

Perceptions Toward Principals' Mentoring Role in Professional Development of Newly Posted Teachers in Public Secondary Schools in Kisumu East District, Kenya

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Abstract: Among educational policy makers, researchers and practitioners, there is an emerging consensus that teacher professional development is vitally important to educational reform. This assertion is necessitated by the fact that the teacher pre-service training cannot be expected to prepare teachers for all the challenges they are likely to face throughout their careers. Besides, every school has its unique characteristics which the new teacher, whether posted for the first time or transferred from another school, has to adapt to. It is important to note that all educational reforms should be student-driven. However, for any educational reform to succeed, it must begin with the recognition of the importance of teachers in realizing it. From the reviewed literature, there is a gap in the principal's role in mentoring professional development of the Newly Posted Teachers (NPTs) in their schools. Therefore, this study sought to answer the question: What are the perceptions toward principals' mentoring role in the professional development of NPTs in public secondary schools in Kisumu East District, Kenya? The sample consisted of one national school, three county schools and six district schools. Participants comprised of 75 NPTs, 37 heads of departments, 10 principals and 3 District Education Officers (DEOs). The researcher used questionnaires and interview guides to gather data from the field. Data analysis employed descriptive statistics, independent T-test and Analysis of Variance. Qualitative data was analyzed into themes and presented in narrative and verbatim forms. The study revealed that principals' involvement in the professional development of NPTs in public secondary schools in Kisumu East District is moderate and that the mean perception towards principals' mentoring role is not influenced by NPTs' years of teaching experience. The study concludes that the principal has a role to play in the professional development of NPTs in their schools; the NPTs are receptive about the mentoring offered to them by their school principals; all NPTs require mentoring irrespective of their years of experience in the teaching profession; and that compulsory induction and team work positively influence the professional development of NPTs. The study recommends that the Ministry of Education (MoE) enforce the principals' mentoring role in all public secondary schools to achieve a standardized mentoring approach for the whole country; principals should constantly and consistently supervise mentoring programmes for all NPTs irrespective of their years of experience; Heads of Department (HODs) should demonstrate professionalism while handling issues affecting NPTs in their departments; and NPTs should be open to team work.

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I. INTRODUCTION

Although schools are busy places with students, educators, administrators and activity, teachers often spend their days surrounded primarily by students and isolated from colleagues. Many teachers, according to Finnigan and O'Day (2003) describe early professional time as lonely. They add that this isolation has been a causal factor in many teacher-identified professional struggles. Considering that teachers can be transferred from school to school from time to time, then the teacher can be perceived as facing greater isolation every time they arrive in a new school. The concern of this thesis is how this loneliness can be addressed.

In United States, surveys have revealed that lack of a collaborative school climate is one of the major reasons why many teachers choose to leave the teaching profession within their first five years of employment (Southeast Center for Teaching Quality, 2004). Cookson (2005) likens the organization of schools to an egg-crate; the compartmentalization of classrooms and subjects often make professional collaborations difficult. The issue of isolation is particularly problematic for beginning/novice teachers as it is during the early stages of one's teaching career that support systems are most critical. If beginning teachers do not receive support from colleagues and administrators, many opt to leave the profession (Schlichte, Yssel, & Merbler, 2005). They

further suggest mentoring relationships which, according to (Ebest, 2002) have existed in the U.S for over four decades, as one of the solutions to the problematic scenario of the isolated beginning teachers.

In Kenya, like most African nations, the mentoring phenomenon is still minimally explored especially in the educational circles (Anyona, 2012). In a nation where the education system is highly criticized and characterized by frequent changes such as curriculum review and teacher education among others, how can professional development of teachers be realized? Findings from Anyona's study showed mentoring as least popular form of professional development among teachers. How can mentoring be integrated into education to ensure professional development of new teachers within educational institutions? This question and others summon the need to explore the relationship between mentoring and education. Therefore, this study sought to bridge this discord between mentoring and education by focusing on principal's mentoring role in the professional development of newly posted teachers.

