An Empirical Evaluation of the Mentorship and Beginner Teacher Induction Programme in Jamaica

Valomia M. Moss-Weir[1], Paul Andrew Bourne[2*], & Marjorie Charles[2]

[1]University of the West Indies, Mona, Kingston, Jamaica, WI

[2]Northern Caribbean University, Mandeville, Manchester, Jamaica, WI

Abstract: - *This quantitative study concentrates on evaluating the effectiveness of the Ministry of Education Mentorship and Beginning Teacher Induction Programme in selected primary schools in Region One, Jamaica. The sample consist of fifty-two beginning teachers from nine schools in Region One for the period 2009-2010 of which the females are the dominant gender. The study focuses on beginning teachers' awareness and involvement in the mentorship programme, beginning teachers' needs and professional support provide for them as well as how they perceive the value of the programme. A thirty-five-item questionnaire is used to collect the relevant data over a two-week period. Data are stored, retrieved and analysed using the Statistical Packages for the Social Sciences (SPSS for Windows Version 25.0). Descriptive statistics are used to examine the socio-demographic characteristics for the sample; box-plots are used to present awareness, meeting needs, use of strategies, attendance, value of mentorship and overall mentorship index by gender; and multivariate analysis of variance examined awareness, meeting needs and use of strategies index by selected variables socio-demographic variables. The findings indicate that 1) the programme aids in professional development and that the strategies for improving performance are being employed; 2) the majority of the sample indicated that the mentorship programme improves professional development and performance, and 3) the majority of sample reported that the mentorship programme meets their needs in term of dealing with and maintaining conflict, assisting lesson plan, developing strategies and classroom atmosphere. This study provides an insight into the effectiveness of the Ministry of Education's Mentorship programme and recommends that the programme be compulsory for beginning teachers.*

Keywords: *Beginner teachers, beginning teacher induction programme mentor, mentorship, teacher evaluation*

Introduction

Jamaica is one of many Caribbean Islands that have been affected by the migration of teachers coupled with the fact that many "novices" teachers experience a myriad of problems. Many new recruits are now younger and less experienced than recruits of a decade ago and given this present scenario, the beginning teacher (BT) is greatly disadvantaged when entering the profession and will require assistance in order to be effective within the classroom which has become extremely dynamic. To address this situation, the government of Jamaica has embarked on a Mentorship and Beginning Teacher Induction Programme. The

Mentorship programme has been implemented to assist the beginning teacher in the first three years of the teaching profession. Previously, induction programmes focused on the problems that new teacher's experience (Talbert et al, 1994). These include disciplinary problems, stress, anxiety, and feelings of inadequacy. The Ministry of Education's mentorship programme like most programmes, involves the support of an on-site mentor.

The Beginning Teacher Induction Programme was introduced in June 2003 in some pilot schools to assist the new teacher with the transition into the profession and the responsibilities of teaching by providing opportunities for his/her development as a

professional, working to implement the Ministry of Education strategic objectives. As at December 2008, 900 mentors in 799 schools in Regions 1, 2, 3, 4, 5 and 6 were trained. By May 2008, a total of 789 beginning teachers received induction training in the colleges. Some 446 beginning teachers have been inducted in 248 schools; and 450 principals have been sensitized to the Mentorship and the Beginning Teacher Induction Programme across the regions. A series of two-day residential as well as non-residential training workshops were conducted for mentors, principals and beginning teachers across regions in classroom organization and management, and discipline and relationship with students among other areas. Being the former Training Administrator on the Primary Education Support Programme, (PESP), the researchers conducted an informal survey and realized that despite the fact that extensive training was conducted by the Ministry of Education many schools have not formally implemented the programme, some principals have created their version of the programme in their schools, and many teachers are unaware of the mandatory mentorship programme. The Programme Monitoring and Evaluation Unit of the Ministry of Education has the responsibility under PESP to monitor and assess the programme, however, to date no studies have been conducted on the Ministry of Education's Mentorship and Beginning Teacher Induction Programme to determine its effectiveness.

Ingersoll and Smith (2004) highlight the fact that since the coming of the education system, educators and others wishing to change it have continually concentrated on the obstacles faced by beginning teachers to the school's teaching and learning process. Seyfarth (2008) proposes that induction sets new teachers on a path which leads to increased competence as professionals. Therefore, with the support strategies put in place by the Ministry of Education, this study sought to determine the effectiveness of the mentorship programme in selected primary schools in Region One. The study is also done to assess the degree to which teachers were aware of and involved with the programme, as

well as the extent to which the mentorship programme was adequately meeting the needs of the beginning teachers at the schools under research. The objectives of this paper are: 1) To assess the perceived awareness and involvement of beginning teachers in the mentorship programme, 2) To evaluate the mentorship programme in meeting the needs of the beginning teachers, and 3) To determine how awareness of involvement, meeting the needs, using the strategies, adherence to objectives and the value of mentorship as well as the overall mentorship programme differ based on the individual's gender and socio-demographic characteristics.

Review of Related Literature

Embarking on the professional journey as a teacher requires extensive theoretical and practical studies which go way beyond what is provided in initial or pre-service teacher education courses. Studies worldwide have indicated that beginning teachers experience huge challenges when starting their teaching career and many of them do not survive the adaptation period. Darling-Hammond & Sclan (1996) and Hughes (2003) substantiate this point in noting that some estimates suggest that almost thirty percent of beginning teachers do not teach beyond two years and forty to fifty percent leave the profession within their first five years of teaching. Induction programmes have been instituted to remedy this problem. The beginning teachers are offered professional assistance and advice so that they can adapt quickly to their professional duties. The induction programmes therefore aim at gradually easing the beginning teacher into the teaching profession.

Historically, the teaching profession has not had the kind of structured induction and initiation process that is common to many private sector companies. However, there has been a growth in support, guidance and orientation programmes known as induction. Seyfarth (2008, p. 201), in support of induction programmes state that they help beginning teachers feel comfortable with their roles and help them acquire advanced instructional skills

quickly. Induction helps beginning teachers to be competent professionals. Johnson & Birkeland (2003) tell us that although elementary and secondary teaching involves interaction with youngsters, the work of teachers is largely done in isolation from their colleagues. This is especially difficult for new entrants who, upon accepting a teaching position in a school, are often left on their own to succeed or fail within the confines of their own classrooms, an experience likened to being "lost at sea." They also claim that critics have a criticized teaching as an occupation that "cannibalizes its young" and the initiation of new teachers is akin to a "sink-or-swim," "trial-by-fire" or "boot-camp" experience (Johnson & Birkeland 2003).

Like the induction processes common to other occupations, there are several different, and sometimes conflicting, purposes behind teacher induction programmes. Among them are support, socialization, adjustment, development and assessment. Moreover, teacher induction can refer to a variety of different types of activities such as classes, workshops, orientations, seminars, and especially mentoring. The latter refers to the personal guidance provided, usually by seasoned veterans, to beginning teachers in schools. Over the past two decades, teacher mentoring programmes have become the dominant form of teacher induction and so the two terms are often used interchangeably (Fideler and Haselkorn 1999).

The overall objective of a teacher mentoring programmes is to provide newcomers with a guide, but the contents of these programmes vary widely. The duration and intensity are one set of variables. Mentoring programmes also vary from a single meeting between mentor and beginning at the start of a school year, to a highly structured programme involving frequent meetings over a couple of years between mentors and mentees who are provided with release time from their normal teaching schedules (Fideler and Haselkorn 1999). Programmes also vary according to the numbers of new teachers they serve. Some include anyone new to a school, even those with previous teaching

experience, while others focus solely upon inexperienced candidates new to teaching. In addition, programmes vary according to their purpose. Some for instance are primarily developmental and designed to foster growth on the part of newcomers; others are also designed to assess, and perhaps weed out, those deemed ill-suited to the job (Ingersoll & Kralik 2004).

