Integrating Mentoring for Capacity Building among Newly Employed Secondary School Teachers in Rivers State

Ugwu Chinelo Joy [1*]   Nicholas Ikechukwu [2]
1.Faculty of Education, University of Port Harcourt, Choba, Rivers State, Nigeria.
2.Faculty of Education, Michael Okpara University of Agriculture, Abia State, Nigeria

Abstract
Beginning teachers face numerous challenges such as reality shock, unanticipated loneliness, problem of classroom management, inadequate knowledge of the use of instructional materials and preparation of lesson notes. Mentoring has been identified as a key strategy for increasing the capacity of beginning teachers to gain relevant skills, overcome stress associated by these challenges, socialize better at school and advance more effectively in their profession. This study examined mentoring for capacity building among newly employed senior secondary school teachers in Obio Akpor Local Government Area of Rivers State Nigeria. The design of the study was correlational and was guided by three objectives, three research questions and three null hypotheses. A sample of 201 newly employed teachers was used for the study. It was a census population as all the newly employed teachers within three years were involved. Two instruments titled "Teacher Mentoring Questionnaire" (TMQ) and "Teacher Capacity Building Questionnaire" (TCBQ) was used for the study. TMQ was used to elicit information on mentoring, while (TCBQ) elicited information on capacity building indices: self-efficacy, organizational socialization and job involvement from respondents. The   (TMQ) instrument has a reliability of 0.78 while the TCBQ have reliabilities of 0.90, 0.89 and 0.81 respectively for three capacity indices. Pearson Product Moment Correlation Coefficient was adopted to correlate mentoring with self-efficacy, organizational socialization and job involvement. The results revealed that mentoring relationship related highly and positively with self-efficacy and organizational socialization but moderately with job involvement among the teachers. Based on the findings, some recommendations were made. The ministries of education should put in place formal mentoring programme for all newly employed teachers in order to enhance their capacity and school principals should encourage newly employed teachers to be open to mentoring.
Keywords: mentoring, integrating, capacity building, organizational socialization

1. Introduction

Education remains the most vital strategy for continuous development of any nation, as the young children and adolescents are the future hope of a nation. An educational system that ensures greater achievements and performance of students is pivotal for the dream of any nation to belong to the world's leading economy. To achieve this dream teachers are the most powerful professionals for the attainment of the nation's growth. Rivers State Government of Nigeria in 2011 embarked on massive recruitment of teachers to boost the education standard in her public schools. This noble venture is in line with the growing consensus that quality teachers are the most important factor in determining students' academic performance (Aminu, 2013). Federal Government of Nigeria (2013) in her National Policy on Education noted that no educational system could rise above the quality of its' teachers. Center for Public Education (2014) supported this view in her report, which revealed that students' achievement is more heavily influenced by the quality of the teacher than other factors such as students' race, prior academic records and family circumstances. The report further indicates that achievement gap widens each year between students with most effective teachers and those with least effective teachers, especially when students receive instructions from quality teachers over many years.

Beginning teachers face a considerable amount of problems in schools and classrooms. Goddard & Obrien (2003) observed that beginning teachers' initial experience in the classroom is characterized with reality shock and unanticipated loneliness at their workplace. Further, Ingersoll and Kappan (2012) noted that elementary and secondary school teachings involve intensive interaction with school children and that the works of teachers are done largely in isolation from colleagues. This isolation can be very difficult to new teachers with little or no teaching experience. Other areas of difficulties include strains of daily instructions, preparation of lesson notes, discipline and motivation of students, heavy teaching loads and use of instructional materials (Ingersoll and Strong, 2011). Feiman-Namser (2001,p.1026) indicated, "The first years of teaching are an intense and formative time in learning to teach, influencing not only whether people remain in teaching but what kind of teachers they become". Teaching according to Westerman (2016) is the only profession that requires beginners in the field to do the same work as experienced teachers. Teaching is so complex that even the most academically equipped beginners need much to learn in putting their academic knowledge into actual teaching. Ibe-Bassey (2009) further argued that though teacher training equips beginning teachers with critical knowledge about practical teaching, some of the most critical elements of teaching are learned in workplace when beginning teachers start their professional teaching careers.