Research Question

1. What are the perceptions of newly posted teachers toward principal's mentoring role in the professional development of newly posted teachers in public secondary schools in Kisumu East District?

Hypotheses

The following hypotheses guided this study:

Ho₁: There is no difference in mean perception towards principal's mentoring role in the professional development of newly posted teachers when newly posted teachers are categorized by sex.

Ho₂: There is no difference in mean perception towards principal's mentoring role when newly posted teachers are categorized by years of experience in the teaching profession.

Ho₃: There is no difference in mean perception towards principal's mentoring role in the professional development of newly posted teachers when newly posted teachers are categorized by school category.

Significance of the Study

This study sought to provide useful insights on how the existing gap of transition into a new environment by NPTs can be filled to make transitions from training and transfers smoother. Below are some of the ways in which the study will yield significance to the theory and practice of education.

Students in current schools, who are the basic consumers of the whole educational practice, will enjoy the fruits of professional development of their NPTs through; learner friendly strategies, timely syllabus coverage, increased teacher confidence among the NPTs and eventual academic excellence among other benefits. This means that the principal's mentoring role can act as a means of ensuring increased productivity, competence and efficiency in the work of the NPTs as learning-teaching facilitators. As a result, effectiveness and efficiency will be realized and educational objectives realized leading to increased access to quality education to the learners.

Research design

Research design refers to the plan of action that links the philosophical assumptions to specific methods while methods refer to the more specific techniques of data collection and analysis, such as a quantitative standardized instrument or a qualitative theme analysis of text data (Creswell, 2009). According to McMillan (2008), the major research paradigms are the qualitative and the quantitative. This study engaged both paradigms hence embraced a mixed methods approach.

The study used mixed methods approach which has been explained by Creswell (2009) as follows:

Mixed methods is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process (p. 5).

As a method, the mixed methods focus on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. The researcher used the mixed methods in this study because of its central premise that the use of quantitative and qualitative approaches as a combination provided a better understanding of the research problem than would have been with a single method. It also helped in yielding more comprehensive data from the field.

According to McMillan (2008), there are three types of mixed methods: explanatory, exploratory and triangulation. In this study, the researcher employed the triangulation method. The researcher found this method most appropriate for this study because of it enabled simultaneous implementation of both qualitative and quantitative methods through collection and analysis of data concurrently (McMillan, 2008). Triangulation also enhanced the credibility of the research findings since the researcher was interested in validating and expanding quantitative findings through qualitative methods. In order to use the methods of data collection, questionnaire and interview guide from different categories of participants, the researcher used nested designs-a sub type of

triangulation method as suggested by Creswell & Plano Clark (2006). In this study, the nested design facilitated the use of questionnaires for data collection from NPTs and HODs and interview guides to gather data from the principals and officers at the Kisumu East District Education Office.

Within the nested design, the researcher employed the cross-sectional descriptive survey design to facilitate the collection of original data for the purposes of describing the population which was too large to observe directly. According to McMillan (2008), in cross-sectional survey data is collected from one or more samples at one time. The researcher chose this design because public secondary schools in Kisumu East District are widely spread over the vast district area. The design therefore enabled the researcher to collect data from these schools in order to establish the relationship between the various variables and describe the NPTs; their belief, attitudes and behaviours towards the principals' mentoring role in the professional development of the NPTs. This helped to make generalizations through the items in the questionnaire that will be administered to the newly posted teachers.

In this study, the cross-sectional survey design enabled the researcher to collect data from schools belonging to different categories; national, provincial and district. This therefore helped the researcher to collect information on the existing status of professional development of the NPTs within each school in the research area. It was an appropriate way of eliciting the most complete responses from a sample of NPTs, HODs principals and district education office officials.