The Characteristics of the Beginning Teacher

Globally, beginning teachers or novice teachers experience tremendous obstacles when embarking on their first few years of teaching. Seyfath (2008 in citing National Centre for Education Statistics, 1998) reports that it has been estimated that about thirteen percent (13%) of teachers leave the profession or change jobs every year. To address this local dilemma, over the past six years, the Ministry of Education with the approval of Cabinet, makes it mandatory to implement the Beginning Teacher Mentorship Programme in primary schools' system wide (Ministry of Education Mentorship Policy, 2006). Teacher educators and educational authorities have instituted measure to alleviate the attrition rate and the beginning teachers' adaptation to the profession with the introduction of this programme. The primary objective of these programmes is to assist the beginning teachers with the transition into the profession and the responsibilities of teaching by providing opportunities for their development as professionals.

Since teachers are in control of the classrooms, they directly influence how students learn and the level at which they perform. Although there are many other factors that influence educational outcomes, research has shown that the whole notion of teacher effectiveness is tied to specific characteristics and behaviours including "characteristics of the teacher as an individual, teacher preparation, and classroom management (Stronge 2002). The identification of a mentorship programme has been prescribed by various societies and schools of thought. In many instances it has been motivated by a desire to alleviate numerous challenges of the education

system and to seek ways to enhance the quality of service and improve outcomes for our learners.

Kilgore, Ross & Zbikowski (1980), note that the experiences of the first year in teaching usually play a vital role in determining whether the individual remains in teaching. Attrition from the classroom is highest among those who are in the first two years than during the period of service. This is an international concern as in the United States of America; nearly thirty percent of the teachers leave in the first five years and the exodus is even greater in some school districts (Halford 1998). It is imperative therefore that the beginning teacher, upon entering the profession, be given assistance in the form of coaching in order to be effective. According to Miller (2002), there is growing international consensus that good teachers are key to the delivery of high-quality education to meet the new demands of society. To address the condition of teacher performance and students' achievement, the challenge therefore is to produce competent and effective teachers by providing continuous professional development that will ensure a solid education for the nation.

Issues Relating to Classroom Instruction

The needs of the beginning teacher include ideas about instruction, personal and emotional support, advice on locating and accessing resources and materials for teaching and augmenting content. They also need information on school, regional and national policies and procedures as well as ideas for additional techniques on classroom management. Strudler, Quinn, McKinney and Jones (1995) drawing on various authors identifying what they describe as a "myriad of obstacles to professional competency." Gasner (2001) lists some of the challenges facing beginning teachers in Jamaica. It is discovered that the biggest challenges were classroom management, discipline and the lack of resources and equipment. Beginning teachers need to be supported if they are to perform well. Darling-Hammond (2003) concludes that personal and professional support is crucial for the retention of teachers.

In lending professional support to the beginning teacher in the area of classroom management, Podsen & Denmark (2000) postulate that the mentor can help reduce the challenges by creating ongoing dialogue, sharing their classroom management plans, and modelling appropriate teacher-student relationships,; thus providing techniques to help them become better managers of the learning environment. Gordon (1991) supports this view and reports that beginning teachers indicated that their mentors provided help in such areas as location of instructional materials, classroom management, lesson planning, assessing and grading students, establishing realistic expectations of student work and behaviour and having someone to talk to who would listen to their concerns. This addresses many of the risk factors that often lead first-year teachers to leave the profession. Podsen & Denmark (2000) further state that mentors can be of tremendous help in maintaining order and discipline in the classroom, but they must first assess their own classroom management techniques and processes.

The Concept of Mentoring

Mentoring involves a long-term relationship between a mentor and a mentee that encompasses sharing of both professional and personal lives of the participants. The mentor serves as a teacher, role model, resource, advisor, supporter, and advocate who work one-on-one with his or her mentee to guide and support him or her through education and training. The mentor can enhance the beginning teacher's sense of confidence and increase his or her self-esteem. The mentor should simply be genuinely interested in the beginning teacher's development. The mentoring process is based on the notion that educators should be empowered to find solutions to problems for mentees, students and parents. Mentees or "Beginning Teachers" as well as students must become empowered to understand the critical need for utilizing the educational opportunities available to them.

The individuals responsible for the guidance and support of the teacher trainee and beginning teacher are referred to using differing terminology

depending on the nature of support provided and the role of the persons supervising and organizing teaching practice. The name also depends on teacher education traditions in a specific country; for example, the person supervising practicing teachers during their final qualification phase may be called "tutor", "coordinator"," mentor", or "orientor" (Eurydice 2002 p.79). Usually, there are two people integrally involved in the organization of the teacher trainee's teaching practice: the cooperating teacher or mentoring teacher and the representative of the education institution as a contact or liaison person between the institution and the school. The name "mentor" as postulated by Awaya, McEwan, Heyler, Linsky, & Wakukawa (2003), point to a collegial and equal relationship with the protégé in which the mentor serves as a guide to practical knowledge and as a source of moral support.

The Need for a Mentorship Programme

Hoy and Miskel (2005) tell us that the Induction process involves the gradual acquisition of professional expertise over an extended period and that developing a meaningful orientation programme also requires mentoring for the new teacher. This programme targets their needs and establish the relevant guidelines and expectation of the job in key areas such as the grading policies, grading guidelines, parent relationship and curriculum. Seyfarth (2008) advises that research on the relationship of mentoring to teacher attrition rate shows that teachers in school with mentoring programmes are less likely to leave their jobs. It therefore means that the new teacher will be assigned a mentor to assist and guide them in their operations until they become proficient in their job. This will not detract from the responsibilities of the senior teacher or grade supervisor who has direct administrative responsibility for the staff member.

Webb & Norton (1999) also tell us that the mentor becomes the primary coach and counsellor for the new teacher. The roles will involve ascertaining the special areas of interest and needs for the teacher's personal development, help in identifying and

addressing the unique professional problems of the teacher, assessing the most appropriate resources for meeting the personal growth objectives and serves as a "sounding board" and critic for evaluating the progress and commitment of the teacher. Smith and Langston (1999) further advised that a common problem with new staff is that they feel as though they are alone and that they are ill-equipped to deal with the many challenges. This can be addressed by ongoing professional development coupled with the mentorship that was explained above.

Beach and Reinhartz (2000) believe that mentoring is a collaborative partnership where teacher share and develop interdependent interest. They contend that mentors act as role models who encourage, counsel and support new teachers. In the early 1980s, teacher mentoring programmes develop into an attempt to reduce the rate of teacher attrition among beginning teachers. The intention is to offer new teachers an effective transition into the world of teaching, instruct mentors in the most effective methods of support of novice teachers and develop the teaching profession (Darling-Hammond, 2003). In supporting this, Gordon (1991) insists that simply assigning mentors to work with novice teachers does not provide beginning teachers with the knowledge, skills, support they will need to be successful in the classroom. He further elaborates that mentoring has been identified as a method that may be used for retaining beginning teachers and an indicator of their effectiveness in the classroom.

