



GSJ: Volume 11, Issue 5, May 2023, Online: ISSN 2320-9186

www.globalscientificjournal.com

Challenges facing beginning teachers' mentorship in enhancing their pedagogical skills in government secondary schools in Tanzania

Lucas Mzelela John¹, Dr. Johnson Muchunguzi Ishengoma², Dr. Eugenia Joseph Kafanabo³

University of Dar es Salaam, School of Education, Department of Educational Foundations, Management and Life Long Learning¹.

University of Dar es Salaam, School of Education, Department of Educational Foundations, Management and Life Long Learning².

University of Dar es Salaam, School of Education, Department of Educational Psychology and Curriculum Studies³.

Abstract

This study investigated challenges facing beginning teachers' mentorship in enhancing their pedagogical skills in government secondary schools as case of Sumbawanga Municipality and Nkasi District in Rukwa region, Tanzania. The study employed exploratory case study design and qualitative research approach in exploring teachers' experiences on the challenges facing beginning teachers' mentorship in enhancing their pedagogical skills. Data were collected through semi-structured interviews and open-ended questionnaires. Data were thematically analyzed and ethical considerations were observed. Findings show that both beginning teachers and mentor teachers faced time limit for mentorships purposes, they were also faced with lack of reinforcement of laws to implement mentorship and finally, they faced shortage of teaching and learning materials for mentorships in schools. The study concluded

that teachers in schools cannot perform mentorship in schools effectively due to; the prevailing limited time from experienced and beginning teachers for mentorship programmes; the presence of huge teaching workloads in schools due to big number of lessons; and the silence of the government in releasing circulars and regulations to guide mentoring activities in schools. In this situation, the study recommends that there should be deliberate efforts from the schools' administrators and decision makers to provide ample time for mentorship activities in schools, train and employ adequate teachers who will support in the reduction of teaching workload, and amend and enact mentorship circulars, regulations and by-laws to enforce mentoring activities in schools.

Key words: challenges, beginning teachers, mentorship, enhancing, pedagogical skills, government secondary schools, hamper.

1.1 Introduction

The study by John, et al. (2023) affirm that the Tanzanian government secondary schools, particularly in Sumbawanga Municipality and Nkasi District in Rukwa region, do conduct mentorship to beginning teachers for pedagogical skills enhancement. The authors reveal that the task of mentoring beginning teachers to enhance their pedagogical skills is not the easy one. There are number of challenges which hamper mentoring process which need to be addressed by the responsible key players from school to national levels. However, we lack empirical data that describe challenges facing beginning teachers' mentorship in enhancing their pedagogical skills in government secondary schools in Tanzania. This paper thus, fills in the existing knowledge gaps by exploring challenges which impede beginning teachers' mentorship in enhancing their pedagogical skills in government secondary schools in Tanzania.

1.2 Development of Beginning Teachers Mentoring in Schools

A plethora of studies commonly present that in the first year of teaching, beginning teachers are facing number of problems related to teaching and learning. These include: weakness on lesson planning, preparation of teaching and learning materials, applying participatory teaching methods, maintaining discipline in the classroom, managing time and preparation of students' assessment, hence they need professional support such as mentorship (Ali, 2017; Ally & Mabagala, 2022; Heeralal, 2014; Kasuga, 2019; Kayombo, 2019; Kitta and Fussy, 2013; Mgaiwa, 2018; Mosha, 2015).

Mentorship services to beginning teachers is globally accepted to be one of the cost-effective and sustainable professional support services which is usually provided within the working environment: first to solve professional challenges that they face in the first year of employment, second is to improve retention and job performance at their work places and third to keep new teachers updated with the ever-changing teaching and learning needs and make them competent and effective practitioners, hence increase their job performance (Ali, 2017; Ally & Mabagala, 2022; Anney, 2013; Chikoyo et al., 2019; Darling-Hammond, 2010; Floody, 2021; Kayombo, 2019; Mosha, 2015; Wasonga et al., 2015). It is upon this significance that education systems worldwide consider mentorship as a relevant instrument in enhancing beginning teachers' pedagogical skills and hence increase their teaching performance and students' learning outcomes (Alam, 2018; Dachi, 2018; Faruki, et al., 2019; Wasonga et al., 2015).