The researcher also used phenomenology under the qualitative paradigm. According to McMillan (2008), the purpose of a phenomenological study is to describe and interpret the experiences of participants with the aim of understanding the experience as perceived by the participants. Johnson and Onwuegbuzie (2004) observe that phenomenology approach enables an in-depth study of the relevant variables to be made in order to establish the existing situation of principals' mentoring role in the professional development of the NPTs in public secondary schools in Kisumu East District. The researcher paid close attention to the explanation(s) given by participants to different occurrences with a view to understand and interpret the importance attached to such occurrences. For this reason, the researcher visited the schools to have face to face interviews with principal participants.

Target Population

McMillan (2008) explains the target population as a larger group to whom results can be generalized. The target population of this study comprised all secondary schools; all newly posted teachers, all heads of departments (directors of studies) and all principals in the 41 public secondary schools in Kisumu East District, Nyanza Province, Kenya. The study also targeted all Kisumu East District Education Officers.

Research Instrument

Having employed triangulation mixed methods, the researcher used both qualitative and quantitative research instruments. From the qualitative paradigm, the researcher used interview guide while within the quantitative paradigm, the questionnaire was used. Therefore, the study used two data collection instruments namely; questionnaire and interview guide.

Procedures

Most quantitative studies need to generalize findings to a well-defined larger group/ population (McMillan, 2008). The two types of sampling: probability and non-probability were both used in this study. Under probability sampling, the researcher employed proportional stratified sampling technique. Proportional stratified sampling was deemed appropriate for the selection of the NPTs whose size along gender was not equal.

There are several types of non-probability sampling procedures used in quantitative studies (McMillan, 2008). Therefore, the researcher used purposive sampling which enabled hand picking some of the participants that were deemed to be informative towards the subject of this study. The researcher sampled 10 principals, 40 heads of departments, 80 newly posted teachers and 3 district education officers. The total sample size was 133 participants.

The researcher used Subject Matter Experts, SME: three lecturers in the department of educational administration to validate content and face validity of both the questionnaire and interview guide. In order to validate the findings of the study, the researcher used methodological and source triangulation validity (Flick, 2006). Under methodological triangulation, the researcher made use of the mixed methods, that is, questionnaire and interview guide. The quantitative data yielded from questionnaire supplemented the narratives from the qualitative data. Source triangulation included the selection of different participant categories such as the NPTs, HODs, principals from different schools and the district education officer participants. Triangulations enabled the researcher to arrive at more reasonable and acceptable results because multiple sources enhanced the objectivity and the understanding of the principals' mentoring role and professional development of the NPTs.

The researcher pilot tested the instruments on a small sample of 10 newly posted teachers and two principals all drawn from public secondary schools in Kisumu East District who were not part of the sampled schools. In this study, the newly posted teachers comprised all teachers who have served in their current station(s) for a period below 5 years. Through pilot testing, the researcher was able to determine if the questionnaire and the interview guide would solicit the expected responses. This served as a trial run for the data collection. The pilot test also enabled the researcher to prevent some of the challenges that might have interfered with the study if not looked into in time.

In this study, the reliability of the research instruments was determined using the split-half technique. The researcher administered the closed ended items in the questionnaire to 10 newly posted teachers and 4 HODs drawn from non-participant schools then categorized the scored instruments into two sets. The calculations were done electronically. The first half had 0.79 while the second half had 0.64 and each half comprised of 4 items. Computation was done using the Statistical Package for Social Sciences (SPSS). The resulting coefficient was an estimate of the half-instrument reliability of the questionnaire (Appendix 4).

Thereafter, the reliability was determined using the Spearman Brown Prophecy formula to adjust the half test reliability to full test reliability using SPSS. The reliability was established at 0.8 (Gutman split-half). This coefficient was considered adequate for the instrument since it is slightly higher than that recommended by Berthoud (2000) who recommend 0.7 as a minimum coefficient. Subsequently the researcher proceeded with the study.

The researcher carried out the interviews for 50 minutes on average in order to give the participants ample time to express their views and explain issues without hurrying them. Before concluding every session, the researcher read out the data collected to the participants to confirm their accurate recording. This helped to ensure credibility of the findings.

