

Investigating How the Mentorship Roles of Head Teachers as School Cultural Builders Influence the Performance of The Newly Deployed/Transferred Teachers In Public Secondary Schools

^{1*}Harriet Jato

²Dr. Kinikonda Okemasisi

¹Master's Student, Tangaza University College, The Catholic University of Eastern Africa

²Lecturer and M.Ed. Program Leader, School of Education, Tangaza University College

*E-mail of the Corresponding Author: harrietjato@gmail.com

ABSTRACT

The study investigated how the mentorship roles of head teachers as school cultural builders influence the performance of the newly deployed/transferred teachers in Lufwanyama District. The study was anchored on Kram's Mentor Role theory and Path-Goal theory. A mixed methods research approach and a descriptive survey design were adopted. The target was public secondary schools, head teachers, HODs and teachers. Purposive sampling was used to select 16 public secondary schools and 16 head teachers. Stratified and simple random sampling was adopted to select 33 out of 112 HODs, and 93 out of 311 teachers. Questionnaires were used to collect data from teachers and HODs, while interviews were used to collect data from head teachers. Quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) version 21 and presented in frequencies, tables, percentages. The qualitative data were categorized into various themes and reported in form of narratives and direct quotations. The findings revealed that the mentorship roles of head teachers were important in determining the performance of newly deployed/transferred teachers. The study concluded that most public secondary schools were lacking formal mentorship programs, which made mentoring of newly deployed/ transferred teachers the initiative of schools' head teachers. Effective mentoring of newly deployed/transferred teachers was found to be hindered by factors including limited resources, time constraints, mentors' inadequate knowledge and skills in mentoring, head teachers' work overload, and head teachers' insufficient leadership abilities. It was recommended that the government should create mentorship policies in public schools, increase funding, and give mentors the training they need to support newly deployed/transferred teachers. This would enhance teachers' performance in public secondary schools in the Lufwanyama District. It was suggested that a research be conducted to determine whether mentor training has an impact on teachers' performance in public secondary schools in Zambia.

Keywords: Investigating, Head-Teacher, Mentorship, Head-teacher, Newly deployed/transferred, Performance.

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I. Background of the study

There has been a general outcry from education stakeholders about the poor performance of some teachers in some public secondary schools despite them undergoing various types of training at colleges and universities (Mwelwa, *et al* 2015). In 2018, Ministry of General Education (MOGE) acknowledged the vital role that the school head-teachers play in the professional development of all the teachers. Quality education essentially depends on how teachers are mentored in pedagogy (UNESCO, 2015). Therefore, the head-teachers are the key in mentoring new teachers (newly deployed/transferred teachers) to achieve the desired educational goals. This support includes creating a favorable environment for continuous learning by providing mentorship programs to newly deployed and transferred teachers with skills to perform well. This is because newly deployed teachers have less teaching experience while transferred teachers come from different school culture, so they both need support and guidance for them to perform effectively in the new environment (Angelides&Mylordou, 2011; Bullough, 2012; Fullan, 2011; Langdon, 2011). Research has revealed that newly deployed/transferred teachers' professional growth and development are improved when they receive guidance during their transition period as they settle in the new environment.

Mentoring is one of the strategies for the professional growth of teachers and other professionals (Akhlq *et al.*, 2015; Anwar, 2014; Shehzad, 2014). Megginson and Clutterbuck (2014) defined Mentoring as the process where one person helps another to make essential knowledge, work, or thinking transitions. The word 'mentor' is an ancient concept and can be traced back to Greek mythology when Odysseus entrusted his son Telemachus to Athena's goddess. Athena disguised herself in human form as a mentor, and her function was to act as a wise counselor and helper to the youth (Cohen, 1995).

In the United States of America, mentoring has been progressively used from the 1970s in organizations and institutions as part of the professional development of employees (Roche, 1979; Clutterbuck, 1991). Corporate organizations coined key mentoring terms such as mentor, Mentee, and *protégé* in the mid of 20th century. However, as Lortie (1975) noted, mentorship in education was underutilized compared to corporate organizations. Thus, Florida was the first state in the 1980s that implemented mentoring programs to assist teachers in developing their teaching competencies and minimize teacher attrition rates (Allen & Poteet, 2010). Similarly, Scandura (2007) attributed the need to mentor teachers to the limitations of tertiary level training and emphasized school-based mentorship as a solution. Since then, mentoring has influenced corporate organizations and education sectors (Bennis, 2014).