In the Tanzanian context, mentoring is claimed to be accessible, sustainable and continuous professional development process of supporting beginning teachers to improve their teaching skills and personality (Chikoyo, *et al.*, 2019; Dachi, 2018; Mgaiwa, 2018; MoEST, 2019, 2017). With regard to usefulness of mentoring activities in the education system, the Government of Tanzania through the Ministry of Education, Science and Technology released the Education and Training Policy of 2014 and the National Framework for Teacher Continuous Professional Development (TCPD) of 2019. The two documents, ETP (2014) and

TCPD (2019) provide mandate for school heads to supervise and implement in-service training and school-based mentoring aiming to capacitate beginning teachers to improve pedagogical skills in the areas of subject matter content, curriculum analysis, classroom teaching skills and students' assessments (MoEST, 2019). Despite the fact that beginning teachers need mentoring services as insisted in the policy documents released by the government that advocate the necessity of implementing mentoring services in schools, to date we have limited empirical evidence on challenges facing beginning teachers' mentorship in enhancing their pedagogical skills in government secondary schools in Tanzania.

1.3 Challenges Facing Beginning Teachers' Mentorship

There are a number of challenges that face the efforts of preparing competent teachers through school organised mentorship. Barlin (2010) reveals that most school heads do not know how to conduct effective classroom observation, and many have never received training on how to transform school conditions in ways that allow beginning teachers to grow academically and professionally. Mosha (2006) contended that providing qualified mentors for new teachers is a major challenge in most of Tanzanian schools. The available school mentors simply use their professional and working experiences in supporting beginning teachers to gain pedagogical skills and grow professionally, of which mentoring service is locally rendered (John, et al., 2023).

The other challenge is failure to maintain good relationship between mentor and mentee. Bernstein (2000) reports the constraints of which teacher mentors in South Africa were facing when receiving teacher mentees who had higher education level after completing postgraduate training at University of KwaZulu-Natal. Similarly, Ally & Mabagala (2022), Matiba (2016) and Kapolesya (2010) noted some ways in which mentors did not devote adequate time and attention to student teachers, for example, portraying unethical behaviours such as viewing student teachers as relief teachers; and lacking the competence to enhance student teachers' learning experiences. Furthermore, Mukherjee (2014) confirms the lack of

mentor expertise and general dis-functionality emanating from personal problems or negative attitudes, which can impact on the student teacher's teaching practice experiences. Whereas, Koda (2006) portrays that unpleasant teaching environment particularly in rural areas impede senior teachers deliver effective support to new teachers following to big working load and shortage of social amenities.

Failure of commitment to mentoring among the mentors is another challenges that hinder effective mentoring in schools. Mosha (2006) argues that beginning teachers sometimes reported observing the feeling as if the mentors aren't as dedicated to their career or professional path as they would like. This impeding challenge may hamper the mentoring progress. The author revealed the observation that in cases where beginning teachers felt as if the mentors weren't committed to their mentoring partnership, it was important that these beginning teachers brought this up with them. Usually, someone who has agreed to be a mentor is supposed to have a strong commitment to the process, so their apparent lack of attention or commitment may come as a surprise. Therefore, out of this surprise, the author confirms that the beginning teachers had the opportunity to ask if something has changed either personally or professionally since they decided to take them on as mentees.

Along with lack of commitment among teacher mentors, Chilumika (2013) describes effects of mismatch of workers in project implementation. He gave elaborations that sometimes a mismatch can still occur due to personal differences or clashing personalities and unfortunate beginning teachers always have few options for other mentors. However, in a normal circumstance the scholar suggested that beginning teachers should get searching, explore profiles on the match to find another match, such that they should speak with the programme coordinator to be re-matched, or use the recommended match feature for the next pairing. In the same line the study by John, et al. (2023) reveal that not always mismatch happens when beginning teachers are paired with teacher mentors. This is supported by their study findings which reveal that beginning teachers together with experienced teachers had mutual culture

of working together in various instructional activities such as teaching and learning materials preparation, team teaching and classroom observations and conducting students' assessment. At this juncture, beginning teachers have had chances to participate in marking National Examinations and getting exposure to valid inferences about student learning and assessment.

Ozcan and Balyer (2012) also studied negative challenges affecting the process of mentoring at schools in Turkey. The study revealed that 84.2 % of the teachers had lacked sharing professional knowledge culture among the mentors. Most of mentors in Turkey schools deliberately were reluctant in sharing professional knowledge and skills related to pedagogical skills. In this way, beginning teachers were left unsupported and hence struggled at their own pace through personal initiatives.

On the same line, Mgeni and Anangisye (2017) underscored the effects of environmental challenges whereby in rural areas teachers, particularly beginning teachers were always left unsupported academically and professionally due to shortage of teachers and those who were available were busy with big teaching loads. As a consequence, some of them opted to leave the teaching profession simply because they were rarely inducted and mentored to master professional competences. Apart from environmental challenges, Anangisye (2010) conducted a reflective inquiry study on practice and challenges of developing competent teachers within the working places. He came to realize that one of the biggest numbers of challenges that exist in schools is weak school management which is not always supportive and sometimes, lacks the expertise to properly manage Professional Development Programmes. This signifies that school leaders are reluctant in supporting beginning teachers to grow academically and professionally, which also gives a message that they do not care about teachers' job performance which also affects students' learning and academic performance.

