MENTORING AND THE DIFFERENCE IT MAKES IN TEACHERS' WORK: A LITERATURE REVIEW

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Abstract:

Globally, researchers and education leaders are interested in achieving quality education, which is why different countries have identified continuous professional development (CPD) of teachers as a great measure to attain success in education. Mentoring which is a type of teacher CPD has been implemented in developed countries such as: United Kingdom, United States of America, Australia, Asian and Scandinavian countries, among others. However, some countries (Nigeria, Pakistan, Jordan, United Arab Emirates, etc) are yet to introduce teacher mentoring, which may be the reason why the quality of education in such countries is poor, because mentoring is known to guide, support, direct, and develop the competence of teachers, build teachers confidence and sense of belonging in the teaching profession, as well as reduce teacher attrition. This research is aimed at finding out whether mentoring makes a difference in teachers' work and whether mentoring should be widely adopted or not. The method adopted for this research is the research synthesis which involves the process of bringing together existing research knowledge and findings. Results show that both less experienced teachers (mentees) and experienced teachers (mentors) who have not participated in mentoring developed low self-esteem and they prefer to leave their teaching jobs due to stress, frustration, dissatisfaction, and because they demonstrate incompetence which affects their confidence. While teachers who have participated in mentoring developed confidence, gained leadership and communication skills, they became empathetic, felt valued and had the ability to function independently as classroom teachers. Countries all

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over the world must, therefore, introduce teacher mentoring and promote its sustainability for effective teaching and learning.

Keywords: mentoring, mentor, mentee, teacher

1. Introduction

The quest for school improvement and student's academic success is becoming a crucial subject in the education sector and therefore, not new. Sowel (2017) made a very important point that the society is interested in the academic achievements and progress of students, for this reason, schools and educational leaders explore different methods to meet the demands of the society. Hence, mentoring has become prominent among diverse institutions and researches around the world (Myers and Anderson, 2012; Colley, 2002). Mentoring, however, is used to improve teachers' personal and professional development, because research has confirmed that effective teachers and high-quality teaching has a great influence on students' academic success (Wong, 2004). In the field of teacher education, for example, experienced teachers are positioned to support and guide new teachers with little or no experience in the teaching profession, this is done through direct contact basis (Khasnabis, Reischl, Stull and Boerst, 2013). This has been found to be very effective in improving teachers' professional development and reflective practice (Sundli, 2007; Livingstone, 2016). Ingersoll and Strong (2011) confirms that effective mentoring serves as a tool that supports and develop the competencies of teachers and reduces the rate of attrition among them, which is in turn beneficial to students as they improve and progress effectively in their academic pursuit. Gjedia and Gardinier (2018) reinforces this view that effective mentoring fosters "*collaborative culture*" because it lays emphasis on positive relationships and encourages effective learning. Effective mentoring is very important in education because, according to McCann and Johannessen (2009), new teachers with less experience find teaching very challenging, as a result, they may prefer to leave the profession, hence, mentoring offers support and guidance.

As good as mentoring is, unfortunately, it can fail to meet its true intentions when there is "*personality conflict, professional differences, lack of time to focus on collaborating*" (Khasnabis, et al 2013). To Sundli (2007), mentoring can fail when intimacy, over dependence and issues of power and control come to play. Starr (2015) suggests that mentoring can fail when the objectives of both the individuals and those of the organization are not clearly defined. Hence, Hudson (2013) rightly points out that only well-informed mentors can successfully and effectively work with the less experienced teachers.

However, mentoring has been variously defined. Ragins (2016) views mentoring as a concept which lays emphasis on relationship between two (2) categories of people such as: experienced personnel and less experienced personnel, whereby the experienced personnel guide the less experienced one towards career growth and progress. Without

doubt, mentoring involves people within the same profession (Ramaswamy, 2001). The experienced and the less experienced personnel within the concept of mentoring are called: mentor and mentee. A mentor is an individual who has more professional experiences in his given field or career. Mentee is a term given to a person who is still at the early stage of acquiring practical skills of the profession (Hudson, 2016). According to Cambridge Dictionary, a teacher is an individual whose profession involves training and instructing people, especially in school.

The rationale behind this research is therefore, based on the works of Gilles and Wilson (2004, p. 87 & 104): "…*mentoring is somewhat developmental in nature: it can be learned by engaging in it and it needs to be constantly supported. Mentoring also gives teachers leadership opportunities that builds confidence and professional courage.*"

The aim and objective of this research is to find out whether mentoring makes a difference in teachers' work and whether mentoring should be widely adopted or not. The research will also confirm the works of Gilles and Wilson (2004, p. 87 & 104) to be true or false. To achieve this, the extent to which mentoring plays an important role in teachers' effectiveness and efficiency towards students' academic achievements and school improvements will be explored. In order to ascertain whether mentoring plays a pivotal role in teachers' development and students' academic progress or not, this research will analyse teacher quality in relation to two (2) contexts. The discussion will follow the pattern of: Context A and Context B, whereby, Context A has not implemented mentoring in schools, while Context B has implemented mentoring in schools.

