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Mentoring in the University of Cape Coast: A reality or a fallacy?

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Abstract
There is increasing concern in teacher orientation and general support for the proposal of assigning skilled teachers to work with newly recruited teachers. Yet, we know fairly little about what mentors in the University of Cape Coast (UCC) do and what their mentees learn from their interactions with them. This article presents the views of 60 Lecturers/Assistant Lecturers who were recruited between 2008 and 2014. The methodology used in this study was the descriptive survey design. The results showed that on the whole, respondents acknowledged that, mentors play important roles in the mentoring system such as encouraging mentees on opportunities and providing on-going support for mentees. Nearly two-thirds representing 65.9% of the mentees had some concerns about future mentoring. It was recommended that UCC and administrators in particular during the appointment of mentors should articulate the goals of mentoring programmes and highlight ways in which mentors can directly impact mentee's achievements.
Keywords: Mentoring, Mentees, Assistant lecturers, Lecturers

1.0 Introduction

Irrespective of their level of training and preparation, any newly recruited personnel exhibits lots of concerns at the work place in the beginning, regardless of how well prepared they are and the certificate they hold (Eisenman & Thornton, 1999). This is a major transitional period in an individual's life. According to Eisenman and Thornton, (1999), during this period, young teachers may not be sure of their skills in classroom management, planning, finding classroom resources, time management and working with colleagues. In their view, Gilles, Wilson and Elias (2010), argued that new teachers go through three stages of concerns during their orientation period. In the first stage, which is the survival stage, beginning teachers struggle with personal and professional competence; their worries include ineffective classroom management, student acceptance and uncertainty of their teaching capabilities. In the second stage (mastery) beginning teachers' concerns are more situational and these include skill mastery, teaching methods and classroom resources. In the third stage (impact), the teachers concerns shift fully to how they are affecting their students and their own personal growth.

Fourie and Alt (2000), assert that in educational institutions today, educators have to compete not only with the demands of teaching, but also with the administration and management of new curriculum systems and the issue of quality assurance. Since educators are expected to adapt to these realities, it implies they will need to acquire additional knowledge and skills that will enable them to meet the expectations of the institutions in terms of efficiency and effectiveness. Regardless of the time they have been in a teaching profession, educators need someone who can listen to their needs, concerns and fears, a person who can keep them up to date with knowledge and skills, someone to keep them up with changes occurring in their profession (Fourie & Alt, 2000). Nevertheless, Bess (2000) argues that only few faculty members are psychologically ready to engage in all the roles assigned to them.

Accordingly, it is crucial that educational institutions devise ways of helping young lecturers to adapt to new environments that they may find themselves. Mentoring has been found to be one of such measures. In line with this, many higher institutions of learning assign newly recruited staff to a more senior and experienced member who act as mentors. In the case of the University of Cape Coast (UCC), once a lecturer/ assistant lecturer is appointed, his/ her appointment letter states clearly the name of the mentor.

One basic role of the mentor is to recommend mentees for confirmation of appointment and promotion when necessary. All things being equal, one can assume that the specified roles of mentorship may be carried out by the mentors before they can make adequate judgment of their mentees as mandated by the University, but what are the perceived roles played by mentors? What are the influencing factors of mentees' perceptions of roles of mentors and what are the future concerns of mentees regarding mentoring? In the light of this, the study intends to assess the roles of mentors in the mentoring process, and identify views of mentees' regarding future mentoring processes. Finally, the study hypothesises that mentee's sex, age, rank of mentor, role of mentor, outcome of mentoring have no significant relationship with mentees perception on mentoring system.

Researchers (e.g. Hine, 2008; Hall, 2006) are of the view that mentoring is a channel for human and professional development. It is therefore hoped that findings from this study will assist university administrators to formulate new policies which will help improve and strengthen the mentoring system in the University of Cape Coast.