Over the past six years, the Ministry of Education with the approval of Cabinet, makes it mandatory to implement the Beginning Teacher Mentorship Policy Programme in primary schools' system wide (Ministry of Education Mentorship Policy, 2006). However, the question is to what extent does the Mentorship & Beginning Teacher Induction Programme (MBTIP) impacts beginning teacher performance at the primary level in selected primary schools across the regions in Jamaica. The identification of a mentorship programme has been prescribed by various societies and schools of thought. In many instances it has been motivated by

a desire to alleviate numerous challenges of the education system and to seek ways to enhance the quality of service and improve outcomes for our learners. Mentorship is not a recent phenomenon. Many writers and researches have explored, explained and described the concept of mentorship and its varied dimensions. "Mentor" as a term has been widely used in academic settings but there appears to be no consensus on an operational definition (Berk, Beerg, Mortimer, Walton-Moss & Yeo, 2005). Mentoring can be traced back to Greek mythology and Homer's tale of Odysseus. When Odysseus left home to fight in the Trojan War, he entrusts his friend and advisor, Mentor, to protect, guide, and train his son, Telemachus (as cited in Reid, 1994, p.36). Thereafter the name has been identified with a more experienced person who forms a relationship with a less experienced person in order to provide number with advice, support and encouragement (Collin 1988).

For many years, the education system has been faced with numerous challenges including the migration of teachers. Marshall (1999), in her research into the challenges of the beginning teacher reported that these teachers were frustrated by the demands of the classroom and the numerous challenges they encountered for which they felt they has not been adequately prepared. This situation results in the changes made in the pre-service programme. Prior to the 1980s, beginning teachers are presented with the opportunity to practice and hone classroom management skills over a one-year period before embarking on their first teaching appointment. Presently, pre-service education entails three years of educational theory inclusive of four months teaching practice. This four-month period most of the times is not realized due to various interruptions that may occur at that period of the school calendar. In addition, the education system has been faced with many obstacles including migration of teachers and new recruits who are now younger and less experienced than recruits of a decade ago. The beginning teacher, therefore, requires assistance in the form of

coaching in order to be effective within the classroom.

The Ministry of Education believes that all beginning teachers should have the opportunity to work with a mentor in various instructional, curriculum and professional development activities. Such activities provide them with the opportunity to reflect, examine best practices and be guided by an experienced veteran teacher. Informal surveys have shown that there is a real need in all school systems to have a structured induction programme for new recruits. This is not unique to the Jamaican situation as several educational authorities in other countries have various types of beginning teacher induction programmes. The Ministry of Education examines several Beginning Teacher programmes, but the programme it has developed is tailored to fit the local situation. One of the cornerstones of the mentorship programme is to assist the new teacher with transition into the profession and the responsibilities of teaching, by providing opportunities for his/her development as a professional, working to implement the Ministry of Education's strategic objectives (Beginning Teacher Mentorship Policy, 2006). The programme seeks to build a base of essential resources, policies and procedures; accelerate the teaching/learning of a new job and new skills; promote the socialization of the new teacher into the school, its values and tradition and to establish mentorship relationship between the new teacher and the mentor.

Mentors have many roles and responsibilities. Mentors are responsible for helping the beginning teachers to create classroom environment that promote learning and enhance teaching. Managing classrooms, disciplining students, difficult work assignments, unclear expectations, a sink-or-swim mentality and reality shock, will greatly affect classroom instruction and student performance. Many new teachers are frustrated by the demands of the classroom and the numerous challenges they encounter for which they feel they have not been adequately prepared. Gordon (1991) agrees that for beginning teachers, the enormous responsibility of the job finally hits home, and this feeling is

significantly overwhelming when things do not go as planned. Darling-Hammond (2003), Ingersoll (2001), Vail (2005), Zhon & Wen (2007), posit that factors such as personal or family reasons, job satisfaction, salary and stress influence teacher attrition.

Mentoring assists beginning teachers to develop their competencies, self-esteem and sense of professionalism. Levine (2006), and Education Week (2000), also suggest that the absence of high-quality induction and mentoring programme confounds the issues and that teachers left without proper support and assistance are twice as likely to leave the classroom. Therefore, the Mentorship and Beginning Teacher Induction Programme creates an environment which stimulates authentic learning and promotes better classroom instruction as well as the professional development of teachers. In New Zealand for example, it is mandatory for new teachers to return to their universities or a regional centre to attend either six or eight seminars during the first year of teaching. The topics for these seminars include classroom management, planning, dealing with disruptive students, specifics for the curricular areas of Math, Reading, Language Arts, Music and Physical Education. The feedback from these first-year teachers is a positive one. They say that they could not imagine trying to do everything required of a veteran without time for catching up and getting organized.

In many schools in Jamaica, professional development is done once per year, at the start of the new academic year or when the Ministry of Education requests teachers to attend a central training event. Schools can further support this process of development with their staff by having a session once every term or at a selected staff meeting, utilizing the more experienced teachers or those in a specialty area so that learning is ongoing for the staff. Seyfarth (2008) again advises that professional development is defined as any activity or process intended to maintain or improve skills, attitude, understanding, or performance of professional and support personnel in present or future roles. Young (2008) tells us that when staff

development becomes a policy commitment, it will signal that the system is willing to provide continuing improvement opportunities for the staff and as such will equip them with the necessary tools to function effectively.

Beach and Reinhartz (2000) believe that mentoring is a collaborative partnership where teacher share and develop interdependent interests. They contend that mentors act as role models that encourage, counsel and support new teachers. In the early 1980s, teacher mentoring programmes was developed to reduce the rate of teacher attrition among beginning teachers. The intention is to offer new teachers an effective transition into the world of teaching, instruct mentors in the most effective methods of support of novice teachers and develop the teaching profession (Darling-Hammond, 2003). The perspective is already forwarded by Gordon (1991) who insists that simply assigning mentors to work with novice teachers does not provide beginning teachers with the knowledge, skills and support them need to be successful in the classroom. He further elaborates that mentoring has been identified as a method that may be used for retaining beginning teachers and an indicator of their effectiveness in the classroom.

Aim and Objectives of the Ministry of Education's Mentorship Programme

The overall aim of the programme is to assist the new teacher to transition into the profession and the responsibilities of teaching by providing opportunities for his or her development as a professional. It is working to implement the Ministry of Education strategic objectives (Ministry of Education Report on Mentorship and Beginning Teacher Induction Programme, 2006 p.2).

The report further states the objectives as follows: 1) To build a knowledge base of essential resources, policies and procedures available; 2) To accelerate the teaching learning of a new job and new skills; 3) To provide opportunities for the development of teacher leadership; 4) To promote the socialization of the new teacher into the school, its values and traditions; 5) To increase retention of new teachers;

6) To establish mentorship relationship between the new teacher and the mentor teacher; and, 7) To improve instructional performance through modelling and coaching by a "master teacher".

General criteria for selection of mentor

The Ministry of Education Report on Mentorship and Beginning Teacher Induction Programme (2006 p.2) states that a mentor is a trained and experienced teacher with at least five years of successful teaching experience. Such a mentor is a volunteer, preferably from the same school and grade as the beginning teacher. Other criteria for selection of mentors should include teachers who are: Outstanding, experienced teachers whose teachings reflect excellent content knowledge; aware of the merits of different teaching styles, pedagogical strategies and methods; able to use these learning styles and strategies in the classroom; knowledgeable about the profession and available resources; able to maintain a confidential relationship; willing to participate in programme; energetic and friendly; demonstrating excellence in working with other teachers and school staff; able to convey concepts and ideas to others; and, committed to the leadership role.

Gilman and Rickert (1991) posit that for mentoring process to be successful, mentors must be recruited and provided with training (as cited in Beach and Reinhartz, 2000, p. 180). The mentorship relationship is most effective if training is encouraged. The person who is trained is more likely to make every effort to enhance the quality of the mentorship experience. The Ministry of Education has recognized the importance of such a relationship and put strategies in place such as a mentorship manual or handbook in each school with trained mentors. This provides direction and strategies for the mentorship experience.