One strategy that may help beginning teachers overcome some of the initial shocks is to build their capacity in order to enhance smooth transition into the profession. Mentoring of new teachers may be used to achieve this objective. Various research have shown that mentoring has positive effects on career advancements and its an influential instrument for individuals in various professions to develop high level of interest in their various chosen careers (Dreher & Ashi, Lyness & Thompson cited in Okeke & Ugwu 2015). Mentoring of newly employed teachers is necessary for especially a country like Nigeria, which is characterized by declining standard of education and low quality graduates (Amadi, 2012). This observation was earlier buttressed by a report from the Federal Ministry of Education (2007) that disclosed that Nigeria is battling with a sluggish educational system marked by examination malpractices, cultism, and academic incompetence. There is therefore a need to introduce various palliative measures such as mentoring relationships in schools to improve the capacity of novice teachers to properly engage students, develop necessary and develop professionally with limited stress. Beutel and Spooner-Lane (2009, p. 351) wrote that "expert mentoring assist beginning teachers to build their teaching capacities more quickly and also lays the foundation for innovative professional practice."

2. Review of Variables of Interest

Two variables of interest in this study are mentoring and capacity building. One good support strategy that can be adopted by beginning teachers to remain and grow in teaching profession may be to establish a mentoring relationship with more experienced teachers within the school system. Campbell and Campbell (1997, p727) described mentoring as ''a situation in which a more experienced member of an organization maintains a relationship with a less experienced, often new member to the organization and provides information, support, and guidance so as to enhance the less experienced member's chances of success in the organization and beyond''. Mentors are usually older and more experienced teachers that are committed to making a positive influence in nurturing new generation teachers (mentees) to achieve their developmental aspirations by performing two essential functions or roles: career and psychosocial development functions. Carrier functions comprise sponsorship, exposure and visibility, protection, coaching and giving challenging assignments while psychosocial functions are made up of friendship activities, role modeling, counseling and acceptance (Kram 2005). In relation to career functions as regards to beginning teachers are shared experiences, knowledge and advices that can help a mentee improve and advance in the teaching profession. These include improvements in classroom skills, use of technology, teacher certifications, promotions, recommendations to attend conferences, and protection from undue punitive actions, refer to Ross, Viscio, Tricarico and Short (2011) for more details and practical guide. Key benefits of psychosocial functions include stress reduction (House, 1981), increased confidence and self-efficacy (Newby & Heide, 1992) and better networking (Terezini & Pascarella,2000) resulting mainly from bond of friendship between the pair. Okeke & Ugwu (2015) in a study of the prevalence of mentorship relationships among five hundred and eighty two (582) female undergraduates in the faculty of education, University of Port Harcourt, Nigeria reported high level of socialization of mentored female students with faculty members when compared to non-mentored students, they recommended the use of mentoring to enhance various areas of the students endeavors. Mentoring relationships among new teachers in the secondary schools covered in this study can best be described as one-on-one personal relationships between more experienced registered teachers with more than ten years of teaching experience and less experienced teachers with less than three years teaching experience. It was predominantly informal in nature, developed naturally during the course of interactions between the pair. None of the schools in this study were involved in formal mentoring characterized by deliberate matching or assignment of mentors to mentees as explained by (Regins & Cotton, 1997).

Deans, Oakley, James & Wigley (2006) described mentoring and coaching as popular capacity building tools, especially in the area of leadership development.

Capacity building is defined by (Brown, LaFond & Macintyre 2001) as a process that improves the ability of a person, group, organization or system to meet its objectives to perform better. Capacity building does not therefore refer to mere existence of potential but the harnessing and enhancement of existing potentials to identify and solve problems (http:/capacity:undp.org/%7c.). Glatthorn (as cited in Chukwu 2009) defined capacity building as in relation to teaching as a professional development to build teacher confidence and also equip them with the necessary skills to enhance student learning. UNESCO (2016, p.30) observed that capacity building in educational system ''is important both for functioning of education system as well as capacity building in other sectors" as most sectors and structures rely upon a well-functioning educational system to further develop and improve their capacity. The concept of capacity building is however difficult to assess. Brown Lafond and Macintyre (2001) complained that the concept of capacity building is multi-dimensional, somewhat intangible and often measured indirectly through its indicators. Capacity building was assessed in this study through three indices namely: self-efficacy, organizational socialization and job involvement. These indices were considered to be relevant for strengthening the capacity of beginning-teachers to believe in themselves, socialize properly and perform core functions. Self-efficacy builds confidence of the beginning-

teacher that he/she has the capacity to perform teacher functions. Organizational socialization helps the newly employed teachers to develop positive relationships with fellow teachers, administrative staff, students and other important members in and outside the school system. Job involvement enables the new teachers to 'learn the rope'.

