Influence of Mentoring On Teachers Instructional Delivery in Secondary Schools in Obio/Akpor Local Government Area

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ABSTRACT: *The study investigated the influence of mentoring on teacher's instructional delivery in secondary schools in Obio/Akpor Local Government Area, Rivers State. Two research questions guided the study. The research design used for the study was descriptive survey design. A sample of three hundred and twenty (320) teachers were used for the study. A questionnaire titled: Mentoring Beginning Teachers for Effective Service Delivery Questionnaire (MBTESDQ) was used for data collection. Mean and standard deviation were the major statistical tools used for data analysis. Major's findings revealed that, the one-on-one mentorship programme was common amongst secondary schools in Obio/Akpor Local Government Area, and that mentoring has as great influence on beginning teachers service delivery. Based on this, it was recommended that, government and other stakeholders in the education industry, take the implementation of mentoring programmes in secondary schools seriously, as this will help enhance their instructional service delivery.*

KEY WORDS: influence, mentoring, teachers, instructional delivery, secondary school.

INTRODUCTION

Teachers occupy a central position in any educational system; they influence to a great extent the quality of the educational output. Ayeni (2010) asserts that, teacher's roles are crucial to effective and efficient learning and teaching process. He contends that, teachers are expected to provide essential service such as lesson planning, effective delivery of lesson, proper monitoring and evaluation of students. The teachers are the goal getters, curriculum implementers and above all knowledge disseminators, whose services go beyond teaching process. An effective teacher guides

students to improve on their skills and knowledge and helps them to achieve success. Teacher's instructional ability is displayed in to knowledge of the subject matter. This means that the real teacher most possess the qualities for effective teaching in the school.

Teachers instructional task are multidimensional. Hence, Ayeni and Akintolarin (2014) opine that, it covers, key areas such as curriculum planning, content delivery, classroom management, evaluation of learner outcomes, giving performance feedback to students, principals and parents. In this circumstance the teachers must know what to teach, who to teach and whom to teach. The purpose is to deliver the curriculum objectives efficiently, so as to enable learner achieve the set goals. The quality of students learning could be made better through effective use of instructional, material. Ibukun (2008), suggests that, this will facilitate students in depth understanding of the course contents. It is also important because, a well-planned and imaginative use of instructional materials will promote the quality of teaching and learning process. Teachers who use instructional materials help provide solutions to students who are faced with challenges of inadequate textbooks. This underscores the need for teachers to have adequate knowledge of instructional resources management and improvisation in order to ensure effective teaching, and practical learning of curriculum content in schools Apart from the conventional duty of teaching, teacher services in the school can as well be administrative for example, assisting the principal to register students, collect levies, invigilation of examinations and so on. They could assist in community services such as rendering counseling services to members of the community where the school is situated: assisting in resolving community/school problems.

Teacher services represent both teaching and non-teaching duties assigned to the teacher by the principal, such other duties include, class teacher, chapel teacher, hostel teacher, labor teacher and so on. Olubunmi (2014), posits that, a good and resourceful teacher is actually involved in the affairs of the school and takes part fully in other curricular and extracurricular activities of the school. The teacher sees himself as part of the school management and is ever supportive to the principal of the school. The teacher services that usually attracts the attention of school principal include lesson note preparation effective lesson delivery, quality of tests and assignments given to students (Adetula, 2005). The teachers need to be greatly empowered in order to carry out the enormous tasks of rendering quality services to the school and students. All these as stated cannot be adequately achieved without adequate mentoring, especially the beginning teachers.

Mentoring according to Emecheta (2007), is defined as a relationship between a young person and an adult in which the adult provides the young person with support and guidance to accomplish a given task. The purpose of mentoring is to improve someone's chances of achieving his or her goals by linking him or her to resources and support not otherwise available strategy used by organizations to induce effectiveness and to Uche (2006), it is seen as the establishment or a personal relationship between teachers with different levels of professional skills and experience for the purpose of improving professional instruction and guidance of the less experienced teacher.

