

**MENTORSHIP AND TEACHERS' EFFECTIVENESS IN SECONDARY SCHOOLS;
A COMPARATIVE ANALYSIS OF GOVERNMENT-AIDED AND PRIVATE
SECONDARY SCHOOLS IN GULU CITY COUNCIL**

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND
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DECLARATION

I, Ajok Beatrice Abonga, declare that this research Dissertation, entitled *Mentorship and Teachers' Effectiveness in Secondary Schools; A Comparative Analysis of Government-aided and Private Secondary Schools in Gulu City Council*, "is my original work and has not been submitted for any award in any University or institution of higher learning.

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APPROVAL

This is to certify that this research Dissertation entitled “*Mentorship and Teachers’ Effectiveness in Secondary Schools; A Comparative Analysis of Government-aided and Private Secondary Schools in Gulu city council.*” carried out by Ajok Beatrice Abonga is done under my supervision and is now ready for submission.

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DEDICATION

This dissertation is dedicated to my parents: Mr. Abonga Phillips and Mrs. Veronica Abonga to whom I owe my humble life. My beloved husband Mr. John Nyeko who showed me great affection, care, and patience during the time of my academic journey and not forgetting my little darlings; Francis Nyeko Gimara, Fruma Angel Agenorwot, Catherine Felicity Alum for their constant prayers while struggling at the University.

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LISTS OF ABBREVIATIONS AND ACRONYMS

i)	D.V	-	Dependent Variable
ii)	DIS	-	District Inspector of Schools
iii)	DSC	-	District Service Commission
iv)	E.V	-	Extraneous Variables
v)	I.V	-	Independent Variable
vi)	MOES	-	Ministry of Education and Sports
vii)	MOESTS	-	Ministry of Education Science Technology and Sports
viii)	PTA	-	Parents, Teachers Association
ix)	SPSS	-	Statistical Package for Social Scientists
x)	UNEB	-	Uganda National Examination Board
xi)	CVI	-	Ccontent Validity Index
xii)	GASSs	-	Government-aided Secondary Schools
xiii)	PSSs	-	Private Secondary Schools
xiv)	GMEC	-	Gulu Munciple Education Committee

ABSTRACT

This study examined mentorship and teachers' effectiveness, a comparative analysis of government-aided and private secondary schools in Gulu city council. The study was based on the following research objectives; that is; To assess the mentorship programs in selected government-aided and private secondary schools in Gulu city council, To examine the indicators of teachers' effectiveness in selected government-aided and private secondary schools in Gulu city council, To establish the relationship of mentorship on teachers' effectiveness in the selected government-aided and private secondary schools in Gulu city council, and null hypothesis was tested. The study adopted an explanatory sequential research design. The study population included the Head teachers, Deputy Head teachers, Directors of Studies, Heads of Department and Teachers comprising of 160 respondents from whom a sample size of 146 participants were selected comprising of 10 head teachers, 10 deputy head teachers, 10 directors of studies, 28 head of departments, and 88 teachers. The respondents considered were selected using purposive sampling and simple random sampling. Questionnaires were administered to deputy head teachers, head of departments and teachers while interview guides were administered to the head teachers and director of studies. The study revealed that, Government-aided Secondary Schools (GASSs) embraced teachers' mentorship in their school management. Furthermore, it was noted that, there is high level of teachers' effectiveness as a result of mentorship programs. Results also revealed that government-aided secondary schools had more experienced teachers with enough skills for mentorship than their private counterparts. However, there is a strong positive significant association of mentorship on teachers' effectiveness in both GASSs and PSSs. The use of school families, peer mentorship, and support supervision had big impacts on effectiveness of teachers and the performance of students. Furthermore, it was confirmed that, schools in Gulu city consider mentorship in their teaching and learning timetables. The study concluded that, compared to private secondary schools, Government-aided secondary schools have more experienced teachers with enough expertise and skills of mentorship and the teachers are more effective in government schools. It was recommended that, Secondary school administrators in Gulu city should adopt and provide the required space and skills for mentorship because mentorship boosts teachers' effectiveness to enable them achieve their educational goals. There is need for the school administrators to collaborate with the MOES to facilitate continuous professional development for all secondary school teachers on mentorship. In addition, MOES should employ and evenly distribute qualified and experienced teachers to government-aided secondary schools in order to boost mentorship programs.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study compared the influence of mentorship as a professional development strategy on teachers' effectiveness in Gulu city council secondary schools. An overview of the study's background, problem statement, purpose, objectives, research questions, research hypothesis, scope, significance, limitations and delimitations, and operational definitions of terms are all included in Chapter One.

1.1 Background to the Study

The four continuums that made up the study background are historical, theoretical, conceptual and contextual.

1.1.1 Historical Perspective

Since time immemorial, mentorship was viewed as a support pillar for teacher preparation and development. According to Ginkel, Verloop and Denessen, (2015), across the world, mentorship in education has a long history. The Netherlands, United States, Finland, India, Japan as well as the United Kingdom in the early 1990's, introduced a system where, according to a national government mandate, student teachers must complete at least two-thirds of their postgraduate beginning teacher preparation courses in schools where practicing teachers are expected to have a significant role in helping them achieve certain teaching competencies.

In Africa, during the colonial era, teacher mentorship was viewed as an effective way to help new or trainee teachers grow, though this was mainly in the religious fields (Okumu, 2019).

In East Africa and Uganda in particular, effective professional growth was viewed as largely dependent on mentorship, particularly when it comes to pedagogy and training (Bwiruka et al,

2021). This allowed mentors to enter the classroom to help teachers rethink how they teach and learn to design effective lessons that are specific to their academic needs.

For example, pre-service teacher preparation courses with both theoretical and practical components were frequently provided. However, there has been many relevant orientation, support, or guidance programs for new instructors, so they would be unsure of what to anticipate (Kidd et al, 2012). Despite this early development, some authors have reported that many teachers in Africa still face a number of challenges as they try to fit in with increased professional demands and uncertainty while creating their own identities, both personal and professional (Fry & Anderson, n.d.).

It has been realized that mentorship and teacher education are related means of professional development. Generally, the historical views underpin the value of teacher's mentorship since time immemorial and show how it can effectively improve their performance. Current approach to mentorship requires extensive contact with instructors, though critics argue that this is difficult particularly for new or inexperienced teachers who are often left to gamble or muddle through on their own in classrooms. These challenges are bound to cause serious problem especially with some instructors bound to quit the teaching profession (Irby et al, 2017). So far, these three categories of results namely; student accomplishment, classroom instruction techniques, and teacher commitment and retention should be rooted in a solid foundation grounded on effective academic mentoring.

1.1.2 Theoretical Perspective

This study was guided by Mezirow's (1985) transformational theory which explains how mentorship in professional career development enhances the effectiveness of a teacher (Mezirow, 1985). The theory asserts that almost every person or group of people constantly thinks about and acts to change their reality into one that is more equitable for everyone to live

in the real world. Daloz (1986), transformational theory aims to bring about social change which exposes the truth about how to develop critical consciousness. According to Daloz (1986), transformational theory seeks to understand the situation in which to develop critical consciousness. This theory is appropriate for investigating mentorship because it enhances educational practices and supports new teachers in a classroom setting. This can help, lead, and motivate teachers to appreciate and increase their efficiency as effective instructors. In that case, the transformational theory is essential for boosting confidence and helping people who carry out mentorship understand why they are determined to focus on their career development performance. Teachers benefit from mentoring by developing their new talent, skills, knowledge, and abilities as well as changing their attitudes toward the profession.

The central idea is that transformational theory is important in all levels of learning because it focuses on how individuals can change their perspectives through a critical reflection on experiences, beliefs, and assumptions to foster personal transformation thus making them become effective teachers (Wang, 2018). This involves questioning and analyzing one's views and understanding. Teacher effectiveness is reached through the transformative learning, where individuals shift their frames of reference, allowing them to approach situations with new perspectives. This is applicable because the theory emphasizes learning as a process that can change how people think and act. Transformational learning empowers individuals by enhancing their self-awareness and agency hence the relevancy of the theory.. This newfound confidence encourages them to take action toward personal and professional goals. Therefore, any effective teacher is one who has been transformed, and is able to teach consciously so as to pass on right content to the learners using appropriate methods. The danger of the theory is that it does not give room to other factors in the counterplay that affect teacher effectiveness in the classroom apart from mentorship.

1.1.3 Conceptual Perspective

The primary ideas of the study included mentorship as the independent variable (IV) and the effectiveness of teachers as the dependent variable (DV). Mentorship as conceptualized, explains the cause of professional development teaching strategies that often result in teachers' effectiveness. The Latin word "mentoring" has the meaning "about or occurring in the mind." Mentoring is the process through which an older individual with a wealth of life experience assists in guiding a younger, less experienced individual, according to Braimoh (2008). Since it helps people in organizations by guiding, motivating, and encouraging them, mentoring is a very helpful tool. When properly implemented, the method of assisting instructors will result in students' academic success. Apprenticeship and training practices provide knowledge, and the idea of mentorship is a key component of craft societies from earlier centuries (Deans et al, 2006).

On the other hand, Effectiveness is defined broadly as the set of traits, skills, and conduct of educators at all levels of education that allow them to achieve the intended learning outcomes, which may include meeting particular learning goals as well as more general objectives like problem-solving abilities, critical collaboration, and becoming effective citizens.

It should be noted that, the effectiveness of teachers is directly related to mentorship as a professional development tool. Teachers must communicate with mentors as a strategy of eliminating social isolation in order to be accepted into the professional community. Because it alters teaching approaches, mentoring is crucial. Teachers receive direction, encouragement, and instruction to change their teaching methods through mentorship. Teacher's effectiveness is measured in terms of ; Better content delivery, Increased teacher presence, Improved assessment of learners, Good relationship with learners and staff.

1.1.4 Contextual Perspective

In Northern Uganda, a report by the Education Standard Agency in 2020, reveals that mentoring has become an extremely popular policy for improving teachers' performance. What perhaps remains a concern is that mentors have not been trained adequately in the mentorship process and appear to have unfavorable opinions about it, particularly in secondary schools that get government assistance. Despite being scheduled to teach, teachers continue to miss school and, when they do show up, they do not regularly enter the classroom. The sub-region's resistance to mentoring is evident from the teachers' actions. Teachers oppose the mentoring process, which is why it receives little attention while being a highly regarded method for improving teaching abilities.

The study's contextual viewpoint centers on the advantages of government and private mentorship in secondary schools within Gulu city. According to Okumu et al. (2019), teachers continue to miss work even though they are supposed to be teaching, and even when they do show up, they don't consistently attend lessons. The study concluded that it is important to compare the effectiveness of teachers and the condition of mentorship in the schools both government-aided and private secondary schools. In Uganda, the Ministry of Education and Sports is very concerned about this noting that teachers frequently deliver unscheduled examinations and assessments to gauge students' learning achievement in addition to mostly adopting teacher-centered methods rather than learner-centered perspective (UNEB, 2015).

1.2 Statement of the Problem

The effectiveness of teachers in secondary government-aided and private schools is a matter of concern for the Gulu city council with a significant concern that is impacting student learning outcomes and overall educational quality (Okumu, 2019). Despite the critical role that teachers play in shaping students' academic success, there is evidence of widespread challenges,

including ineffective teaching methods, low levels of student engagement, and insufficient assessment practices (Okumu, 2019). Recent efforts by the Ministry of Education and Sports indicate a marked progress towards mentorship as an important policy for improving performance of teachers in schools. (MOES, 2022). However, what is evident is that those to be mentored have not received adequate training in the mentoring process and some of the teachers to be mentored have negative attitudes towards the same and even those who had the opportunity to do the same complained of lack of resources and time (MOES, 2022). Additionally, in Gulu city council, even when they are aware of the schedule, teachers nevertheless fail to show up for class. If they are present, they do not enter classes to teach regularly, giving a clear indication of possible lack of or resistance to mentorship. (GMEC, Report, 2023)

This research therefore examined the influence of mentorship on teachers' effectiveness, specifically comparing government-aided and private secondary schools in Gulu city council. There was need to bridge the information gap as regards mentorship through comparatively focusing on mentorship systems put in place to attain teachers' effectiveness in both government-aided and private secondary schools in Gulu city council and beyond.

