ESTABLISHING HOW THE HEAD-TEACHERS' MENTORSHIP ROLES AS INSTRUCTIONAL LEADERS INFLUENCE THE PERFORMANCE OF THE NEWLY DEPLOYED/TRANSFERRED TEACHERS IN PUBLIC SECONDARY SCHOOLS

Harriet Jato[1i],
Kinikonda Okemasisi[2],
Jacklyne Okello Alari[3]
[1]Masters Student,
Tangaza University College,
The Catholic University of Eastern Africa,
Kenya
[2]Lecturer and M.Ed. Program Leader,
School of Education,
Tangaza University College,
Kenya
[3]Karatina University,
P. O. Box 1957 -10101, Karatina,
Kenya

Abstract:

The study investigated how the mentorship roles of head-teachers as school cultural builders influence the performance of the newly deployed/transferred teachers in Lufwanyama District. The study was anchored on Kram's Mentor Role Theory and Path-Goal Theory. A mixed methods research approach and a descriptive survey design were adopted. The target was public secondary schools, head-teachers, HODs and teachers. Purposive sampling was used to select 16 public secondary schools and 16 head-teachers. Stratified and simple random sampling techniques were adopted to select 33 out of 112 HODs, and 93 out of 311 teachers. Questionnaires were used to collect data from teachers and HODs, while interviews were used to collect data from head-teachers. Quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) version 21 and presented in frequencies, tables and percentages. Qualitative data were categorized into various themes and reported in form of narratives and direct quotations. The findings revealed that the mentorship roles of head-teachers were important in determining the performance of newly deployed/transferred teachers. However, it was established that most of the head-teachers do not adequately coach newly deployed/transferred teachers and do not effectively supervise and examine teachers' lesson notes in order to build their professional abilities. The study concluded that effective mentoring of newly

[i] Correspondence: email harrietjato@gmail.com

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deployed/transferred teachers was hindered by factors including mentors' inadequate knowledge and skills in mentoring, head-teachers' work overload and head-teachers' insufficient leadership abilities. It was recommended that the government should give mentors the training they need to support newly deployed/transferred teachers. This would enhance teachers' performance in public secondary schools in the Lufwanyama District.

Keywords: establishing, head-teacher, mentorship, newly deployed/transferred, performance

1. Introduction

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

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

In the United States of America, mentoring has been progressively used since the 1970s in organizations and institutions as part of the professional development of employees (Roche, 1979; Clutterbuck, 1991). Corporate organizations coined key mentoring terms such as mentor, mentee, and protege in the mid of 20th century. However, as Lortie (1975) noted, mentorship in education was underutilized compared to corporate organizations. Thus, Florida was the first state in the 1980s that implemented

mentoring programs to assist teachers in developing their teaching competencies and minimize teacher attrition rates (Allen & Poteet, 2010). Similarly, Scandura (2007) attributed the need to mentor teachers to the limitations of tertiary level training and emphasized school-based mentorship as a solution. Since then, mentoring has influenced corporate organizations and education sectors (Bennis, 2014).

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

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

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

Furthermore, as coordinators of mentors, the head-teachers plan for mentoring programs, pairing newly deployed/transferred teachers with the right mentors, provides training and incentives to mentors (Carver, 2011). They are the ones at the forefront of creating collegial collaboration teams within the school (Bakioğlu, *et al.,* 2013). The head-teachers also delegate mentoring of newly deployed/transferred teachers to HODs or experienced teachers to help them update or strengthen their pedagogical skills and techniques. Equally, Odden (2011) affirms that mentorship programs provide newly deployed/transferred teachers with the knowledge, skills and awareness to work successfully and improve performance. Usually, teachers' performance is seen in teaching techniques, instructional materials, class management, lesson delivery, and

skills to deliver subject content to the learners (Aacha, 2010). Therefore, the primary purpose of mentoring in schools is to enhance quality teaching and improve student achievement. Hence, the head-teachers have to be proactive and knowledgeable about the needs of newly deployed/transferred teachers and train mentors for the job.