2.0 Conceptual Issues

Roles of mentors

Society expects educators to continuously acquire new knowledge and skills to keep up with the changes that are occurring within their educational institutions. Educators are being challenged to change from what is viewed as traditional ways of teaching to modern ways (Day, 1997; Hine, 2008). The teacher is expected to be more of a facilitator and a guide rather than to encourage the lecture method. The ability of educators to meet all these societal and organizational expectations depends on the professional orientation that each individual educator possesses (Bess, 2000). It is a fact that not all educators will readily have the knowledge and skills demanded by the modes of teaching techniques by the institutions. Bess (2000) is of the view that there will be some educators especially the newly recruited who may lack the experience necessary to perform to the standards. Day (1997) believes that educators have the option to use the resources that are readily available to them such as the more experienced colleagues. It is possible that the more experienced colleagues will share their knowledge and experience with the less experienced ones and this could be done through mentorship.

An examination of mentoring programmes in organizational settings supports the suggestion that there is a wide degree of difference in the concept hence prompting numerous definitions. Merriam (1983) posited that "mentoring appears to mean one thing to developmental psychologists and another thing to business people or those in academic settings" (p. 169). Though operational definitions of mentoring vary from discipline to discipline, it is generally considered to be a relationship where a person with greater experience supports a person with less experience (Hall, 2006). Looking at the definition from the perspective of higher education, Anderson (1988) states that mentoring is a nurturing process in which a more skilled or more experienced person serving as a role model teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and or personal development (p.63).

The above definition by Anderson is embedded in the historical meaning of mentoring, as presented in the Greek story where Odysseus entrusted the care and education of his child to a friend named Mentor while the father was away on his adventures. Greek mythology suggests mentoring connoted a variety of relationships. Some synonyms include role model, coach, guide, sponsor, friend, and advisor. History is full with examples of such relationships: Socrates and Plato, Freud and Jung, Haydn and Beethoven, Hoad and Mead and Sartre and de Beauvoir (Jeruchim & Shapiro, 1992).

Cummings and Worley (2005) posit that mentoring is a powerful individual development intervention that can be used as a means of assisting and guiding educators to work closely with new educators, guiding them through the first year in the profession. Nicholls (2002) on the other hand, explains that mentoring is a practice that can facilitate professional development and create change. He believes that because knowledge is dynamic in an ever changing educational arena, it can never be complete. It is therefore important that mentoring opportunities are made available to all educators within the institutions whether a person is new, mid- career or a veteran.

There is widespread agreement that mentoring in general is helpful for a variety of purposes and in a number of contexts (Cummings &Worley, 2005). For example, mentoring is considered to be one of the best methods to increase self-esteem in young people (Buell, 2004). With regard to adults, mentoring has proven to be an important part of business culture with senior executives assisting with the development of junior employees. In a survey of the 150 largest companies in America, 57 percent of executives responded that mentoring was "extremely important" while another 39% said it was "somewhat important" (Buell, 2004).

In education, mentoring is a complex and multi-dimensional process of guiding, teaching, influencing and supporting a beginning or new teacher (Cummings & Worley 2005; Feiman-Nemser & Parker, 1992). It is generally accepted that a mentor leads, guides and advises another teacher more junior in experience in a work situation characterized by mutual trust and belief. Typically, mentoring programmes pair novice teachers with more experienced teachers who can ably explain school policies, regulations and procedures; share methods, materials and other resources, help solve problems in teaching and learning, provide personal and professional support; and guide the growth of the new teacher through reflection, collaboration, and shared inquiry (Feiman-Nemser & Parker, 1992).