1.4 Purpose of the Study

The purpose of the study was to investigate challenges facing beginning teachers' mentorship in enhancing their pedagogical skills in government secondary schools in Rukwa region, Tanzania.

1.4.1 Specific objectives

Specifically, the study addressed: i) the challenges related to limited time for mentorship services, ii) the challenges related to limited supply of mentoring materials, and iii) the challenges related to lack of enforcement of mentoring regulations and by-laws in government secondary schools.

2.0 Study Methodology

Basing on the study methodology, the study adopted socio-cultural theory which describes school based mentoring as a demanding social interaction in communities of learning to enhance pedagogical skills. According to Rogers et al. (2019) socio-cultural theory is an emerging theory originating from psychology field that looks at the important contributions that society makes to individual development. Johnson (2009) asserts that sociocultural theories describe human cognition as developed through engagement in social activities, as an individual interacts with other people, objects, and events. Therefore, human cognitive development cannot be separated from the social, cultural, and historical contexts from which such development emerges. This theory therefore emphasizes that human learning is largely a social process which is done through interaction and shared by individuals (Bryman, 2008). Socio-cultural theories thus describe learning and cognitive development as being embedded within social and cultural events occurring as a learner interacts with other people, objects, and events in the everyday living and work (Lave & Wenger, 1991; Moll & Greenberg, 1990; Rogoff, 2003; Vygotsky 1978).

This study was a qualitative inquiry which presumed the participants' personal constructs and interpretation of the phenomenon under investigation (Creswell, 2014; Yin, 2018), hence the

exploration of the participants' experiences, perspectives and views was done in their natural environment (Silverman, 2013). The study was conducted in Rukwa region, specifically in Sumbawanga Municipality and Nkasi District. The study covered seven government secondary schools; where schools 1, 2, 3 and 4 were found in Sumbawanga Municipality and schools 5, 6 and 7 were found in Nkasi District. A total of 63 equivalents to 96.9% out of 65 planned respondents participated the study. The participants were categorised into the following groups: experienced teachers (28 participants), beginning teachers (15 participants), heads of departments (11 participants), heads of schools (7 participants) and District Secondary Education Officers (2 participants).

The study administered open-ended questionnaires to experienced teachers, who responded to obtain the perspectives and acceptance in the challenges facing beginning teachers' mentorship in schools. This is because experienced teachers were best positioned to provide situations and experiences in guiding the interviews with the rests of the respondents who took interviews. Nevertheless, during the interviews with the beginning teachers, heads of departments, heads of schools and DSEOs directed the interviews to what they found important and expressed the meaning they attached to concepts (Taylor *et al.*, 2016). The information collected through interviews was digitally recorded along with note-taking. All the interviews were conducted in a mix of English and Kiswahili languages and direct quotations were translated into English by the researcher and later verified by the two supervisors. The average time for individual interviews took between 40 and 60 minutes respectively. All participants who participated in the study gave informed consent and agreed to be interviewed.

More importantly, the criteria for examining the rigour in the study have traditionally been internal and external validity, reliability and objectivity (Creswell, 2014; Golafshani, 2003). Gall *et al.* (2007) pose out that the term trustworthiness is appropriate for judging the quality of study in qualitative paradigms. The elements of the criteria in trustworthiness include:

credibility, dependability (consistency), transferability (applicability) and conformability (neutrality). These elements were employed alongside with other strategies to ensure the quality of this particular study. Credibility is parallel to internal validity (Cohen *et al.*, 2000; Creswell, 2014). This was achieved, first, through the use multiple methods (individual in-depth interviews) to collect data. Second, peer reviews were used to ensure credibility, where fellow researchers were given the tentative data and findings for their reviews and comments. Dependability corresponds to the reliability of the findings in quantitative study (Cohen *et al.*, 2000; Creswell, 2014). Dependability of the conclusions was guaranteed by asking clear questions, triangulating the data, reducing biasness and subjectivity during the data collection, peer reviews, audit trail, and reporting the study process and the findings transparently. In conformability, parallel to objectivity criteria in the quantitative approach (Cohen *et al.*, 2000), the researcher confirmed the study 's findings and grounded them in raw data evidence. The integrity of raw data was maintained by using participants' actual words, including quotes, liberally.