Among the many roles they carry out, head teachers are responsible for promoting the professional development of all the teachers, especially newly deployed/transferred teachers, by providing them with school-based education mentoring. Some studies have observed three prominent roles of head teachers in mentoring newly deployed/ transferred teachers in America, such as school culture builders, instructional leaders, and coordinators of mentors (Watkins, 2011, Wood, 2005, Alliance for Excellent Education, 2004; Brock & Grady, 1997).

The head teachers play a critical role in the success and management of the school and in shaping school culture. They are the ones who give direction to all the school programs and thereby influence both the school culture and teacher performance (Leo & Wickenberg, 2013). They are also charged with the duty of creating a continuous learning school culture through career and psychosocial functions (Kram, 1985). Therefore, the head teachers are expected to provide coaching, sponsoring professional developmental programs, exposure to opportunities, and be available to the newly deployed/transferred teachers (Muchinsky, 2012). The main goal of quality mentorship programs is to promote instructional growth among newly deployed/transferred teachers. The head teachers also provide emotional support and counseling to teachers, which is necessary to prevent forming destructive behaviors (Elliott *et al.*, 2010). The head teachers' support and guidance to newly deployed/transferred teachers is critical in overcoming the anxieties and building self-efficacy.

The head teachers, as instructional leaders, have to supervise day-to-day classroom activities such as making an unannounced visit to classrooms to evaluate teachers' performance in lesson delivery, checking student learning activities, classroom management strategies, and student participation approaches (Marzano *et al.*, 2005). They also use their position to assist newly deployed/transferred teachers in learning the school rules

Furthermore, as coordinators of mentors, the head-teachers plan for mentoring programs, pairing newly deployed/transferred teachers with the right mentors, provides training and incentives to mentors (Carver, 2011). They are the ones in the forefront in creating collegial collaboration teams within the school (Bakioğlu, *et al* 2013). The head-teachers also delegate mentoring of newly deployed/transferred teachers to HODs or experienced teachers to help them update or strengthen their pedagogical skills and techniques. Equally, Odden (2011) affirms that mentorship programs provide newly deployed/transferred teachers with the knowledge, skills, and awareness to work successfully and improve performance. Usually, teachers' performance is seen in teaching techniques, instructional materials, class management, lesson delivery, and skills to deliver subject content to the learners (Aacha, 2010). Therefore, the primary purpose of mentoring in schools is to enhance quality teaching and improve student achievement. Hence, the head teachers have to be proactive and knowledgeable about the needs of newly deployed/transferred teachers and train mentors for the job.

Dishena and Mokoena (2016) did a study on novice teachers' experiences with mentoring in selected primary schools in Namibia. The study found that teachers were mentored in lesson planning, analyzing lessons, and improving lesson delivery. The study by Dishena and Mokoena recommended that the head teachers should utilize mentorship programs to help develop the much-needed skills to keep up with the demands of the stakeholders including the learners. The scholars asserted that mentoring programs could serve as an internal capacity building for teachers and help schools save much-needed resources.

Notably, in Zambia, very little is known about the practice of mentorship as a strategy or as a way of supporting and helping newly deployed/transferred teachers settle down in the new environment. In support of this, Malasha (2016) established that mentorship programs for newly deployed/transferred teachers in Zambian secondary schools are isolated and uncoordinated. Similarly, Banja (2016) studied mentoring of newly qualified teachers in Zambian secondary schools. The findings indicated that the head teachers had inadequate or scanty information about mentorship as a technique for supporting newly qualified teachers. Both studies of Malasha and Banja recommended that the Zambian education system should develop and implement compulsory

mentorship programs to promote the professional development of newly deployed/transferred teachers to enhance professionalism and promote life-long learning to enhance classroom delivery of newly deployed/transferred teachers.