According to Kram (1983), mentoring is a relationship between an experienced employee and an understudy where the experienced employee acts as a role model and provides support and direction to the protégé. Kram's (1988) influential work on mentoring in higher education helped lay the foundation for defining the phases of the mentoring relationship. These phases are: initiation, cultivation, separation and redefinition. The initiation stage is when roles are clarified for both the mentor and the mentee. During the cultivation stage, the mentor and mentee learn more about each other's capabilities. Here, learning occurs and developmental needs are met. But this intensity may wane as the mentee gains confidence and new knowledge leading to the next stage, which is separation. At this stage, the functions provided by the mentor decrease and the mentee become more independent. At the redefinition stage, a lasting friendship evolves to one of informal contact. Here, mentorship becomes more of peer-like friendship, but the mentor may still continue to offer support when

necessary (Kram, 1988).

Head, Reiman and Thies-Sprinthall (1992) opine that mentoring can make a difference for teachers, but it needs to be real mentoring complete with its complexity in process and function. Freedman (1993) reports that the most frequently mentioned characteristic of effective mentors is a willingness to nurture another person. Therefore, individuals recruited as mentors should be people-oriented, open minded, flexible, empathetic, and collaborative. It has been suggested that there are themes embedded in the concept of mentoring. Golian and Galbraith (1996) identified the following set of common themes that suggest mentoring is a process within a contextual setting.

Mentoring involves a relationship between a more knowledgeable and experienced individual and a less experienced individual, provides professional networking, counselling, guiding, instructing, modelling, and sponsoring; is a developmental mechanism (personal, professional, and psychological); is a social and reciprocal relationship; and provides an identity transformation for both mentor and protégé. The researchers acknowledge that numerous definitions do not recognize the essence of a good mentoring relationship, such as the necessity of a reciprocal and developmental process for both the mentor and mentee. Effective mentoring holds great promise to enhance the teaching and learning process. A major element to that success is the mentor's ability to practice effective mentorship. This therefore suggests that a good mentor should have an in-depth knowledge of the system, work ethics and overall vision of the department, faculty and the university as a whole (Fibkins, 2002).

A review of literature suggests that listening skills, questioning techniques, the mentor having strong inter-personal skills, strong supervisory skills, interested in another person's development and a person who is easily approachable and the ability to provide constructive feedback are important attributes that a good mentor should possess (Fibkins, 2002). What is to be noted is that, the mentoring relationship is such that at the end of the day certain essential services such as role modeling, teaching, resource person, should be provided. In the educational setting, the mentor is expected to guide the mentee to develop competencies in teaching, research and extension work, publication and general professional development. These services can be provided through coaching, training, observation, discussions, counselling and demonstration. The mentor will therefore need the aforementioned skills to be able to carry out the services successfully (Clutterbuck, 2004).

The literature makes a distinction between two forms of mentoring activities: formal and informal. Clutterbuck (2004) argues that formal mentoring involves a structured programme in which mentoring relationships are established and supported. In contrast, informal mentoring is viewed by Gray and Gray as coincidence. Clutterbuck again asserts that formal mentoring is far more effective than informal mentoring, although most academics, particularly in the USA, suggest the opposite. There is however, an on-going debate and divergent views between scientific studies and the experiences of practitioners.

Impact of Mentoring

Ryan (1986) says beginning teachers are beset with problems, some known and others as a result of either the beginner's characteristics or the school environment. The author suggests finding an older experienced teacher who is willing to help, can act as a guide, can be a resource, a trusted confidant to assist the novice in coping with the trials and tribulations of being a beginning teacher would be much valuable. Huffman and Leak (1986) state that a beginning teacher is many times expected to perform the same tasks and duties as the seasoned veteran, but without orientation or guidelines. How do we expect the beginning teacher to fulfil the goals of the institutions? Research has indicated that mentoring is beneficial to the mentor, the mentee and the institution as a whole (Marshal Egan &Song, 2008; Hezlett 2005, Geber, 2003). According to these researchers some of the personal benefits that accrue to mentees from mentoring are: increased in self- esteem self - respect and self-confidence. These attributes can assist the mentee to develop the determination and motivation to succeed.