Its cardinal objective is to assist the new teacher gain adequate knowledge, improve on teaching skills and provide an opportunity for mentors to pass their expertise onto the beginners (mentees). Mentoring programs foster better working relationships in the school. It also improves teacher's productivity and above all sustain school organizational climate. Thus, the important issue is that, mentoring is the bed rock of capacity building for teachers. It provides basic returns and innovations for achieving academic excellence in the school system. Through teacher mentoring, they are motivated and a high performance is attained because the mentor provides the platform in form of emotional and psychological support to the mentee in the context-of work relationship. Mentoring progammes play a significant role in shaping the values, beliefs, and teaching skills of a new teacher. It can have a huge influence on their behavior and the choices they can mike later in their career. Mentoring has the following functions: orientation, instruction and guidance, personal support and guidance, persona) support and providing feedback. Mentoring is an important aspect of professional development for educators.

Trained mentors help novice teachers plan lessons assist them in gathering information about best practices, observe the new teachers' classes and provide feedback. The beginning teachers reflect on their practice and apply what they have learned to future lessons . Mentors play crucial role in ensuring the rapid blending of beginning teachers into the teaching profession Some of these roles include guiding them on the appropriate methods of preparing lesson plans, how to use instructional materials as well as how to engage the learners further benefits of mentoring include:

- Being encouraged and empowered in personal development;
- Being helped to identify and achieve career goal;
- Being helped to identify and correct gaps in generic skills and knowledge,

Increasing the confidence of the teacher, and Developing and maintaining a broader perspective on career options and opportunities. Mentoring can help beginning teachers to adapt to the school climate and culture. They also guide the new teachers with curriculum, teaching strategies and communication skills.

Mentoring also provide support and advice to beginning teachers with proper training and encouragement, beginning teachers will greatly benefit from the experience and advice mentoring has to offer. However, starting mentoring with clear guidelines and understanding the functions and roles of all parties are crucial to the level of its success as it takes time to master the craft of teaching and developing teaching expertise, beginning teachers who experience the positive mentoring period by having all necessary elements in place will be able to start their career with increased confidence, commitment and enthusiasm.

Objectives of the Study
1.   To find out the types of Mentorship programmes available for beginning teachers in secondary schools in Obio-Akpor Local Government Area;
2.   To determine the influence of mentorship programmes on beginning teachers' service delivery in Obio-Akpor Local Government Area.

Research Questions
The study was guided by two research questions
1.   What are the types of Mentorship programme available for beginning teachers in secondary schools in Obio-Akpor Local Government Area?
2.   What is the influence of mentorship programmes on beginning teachers' service delivery in Obio-Akpor Local Government Area?

LITERATURE REVIEW

The Concepts of Mentorship
The word mentoring came out to limelight when it was used as a character's name in Horner Odyssey episode when he gave his only son Telemachus to his trusted friend ho acted as a mentor adviser and counselor and helped Telemachus to overcome the difficulties that faced him during his father's absence. Mentoring has recently been used by formal organization as a motivational tool for professional development.

According to Emecheta (2007), mentoring is defined as a relationship between young person and an adult in which the adult provided the young person with support and guidance to accomplish his task. The purpose of mentoring is to improve someone's chances of achieving She's or her goal by linking him or her to pass on knowledge, experience and judgment to the mentee. Mentors also teach, guide, help, assist, counsel and inspire their protégés (mentees).

Kram (1985), states that mentors activity is multifaceted; they have a big input not only on their protégés but also on their organization. The activities of typical mentors revolve around Leaching the job, counseling, sponsoring, protection, career, development, friendship, and demonstration of trust.

Mentoring is a new motivational strategy used by organizations to induce effectiveness and productivity among staff. Uche (2006) defines teachers mentoring as the establishment of a personal relationship between teachers with different levels of professional skills and experience for the purpose of improving profesiona1 instruction and guidance of the less experienced teacher. According to Emecheta (2007) mentoring is a relationship between a young and adult person in which the adult provides the young one with support and guidance. The mentors teach, guide, assist, counsel and inspire their mentees. The cardinal objective of mentoring is to assist the new teachers gain adequate knowledge, improve the teaching skills and provide an opportunity for mentors to pass their expertise onto the beginners.