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

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

2. Statement of the Problem

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

2.1 Purpose of the Study

The purpose of this study was to investigate how the head-teachers' mentorship roles as instructional leaders influence the performance of the newly deployed/transferred teachers in public secondary schools in Lufwanyama District, Zambia.

2.2 Research Question

How do head-teachers' mentorship roles as instructional leaders influence the instructional performance of the newly deployed/transferred teachers in public secondary schools?
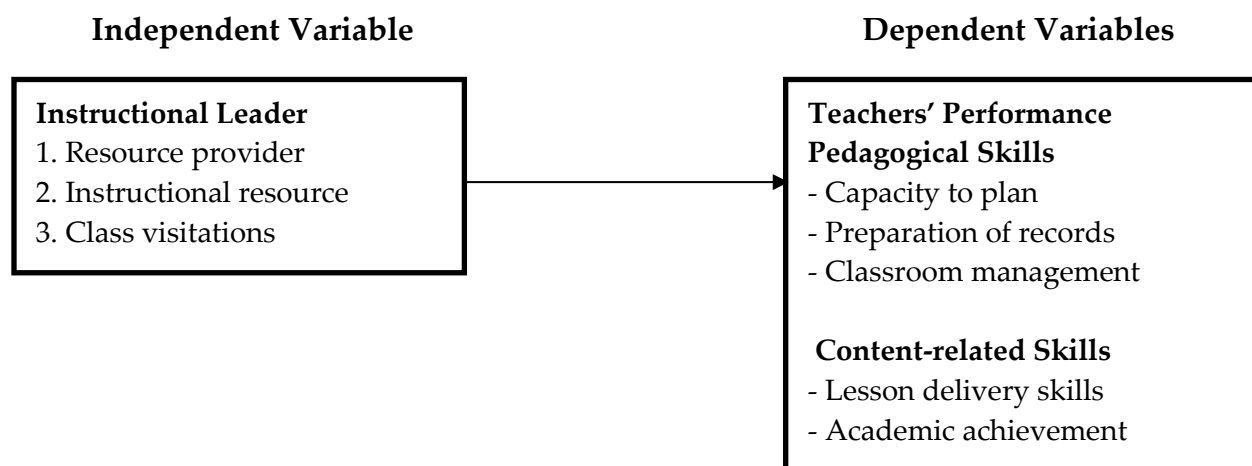
3. Conceptual Framework

Independent Variable　　　　　　　　　　**Dependent Variables**

Instructional Leader
1. Resource provider
2. Instructional resource
3. Class visitations

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**Teachers' Performance
Pedagogical Skills**
- Capacity to plan
- Preparation of records
- Classroom management

Content-related Skills
- Lesson delivery skills
- Academic achievement

Figure 1: Conceptual Framework

4. Theoretical Framework

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

　　　Kram perceived that career functions depend on the senior person's position and influence in the organization's relationship. Thus, leaders help the subordinate staff members to develop their competencies through sponsorship, exposure and visibility, coaching, protection and challenging assignments (Kram, 1985). In light of this theory, the head-teachers have to offer a nurturing and supportive environment where the newly

deployed/transferred teachers take risks necessary for professional growth. On the other hand, the head-teachers are to support the protege by offering counseling, friendship and role modeling through psychosocial functions. These functions of mentorship enhance individuals' sense of competence, identity, and effectiveness in their professional roles.

5. Empirical Literature Review

5.1 Head-Teachers' Instructional Mentorship Roles and Teachers' Performance

Head-teachers have another role as instructional leaders or mentors in the schools that they run. As instructional leaders, they focus directly on teaching and learning functions in schools and supervise day-to-day classroom activities. Instructional leaders are providers of teaching and learning materials, communicators of policies and goals of schools and visible presence (Marzano *et al.*, 2005). Over the years, there has been growing evidence that schools with instructional leadership tend to perform better than those without (OECD, 2019). Therefore, head-teachers as instructional leaders, should focus on guiding teachers and students' learning outcomes. Thus, the head-teachers who use instructional leadership pursue professional development of teachers' pedagogy, knowledge and skills. As instructional leaders, they can mentor teachers in their schools through informal and formal mentorship (Westerberg, 2016). Informal mentoring means that head-teachers take a few minutes each day to go around the school premises, greet and discuss with teachers and students, and visit class informally (Farrukh, 2020).