2. Mentoring and Theoretical Framework

2.1 Social Cognitive Theory: Self-Efficacy

Schunk and Pajares (2010) discusses social cognitive theory which they view individuals as dynamic, because rather than just responding to a situation, they create or control the situation. This is the basis upon which people contribute to their personal and professional development. To Schunk and Pajares, this can be achieved through experience and self-reflection: which agrees with the works of Bandura (2011).

According to Flammer (2015) the concept of self-efficacy was coined by prominent theorists such as: Bandura, Heider, Rotter, Seligman, Weiner and E. Skinner, in the forties and eighties. Flammer (2015) defines self-efficacy as the ability of a person to create positive change and results. Bandura (1994) defines self-efficacy as a belief which people hold about themselves on whether they can influence occurrences that affect them in life. To Bandura, achievements of people are influenced by a well-built sense of efficacy. Flammer (2015) is of the view that individuals with a high sense of efficacy are not only confident, they also have the capability to deal with or control difficult challenges.

Bandura (2011) made a factual statement that it is difficult for people to live in isolation, instead, they interdepend on each other to achieve objectives. This justifies the essence of mentoring between mentors and mentees. Bandura (2011) lays emphasis on "efficacy" as a means through which individuals can develop their capabilities. He

explains four (4) ways of achieving efficacy, rating one (1) of the ways as "the most effective way of building a strong sense of efficacy", which is: mastery of experience. To Bandura, Resilience is built through experiences, which enables an individual to succeed by learning from their failed efforts. Basically, this is a challenge to new teachers who leave their jobs as a result of the difficulty they encounter in the teaching profession, as accounted by McCann and Johannessen (2009). Mastery of experiences provides appropriate feedback of individual's capabilities, which could have a successful or unsuccessful outcome (Bang and Reio, 2017).

The second way through which self-efficacy can be achieved according to Bandura (2011) is through social modelling. Bandura refers to models as individuals who have competencies that can inspire and stimulate the desire of other people to belief in their abilities and thrive to succeed. Models within this concept could be mentors, although a mentors' relationship is by far more personal than that of a model, because mentees engage more directly with the mentors (Thurmon, n.d). The third way of achieving self-efficacy is through social persuasion. This could otherwise be appraisals or feedbacks on a person's performance, since Bandura (2011) mentions that individuals have the tendency to belief in themselves and increase their efforts once they are persuaded and encouraged. The fourth way is based on physical and emotional states which influences individual judgements of their efficacy. Ability to build physical strength, interpret things positively rather than making negative misinterpretations, minimizing anxiety and depression, will enhance an individual's sense of efficacy, meanwhile, the inability to achieve these may result in negative outcomes which diminishes self-efficacy.

Larose (2013) made an interesting connection of the social cognitive theory of self-efficacy and mentoring by suggesting that: mentors should demonstrate their competencies during the mentoring process with the mentee and should bear in mind that mentees could display anxiety, depression, lack of motivation, misinterpretations, to mention among others. It is therefore important for mentors to boost the confidence of mentees through social persuasions. Bang and Reio (2017) agrees by stating that mentors support has a tremendous influence on the belief which mentees hold about their capabilities to perform tasks creatively and it increases the efforts of mentees to participate actively in creative activities.

2.2 What is Mentoring?

Murphy, Mahoney, Chen, Mendoza-Diaz and Yang (2005) defines mentoring as a direct contact relationship that exist between an experienced and an inexperienced personnel whereby, the experienced personnel takes up the responsibility to guide, model, counsel and advise the inexperienced personnel for the purpose of helping him or her to achieve academic and career advancement, critical thinking and reasoning, and an opportunity to work with a person of the same career. The experienced personnel also evaluate the performances of the inexperienced personnel and provide feedbacks. Ragins (2016) describes mentoring as a relationship which exists between an experienced and less

experienced personnel with the aim of supporting the less experienced personnel to advance and achieve mastery in their profession.

Mentoring is an action process which involves an individual called a mentor, who has the fundamental responsibility of supporting new teachers for survival (Wang, 2004). The definition of mentoring by Wang is all encompassing because, mentoring is not limited to professional learning of how to become an effective teacher alone, since new teachers learn behavioural and emotional skills, and self-efficacy, whereby their confidence is built to enable them stay on the teaching job despite any challenge, and also help them to improve their relationship with other people in their daily living within and outside the school. Hence, mentoring develops the cognitive and affective domains of teachers (Black, Olmsted and Mottonen, 2016).

Narrowing down the definition of mentoring to teacher education, Ingersoll and Strong (2011) defines mentoring as a "personal guidance" provided in schools by experienced teachers to new and inexperienced teachers. Tomlinson (1995) views mentoring as a process of supporting student teachers in a school-based setting to learn to teach. Tomlinson further notes that a mentor is an individual who is involved with student-teachers to support them.