II. Statement of the Problem

There has been a general outcry from education stakeholders about the poor performance of some teachers in many public secondary schools in Zambia. This has been the case even though teachers in Zambia undergo various types of training at colleges and universities. While mentoring programs for newly deployed/transferred teachers are mandatory in many countries, in Zambia, The Ministry of General Education has no clear policy on mentorship programs. It is left at the discretion of individual head teachers. The mentorship programs are either isolated, uncoordinated, or largely lacking. As a result, teachers are arguably not sufficiently mentored. Many assume full professional responsibilities and learn through trial and error, resulting in a dismal performance. The district pass rate has decreased from 76.39% in 2016 to 55% in 2019 (MOGE Report, 2020). Perhaps there could be a link between mentorship and the performance of teachers. Thus, the current study investigated how the mentorship roles of head teachers as school cultural builders influence the performance of the newly deployed/transferred teachers in Lufwanyama District, Zambia.

2.1 Purpose of the Study

The purpose of this study was to investigate how the mentorship roles of head teachers as school cultural builders influence the performance of the newly deployed/transferred teachers in Lufwanyama District, Zambia.

2.2 Research Question

How do mentorship roles of head teachers as school cultural builders influence the performance of newly deployed/transferred teachers in public secondary schools?

III. Conceptual Framework

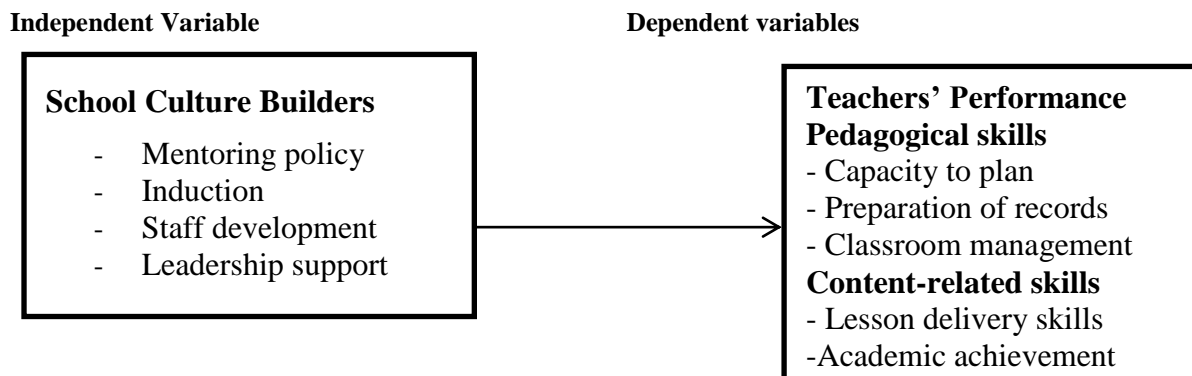


Figure 1: Conceptual Framework

IV. Theoretical Framework

This study was guided by Kram's mentor role theory, which was developed by Kram, KE (1985). The theory shows that mentoring is a developmental relationship that improves the professional growth and development of an individual. The theory consists of two types of assistance, namely; career and psychosocial assistance. Regarding career assistance, the mentor provides young adults with career enhancing functions such as sponsorship, coaching, facilitating exposure and visibility, and offering challenging work that the skills and competences of the young professional. In psychomotor sphere, the mentor offers modeling, counseling, confirmation and friendship, which help the young adult to develop in terms of professional identity and competence.

Kram perceived that career functions depend on the senior person's position and influence in the organization's relationship. Thus, leaders help the subordinate staff members to develop their competencies through sponsorship, exposure and visibility, coaching, protection, and challenging assignments (Kram, 1985). In light of this theory, the head teachers have to offer a nurturing and supportive environment where the newly deployed/transferred teachers take risks necessary for professional growth. On the other hand, the head teachers are to support the protégé by offering counseling, friendship, and role modeling through psychosocial functions. These functions of mentorship enhance individuals' sense of competence, identity, and effectiveness in their professional roles.

V. Empirical Literature Review

5.1 Head Teachers as School Culture Builders and Teachers' Performance

The head teachers play a pivotal role as work culture builders in schools because they are the ones who give direction to all the school programs and thereby influence both the school culture and teacher performance (Leo & Wickenberg, 2013). The school culture is about what the school stands for and believes in, such as; attitudes, values, norms, behaviors, and traditions that define the school (Norton, 2008). Each school has its own distinct culture that all the stakeholders uphold and adhere to as they work (Dinamika, 2019). So head teachers as school culture builders, are the key architects of creating an effective school environment for continuous learning of their members of staff (Colley, 2012). In addition, the head teachers must ensure that mentorship programs are implemented (Alliance for Excellent Education, 2014). Therefore, head teachers are mandated to organize and support a school culture that encourages professional development and proficiency among teachers through mentoring programs.