1.3 Purpose of the Study

The study compared government-aided and private secondary schools in Gulu city council to investigate the influence of mentorship on teachers' effectiveness.

1.4 Specific Objectives

This study was guided by the following specific objectives;

1. To assess the mentorship programs in selected government-aided and private secondary schools in Gulu city council.

2. To examine the indicators of teachers' effectiveness in selected government-aided and private secondary schools in Gulu city council.
3. To establish the relationship of mentorship on teachers' effectiveness in the selected government-aided and private secondary schools in Gulu city council.

1.5. Research Questions

1. What are the mentorship programs in the selected government-aided and private secondary schools in Gulu city council?
2. What are the indicators of teachers' effectiveness in the selected government-aided and private secondary schools in Gulu city council?
3. How does mentorship influence teachers' effectiveness in selected government-aided and private secondary schools in Gulu city council?

1.7. Research Hypothesis

HO: There is no statistically significant relationship of mentorship on teachers' effectiveness in selected government-aided and private schools in Gulu city council.

1.8 Scope of the Study

Geographical, content, and temporal scope are all included in the study's scope.

1.8.1 Geographical Scope

Both government-aided and private secondary schools provided data for the study. Because of the comparison between teacher mentorship in government-aided and private secondary schools in Gulu city council, the study's schools were both "O" and "A" level, mixed day and boarding, single boarding schools in nature. This study area was selected based on the reason that it's a fast-growing city in the region while attracting a lot of educational reform programs and learners amidst extreme poverty. Additionally, the fact that education

achievements in government-aided and private secondary schools deserve improvement for a better future development needs of the learners and the whole sub-region.

1.8.2 Content Scope

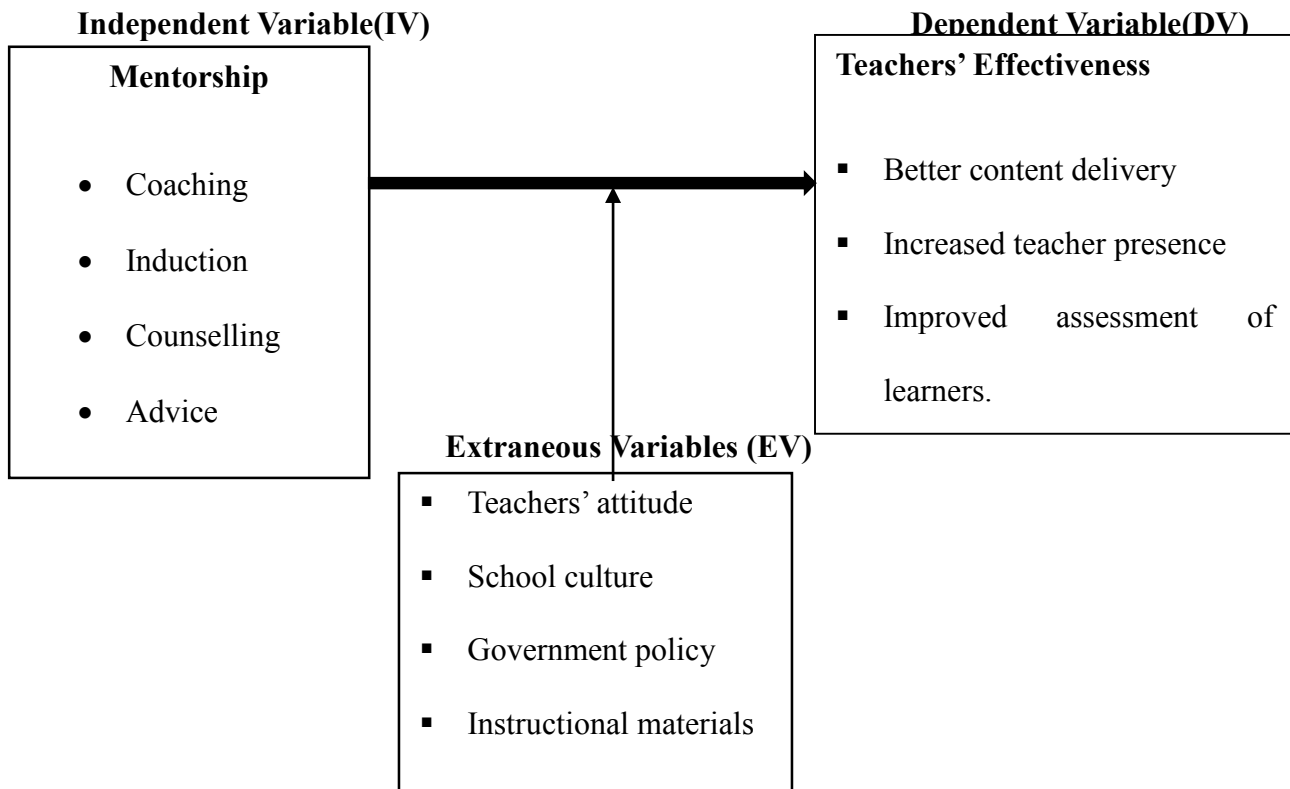
In general, the study sought to determine how mentorship affected the effectiveness of teachers in the Gulu city council. It was specifically intended to look into how mentorship affected the effectiveness of teachers in a few chosen secondary government-aided and private schools.

1.8.3 Time Scope

This study considered information from the period between 2020 and 2022. This was the period in which there was much excitement as Gulu Municipality was turned into a city, and given the fact that mentoring was seen as a vital professional development strategy being encouraged in schools within the country.

1.9 Conceptual Framework

Figure 1. 1: showing a conceptual framework about mentorship and teachers' effectiveness



Source: *Modified by the researcher from Patricia F. Cambell, 2011.*

The conceptual framework (Fig.1.1) shows that in both government-aided and private secondary schools, mentorship and teachers' efficacy are positively correlated. Mentorship is perceived as the independent variable (IV) broken down into different sub-variables: coaching, induction, counselling, and advice. The dependent variable (DV) is teachers' effectiveness which analyses the study in terms of improved teacher preparation to teach, proper content delivery, and increased teacher ability to teach. It is assumed that when there is adequate and effective instructional mentorship, teachers become highly effective implying that teachers' effectiveness depends on instructional mentorship while the extraneous variable (EV) is the teacher's attitude, school culture, government policy, and instructional materials.

Instructional performance may be impacted by mentorship; that is, a teacher who receives quality mentoring may be able to teach effectively. Furthermore, teachers who receive strong mentoring demonstrate, for instance, appropriate lesson planning, thorough syllabus covering, time management, and effective communication. They also experience enhanced teaching abilities and strategies, as well as a better learning environment and dedication.

1.10 Significance of the study

The results might encourage scholarly critique on the subject of mentoring to support its growth within the educational community. Individuals who take part in mentoring programs could pick up knowledge that will help them advance in it.

The results could lead to more scholarly critique on the subject of mentoring, which would help the field advance inside the school community. Mentorship participants might pick up knowledge that will assist them advance in their careers.

In addition, the study could stimulate academic criticism in the field of mentoring to raise its progress within the school community. Those who participate in mentoring learn things that can help them get better at it. It adds to the already existing literature on mentorship and teachers' effectiveness in secondary schools.

The study is also of help to the policymakers in education to provide information for reference that is vital in reviewing the current policies on mentorship and teachers' effectiveness in the country at large.

Lastly, the study is valuable to secondary school managers and administrators since it provides them with pertinent information on the current mentorship programs at secondary schools, enabling them to be more effective in their roles.

1.11 Limitations of the Study

The amount of time for the investigation was fairly constrained. This was due to the researcher's limited time to effectively communicate her opinions to the respondents. This delayed coverage, particularly when conducting interviews and sending questionnaires.

Some respondents were reluctant to provide accurate information; this was because they believed the study may be used against them.

Accessing participants was challenging since some people were not available. This occurred due to a variety of unforeseen events. The researcher addressed this by giving respondents enough time to complete the questionnaires and by setting up interviews with respondents at convenient times, preferably outside their regular business hours.

Lack of funding from the researcher for binding, stationery, computer services, and transportation. Finance slowed down the research progress and led to delays.

1.12 Delimitations of the Study

The researcher worked very hard during the study period, beginning with the writing of chapters one and two and continuing with the collection, processing, and interpretation of data. The researcher informed the target respondents of the study's objective by distributing an introduction letter from Kyambogo University.

The researcher convinced and encouraged the respondents to participate in the study, explaining that the data would only be utilized for academic purposes. On accessing the respondents and gathering information on the study's goals, the researcher looked for respondents from their various schools to interview and engage with.

Using online learning to cut down on travel expenses and selecting cost-effective research designs, the researcher was able to address the financial constraints.

1.13 Operational Definition of Terms

Government-aided Secondary Schools: These exclusively refer to secondary schools that are not privately owned and get help from the government in the form of staff employment, supplies, and financial grants.

Private Secondary Schools: These exclusively refer to secondary schools that are not government-owned and get help from the proprietors in the form of staff employment, supplies, and financial grants.

Mentorship: This is a practice where an experienced educator who helps coach, counsel, give advice and induction to the new teacher as he/she is learning the classroom.

Mentor teacher: An experienced educator who helps new teachers as they are learning the classroom.

Novice Teacher: A new teacher who is starting to establish their teaching philosophies, individual teaching styles, and classroom management techniques.

Teachers' effectiveness: This is discussed in terms of content delivery, improved assessment of learners, increased teachers present and good teacher-teacher and teacher-student relationships.

Teacher: A person who aids in learning. It is used to describe someone who aids learning in this context, particularly in higher education institutions.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed related literature on the key study variables from various sources. It starts with the mentorship programs, notably induction, coaching, advice and counselling, teachers' effectiveness and indicators in secondary schools, the relationship of mentorship on teachers effectiveness in secondary schools and the summary of the literature review among others.

2.1. Mentorship Programs in Secondary Schools

According to (Kovnatska, 2014), Odysseus Mentor, a character from the Greek epic Trojan War, was a friend to whom he entrusted guidance and support for his son Telemachus. The roots of this concept can be found in Homer and classical Greek mythology. The goddess of wisdom Athena occasionally took on the role of a mentor, encouraging and supporting Telemachus in his quest for knowledge and enlightenment. According to the wisdom and counsel of Athens, This story is where the name "mentor" originated, and it has since evolved to represent a "father" or even a "mother figure" for kids. Then, the term "mentor" was observed and used in the Aristotelian academy as well as in the schools of Socrates and Plato (ibid) where it will be related to the concepts of a teacher or a counselor. Until recently, the term mentorship, according to (Mohammad & Bravo-marquez, 2018), referred to an informal face-to-face communication process that takes place over a stipulated and sustained amount of time between a mentor and a protégé. The person who is regarded as having more pertinent knowledge, insight, or experience is the mentor.

A mentor should also impart their knowledge and skills to their mentees because they are knowledgeable in a certain academic field of competence (Van Ginkel et al., 2016). It is further

suggested that good mentoring entails more than just a question-and-answer session. It also involves the creation of continuing open learning relationships where the mentor and the mentee encounter and overcome obstacles together.

Furthermore, concept of mentorship reported by (Rhodes et al., 2017) meant the process's outcome was essential and so it was described as a strategy to reduce the number of students dropping out of school, improve academic achievement, cultivate a positive self-image, curtail dangerous conduct, and speed up professional growth. Some academics at the University of Venda concurred that mentoring should focus on helping mentees deal with their psychological and social difficulties in addition to better academic achievement. In this institution, mentors receive life skills and career development training if the process is effective and successful but this was not always the case as the study found (Ginkel et al., 2018).

However, the mentors were often asked to report their mentees to trained student counselors as soon as they became aware of any serious psychological issues (Okumu, 2019). The mentoring process offers new teachers with little experience both personal and professional support. As it emerged, not only were the teacher's advancement, development, and professionalism guaranteed in their professional lives, but contributions were also made in areas like enhancing their feeling of fulfillment on a personal level, encouraging their creativity, improving their capacity for communication, and fortifying their professional credits (Bakioğlu et al., 2015).

When it is well conducted, mentoring can support and improve the mentee's professional career development and growth in addition to other academic benefits for both parties. For teachers to improve their methods and become more successful educators, they receive support in the workplace to cultivate a mindset of lifelong learning and more boldness. Thus, mentorship has a direct impact on a teacher's effectiveness (Manning & Hobson, 2017).