Mentoring programmes foster better working relationships in the school, improve teachers productivity and above all sustain school organizational climate. Thus, the important issue is that mentoring is the bedrock of capacity building for teachers. It provides basic returns and innovations for achieving academic excellence in the school system Through teacher mentoring,

they are motivated, and a high performance is attained because the mentor provides the platform in form of emotional and psychological support to the mentee in the context of work relationship.

Types of Mentoring
According to Ehrich (1996), there are four types of mentorship, namely traditional, professional, institutional and psychosocial mentoring

1.   **Traditional Mentoring:** Ehrich sees traditional mentoring as a personally binding relationship between a mentor or mentee (protégé). As the mentor has freely chosen to develop and accelerate the mentee career path and the mentee has willingly accepted the assistance of the experienced mentor. In the traditional African setting, a young girl who is betrothed in marriage goes to live with ax family (mentor) who is deemed successful in marriage. The young girl (mentee) understudy the family especially the home management aspect which she will apply in her home after joining her spouse. Both public and private organization has tried to incorporate traditional mentoring as an important part of their staff development program. Schools too, are not left out of this as many school managers incorporate mentoring programmes to instill cordial relationship among staff.

2.   **Professional Mentoring:** the mentoring programme was formulated as a policy issue in the United States of America in the 20th century and gave rise to the professional mentorship (Ehrich, 1996). Two important features of professional mentoring are its visibility criterion and its and its criterion based approach arrived at targeting young experienced employees. As a policy issue, professional mentorship is encouraged by top leadership of the organization as part of mainstream staff development. It is not compulsory but management encourages and supports it. In the professional mentorship, experienced staff in the organization are given one option to participate and given opportunity to choose their mentees.

3.   **Institutional Mentoring:** This encompasses teaching, advising, coaching, sponsoring, guiding and sharing of ideas (Hodges, 2009). Mentors provide opportunities to the mentee and remove barrier to progress. Institutional mentorship can also be protective and reduce risks faced by protégé in the new environment. In this relationship mentors effectiveness is based on his or her direct life experiences. In addition, institutional mentorship can seek to open access to resources and ideas that could be mutually beneficial to both parties.

4.   **Psychosocial Mentoring:** This involves role modeling, confirmation, collaboration, counseling and provision of emotional support. The psychosocial mentorship role is to change the social circumstances of the protégé. The mentorship is based on the formation of trust and emotional attachment. The ultimate goal is for the protégé to identify and imitate the mentor, receive reinforcement for positive behavior and attitudes, learn how negative and in appropriate behavior may interfere with emotional growth and development of educational task and goals of the school system.

5.   **Harvesting:** The mentor focuses on picking the ripe fruit. This is usually used to create awareness of what was learned by experience and to draw conclusions. I

However, Greighton (2018) having argued that modern forms of mentoring maybe the key to retaining Millennial employees in 2018 and beyond, as well as all other employees, identified six (6) different types of effective mentorship programs that your organization can explore as follows:

1.   **One-on-One Mentoring:** In one-on-one mentoring programs, participants are matched via a formal program or they self-select who they want to be paired with over the course of a certain time period. Participants can typically choose where they want to meet, how often they want to meet, and what they want to do or discuss when they meet. In this pairing, there is only one mentor and one mentee. Some formal one-on-one programs may require participants to track their own hour's performance goals etc to ensure they're gaining value from the program. This type of mentoring is more focused on relationship-building and individual skill-building.

2.   **Situational Mentoring:** If you want your mentees to learn a specific skill or trade, you may want to pair them with a mentor to coach them as they learn. For instance, if you need to train new hires how to use a certain system or platform, you may want your more seasoned employees to mentor them until they get comfortable using the system on then own. Or, you may want your sales managers to mentor brand-new sales reps as they learn how to make cold calls.

3.   **Developmental and Career Mentoring:** This type of mentoring is long term and typically entails managers and directors who mentor their employees as they progress in their careers over the course of a few years. For example, an operations manager may develop a career plan for and with his or her new order processors and mentor them until they are ruing an entire department.