The head teachers as school leaders have to plan and manage various school activities including professional training programs such as mentoring teachers (Allen *et al.*, 2017; Caldwell & Peters, 2018; Chanland & Murphy, 2018). They are to render help and support to teachers in all aspects of the school to succeed. Therefore, the head teachers have to consider mentoring process because it directly influences teachers' performance (Eby *et al.*, 2015; & Williams, 2004). They also need to use it to articulate the school's mission and vision to the teachers so that they are well exposed and know what is expected of them. In addition, mentoring is significant in a workplace because it enforces relationships among employees and intensifies cooperation (Chandler *et al.*, 2011; Higgins & Kram, 2001; Ragins, 2016).

Bunch (2021) explored mentoring practices and how they contribute to new teacher retention in the United States of America. Multinomial logistic regression was applied in the analysis of the data for the beginning teachers. The analysis identified both predictive and non-predictive mentoring practices for new teacher retention, which provided important insight for school leaders and policymakers in regards to designing effective induction programs to better increase new teacher retention. The study by Bunch was done in the United States of America and used inferential statistics (regression analysis) to analyze the data. Also, the study did not look at how principals' mentorship roles as culture builders in schools influence the performance of newly deployed or transferred teachers. The current study used descriptive analysis to investigate the influence of mentorship roles of head teachers on the performance of newly deployed or transferred teachers in public secondary schools in the Lufwanyama District, Zambia.

The head teachers' role in school leadership is seen as important in the successful performance of schools in Europe. In light of this claim, Sidiropoulos (2020) conducted a study on the school principals' role as leaders in teachers' professional development in Athens. This research examined the role of leadership in the school environment and leadership's contribution to the effectiveness of teachers' professional development in public secondary education to improve the learning process and school quality. Data was collected from 180 teachers in the public secondary education of Athens. This study highlighted the school principal's contribution as a leader in teachers' professional development. The study established that the choice of leadership styles (educational, administrative, transformational, ethical, participatory, and contingent) positively impacted teachers' professional development. The evidence from this study further confirmed a direct impact of the school principal's training on teachers' professional development. The study concluded that the school principal, as the leader, should work as a learning manager to lead teachers in professional development and as a learning manager and an inspiration for lifelong learning. The study by Sidiropoulos did not pay attention to how principals as school cultural builders influence the performance of newly deployed or transferred teachers, which raised the need for the current study.

Menon (2012) investigated whether beginning teachers receive adequate support from head teachers in Cyprus. The study used a qualitative research design. The findings indicated that beginning teachers faced several problems at the workplace that included organizational, administrative issues and difficulties in coping with groups of students. Furthermore, several respondents stated that they did not receive sufficient support from their head teachers and, in some cases, considered the culture at the school to be antagonistic. The study also recommended introducing comprehensive induction programs and effective mentoring practices. Induction programs may help to advance the teaching profession and provide a supportive learning environment for all educators. These advantages may result in significantly greater teacher performance because they place new teachers in a setting that fosters success and ongoing improvement. The study by Menon emphasized the need for head teachers to improve induction program provision at the school level in Cyprus. Different from a study by Menon, the current study examined the mentorship roles of head teachers on the performance of newly deployed/ transferred teachers in public secondary schools in Lufwanyama District. It is important to note that student achievement and engagement are both improved by mentoring programs, which also help teachers become leaders in their schools and experience more job satisfaction.

In Malaysia, the professional development of new teachers is an essential factor in determining the performance of teachers. In line with this idea Haruzuan (2015) examined the mentoring program for novice head teachers and what they perceive as its purposes, as well as the constraints to successfully implementing it in Malaysian schools. Using a survey research design the researcher's analyzed responses from 200 newly appointed head teachers from two state departments of education, and interviewed six head teachers through two focus group interview sessions. The study revealed that mentoring had significantly improved head teachers professional values as school leader, and had led to the creation of a knowledge sharing culture that boosted their confidence level and improved their practical knowledge related to school leadership. This study, though related to the current study, concentrated on the mentoring of head teachers. The current study looked at the head teacher's mentoring role on the performance of newly deployed or transferred teachers. Mentoring newly deployed or transferred teachers is an important professional development process that equips teachers with the skills necessary to teach, organize lessons, create goals for student learning, and choose effective teaching methods.