Ibrahim (2012) notes that the word "formal" used in mentoring explains how mentoring should be organized, which is concluded that mentoring should be organized in an official and suitable way. Therefore, mentoring can be formal or informal (Ragins, 2016; American Psychological Association, 2006). Mullen (2016) discusses different types of mentoring such as traditional, alternative, formal, informal, diverse, electronic, collaborative, group and cultural mentoring. Formal mentoring is a sustainable relationship which is planned and well-structured with the intension of helping new teachers to achieve career development (Mullen, 2016). Strong (2009) defines formal mentoring as an official program with features such as: goals, training, assessment and evaluation, with a mentor who serves as a support or a facilitator.

Informal mentoring relationships are spontaneously developed because relationship which fosters the professional development of a mentee is established with a mentor through the relationship which is not managed nor recognized in an organization (American Psychological Association, 2006). Strong (2009) defines mentoring as a relationship that involves two (2) employees, in which the less experienced employees learn from the experienced one. To Asada (2012), informal mentoring facilitates apprenticeship. Ragins (2016) made a good point that high quality relationships between a mentor and mentee is built on trust, disclosure, vulnerability and commitment.

According to Mullen (2016) traditional mentoring relationship is hierarchical in nature and the senior person is the mentor who works around the goals of the mentee which involves skill acquisition and development of maturity and mastery in their chosen career or profession. It has been observed that various definitions of mentoring mention key words such as: relationship, support, development, survival and

competence. This summarizes the importance of mentoring on employees, organization and society.

According to Koki (n.d), mentoring, modelling and coaching are often used interchangeably by educators. Koki explains each term as follows: Mentoring is a process in which an individual called a mentor supports the development of another person called the mentee. Modelling involves a person who demonstrates positive examples. Coaching is often used by mentors to support or drill mentees in the development of teaching skills and strategies, usually through peer-conference, observation of lesson and post-conference.

To tackle social exclusion among youths, different countries such as: United States of America and United Kingdom have adopted mentoring (Colley, 2002). Management mentors (2011) notes that mentoring in Asia is culturally based, so that a mentor is seen as a wise elder whose ideas are not to be questioned but accepted and put into practice. Strong (2009) confirms that mentoring exists in many countries of the world, which differs in nature and intensity as a result of different educational systems.

2.3 Where did the Ideas of Mentoring come from?

Barondess (1995) gave a brief history of mentoring. Barondess accounts that Odysseus was the king of Ithaca who had an infant son named Telemachus and a wife named Penelope. Before Odysseus went for war that lasted for 20years at Trojan, he handed over his son and wife to his friend named Mentor. Mentor was saddled with the responsibility of providing education for Telemachus, the son of Odysseus. The education that was provided by Mentor is a type that can be described as "education for the total man", because it includes character development, ability to make decisions guided by wisdom and ability to have a clear purpose. It is interesting to note that Telemachus also received spiritual guidance from Athena, the supreme goddess of the Greeks, especially during his state of confusion.

The guidance and support which Telemachus received as a grown man was pragmatic in nature, because of the capability to function independently and make critical decisions with wisdom. Indeed, both Mentor and Athena successfully achieved their objectives of developing in Telemachus the skills needed for survival, through the relationship they built over time, hence, positive relationship and development are key in mentoring.

Strong (2009) agrees with the account of Barondess (1995) by pointing out that, the name mentor originates from the character in the Greek literature, which is often used when referring to a friend that is reliable, a counsellor or a teacher. Strong (2009) traces these attributes to the works of Francois Fenelon, a French author of the book titled: Less Aventures de Telemaque (The Adventures of Telemachus), written in 1699. Strong also lays emphasis on relationship, noting that the relationship that existed between Mentor and Telemachus was "asymmetrical relationship" because they developed mutual respect.

Orland-Barak (2014, p: 180) perceptively distinguishes the matriarchal and patriarchal functions in the roles played by mentor and Athena as follows: "*The matriarchal functions are personal caring, emotional support and nurturing. The patriarchal functions are guiding, instructing, imparting knowledge and challenging the novice protégé in the public spheres.*"

By implication, this means that mentors should be older than the mentees to enable them to effectively perform the role of a parent. Strong (2009) discusses mentoring through apprenticeship that existed during the middle age, where skilled and experienced craftsmen gave opportunity to young people to learn a trade and be trained formally in the craft of their choice. Strong links the apprenticeship method to the modern-day internships in different professions and different school level which still maintains the goal of personal and professional development through skill acquisition that is guided by an experienced professional.

Strong (2009) maintains that, to support less experienced teachers with personal and professional development, induction programs were introduced in 1980's in the United States of America and probably in some other countries of the world also. The induction programs enable experienced teachers to provide support in retaining new teachers by developing them to acquire the attribute which Wade (1998) describes as "expert" teachers. In order to achieve this, there is always a careful selection of mentors who are matched with mentees based on subject matter and grade level.