4.   **Reverse Mentoring:** When new hires possess skills and knowledge, they can also mentor their bosses and coworkers. For instance, someone who knows a new coding language or computer program can mentor their more senior coworkers in how to use it. This type of mentoring encourages knowledge sharing across your organization.

5.   **Group-Based Mentoring:** It is possible to pair more than one mentee to a mentor, especially for situational mentoring scenarios. With group-based mentoring group members can help keep one another on track and are also able to meet with their mentors one-on-one when needed.

6.   **Peer-Based Mentoring:** Sometimes with group-based mentoring, a mentor may not even be needed at all. Peers can meet in small groups to help mentor one another by discussing points of interest and by sharing feedback and best practices as they're learning about a new company, honing a skill, or advancing in their career paths. To build and maintain effective mentorship programs at your organization, consider implementing one or more of the types of programs listed above.

Concept of Beginning Teachers

A beginning teacher is one who is inexperienced in the field of teaching. This can be seen as someone who has minimum knowledge and skills in the impartation of desirable knowledge to their students. There are so many things the new teacher does not know about the school but needs to know for effective service delivery. These include fellow teachers, students and even community where the school is sited. Therefore, there is need for mentoring beginning teachers to keep them abreast of the school environment, instructional strategy and general climate of the school.

Service Rendered by Teachers

Teachers services cut across normal teaching to performing extra duties as may be assigned to him by the principal or head teacher of the school. The school system is established to train learners to achieve educational objectives in line with national philosophy of education. In pursuit of this objective, the school system requires inputs in form of human, materials and physical resources to transform the education system. Ayeni (2010) asserts that teacher's role is crucial to effective and efficient learning process, teachers are expected to provide essential inputs like adequate planning of lesson notes, effective lesson delivery, proper monitoring of students and above all appropriate discipline of students.

Teachers services represent the responsibilities assigned to the teacher in the school such as class teacher, labor master, hostel master, chapel master, sanitation master and so on, Olubunmi (2014) posits that a good teacher is actually involved in the affairs of the school and takes part fully in other co-curricular and extracurricular activities in the school. The teacher sees himself as part of the school management and offer services that will lead to the development of the school.

Mentoring and Beginning Teachers

The main objective of mentoring beginning teachers is to improve their teaching skills, enhance effective classroom management and expand their scope and teaching strategies. Mentoring is a new motivational and supervisory strategy used by organizations to induce high productivity in their staff especially the new and less experienced ones (Uche, 2006).

Mentoring develops, guides and assist other individuals especially those at the apprentice stage. Being a mentor enables the more experienced educational managers to involve the younger persons in broadening their intellectual activities. The mentor lays emphasis on the interpersonal relationship and skill development of subordinates who need assistance in developing their skills. Emetaron (2008) posits that one of the manager's key roles is to act as a mentor to subordinates by helping them to develop their career and delegating tasks to them. However, UW teaching Academy (2013) asserts that mentors may provide useful interaction, information, practice that will enable the mentee improve on his service delivery. UW Teaching Academy further states that mentors provide the following services to improve the effectiveness of the mentee:

- • Provide support for the developing course or subject content
- • Interprets departmental practice and policies
- • Serves as roles models by acting as advisers and trusted friend
- • Encourage the mentee to be self-reliant
- • Provide constructive feedback on their mentees performance

Provide a demonstration of good teaching practices; hence mentors should always invite their mentees to observe them teach.

The mentoring relationship between the experienced teacher and the beginning teacher should be such that a work plan is developed which include both short term and long term goals and the goals will determine the frequency and length of their meetings. The experienced teacher (mentor) should help to reduce the fear that comes from having to do it alone especially if they co teach a subject. Also mentors must possess a thorough knowledge of the organization and the information within the organization, so that they can give advice and information necessary to the mentees. Mentors should have the mentees interest at heart, hence, interpersonal skills such as active listening, questioning, problem solving and decision making are critical elements needed to achieve a mentorship relationship.