Damicaka (2019) conducted a qualitative study in Indonesia aimed at describing the cultural approach in the development of holistic education in Muhammadiyah Elementary School. Data collection techniques for the study were observation, interviews, and documentation. Data analysis was by interactive models, which included data reduction, data display, and data conclusion drawing and verification. The results of the study revealed that school culture plays an important part in improving education quality. The study recommended that schools should build on a strong school culture in implementing holistic education. School stakeholders, including principals and teachers, were identified as important in realizing holistic education. This study by Damicaka paid less attention to how head teachers as school culture builders influence the performance of newly deployed/transferred teachers. The study was also purely qualitative and used documentation as one of the data collection techniques. The current study used both qualitative and quantitative methods, as well as questionnaires and interviews, in the collection of the data. The use of mixed methods ensured that the strengths of one type of data mitigated the weaknesses of the other.

Getachew (2020) explored Ethiopian science teachers' perceptions of mentoring practices using a survey design. The study found that the mentors' personal traits were unsupportive of the mentees' professional development. The majority of mentees were not introduced to the necessary policy and school documents. The professional knowledge of mentees was not reinforced with timely guidance and constructive feedback. It was necessary to give mentors training in science-specific mentoring skills to make them effective science teachers and mentors. The study recommended that personal attributes and pedagogical knowledge of mentors should be emphasized. This study focused on science teachers only and did not look at the mentorship roles of the head teachers as cultural builder in relation to teachers' performance. Hence the need for the current study that explored how the mentorship role of the head teacher influences the performance of teachers.

In Nigeria, Abubakar (2019) surveyed the Principal's Mentoring of Mathematics Teachers' Job Performance in Senior Secondary. The study established that mentorship policy developed and implemented in secondary schools improve teachers' performance. The study focused on the principal's mentoring of mathematics teachers only. However, the present study looked at the mentorship roles of the head teachers on the performance of newly deployed/transferred teachers in Public Secondary Schools in Lufwanyama District in Zambia. The study focused on teachers' performance in terms of the capacity to plan, classroom management, content-related skills, lesson delivery skills, and improved student/school academic achievement.

Madalitso (2020) conducted a study in Zambia aimed at examining the perceptions of teachers, head teachers, and education officials regarding the needs of newly qualified teachers and the benefits of the mentorship of new teachers. The study collected data using a questionnaire survey and in-depth interviews. The findings revealed that inadequate initial training coupled with an unfriendly work environment makes mentorship of newly qualified teachers a necessity in Zambia. The study further revealed that the low performing schools in Zambia was attributed to incompetent administrators characterized by insufficient knowledge and skills to mentor new teachers. In view of the identified needs of newly qualified teachers, the study recommended the strengthening of the mentorship of newly qualified teachers in Zambian secondary schools. This study did not mention how head teachers as cultural builders in schools influence the performance of newly deployed or transferred teachers, which raised the need for the current study.

In a qualitative study by Maseka (2022) on the effects of head teachers' leadership styles in Zambia, it was found that teachers viewed their head teachers as those with a vision for the development of the school and those who aimed at developing and shaping a teacher into an effective and responsible person in the future. The head teachers were also viewed as being good communicators and implementers of their school action plans. The study further showed that teachers were comfortable with the head teachers' leadership styles and did not panic when being monitored. Teachers further indicated that their head teachers' presence was encouraging them to improve their performance. Ndende's study though related to the current study, did not examine the influence of head teachers' mentorship roles on the performance of newly deployed or transferred teachers. The study was also based on Herzberg's two-factor theory, but the current study was based on Kram's Mentor Role

theory and Path-Goal theory to explore the influence of the mentorship roles of head teachers on the performance of newly deployed or transferred teachers in public secondary schools in the Lufwanyama District, Zambia.