Further, transferability of the findings is equivalent to generalization of the findings in the quantitative study (Cohen *et al.*, 2000; Creswell, 2014). Although the location of the study might be similar to other places in Tanzania, the researcher's aim was not to generalize the findings of the study; instead, it aimed to explore the challenges facing mentorships practices in which beginning teachers administered during field activities. However, if readers would find sufficient similarities between their contexts and the context of the study, then it would be reasonable for them to transfer the findings to their individual contexts. Finally, data collected were analysed using the principles of thematic analysis. The approach involves six steps: familiarisation with the data, generation of tentative codes, elucidation of themes, review of themes, delineation of themes and production of the written report as presented by (Bricki & Green, 2007). From open-ended questionnaires, interviews and documentary reviews three themes were inductively developed as per study objectives. Prior to each

interview and to each questionnaire respondents, the researcher described the purpose and benefits of the study and steps to be taken to maintain confidentiality and anonymity. In addition, the researcher assured the participants that the information collected was for research purposes only, and in addition, the names of the participants and school names were not mentioned in the entire report of the study.

3.0 Findings and Discussion

Mentorship services were faced with a number of challenges in ways which hindered the effective implementation of beginning teachers mentoring processes in the government secondary schools. Findings from the study show that the effective mentoring of beginning teachers in schools was challenged with time factors such as limited time for mentoring services, limited supply of mentoring materials, and lack of enforcement of mentoring regulations and by-laws in government secondary schools. Table 3.1 gives more elaborations on the information provided on the hindering factors against the source (participants).

Table 3.1: Factors which hindered the effective implementation of beginning teachers' mentorship

S/N	Factors hindering effective mentorship in schools	Source of information (participants)
1.	Limited time for mentorship	Experienced teachers, beginning teachers, heads of department and District Secondary Education Officers
2.	Shortage of teaching and learning materials	Experienced teachers, beginning teachers, heads of department and heads of schools
3.	Lack of reinforcement of laws to implement mentorship	Experienced teachers, beginning teachers, heads of department, heads of schools and District Secondary Education Officers

Source: Field data, 2020

3.1 Limited time for mentorship

Responses from open-ended questionnaires, given by experienced teachers disclosed that shortage of time to discuss academic issues between beginning teachers and experienced teachers was one of the stumbling block which hindered effective implementation of mentorship in government secondary schools. The main reason was that experienced teachers are few in schools, therefore, a big number of experienced teachers reported to have had huge workloads in schools due to big number of lessons, and they therefore commented that they hardly have ample time for mentorship. Similar findings were also reflected in the interview results, where through interviews with the beginning teachers they revealed that due to small number of experienced teachers they had very limited time to discuss academic issues amply with experienced teachers, hence they experienced limited time for mentorship. One beginning teacher commented:

We are only three teachers teaching mathematics in this school from form I–VI with ten streams.... you can imagine how busy we are; I hardly get time for mentorship (Beginning teacher 7, 2020).

The statement implies that both experienced teachers and beginning teachers had difficulties in setting special time for mentoring purposes since they were highly occupied by academic activities especially lesson preparations and teaching many streams. With such a huge workload, they could hardly have spare time for mentorship. The study further revealed that in some schools beginning teachers were the only subject teachers. There were no other teachers to share subjects. Such beginning teachers were found busy and they admitted that they could not have that time to consult even with peers. One beginning teacher reported:

“...the only biology teacher left her job in this rural school and went to a private school in town... ever since she left in June, 2019, I’ve been taking forty

(40) periods per week in teaching chemistry Form I-IV and biology Form I-IV ...I am always teaching nine (9) to ten (10) lessons in a day. At the end of the day I get very tired. I don't even get time to consult with either teacher mentors or peer teachers. I hardly get time for mentorship" (Beginning teacher 10, 2020).

This signifies that teachers especially in rural areas had difficult situation when it comes to teaching and learning and implementing mentorship. Some teachers left the government employment and sought private jobs in other schools in towns. As a result, beginning teachers in those schools were left with huge number of workloads which kept them busy throughout the week and throughout the academic year. This means that they hardly had good time to go for mentorship. Similarly, heads of department through interviews elaborated that limited time for mentorship was caused by shortage of teachers, particularly science teachers which caused the existing teachers to have big teaching load. These findings concur with the findings presented by Moshia, (2014) who presented that most of the secondary schools in Tanzania, especially the community based, their number is not sufficient hence making beginning teachers to face huge workload challenges. One head of department stated that:

We have shortage of teachers. Like in this school (school 5) there is only one teacher for book-keeping form I-IV classes (the beginning teacher) ...we don't have more experienced Book-keeping experts for beginning teachers' mentorship, unless we make some arrangements for consultation with peers from nearby schools of which there is minimal success as they also face the same calamity. (Head of department 8, 2020).