In the teaching profession, skills gained through training and long practice is one of the basic assets needed for effective service delivery (Eric, 2009) hence beginning teachers or less experienced teachers need coaching and support to gain skills and confidence. The role of school primarily is to inculcate values, activities, skills and competences to students. This explains why the evaluation index of school rest on the instructional ability of teachers. Prinnington (2004) explains that effective communication and feedback are important instruments needed to ensure effective and efficient mentorship relationship.

Amean (2007) highlighted area mentors can assist and improve mentees in the school system:
- • Providing guidance and support
- • Attending to the educational needs
- • Enhancing interpersonal relationship through method cooperation in responding to questions and proper monitoring of the activities of mentees
- • Facilitating information processing and promotion of innovations and creativity to improve effective and quality service delivery.

METHODOLOGY

The research design used for the study is descriptive survey design. The study was carried out in Obio/Akpor local Government Area, Rivers State. Two research questions were raised for the study. Using simple random sampling technique, 320 teachers made up of male and females were used as the sample size. A questionnaire titled: Mentoring Beginning Teachers for Effective Service Delivery Questionnaire (MBTESDQ) was used for data collection, and was designed along Likert 4-point responses scale.

The face and content validity of the instrument was well done, and thus, had a reliability coefficient of 0.91 level of significance as a measure of its stability via Pearson Product Moment Correlation Techniques. Data collected by the researchers were analyzed via frequency counts percentage, mean and standard deviation as statistical tools.

DISCUSSIONS

Table 1 sort to find out the types of mentoring programmes available for beginning teachers in secondary schools in Obio/Akpor Local Government Area. On this, data analysed showed that, there are mentorship programmes available for beginning teachers in the local government, with the one-on-one mentorship programme attracting 33.3% of the respondents' view amongst other mentorship programmes like situational mentoring 16.0%; developmental 21.2; group based mentoring 5.17; peer-based mentoring 12.07; professional mentoring 1.15; and institutional mentoring 10.92. This result corresponds with the findings of Egwu (2006), who in his study found a high prevalence of mentorship programmes in secondary schools in Abia State.

The second issue sort here was to find out the influence of mentorship programmes on beginning teachers service delivery in secondary schools in Obio/Akpor local government areas. The result as shown in table 2 revealed that, mentoring has a very great influence on teachers' service delivery in secondary schools in Obio/Akpor Local Government Area. From the result of the study, it was revealed that mentoring improves beginning teachers' self-confidence, job satisfaction, boasts teachers' confidence level as well as equips them with the necessary approach for better service delivery and above all leads to high academic performance of students. The result as shown on the table 1.2 showed that 37% and 43% representing 80% of the respondents agreed that, mentoring has a great influence on beginning teachers service delivery, while, 15% and 5% representing 20% disagreed on the positive influence of mentoring on beginning teachers. This finding agrees with that of Onyenadu (2014), examined mentoring of beginning teachers for quality secondary education delivery in the Federal Capital Territory Abuja and disclosed that the roles of mentors to mentee is in interpreting of departmental practices and policies to the beginning teachers, providing support and above all encouragement of self-reliant by creating new goals for them. It was recommended among others that there should be more enlightenment and orientation on the roles of mentors and mentees,

RESULTS

The results are presented in tables in accordance with the research questions.
Research Question 1: What are the types of Mentorship programme are available for beginning teachers in secondary schools in Obio-Akpor Local Government Area?

Table 1: Analysis of the types of beginning teachers' mentorship programmes in secondary schools in Obio-Akpor Local Government Area

S/N	Type of Mentorship programme (N= 174)	f	%	Remarks
1	One-on-on-mentoring	58	33.3	1st
2	Situational mentoring	28	16.0	2nd
3	Developmental mentoring	37	21.2	3rd
4	Group-based mentoring	9	5.17	6th
5	Peer-based mentoring	21	12.07	4th
6	Professional mentoring	2	1.15	7th
7	Institutional mentoring	19	10.92	5th
	Total	**174**	**100**	

Table 1 showed the analysis of the types of mentorship programmes available in secondary schools for beginning teachers. The result revealed that 33.3% of the mentorship programmes were one-on-one mentorship. This was followed by developmental mentorship (21.2%), situational mentorship (16.0%), peer-based mentorship (12.07%), institutional mentorship (10.92%), group-based mentorship (5.17%) and professional mentorship (1.15%). This implies that, the most available mentorship programme in secondary schools in Obio/Akpor was one-on-one mentorship.