Hassanreaza *et al.* (2020) explored the instructional leadership in Iranian public primary schools from the perspectives of successful principals. The findings revealed that the principals used instructional models to articulate the schools' vision, conduct instructional programs and promote a learning climate in their schools. Further, the findings revealed that society's culture influenced instructional leadership, supporting the need to contemplate leadership and context. Thus, head-teachers should use the instructional model to improve teachers' performance in their schools because it makes them become proactive and monitor whatever the teachers are doing in their classes. The study used a qualitative research design and interviewed 26 head-teachers. In contrast, the current study used a descriptive design which uses both qualitative and quantitative methods. This design is advantageous because the strength of one method would offset the weakness of the other method.

In the United States of America, Lynette (2019) investigated the efficacy of mentoring services in Texas elementary schools. The study used an experimental design, questionnaires, and interview guides to collect data. The findings showed that a good rapport between the mentee and mentor and dialogues were critical to beginning teachers' success. The results also showed that training, classroom observations and monthly meetings were the most effective mentoring programs. The study by Lynette further revealed that in Texas, head-teachers provided seminars, workshops and conferences on teaching matters and general problem-solving. The study results

indicated that not all the head-teachers were able to facilitate mentorship programs for newly deployed/transferred teachers. The majority of the head-teachers were not committed or lacked knowledge on how to conduct mentorship programs as a way of enhancing teachers' performances. This indicated that for mentorship programs to succeed, mentors and mentees should have a good working relationship. Further, the mentors must have knowledge and experience to conduct mentorship programs meant to enhance the performance of newly employed/transferred teachers. Different from the study by Lynette, which was carried out in the elementary schools, the current study will be conducted in public secondary schools in Lufwanyama District, Zambia focusing on how the mentorship roles of head-teachers enhance the performance of newly deployed/transferred teachers.

Hudson (2013) conducted a study on strategies for mentoring teachers' pedagogical approaches in Australia. The study used a qualitative method with 29 participants. The findings showed that mentors assisted pre-service teachers in pedagogical knowledge. They guided them in; planning, timetabling lessons, preparation of studies, teaching strategies, content knowledge, problem-solving, questioning, classroom management, implementation, assessment and viewpoints for teaching. Thus, the mentors are handy in assisting pre-service teachers in learning the ropes of the school. Mentoring facilitates skill transfer and collaboration between mentors and mentees. It also leads to career development in teaching techniques. The study by Hudson was about the strategies for mentoring pedagogical knowledge practices to assist a pre-service teacher. The study used a qualitative method only and focused on pre-service teachers. However, the current study used a descriptive design and looked at new newly employed and transferred teachers to assess the role of head-teacher mentorship role on their performance.

Furthermore, Hafsat *et al.* (2020) in their study investigated the impact of principals' instructional leadership practices on secondary school teachers' effectiveness in the North Central Geo-Political Zone of Nigeria. According to the findings, an instructional leader explains the school mission, manages instructional programs and helps develop a positive school learning climate. Therefore, any school head-teacher needs to focus on instructional leadership practices related to teaching and learning to improve teachers' effectiveness. The study focused on principals' instructional leadership practices, but the current research focused on mentorship roles of head-teachers on the performance of newly deployed/transferred teachers.

In Kenya, Oluchina and Amayi (2016) assessed mentees' experiences in nursing mentorship programs at Kenyan public universities. The results revealed that mentors and mentees had good working relationships. Most mentees confirmed that they received adequate support through formal mentorship programs from the institution. It was found out that formal mentorship was done in form of ongoing training for teachers through workshops, conferences, and departmental training. The study also clearly showed that mentorship programs enhanced teamwork and relationships in workplaces.