Nkhantaet *al.* (2020) did a study on Mentors' views on Mathematics and Science student teachers' in Zambia. The study revealed that mentors positively affected classroom management practices and instructional strategies for mathematics and science students. Thus mentoring should be promoted in all secondary schools for the professional development of the teachers. The head teachers should be in the forefront to support and implement the mentorship programs in their respective schools to improve teachers' performances. The study is related to the current research, in that, they both use descriptive survey design and semi-structured interviews; and questionnaires. The study by Nkhantaet *al.* only focused on the mentors' views on Mathematics and Science but the current study focused on mentorship roles of head teachers on the performance of newly deployed/transferred teachers.

VI. Research Methodology

A mixed methods research approach and a descriptive survey design were adopted. The target was public secondary schools, head teachers, HODs and teachers. Purposive sampling was used to select 16 public secondary schools and 16 head teachers. Stratified and simple random sampling was adopted to select 33 out of 112 HODs, and 93 out of 311 teachers. Questionnaires were used to collect data from teachers and HODs, while interviews were used to collect data from head teachers. Instrument validation was done by consulting subject experts, and reliability of the instruments was calculated through Cronbach Alpha, where the scores were 0.773 for the teachers and 0.804 for the HODs. Quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) version 21 and presented in frequencies, tables, percentages, charts, and graphs. Based on the research questions, the qualitative data were categorized into various themes and reported in form of narratives and direct quotations.

VII. Research Findings

The researcher distributed 33 questionnaires to the HODs and 93 to teachers from the sampled public secondary schools in Lufwanyama District. The researcher further interviewed 16 head teachers. The results show that all 16 head teachers sampled took part in the interviews. This registered a 100% response rate. Out of 33 HODs sampled for the study, 30 filled and returned the questionnaires, which constituted a 90% response rate. For unexplained reasons, three HODs did not return the questionnaires. Out of the 93 sampled teachers, 85 of them filled out and returned the questionnaires, constituting a response rate of 91%. This gave the study an average response rate of 92.3%, which is a very high response rate. Mugenda and Mugenda (2018) recommend that a response rate of 70% is adequate for a social science study. Hence, the response rate in this study was deemed sufficient to allow for data analysis.

The research findings further revealed that a majority of the head teachers (62.5%) were males, while female head teachers accounted for 37.5%. Further, male HODs accounted for 63.3% of the total, while female head teachers accounted for 37.7%. From the study findings, it appears that there are more male head teachers and HODs, creating the impression that in Lufwanyama District the leadership of schools is dominated by the male gender. The majority of the teachers (44.7%) were discovered to be young people in their early years of teaching who could benefit from the mentorship of their head teachers in order to perform better in their responsibilities.

7.1 The Mentorship Roles of Head Teachers as School Cultural Builders and the Performance of the Newly Deployed/Transferred Teachers

The teachers and HODs were asked to indicate their level of agreement or disagreement with the statements regarding how the mentorship roles of head teachers as school cultural builders influence the performance of the newly deployed/transferred teachers in public secondary schools. The findings are as presented in table 4.4 where the respondents used the scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 4.1: Mentorship Roles of Head-Teachers as School Cultural Builders

Investigating How The Mentorship Roles Of Head Teachers As School Cultural Builders ..

Statements	SA		A		UD		D		SD		
	f	%	f	%	f	%	f	%	f	%	
Heads of Department											
There is a mentoring policy in this school	1	3.3	1	3.3	5	16.7	21	70	2	6.7	
My head-teacher supports continuous leaning of the teachers	1	3.3	2	6.7	1	3.3	5	16.7	21	70.0	
The head teacher prepared me for the current position	2	6.7	2	6.7	5	16.7	19	63.3	2	6.7	
The head teacher provides induction to new teachers	7	2.3	1	3.3	3	10	4	13.3	15	50.0	
The head teacher provides mentorship programs to new teachers	2	6.7	1	3.3	1	3.3	22	73.3	4	13.3	
Teachers											
There is a mentorship policy in my School	2	2.4	5	5.9	3	3.5	17	20	58	68.2	
My head-teacher supports teachers 'continuous leaning	8	9.4	2	2.4	7	8.2	44	51.8	24	28.2	
My performance has improved because I was mentored by my head teacher	2	2.4	1	1.2	68	80	12	14.1	2	2.4	
The head teacher mentors teachers through workshops and conferences	12	14.1	53	62.4	8	9.4	2	2.4	10	11.8	
The head teacher supports implementation of mentorship programs in the school	23	27.1	51	60.0	7	8.2	2	2.4	2	2.4	