Dependability refers to the consistency of the research findings (Flick, 2006). In this study, the researcher ensured credibility by taking in-depth field notes during the interviews. In order to enhance the dependability of the interview findings, the researcher also employed audit trail. According to Winter (2000), audit trail entails reconstruction of data and synthesized results along themes through interpretations and inferences. In this study, the researcher used the audit trail to carefully review raw data and summarize it to ascertain that nothing was omitted or misreported. Misreporting was also addressed by reading out the notes to the participants to confirm that their expressions during the interviews had been recorded accurately.

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The researcher used descriptive statistics such as means, frequencies and percentage and inferential statistics of analysis of variance (ANOVA) and independent T-Test to analyze the data. Descriptive statistics was used to summarize the data into simple and useful information while the inferential statistics was used to test the research hypotheses.

All participants' identity remained anonymous during and after the study by use of numbers on the instruments instead of actual names. To strengthen this anonymity and confidentiality, the researcher saw to it that the sampled schools and other individuals in the study were all assigned pseudonyms which were neither close to nor related to the actual names of the sample of participants. This ensured that the participants were protected and their privacy upheld.

The study addressed plagiarism by acknowledging authors of all sources of information. The research findings were also reported with as much accuracy as possible to avoid dishonesty. For example, to strengthen this, the researcher presented some of the information yielded by interviews as direct quotations.

II. RESULTS

Perceptions of Newly Posted Teachers towards the Principals' Mentoring Role in their Professional Development

The research question four is: What are the perceptions of NPTs towards the principals' mentoring role in their professional development? Perception has been described as the mental process that a person employs in order to select, organize and interpret information from his/her environment in order to draw meaning [Daft &

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Marcic, 2006; cited in Adhiambo, (2012)]. Since people have uniqueness in selection, organization and interpretation of fact, then it is not likely that any two people can have the same perception. In order to get answers to the question on perception of NPTs, items dealing with selected areas in the principals' mentoring role in professional development of NPTs were asked on a five-point scale with values 5, 4, 3, 2, 1 attached to represent strongly agree, agree, undecided, disagree and strongly disagree respectively. The NPTs were expected to select from these options and their responses are as follows:

Table 1 Distribution of NPTs' responses and means about the principal's mentoring role in the professional development of NPTs

Statement	SA		A		U		D		SD		Mean	SD	CV
	f	%	f	%	f	%	f	%	f	%			
My principal encouraged to provide time for reflection as an important part of improving my practice.	12	16	42	56	12	16	6	8	3	4	3.72	.966	.26
Through team teaching with other teachers, I was able to teach the expected syllabus	16	21.6	31	41.9	18	24.3	5	6.8	4	5.4	3.68	1.06	.29
I have benefitted from the induction process	37	49.3	34	45.3	2	2.7	2	2.7	0	0	4.41	.680	.15
Team teaching with other teachers has made me understand my practice better	17	23	20	27	30	40.5	6	8.1	1	1.4	3.62	.975	.27
Induction process is a waste of time	3	4	2	2.7	1	1.4	26	34.7	43	57.3	4.39	.957	.22
Mentoring is an effective way of ensuring teacher efficiency	18	25.7	35	50	13	18.6	0	0	3	4.3	4.24	2.67	.63
I could not have handled student discipline cases as I did without the support of my principal	10	13.5	32	43.2	28	37.8	3	4	1	1.4	3.64	.821	.23
My principal assisted me in developing skills to ensure that all students have appropriate opportunities to meet high standards in my subject(s).	9	12.2	28	37.8	35	47.3	2	2.7	0	0	3.59	.739	.21