Self-efficacy is the belief in one's capabilities to achieve desired goals or manage prospective situations (Bandura, 1995). Teachers with strong belief in their abilities tend to be more positive with their teaching and are receptive to new instructional practices (Friedman & Kass 2002). Bozeman and Feeney (2007) conducted a study that examined the effect of mentoring on self-efficacy of early career teachers in Southwest Florida School Districts. A total of 194 responses were received from 1800 invitations issued to teachers within the first three years of teaching in the three school districts that were studied. Result revealed that 155 out of the 194 who are doing well in their teaching profession were assigned to head teachers who have been in the profession for over twelve years as their mentors. This present study similarly investigated two hundred and one (201) out of three hundred and twenty eight (328) newly employed teachers who were informally mentored on the relationship between mentoring and self-efficacy as related to capacity building. These teachers received informal mentoring from the older experienced teachers and the head teachers in their various schools.

Organizational socialization is a learning and adjustment process through which newly employed staff learns to fit into the organization, acquire social knowledge of a particular organization, and understand expected behaviors of their role in order to participate successfully in the organization (Ozkalp, Sungur, & Cengiz, 2006). Oguntunde (2012) conducted a study in Nigeria to determine the relationship between mentoring and organizational socialization among 96 randomly selected student-teachers in agricultural teacher-preparation programme. Results revealed that most of the teachers who have grown well in the profession were those who had the opportunity to understudy and socialize with their senior colleagues when they were employed. The role of mentoring in enhancing friendship, knowledge sharing as well as professional development (kram, 2005) informed the inclusion of organizational socialization as an index of capacity building in this study.

Job involvement is defined by Agartala (2012) as an individual's psychological identification or commitment to his or her job. It measures the extent to which an employee is cognitively occupied with, engaged in, and concerned about their present job. Kyeyune, (2013) studied the influence of mentoring on teachers' sustainability and job involvement in Lagos metropolis, Nigeria. A random sample of 200 participants was selected from ten public and ten private secondary schools in the area. Results revealed significant relationship between mentoring and job involvement among the sampled teachers. Oladele (2009) in addition examined mentoring practices and how they affect teachers' involvement in their profession in Ekiti state, Nigeria. Findings showed that principals who stayed under experienced teachers when they were newly employed got more involved in their assignments. Job involvement was included as an indicator of capacity building as it helps to develop employee capacities as well as corporate performance (UNESCO, 2016).

3. Statement of Problem

There is a general out cry on the falling educational standard in Nigeria, particularly in Rivers State (Ireju & Ahiakwo, 2013). Without intervention, the future educational standard will continue to have a deleterious impact on the quality of teachers and the students produced for the labour market. In 2011 the government of Rivers State embarked on massive recruitment of teachers as a measure to improve the falling standard of education in the state. Surprisingly, some of the newly employed teachers were not well trained and were grossly inexperienced. To further complicate the situation, some did not study education as a discipline, therefore not trained to be professional teachers. In addition to these maladies there are no adequate training programmes to improve their teaching skills after employment. It is very pertinent at this point to state a consensus agreement. The general out-cry on the continued falling standard of education is not based on the quantity (number) of teachers in the system but on the quality of teachers who are less experienced to deliver progressive education to the 21st century learners for improved academic performance. The low level competency or capacity of the newly employed teachers may result to some psychological dissonance such as low self-esteem, poor self-efficacy and poor job performance. A good mentoring programme in these schools may help to alleviate these problems and also improve the capacity of beginning teachers.

This study was designed to determine the extent to which experienced teachers in secondary schools covered in this study practice mentoring relationships with their newly employed colleagues. The objective is to determine if mentoring functions performed by these experienced teachers relate to mentee capacity building measured by three capacity building indices; job involvement, organizational socialization and self-efficacy judging from mentees perspective.