Benefits of the Mentorship Programme

There are several benefits to be derived or experienced for both the mentor and the beginning teacher in the mentorship programme. This is a two-way relationship where the mentor can teach the beginning teacher as well as learn from him or her. The exchange of information may prompt the mentor to do some introspection regarding beliefs and standards. Satisfaction is also gained by the mentor from seeing the beginning teacher develop. Brainard and Ailes-Sengers (1994, 52) outline benefits or the mentor and mentee stated below (Table 1):

Table 1 - Benefits of Mentorship Programme to mentor

Benefits of Having a Mentor	Benefits of Being a Mentor
• Individual recognition, encouragement, and support	• Satisfaction of helping a student reach her academic and professional goals
• Increased self-esteem and confidence when dealing with professionals	• Recognition at work for participation in a job-related activity
• Confidence to challenge one's self to achieve new goals and explore alternatives	• An expanded network of professional colleagues
• A realistic perspective of the workplace	• Recognition for service to the community
• Advice on how to balance work and other responsibilities and set priorities	• Increased self-esteem, self-confidence and affirmation of professional competence
• Knowledge of workplace "do's and don'ts"	
• Experience in networking	

The mentorship programme is one type of induction programme intended to help improve teacher effectiveness, to encourage promising new teachers to remain in the classrooms and to aid professional growth. The critical issue is whether the schools are promoting, maintaining and sustaining the mentorship programme. Schools, where possible, can strengthen and reinforce the existing programme in order to improve teacher effectiveness. Success or failure of any programme demands that some basic principles and procedures be observed and applied. These include, among others, proper orientation and training of those articulating the programme, proper sensitization of the target population, proper implementation of the programme, and, careful and consistent assessment and monitoring of the programme in all aspects. The need for proper orientation of those articulating the programme cannot be over emphasized. Unless the potential users are properly sensitized and oriented, the programme is likely to fail. Understandably, if the programme is not properly implemented through all its stages it could also be seriously undermined.

Monitoring and Evaluating Mentoring

Janet Shapiro in her article on monitoring and evaluation (source) notes that there is a distinction between the two terms. She posits that although the term 'monitoring and evaluation' tends to get run together as if it is only one thing, monitoring and evaluation are, in fact, two distinct sets of organizational activities, related but not identical. Shapiro defines monitoring as the systematic collection and analysis of information as a project progresses aimed at improving the efficiency and effectiveness of a project or organization.

Evaluation is an essential component of any mentorship programme. Data gathered through an evaluation provides two kinds of information. It gauges the effectiveness of the mentoring process and it provides information on the impact of the mentoring on the mentors and the beginning teacher. Evaluation is defined as a systematic process of collecting and analyzing information to assess the effectiveness of a programme or institution in order to find out if the goals are being achieved. Monitoring and evaluation ensure that the programme complies with the programme's strategies, objectives and approach in terms of planned activities. It provides regular feedback and assists in analyzing consequences and outcomes. Evaluation of the mentorship programme also provides regular feedback that helps those articulating the programme to assess the relevance, scope and sustainability. In other words, the information collected and analyzed during the evaluation is used to assess the impact or effectiveness of the programme by addressing the question of whether the programme made a difference.

Methodology

Research design and sampling

The primary focus of this study is to establish whether the Ministry of Education mentorship programme is an effective strategy. The study is conducted using a nonprobability approach. Initially the researchers choose a probability sample of ten percent of the ninety schools which are trained under the mentorship programme, but discovered that some schools when visited, had no beginning teachers due to the low turnover rate. In addition, the Ministry of Education never had the latest population listing to provide the researcher with the requisite information, hence the decision to use the nonprobability approach. The population sample is selected based on two criteria; persons who were beginning teachers and teaching in Region One. All persons who fulfilled these criteria were part of the sample. Fifty-two beginning teachers were selected based on convenience.

Instrumentation

The beginning teachers' questionnaire is designed to evaluate the level of effectiveness of the mentorship programme. A standardized questionnaire is the preferred instrument to gather data from the beginning teachers. The survey method allows for the 1) measurement, 2) statistical analyses, and 3) objectivism. The questionnaire has

mostly close-ended items and it is written in English, as this is general language in Jamaica. There are 40 questions on the instrument, with one being an open-ended item (Question 40). The questionnaire is used to solicit information from beginning teachers regarding the impact of the mentorship programme. The first five items seek to explore demographic data. The five-point Likert scale with slight modification is used to determine the level and intensity of the responses from the participants using (SA) strongly agree, (A) agree, (D) disagree, and (SD) strongly disagree. Research question 1 focused on the participants' awareness and involvement with the mentorship and beginning teacher programme eight items were used to extrapolate data items; 6,7,8,9,10,11,12 and 13.

Research question 2 examines the extent to which the mentorship programme is adequately meeting the need of the beginning teachers. The eight items use to secure the data are; 14,15,16,17,18,19,20 and 21. Research question 3 examines the extent to which the mentors use the strategies outlined in the mentorship programme. The six items use to collect the information are; 22, 23, 24, 25, 26 and 27.

Research question 4 focuses on the adherence to the objectives outlined in mentorship and beginning teacher induction programme. The six items use to solicit the responses for are; 28, 29, 30, 31, 32 and 33. Research question 5 examines extent to which the beginning teachers who have been trained value the programme. The six items use to collect the information are; 34, 35, 36, 37, 38 and 39. An open-ended question sought respondents' personal assessment of the programme. Table 2 provides the matrix of the questionnaire showing the number of items,

Examples of the items and response mode.

Table 2 - Matrix of questionnaire for beginning teachers

Research Questions	Items	Examples of items	Response mode
1. To what extent are beginning teachers aware of and involved in the mentorship experience?	6-13	6. Beginning teachers are aware of the ministry's mentorship and beginning teacher induction programme (MBTIP)	SA, A, D, SD
2. To what extent is the mentorship programme meeting the needs of the beginning teachers?	14-21	16. The mentor guides beginning teachers in developing strategies to deliver curriculum.	SA, A, D, SD
3. To what extent are the mentors using the programmes strategies?	22-27	24. The beginning teachers get enough help from mentor's supervision.	SA, A, D, SD
4. To what extent are the objectives of the mentorship and beginning teacher induction programme being achieved as intended by the Ministry of Education?	28-33	33. The mentorship experience has helped the mentor and beginning teachers to execute their duties more effectively.	SA, A, D, SD
5. To what extent do the beginning teachers who have been mentored value the programme?	34-39.	35. The mentorship experiences have offered beginning teachers the opportunity to enhance themselves professionally.	SA, A, D, SD

Administrative procedure

In order to administer the questionnaire, the researchers request letters of permission from the School of Education, the University of the West Indies, Mona, to visit the schools selected and to solicit their cooperation. The letters are directed to the principal of each school. The purpose of the study is outlined, and permission is sought from the principal to conduct the study in the respective schools. The school administrators and researchers decide on convenient days and time over a two-week period to administer the questionnaires. The survey went through a process before it is finally accepted as the standardized instrument – pilot testing.

Pilot Study

The questionnaires are administered to beginning teachers who have been teaching for at least 4 years in three primary schools in Region One. Pilot testing is done to validate as well as to ensure reliability of the data- gathering instrument. The instrument is piloted on April 24, 2012 to twenty respondents from a similar population that was to be used from the study. The exercise lasts fifteen minutes after which the questionnaires are retrieved; the statements were coded and put into the computer. Positive items are coded 4, 3, 2, and 1, with 4 representing the strongest response, strongly agree (SA), whilst 1 represent the weakest response, strongly disagree (SD). The Statistical Packages for the Social Sciences (SPSS) programme is then used to analyze the data. This is done to determine the validity, reliability and internal consistency of the items. Modifications are made to the initial instrument based on the feedback given by the supervisor/ methodologist who vets the questions. The input ias fed back into a modified questionnaire to formulate the final instrument.