Mean of means

3.91

Table 1 shows that 72% of the NPTs had received encouragement from their principals on how to improve their practice as teachers. This reveals that the principals strive to assist NPT to be effective in order to realize good performance by the students. This is further shown by the 12% who disagree. Hammerness, Darling-Hammond, Bransford, Berliner, Cochran-Smith McDonald and Zelchner (2005) note that teaching is a prime example of professions where much of the information needed for effective teaching decisions emerge in the context of the practice. This reveals the uniqueness of every school context and affirms that there are as

many unique school cultures and traditions as there are schools themselves. This means that NPTs are likely to find setbacks in their practice as teachers in the new schools thus the need to be encouraged through appraisals and getting the necessary information on the way things are done around the new school and so forth. In most cases, people will perceive those who offer support and encouragement towards them as friends. In this case, professional friendship is likely to flourish between the NPTs and the principal. This professional friendship is a core component of successful mentoring programme and has broad benefits not only to the NPTs but also to the principal and the entire school as a whole.

From Table1, 95% of the NPTs felt that they had benefitted from the induction process and another 92% perceived the time spent during induction as worthwhile. During induction, NPTs are formally received into the new school environment and introduced to the school community. This helps the NPTs to not only master their new environment but also know who is who and where to go to for what kind of a problem. They are also issued with the necessary documents such as mark list book, schemes of work showing how far the classes assigned to them have reached in terms of syllabus coverage. It is also during this induction process that the NPTs get acquainted with how many classes they will be teaching in the school, the time they will have lessons and the work load in general. Therefore, it is clear that induction is one of the mentoring activities that should be compulsory for NPTs in any school. This confirms the findings in earlier section of this research which showed that 81% of the schools had a compulsory induction programme for NPTs irrespective of their teaching experience. This reveals induction as one of the most suitable strategies for fostering professional development of NPTs.

Again, 50% of the NPTs had been involved in team teaching with other teachers to enhance understanding of the teaching profession. This shows that team teaching is the least popular among the NPTs. Bearing in mind the understaffing and teacher shortage that characterizes most of the public schools in Kenya; it is possible that team teaching may not be achieved easily. This is because in cases where there is teacher shortage, the work load may be too much to leave room for team teaching. Therefore, half NPTs in the sampled public secondary schools in Kisumu East District may never have had the opportunity to engage in team teaching. The interview with the deputy of Tao secondary school elaborates this further. He said that:

Our school is seriously understaffed and therefore team teaching is not something that we can even think about, let alone mention. What time would a teacher with a work load of 40 lessons a week have left for an experiment like that one? Every teacher, once the official one-day orientation has been done becomes preoccupied with how to cover the syllabus in time. We have never tried that one here.

In a separate interview, the principal of Bugo secondary school said that there is too much in her hand to handle NPTs directly. "I have delegated that to the HODs who are most of the time at school. My office has too much to deal with", she added. This could explain why only 50% of the NPTs had received assistance from their principals in developing skills to ensure that all students have appropriate opportunities to meet high demands in their teaching subjects. Following the introduction of Government Funded Tuition (GFT) programme in Kenya, most public secondary schools are overpopulated. Therefore, the NPTs are less likely to ensure that all students in their classes receive individual attention from them. This explains why only 50% of the principals in the sampled schools had assisted the NPTs in their schools towards realizing all students' improvement in their respective subjects.

From Table1, 50% of the sampled NPTs had received support from their principal in how to deal with discipline cases among students. Basing on the earlier findings that revealed that in most of the sampled schools the principals had delegated their mentoring involvement with professional development of NPTs in their schools, then it is possible that the other 50% of the NPTs got this very support from their head of department(s). It is also possible that the NPTs in the sampled schools were given support on how to deal with student discipline cases by their deputy principals who are the overall disciplinarians in every public secondary school in Kenya. This, coupled by the many duties that the principal engages in could explain why they did not engage much in student discipline issues with the NPTs.