2.4 The Purpose and Functions of Mentoring

Kram and Isabella (1985) categorizes the functions of mentoring into two (2) such as: career-enhancing functions and psychosocial functions. Career-enhancing functions are geared towards preparing the mentee to advance in his or her career, which can be achieved through coaching, sponsorship, exposure and challenging work and protection. While the psychosocial functions require a mentor to help develop in the mentee professional competence and identity by serving as a role model, a counsellor, confirmation and a friend.

While the functions postulated by Kram and Isabella (1985) are shallow, Tomlinson (1995) notes that mentoring is more than just counselling because, counselling is concerned with gratification and contentment, but the goal of mentoring in education is to equip the less experienced teachers with the capability to teach and not just to feel happy and in control. Tomlinson (1995) persuasively discusses the functions of mentoring such as: contributing to pedagogical understanding and grasp of a repertoire of teaching strategies, direct support and assistance in teaching activity, assistance with mentoring of teaching activity and its effects, assist in analysing and reflection, during and after an action, taking account of skill acquisition phases, harnessing student motivation and commitment through interpersonal sensitivity and skills. Tomlinson's' functions of mentoring cover a lot of important phases of mentoring; in teaching young children, it is important that the less experienced teachers successfully grasp the strategies of teaching effectively because, teaching has become progressively diverse and

complex as teachers constantly experience different needs of students and schools, hence, teacher education programs should be geared towards preparing the less experienced teachers to teach (Martinez, 2004). It is important that teachers reflect on their practice because, reflection helps teachers to analyse problems from different dimensions and help proffer solutions to them (Aldahmash, Alshmrani and Almufti, 2017).

While it is important for mentors to consider the skill acquisition phase of the mentee which basically enables the mentor to discover the extent to which the mentee has learnt, Tomlinson (1995) however, overlooks the importance of feedback in his list of functions of mentoring. Allen, Shockley and Poteat (2010) found out that the critical component of the relationship between the mentor and the mentee is feedback because, the productivity of the mentee has a link with the frequency of the feedback which the mentor provides. Duffy (2013) confirms that when feedback is constructive it improves and develops the receiver of the feedback. Jyoti and Sharma (2015) found out that mentoring is geared towards career development as mentees can achieve mastery and competence in their career during the mentoring process. Ingersoll and Strong (2011) also notes that the function of mentoring is to develop the competences of teachers and to reduce the rate of attrition among them. Ingersoll and strong (2011) identifies an important function of mentoring as: the development of teachers to positively influence the academic achievement of students. According to Lee and Montiel (2011), mentoring fosters job satisfaction.

2.5 Roles of a Mentor

Hennissen, Crasborn, Brouwer, Korthagen and Bergen (2008) identifies two (2) roles of a mentor, such as: the directive role and the input role. The directive role enables the mentor to be an initiator and an imperator who introduces the topic of discussion with the mentee and allows the mentee to think critically about the topic and discuss his or her ideas. While the input role enables the mentor to encourage and advise the mentee based on the answers provided by the mentee. The mentor encourages the mentee to reflect on his or her classroom teaching performances. Indeed, the role of a mentor in a mentoring relationship with a mentee according to Hennissen, et al (2008) is an active role. According to Bird (2001), mentors play a formative role of inculcating into mentees professional values and ethics.

Klieger and Oster-Levinz (2015) perceive the role of mentors as the developmental role in which mentors develop the professional knowledge and pedagogical skills of the mentees in the same field and subject matter. Klieger and Oster-Levinz (2015) also mentions that mentors play a vital role of preparing the mentees to teach, be able to develop lesson plan, reflect on their classroom practice and give feedback to students.

However, it is important for both mentors and mentees to have certain skills that will foster the effectiveness of these roles. Philip-Jones (2003) discusses some crucial skills of both mentors and mentees. The skills are categorized into three (3) as follows: mentor specific skills, mentee specific skills and shared core skills. The shared core skills represent the foundation and the crux of mentoring between the mentor and the mentee.

The shared core skills include active listening, building trust, encouraging and identifying goals and current realities. Furthermore, out of the five (5) mentee specific skills discussed by Philip-Jones (2003), "showing initiative" seem to be the most important point because mentees need to demonstrate creativity and resourcefulness during the mentoring process and not to completely become dependent on the mentor. Also, out of the five (5) mentor specific skills, "providing corrective feedback" is more critical because it will help the mentee to reflect and learn from his or her mistakes.

3. The Potential Impact of Mentoring on Teachers

A. Experienced teachers

Huling and Resta (2001) identifies and discussed convincingly some impacts of mentoring on experienced teachers such as: improved professional competence, reflection on their own practice, professional renewal, psychological benefits such as; increased self-esteem, ability to work collaboratively with others as a result of the confidence and maturity built over time regarding how to deal with others, including the possibility of assuming leadership positions as a result of excelling in the role of a mentor.