When professionals with expertise and experience help students and new professionals advance their careers through on-the-job training or support, this is referred to as mentoring (Manning & Hobson, 2017). Through the mentorship process, teachers are given support on the job to grow more courageous and to keep studying to enhance their teaching abilities and increase their effectiveness (Parathyras & Zorbas, 2020). Mentorship has a direct impact on how effective teachers are (Schwan et al., 2020). Accordingly, mentoring techniques assist new teachers in settling into the classroom and acclimating to the particular school and district environment where they work (Okumu, 2019). The ultimate objective is to provide new teachers with extensive support to fulfill their immediate requirements while they adjust to the responsibilities of teaching and the climate of the school environment (Caingcoy, 2022). (Palmer, 2010) asserts that because mentoring programs differ so greatly, educators and policymakers must comprehend the basic elements of comprehensive mentoring to recognize excellent mentoring when they see it.

Generally, the main goal of the educators tended to be the acquisition of enough hours, and each session was distinct, fragmented, isolated, and rarely saw a life beyond the training session itself (Guskey, 2014). Right from the 1980s, mentorship has served as the foundation for teacher preparation and orientation programs or assistance for new or inexperienced teachers and mentees. To help new teachers succeed in their initial experiences, outline their careers as teachers, and establish communication-based professional connections, mentoring is a form of individualized professional (Ginkel et al., 2016). The same is enhanced through time as a method for improving instructors' abilities. Stakeholders evaluate it, and it is built collaboratively to assist enhance school culture (Mohammad & Bravo-marquez, 2018).

According to the research, the most important elements of a mentoring relationship for mentees include advice, companionship, moral support, and encouragement as well as assistance with

topic knowledge and instructional techniques. Discussions to share solutions to problems, encouraging remarks, the development of resources, and appropriate reinforcement are additional elements. In their study, Muhammad, Allah, and Muhammad (2018) claim that mentorship is essential in influencing teachers' professional behaviors and preparing them to carry out their duties using the teaching techniques they acquired from their mentors. According to the study's findings, mentorship is an ongoing process of professional development that gives educators the tools they need to plan lessons, set objectives for students' learning, and select efficient teaching strategies.

Mentoring is still a viable option for educational policy although, effective mentoring needs acceptance of the challenges of the mentorship roles (Okumu et al., 2019). This implies careful planning. Effective teaching is a key element of educational change or advancement, and teachers are vital educational resources (Smith & Ingersoll, 2004). It is crucial to support beginning teachers' classroom performance from the outset of their careers to support them (Ingersoll & Strong, 2011). Mentorship programs that have been carefully designed can provide support that is essential for retaining new teachers in the classroom. We are up against it. Effective teaching is essential if the aim of education is to be achieved (Mpofu & Chimhenga, 2016). Through mentoring, teachers can continuously improve the knowledge and professional abilities needed to instruct and get pupils ready for the twenty-first century. However, in order for mentorship programs to be successful, their complexity, mode of operation, and goal must all be considered during development (Okumu et al., 2019).

2.2. The indicators of teachers' effectiveness in secondary school education

Teacher effectiveness, as defined by (Muijs et al., 2014), is the impact of several classroom factors on students' performance, such as instructional tactics, teacher expectations, classroom structure, and resource use. No single teacher feature or characteristic, in the words of

(Papanastasiou, 2013). is sufficient to characterize a successful teacher. (Calleja, 2014) stated that classroom practices are crucial to learning when discussing teacher effectiveness. He discovered via his studies that both what occurs in the classroom and a teacher's method of instruction matter. The most effective teaching methods encourage involvement and higher-level thinking. Converting this knowledge into a reliable evaluation method is the challenge.

According to (Paris & Paris, 2001), good educators don't just rely on teacher-directed instruction in this area. They provide their students with a lot of coaching in the form of encouragement and criticism as they read and write. They avoid talking excessively so that their students have time for literacy activities. Students of effective teachers are encouraged to practice self-control (Paris & Paris, 2001). They urge pupils to work freely and take charge of their education. Effective teachers should possess at least some of the following qualities, or at least be aware of them: they should be dynamic and vivacious, clear in their instructions and modulation, good at studying and working, have well-defined goals, be well-versed in the subject matter, be up to date on knowledge, choose appropriate teaching strategies to accommodate individual differences, adopt a child-centered approach, and arrange and supervise learning activities.

According to (Goe et al., 2008), elaborated on various studies, policy papers, standards, and reports on teacher effectiveness in their analysis. After carefully examining the definitions gathered, they created a five-point definition. Successful teachers are those who demonstrate the characteristics described below when judged by value-added, additional test-based growth metrics, or different metrics (Irby et al., 2017). High expectations for every student; an impact on student's academic, attitude, and social outcomes, including consistent attendance, timely advancement to the following grade, timely graduation, self-efficacy, and cooperative behavior; and skilled educators use a range of resources to plan and organize interesting

learning opportunities; they also conduct formative evaluations of their students' progress, adjusting instruction as necessary; and they evaluate learning using a variety of tools. To promote student success, effective teachers collaborate with other educators, especially for children with special needs and those who are at a high risk of failing (Muraya et al., 2020). They converse with parents, other education specialists, and administrators as well. Additionally, they support the development of educational settings and civic engagement centers.

Most research on classroom instructional practices found that newly hired teachers who underwent some sort of induction were more successful in a range of teaching tasks, such as assigning work, managing student behavior, creating practical lesson plans, employing successful student questioning strategies, adapting lessons to students' interests, and maintaining a supportive classroom atmosphere (Stronge, 2003). The majority of research on student accomplishment found that pupils of new teachers who took part in some kind of introduction obtained higher grades on academic achievement tests (Kyriakides et al., 2020).

The understanding of the “act” of teaching is important to new teachers in the field. How to stand in the classroom, where to stand, where to let students enter and leave, how to project your voice and tone, and how to manage the class (Bwiruka et al., 2021). The trainee may not fully understand why or what they are doing, even though it is crucial for getting ready for constructive learning to occur. This is hardly surprising considering how complex and dynamic classroom situations can be, especially for newcomers (Kyriakides et al., 2020).

The mentor, as a seasoned teacher, can “think,” take into account learners' development, and instinctively notice learning in a session since they are “unconsciously competent” in managing the classroom environment (Ankerson & Pable, 2020).

According to Goe, Bell, and Little (2018), effective teachers display the following traits. Effective teachers, as shown by value-added, other test-based growth indicators, or alternative assessments, hold their students to high standards and promote their learning. Second, effective teachers work tirelessly to ensure that their students attain the academic, attitude, and social results they want, such as timely graduation, self-efficacy, and cooperative behavior. Thirdly, good teachers employ a variety of tools and resources to facilitate learning. They design and structure interesting learning opportunities, monitor students' progress, adjust their teaching methods as needed, and assess students' learning using a variety of sources of data. In addition to boosting student learning and development, effective teachers also work to create inclusive classroom environments and schools that encourage diversity and civic engagement. Furthermore, there shouldn't be any discrimination based on ethnicity, caste, gender, or any of the other categories.

It was also noted that to ensure that students achieve, good teachers cooperate with other educators, administrators, parents, and parents. Teachers need to show that they are effective, especially when working with students who have special needs or who are at a high risk of failing (Ifech et al., 2021).

There are twelve possible sources of information for determining how well-qualified teachers are in a given educational setting. Student evaluations, peer evaluations, personal evaluations, and recordings, Examples of these include student interviews, learning outcome measurements, teaching portfolios, teaching scholarships, teaching awards, alumni evaluations, employer evaluations, administrator evaluations, and teaching scholarships (Ifechi et al., 2021).

2.3 Relationship of mentorship on teachers' effectiveness in secondary schools

It's simple for classroom teachers to feel lost in the wilderness (Stronge, 2003). Their job requires them to spend a lot of time alone with adults, sometimes for hours at a time, while also

having substantial responsibility for a classroom with, on average, more than two dozen students (many of whom don't seem to want to be there). For a career in which much is frequently demanded, mentorship programs for teachers add a critical component of support. A teacher mentoring program's main goal is to provide qualified support (Kutsyuruba & Godden, 2019)

By sharing the load faced by new hires with established and experienced educators, these initiatives promote new hire retention and ensure safe, well-managed, and academically intensive classrooms (Hobson et al., 2009). There are numerous demands made on a teacher's time, and they must find time to fit them all in each day. Lesson plans must be created in addition to parent communication and other irregular but frequent commitments. The creation and grading of tests are required. A typical teacher has hours of extra work to complete each day, much of which is carried home. An inexperienced teacher can benefit from mentoring by learning time management skills, which will enable them to fulfill their duties outside of school hours with less of a time and energy drain (ibid).

Authors (Irvine, 2019) argued that, the effectiveness of teachers' jobs and the availability of an effective school counselor in a few selected secondary schools in the Ikot Ekpene local government area of Akwa Ibom State. For the study, ten public secondary schools were chosen at random. There were 380 people in the study's sample. 200 teachers are women and 180 instructors are men. The descriptive basic Pearson product-moment correlation statistical analysis was used to examine the study's data. According to the findings of the data analysis and testing of the study's hypotheses, 300 respondents, or 78.9%, believed that a good school counselor would enhance teachers' work performance in the research area. 80 (21.1%) respondents claimed to agree with the opposite, nevertheless. The results of the presented hypothesis test demonstrated that, when taken into account at the 0.05 level of significance

with 378 degrees of freedom, the calculated r-value of 0.966 was more than the significant r-value of 0.195.

Study conducted in Ikot Ekpene local government region. It was concluded that, all schools hire a qualified counselor to assist the kids by providing them with helpful information and guidance that would encourage the achievement of school objectives and instructors' job performance . Likewise, recent studies have shown that taking part in a mentoring program can boost teacher retention rates and raise teacher morale, both of which may result in an improvement in students' academic performance (Kutsyuruba & Godden, 2019). (Ingersoll & Tran, 2023) aims that a mentor can be a co-worker or a peer, someone who is comparable to them in terms of rank and age and who can foster a positive work environment. Mentoring peers may have more or less experience than the mentee and may be at similar developmental stages. In the traditional sense of the word, mentors are typically powerful individuals or those whom the mentee aspires to be like in their workplace (Hobson, et al. 2020).

The success of a mentorship initiative directly affects how well new teachers develop professionally and perform in the classroom (Parathyras & Zorbas, 2020). According to the majority of research, new teachers who received some form of induction performed better on a range of teaching tasks, such as retaining students' interest, developing effective lesson plans, using effective student questioning strategies, adapting classroom activities to suit students' interests, fostering a positive learning environment, and demonstrating effective classroom management (Ingersoll & Strong, 2011).

Therefore, mentors held that mentoring has had a significant impact on how they inspire people to promote cooperation, build trust, and support others who come back to them, and the advantages were numerous (Schwan et al., 2020). The value of documentation and the connection between psychology, sociology, and the teaching of a particular subject was

explained to the student teachers by their mentors. Student teachers recognized that occasionally they failed to consider the experiences, information, and abilities that students brought to the classroom (Mpofu & Chimhenga, 2016). They learned how to construct lessons so that students use their prior experiences and knowledge as a basis for new information via the supervision of the experienced mentor. In this connection, candidates for teaching are assisted in developing the knowledge and abilities necessary for the classroom; well-prepared instructors yield higher student accomplishment and are also more likely to stay in the classroom (Kutsyuruba & Godden, 2019).

Similarly, in the Biase local government region of Cross River State, (Jocasta et al., 2024) conducted research on the supervision of teachers' classroom experiences and successful job performance in several secondary schools. Nigeria. Ex post facto research methods were used by the researcher. The study's data were gathered using a ten (10) item questionnaire with a four-point rating scale. Before being used with research participants, the recommended instrument was validated and its reliability was examined. Twelve (12) public secondary schools were chosen using the simple random sampling technique, while five hundred and sixteen (516) instructors who are still employed in the area's public secondary schools were chosen using the stratified random sample technique.