Mentoring also helps the mentee to gain access to the mentor's accumulated knowledge and expertise and this will assist the mentee to be more efficient in life and at work. Studies also indicate that, mentoring assists mentees in acquiring such skills as technical, interpersonal, time management and self-organizational skills. These skills will ultimately provide the mentee with greater independence in terms of increased decision making, planning and problem solving skills. On the part of the mentors, mentoring provides an opportunity for the mentor to share their professional knowledge and skills with mentees. This provides mentors the satisfaction that they have been able to impact their wisdom and expertise to others. Organisational commitment is an important issue in good mentorship. Mentorship enhances an individual's psychological state that increases his/her relationship with an organisation and has implications for the decision to continue membership of the organisation.

Evidence from the literature shows that mentoring programmes help newly appointed teachers to become better practitioners, learn school procedures and policies as well as classroom management strategies. Moreover, student learning is enhanced as a result of teacher development. One of the common themes in education today concerns teacher accountability. For the newly recruited teacher to be accountable to stakeholders; one of the surest ways is through effective mentoring programmes. This implies careful planning,

support in the form of well-designed mentoring programmes. Again, mentoring can play a critical role in frequently improving the professional knowledge and skills that teachers need to train and prepare students for the next century. However, to be effective, mentoring programmes must be developed taking into account the complexity, process and function of the programmes (Megginson, Clutterbuck, Garvey, Stokes & Garret-Harrison, 2006).

3.0 Methodology

Employing the convenience sampling technique, questionnaires were used to collect data from 70 teaching staff of the University of Cape Coast for the period 2nd February to April 15, 2014. Basically, the questionnaire was worded in English with close ended questions designed with a response set using a five point Likert Scale (1 = strongly agree to 5 = strongly disagree) and divided into two modules to address specific issues in the study. Module A covered mentors' role in mentoring programme and outcome of mentoring. Module B covered open ended questions on mentees' perceptions on future mentoring, and some background characteristics of the respondents**.** Twumasi (2001) is of the view that for efficiency in collecting statistically quantifiable information in the social sciences, questionnaires are the best. Moreover, this method was adopted so as to keep with the tenets of quantitative research which stress objectivity.

The questionnaire was pretested on 15 teaching staff of the University of Education, Winneba in March, 2013. The pilot test afforded the researcher an opportunity to make modifications to the instrument particularly, do away with improperly worded items which could affect the content validity of the main survey. The internal consistency of the instrument was ensured using with the Cronbach Alpha value of 0.7. This was of essence because there was the need to ascertain clarity and internal consistency of the items in the construct in the questionnaire.

Out of a total of 70 questionnaires that were filled by the respondents, 60 questionnaires (86% response rate) were found useful for analysis. The data was analysed using the Statistical Product and Service Solutions (SPSS) version 17. The data was first coded and entered into the SPSS software for analysis. The data was carefully edited (cleaned) to remove all outliers or extreme values which could have affected the validity of the results. Two major statistical tools were used in analysing the data. Basic descriptive statistics using the mean scores was used to measure the distribution of the responses and Pearson correlation was also used to examine the relationship between sex, age, rank of mentor, roles of mentor and outcome of mentor and overall perception of mentoring.

4.0 Results and Discussions

Respondents background characteristics

Table 1 presents the results on the sample characteristics of mentees captured in the study. More males than females (71.6%) than females (28.4%0 participated in the study. Less than two-thirds (63.0%) of them were in age cohorts of (30-39) and the least (6.7%) were those between the ages of 20-29 years. Majority (76.7%) of them were married and had attained M.Phil as their academic qualification (72.0%).

Table 1: Respondents background characteristics

Socio-demographic characteristics	Frequency	Percentage
Sex		
Male	43	71.6
Female	17	28.4
Age		
20-29	4	6.7
30-39	38	63.3
40-49	18	30.0
Marital status		
Married	47	78.3
Singles	13	21.7
Academic qualification		
Ph.D	9	15.0
M.Phil	43	72.0
M.sc	8	13.0

Source: Fieldwork, 2014.