Hanson and Moir (2008) discusses extensively four (4) significant impacts of mentoring on experienced teachers as follows:

"Firstly, mentoring expands the views of teachers about themselves and the teaching profession by enabling them to view themselves as teachers with "systematic perspectives" rather than just a teacher in a classroom. Secondly, mentoring provides deeper understanding of classroom teaching and learning to the teacher, in such a way that the teacher becomes versatile in using new teaching methods and incorporating collaboration and reflection in their classroom practice. Thirdly, mentoring fosters leadership development in mentors as they begin to expand their networks and connect with other mentors, administrators, among others. They also learn to be articulate and explicit when sharing their vision of best practices, as well as the understanding of teachers' role. Fourthly, mentoring supports best practice; mentors integrate and improve professional practices which has a positive influence on the school and its culture" (pp: 455-457).

Jewell (2007) made a remarkable finding which showed that mentoring is reciprocal in nature between the mentor and the mentee who are willing to learn, improve and make decisions that can contribute in making them grow professionally and improve the success of students. Mao, Kwan, Chiu, and Zhang (2016) explains that mentoring helps to develop the personal skills of mentors, such as: communication skills as they interact with mentees. Also, mentoring develops soft skills in mentors, such as: active listening skills, empathy and empowerment.

B. Less-Experienced Teachers

Stanulis and Floden (2009) reports that well-structured mentoring helps to improve mentees in active decision making and planning. Huling and Resta (2001) describes this process as "experiential" because mentees are involved in making effective planning and decisions related to the school curriculum, assessment and instructional practice. According to Tomlinson (1995), mentoring equips the mentees with in-depth pedagogical understanding and grasp of the practical strategies of teaching. Hence, teachers become competent and acquire the skilful capabilities of teaching.

Nash (2013) explains the stages of change in mentees which occur as a result of positive impact of effective mentoring. According to Nash, the changes include self-awareness, goal-setting and motivation. Mentoring is a platform which contributes to helping the mentees to be aware of their strengths, weaknesses and learning needs, which gives the mentor an understanding of how to help the mentee. Mentoring keeps mentees focused and purpose-driven, hence, the goal setting. Through mentoring, mentors guide and motivate mentees in such a way that they develop passion and commitment to teaching and they thrive to be self-reliant.

Mentoring helps the mentees to reflect on their practice (Sundli, 2007; Livingstone, 2016; Huling and Resta, 2001). Reflection enables the mentees to identify problems and lapses, and find solutions to them, this will in turn improve teachers' classroom practice.

3.1 Benefits of Mentoring

According to Fletcher Kogan (2001) the benefits of mentoring to the mentor, mentee and the organization are enormous. Fletcher Kogan reports that through mentoring, mentors become informed of and acquainted with working with mentees. Mentors can acquire new skills, expand their mentoring skills and become satisfied as they transfer knowledge and skills to the mentees. While the mentees receive exceptional support and guidance for their career path, improve their performance, increase visibility within the organization, have in-depth understanding of the culture that exist within the organization and an increased feeling of support and belongingness. These benefits which the mentor and the mentee receive bridges communication gap and brings different cultures within the organization together.

Rath (1997) explains that the benefits which the mentee receives from a mentoring relationship with a mentor includes guidance and encouragement to uphold the ethics of the profession. The mentees also benefit from building long term professional networks. Rath (1997) made an important point by noting that both mentors and mentees benefit from relationship which they develop. Miller (2012) made a factual statement that the mentor and the mentees benefit from each other: the mentee who is a fresh graduate from the University can share his or her knowledge which is more current with the mentor, while the mentor shares his or her experiences with the mentee and help the mentee to understand his or her role as a teacher.

Ingersoll and Strong (2011) points out an important benefit of mentoring as improvement and enhancement of students' academic performances which is achieved

as a result of teachers' competence. Mentoring is beneficial to schools because it fosters job satisfaction (Lee and Montiel, 2011) which in turn reduces the rate of attrition (Ingersoll and Strong, 2011). It can therefore be inferred that, mentoring fosters continuity in the teaching profession because it is obvious that knowledge and skills are being transferred from one generation to another.

3.2 Conditions in which Mentoring Succeeds

Mentoring succeeds when there is asymmetrical relationship as described by Strong (2009) because this type of relationship fosters mutual respect and understanding from both the mentor and the mentee. Mentoring also succeeds when the mentors are properly trained on the dynamics of mentoring and are also motivated with competitive salaries, as well as financially investing in mentoring and professional development programs by the organization (Darling-Hammond, Wei, and Andree, 2010). Mentoring succeeds when both the mentor and the mentee become self-aware of themselves, they can set goals and objectives together and thrive to achieve them, and they motivate themselves towards success (Nash, 2013; Hanson and Moir, 2018). When mentors and mentees are aware of their strengths and weaknesses, it gives an understanding as to what area needs more development through mentoring. Mentoring succeeds when the mentor is interested in helping the mentee to develop self-efficacy (Bandura, 2011). Mentoring succeeds when both the mentor and the mentee are in the same field and subject matter (Klieger and Oster-Levinz, 2015).