An independent t-test statistical analysis was carried out to determine the influence of effective instructor supervision on successful work performance in the study region to evaluate the study's hypotheses. Data analysis and hypothesis testing revealed that, when taken into account at the 0.05 level of significance with 514 degrees of freedom, the computed t-value of 0.867 is more than the significant t-value of 0.195. This suggests that the ability of teachers to fulfill their jobs effectively is significantly impacted by the appraisal of their teaching experience at various secondary schools in the Biase local government area of Cross River State, Nigeria.

According to research by (Muraya et al., 2020) teacher mentoring in Kenya is linked to higher rates of teacher retention and better pedagogical abilities. It has a positive impact on instructor commitment, classroom management techniques, and student achievement. The mentoring method improved the practice of sharing ideas amongst teachers, schools, and school clusters, according to (Okumu et al, 2019) study on mentoring as professional development in the chosen secondary schools in Uganda. Teachers at assisted schools became more candid in discussing their methods, which enhanced instruction overall. While this was happening, the mentors saw some good mentoring techniques and shared them with the teachers and mentors. For instance, one instructor started organizing library sessions for her learners utilizing Laptops that were pre-loaded with digital stories and this approach enhanced pupils' enthusiasm in reading. Through the mentors' efforts, the concept was quickly adopted by other schools (Bwiruka et al., 2021a).

2.4 Summary of reviewed related literature

This chapter explored related scholarly works on the concept of mentorship in secondary school education, discussion on teacher effectiveness, gaps, and indicators, including the relationship of mentorship on teacher effectiveness. For instance, Landolt and Masehela define mentorship as an informal face-to-face communication process between two persons over a specific and sustained length of time (Osman & Dangor, 2024). According to Campbell, Kyriakides, Muijs, and Robinson (2014), instructional methods, teacher expectations, classroom structure resource usage have significance impact on students' performance and hence "teacher effectiveness".

The effectiveness of teachers within educational institutions can be evaluated using a variety of sources, including evaluations by students, peers, administrators, films, alumni, employers, and teachers, as well as portfolios, learning outcome metrics, teaching scholarships, teaching

awards, and self-evaluations(Campbell et al., 2014). For instance, (Bwiruka et al., 2021a) found that in Kenya, teacher mentoring is associated with increased pedagogical abilities and greater teacher retention rates when it comes to their understanding of the connection between mentorship and teacher effectiveness. It improves student achievement, classroom management strategies, and instructor dedication. This is true because the practice of mentoring gives teachers this kind of empowerment. As a result, mentors gain from the mentoring process in addition to the teachers since it gives them a sense of purpose from helping others, respects them, fosters teamwork, and exposes them to new ideas.

All in all, the literature reviewed informs a lot about the study however, there is a wider information gap that exists for the case of our country and specifically the case study area. It is a belief that once this study is successfully executed, literature/information about mentorship status in secondary schools, indicators of teacher effectiveness, and the connection between teacher effectiveness and mentorship in the chosen secondary schools in Gulu city council, Uganda will be made available and contribute a lot once there is need to do comparative study and critically understand more along the study line. This concept seemed to be relatively new in the Ugandan national education system and it would work better if it was mainstreamed for teacher effectiveness and motivation in the classrooms.

Mentoring has a direct effect on promoting and sustaining teacher effectiveness with clear indicators in secondary school education. According to Campbell et al. (2014), teacher effectiveness refers to the influence of classroom variables on students' performance, including teaching strategies, teacher expectations, classroom organization, and resource usage. No single teacher feature or characteristic, in the words of Papanastasiou (1999), is sufficient to characterize a successful teacher. (Munna & Kalam, 2021) stated that classroom practices are crucial to learning when discussing teacher effectiveness.

Authors (Paris & Paris, 2001) stated that effective teachers do not solely rely on teacher-directed education about this topic. Goe et al. (2018) in their study, elaborated on various studies, policy papers, standards, and reports on teacher effectiveness in their analysis and effective teachers display the following traits. Effective teachers, as shown by value-added, other test-based growth indicators, or alternative assessments, hold their students to high standards and promote their learning. Second, effective teachers work tirelessly to ensure that their students attain the academic, attitude, and social results they want, such as timely graduation, self-efficacy, and cooperative behavior (Goe et al., 2008).

There are twelve possible sources of information for determining how well-qualified teachers are in a given educational setting. Student evaluations, peer evaluations, personal evaluations, recordings, student interviews, alumni evaluations, employer evaluations, administrator evaluations, teaching scholarships, teaching awards, learning outcome metrics, and teaching portfolios have been named as examples of these (Berk, 2015). Many scholars have established very strong relationships between mentorship and teacher effectiveness in secondary schools. For example, sharing the load faced by new hires with established and experienced educators, these initiatives promote new hire retention and ensure safe, well-managed, and academically intensive classrooms (Hobson, 2017). There are numerous demands made on a teacher's time, and they must find time to fit them all in each day. Lesson plans must be created in addition to parent communication and other irregular but frequent commitments. An inexperienced teacher can benefit from mentoring by learning time management skills, which will enable them to fulfill their duties outside of school hours with less of a time and energy drain (ibid).

Likewise, recent studies have proved that mentoring programs can boost teacher retention rates and raise teacher morale, both of which may result in an improvement in students' academic performance (Kutsyuruba & Godden, 2019). Smith and Ingersoll (2015) claim that a mentor

can be a co-worker or a peer, someone who is comparable to them in terms of rank and age and who can foster a positive work environment. Mentors are perceived to be powerful individuals whom the mentee aspires to be like (Hobson, et al., 2020). Many studies have shown that the effectiveness of a mentoring program directly determines how well new teachers develop professionally and perform in the classroom (Parathyras et al., 2020). Studies have found that new teachers who went through some sort of induction were better at a variety of teaching tasks, including keeping students' attention, creating useful lesson plans, employing successful student questioning techniques, modifying classroom activities to meet students' interests, maintaining a positive classroom environment, and exhibiting successful classroom management (Ingersoll & Strong, 2012).

Therefore, mentors held that mentoring has had a significant impact on how they inspire people to promote cooperation, build trust, and support others who come back to them, and the advantages were numerous (Schwan et al., 2020). Student teachers recognized that occasionally they failed to consider the experiences, information, and abilities that students brought to the classroom (Mpofu & Chimhenga, 2016). They learned how to construct lessons so that students use their prior experiences and knowledge as a basis for new information via the supervision of the experienced mentor. In this connection, candidates for teaching are assisted in developing the knowledge and abilities necessary for the classroom; well-prepared instructors yield higher student accomplishment and are also more likely to stay in the classroom (Kutsyuruba & Godden, 2019).

2.5 Literature Gaps

While existing studies examine the immediate benefits of mentorship for new teachers, there is a lack of longitudinal research that assesses how mentorship influences teachers' career trajectories and professional development over time (Ingersoll & Strong, 2011). Furthermore,

Current literature predominantly reflects Western educational practices. There is insufficient exploration of how cultural contexts influence mentorship dynamics and outcomes, particularly in non-Western educational systems (Okumu, 2022). While some studies acknowledge the psychological aspects of mentorship, comprehensive research on how mentorship can effectively address mental health and social-emotional challenges faced by teachers and students is limited (Eby, Rhodes, & Allen, 2017).

With the rise of remote learning, there is a gap in understanding the effectiveness of digital or hybrid mentorship programs. Future research could focus on comparing these models to traditional in-person mentorship in terms of outcomes and satisfaction (Okumu et al., 2022). Although mentorship is widely recognized as beneficial, there is a lack of emphasis on the training and resources that mentors need to be effective. Research could investigate how structured training programs impact the efficacy of mentorship relationships (Landolt & Masekela, 2014). The absence of standardized evaluation frameworks makes it difficult to assess the success of mentorship programs. Future studies should focus on developing comprehensive metrics that measure diverse outcomes of mentorship (Mohammad et al., 2018). The literature often assumes a one-size-fits-all approach to mentorship. There is a need for research on the effectiveness of tailored mentorship models that consider the specific needs of various educator populations, including those in urban versus rural settings (Bakioglu, 2015).

While studies have documented immediate benefits of mentorship programs, there is a lack of longitudinal research examining how these programs affect teacher retention rates over multiple years and their influence on long-term career development (Kutsyuruba & Godden, 2019). Existing research primarily focuses on teacher retention and satisfaction, leaving a gap in understanding how mentorship directly influences student academic performance and

engagement in diverse classroom settings (Ingersoll & Strong, 2012; (Muradya & Modiba, 2019). Much of the mentorship literature stems from Western educational contexts. There is insufficient exploration of how cultural factors affect the implementation and outcomes of mentorship programs in different countries, particularly in developing regions (Mugwanya, 2017). While new teachers are often the focus of mentorship studies, there is limited research on the training and support needed for experienced teachers who serve as mentors, particularly regarding best practices for providing effective guidance (Schwan et al., 2020; Kutsyuruba & Godden, 2019).

With the increasing use of technology in education, there is a need for research on how digital platforms can enhance mentorship practices and support both mentors and mentees in a remote or hybrid learning environment (Bwiruka et al., 2021). Research often overlooks how mentorship programs can be tailored to address the unique challenges faced by diverse groups of teachers, including those from marginalized backgrounds or those teaching in under-resourced schools (Irvine, 2019). There is a gap in standardized metrics for assessing the effectiveness of mentorship programs. Research could focus on developing frameworks that evaluate both qualitative and quantitative outcomes of mentorship initiatives (Jocasta et al, 2024).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covered the research design, study population, sampling strategies, sample size, data collection procedures, validity, and reliability of the research instruments, data analysis, quality control, and ethical considerations.

3.1 Research Design

The study adopted exploratory sequential research design. This design was considered appropriate because the researcher would systematically gather data from a target population to obtain information about preferences, attitudes, practices, concerns, or interests that help the researcher determine the cause during the same period (Amin, 2005). The survey enabled the researcher to collect data only once from the field hence relatively inexpensive and easy to carry out. Besides, the researcher employed the use of quantitative and qualitative research approaches within the explanatory research. A mixed method approach.

3.2 Area of study

The study area was Gulu city council located in Northern Uganda. Gulu is a city in the Northern Region of Uganda. It is the commercial and administrative centre of Gulu District. The coordinates of the city of Gulu are 2°46'54.0"N 32°17'57.0"E. Gulu city has two divisions, that is; Gulu West and Gulu East. The city's distance from Kampala, Uganda's capital and largest city, is 333 kilometres (207 metres) by road. The area was chosen because of it had experienced insurgency for many years interrupting teacher support (mentoring) for effective teaching and learning (Okumu, 2021).

3.3 Study Population

Gulu city council has fourteen (14) government-aided secondary schools and sixteen (16) private secondary schools (UNSER, 2024). It is from this that the researcher sampled purposively 5 schools both government and private. The researcher choose schools which had spent more than 10 years in operation with confidence that they had series of mentorshp programs among their teachers. The target population comprised of Head teachers, Deputy head teachers, Heads of department, Directors of studies, and the Teachers selected from government-aided and private secondary schools.

3.4 Target population, and Sample Size

3.4.1 Target population

The targeted size for the study was 160 respondents gathered from both government-aided and private secondary schools within Gulu city council. From a total sample size of 146. The study respondents were then broken down as follows: 10 Head teachers, 10 Deputy head teachers, 10 Directors of studies, 30 Head of departments and 100 Teachers from government-aided, and private secondary schools. The breakdown is attached in table 3.1

3.4.2 Sample Size determination

The sample size was determined using the Morgan formula so as to get the right sample size (Krejcie & Morgan, 1970). This formula was applied to the number of respondents among the head teachers, deputy head teachers, heads of department, directors of studies, and teachers.

Table 3. 1: Population, Sample size and Sampling Techniques

CATEGORY	TARGET POPULATION	SAMPLE	SAMPLING TECHNIQUES
GOVERNMENT-AIDED SECONDARY SCHOOLS			
Head Teachers	5	5	Purposive
D/Head Teachers	5	5	Purposive
Directors of Studies	5	5	Purposive
Heads of Department	15	14	Simple random
Teachers	50	44	Simple random
PRIVATE SECONDARY SCHOOLS			
Head Teachers	5	5	Purposive
D/Head Teachers	5	5	Purposive
Director of Studies	5	5	Purposive
Heads of Departments	15	14	Simple random
Teachers	50	44	Simple random
TOTAL	160	146	

Source: Gulu City Education Office 2023.