There were 76% of the sampled NPTs who perceived mentoring as an effective way of ensuring teacher efficiency. This means that the NPTs found mentoring to be significant in complementing the formal training they had undergone during teacher education process (Armstrong, 2009). It is possible since through mentoring, NPTs are likely to gain insights into their personal strengths and weaknesses. They are also likely to be advised and helped on how to draw up self development strategies and guidance on how to acquire the necessary knowledge and skills to improve their teacher practice. These findings confirm Loxley, Johnston, Murchan, Fitzgerald & Quinn (2007) who observed that mentoring is one of the most powerful teacher education and development strategies to surface over the past two decades. They also echo what the adaptive expertise theory of teacher professional development teachers go through an iterative learning, experimenting, and reflective process in order to develop new skills for their classroom teaching (Joyce & Showers, 2002). Mentoring therefore creates an opportunity for broadening perspectives, examining assumptions and sharing expertise and leadership towards professional development.

The researcher determined the mean of NPTs' responses and tabulated the findings as shown in Table 1 and as indicated earlier, their perception was gauged using a five point Likert scale. From the table, the least mean was 3.59 and the highest on the items was 4.41; the principals assisted the NPTs in developing their skills to ensure that students have appropriate opportunities to meet high standards in their teaching subjects and they had benefited from the induction process respectively. The two means show that the NPTs in the sampled schools received high assistance from their principals in as far as their wellbeing in the new school was concerned. All the items had means of more than 3.30 implying that the NPTs' perception towards principal's mentoring role in their professional development. The researcher will test the difference in the mean perception of the NPTs toward principal's mentoring role in the professional development of NPTs when NPTs are categorized by sex, years of teaching experience and school categories respectively.

The same Table 1 shows 3.9 as the mean of means. Since the researcher used a scale of five, any point between 2.6 and 5.0 would imply that there is mentoring while any point between 1.0 -2.5 would imply absence of mentoring. The mean of means was 3.9 which is way beyond 2.6. Using the mean of means 3.9, the researcher concluded that NPTs perceived their professional development as being influenced by principal's mentoring activities in public secondary schools in Kisumu East District.

In order to measure the spread of data sets and the relationship between mean and the rest of the data, the researcher run a standard deviation test. However, the standard deviation alone cannot show clearly how the dispersion relates to the mean. Therefore, the researcher determined the coefficient of variation (CV) - a more uniform method of determining the variance of the standard deviation and what it indicates about the responses of the sample. The closer the CV is to 0, the greater the uniformity of data and the closer the CV is to 1, the greater the variability of the data.

From table 1, the CVs ranged between 0.15 and 0.63, showing that most of the data sets have greater uniformity. Data on the effectiveness of mentoring in fostering teacher efficiency have the highest CV value of 0.63, showing that the data on this item has a great deal of variability with respect to the mean. It also shows that there is no general consensus among the NPT sample. The same table shows that the CV value 0.15 is the least and is against the responses to the item on whether the NPTs had benefitted from the induction process in their new schools. This rather small CV indicates that the data has a great deal of uniformity with respect to the mean and that there is a general consensus among the sampled NPTs on the same.

4.5.1 Rating of the Principal's Mentoring Role in the Professional Development of Newly Posted Teachers.

In order to establish the overall rating of the principal's mentoring role in professional development of NPTs by the NPTs, the researcher used a three point scale of Very High = 3; Moderate = 2 and Very Low = 1. The responses are as shown:

Table 2 Newly Posted Teachers' Overall Rating of the Principals' Mentoring Role

Options	Frequency	Percent
Very high	17	22.7
Moderate	36	48.0
Very low	22	29.3
Total	75	100

Table 2 shows that 48% of the participants rated the principal's mentoring role as moderate, 29% very low and the remaining 23% very high. These findings show that the overall rating was moderate. This means that the mentoring activities were taking place in the sampled public secondary schools in Kisumu East District. It also means that principals were involved in these mentoring activities at school level(s). However, the several challenges experienced here and there may have led to some of the NPTs rating it as very low. The study sought to establish if the perceptions of NPTs might have been influenced by their demographic characteristic of years of experience. In the next section of this study, the researcher tests the hypothesis: There is no difference in mean perception about the principal's mentoring role when the NPTs are categorized by years of experience.