Oluchina and Amayi focused on the nursing mentorship programs in public universities in Kenya. However, the current research concentrated on the mentorship roles of head-teachers in secondary schools in Lufwanyama in Zambia.

Lungu (2017) researched factors affecting the induction of novice teachers in selected primary and secondary schools in Solwezi District, Zambia. The findings showed that the induction of novice teachers to a certain extent existed with varying content and was at the discretion of head-teachers. It further revealed that induction practices included orientations, in-service meetings, school in-service workshops and Continuous Professional Development and that these were conducted in some schools. It also indicated that mentors were appointed but did little or nothing because they lacked proper training in mentoring. Furthermore, the study revealed no mandatory policy and a lack of a common framework for induction in schools. Nevertheless, the study was on the novice teachers' induction and not the head-teachers as mentors, hence the need for the current study.

Kabeta *et al.* (2019) aimed at establishing whether instructional leadership was practiced or not in the selected basic schools as stated by the National Policy on Education in Zambia. The findings indicated that the head-teachers who participated in this study were not practicing much instructional leadership and that this negatively affected the teaching and learning outcomes. The findings further indicated that the majority of the head-teachers who participated in this study did not receive any training that prepared them for this role. The study recommended that the Ministry of Education, Science, Vocational Training and Early Education should review its policy to see whether its policy objectives are being implemented and the extent to which the policy is achieving its desired effects. The ministry needs to review pre-service training programs in order to incorporate training in education administration and leadership; further, expand and strengthen the in-service training programs for head-teachers at the National In-service College, and create more institutions that will offer similar programs. This would improve teacher training and thus the performance of teachers and students in Zambia's public secondary schools. The study by Kabeta *et al.,* though related to the current study, did not look at head-teachers in relation to the mentorship of the newly deployed/transferred teachers, which raised the need for the current study.

6. Research Methodology

A mixed methods research approach and a descriptive survey design were adopted. The target population was public secondary schools, head-teachers, HODs and teachers. The purposive sampling technique was used to select 16 public secondary schools and 16 head-teachers. Stratified and simple random sampling techniques were adopted to select 33 out of 112 HODs, and 93 out of 311 teachers. Questionnaires were used to collect data from teachers and HODs, while interviews were used to collect data from head-teachers. Instrument validation was done by consulting subject experts, and reliability of the

instruments was calculated through Cronbach Alpha, where the scores were 0.773 for the teachers and 0.804 for the HODs. Quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) version 21 and presented in frequencies, tables, percentages, charts, and graphs. Based on the research questions, the qualitative data were categorized into various themes and reported in form of narratives and direct quotations.

7. Research Findings

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

7.1 The Head-Teachers' Mentorship Roles as Instructional Leaders and the Performance of the Newly Deployed/Transferred Teachers

The teachers and HODs were further asked to show their level of agreement or disagreement with the statements regarding how head-teachers' mentorship roles as instructional leaders influence the performance of the newly deployed/transferred teachers. The findings are presented in Table 1 where the respondents used the scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD).

Table 1: The Head-Teachers' Mentorship Roles as Instructional Leaders
and the Performance of the Newly Deployed/Transferred Teachers

Statement	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	F	%
Head of Department										
The head-teacher provides teaching and learning resources to teachers	16	53.3	11	36.7	1	3.3	1	3.3	1	3.3
The head-teacher provides coaching to the teachers	1	3.3	5	16.7	6	20.0	13	43.7	5	16.7
The head teacher exposes teachers to development opportunities	2	6.7	23	76.7	2	6.7	2	6.7	1	3.3
The head teachers assign teachers challenging tasks	2	6.7	1	3.3	1	3.3	15	50.0	11	36.7