The evidence provided by the head of department shows that government secondary schools had shortage of teachers, where one teacher was assigned to teach classes in forms I-IV. Consequently, mentorship practices were hindered because there were limited experienced teachers in schools for mentorship. Alternatively, beginning teachers benefited mentorship

services from peer consultation in nearby schools. The consultation practice with peers from nearby schools strengthened social networking not only among neighbour schools but also schools within the wards and district. Through interview, it was reported that there was limited supply of teachers in schools especially science teachers. For example, in school 6 there was only one physics teacher who was assigned to teach forms I-IV, with form one having about 400 students and form two classes with 517 students. In the case of number of periods, it was reported forms three and four there are few periods which range from 28 and above periods per week. This information was provided by the DSEO 2. He claimed the following:

Our major outcry in Rukwa region is shortage of science teachers. This becomes a serious problem where you find the beginning teacher is the only subject teacher in the whole school. Let us say physics teacher in school 6 teaches all the classes from Form I-IV. There is no other teacher to share the subject. In this case, it is difficult to get the support from experienced teachers except the general ethics in the teaching profession. (DSEO 2, 2020).

The contentions from the participants empirically show that shortage of teachers in schools forced the available teachers to be busy preparing teaching and learning materials, conducting actual teaching and making the remedial classes which deprived them time to take part in mentorship. The study by Ingersoll and Strong (2011) present similar results that limited supply of teachers in schools brings about the lack of time for collegial conversations which affect the mentor's approachability. On top of that, Sunde and Ulvik (2014) assessed school leaders' views on mentorship to beginning teachers, their study revealed that due limited number of teachers in schools, workload in schools can be overwhelming, and not only for beginning teachers but also for experienced teachers and hence affect smooth implementation of mentorship in government secondary schools.

3.2 Shortage of teaching and learning materials

In this case, schools face limited supply of teaching and learning materials as inputs for mentorship. Experienced teachers admitted that shortage of teaching and learning materials affected negatively the practice of mentorship in the government secondary schools, hence mentorship failed to effectively be implemented for the purpose of enhancing their pedagogical skills. The interviews with the beginning teachers reveal that beginning teachers were supposed to do practical assignments but they really missed practical sessions due to limited availability of the practical facilities. One beginning teacher from school 5 stated:

Majority of schools in rural settings lack adequate laboratory equipment and chemicals. It has not been easy to practice some of the learning contents which need practice in the laboratory. This situation really has affected the effective implementation of mentorship in schools (Beginning teacher 11, 2020).

The statement provided by the beginning teacher indicates that rural schools suffered inadequate supply of laboratory materials for practical to support mentorship. This situation is reported as a hindrance to effective mentorship implementation in schools. Despite limited supply of teaching and learning materials, the interviews with the heads of departments further revealed that majority of schools especially those in rural setting had no reliable supply of electric power from the government supply. The head of department from school 5 stated:

We don't have reliable source of electric power from the government supply. This denies teachers from conducting frequent practical activities which demand electricity supply. As a result, beginning teachers miss a chance of getting mentorship from experienced teachers (Head of department 8, 2020).

Following to limited supply of electric power from the government, some schools have had alternative sources of power. In this, the head of school 6 reported to have been using paraffin as a source of power. He stated:

Because we don't have electric power, I bought paraffin stoves that we use in the laboratory for heating and get the needed power supply which is used for practical assignments. To make it work, we buy paraffin from the nearby shops. However, this is not reliable for laboratory practical; in actual sense we need reliable electric power in support of laboratory practical. (Head of school 6, 2020).

The study findings imply that due to limited supply of mentoring facilities, including electrical power supply it affected mentoring practices in schools. Similar findings are presented by Johnson, et al., (2016) who reported that it was very unfortunate that urban schools had a higher number of beginning teachers, but those schools do not receive weighted funding, meaning that teaching and learning materials are limited in supply and hence hindered the effective implementation of mentoring activities in schools.

3.3 Lack of enforcement of laws to implement mentorship

Through semi-structured interviews and open-ended questionnaires, the study findings indicate that lack of adequate enforcement of laws, regulations and by-laws for school based mentorship hampered effective mentorship in schools. These findings imply that mentorship practices in government secondary schools was voluntarily done. Personal willing and commitment were the major intrinsic driving forces released from teacher mentors to support beginning teacher enhance their pedagogical skills. The experienced teachers reported that they engaged in traditional mentoring practices which was not systematically structured, recognised and appraised by the ministries responsible for education. The interviews with the beginning teachers reveal that mentoring was voluntarily done and that the government recognition was very small. One beginning teacher from school 2 reported:

School based mentorship has no rules and regulations. There are no circulars and guidelines which give directions on how to impalement mentorship in

schools. No mentorship training manual is available for teacher mentors. Mentorship is only contextually arranged by the school administration. Even though it is such helpful, the government is silent in issuing regulations and guidelines for mentorship implementation in schools. So the impact was that I did not enjoy it to the fullest since it was only done voluntarily (Beginning teacher 4, 2020).