Other conditions which contributes to the success of mentoring according to this research includes: experience of the mentor, effective communication skills, leadership traits, ability to control emotions, ability to understand their roles as mentors, ability of the mentor to give opportunity to mentees to think critically and come up with possible solutions to problems, rather than being wholly dependent on the mentor, being ready to mentor and be mentored, to mention among others.

3.3 Why Mentoring Can Fail

Mentoring can fail to meet its intensions when there is personality conflict, professional differences and lack of time to focus on collaborating (Khasnabis, Reischl, Stull, and Boerst, 2013). Sundli (2007) believes that mentoring can fail when there is intimacy, over dependence and issues of power and control. To Starr (2015), mentoring can fail when the objectives of both the individual and those of the organization are not clearly defined.

However, in reference to experience and the findings of this research, mentoring can fail to achieve its objectives when the mentors are not adequately trained, when there is inadequate finance to invest in mentoring programs, different subject area or different career path, lack of experience on the part of the mentor, lack of effective communication skills, lack of continuity of the mentoring process, lack of asymmetrical relationship, inability of both mentors and mentees to control their emotion; example: anger, lack of readiness to mentor and be mentored, among others.

3.4 Mentoring Versus No Mentoring

Following this research, it is however, clear that most teachers, students and educational leaders around the world are aware of the importance of mentoring in teacher education and the role effective mentoring plays in fostering teachers' pedagogical knowledge and professional competence, which contributes immensely to improved academic performance and progress of students. For this reason, many education providers in different countries have implemented mentoring which is yielding results and meeting goals and objectives in schools.

However, there are still schools in countries, especially underdeveloped countries where mentoring of teachers is not part of their practice, hence, there is little or no effective teacher performance and little or no positive academic achievements of students. For Instance: in Nigeria, mentoring of teachers has not been implemented, this may be so because educators are not aware of the critical impact of mentoring on teachers' work or they doubt whether mentoring of teachers can be realistic within this context (Taiwo, n.d). On the other hand, Undiyaundeye and Basake (2017) are of the opinion that school administration has "ignored" mentoring in Nigeria.

According to Abed and Abd-El-khalick (2015), although teacher mentoring was introduced in Jordan by 1996, it is still ineffective because it is not enacted meaningfully nor encouraged. To Naseem (2013) mentoring is entirely a new concept to both students and teachers in Pakistan and no form of mentoring is provided for teachers and students. Ibrahim (2012) affirms that teachers are not supported with mentoring in United Arab Emirates (UAE).

This discussion is therefore, geared towards exploring to find out whether schools that have not implemented mentoring are meeting their targets and goals or not and to find out whether schools with mentoring are achieving their objectives or not. The discussion is broken down to follow the order of: Context A: which provides explanations about schools without mentoring and Context B: which provides explanations about schools with mentoring.

4. Research Method

The method used for this research is called research synthesis. This type of research follows the process of bringing together existing research knowledge and findings on matters that affects the interest of people. Research synthesis is aimed at developing new knowledge through integration, which further helps in generalization and applicability (Whyborn, Louder, Harrison, Montambault, Montana, Ryan, Bednarek, Nesshover, Pullin, Reed, Delleker, Kramer, Boyd, Delleker, and Hutton, 2018). Sources for this research were however, gotten from textbooks at the University of Nottingham's library and from journals searched through Google Scholar and the University of Nottingham's search engine.

This synthesis is important to find out the extent to which mentoring makes a difference in teacher's work, which involves comparative synthesis of two (2) real life-

situations following the pattern of context A (No mentoring situation) and context B (Mentoring situating). Both quantitative and qualitative research works are synthesized. More information is presented below:

Table 1: Analysis of the study - No Mentoring (n = 6)

Study	Subject domain	Subjects	Type	Method	Data sources	Country
Abed & Abd-El-Khalick (2015)	Science	Mentoring	Survey	Quantitative Research	Questionnaire	Jordan
Ajake, Abang, & Oba (2014)	Education	Mentorship	Survey	Quantitative Research	Questionnaires	Nigeria
Ibrahim (2012)	Educational foundation	Teacher Development	Survey	Quantitative & Qualitative Research	Questionnaires & Interviews	United Arab Emirates
Naseem (2012)	Education	Peer Mentoring	Implementation	Qualitative Research	Interviews	Pakistan
Taiwo (n.d)	Education	Mentoring	-	-	-	Nigeria
Undiayaundeye & Basake (2017)	Psychology	Mentoring & Career Development	Survey	Quantitative Research	Questionnaire	Nigeria

n = Number of journals

Table 2: Analysis of the study - Mentoring (n = 4)