Table 3 Crosstabs of NPTs' Years of Experience and their overall Rating of the Principals' Mentoring Role

Years of teaching experience	What is your overall rating of the level of your principals' mentoring involvement in your professional development			Total
	Very low	Moderate	Very high	
0-5 years	10	21	12	43
6-10 years	3	2	3	8
11-15 years	1	7	3	11

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16-20 years	2	2	1	5
21 years and above	1	4	3	8
Total	17	36	22	75

Table 3 shows that most of the NPTs rated the principal's mentoring role in their professional development as between moderate and very high. This was irrespective of their years of teaching experience. This shows that the NPTs' duration of experience in teaching did not influence the views of the participants towards the principals' mentoring role. The underpinning assumption of mentoring as a form of professional development originates from the belief that learning occurs through observing, role modeling and/or apprenticeship and questioning. This is supported by the adaptive expertise theory of teacher professional development which holds that working together in communities, both new and more experienced teachers pose problems, identify discrepancies between theories and practices, challenge common routines, draw on other's work, and attempt to make visible much of what is taken for granted about teaching and learning (Hammerness, et. al. (2005). These findings reveal that irrespective of the number of years in the teaching experience, all NPTs are likely to ask, be observant and ask questions relating to their professional practice. They are also all likely to look up to the principal as their role model. Therefore, the years of experience of the NPTs does not influence their rating of the principals' mentoring role in their professional development.

Table 4 Crosstabs of NPTs' Years of Experience and their overall Rating of the Principals' Mentoring Role

What is your rating of the principal's mentoring role in your professional development?

Duration of teaching experience	Very low	Moderate	Very high	Total
0-5 years	10	21	12	43
6 years and above	7	15	10	32
Total	17	36	22	75

Table 4 shows that most of the NPTs have served for a period of less than 5 years. The newly employed and those on transfer rated the principal's mentoring role in their professional development as moderate. This was irrespective of their years of teaching experience. This shows that the NPTs' duration of experience in teaching did not influence the views of the participants towards the principals' mentoring role. These findings are similar to those signed.

4.5.2 Testing Difference in Mean Perception scores when NPTs are Categorized by Sex.

One of the demographic characteristics of the participants that the researcher established is sex. In this section, the researcher presents the findings on the first hypothesis: there is no difference in mean perception about the principal's mentoring role in the professional development of NPTs when NPTs are categorized by sex. The researcher used the Independent T- test to test this first hypothesis.

Table 5 Independent Samples Test on the Mean Perception scores when NPTs are categorized by Sex.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
My principal encouraged me to provide time for reflection as an	Equal variances assumed	3.671	.059	1.470	73	.146	.33	.224	-.117	.775

important part of improving my practice	Equal variance	1.411	55.397	.164	.33	.233	-.138	.797
	s not assumed							

Table 5 contains two sets of analyses with the first one assuming equal variances while the second one does not. Levene's test for equality of variances tests the hypothesis that the variances of the two groups are equal. The small value in the sig column (0.059) indicates that the hypothesis that the variances of the two groups are equal is false. It therefore means that there are indeed unequal variances in the groups of males and females. These findings therefore indicate that the variance of the two groups, males and females is not equal. Therefore, the researcher used the *t* static under the assumption of unequal variances. The statistic had a value of 1.41 and the degrees of freedom had a value of 55.40 with an associated significance level of .164. The significance level tells us that the probability that there is no difference between perceptions of male and female NPTs towards the principal's mentoring role in professional development of NPTs is very small: less than one time in a thousand would we obtain a mean difference of .33 or larger between these groups if there were really no difference in their perceptions.

4.5.3 Testing Difference in Mean Perception scores when NPTs are Categorized by Years of Teaching Experience.

Having determined the sex of the participants, the researcher sought to also establish the participants' years of teaching experience. In this section, the study presents the findings on the second hypothesis; there is no difference in the mean perception about the principals' mentoring role when the NPTs are categorized by their years of teaching experience. The findings are as presented in the section that follows.