3.5 Sampling Technique

3.5.1 Purposive sampling

Purposive sampling was used to select participants with relevant information (Creswell, 2012).

The purposive sampling is a technique where the researcher selects a sample basing on personal knowledge and experience of the group. This was based on the assumption that the respondents were knowledgeable about the mentorship programs in government-aided, and private secondary schools (Creswell, 2012). Thus the sample chosen for this study was able to provide

the data needed to answer the research questions. This was used on head teachers, deputy headteacher, and directors of studies.

3.5.2 Simple random sampling.

The researcher employed simple random sampling technique. Simple random sampling entailed locating and choosing heads of departments, and teachers who had particular expertise in or experience with a phenomenon of interest (Cresswell & Plano, 2011). Bernard (2002) and Spradley (1979) emphasize the significance of availability, participation, and the capacity for clear, expressive, and reflective communication of experiences and opinions in addition to knowledge and experience. Contacting the principal informants classroom teachers, and heads of department was appropriate using the sample technique.

3.5 Data Collection Methods

3.5.1 Self-Administered Questionnaire

According to Bowe (2009), a questionnaire consists of a set of written questions regarding a subject on which the respondents' thoughts are needed. Both closed-ended and open-ended questionnaires were utilized to gather data, and they were sent out to respondents at predetermined intervals. Deputy head teachers, heads of department and teachers were given the Self Administered Questionnaires (SAQs). This resulted from the instrument's tendency to favor these respondents who were busy.

3.5.2 Interview Guide

Interviews were administered to head teachers and director of studies who were key informants to obtain in depth and collect complete information with a greater understanding of where questionnaires could have failed to capture. This was because the interview allows the interviewee to freely air out what he or she wishes to the maximum.

3.6 Data Quality Control

3.6.1 Validity

As per Amin (2005), validity describes the level to which data gathered using research instrument items precisely reflects the real topic area of investigation and provides authentication that the collecting equipment is measuring what it's expected to be measuring. The validity of the instrument was ascertained by expert judgment by the help of the two experts such that the coefficient of validity is at least 0.7 as stated by Amin (2005). Therefore, the research instruments were considered valid only if the validity index was equal or greater than 0.7. The researcher made advantage of a Content Validity Index (CVI) to measure the validity of the instrument given by;

$$CVI = \frac{\text{No. of items declared valid}}{\text{Total No. of items}}$$

$$CVI = \frac{35}{41} = 0.85$$

It can be concluded that the questionnaire was valid for data collection since the CVI of 0.85 was above the recommended value of 0.7 according to Amin (2005).

3.6.2 Reliability

Reliability was computed using the statistical Package for Social Scientists (SPSS) and scores were evaluated. The Cronbach's Alpha Reliability Coefficient for Likert-Type Scales test was used to ensure the accuracy of quantitative data. According to Sekaran (2013) certain experts demand an instrument to have a dependability of 0.70 or above before employing it (based on a large sample). The test was regarded trustworthy as the results were over 0.7. In this case, reliability was established through triangulating the responses from qualitative and quantitative study cases and the more their responses were similar, the more reliable the instruments were.

Table 3. 2: Computation of Cronbach’s alpha

Cronbach's alpha			
Variables	Anchor points	Number of items	Cronbach's alpha
Mentorship of teachers	5	13	0.765
Teachers’ Effectiveness	5	10	0.85
Extraneous Variables	5	09	0.711

The results from Cronbach's Alpha test present a coefficient value of 0.765, 0.85, and 0.711 which is above the recommended value of at least 0.7, thus deeming the research instrument reliable for the study.

3.7 Data Analysis

3.7.1 Qualitative Data Analysis

Thematic analysis was used to assess qualitative data. Thematic analysis is the process of finding common themes and patterns in a dataset in order to answer specific research questions (Henning & Van-Rensburg, 2004). Thematic analysis involved the transformation of key informants’ views, opinions, and perceptions by the researcher into themes or patterns in relation to the research questions. These were supplied in the form of verbatim citations to support the quantitative results collected from government-aided and private secondary schools in Gulu city.

Data from interviews were analyzed using Creswell’s (2018) six-step data analysis procedure. The first step, which involved organizing and preparing the data for analysis, involved transcription of interviews to produce written transcripts. This step also included typing up field notes, sorting and arranging the data. The second step involved reading through the data, in order to reflect on the overall meaning and to gain a general sense of the information and ideas that the participants convey. Thirdly, coding of notes from the interview transcripts followed, to reflect emerging ideas. In the fourth step, which is generalization, I integrated the

codes, thereby generalizing to form broader themes. Fifthly, I provided descriptions of the themes and include quotable quotes (participants' voices) from the transcripts to illustrate them. The sixth step, which is interpretation, then followed, where I used relevant literature to make sense of, as well as support the themes. During my own interpretation process, my experience as a former student informed my understanding of the participants' stories. To convey the participants' perceptions of their experiences accurately, I focused specifically on what they were saying, the conclusions they drew, and their intentions for future practice. .

3.7.2 Quantitative Data Analysis

Before being entered into Statistical Packages for Social Scientists (SPSS), quantitative data was verified for completeness. The mean and standard deviation were used to examine this data. The Pearson correlation coefficient was used to determine the link between the independent and dependent variables (Stadtländer, 2009). A linear link between two variables (the impact of mentoring on teachers' performance) was measured for both direction and strength. Tables, descriptions, and narratives derived from interviews with study participants were used to present the important dates. Because of its sensitivity to outliers and the linear relationship it creates, the Pearson correlation index was chosen over the Spearman correlation index results. It was noted that Pearson correlation measures linear relationships between variables, while Spearman correlation measures monotonic relationships, thus making Pearson more relevant to test the study hypothesis.

3.8 Ethical Considerations

The researcher made sure that nobody suffers as a result of the negative effects of the research activities to adhere to the general best practices that govern empirical studies and as one of the main goals of research ethics. Kyambogo University provided an introduction letter for the study so the researcher had permission to carry out this research.

The researcher introduced herself to the administrators of the selected schools in order to get permission to interview participants. The confidentiality of the informants was ensured by the researcher. Only the data supplied for this investigation was used by the researcher.

In order to protect the study participants' privacy with reference to certain delicate topics, confidentiality was essential. The researcher asked for permission to visit the client's premises, taking into account that the information gathered are strictly for academic purpose.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

The study's results are presented and discussed in this chapter. To preserve the uniqueness of the information gathered, some of the respondents' exact words were included in the data presentation. Each part begins with the presentation of the findings, which are immediately followed by a discussion of the findings in light of the literature covered in chapter two. In accordance with the themes and sub-themes, the findings have been explored and presented. "Efficacy of Teachers in Secondary Schools: A Comparative Analysis of Government-aided and Private Secondary Schools in Gulu city council" was the main emphasis of the study. Analyzing the impact of mentorship on teachers' efficacy in a subset of Gulu city council's private and government-aided secondary schools was the main goal. Qualitative findings from papers and interviews are also examined.

The study was guided by the following research objectives;

1. To assess the mentorship programs in selected government-aided and private secondary schools in Gulu city council.
2. To examine indicators of teachers' effectiveness in selected government-aided and private secondary schools in Gulu city council.
3. To establish the relationship of mentorship on teachers' effectiveness in selected government-aided and private secondary schools in Gulu city council.

4.1 School Category Response Rate

Five government-aided secondary schools and five private secondary schools that took part in the study were targeted and the researcher was able to reach all of them.

4.2 Designation of Participants

Teachers were asked about whether they were head teachers, heads of department, directors of studies, or subject teachers and the findings are presented in the table.

Table 4. 1: Designation of Respondents

S/No.	Designation	Government-aided school	Percentage response
1	Head teacher	5	100
2.	Heads of Department	12	86
3.	Director of Studies	5	100
4.	Teachers	40	91
		Private school	Percentage response
1	Head teacher	5	100
2.	Heads of Department	10	71
3.	Director of Studies	3	60
4.	Teachers	38	86

From Table 4.1, the findings indicate that from the government-aided secondary schools, 100% of the headteachers participated, 100% of the directors of studies participated, 86% of the Heads of departments participated, and 91% of the teachers participated in the study. In the Private schools, 100% of the headteachers participated, 60% of the directors of studies participated, 71% of the Heads of departments participated, and 86% of the teachers participated in the study. This was a significant representation of the response rate that made the findings dependable.

4.2 Gender of Respondents

Table 4. 2: Shows the Gender of Respondents.

Gender		Frequency	Percent
	Male	49	41.5
	Female	69	58.5
	Total	118	100.0

According to Table 4.2, of the 118 respondents, 49 (41.5%) were men and 69 (58.5%) were women. According to Table 2's statistics, men make up the minority of the respondents. This indicates that, in terms of enrollment in secondary schools in Gulu City, there were more female respondents than male respondents. This indicates that the affirmative action policy on the recruitment of female teachers was implemented appropriately. Therefore, this was in order to bridge the gap that exists between the male and female teachers. As a result, girls in the education system at various levels were motivated, admired and worked hard to become like the female teachers.

4.3 Age Category per School Group

Table 4. 3: Age Category per School Group

School category	Total number of teachers	20-25 Years	26-34 years	35-44 years	45-49 years	50years and above
Government aided	57	08	12	14	12	11
Private	51	10	11	15	9	6
Total	108	18	23	29	21	17

The findings in Table 4.3 above show that the majority of teachers in secondary schools of Gulu city council were between 35-44 years of age, followed by 26-34 years, 45-49 years 20-25 years then 50 years, and above with the least number of teachers.

4.4. Mentorship Programs in Selected Government-Aided and Private Secondary Schools in Gulu City Council.

This objective was meant to find out mentorship programs in selected government-aided and private secondary schools in Gulu city council. Teachers were asked to identify various mentorship programs that they were aware of. The majority of the teachers in both government-aided and private secondary schools were able to state the different mentorship program and what they understood about mentorship. One of the respondents had this to explain what mentorship.

“It refers to helping to assist and to guide someone to pursue his or her dreams or even to make someone better” or “This is a program that is aimed at equipping juniors with the knowledge they need to face the society” (Government-aided secondary school).

The respondents from private secondary schools were also asked the same question and were able to respond as noted below;

“It’s an interaction that is educative from the teachers to the students mostly on ideas not taught in classrooms” (Private secondary school).

The researcher went ahead to find out the various mentorship programs in their schools and several programs were reported such as; assembly sessions, gender-based sessions done by the senior woman and men teachers, academic mentorship during lessons in the classrooms, career guidance and counseling, they had this to say;

“During assemblies, we tend to talk to the students on vast issues that they are aware of but may not be very keen about, senior woman teachers always speak to the girls and we also have guidance and counseling sessions” (Private Secondary school).

It was also reported that there are family initiatives in the private schools as the respondent says;

“We always assign students to particular individual teachers who are responsible for mentoring them in different aspects of school and life in general. For example, last term we did it and it will continue this term in the same way.” (Government-aided Secondary school).