The statement given by the beginning teacher implies that mentoring in schools was hindered by lack of enforcement of laws and by-laws to make mentorship effective and sustainable. Since mentorship was voluntarily practised, beginning teachers had not that enjoyment satisfactorily as a means of enhancing pedagogical skills. Majority of participants, especially heads of department had a wish that it is high time the government enacts laws and prepares circulars and guidelines which give directives on how mentorship should be implemented in schools. The head of department from school 6 stated:

Mentorship in school is very necessary and it is important for professional and personality growth. It is high time the government recognises this. We need circulars and regulations so that we can formulate by-laws for school based mentoring. (head of department 9, 2020).

Combining the two arguments from head of department 9 from beginning teacher 4 from school 2 mentorship in schools is very important and therefore circulars and regulations are urgently needed for effective and sustainable mentorship implementation in schools. Similarly, interviews with the DSEOs reveals that as the schools lack circulars and guidelines in the school based mentoring, there would be no effective mentorship to beginning teachers in schools. The DSEO 1 commented:

Up to now, the government has not released national circulars and guidelines which guide mentorship in schools. Neither the government has released mentoring training module for teacher mentors. This weakness creates

loophole for teachers to be reluctant in supporting beginning teachers to grow in the teaching career (DSEO 1, 2020).

The quotation by DSEO 1 implies that mentoring in government secondary schools is voluntarily done and teachers are free to implement mentorship as they think it could be done. There are no circulars and guidelines to reinforce systematic implementation of mentorship in schools. Neither mentorship training manuals are available in schools. In this situation therefore, mentorship is hampered by lack of enforcement of regulations and by-laws and its implementation lack monitoring and evaluation since it is minimally recognised by education officials at higher authorities in the education sector. Similar findings are presented by Okumu, et al. (2021) who reported that informal mentoring cannot help beginning teachers in improving their efficiency and self-confidence in teaching and learning activities. But when it is compulsory in schools it may help and reinforce teachers' classroom practice in the government secondary schools. Consequently, compulsory mentoring regulations have to be put in place to focus on serving beginning teachers to effectively utilize social interactions and instructional customs; feedback and intelligibility in teaching that have direct quantifiable impact on beginning teachers learning accomplishment.

4.0 Conclusion and Recommendations

The study results show that both the mentor and mentee teachers got limited time for mentorship in schools. In schools under study, experienced teachers were few especially in rural areas. Therefore, majority of experienced teachers had huge workloads in schools due to big number of lessons. As a result, they hardly have time for mentorship. The findings show that majority of schools in rural settings lack adequate laboratory equipment and chemicals. This situation has really affected the effective implementation of mentorship in schools. Further findings show that there is no reliable source of electric power from the government supply. This defied both mentor and mentee teachers from conducting frequent practical activities for beginning teachers to gain practical competences. In addition, field findings

reveal that school based mentorship has no rules and regulations to govern its operations. It is only based on the internal arrangement of the school administration and willingness of teacher mentors to take part in the mentorship activities. Finally, findings show that up to the very moment, the government has not released any circulars and regulations to guide mentoring activities in schools. This weakness has created a loophole for experienced teachers to be reluctant in supporting beginning teachers to enhance their pedagogical skills.

It is recommended that the government should supply adequate human and materials resources which will support mentoring processes of enhancing beginning teachers' pedagogical skills by reducing workloads among teachers. In addition, the ministries responsible for education should enact circulars, regulations and guidelines to govern mentorship activities in schools. More importantly, the ministries responsible for education should prepare mentoring training manuals for teacher mentors and mentorship assessment tool which will be used to assess mentorship achievement across schools in Tanzania.

5.0 References

- Alam, A. (2018). Challenges of beginning teachers and Prerequisite Support to retain and Sustain them in the Profession. *International Journal of Creative Research Thoughts*, 6(1), 2320-2882.
- Ali, H. D. (2017). The roles of school heads in supporting beginning teacher teachers at the public secondary schools in Zanzibar, Tanzania. *European Journal of Education Studies*, 3(8), 793-811.
- Ally, M.A., & Mabagala, D.L. (2022). Examining the Effectiveness of Mentoring Process in Developing Teaching Competencies of Secondary School Beginning Teachers: A Case of Mbeya Region in Tanzania. *European Journal of Education and Pedagogy*, 3(3), 156-159.