The head teacher observes teachers as they teach in classrooms	2	6.7	1	3.3	4	13.3	21	70.0	2	6.7
The head-teacher provides feedback to the teachers	3	10.0	2	6.9	2	6.7	22	73.3	1	3.3
Teachers										
The head-teacher provides teaching and learning materials to teachers	45	52.9	30	35.3	8	9.4	1	1.2	1	1.3
The head teacher inspects teachers' schemes of work	12	14.1	59	69.4	1	1.2	1	1.2	12	14.4
The head teacher supervises teachers when teaching	5	5.9	16	18.8	5	5.9	42	49.4	17	20.0
The head teacher inspects teachers' lesson notes	3	3.5	18	21.2	13	15.3	9	10.6	42	49.4
The head teacher checks the lesson plans of teachers	21	24.7	48	56.5	6	7.1	1	1.2	9	10.6
Head teacher periodically checks the syllabus coverage of teachers	4	4.7	2	2.4	31	36.5	47	55.3	1	1.2

As shown in Table 1, 29(90.0%) of the HODs agreed that the head-teachers provide teaching and learning resources to teachers, 1(3.3%) were undecided, and 2(6.6%) strongly agreed. These findings indicate that majority of the HODs consented that head-teachers in public secondary schools make efforts to provide resources to the teachers. With the availability of enough teaching and learning materials, the teachers are likely to effectively perform in their respective schools hence achieving the school mission and goals.

This finding is consistent with the findings from the interview with the head-teacher who said:

"I make sure my teachers have everything they need to do their job. This has enabled my teachers to be comfortable and perform better." (Head-teacher B, 18th / 02/ 2022).

These findings agreed with those of Adwar (2019), who found that the availability of adequate teaching and learning resources had a substantial impact on teachers' performance. According to Adwar's research, head-teachers should provide adequate teaching and learning resources in schools, and school administration should promote optimal use of teaching and learning resources. The study also established that 1(3.3%) of the HODs strongly agreed that the head-teachers provide coaching to newly deployed/transferred teachers, 5(16.7%) agreed, 6(20.0%) were undecided while the majority 18(60.0%) disagreed. In an interview, a head-teacher said:

"I would love to coach the nearly deployed/transferred teachers on some of what they need to know to perform better, but the problem is that I have a lot of other work like attending district and provincial meetings which takes me away from the school. I often ask some

experienced teachers to help me coach those whom they see are in need of coaching but they hardly help because they are equally busy teaching" (Head-teacher B, 18th / 02/ 2022).

These findings show that head-teachers in public secondary schools do not make effort to couch the newly deployed/transferred teachers which could explain why there is the poor performance of teachers in public secondary schools in the Lufuwanyama District. The study established that more than half of the HODs 23(76.7%) agreed that the head-teachers expose teachers to development opportunities. This is an important finding since exposure to developmental opportunities for the new teachers allows them to learn and eventually perform better. As head-teacher C said:

"According to my opinion, the head teacher and the HODs are the appropriate school leaders to fulfill the job of a mentor to newly deployed/ transferred teachers. Personally, I think it's a big duty that, if done well, will help new teachers learn and grow. Both the new teacher and the mentor greatly benefit from the experience because it provides a learning opportunity." (Head-teacher C, 16th / 02/ 2022)

Further, half of the HODs 15(50.0%) disagreed with the statement that the head teachers assign teachers challenging tasks. Head-teacher C in an interview narrated:

"Our newly deployed/transferred teachers think that the administration is against them especially when they are assigned challenging responsibilities. This has made me to look for alternative ways of developing their potential." (Head-teacher C, 16th / 02/ 2022)

This assertion confirms that no effort is made to challenge the new teachers to perform better and that could explain why there is poor performance in public secondary schools in the district.

On whether the head-teachers observe teachers as they teach in classrooms, 2(6.7%) of the HODs strongly agreed, 5(16.7%) agreed, 6(20.0% were undecided, and the majority 18(60.4%) strongly disagreed. These findings contradict what the head-teacher said in the interview:

"I usually make an unannounced visit to classes. I also check the records of work for teachers; students' notebooks and class registers for teachers, and students. Normally I do this to observe the preparedness of newly deployed/transferred/teachers." (Head-teacher A, 19th / 02/ 2022).

Another head-teacher said:

"When I reach school, I go round to monitor *the teaching and learning process. I give the priority to the classes of newly deployed/transferred teachers with the intention of helping them grow professionally* (Head-teacher C, 18th / 02/ 2022).