As presented in table 4.4, most of the HODs 23(76.7%) disagreed that there is mentorship policy in their schools. The study further found out that majority of the teachers 26(86.7%) strongly disagreed that their head teachers supports continuous learning of the teachers. This could mean that the newly deployed and transferred teachers are not mentored which translates into ineffective performance. All the head teachers 16 (100%) in this study unanimously agreed on the importance of mentorship and its growing popularity as a method of getting new qualified teachers improve their performance. The study results show that the general acceptance of the mentorship idea stems from the desire and need for all to improve the general provision of education as public service. The findings resonate with those of a study by Menon (2018) which found out that beginning teachers in Cyprus faced several problems at the workplace that included insufficient support from their head teachers and HODs which affected their performance. More than half of the HODs 19(63.3%) were not sure whether the head teachers prepared them for their current jobs. This explains that the HODs in public secondary schools in Zambia were not familiar with the mentorship strategies of their head teachers. Another reason could be that they are not sure of what mentorship constitutes, which brings confusion as to whether the principal mentors them or not. Regarding whether the head teachers provide induction to new teachers, it was established that 7(23.3%) of the HODs strongly agreed, 1(3.3%) agreed, 3(10%) were undecided, 4(13.3%) disagreed and the majority 15(50%) strongly disagreed with the statement. Most HODs 22(73.3) further disagreed that head teachers provide mentorship programs to new teachers. While conducting the interviews, one of the head teachers contradicted these findings saying:

I understand that mentoring new teachers is part of our culture at this school, so I do my best to mentor new teachers, which has consistently enhanced their job satisfaction and performance (Head teacher C, 17th / 02/ 2022).

Another head teacher remarked:

As a head teacher, I know mentoring newly deployed/transferred teachers is critical and should be ingrained in the school's culture. This is because mentorship is one of the most effective ways for head teachers to assist new teachers in adapting to new initiatives and school-wide programs (Head teacher D, 17th / 02/ 2022).

The sentiments expressed by the head teacher are consistent with the findings of a study by Petrovska (2020) about mentoring in the teaching profession in Macedonia, which found out that mentoring novice teachers contributes to their professional development and improved their performance. The current study's findings support the need for head teachers in public school in Zambia to make mentorship of newly deployed/transferred teachers a culture in order to improve their performance.

The research also asked the head teacher to comment on the key qualities of a good mentor from their own perspective and personal experience. Most of the head teachers pointed out commitment and willingness to help as qualities that any good mentor should aspire to have. Head teacher C thus commented:

Committed mentors show up for, and stay on the job. They understand that persistence is as important in mentoring as it is in classroom teaching. Such commitment flows naturally from a belief that mentors are capable of making a significant and positive impact on the life of a mentee. This belief is not grounded in naive conceptions of what it means to be a mentor. Rather, it is anchored in the knowledge that mentoring can be a challenging endeavor requiring significant investments of time and energy (Head teacher C, 17th / 02/ 2022).

Table 4.4, also shows the responses of the teachers regarding how the mentorship roles of head teachers as school cultural builders influence the performance of the newly deployed/transferred teachers in public secondary schools. Hence, it was found that most teachers 75(88.29%) disagreed on the statement that there is a mentorship policy in their schools. New teachers need to be mentored into the culture of the school in order to perform to their full potential. Therefore, the absence of mentorship policy in public secondary school explains why there is no formal mentorship of newly deployed/transferred teachers and consequently poor performance.

According to Khumalo (2019), teacher development through mentorship by head teachers should be considered as a priority in schools because it leads to improvement in teachers' performance. The current study also found that a big number of teachers 68(80.0%) were of the view that head teachers do not support professional development of the new teachers in the schools. These results are consistent with the findings from HODs in the open ended questions which showed that head teachers were not regularly available to teach mentoring skills to the HODs.