- Anangisye, W.A.L. (2010). Supporting teacher ethics in colleges of teacher education in Tanzania: Practices and Challenges. *African Journal of Teacher Education*, 1(1), 64-77.
- Anney, V.N. (2013). *Supporting Licensed Science Teachers' Professional Development in Adopting Learner-Centred Pedagogy in Tanzanian Secondary Schools*. (Doctoral Thesis), University of Waikato, New Zealand.
- Barlin, D. (2010). Better mentoring, better teachers: Three factors that help ensure successful programs. *Education Week*, 29(27). 67-82.
- Bernstein, B. (2000). *Pedagogy, symbolic control and identity*. Lanham, MD: Rowman and Littlefield.
- Bhowmik, M., Banerjee, B. R., & Banerjee, J. (2013). Role of Pedagogy in Effective Teaching. *Basic Research Journal of Education Research and Review*, 2(1), 1-5.
- Bricki, N. & Green, J. (2007). *A Guide to Using Qualitative Research Methodology*. <https://fieldresearch.msf.org/handle/10144/84230>
- Bryman, A. (2008). *Social Research Methods (4th edition)*. Oxford University Press.
- Chikoyo, R.A., Nzalayaimisi, G.K., & Telli, G.G. (2019). The Influence of Teachers' Education Qualifications on Teacher Attrition in Public Secondary Schools of Kilimanjaro and Manyara Regions, Tanzania. *Journal of Education and Practice*, 10(33), 43-49.
- Chilumika, N. (2013). *Teacher educators' professional development for implementing competence based curriculum: A case of teachers' colleges in Tanzania* (Unpublished M.A Education Thesis). Northeast Normal University. Changchun.
- Cohen, L. Manion, L. & Morrison, K. (2000). *Research Methods in Education 6th edition*. London: Routledge.

- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. Thousand Oaks, CA: Sage.
- Dachi, H. A. (2018). Reflecting on five decades of teacher professional development in Tanzania: The missing dimensions. *Papers in Education and Development*, 36(1), 83-112.
- Darling-Hammond, L. (2010). Recruiting and retaining teachers: Turning around the race to the bottom in high-need schools. *Journal of Curriculum and Instruction*, 4(1), 16-32.
- Faruki, Jm. J. Al., Haque, M. A., & Islam, M. M. (2019). Student-Centred Learning and Current Practice in Bangladeshi College Education. *Journal of Education and Practice*, 10(13), 95-107.
- Floody, D. (2021). *"Teacher Mentor and Mentee Stories: Mentorship as Opportunity for Teachers' Professional Capital and Cultural Proficiency Development."* Dissertation, Georgia State University. doi: <https://doi.org/10.57709/20537324>
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction*. Boston: Pearson Education.
- Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, 8(4), 597-606. <https://doi.org/10.46743/2160-3715/2003.1870>
- Heeralal, P.J.H. (2014). Mentoring needs of pre-service teachers during teaching practice. A case study at a South African University. *Journal of Educational and Social Research*, 4(1), 501-510.
- Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Education Research*, 81(2), 201-233.
- John, L.M., Ishengoma, J.M., & Kafanabo, E.J. (2023). The pedagogical skills gained by beginning teachers as a result of mentorship in government secondary schools in Tanzania. *TIJER - International Research Journal*, 10(4), 239-246.

- Kamarudin, M., Kamarudin, A. Y., Darmi, R., & Saad, N. S. M. (2020). A Review of Coaching and Mentoring Theories and Models. *International Journal of Academic Research in Progressive Education and Development*, 9(2), 89-190.
- Kapolesya, M. K. (2010). *Factors determining good academic performance in Catholic seminaries and a few private denominational secondary schools in national Examination-Tanzania*. (Thesis) University of Dar es Salaam.
- Kasuga, K. (2019). Teaching Profession in Tanzania: Unequal Profession among the Equal Professions. *International Journal of Recent Innovations in Academic Research*, 3(4), 86-106.
- Kayombo, J. J. (2019). Becoming, Doing, Being and Belonging into Academics: Career Trajectories of Early-Career Academics at the University of Dar es Salaam. *Paper in Education and Development*, 2(37), 180-200.
- Kitta, S., & Fussy, D. (2013). Bottlenecks in Preparation of Quality teachers in Tanzania: *Time Journals of Arts and Educational Research*, 1(5), 29-38.
- Koda, G. (2006). *Effectiveness of Teachers' Resource Centre: A Case study of TRCs in Kilimanjaro and Mbeya Regions in Tanzania*. Unpublished PhD thesis. University of Dar es Salaam, Tanzania.
- Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. New York: Cambridge University Press.
- Lesley, M., Beach, W., & Smit, J. (2021). "You Can't Put Everything I've been through into Professional Development": Transformative Literacy Coaching in an "Underperforming" High School, *Literacy Research and Instruction*, 60(1), 13-35.
- Matiba, F.M. (2016). *An investigation into the provision of staff development programme and perceived impact on teaching in Tanzanian universities* (PhD Thesis). University of Dar es Salaam: Dar es Salaam, Tanzania.