4. Methodology

This study was carried out among senior secondary school teachers in Obio Akpor Local Government Area of Rivers State in Nigeria. The design for the study is correlational and the population for the study consisted of all

the 328 newly employed senior secondary school teachers in the area in 2011. A total of 307 of the newly employed teachers were physically present at the time of the study and responded to the instruments. However, 201 of the respondents who indicated that the head teachers and some senior colleagues in their various schools informally mentored them constituted the sample for the study. Two instruments were used for data collection; Teacher Mentoring Questionnaire (TMQ) and Teacher Capacity Building Questionnaire (TCBQ). Teacher Mentoring Questionaire (TMQ) is a self-structured questionnaire with 15 items all based on a wide exposure to literature relating to mentoring functions as performed by mentors in the school system. The reliability of the instrument was tested using Cronbach alpha and a value of 0.78 was obtained. Teacher Capacity Building Questionaire (TCBQ) comprises the capacity building indices of self-efficacy, organisational socialization and job involvement. The self-efficacy was adopted from Teacher sense of Efficacy Scale (TES) developed by Tschannen-Moran and Wool folk Hoy (2001) with an alpha value of 0.90. Organisational socialization was adopted from task socialization of Newcomer Socialization Questionnaire (NSQ) of Haueter, Macan and Winter (2003) with an alpha value of 0.89 while job involvement was adopted from Kamungo's (1982) 10-item questionnaire with an alpha value of 0.81. Data collected were analysed using mean, standard deviation and Pearson product moment correlation.

5. Results and Discussion

Table1. Relationship between Mentoring and Capacity Building Indices

S/N	Variable	Group	N	Mean	SD	r	P. Level	Alpha Level	Decision
1	Self-efficacy	Mentoring Self-efficacy	201	54.07 36.05	3.39 2.56	0.752	0.000	0.05	Significant
2	Organizational Socialization	Mentoring Organizational socialization	201	54.07 27.96	3.39 3.48	0.671	0.000	0.05	Significant
3	Job Involvement	Mentoring Job Involvement	201	54.07 22.67	3.39 1.90	0.661	0.007	0.05	Significant

Results obtained from this study are presented in Table1 above. The result revealed that there is a significant relationship between mentoring and self-efficacy, r= 0.752, p<0.05. The strength of the relationship between mentoring and self-efficacy (0.752^2 x 100) is 56.6%, this implies that 56.6% variation in mentoring of the newly employed teachers can be explained by self-efficacy. The mean and standard deviation for mentoring are 54.07 and 3.39 respectively and that of self- efficacy 36.05 and 2.56. Significant relationship also exited between mentoring and organizational socialization, r=0.671, P< 0.05. The effect size or strength of the relationship between mentoring and organizational socialization (0.671^2 x 100) is 45%. Therefore 45% variation in mentoring of the newly employed secondary school teachers can be explained by organizational socialization. The mean for mentoring was 54.07 and that of organizational socialization 27.96. Standard deviation of 3.39 and 3.48 were obtained for mentoring and organizational socialization respectively. Finally, the relationship between mentoring and job involvement was significant, r=0.661, p<0.05. The strength of the relationship between mentoring and job involvement is 43.7%. Therefore 43.7% variation in mentoring can be explained by job involvement while 56.3% is accountable to other factors. Mean=54.07 and SD=3.39 for mentoring; Mean=22.67 and SD=1.90 for organizational socialization. All the three variables under investigation correlated significantly and positively with mentoring. The r-value was strongest for self-efficacy.

Results obtained from this investigation indicate that mentoring relates significantly and positively with the three indices of capacity building: self-efficacy, organizational socialization and job involvement. The fact that the three capacity building indicators that were investigated related positively with mentoring supports Deans Oaklay, James & Wrigley (2006) that the main aim of mentoring is to build the capacity of the protégée.