Table 4. 4: Mentorship programs in secondary schools in Gulu City Council

	SD	D	NS	A	SA	Mea n	Std. deviatio n
	Percentages						
Teachers always receive advice from senior colleagues on how to maintain a safe and challenging learning environment.	11% (12)	38% (42)	29% (32)	17% (19)	6% (7)	2.7	1.0
Senior teachers always advise on best practices for managing a classroom.	10% (11)	15% (17)	35% (39)	30% (33)	10% (11)	2.8	1.1
Senior teachers constantly provide feedback to teachers on how to create lesson plans, teaching-learning aids, and pertinent schemes of work.	10% (11)	34% (37)	32% (35)	20% (22)	3% (3)	2.3	1.0
Teachers have ever received support from my school librarian on how to allocate	7% (8)	15% (17)	22% (24)	36% (40)	20% (22)	2.6	1.2

specific textbooks for delivering of content in the classroom.							
Teachers receive guidance from their seniors on how to gather relevant information that promotes learning in the school.	10% (11)	13% (14)	35% (39)	27% (30)	15% (17)	3.1	1.1
Teachers have ever received guidance from senior colleagues on how to abide by the school rules and regulations.	12 (13)	18% (20)	37 (41)	22% (24)	11% (12)	3.4	1.2
Teachers have always received advice from senior colleagues on how to dress appropriately, while at school	10% (11)	20% (22)	32% (35)	34% (37)	3% (3)	2.3	1.0
Teachers receive guidance on how to control themselves from unbecoming antisocial behavior while at school.	11% (12)	38% (42)	29% (32)	17% (19)	6% (7)	2.7	1.0
Teachers receive support in the form of textbooks from senior colleagues to aid in the teaching process in the classroom.	10% (11)	15% (17)	35% (39)	30% (33)	10% (11)	2.8	1.1
Teachers have been supported by senior colleagues who avail them with necessary teaching learning aids like projectors, and computers to aid in content delivery.	10% (11)	34% (37)	32% (35)	20% (22)	3% (3)	2.3	1.0
Teachers have ever received e-resource support from senior colleagues (Access online resources from the internet).	11% (12)	38% (42)	29% (32)	17% (19)	6% (7)	2.7	1.0

Teachers always receive support from the school librarian in terms of textbooks, and projectors that help them to teach in class.	10% (11)	15% (17)	35% (39)	30% (33)	10% (11)	2.8	1.1
Teachers have ever been supported by the school laboratory technician to select the appropriate laboratory apparatus for delivering lessons.	10% (11)	34% (37)	32% (35)	20% (22)	3% (3)	2.3	1.0

Source: Primary data (2023)

Results about whether teachers receive advice from my senior colleagues on how to maintain a safe and challenging learning environment 49% (54) of the respondents disagreed that teachers do not receive advice from my senior colleagues on how to maintain a safe and challenging learning environment., whereas 29% (32) were not sure and 23% (26) agreed. On whether senior teachers always advise on best practices for managing the classroom, 30% (44) agreed, while 35% (39) were not sure and 25% (28) disagreed. This could be due to a lack of enough information about the best practices for managing classrooms.

A key informant added that,

“All teachers here went through training in managing the classrooms during the teaching and learning”.

This therefore indicates that there is laxity in teachers contacting others for support in managing classrooms during teaching and learning.

Further findings about whether teachers receive input from senior teachers on how to produce relevant schemes of work, lesson plans, and teaching learning aids, it was revealed that 34% (48) disagreed, whereas 32% (35) were not sure and 23% (25) agreed. This suggests that there is minimal input from senior teachers on how to produce relevant schemes of work, lesson

plans, and teaching-learning aids and this is because teachers do not take the initiative to consult their senior colleagues. This was also emphasized by a key informant as he said that teachers handle their subjects independently without interference from senior colleagues". When the respondents were asked whether received support from the school librarian on how to locate specific textbooks for delivering content in the classroom, 56% (62) agreed, while 22% (24) were not sure and 22% (25) disagreed. This suggests that many teachers can contact the school librarian on how to locate specific textbooks for delivering content in the classroom. This could be because the librarian is approachable.

Asked further whether teachers received guidance from my senior teachers on how to gather relevant information that promotes learning by senior teachers in the school, 47% (42) agreed, whereas 35% (39) were not sure and 23% (25) disagreed. This means that there is some guidance from my senior teachers on how to gather relevant information that promotes learning which impacts positively the teachers' performance on the job. On the question of whether senior teachers are always guided on how to abide by the school rules and regulations, 33% (36) agreed, 37% (41) were not sure and 30% (33) disagreed. This means that there is less guidance on how to abide by the school rules and regulations and this greatly affects the performance of the school because rules and regulations guide the proper running of the institution.

When asked whether teachers received advice from my senior colleagues on how to dress appropriately while at school, 37% (40) agreed, whereas 32% (35) were not sure and 30% (33) disagreed. The results reveal that it's only a few received advice from my senior colleagues on how to dress appropriately while at school. So, teachers dress anyhow without following the senior teachers' advice and guidance on the dress code. The researcher went ahead to find out whether teachers received guidance on how to control themselves from unbecoming antisocial

behavior while at school, 49% (54) disagreed, 29% (29) were not sure and 23% (26) agreed. This implies that teachers' social behaviors are self-generated without mentorship from the senior teachers.

Asked whether teachers ever received support in the form of textbooks from the senior teachers to aid in the teaching process in the classroom, 40% (44) agreed, 35% (39) were not sure and 25% (28) disagreed. This means that senior teachers are unable to provide extra support in the form of textbooks to their junior colleagues to boost their teaching and learning skills. Teachers were asked whether there has been supported by senior teachers who availed them with necessary teaching learning aids like projectors, and computers to aid in their content delivery, the responses showed that 48% (44) disagreed, 32% (35) were not sure and 23% (25) agreed. The majority of the teachers have never received support in the form of devices used in content delivery. This could be because they lack them or are not provided with such devices in the school.

On whether the teachers ever received e-resource support from their senior colleagues or on how to access online resources from the internet. It was shown that 49% (54) disagreed, 29% (32) were not sure and 23% (26) agreed. This shows that the majority above average never received any guidance on how to source materials online for teaching, which affects the performance of the new lower secondary curriculum. On whether teachers receive support from the school laboratory technician to select the appropriate laboratory apparatus for delivering lessons, 44% (48) disagreed, 32% (35) were not sure and 23% (25) agreed. This implied that less percentage of the teachers get support from laboratory technicians who are considered to be the experts in the use of practical apparatus for teaching and learning and this affects the performance of science subjects in the secondary schools.

The responses show that teachers in government-aided and private secondary schools can define mentorship programs and this is in line (Okumu et al, 2021) who defined Mentorship as an informal face-to-face communication process that takes place over a stipulated and sustained amount of time between a mentor and a protégé. The mentor is the one who is thought to have more relevant information, wisdom, or experience (mentee). They have represented the teacher as the mentor and the student as the mentee. One respondent from government-aided secondary school had this to say;

“We are always practicing mentorship here at school amongst the teachers and even teacher-student not forgetting the administrative mentorship. Am a testimony to the good mentorship in this school. I came as a teacher but am now a head teacher, so I believe in our system of mentorship in this school.” In relation, a key informant from one of the private secondary school in contrary had to say this “we only consider teachers in our mentorship program”.

The researcher went ahead to find out the various mentorship programs in their schools and several programs were reported such as; assembly sessions, gender-based sessions done by the senior woman and men teachers, academic mentorship during lessons in the classrooms, in an interview with one of the key informant (career guidance and counseling), had this to say;

“During assemblies, we tend to talk to the students on vast issues that they are aware of but may not be very keen about, senior woman teachers always speak to the girls and we also have guidance and counseling sessions” (Private Secondary school) whereas one of the respondents from government-aided secondary school, had to say “ we appoint senior woman teacher to only handle girls related issue on demand”

This is in line with what (Glover, 2018) assert that inexperienced teachers are required to be prepared in terms of knowledge and expertise. They need mentors not only to help them survive

but also to facilitate professional skills, accurate knowledge of the obligations placed on schools to meet the needs of children, and the creation of conducive learning environments. They also need mentors to assist them in supporting others in the teaching profession through mentoring. It includes professional practices that can be acquired and enhanced through time as a method for improving instructors' abilities. Stakeholders evaluate it, and it is built collaboratively to assist enhance school culture (Mohammad et al, 2018).

It was also reported that there were some family initiatives in the private schools as the respondent says;

“We always assign students to particular individual teachers who are responsible for mentoring them in different aspects of school and life in general. For example, last term we did it and it will continue this term in the same way.” In relation to government-aided secondary school, one of the respondent had to say this “we only assign head of departments to conduct mentorship to both our new teachers and students.”

4.5 Indicators of Teachers’ Effectiveness in Selected Government-aided and Private Secondary Schools.

The goal of this purpose was to determine the effectiveness indicators of teachers in a subset of Gulu City Council's private and government-aided secondary schools. Teachers in Gulu City's private and government-aided secondary schools were asked to score their effectiveness.

Table 4. 5: Show teachers’ effectiveness and the responses were as presented below.

KEY: SD=Strongly Disagree, D=Disagree, NS= Not sure, A=Agree, SA= Strongly Agree,

%=Percent.

S/N	Mentorship and teachers’ effectiveness indicators	SD		D		NS		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	I normally prepare a scheme of work in time before the beginning of the term	17	15.6	11	10	24	22	21	19.1	36	33
2	I normally come to class within the required time frame	15	13.8	20	18.3	14	12.8	28	25.7	32	29.4
3	I normally make my lesson plan before going to class.	09	8.2	11	10	05	4.6	45	41.2	44	40.4
4	I often go to class with teaching learning aids to conduct the lesson that relates to the topic	10	9.2	24	22	10	9.2	37	33.9	38	34.6
5	I always come to class smartly dressed	31	28.4	28	25.7	07	6.4	25	22.9	18	16.5
6	Teachers in this school always go to class before the lesson commences	17	15.6	11	10	24	22	21	19.1	36	33
7	In this school, teachers are assigned to a particular class	15	13.8	20	18.3	14	12.8	28	25.7	32	29.4
8	In this school, teachers are assigned to a specific subject	09	8.2	11	10	05	4.6	45	41.2	44	40.4

9	I normally assess the ability of the students in my class	10	9.2	24	22	10	9.2	37	33.9	38	34.6
10	I normally consider gender sensitivity when in class	31	28.4	28	25.7	07	6.4	25	22.9	18	16.5
11	I always consider learners with disabilities in my class	15	13.8	20	18.3	14	12.8	28	25.7	32	29.4
12	At the end of every topic, I ensure continuous assessment of my learners.	09	8.2	11	10	05	4.6	45	41.2	44	40.4

Source: field data, June 2023

Table 4.4 Responses on the preparation of the scheme of work in time before the beginning of the term indicated that 54(49.5%) of the respondents disagreed with the scheme before the beginning of the term 18(16.5%) agreed. This shows that teachers are unable to prepare before the term begins. Findings on coming to class within the required time frame indicate that 60(55%) disagreed while 35(32.1%) agreed. This means that most of the most of the teachers report to class for lessons late. Results show that 60(55%) respondents disagreed that they normally make my lesson plan before going to class while 35(32.1%) were in agreement. This means that for quality of learning to be effective teachers have to check on the way they prepare for lessons. In addition, 69(75%) respondents agreed that often go to class with teaching learning aids to conduct the lesson that relates to the topic and 31(34%) disagreed. On whether teachers always come to class smartly dressed 54(59%) disagreed and 39(43%) agreed. And on teachers in this school always go to class before the lesson commences 55(57%) agreed and 26(28%).

The findings indicated that the majority of the respondents 55(60%) agreed that in their school, teachers were assigned to a particular class and 32(35%) disagreed. 82(85%) agreed that in this school, teachers are assigned to a specific subject 18(20%) disagreed.

Then on whether teachers normally assess the ability of the students in their class, 69(75%) agreed and only 21(34%) disagreed. Then respondents were also asked whether they normally consider gender sensitivity when in class and 54(59%) confirmed that they don't bother while 39(43%) agreed. Then 46(60%) agreed that they always consider learners with disabilities in my class and 32(35%) disagreed. And 82(85%) agreed that at the end of every topic, and ensure continuous assessment of my learners, and 18(20%).

Thus, from the above presentation, analysis, and interpretation, it can be stated that teachers know the relationship between mentorship and teachers' effectiveness in selected secondary schools in Gulu city council Therefore, the descriptive statistics on mentorship and teachers' effectiveness show a pattern that is likely to relate to inadequate preparation and lack of mentorship skills. Thus, these findings were subjected to correlation analysis to test the following hypothesis:

Teachers were asked to give their opinions on the indicators of teachers' effectiveness. The teachers were able to give their opinions. Some of the responses included;

In an interview with one of the head teacher of private secondary school, had to say this

“As a teacher, you have to make sure that your students are actively involved during the teaching and learning, encourage the students to ask questions and that is what we call active involvement of students and we always look at this during the support supervision.” In relation, one of the respondents from government-aided secondary school, had to reveal that, “teachers are always distancing themselves and creating

poor teacher-student relationship their teaching and learning thus creating a big gap between the teachers and students.”

One of the respondents from government-aided secondary school, highlighted that

“An effective teacher should make sure there are updated records in place to support his or her teaching. These include; scheme of work, lesson notes and lesson plans, instructional materials, timely reporting in the attendance track gadget, and others”. Furthermore, another respondent from GASSs said, *“For us here teachers have to prepare before they get to the classroom for teaching, first because the government gave us an attendance gadget which has helped us to track attendance and we give deadlines on the submission of some the records to check their effectiveness.”*

In relation, Private secondary schools (PSSs), also reveal that, their teacher make preparation to teach before entering the classroom. They make sure lesson plans and lesson notes are in place.”