These remarks suggest that head-teachers in public secondary schools supervise newly deployed/ transferred teachers in their classes though teachers express an opposite opinion. These findings are in agreement with the findings of Wood (2005) who indicated that head-teachers used classroom visits to check on lesson delivery, class management, and teaching techniques of teachers which improved teachers' performance. On the statement regarding whether the head-teachers provide feedback to the teachers, 3(10.0%) strongly agreed, 2(6.9%) agreed, 2(6.7%) were undecided while 23(76.6%) disagreed. This indicates that the majority of the HODs disagreed that the head-teachers provide feedback to the teachers. This is a very serious omission because feedback is important for the development of teachers. It is through feedback that newly deployed/transferred teachers can know where they can improve concerning their performance. While commenting on the mentorship activities, a head-teacher hinted at feedback:

"The impotence of feedback should be communicated in language that is understandable by the teacher. As an experienced teacher; I know that through feedback, a head-teacher can provide the new teachers with suggestions for development, teaching strategies, and corrections for errors. The importance of constructive feedback is that it allows for many positive opportunities. One important element is that feedback provides a foundation for positive mentor and mentee relationships. By providing appropriate feedback, the new teacher understands that the head-teacher is genuinely concerned about their improvement. This component also enhances a newly deployed/transferred teacher's self-efficacy and provides an avenue for motivation and better performance (Head-teacher G, 17th / 02/ 2022).

Another head-teacher commented:

"I believe good communication and feedback helps to maintain relationships with professional learners in the beginning of their careers. I know when mentors are chosen based on their knowledge and experience and trained in mentoring techniques, adult learning, and the capacity to recognize and communicate best practices, mentoring is most effective. Personally, I believe that mentoring contributes to up to 40% of a new teacher's performance." (Head-teacher E, 18th / 02/ 2022).

The responses of the head-teachers G and E seem to highlight the importance of effective communication in the mentoring of the newly deployed/transferred teachers,

which resonate with the findings of Mulcare (2020) that effective communication is essential to building a trusting and strong mentoring relationship.

In response to how head-teachers' mentorship roles as instructional leaders influence the performance of the newly deployed/transferred teachers, 75(88.2%) of the teachers strongly agreed with the statement that the head-teachers provide teaching and learning materials to teachers, 8(9.4%) were undecided, 2(2.3%) strongly disagreed. Further, most teachers 59(69.4%) agreed that the head-teachers inspect teachers' schemes of work. These findings show that head-teachers of public secondary schools are committed to developing newly deployed/transferred teachers. This commitment is demonstrated through the provision of required resources and inspection of the teachers' schemes of work. They demonstrate the understanding that such practices are essential in helping the newly deployed/transferred teachers to perform better. These findings are supplemented by what the head-teacher said:

> *"I ensure that I provide what the teachers need to do their work well. For example, I provide chalk, textbooks, pens and all others they need to perform. This has worked because the performance of my teachers has improved."* (Head-teacher A, 16th / 02/ 2022)

The findings of the current study agree with the finding of a study by Ndambo (2022) which established that effective teaching and performance depend on the availability of resources like textbooks and audio-visual teaching aids. Concerning the statement that the head-teachers supervise teachers when teaching, 5(5.9%) teachers strongly agreed, 16(18.8%) agreed, 5(5.9%) were undecided and 59(69.4%) strongly disagreed. These results show that most teachers 59(69.4%) disagreed with the statement which indicates that there is insufficient supervision of teachers by head-teachers. This could explain why there is the poor performance of teachers in public secondary schools. The head-teachers need to have adequate supervision of newly deployed/transferred teachers to help them perform to their full potential and to the expectations of schools. These findings are supported by a study done by Ampofo (2019) in Ghana which found out that school heads' lesson planning supervision and lesson delivery supervision had a significant influence on teachers' role performance.