A Cronbach alpha is then done to check for the consistency reliability of the items on the questionnaire. When the data was analyzed it generated a Cronbach Alpha of 0.964. By research standard this instrument is considered excellent. All the items are good, appropriately measuring internal validity and consistency. Table 4 below is showing the reliability statistics of the pre-questionnaire 35 items, with a Cronbach Alpha of 0.964.

Table 4 - Cronbach Alpha of Mentorship sub-indexes and overall index

Characteristics	N	value
Awareness and involvement	8	0.915
Meeting the needs	8	0.910
Use of strategies	6	0.915
Adherence to objectives	6	0.890
Value of mentorship	6	0.901
Overall Index	34	0.964

Method of Data Collection

The researchers request and engage the principals and, in some instances, the vice principals of the selected schools in a brief meeting where the purpose of the study is carefully articulated to them. The administrative procedure in completing the questionnaires is also explained.

Method of Analysis

For this survey instrument (questionnaire), the large volume of data is stored, retrieved and analyzed using the Statistical Packages for the Social Sciences (SPSS) for Windows version 25.0 (SPSS Inc; Chicago, IL, USA). Descriptive statistics are performed on the data as well as percentage and frequency distributions. Descriptive statistics allow the researchers to meaningfully describe the many pieces of data collected (Gay and Airasian, 2000). Statistical significance is determined a p-value less than or equal to five percentage points (≤ 0.05) – two-tailed. In addition to descriptive statistics, scatter plots and box plots are also used to analyze the data. The findings are used to make recommendations that should be beneficial to practitioners and other relevant stakeholders

especially educators in the field of educational administration. The study should also prove useful to the Ministry of Education the agency responsible for governing schools.

Operational Definition of Key Terms

For the purpose of the study the mentorship programme, beginning teachers, mentor and P.E.S.P are defined as follows:

The Mentorship and Beginning Teacher Induction Programme

A programme designed by the Ministry of Education to provide new teachers with support and guidance to help them function more effectively and continue to develop in accordance with the demands of their role.

Beginning Teachers

Within the literature of educational research, the term novice teachers and beginning teachers are often used interchangeably. The definitions of these terms may vary. For some, a novice is anyone who is either new to teaching, new to a school or new to a school district. Frequently, however, the focus is on teachers who are embarking on their first teaching experience in the classroom. The Webster's New English Dictionary (2000, p.368) defines protégé or beginning teachers as someone "who is guided and helped in his/her career by another person." Within the Jamaican context, teachers in their first three years of teaching, teachers entering the Jamaican education system from overseas, teachers re-entering the profession after five years and a teacher with developmental needs are beginning teachers.

Mentor

A mentor is a trained and experienced teacher with at least five years of successful teaching experience (Ministry of Education Mentorship Policy, 2006). Such a mentor is a volunteer, preferably from the same school and teaching at the same grade level or in the same department as the beginning teachers.

P.E.S.P

Table 5 - Socio-demographic characteristics of sample (N = 52)

The Primary Education Support Project (PESP) is a package of improvements for the development of primary education. It supported among other things, established functions of the Ministry of Education such as training. The programme is organized into three components including quality assurance for improved educational performance and equity.

Region One

Schools in Jamaica have been classified into six island-wide regions. Region one is in the eastern part of the island with approximately sixty-nine primary schools drawn from Kingston, St. Andrew and Western St. Thomas.

Limitations

The study is limited on account of the following problems which restricted its ability to obtain absolute comprehension:

1. The study is not a national probability study therefore the results cannot be generalized or repeated.

2. The study is limited to a single region in Jamaica and as such this cannot be construed as representative of the population.

Findings

Chapter four provides a detailed description of the findings obtained by a survey of fifty-two beginning teachers in Region I. In addition to the presentation of the data, the chapter has a discussion of each research question in context of the current findings. Table 5 summarizes the socio-demographic characteristics of the sampled respondents (N = 52). Table 5 shows that of the sampled respondents (N=52), three in every four were females; 52.9 percentage (N=27) were 32 years and older; 49 percentage (N=25) have had 3 years and more teaching experience and 51 percentage (N=26) have had a Master of Science degree.

Characteristics	F (%)
Gender	
Male	13 (25.0)
Female	39 (75.0)
Age cohort	
Under 20 years old	2 (3.9)
20 – 25 years old	10 (19.6)
26 – 31 years old	12 (23.5)
32+ years old	27 (52.9)
Teaching experience	
Under 1`year	8 (15.7)
1 – < 2 years	14 (27.5)
2 - < 3 years	4 (7.8)
3+ years	25 (49.0)
Academic qualification	
Teaching Certificate	5 (9.8)
Teaching diploma	13 (25.5)
Bachelors	7 (13.7)
Masters	26 51.0)

Research Question 1

How aware are beginning teachers of the Ministry of Education (MoE) Mentorship Programme?

How involved are beginning teachers in the MoE Mentorship Programme?

Table 6 presents responses on questions relating to awareness and involvement of the beginning teacher, relating to the mentorship programme. Table 6 shows that most of the responses were at least agree to an awareness and involvement of beginning teachers in mentorship (ranging from 58.8 percentage to 65.4 percentage). Participating in mentorship programme had the least responses in agreement (58.8 percentage) among all the other awareness and involvement items, with training orientation about mentorship (65.4 percentage). It can be deduced, therefore, from the responses that significant percentage of participants had some disagreement (disagree or strongly) with particular things in awareness of and involvement in the mentorship programme.

Table 6 - Awareness and involvement of beginning teachers in mentorship (N=52)

Characteristics	SA	A	D	SD
	N (%)	N (%)	N (%)	N (%)
Ministry's Mentorship programme	9 (17.6)	23 (45.1)	15 (29.4)	4 (7.8)
Training orientation about mentorship	7 (13.5)	27 (51.9)	14 (26.9)	4 (7.7)
Structured support	4 (8.2)	25 (51.0)	16 (32.7)	4 (8.2)
Understanding of professionalism	4 (8.2)	25 (51.0)	16 (32.7)	4 (8.2)
Participate in mentorship programme	3 (5.9)	28 (54.9)	17 (33.3)	3 (5.9)
Coordinated by professional development unit	2 (4.1)	27 (55.1)	18 (36.7)	2 (4.1)
Strategies for improving performance	6 (12.0)	25 (50.0)	16 (32.0)	3 (6.0)
Professional development programme	3 (6.1)	26 (53.1)	18 (36.7)	2 (4.1)
Involvement of school's administrators	5 (10.2)	26 (52.1)	14 (28.6)	4 (8.2)

Notes: SA (strongly agree); A (agree); D (disagree); SD (strongly disagree)

Research Question 2

To what extent is the mentorship programme meeting the needs of the beginning teachers?

Table 7 summarizes participants' perceptions on various issues in the mentorship programme meeting the needs of beginning teachers. Table 3 indicates that forty-three and one tenth percentage of respondents indicated that they were not provided with assistance in lesson planning

preparation by their mentors; 34.7 percentage disagreed (including strongly disagree) with the statement that 'The mentor assists beginning teachers in dealing with and maintaining conflicts'. While there were instances of disagreement among the various statements asked of participants on issues relating to meeting the needs of the beginning teachers, most responses tended toward agreement (agree and/or strongly agree).

