganda. Generally, teachers' perceptions towards mentoring is significantly strong and this showed that teachers are happy with mentoring services in improving teacher effectiveness in government aided secondary schools in the Acholi sub-region. The development of highly effective teachers through mentoring and subsequent investment of mentoring programmes, may impact effective teaching and also increased students' achievement.

## Recommendations

Ministry of Education Science Technology and Sports should create awareness of the impact and issues related to mentoring programme in educational institutions.

Policy makers should include mentoring programme within the delivery of core national curriculum subjects.

School administrators should have close relationship with specialists in educational mentors and other agencies that regularly practice mentoring processes.

The government should institutionalize mentoring programmes in all government aided secondary schools in Uganda.

The education stakeholders should hold regular monitoring of mentoring programme in all secondary schools in the Country. Teachers with low self-esteem should be encouraged to attend mentoring sessions more regularly.

## REFERENCES

- Asiyai Romina Ifeoma1. (2016). Assessment of Students Attitude and Perception of Teaching Practice: The Case of Undergraduates of Delta State University, Abraka.
- Cathrine, A. H. (2010). Reluctant mentors and Resistant proteges: Welcome to real world of Mentoring.
- Green-Powell, P. (2012). The rewards of mentoring. *US.China Education Review*, 9–106.
- Hewitt, P. (2009). Hold on to your teachers. *Leadership*, 38(5), 12–14.
- Ingersoll, R. & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233.
- Ingersoll, R. M. (2012). Beginning Teacher Induction What the Data Tell Us. *Phi Delta Kappan*, 93(8), 47–57.
- Janas, M. (1996). Mentoring the Mentor: A Challenge for Staff Development. *Journal of Staff Development*, Fall 1996, 17(4).
- Jones, B. K. (2012). A new teacher's plea. *Educational Leadership*, 69(8), 74–77.
- Kuyini, A. B. (2013). Ghana's Education Reform 2007: A realistic proposition or a crisis of vision? Online, *International Review of Education*. <https://doi.org/DOI10.1007/s11159-013-9343-7>
- Lortie, D. (1975). *Schoolteacher: a sociological study*. Chicago,: University of Chicago Press.
- Maphosa,, Shumba,J.,and Shumba, A. (2007). Mentorship for student teaching Practice in Zimbabwe: Are students teachers getting a raw deal? *South African Journal of Higher Education*, 21, 296–307.
- McCann,,&Johannessen, L. . (2004). Why do new teachers cry? *The Clearing House*, 77(4), 138–168.
- Metros, E. Susan, and Yang, C. (2006). The importance of Mentors, *EDUCAUSE: Ohio state University*.

14. MOES. (2012). Annual report of the Directorate of Education Standards: Enhancing skills Development. Kampala.
15. Nolan, A. (2012). Professional mentoring.
16. Rogers, B. (2007). Behaviour management: A whole-school approach. London: : Paul Chapman Publishing.
17. Tyack, D. (1974). The One Best System. Cambridge, MA. Harvard: Harvard University Press.
18. Villani, S. (2009). Mentoring programs for new teachers: Models of induction and support. Thousand Oaks, CA: Corwin Press, Inc.
19. Waller, W. (1932). The Sociology of teaching. New York: Wiley.