In an open ended question concerning the areas where teachers have had mentorship, teachers expressed mentorship in public secondary schools as a challenge since head teachers were not interested in mentoring the new teachers. In light of these findings, it can be concluded that head teachers in public secondary schools have little or no interest in mentoring teachers as well as HODs. This could be attributed to either head teachers' limited time, lack of skills or motivation to mentor the teachers and HODs. The findings further showed that most teachers 68(80%) were undecided about whether their performance improved as a result of being mentored by their head teachers. This finding could point to a possibility that teachers are uncertain about what improves their performance. Regarding the statement on whether the head teachers mentor teachers through workshops and conferences, 65 (76.5%) of the teachers agreed, while the minority 2(2.4) disagreed with the statement. These findings concur with the findings from the interview with one of the head teachers who stated:

I understand the responsibility of a head teacher as a cultural builder, and I have been fulfilling that role at our school. I work hard to ensure that teacher development activities, such as seminars and workshops are available, as well as that suitable communication lines with my teachers are established. This is something I do to assist especially new teachers in improving their performance (head teacher E, 18th / 02/ 2022).

Another head teacher added:

I provide leadership coaching to my new teachers. I accomplish this by holding one-on-one sessions with individual teachers and, on occasion, delegating new teachers some responsibilities. This has also made it much easier for my new teachers to work with the team's more experienced members (head teacher B, 18th / 02/ 2022).

These results indicate that head teachers make some efforts to mentor new teachers even though there is no formal government policy in Zambia that concerns the mentorship of newly deployed/transferred teachers. As Khumalo (2019) noted, constant learning is essential for teachers, and mentoring is regarded as an important aspect of the teacher development process. The findings of the study further revealed that most teachers were not in favor of the statement that the head teachers assists teachers to develop the pedagogical skills 58(68.2). This could explain why the teachers in public secondary school are performing decimally in the Lufwanyama District. Pokhrel (2021) argued that teachers need professional help to strengthen their reflective skills so that they can respond critically to a variety of situations and events both inside and outside the classroom. The observations of head teachers in the classrooms assist in providing professional support to teachers which intern improves their performance.

The study results further showed that 74(87.0%) of the teachers agreed that their head teachers support implementation of mentorship programs in their schools, 7(8.2%) were undecided, and 4(8.4) strongly disagreed with the statement. This shows that most teachers' 74(87.0%) are of the opinion that head teachers provide mentorship to the newly deployed/transferred teachers in their respective public secondary schools. Majority of the HODs in the open ended questions described the mentoring as an important aspect that would help them develop however they mentioned of the mentorship offered in their schools as ineffective. Very few of the HODs believed that the mentorship offered was helpful to them in terms of being self-critical and reflective in their own practices. The HODs also believed that the skills attained improved their professionalism and that of newly deployed/transferred teachers. They also argued that mentorship enabled a new teacher to settle fast, learn the culture and assimilate themselves in a new environment. Head teachers' ability to communicate effectively particularly with regards to school functions and activities was also highlighted by HODs as important in determining how quickly new teachers get used to school programs. Similarly, while conducting the interviews, one of the head teachers commented:

In my school, I ensure that newly deployed/transferred teachers are guided, supported, and instructed to change their teaching methods through mentorship. As a result of this transition, teachers' efficacy increases which enhances their preparation and teaching quality (Head teacher A, 18th / 02/ 2022).

The findings confirm Wanjiru's (2017) study, which found that mentoring is supported in Secondary Schools in Mbooni East District because it helps teachers adapt to new academic environments faster by strengthening the mentor-mentee relationship. A study by Anangisye (2012) also held the opinion that mentorship and guidance for teachers is paramount for improved teacher performance.

VIII. Conclusions and Recommendations

The study concluded that there is no effective mentorship policy in public secondary schools, which leads most head teachers to devise ways of ensuring that newly deployed/ transferred teachers are mentored in their respective schools. It was further concluded that most head teachers in public secondary schools do not support the professional development of the newly deployed/ transferred teachers, which explains why there is a decimal performance of teachers in public secondary schools in the Lufwanyama District. Therefore, the study recommended that the ministry of education develop mentorship policies and head teachers should ensure they are implemented as part of the school culture. Doing this would allow them to effectively assist newly deployed/ transferred teachers in improving their performance.

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