Table 7 Meeting the needs of beginning teachers

| Characteristics | SA | A | D | SD |
	N (%)	N (%)	N (%)	N (%)
Assistance in lesson planning	8 (15.7)	21 (41.2)	17 (33.3)	5 (9.8)
Developing strategies	6 (12.0)	28 (56.0)	13 (26.0)	3 (6.0)
Assistance in resources	6 (12.0)	27 (54.0)	14 (28.0)	3 (6.0)
Frequent Observations	7 (14.0)	20 (40.0)	20 (40.0)	3 (6.0)
Student's work	3 (5.8)	29 (59.0)	14 (28.6)	3 (6.1)
Dealing with and maintaining conflict	7 (14.3)	25 (51.0)	16 (32.7)	1 (2.0)
Classroom atmosphere	5 (10.2)	33 (67.3)	9 (18.4)	2 (4.1)
Instill respects for teaching professionals	10 (20.4)	24 (49.0)	12 (24.5)	3 (6.1)

Notes: SA (strongly agree); A (agree); D (disagree); SD (strongly disagree)

Research Question 3

Is the mentorship programme using the appropriate strategies?

Regarding statements within the area of 'Mentor's use of the strategies outlined in the mentorship and beginning teacher induction programme', responses to these are presented in Table 8. When the respondents were asked "How frequently do you use particular strategies for beginning teacher's induction?", 31.4 percentage indicated disagreement

(Table 4). Within each statement presented to the participants in the category of mentor's use of the strategies for beginning teachers, there were disagreement, with the maximum being for mentor visitation of mentee's classroom and minimum was for assistance in mentorship supervision. Hence, the agreement for the items in this section was moderate to strong agreement.

Table 8 - Mentor's use of the strategies for beginning teacher's induction (N=52)

| Characteristics | SA | A | D | SD |
	N (%)	N (%)	N (%)	N (%)
Provision of adequate support	8 (16.0)	26 (52.0)	14 (28.0)	2 (4.0)
Assistance in mentorship supervision	10 (20.4)	22 (44.9)	16 (22.0)	1 (2.0)
Discussion with mentor	9 (18.4)	24 (49.0)	14 (28.6)	2 (4.1)
Mentor visit of mentee's classroom	8 (15.7)	23 (45.1)	16 (31.4)	4 (7.8)
Feedback and advice	9 (18.0)	23 (46.0)	17 (34.0)	1 (2.0)
Frequent interaction with mentor and mentee	1 (2.0)	7 (13.7)	14 (27.5)	2 (3.9)

Notes: SA (strongly agree); A (agree); D (disagree); SD (strongly disagree)

Research Question 4:

How do beginning teachers perceive the value of the mentorship programme?

Table 9 depicts responses of participants on various sub-statement made on the value of the mentorship programme to beginning teachers. Table 9 shows that seventy-one and five tenths percentage of the participants agreed (including strongly agree) with

the statement that 'Teachers benefit from the mentor's supervision; 59.2 percentage agreed (including strongly agreed) that beginning teachers generally feel comfortable with the visits of the mentor; 60.5 percentage indicated that the mentor's appearance in their classes disrupt the lesson, and 66.7 percentage at least agreed with the statement that the 'Beginning teachers are satisfied with the mentor's performance.

Table 9 - Perceived Value of the mentorship programme

Characteristics	SA	A	D	SD
	N (%)	N (%)	N (%)	N (%)
Benefit from supervision	9 (18.4)	26 (53.1)	11 (22.4)	3 (6.1)
Enhance professional development	11 (22.9)	22 (45.8)	14 (29.2)	1 (2.1)
Satisfaction with mentor's performance	8 (16.7)	24 (50.0)	14 (29.2)	2 (4.2)
Mentor's visits disrupt classes	8 (16.7)	21 (43.8)	16 (33.3)	3 (6.3)
Accessibility of mentor	6 (12.0)	25 (50.0)	13 (26.0)	6 (12.0)
Generally, feels comfortable with mentor visits	5 (10.2)	24 (49.0)	17 (34.7)	3 (6.1)

Notes: SA (strongly agree); A (agree); D (disagree); SD (strongly disagree)

Research Question 5:

Are the objectives of the mentorship programme being achieved?

Table 10 provides a detailed description of participants responses to statement made in adherence to objectives outlined in mentorship programme. Table 10 illustrates that thirty-eight and eight tenths percentage of the participants indicated that they disagreed (including strongly disagree) with the statement 'The mentor gives demonstration

lesson to teachers. On the matter of 'the mentor facilitates beginning teachers' professional development', only 32.6 percentage of respondents said they either disagreed or strongly disagreed with the statement. Based on the percentage with the agreement categories for the sub-statements in Table 4:6, it can be concluded that there were moderate to strong agreement.

Table 10 - Adherence to objectives outlined in mentorship programme

Characteristics	SA	A	D	SD
	N (%)	N (%)	N (%)	N (%)
Demonstration lesson to mentee	6 (12.0)	24 (49.0)	15 (30.6)	4 (8.2)
Facilitate professional development	7 (14.3)	26 (53.1)	13 (26.5)	3 (6.1)
Advised on appropriate educational practices	7 (14.0)	25 (50.0)	14 (28.0)	4 (8.0)
Classroom assessment	6 (12.0)	25 (50.0)	16 (32.0)	3 (6.0)
Supervision	8 (16.0)	23 (46.0)	16 (32.0)	3 (6.0)
Execution of duties more effectively	10 (20.0)	27 (54.0)	11 (22.0)	2 (4.0)

Notes: SA (strongly agree); A (agree); D (disagree); SD (strongly disagree)

Table 11 gives a detailed summary of the mentorship index and sub-indexes, using descriptive statistics. With a mean value of 88.9 ± 19.8 (95%

CI: 19.0 – 21.9) and a maximum value of 124.0 (Table 11), it can be concluded that the overall mentorship index is very high. However, on

disaggregating the overall index one of the sub-scales had a low value (use of strategies index, mean = 16.9 ± 6.0; 95% CI: 15.4 – 18.9), with the other sub-items being moderately high (Table 7).

The sub-index with the strong value was meeting the needs index, suggesting that the mentorship programme is perceived as 'meeting the needs of the beginning teachers.

Table 11 - Descriptive Statistics for Mentorship Index and Sub-scales

Characteristics	N	Minimum	Maximum	Mean	Std. Deviation
Awareness and Involvement Index	52	8.00	32.00	20.4	5.1
Meeting the Needs Index	52	1.00	30.00	20.8	6.0
Use of Strategies Index	52	2.00	45.00	16.9	6.0
Adherence to Objectives Index	51	6.00	24.00	16.0	3.7
Value of Mentorship Index	52	2.00	24.00	15.4	4.6
Overall Mentorship Index	**52**	**21.00**	**124.00**	**88.9**	**19.8**

Research Question 6:

How do awareness of involvement, meeting the needs, using the strategies, adherence to objectives and the value of mentorship as well as the overall mentorship programme differ based on the individual's gender? (Figure 1). Figure 1 shows the box plot of the awareness and involvement index by gender of the respondents. The box plot shows that the Awareness and Involvement Index of males (mean = 21.0 ± 4.8) appears to be marginally greater than for females (mean = 20.1 ± 5.2) (Figure 1). However, the independent sample t-test reveals that there is no significant statistical difference between the two values, t-test = 0.638, P value = 0.522.
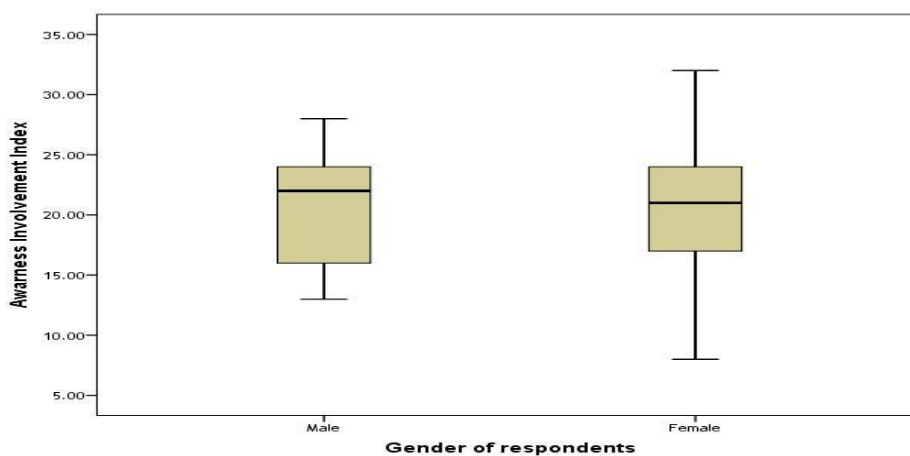