Table 2: mentors' role in mentoring programme

Roles of mentors	Percentage in agreement	Mean	Standard deviation
Encourages mentee on educational opportunities and career growth	74.0	1.91	0.93
Provides ongoing support about the work of mentee	65.9	2.17	0.92
Mentor shares personal examples of difficulties overcame to accomplish career goals	61.6	2.18	0.99
Encourages mentees to use him/her as a springboard to explore ambitions	55.3	2.36	1.01
Makes time for mentees personal concerns	67.0	3.00	0.97
Guiding mentee through a realistic appraisal of skills	51.1	2.47	1.00
Provides practical suggestions for improving mentees career	69.2	2.18	0.79
Serves as a role model on successful job performance of mentee	78.7	1.88	0.93

N= 60; **Source: fieldwork 2014**.

Overall, respondents acknowledged that mentors play some roles in the mentoring system (M=2.28). Specifically, they agreed to issues such as mentors encouraging mentees on educational opportunities and career growth (M = 1.91), provide ongoing support about the work of mentees (M = 2.17), mentors sharing personal examples of difficulties they overcame to accomplish their career goals (M = 2.18) and mentors serving as role model on successful job performance of mentees (M = 1.88). More importantly, respondents acknowledged that mentors provided practical suggestions for improving their career (M= 2.18). On the contrary, the study established that mentors did not encourage mentees to discuss personal concerns (M = 3.00).

Mentees' perceptions on future mentoring

Concerning mentees perceptions about future mentoring (See Table 3), again, 30.2% of mentees were of the view that there should be a report on mentoring quarterly. In addition, 18.6% said mentees should participate in choosing their mentors, and 15.4% also opine that the number of years for mentoring should be extended. The least (8.6%) were those who advocated that mentees should be rotated.

Table 3: Mentees' perceptions on future mentoring

Perceptual views	Frequency	Percentage
There should be a report on mentoring quarterly	105	30.2
Mentees should participate in choosing their mentors	65	18.6
Mentoring issues should be considered during promotions	52	14.9
Number of years of mentoring should be extended	54	15.4
There is more room for improvement on the roles of mentors	43	12.3
Mentees should be rotated	30	8.6
Total	349*	100.0

***Frequencies exceed 60 because of multiple responses**

Relationship between mentees' perception of mentoring system by mentee's sex, age, rank of mentor, role of mentor, outcome of mentoring.

A mentoring system can be perceived to be good or otherwise. One of the objectives of this paper was to examine the relationship between mentees' sex, age, rank of mentor, roles of mentor and outcome of mentoring, and the mentees' overall perception of mentoring. This was investigated using Pearson product-moment correlation coefficient.However, before using the tool, preliminary assumptions of; normality, linearity and homoscedasticity were inspected to ensure that they were not violated (Tabachnick &Fidell, 2001). Also, strength of the correlation coefficient was interpreted at ≤ 0.29 = small; ≤0.49 = moderate; ≤ 0.50 = large (Cohen, 1988). The output is presented on Table 4.

Table 4: Relationship between mentees' perception and test variables

Test variables	N	Correlation coefficient (r)	*P*-value	Hypotheses decision
Sex of the mentee	60	0.154	0.078	Failed to reject
Age of the mentee	60	0.063	0.528	Failed to reject
Rank of the mentor	60	0.156	0.067	Failed to reject
Roles of mentor	60	0.862	0.000*	Failed to accept
Outcome of mentoring	60	0.741	0.000*	Failed to accept

*Correlation is significant at the 0.01 level (2-tailed).

Positive strong associations were observed among respondents' perception of the role of the mentor (r = 0.862, p = 0.000), likewise outcome of mentoring (r = 0.741, p = 0.000). However, no significant association existed between respondents' perception of the sex of the mentor as well as the rank and age of the mentor (r = 0.154, p = 0.078).