Research Question 2: What are the influence of mentorship programmes on beginning teachers' service delivery in secondary schools in Obio-Akpor Local Government Area?

Table 2: Summary of mean and standard deviation analysis of the influence of mentorship programmes on beginning teachers service delivery

	Influence of Mentoring on beginning teachers	SA	A	D	SD	Total	Sum (x)	Mean ($\overline{x}$)	Std	Remark
8	Mentoring improves self confidence in the beginning teachers	99 (45)	103 (47)	19 (8)	0 (0)	221 (100)	743	3.36	0.887	Agreed
9	The mentors job satisfaction is enhanced through mentoring	83 (38)	97 (44)	33 (15)	8 3	(100)	697	3.15	0.974	Agreed
10	Mentoring improves the effectiveness of the mentee	105 (48)	113 (51)	3 (1)	0 (0)	221	765	3.46	0.435	Agreed

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11	It leads to high academic performance of students	79 (36)	85 (38)	47 (21)	11 (5)	(100)	676	3.05	0.554	Agreed
12	Enables faster induction of new teachers	66 (30)	93 (42)	41 (19)	21 (10)	221	646	2.92	0.637	Agreed
13	Participating in mentoring programs boost teachers confidence level to ask questions where necessary	59 (27)	81 (37)	63 (28)	18 (8)	(100)	623	2.82	1.043	Agreed
14	Mentoring programs equip teachers with right strategies/ approach to lesson delivery	78 (35)	94 (43)	29 (13)	**20 (9)**	221 (100)	672	3.04	0.777	Agreed
Aggregate			**95 (43)**	**34 (15)**	**11 (5)**	**221 (100)**	**688**	**3.11**	**0.839**	

Mean crit = 2.50

Table 2 showed the mean and standard deviation analysis of teachers' responses to the influence of mentorship programmes on beginning teachers. The result revealed that, all the statements had mean ratings that is higher than the mean crit of 2.50. However, mentoring improves the effectiveness of the mentee, this had the highest mean rating of (3.47 ± 0.435). While participating in mentoring programs boost teachers confidence level to ask questions where necessary had the least mean rating (2.82 ± 1.043). On the aggregate, 37% of the respondents strongly agreed 43% agreed that, all the effects mentioned in table 2.2 can be achieved through mentorship while 15% and 5% disagreed and strongly disagreed respectively. Nevertheless, the overall mean rating of $3.11 = 0.839$ indicates that, the beginning teachers agreed that, mentorship programmes' effects on teachers included: improves self confidence in the beginning teachers; enhances teachers' job satisfaction; improves the effectiveness of the mentee; leads to high academic performance of students enables faster induction of new teachers; boosts teachers confidence level to ask questions where necessary and equip teachers with right strategies/approach to lesson delivery.

CONCLUSION

The use of mentoring in motivating teachers especially beginning teachers cannot be emphasized. As can be seen in this study, mentoring beginners facilitates effectiveness and efficiency in service delivery. The prevalence of mentorship in secondary schools is encouraging, but what is unsure, is how effective is its implementation. Mentorship is important if beginning teacher will become efficient and blend into the teaching profession quickly.

Recommendations
In line with the findings of this study and the conclusion, it was recommended that:
1.   Government should take the implementation of mentoring programmes in secondary schools very seriously. This would not only benefit the beginning teachers but also the experienced teachers in effective service delivery
2.   Older teacher should ensure that they mentor new teachers to maintain top notch teaching service delivery that would improve the students' academic performance.
3.   Educational administrators should develop a professional mentoring programme and ensure implementation as well as supervise the implementation process documentaries on education. When teachers take part in these developmental programs, it raises the level of their skills and effectiveness in their service delivery.

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