Feedback from the participant.

Update your knowledge. Respondents from both GASSs and PSSs had this to explain when asked to respond to the question of the indicators of teachers' effectiveness in the issue of mentorship;

“It's very difficult to separate mentorship from teachers' effectiveness because teachers are taught what to do in their training institutions but without mentorship, they can not perform well so there is a need for someone to help to check on the way they are performing. At the same time, the trained competencies have to be boosted with new knowledge to improve on the performance of the teachers”

4.6 Relationship of Mentorship on Teachers' Effectiveness in Selected Government-aided and Private Secondary Schools

This objective was meant to find out the relationship of mentorship on teachers' effectiveness in selected government-aided and private secondary schools in Gulu city council. Descriptive statistics on the relationship of mentorship on teachers' effectiveness in selected secondary schools in Gulu city council N (118).

Table 4. 6: Correlation of Mentorship on Teachers' Effectiveness in secondary schools in Gulu city council

Variables		Mentorship	Teachers' Effectiveness
Mentorship	Pearson correlation	.624**	1
	Sig. (2-tailed)	.000	
	N	118	118
Teachers' effectiveness	Pearson correlation	1	.624**
	Sig. (2-tailed)		.000
	N	118	118

**** Correlation is significant at the 0.05 level (2-tailed).**

Table 4.7 shows a pearson product moment correlation was run to determine the correlation of mentorship on teachers' effectiveness in secondary schools. The study adopted Pearson to measures the strength and direction of a linear relationship between two variables (mentorship on teachers' effectiveness). The study revealed that, there was a strong positive correlation of mentorship on teachers' effectiveness in secondary schools. Which was statistically significant ($r = 0.624^{**}$, $N=118$ and $P=0.000$). This finding was subjected to verification to test the hypothesis "There is no statistically significant relationship of mentorship on teachers' effectiveness in secondary schools". The above results means therefore that there is a statistically significant relationship of mentorship on teachers' effectiveness in secondary schools. Therefore, the null hypothesis was rejected. Interpreting the strong nature of the

relationship, the findings show that a change in mentorship is related to a considerable change in teachers' effectiveness. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better mentorships are related to good teachers' effectiveness, and low mentorship is related to low teachers' effectiveness.

Mentoring peers may have more or less experience than the mentee and may be at similar developmental stages. In the traditional sense of the word, mentors are typically powerful individuals or those whom the mentee aspires to be like in their workplace (Hobson, et al. 2020).

The success of a mentorship initiative directly affects how well new teachers develop professionally and perform in the classroom (Parathyas, et al.(2020).

In an interview with respondents from DOS from GASSs *“new teachers who went through some sort of induction are better at a variety of teaching tasks, including keeping students' attention, creating useful lesson plans, employing successful student questioning techniques, modifying classroom activities to meet students' interests, maintaining a positive classroom environment, and exhibiting successful classroom management.”*

Similarly, one of the key informant from PSSs, confirmed that, “mentorship has had a significant impact on how teachers inspired thus promoting cooperation, building trust, and supporting others who come back to them, and the advantages were numerous” This is in line with (Hobson, A.J., 2017, Kutsyuruba & Godden, 2019 .2023), who argued that, sharing the load faced by new teachers helps in creating a high level of teacher's retention and ensure safe, well-managed, and academically intensive classrooms during the teaching and learning process.

CHAPTER FIVE

DISCUSSIONS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussions, summary, conclusions, and recommendations based on the specific objectives of the study. The chapter is divided into five sections. The first section is an introduction, the second section presents the discussions of the findings, the third section presents the respective summary, fourth and fifth sections present the conclusions and recommendations respectively.

The study was guided by the following research objectives;

1. To assess the mentorship programs in selected government-aided and private secondary schools in Gulu city council.
2. To examine indicators of teachers' effectiveness in selected government-aided and private secondary schools in Gulu city council.
3. To establish the relationship of mentorship on teachers' effectiveness in the selected government-aided and private secondary schools in Gulu city council.

5.1 Discussion

Based on the study findings and a review of the related literature, a discussion based on the two presentation is in the following section below. Comparative discussion for and against the study findings are presented with reasons for similarities or differences in opinions.

5.1.1. Mentorship programs in selected government-aided and private secondary schools in Gulu city council.

The study revealed that, both government-aided and private secondary schools embrace teachers' mentorship in their school programs. This implies that, teachers receive input from senior teachers on how to produce relevant schemes of work, lesson plans, and teaching

learning aids. This is in relation to (Bakioğlu et al., 2015), As it emerged, not only were the teacher's advancement, development, and professionalism guaranteed in their professional lives, but contributions were also made in areas like enhancing their feeling of fulfillment on a personal level, encouraging their creativity, improving their capacity for communication, and fortifying their professional credits.

In government-aided schools, factors such as limited resources, inadequate professional development opportunities, and a lack of structured mentorship contribute to the observed shortcomings in teacher effectiveness. Conversely, while private secondary schools may offer better resources and support, they also face challenges related to teacher training and retention, which can adversely affect instructional quality.

5.1.2 The indicators of teachers' effectiveness in selected Government-aided and Private secondary schools.

In Table 4.5, the study findings indicate that, there is high level of teachers' effectiveness in Gulu city council,

The question of the teacher's active involvement of students in the classrooms attracted the following response from one of the respondents who were asked during the study:

“As a teacher, you have to make sure that your students are actively involved during the teaching and learning, encourage the students to ask questions and that is what we call active involvement of students and we always look at this during the support supervision.”

It was also highlighted that an effective teacher should make sure there are updated records in place to support his or her teaching. These include; lesson notes and plans, instructional

materials, timely reporting in the attendance track gadget, and others. One of the respondents had this comment;

“For us here teachers have to prepare before they get to the classroom for teaching, first because the government gave us an attendance gadget which has helped us to track attendance and we give deadlines on the submission of some the records to check their effectiveness.”

Feedback from the respondent.

Update your knowledge. One of the respondents had this to say when asked to explain the indicators of teachers’ effectiveness;

“It’s very difficult to separate mentorship from teachers’ effectiveness because teachers are taught what to do in their training institutions but without mentorship, they can not perform well so there is a need for someone to help to check on the way they are performing. At the same time, the trained competencies have to be boosted with new knowledge to improve the performance of the teachers”.

These findings were in line with Paris & Paris (2018) stated that effective teachers do not solely rely on teacher-directed education about this topic. They provide their students with a lot of coaching in the form of encouragement and criticism as they read and write. They avoid talking excessively so that their students have time for literacy activities. Students of effective teachers are encouraged to practice self-control that encourages them to work freely and to take charge of their education. It is prudent for effective teachers should possess at least some of the following qualities, or at least be aware of them: they should be dynamic and vivacious, clear in their instructions and modulation, good at studying and working, have well-defined goals, be well-versed in the subject matter, be up to date on knowledge, choose appropriate teaching

strategies to accommodate individual differences, adopt a child-centered approach, and arrange and supervise learning activities.

The disparity in mentorship practices across both types of institutions further exacerbates these issues, leading to inconsistent teaching standards and inequitable learning experiences for students. This comparative analysis seeks to identify the underlying factors contributing to poor teacher effectiveness in government-aided and private secondary schools in Gulu City, with the goal of informing targeted strategies to enhance teaching quality and improve educational outcomes for all students.

5.1.3 Relationship of mentorship on teachers effectiveness in selected Government-aided and Private secondary schools

The findings indicate that, there is a strong positive significant association of mentorship on teachers' effectiveness.

The quantitative findings presented in the previous chapter proved that there was a statistically significant relationship of mentorship on teachers' effectiveness in secondary schools. So, this means that more mentorship provided the same increase in teachers' effectiveness. So, there is a need for mentorship programs. Hence, it has emerged from the study that (Schwan et al., 2020) teachers are supported on the job to develop more courage and a lifelong learning mindset so they can perfect their teaching techniques and increase their effectiveness. Mentoring directly affects a teacher's efficacy. It is a partnership where mentors and mentees are on an equal political footing in a horizontal setting. When professionals with more skills and experience help students and new professionals advance their careers through on-the-job training or support (Schwan et al., 2020).

For example, in Nigeria, Etekpi and Akpan (2012) went ahead to research the effectiveness of teachers' jobs and the availability of an effective school counselor in a few selected secondary

schools in Akwa Ibom State's Ikot Ekpene local government area. The study used a descriptive survey as its research design. Ten public secondary schools were randomly selected for the investigation. There were 380 people in the study's sample. 200 teachers are women and 180 instructors are men.

To prove the point, when the descriptive basic Pearson product-moment correlation statistical analysis was used to examine the study's data, the findings of the data analysis and testing of the study's hypotheses, 300 respondents, or 78.9%, believed that a good school counselor would enhance teachers' work performance in the research area. 80 (21.1%) respondents claimed to agree with the opposite, nevertheless. Accordingly, the results of the presented hypothesis test demonstrate that, when taken into account at the 0.05 level of significance with 378 degrees of freedom, the calculated r-value of 0.966 is more than the significant r-value of 0.195. The schools in question are located in the Ikot Ekpene local government region. Based on this conclusion, it was suggested that all schools hire a qualified counselor to assist the kids by providing them with helpful information and guidance that would encourage the achievement of school objectives and instructors' job performance.

Furthermore, in qualitative findings, the study revealed that, government GASSs had more experienced teachers with enough skills for mentorship than their private counterparts.

5.2 Conclusions

The following conclusions were reached based on the study findings from the objectives.

Secondary school teachers in Gulu have carried out mentorship and the newly recruited teachers carry out their duties effectively thus showing that mentorship has impacted on the teachers' effectiveness.

Compared to private secondary schools, Government-aided secondary schools have more experienced teachers with enough expertise and skills of mentorship and the teachers are more effective in government schools.

The usage of school families, peer mentorship, and support supervision has caused a tremendous change, impacted the performance of teachers, and finally improved the performance of students.

When secondary students and teachers were constantly exposed to mentorship, their perceptions of mentorship changed positively. They advocated for support supervision from the mentors and students demanded sessions that focus on growing stronger and productive.

Some government-aided and private secondary school teachers have made an effort to include mentorship in their teaching and learning timetables. As a result, they can satisfy the requirements of students in the 21st century.

5.3 Recommendations

The study findings revealed that mentorship is key in the improvement of teachers effectiveness. To the teachers in government-aided and private secondary schools, I therefore, recommend generally that, an effective teacher's planning, careful use of appropriate materials, communicating goals to students, maintaining a brisk pace, assessing student work regularly, and use of a variety of teaching strategies. This helps to keep them effective while in and out of school.

The research findings found out that teaching effectiveness can be inferred from tests of teachers' knowledge or skills; teachers' participation in professional development, committees, or mentoring; instructional artifacts, including lesson plans and assignments; teacher self-reporting, including instructional logs; and input provided by parents. I recommend that the

head teachers and deputy head teachers should therefore do proper monitoring on the use of these materials. They also have to provide key criteria to be followed at all levels where to offer effective mentorship that would help to produce effective teachers.

In addition, through mentoring, teachers are guided, supported and taught to transform their classroom practices. This transformation improves mentees preparations, teaching quality and learning environment leading to teacher effectiveness. Therefore, I recommend that the ministry of education and sports adopts modern transformational approaches in order to realize the most effective means of achieving mentorship. This is because, mentoring transforms mentees' classroom practices compared to those who are not mentored.

5.4 Areas for Further Study

Performance appraisal of mentorship systems of teachers in selected government-aided and private secondary schools in Gulu city council.

The impact of mentorship on teachers' effectiveness and students' performance in selected government-aided and private secondary schools in Gulu city council.

The impact of support supervision on secondary school students' performance in both public and private secondary schools in Gulu city council.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR DEPUTY HEAD TEACHERS AND HEADS OF DEPARTMENT

I am a student from Kyambogo University conducting a study on *Mentorship in Secondary Schools in Gulu City Council*. This study is expected to meet the academic requirements of the university for a master's of education in foundations of education on my part as a student. It is relatively important for you to note that the responses you give will be strictly treated with utmost confidentiality. I then kindly request you to feel as free as possible to respond to the questions that make the questionnaire. Thank you for your cooperation.