5.0 Discussion

Mentors are supposed to play certain roles in the mentoring system. Respondents' indication that mentors encourage their mentees on educational opportunities and career growth was not out of place. This notion is supported by Ryan (1986) who advocates that beginning teachers are beset with problems and therefore need expert advice to be able to cope with the trials of being a beginning teacher. A key role of mentors is to assist mentees in climbing up the academic ladder through acquiring higher skills and competencies. This they do through sharing methods of teaching, experiences and advice regarding publications, seminars and other academic development programmes (Clutterbuck, 2004). They also share personal examples of challenges encountered and how they rose amidst those difficulties to accomplish their career goals (Feiman-Nemser&Parker, 1992).

The general notion is that as guardians they are supposed to coach them appropriately within the assigned period so that they will fit well in the academic system. However, respondents stated that mentors hardly made time for their personal concerns. Past research on mentorship has demonstrated that when individuals from different groups increase their contact with each other, even if within limited conditions, more positive effect can result (Allport, 1979). In the current study, it was found that the amount of time that mentors and mentees spend together was very minimal. Dreher and Ash (1990) are of the view that psychosocial support is important in mentoring because it is intended to facilitate feelings of competence and includes serving as a friend and counsellor by providing positive regard and acceptance.

This finding is also in disagreement with Golian and Galbraith (1996) who held that effective mentoring should be developmental in nature; this implies that the interactions between the mentor and mentee should be personal, professional and psychological in nature.

On the contrary, one can argue that respondents' disagreement that their mentors do not make time for their personal concerns is expected. The assumption maybe that since personal concerns of mentees are to some extent their secrets, mentors are remaining silent on such roles as it may be tantamount to digging the concealed.

The results of the Pearson correlation model point to 'rank of the mentor' and the 'outcome of mentoring' positively associating with mentee's overall perception of mentorship. Rank of a mentor denotes his or her academic attainment, position in the organisation, achievements and level of influence. Anecdotal evidence has it that rank of a mentor defines the extent to which he or she can influence the mentee. Therefore, as the case maybe, mentees overall perception of the mentoring system is expected to have an association with the mentors rank. This suggests that as to whether a mentee will perceive mentoring as effective or not depends on the qualification of the mentor (Hezlett 2005).

Outcomes are the manifestations of the mentoring process or the results of mentoring. This indicates whether mentors have positively influenced their mentees during the mentoring process (Baker, 2006). It also encompasses the organisational benefits from the mentoring system. DuBois and Karcher (2002) assert that, there is consensus that mentoring is associated with a wide variety of good outcomes for protégés, ranging from improvement in academic adjustment and retention to career development. Therefore, mentees usually hold the view that mentoring systems that daunt negative outcomes and encourage positive behaviours are perceived as effective mentoring. On the other hand, if the mentoring process is observed to promote unhelpful results; it is judged as a bad mentoring system. Outcomes may also be linked to the ability of mentoring to meet mentees expectations and their subsequent overall views about the system.

Respondents request that future mentoring should incorporate quarterly reporting is seen as a step in the right direction. This is to say that it will serve as an evaluation process to assess the degree to which the mentoring programme was implemented and operated as planned. Perhaps, this will enable management to determine whether the intended objectives of the mentoring programme have been achieved or not, where there are deviations, corrective adjustments made, consequently putting both the mentor and mentee on track.

Participation of mentees in choosing their mentors will give them a sense of ownership and belonging When mentees are involved in choosing their own mentors it will help them identify mentors they can work with thereby contributing to a fruitful mentee-mentor relationship (Jacobi, 1991).On the contrary, it may also be argued that, it can create side-lining of some senior members, leading to tension in affected departments and units. Another argument is whether participation of mentees in choosing their mentors will be feasible.