Table 6 Analysis of variance Test for Difference in Mean Perception when NPTs are Categorized by years of Teaching Experience

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	.475	2	.237	.118	.889
Within Groups	145.472	72	2.020		
Total	145.947	74			

The researcher used One Way Analysis of Variance (ANOVA) to test the first hypothesis to yield the p- statistic as the probability value; a measure of evidence against the null hypothesis. According to the decision rule, if the p- value is less than the chosen level of significance, then we reject the null hypothesis (Ho). It also requires that if the p- value is greater than the level of significance, we fail to reject the null hypothesis. In this study the level of significance is 0.05 hence, if when p is greater than 0.05, there then we fail to reject the (Ho) and vice versa.

From Table6, the p- value is 0.889, that is, greater than 0.05 which is the level of significance. Therefore, we fail to reject the null hypothesis and conclude that there was no differences in perception mean scores when the NPTs were categorized by their years of teaching experience. This means that the perception of NPTs on the principal's mentoring role in public secondary schools in Kisumu East District was not influenced by how long the individual NPT had been teaching in the past. This finding confirms that of Mfenqe (2005) that duration of teaching experience does not influence the NPTs' professional development. This applies to all the new teachers including those newly graduated posted for the first time after graduation. These findings however, disagree with those of Mathews, Hansen and Williams (2004) who say that the needs of new teachers depend on other factors such as the school context and individual NPTs' beliefs previous practices and attitudes among others. The next section of this study presents the challenges faced by principals as they strive to offer mentoring towards the professional development of the NPTs in their schools.

4.5.4 Testing Difference in Mean Perception scores when NPTs are Categorized by School

Again, the researcher requested the NPTs to indicate the category to which their new school belonged. The gathered data helped the researcher carry out the analysis on differences in mean perception scores toward principal's mentoring role in the professional development of NPTs when NPTs are categorized by their school category. The analysis yielded answers to the third hypothesis. These findings are as shown below.

Table 7 Analysis of variance Test for Difference in Mean Perception when NPTs are Categorized by School Category

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.450	2	1.225	.167	.847
Within Groups	492.421	67	7.350		
Total	494.871	69			

The researcher used One Way Analysis of Variance (ANOVA) to test the third hypothesis to yield the p - statistic as the probability value; a measure of evidence against the null hypothesis. The level of significance is 0.05 hence, if/when p is greater than 0.05, there then we fail to reject the (H_0) and vice versa. From Table 4.17, the p - value is 0.847, that is, greater than 0.05 which is the level of significance. Therefore, we fail to reject the null hypothesis and conclude that there was no differences in perception mean scores when the NPTs were categorized by categories of their current schools. This means that the perception of NPTs on the principal's mentoring role in professional development of NPTs in public secondary schools in Kisumu East District was not influenced by the category of school to which the individual NPT is sent.

Summary

- ❖ Principals' mentoring role in professional development of NPTs in public secondary schools in Kisumu East District is moderate. It emerged that HODs do most of the mentoring although NPTs perceived the principal as their mentor.
- ❖ The principal's mentoring role in professional development of NPTs was rated as being moderate. Perception of NPTs on the principal's mentoring role in public secondary schools in Kisumu East District was not influenced by how long the individual NPT had been teaching in the past. Therefore, the NPTs perceive the principal's mentoring role towards their professional development as being necessary irrespective of how long the given NPT has been in service.
- ❖ Perception of NPTs toward the principal's mentoring role in the professional development of newly posted teachers is not influenced by the sex of the NPTs.
- ❖ Perception of NPTs toward the principal's mentoring role in the professional development of NPTs is not influenced by the school category in which the NPT is teaching.
- ❖ Perception of NPTs toward principal's mentoring role in professional development of NPTs is not influenced by the duration of teaching experience of the NPT.

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