Figure 1 Box plot of Awareness and Involvement Index by gender of respondents

Figure 2 depicts a box plot of Meeting the Needs Index by gender of the respondents. The box plot shows that Meeting the Needs Index of males (mean = 21.3 ± 7.2) appears to be marginally greater than for females (mean = 20.6 ± 5.6). However, the independent sample t-test reveals that there is no significant statistical difference between the two values, t-test = 0.345, P value = 0.732.
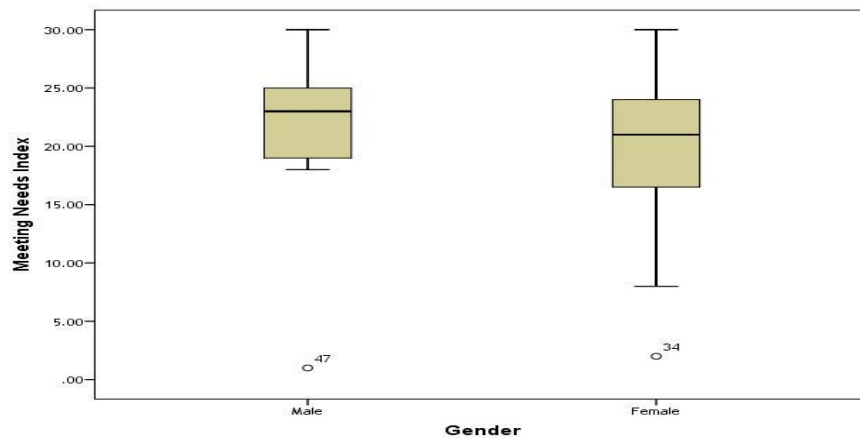
Figure 2 Box plot of Meeting the Needs Index by gender of respondents

Figure 3 depicts a box plot of 'use of strategies index' disaggregated by gender of respondents. The mean value for males based on the Use of Strategies Index was 15.4 ± 5.6 compared to 17.1 ± 5.9 for females (Figure 4:3). The difference between the two means are not statistically different (t-test = 0.901, P value = 0.372). This means that male and female beginning teachers have the same belief on use of strategies.
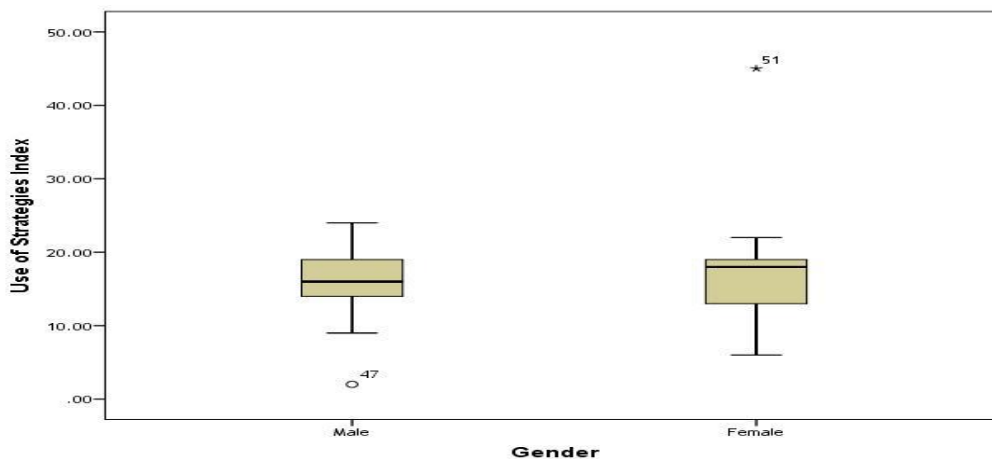

Figure 3 Box plot of Use of Strategies Index by gender of respondents

Figure 4 illustrates a box plot of adherence to objective index disaggregated by gender of sample. There appears to be a greater mean value for females on the Adherence to Objectives Index (16.0 ± 3.8) compared to that for males (15.9 ± 3.9), Figure 4:4. On further examination, it was revealed that there is no significant statistical difference between the mean score for males and that of females, t-test = 0.067, P value = 0.947.
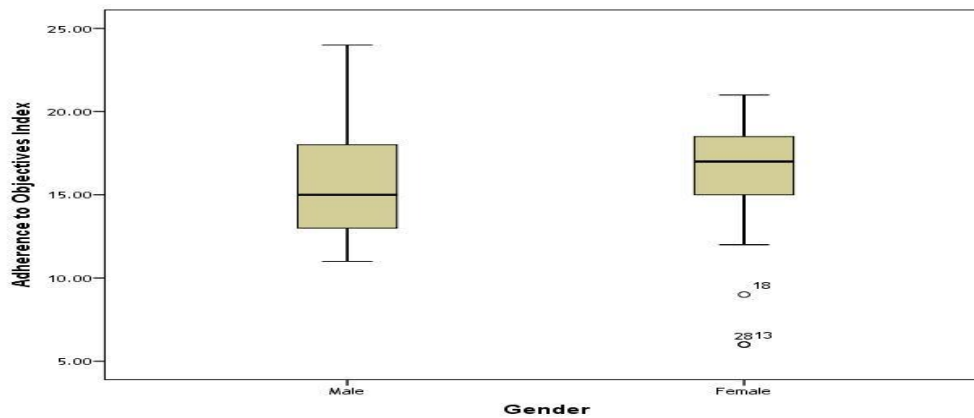
Figure 4 Box plot of Adherence to Objective Index by gender of respondents

Figure 5 displays a box plot for Value of Mentorship Index based on the gender of the respondents. Using the view of the box plot, there appears to be a significant difference between the mean score for males (16.5 ± 5.5) compared to that for females (15.1 ± 4.2). The was not the case as the Independent sample t-test revealed no such disparity (t-t = 0.949, P value = 0.347).
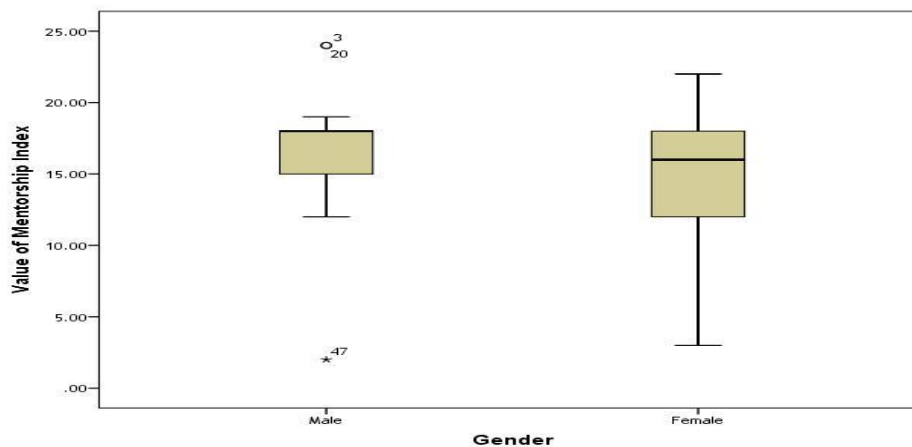
Figure 5 Box plot of Value of Mentorship Index by gender of respondents

Figure 6 presents a box plot of the 'Overall Mentorship Index' by gender of respondents. Based on the Box plot (Figure 6), eyeballing the mean values for males and females appears to be same, 89.0 ± 25.3 and 88.9 ± 18.0 respectively. The eyeballing information was concurred by the Independent Sample t-test (t-t value = 0.016, P value = 0.987).