Study	Subject domain	Subjects	Type	Method	Data sources	Country
Darling-Hammond Wei & Andree (2010)	Education	Teacher Development	Ethnography	Qualitative Research	-	Australia, America, United Kingdom, Asian & Scandinavia Countries
Mathur, Gehrke & Kim (2012)	Teacher Education	Teacher Mentorship	Online Survey	Quantitative Research	Questionnaires	United States of America
McCollum (2014)	Education	Mentoring	-	Qualitative Research	Interviews	United States of America
Stanulis & Floden (2009)	Teacher Development	Mentoring	Survey	Qualitative and Quantitative Research	Questionnaires & Interviews	United States of America

n = Number of journals

4. Research Findings

Main findings emerged from the 10 research articles synthesized, which explains the extent to which mentoring makes a difference in teachers work, in situations where teachers are exposed or not exposed to mentoring. Discussions are as follows:

Context A: No Mentoring

Following the research conducted by Ibrahim, (2012) in United Arab Emirates (UAE), it has been gathered that teacher mentoring has not been implemented and fresh graduates from colleges of education are employed to become teachers in schools without any form of practical and professional guidance and support on the dynamics of teaching. This has made teachers to face stress and they probably demonstrate incompetence which affects their confidence, because Ibrahim states that teachers in UAE are having low self-esteem and they prefer to leave their teaching job. It can be inferred that there is high level of attrition in UAE because teachers are not satisfied with their jobs.

Naseem (2012) found out that in Pakistan, educators claim that there is unavailability of funds to implement mentoring in schools, for this reason, there is no mentoring in Pakistani schools and students gets little or no support. Although information about the difficulties teachers face in classrooms were not given, but Neseem (2012) introduced peer mentoring in two (2) Universities in Pakistan where a total of 60 mentors were selected and trained to support 95 mentees in the first University, and 40 mentors were selected and trained to support 20 mentees in the second University. Findings show that mentees had higher academic achievements, they became confident, they reflected on their work and improved, and they had a sense of belonging. While the mentors developed confidence, gained leadership and communication skills, they became empathetic, felt valued and discovered that they learnt through reciprocity. This means that before the introduction of mentoring to this few groups, the reverse was the case; both mentees and mentors had no confidence, lacked effective communication skills, there were not empathetic, there was no academic improvements, to mention among others. Indeed, mentoring is an effective tool for both personal and professional development. Since this research involved only but a few people in Pakistan, there is a need for mentoring to be fully implemented in all schools in Pakistan, because this research conducted by Naseem (2012) does not explain continuity.

In Jordan, Abed and Abd-El-khalick, (2015) explains that mentoring of teachers is neither mandated, encouraged nor effectively enacted. Hence, less experienced teachers have prior awareness of the fact that they will not be supported or guided in the teaching profession and they may not achieve their full potentials. This means that they may be in the teaching profession probably for fear of unemployment or for the purpose of having a paid job which can provide their needs, since there is no motivation for the job. There is also possibility that the less experienced teachers may leave the teaching jobs in the future. This, however, poses challenges to students, as they perform poorly in their academics, hence, the goal of achieving quality education is defeated.

Taiwo (n.d) states that the less experienced teachers in Nigeria are employed to teach and left alone to go through the teaching process without support. This is the case of "trial and error" on the process of teaching since there is no support, which has a negative effect on teachers' personal and professional development, and negative effect on the academic performance of students. Therefore, Undiyaundeye and Basake, (2017) concludes that school administrators have ignored mentoring. Similarly, Ajake, Abang

and Oba, (2014) acknowledges the fact that mentoring does not exist in Nigerian higher institutions. Ajake, et al, (2014) explains further that new lecturers are recruited and left on their own without any form of orientation and mentorship, worst still, they do not participate in conferences, as such, most newly recruited lecturers go through frustration and dissatisfaction. This, however, sends a negative signal to people about the teaching profession, as well as make the lecturers under-equipped, and students' academic success may not be achieved.

Context B: Mentoring

Mathur, Gehrke and Kim (2012**)** found out in their research conducted in United States of America (USA) that mentoring has a tremendous positive impact on both the mentees and mentors and they are excited about mentoring. Mentors viewed their roles as individuals who reflect and influence their mentees to reflect on their practice. Mentors also made wonderful comments on the impact of mentoring in their lives. Mentors stressed the fact that mentoring has prepared them for leadership role, and they are interested in taking up leadership positions, continue to support less experienced teachers or start up their own school. While mentees confirmed that mentoring has equipped and developed their personal and professional skills, especially the ability to function as a classroom teacher independently. Mentees made it clear that they are satisfied with their teaching jobs and they are willing to continue in the teaching profession. Without doubt, both mentors and mentees within the context of this research are satisfied with the teaching profession because they have benefited from mentoring which is developmental in nature, hence, it is easy to conclude that there is high academic achievement of students in school.