Self-efficacy recorded the highest (r) value with mentoring. This variable is more of psychosocial functions performed by mentors as theorized by Kram (2005). It can be inferred that mentors in these secondary schools performed more of this psychosocial mentoring function or that the mentees are more interested in improving in this area of teachers' capacity. Mentors can help their protégée accomplish difficult assignments, repeatedly tell them that they can do better and point out their peers who have accomplished. With these their mentees are more likely to develop higher self-efficacy and improved capacity. Kram (2005) found that mentees felt more competent, self-confident and develop more optimistic view of the future when their mentors were inviting and supporting. More efficacious teachers tend to intensify their efforts and resources in accomplishing their goals even when their performances fall short. The more efforts they put at improving their teaching skills, the better teacher they become, leading to improved student learning (Bandura & Jourden, 1991). This finding is in

consonance with Tschannen & Hoy (2001) finding on the positive relationship between self-efficacy beliefs of novice teachers and their enhanced capacity to perform in the classroom assignments. Improvement on "I can teach well'' beliefs among mentees can be of great help to effective teaching, professional development and positive classroom experiences.

Mentoring in addition related positively with organizational socialization characterized by proper understanding of the school policies and systems of operations, socialization with staff members and students. Mentees can gain some level of socialization in schools guided by their mentors especially among other more experienced teachers, including participation in decision making and other relevant exposures. Such level of socialization can be helpful in improving capacity of beginning teachers. This finding support Oguntunde (2012) that student- teachers in agricultural teacher preparation programmes who grew well in their profession indicated that the mentoring function they received related positively with their level of socialization in their school. Thus capacity to grow in one's profession can be linked to the level of socialization in the organization.

This study focused on job involvement motivated by mentors that facilitate learning and promote teaching skills among beginning-teachers as a major contributor of mentees' capacity building. The positive association between mentoring and job involvement in this study supports result obtained by Noe (1988) on his study on influence of the career and psychosocial function performed on protégée on a development programme organized for educators. Job involvement related positively to attainment of psychosocial functions, and employee evolvement resulted in 56 to 94 per cent in Pakistan organizations (Khattak, Iqbal & Khattak, 2013) indicating that both the organization and the employees benefit through employee job-involvement. Teachers that are involved in their jobs acquire greater teaching skill, eagerly participate in teaching and improve their teaching practice while those with low job involvement tend to be indifferent, easily fatigued and participate less in teaching assignments (Hsieh cited in Yang, Kao, &Hung 2006).Thus, job involvement enhances the motivation and skills necessary for beginning teacher capacity building.

6. Conclusion and Recommendations

The results obtained from this study indicate that capacity of development as assessed by three indices job involvement, organizational socialization and self-efficacy considered relevant by beginning teachers can be improved through mentoring relationships. Secondary school administrators who encourage mentorship are likely to improve the performance of beginning-teachers and that of the school. The concept of capacity building is multi-dimensional which should not be limited to only the three variables studied in this study. The result of this study is an indication that mentoring outcomes can provide an effective index in this formulation. There is need to study other mentoring functions performed by mentors in the school system and integrate them to boost teacher capacity in order to enrich learning in 21st century.

Based on the findings of the study, the following recommendations are made:
1. The state ministry of education should put in place formal mentoring programmes for all newly employed teachers for capacity building.
2. Newly employed teachers should be encouraged to acknowledge the benefits of mentoring and be open to mentoring for enhanced capacity building.
3. Principals of schools should ensure that newly employed teachers are allocated to mentors before allowing them to start teaching so as to alleviate the initial shock usually experienced by beginning-teachers.
4. There is need to develop a more comprehensive and standard measure of capacity building scale.

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Dr Ugwu Chinelo Joy is a senior lecturer and a counselling psychologist in the faculty of Education, University of Port Harcourt, Rivers State, Nigeria. She is the chairperson Counselling Association of Nigeria, Rivers State chapter and a member Texas Counsellors Association, U.S.A. This author has researched and published several articles in reputable national and international journals and has co-authored and authored some books.

Nicolas Ikechukwu Jude hails from Ngor Okpala Local Government Area in Imo State. He is currently a Ph.D. student at Michael Okpara University of Agriculture Abia State. He had his B.Sc. (Ed) and Master in Guidance and Counselling from the University of Port Harcourt, Nigeria with a high grade point. He is a member of counselling Association of Nigeria and Association of Professional Counsellors in Nigeria.