- Mgaiwa, S. J. (2018). Emerging Fundamental Issues of Teacher Education in Tanzania: A Reflection of Practices. *Educational Process: International Journal*, 7(4), 246-264.
- Mgeni, P.L., & Anangisye, W.A.L. (2017). The roles of experienced teachers in inducting beginning teacher teachers in Tanzania: *Huria Journal*, 24(3), 126-149.
- MoEST (2019). *National Framework for Teachers Continuous Professional Development*. Ministry of Education, Science and Technology (MoEST). Dodoma: Government printer.
- MoEVT (2014). *Education and Training Policy*. Ministry of Education and Vocational Training. Dar es Salaam: Adult Education Press.
- Moll, L. C., & Greenberg, J. B. (1990). Creating zones of possibilities: combining social contexts. In L. C. Moll (Ed.), *Vygotsky and education: Instructional implications and applications of socio-historical psychology* (319–348). New York: Cambridge University Press.
- Mosha, A. M. (2015). The Role of teachers Resource Centers in teachers Professional Development and Enhancing Primary Education in Zanzibar. *Journal of Educational Practice*, 6(8), 44-61.
- Mosha, H.J. (2004). New directions in teacher education for quality enhancement in Africa. *Papers in Education and Development*, 24(3), 45-68.
- Mosha, H.J. (2006). Capacity of school management for teacher professional development in Tanzania. *Address delivered at a workshop on the role of universities in Supporting basic education in Tanzania, held at the Millennium Towers Hotel, Dar es Salaam, Tanzania, May 19*.
- Mukherjee, S. (2014). *Corporate coaching: The essential guide*. New Delhi: SAGE Publications India.

- Okumu, J., Ogwang, T., & Wafula, W. (2021) Mentoring and Teacher Effectiveness in Government-Aided Secondary Schools in the Acholi Sub Region in Uganda. *Creative Education*, 12(2), 2700-2714. doi: 10.4236/ce.2021.1211200.
- Ozcan, K., & Balyer, A. (2012). Negative factors affecting the process of mentoring at schools. *Procedia-Social and Behavioral Sciences*, 46 (1), 5414-5419.
- Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York: Oxford University Press.
- Senom, F., RazakZakaria, A., & Sharatol Ahmad Shah, S. (2013). Novice Teachers' challenge and survival: Where do Malaysian ESL Teachers Stand? *American Journal of Educational Research*, 1(1), 119-125.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. Sage Publications.
- Sunde, E., & Ulvik, M. (2014). school leaders' views on mentoring and newly qualified teachers' needs, *Education Inquiry*, 5(2), 285-299.
- Taylor, S.J., Bogdan, R., & DeVault, M.L. (2016). *Introduction to Qualitative Research Methods. A Guidebook and Resource* (4th Ed). John Wiley & Sons, Inc., Hoboken, New Jersey.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological process*. Cambridge, MA: Harvard University Press.
- Wasonga, C., Wanzare, Z., & Dawo, J. (2015). Mentoring beginning Teachers: Bridging the Gap between Pre-service Training and In-practice Realities. *Journal of International Education and Leadership*, 5(2), 1-11.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.

Yin, R.K. (2016). *Qualitative research from start to finish* (2nd ed.). London, United Kingdom: The Guilford Press.

BIOGRAPHY OF CO-AUTHORS:

1. Dr. Johnson Muchunguzi Ishengoma

Senior Lecturer, School of Education, Department of Educational Foundations, Management & Lifelong Learning at the University of Dar es Salaam, Tanzania. He holds a PhD in Higher Education Financing and Comparative and Global Studies in Education from the State University of New York at Buffalo (USA). He has taught in Universities for than forty years, supervised more than 100 PhD and Master students at different times. In this article he is the first supervisor and editor.

2. Dr. Eugenia Joseph Kafanabo

Dr Eugenia Kafanabo, is currently the Dean, School of Education, University of Dar es Salaam, Tanzania. She is also a Consultant, a Senior Lecturer and a member of the Department, Educational Psychology and Curriculum Studies, at the School of Education, University of Dar es Salaam (Main Campus). Her research focus is on Science education and professional development of teachers, Curriculum studies in primary, secondary and teacher training colleges, environmental education and climate change and gender issues. Has conducted different consultancies with different organizations including Haki Elimu, UNESCO, DAAD, DANIDA, Ministry of Education, Science and Technology, Maarifa ni Ufunguo, and Repoa. She has published more than 20 journal articles regionally and internationally, 4 book chapters and several project reports. Is also well versed in qualitative methodologies and a bit of quantitative research and evaluation and also has supervised more than 80 PhD and Masters students since the year 2006, where more than 65 have graduated and are working in different fields of education. In this article she is the second supervisor and editor.