Darling-Hammond, Wei and Andree, (2010) made very interesting findings on why most countries that have implemented mentoring are succeeding and achieving their goal of quality education. For example: in Scandinavia, new teachers in Finland, Norway and Netherlands are involved in graduate-level teacher training for about two-three years which is fully paid by their government. The teachers also receive stipend while on training. Part of their requirements to be qualified as teachers involves content-specific pedagogical course work and a thesis research which identifies and proffer solutions to educational problems in schools. This same practice is also done in Asian countries like Singapore, Korea, Hong Kong and Chinese Taipei. Darling-Hammond, et al (2010) also discovers that in countries like Australia, France, Greece, Israel, Italy, Japan, Korea, New Zealand, and Switzerland, Induction programs which gives new teachers access to mentoring is compulsory, and countries like United Kingdom, France, Israel, Norway, Singapore and Switzerland requires that mentors undergo formal training before mentees are assigned to them.

Indeed, for mentoring to be successful, it requires effective policy formation and implementation, financial investments, motivation with a competitive salary or stipend, experienced mentor trainers, infrastructures, among others. To Darling-Hammond, et al (2010), for mentoring to be successful, teacher collaboration in schools is needed, training

for lesson study, action research and inquiry is also needed, it is important to provide training resources and regular professional learning opportunities for mentors and mentees.

From the research conducted by McCollum, (2014) less experienced teachers (mentees) expressed satisfaction after working with experienced teachers (mentors) at various times. The less experienced teachers comment that the availability of experienced teachers makes them to have a sense of belonging. This, perhaps, helps to build the confidence of the less experienced teachers in the teaching profession.

Interestingly, the research carried out by Stanulis and Floden, (2009) explains how satisfied the less experienced teachers were, after being mentored by the experienced teachers. Findings, however, shows that less experienced teachers variously agreed that mentorship programs that are well-designed and demands intensive commitments improves their teaching practice and the academic performance of students. Some of the less experienced teachers agree that they received constructive feedbacks from experienced teachers, of which their reflective abilities concerning their classroom lessons have been developed. Others mentioned that classroom management, planning of lessons and instructional activities which inform the use of different learning styles as the areas they benefited from and improved on tremendously.

Teacher mentoring is, therefore, very important for effective teaching and learning, hence, countries with the intention of achieving quality education must implement teacher mentoring and other continuous professional development programs, to equip teachers for their roles.

5. Conclusion

The rationale for this research which is based on the works of Giles and Wilson (2004, pp. 87 and 104) has been confirmed and considered to be true by agreeing that mentoring does make a difference in teachers' work because, it contributes in helping new teachers to understand and grasp the teaching strategies, which helps them to influence the academic achievements and progress of students positively (Tomlinson, 1995; Stanulis and Floden, 2009; Nash, 2013; Rath, 1997; Sundli, 2007; Livingstone, 2016; Strong, 2009; Miller, 2012 and Jewell, 2007).

Interestingly, mentoring does not benefit the mentees only, it is also beneficial to the mentors because: the mentor becomes more experienced in working collaboratively with others and develop the skills of active listening, empathy and effective communication skills. Patience is also built at this stage which helps the mentor to demonstrate his/her competences and experiences in building the self-efficacy of mentees especially when the mentees display, anxiety, depression, lack of motivation, among others. Mentoring also helps the mentor to develop leadership skills in such a way that it becomes possible for him or her to assume leadership positions (Huling and Resta, 2001; Larose, 2013; Hanson and Moir, 2008 and Bandura, 2011).

This research also confirms that the organization in which mentoring takes place also benefits through improved productivity, bridge of communication gap, effective and positive work relationship.

It is now clear that mentoring can fail to achieve its intensions when there is personality conflict, professional differences, when the objectives of the organization and those of the individuals involved are not clearly defined (Khasnabi, et al, 2013; Sundli, 2007 and Starr, 2015).

Mentoring can however, be successful when there is asymmetrical relationship between the mentor and the mentee, when mentors are properly trained and motivated with competitive salaries, when the government and schools financially invest on mentoring programs, when goals and objectives are set, among others (Strong, 2009; Darling-Hammond, et al, 2010; Nash, 2013; Hanson and Moir, 2008).

This research has revealed that some schools within the context of developing countries are either still in doubt of the feasibility of mentoring or they have decided to ignore mentoring despite the impact it has on development (Taiwo, n.d; Udiyaundeye and Baseke, 2017).

This research, therefore, benefits schools and educators in developing countries because it explains the reason why they are not able to achieve quality education and exposes them to why other countries are succeeding. Through this research, quality education cannot be achieved without investing in teachers who are the major stakeholders in education and responsible in inculcating knowledge into the children.

Hence, educators, policy makers and other leaders in developing countries should learn from countries like Finland, Singapore, United Kingdom, United States, among others, who have successfully implemented mentoring and are achieving quality education, because, no country, organization or individuals can achieve goals and objectives in isolation.

5.1 Recommendations

All researchers and education leaders in countries where there are no mentoring programs for teachers (Nigeria, Jordan, United Arab Emirate, Pakistan, among others) must become pro-active and practically introduce mentoring in various schools. For this to be achieved, this research therefore, serves as an orientation about what mentoring entails, to various organizations. Researchers and education leaders must, however, liaise with authorities in education (government and non-governmental) to introduce teacher mentoring programs and promote its sustainability, for quality education to be achieved.

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