The results demonstrate that most teachers 51(60.0%) disagreed with the statement that the head-teachers inspect teachers' lesson notes. This finding is complemented by the findings from a head-teacher who said:

> *"I trust that the newly deployed/transferred teachers in this school are qualified enough that there is no need of checking their notes. This spares my time to do other administrative duties such as attending meetings and teaching some classes."* (Head teacher C, 16th / 02/ 2022).

This finding shows there is the minimal effort put by the head-teachers to check lesson notes of the teachers and this could be the reason why the teachers are not performing well in public secondary school. These findings also point to the need for the head-teachers in public secondary schools to strengthen their ability to supervise teachers in terms of lesson notes to improve their performance. Hafsat *et al.* (2020) in their study that investigated the impact of principals' instructional leadership practices on secondary school teachers' effectiveness in the North Central Geo-Political Zone of Nigeria, it was found that instructional leadership is important in helping to develop a positive school learning climate which facilitates effective teaching and learning. Table 4.5 further shows that 63(74.1%) which is more than half of the teachers agreed that the head-teachers check the lesson plans of teachers. However, most of the head-teachers do not periodically check the syllabus coverage of teachers. This was shown by the majority 47(55.3%) who disagreed with the statement that head-teachers periodically check the syllabus coverage of teachers. A head-teacher E in the interview stated that:

> *"Checking the syllabus coverage in our school is the work of the head of department because I sometimes get overwhelmed by the work* (Head-teacher D, 16th / 02/ 2022).

This shows that head-teachers tend to designate less time to check on the syllabus coverage of the teachers which could be the cause for the poor performance of teachers in public secondary schools in the Lufwanyama District, Zambia. These findings show a need for the head-teachers to periodically check the lesson plans of the newly deployed/transferred teachers and the syllabus coverage of their subjects to help the teachers effectively perform. Hassanreaza *et al.* (2020) explored the instructional leadership in Iranian public primary schools and found out that the principals used instructional models to conduct instructional programs such as checking teachers' notes and lesson plans promoting a learning climate and improving the performance of the schools. In the open-ended questions, HODs and teachers indicated that mentors were going the extra mile to actively encourage newly qualified teachers to take part in a wide range of development opportunities. These opportunities included pre-arranged observation visits in classes and other school activities. Other instances where mentors went the extra mile included helping newly qualified teachers develop their own awareness of their colleagues, and taking part in the life of the school by serving in working groups or leading club activities.

8. Conclusions and Recommendations

The study concluded that most the head-teachers do not adequately coach newly deployed/ transferred teachers and do not effectively supervise and examine teachers' lesson notes in order to build their professional abilities. This was due to limited supervisory skills and resources needed to run mentorship programs in school. It was

therefore recommended that the government provide resources such as course books to teachers to assist the head-teachers in the implementation of the mentorship policies. The government should also employ enough teachers in schools, as this would allow the head-teachers to not be overloaded with teaching responsibilities and therefore get enough time to mentor the newly deployed or transferred teachers. The study further recommended that the qualifications and competencies of head-teachers be urgently assessed and high-quality training be organized for head-teachers before they are assigned as head-teachers of public secondary schools in Zambia. This would allow public schools to have head-teachers who would effectively mentor the newly deployed/ transferred teachers.

Conflict of Interest Statement

As authors of this journal article entitled, *Establishing How the Head Teachers' Mentorship Roles as Instructional Leaders Influence the Performance of The Newly Deployed/Transferred Teachers in Public Secondary Schools*, we have no conflicts of interest to declare. We have all seen and agreed with the contents of the manuscript, and there is no financial interest to report. We certify that the submission is original work and is not under review by any other publication.

About the Authors

Harriet Jato is a Masters student at Tangaza University College. She has a keen interest in educational leadership research.

Sr. Dr. Kinikonda Okemasisi is a distinguished Lecturer and M.Ed. Program Leader School of Education at Tangaza University College, Kenya. She has an interest in educational leadership research.

Sr. Dr. Jacklyne Okello Alari is a Lecturer, Educational Administration and Leadership, Karatina University. She has an interest in educational leadership research.

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