NB: Please, tick or fill in appropriately.

Key: SA=Strongly Agree, A=Agree, NS=Not Sure, D=Disagree & SD=Strongly Disagree

Section A: Bio-data Information

1. School Category:

Government-Aided Secondary School Private Secondary School

2. Designation:

Deputy Head Teacher or Head of Department Director of Studies

3. Gender:

Male Female

4. Age category:

26-34years 35-39 years 40-44 years

50 years and above

5. Work experience in education service:

Less than 2 years 2-4 years 5 years and above

Section B: Mentorship programs in selected secondary schools in Gulu City Council.

6. Mentorship is perceived differently, especially in the field of education and varies from one level to another. From your point of view, do you think mentorship is done in your school?

7. For the years of service so far spent in your school, is mentorship embraced in your school?

NB: Please, tick appropriately.

Key: SA=Strongly Agree, A=Agree, NS=Not Sure, D=Disagree & SD=Strongly

Disagree

Strongly Agree Agree Not Sure Disagree

Strongly Disagree

8. Below is a list of statements, some of which surround the status of mentorship in secondary schools in Gulu City Council. From the point of view of your school, please specify your response as guided below.

STATEMENT OF INQUIRY	RESPONSES				
	SD	D	N	A	SA
i) Teachers always receive advice from senior colleagues on how to maintain a safe and challenging learning environment.					
ii) Senior teachers always advise on best practices for managing a classroom.					
iii) Teachers always receive input from senior teachers on how to produce relevant schemes of work, lesson plans, and teaching learning aids.					

iv) Teachers have ever received support from my school librarian on how to allocate specific textbooks for delivering content in the classroom.					
v) Teachers receive guidance from their seniors on how to gather relevant information that promotes learning in the school.					
vi) Teachers have ever received guidance from senior colleagues on how to abide by the school rules and regulations.					
vii) Teachers have always received advice from senior colleagues on how to dress appropriately, while at school.					
viii) Teachers receive guidance on how to control themselves from unbecoming antisocial behavior while at school.					
ix) Teachers receive support in the form of textbooks from senior colleagues to aid in the teaching process in the classroom.					
x) Teachers have been supported by senior colleagues who avail them with necessary teaching learning aids like projectors, and computers to aid in content delivery.					
xi) Teachers have ever received e-resource support from senior colleagues (Access online resources from the internet).					
xii) Teachers always receive support from the school librarian in terms of textbooks, and projectors that help them to teach in class.					
xiii) Teachers have ever been supported by the school laboratory technician to select the appropriate laboratory apparatus for delivering lessons.					

Section C: Indicators of teachers’ effectiveness in secondary schools in Gulu City Council

9. In education, teacher effectiveness is among the cornerstones of improved academic achievements for both teachers and learners. According to your perspective, what do you understand by the term ‘teacher effectiveness?’

10. Do you think that teacher effectiveness is exhibited in your school?

Strongly Agree Agree Not Sure Disagree

Strongly Disagree

11. Below is a list of statements quoting teachers’ effectiveness in secondary schools in Gulu City Council, please provide your responses as honestly as possible on effectiveness in the school.

Key: SD=Strongly Disagree, D=Disagree, NS=Not Sure, A=Agree, SA=Strongly Agree

STATEMENT OF INQUIRY	RESPONSES				
	SD	D	N	A	SA
Teachers normally prepare a scheme of work in time before the beginning of the term					
Teachers normally come to class within the required time frame					
Teachers normally make the lesson plan before going to class.					
Teachers often go to class with teaching learning aids to conduct the lesson that relates to the topic					
Our teachers are always smartly dressed in class					
Teachers in this school always go to class before the lesson commences					
In this school, teachers are assigned to a particular class					
In this school, teachers are assigned to a specific subject					
Our teachers normally assess the abilities of the students in a particular in their respective academic subjects					
Teachers in our school normally consider gender sensitivity in class					

Section D: Mentorship on teachers' effectiveness in the selected secondary schools in Gulu City Council.

12. In some school experiences, it has been discovered that mentorship impacts teacher effectiveness. In your analysis and view, is this practically right in your school?

Strongly Agree Agree Not Sure Disagree
Strongly Disagree

13. How has mentorship enhanced your and your colleagues' effectiveness in this school?
Please utilize the spaces provided below.

14. What do you think the school would do to mentor teachers in the profession?

15. Do you think the government would do more to ensure young teachers are mentored and especially what do you think government would do?

16. a) Do you think the government would do more to ensure young teachers are mentored?.....

b) If yes, what do you think the government would especially do?

Thanks a lot for the value accorded in favour of this important study

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

I am a student from Kyambogo University conducting a study on *mentorship in Secondary Schools in Gulu city council*. This study is expected to meet the academic requirements of the university for a master's of education in foundations of education on my part as a student. It is relatively important for you to note that the responses you give will be strictly treated with utmost confidentiality. I then kindly request you to feel as free as possible to respond to the questions that make the questionnaire. Thank you for your cooperation.

NB: Please, tick or fill in appropriately.

Key: SD=Strongly Disagree, D=Disagree, NS=Not Sure, A=Agree, SA=Strongly Agree

Section A: Bio-data information

1. School Category:

Government-Aided Secondary School Private Secondary School

2. Gender:

Male Female

3. Age category:

20-25 years 26-34 years

35-44 years 45-49 years

50 years and above

4. Work experience in education service:

Less than 2 years 2-4 years 5 years and above

5. Subject/subjects taught:

Section B: Mentorship programs in selected secondary schools in Gulu City Council.

6. Mentorship is perceived differently, especially in the field of education, and varies from one level to another. From your point of view, what is mentorship?

7. For the years of service so far spent in your school, is mentorship embraced in your school?

Strongly Agree Agree Not Sure Disagree
 Strongly Disagree

8. What are the various mentorship programs practiced in your school?

9. Below is a list of statements, some of which surround the status of mentorship in secondary schools in Gulu City Council. From the point of view of your school, please specify your response as guided below;

Key: SD=Strongly Disagree, D=Disagree, NS=Not Sure, A=Agree, SA=Strongly Agree

STATEMENT OF INQUIRY	RESPONSES				
	SD	D	N	A	SA
i) I always receive advice from my senior colleagues on how to maintain a safe and challenging learning environment.					
ii) My senior teachers always advise on best practices for managing a classroom.					

iii) I always receive input from my senior teachers on how to produce relevant scheme of work, lesson plan and teaching learning aids.					
iv) I have ever received support from my school librarian on how to locate specific textbooks for delivering of content in the classroom.					
v) I received guidance from my senior teachers on how to gather relevant information that promotes learning by senior teachers in the school.					
vi) I have ever received guidance from my senior teachers on how to abide by the school rules and regulations.					
vii) I always received advice from my senior colleagues on how to dress appropriately while at school.					
viii) I have ever received guidance on how to control myself from unbecoming antisocial behaviour while at school.					
ix) I have ever received support in form of textbooks from my senior teachers to aid in my teaching process in classroom.					
x) I have been supported by my senior teachers who availed me with necessary teaching learning aids like projectors, computers to aid in my content delivery.					
xi) I ever received e-resource support from my senior colleagues (Access online resources from the internet).					
xii) I always receive support from the school librarian inform of textbooks, projectors that helped me to teach in class.					
xiii) I have been supported by the school laboratory technician to select the appropriate laboratory apparatus for delivering lesson.					

Section C: Indicators of teachers’ effectiveness in secondary schools in Gulu City Council

10. In your own opinion, what do you understand by the term ‘teacher effectiveness?’

11. Do you think that teachers are effective_in your school?

Strongly Agree Agree Not Sure Disagree

Strongly Disagree

12. Below is a list of statements quoting teachers’ effectiveness in secondary schools in Gulu City Council, please provide your responses as honestly as possible about your effectiveness in the school.

Section D: Mentorship and teachers’ effectiveness in the selected secondary schools in Gulu City Council.

STATEMENT OF INQUIRY	RESPONSES				
	SD	D	N	A	SA
I normally prepare a scheme of work in time before the beginning of the term					
I normally come to class within the required time frame					
I normally make my lesson plan before going to class.					
I often go to class with teaching learning aids to conduct the lesson that relates to the topic					
I always come to class smartly dressed					

Teachers in this school always go to class before the lesson commences					
In this school, teachers are assigned to a particular class					
In this school, teachers are assigned to a specific subject					
I normally assess the ability of the students in my class					
I normally consider gender sensitivity when in class					
I always consider learners with disabilities in my class					
At the end of every topic, I ensure continuous assessment of my learners.					

13. In school experiences, mentorship impacts teacher effectiveness. In your analysis and view, is this practically right in your school?

Strongly Agree Agree Not Sure Disagree
 Strongly Disagree

14. What do you think the school would do to mentor teachers in the profession?

15. a) Do you think the government would do more to ensure young teachers are mentored?

b) If yes, what do you think the government would especially do?

Thanks a lot for the value accorded in favor of this important study.

APPENDIX III: INTERVIEW GUIDE FOR HEAD TEACHERS

I am a student from Kyambogo University conducting a study on *Mentorship in Secondary Schools in Gulu City Council*. This study is expected to meet the academic requirements of the university for a master's of education in foundations of education on my part as a student. It is relatively important for you to note that the responses you give will be strictly treated with utmost confidentiality. I then kindly request you to feel as free as possible to respond to the questions that make the questionnaire. Thank you for your cooperation in advance.

SECTION A:

1. a) Is there a mentorship program in this school?
b) If yes, what are the different forms of mentorship in this school?
(Please explain more on how you handle it).
2. How does this school help teachers to have favorable relationships with students and fellow teachers?
3. a) Do you think teachers are effective in your school program?
b) If yes, can you kindly highlight some indicators of an effective teacher in your school?
4. Do teachers in this school complete the syllabi on time?
5. What do you think the school would do to mentor teachers in the profession?
6. Do you think the government would do more to ensure young teachers are mentored?
(Especially what do you think the government would do to mentor new entrants?)

Thank you for your time

APPENDIX IV: INTERVIEW GUIDE FOR THE DIRECTORS OF STUDIES

I am a student from Kyambogo University conducting a study on *Mentorship in Secondary Schools in Gulu City Council*. This study is expected to meet the academic requirements of the university for a master's of education in foundations of education on my part as a student. It is relatively important for you to note that the responses you give will be strictly treated with utmost confidentiality. I then kindly request you to feel as free as possible to respond to the questions that make the questionnaire. Thank you for your cooperation in advance.

SECTION A

1. a) Is there a mentorship program in this school?
 - a. b) If yes, what are the different forms of mentorship in this school?
 - b. (Please explain more on how do you handle it).
2. For the years you have so far spent in service of your school, is mentorship embraced in this school?
3. a) Do you think teachers are effective in your school?
4. b) If yes, can you kindly highlight some indicators of an effective teacher in your school?
5. Do you think, mentorship impacts teacher effectiveness and why do you say so?
6. What do you think the school would do to mentor teachers in the profession?
7. Do you think the government would do more to ensure young teachers are mentored?
(Especially what do you think the government would do to mentor new entrants?)

Thank you for your time

APPENDIX V: KREJCIE AND MORGAN TABLE

Table for Determining Sample Size from a Given Population

N	S	V	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

NOTE: N-is population size

S is the sample size

APPENDIX VI: INTRODUCTORY LETTER FOR DATA COLLECTION



Date: April 28, 2023

TO WHOM IT MAY CONCERN

RE: AJOK BEATRICE ABONGA

Dear Sir/Madam,

This is to introduce to you the above named student **Reg. No. 18/U/GMEF/19793/PD** pursuing **Masters of Foundations of Education Department of Foundations of Education and Educational Psychology**, Kyambogo University.

She intends to carry out research on **Mentorship and Teachers' effectiveness in secondary schools: a Comparative analysis of government aided and Private Schools in Gulu City Council** in partial fulfillment of the requirements for the award of **Masters of Education in Foundations of Education and Educational Psychology of Kyambogo University**.

The purpose of this letter therefore is to request you to grant her permission to carry out her study in your institution.

Any assistance rendered to her will be highly appreciated.

Yours sincerely,


Prof. Bosco Bua
Ag. Director.