The request by mentees that the number of years of mentoring should be extended is explainable, that the current one to two year period of mentoring may not be sufficient for any affective impact of mentorship to be made. According to Martin (2002, p. 129), the most neglected characteristic of a mentoring relationship is the failure to adequately support the prospective mentor with the skills necessary to be an effective mentor. This finding however does not support the views of Cummings and Worley (2005) who believe that mentoring can be used as a means of assisting new educators through their first year in the profession. Nevertheless, the extension may also lead to delay tactics on the part of mentors in executing their expected roles since they might assume they have enough time at hand and thus affecting the mentee's rate of progression

Rotation of mentees, it is assumed, would afford mentees opportunity to learn multiple, varied professional and personal development knowledge, skills and abilities from the different mentors they will come into contact with unlike if modeled by just an individual. However, mentees disagreed with the idea of rotation during the mentoring process.

6.0 Conclusion

The review of literature suggests that mentoring is a viable policy options in education and as mentoring programmes continue to be developed and refined, it is important to acknowledge the many challenges to forging and sustaining productive mentor/ mentee relationships. According to Daresh (2004), collaboration between veteran and new or aspiring leaders can promote an environment that is conducive to high levels of student achievement. To achieve these benefits, mentoring programmes need to pragmatically address the pressures of accountability and the need for institutions of higher learning to design elements that can sustain meaningful and mutually beneficial mentoring experiences in their institutions.

7.0 Implications and Recommendations for University Administrators

Although this study used a small sample, the findings have implications for universities with mentoring programmes. It was clear that the mentoring relationship was valued by mentees in this study despite the perceived idea that mentors hardly made time for their mentees. It is important for UCC administrators during the appointment of mentors to clearly articulate the goals of mentoring programmes and to highlight the ways in which they can directly impact mentees' achievement.

In the present high-stakes testing environment, many educators feel a need to focus only on issues and programmes that can affect students' performance to the disadvantage of their own personal growth. Newly recruited lecturers need time to engage in practices afforded them through mentoring in order to be able to cope with the demands of the institutions. The issue of time needed for staff development activities such as orientation for mentees needs to be managed and productively addressed by administrators and this requires strategic preparation and planning.

Again, if policy makers are to support mentoring programmes, then university administrators must continually evaluate and document the changes these programmes make in the beginning teachers' achievement. The University of Cape Coast must encourage its researchers to continue to study the impact of mentoring programmes on teacher effectiveness, student achievement, teacher retention and to share best practices of effective mentoring.

Undoubtedly, mentoring programmes rely on the availability of well-qualified, veteran teachers to serve as mentors. University administrators should ensure they have adequate human resources to support high-quality mentoring for their newly recruited teachers, this is because as mentors grow in their understanding of comprehensive professional development that extends well beyond training workshops, they can begin to embrace mentoring programmes not only as a valuable resource for new teachers, but also as a growth-promoting experience for mentors as well.

8.0 Limitations of the study

Despite the importance of the findings, the study has a number of limitations. First of all, the inherent shortcomings of the convenience method may pose challenge to representativeness of the findings. In addition, only the mentee's side of the story was considered, it did not take into consideration mentors views. Similarly, nothing is known of the mentor's expertise, availability and consent. Lastly, although formal mentorship started around 2005 in UCC only Assistant/ lecturers recruited between 2008- 2014 were used in this study.

9.0 Areas for Future Research

This research presents the views of newly recruited lecturers/Assistant lecturers of the University of Cape Coast on the issue of mentorship. Certainly, there are some questions that still remain regarding many aspects of mentoring. The researcher identified some issues in particular that merit future research. First, there is the need to collect information about how time is created for mentoring, how much time is needed for mentoring sessions and how structured mentoring should be. Second is the pressing issue of whether mentees can or should serve as evaluators of their mentors or who should evaluate the mentoring programme. Finally, a number of questions must be addressed regarding mentorship at UCC. First, what elements are designed to sustain important and reciprocally beneficial mentoring experiences? Second, what support strategies are available for use by newly recruited teachers in the mentoring programme?

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