Figure 6 Box plot of Overall Mentorship Index by gender of respondents

Research Question 7:

What are the perceived factors that influence 1) awareness of involvement, 2) meeting the needs, 3) using the strategies, 4) adherence to objectives and 5) the value of mentorship as well as the overall mentorship programme?
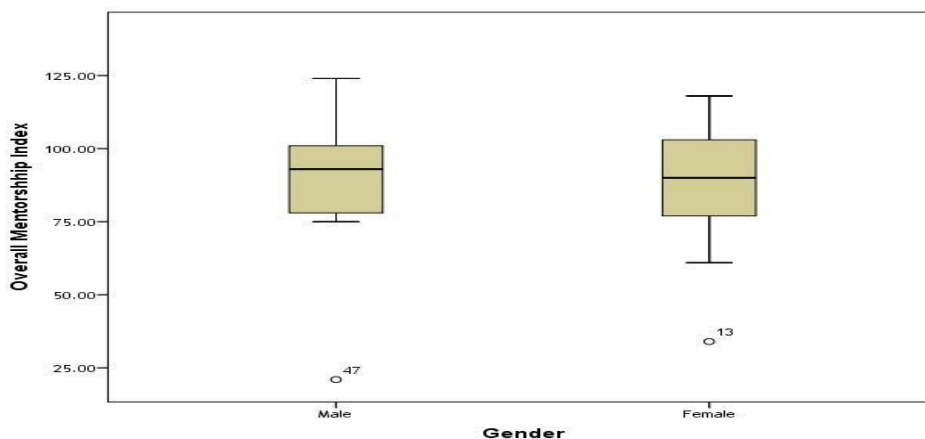
Table 13 presents information on the multi-analysis of variance of 'Awareness Index' for selected socio-demographic characteristics of sampled population. Of the demographic characteristics examined to ascertain difference based on Awareness and Involvement Index, only one emerged as being statistically different (Academic Qualification, P value = 0.035 < 0.05), Table 4.8. Furthermore, 12.1 percentage of the variability in Awareness and Involvement Index can be explained by Academic Achievement (i.e. R squared).

Table 13 - Multi Analysis of Variance of selected demographic variables on Awareness Index

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	154.0	4	38.5	1.516	0.214
Intercept	491.9	1	491.9	19.371	0.000
Gender	19.0	1	19.0	0.748	0.392
Age cohort	8.6	1	8.6	0.338	0.564
Teaching experience	.04	1	0.04	0.002	0.969
Academic qualification	120.1	1	120.1	4.730	0.035*
Error	1117.3	44	25.4		
Total	21598.0	49			
Corrected Total	1271.4	48			
Dependent Variable: Awareness Involvement Index. R Squared = .121 (Adjusted R Squared = .041) *significant variable (pvalue < 0.05)					

Table 14 presents information on selected demographic characteristics and whether they differ in terms of Meeting the Needs Index.

Table 14 - Multi Analysis of Variance of selected demographic variables on Meeting Needs Index

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	181.9	4	45.5	1.263	0.299
Intercept	654.3	1	654.3	18.175	0.000
Gender	4.0	1	4.0	0.110	0.741
Age cohort	23.5	1	23.5	0.654	0.423
Teaching experience	.14	1	.14	0.004	0.951
Academic qualification	145.9	1	145.9	4.052	0.051
Error	1584.019	44	36.000		
Total	22957.000	49			
Corrected Total	1765.959	48			
Dependent Variable: Meeting_Needs_Index R Squared = .103 (Adjusted R Squared = .021)					

Based on Table 4:9, using the p values, it can be extrapolated that participants view Meeting the Needs the same way (p value > 0.05). This means that participants did not differ in their views on programme 'Meeting the Needs'.

Table 15 presents information on selected demographic characteristics and whether they differed in terms of Use of Strategies Index.

Table 15 - Multi Analysis of Variance of selected demographic variables on Use of Strategies Index

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	117.7	4	29.4	0.838	0.509
Intercept	449.2	1	449.2	12.787	0.001
Gender	53.3	1	53.3	1.517	0.225
Age cohort	45.6	1	45.6	1.299	0.260
Teaching experience	19.8	1	19.8	0.563	0.457
Academic qualification	14.8	1	14.8	0.422	0.520
Error	1545.556	44	35.126		
Total	15621.000	49			
Corrected Total	1663.265	48			
Dependent Variable: Use of Strategies Index					

From the information in Table 16, using the p values, it can be extrapolated that participants view Use of Strategies Index the same way (p value > 0.05). This means that participants did not differ in their views on programme the 'Use of Strategies'.

Table 16 presents information on selected demographic characteristics and whether they differ in terms of Adherence to Objectives Index. From the information presented in Table 16, using the p values, it can be extrapolated that participants view Adherence to Objectives Index the same way (p value > 0.05). This means that participants did not differ in their views on programme the 'Adherence to Objectives' (or they all view Adherence to Objectives the same way irrespective of difference in their socio-demographic characteristics).

Table 16 - Multi Analysis of Variance of selected demographic variables on Adherence to Objectives Index

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.9	4	0.7	0.047	0.996
Intercept	399.9	1	399.9	25.782	0.000
Gender	0.5	1	0.5	0.032	0.858
Age cohort	0.5	1	0.5	0.032	0.860
Teaching experience	1.3	1	1.3	0.086	0.771
Academic qualification	0.7	1	0.7	0.042	0.839
Error	667.057	43	15.513		
Total	12958.000	48			
Corrected Total	670.000	47			
Dependent Variable: Adherence to Objectives Index					

Table 17 presents information on selected demographic characteristics and whether they differ in terms of Value of Mentorship Index. From information presented in Table 17, using the p values, it can be extrapolated that participants view Value of Mentorship Index the same way (p value > 0.05). This means that participants did not differ in their views on programme the 'Value of Mentorship' (or they all view Value of Mentorship the same way irrespective of difference in their socio-demographic characteristics).

Table 17- Multi Analysis of Variance of selected demographic variables on Value of Mentorship Index

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	51.9	4	13.0	0.580	0.678
Intercept	549.0	1	549.0	24.549	0.000
Gender	2.0	1	2.0	0.089	0.767
Age cohort	9.5	1	9.5	0.423	0.519
Teaching experience	10.0	1	10.0	0.449	0.506
Academic qualification	12.4	1	12.4	0.554	0.461
Error	983.924	44	22.362		
Total	12669.000	49			
Corrected Total	1035.837	48			
Dependent Variable: Value of Mentorship Index					

Table 18 presents information on selected demographic characteristics and whether they differ in terms of Overall Mentorship Index. Using the p values (see Table 18), it can be extrapolated that participants view Overall Mentorship Index the same way (p value > 0.05). This means that participants did not difference in their views on programme the 'Overall Value of Mentorship' (or they all view Overall Value of Mentorship the same way irrespective of difference in their socio-demographic characteristics).

Table 18 - Multi Analysis of Variance of selected demographic variables on Overall Mentorship Index

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1418.760[a]	4	354.690	0.882	0.482
Intercept	11830.917	1	11830.917	29.423	0.000
Gender	10.419	1	10.419	0.026	0.873
Age cohort	194.534	1	194.534	0.484	0.490
Teaching experience	50.439	1	50.439	0.125	0.725
Academic qualification	1199.198	1	1199.198	2.982	0.091
Error	17692.506	44	402.102		
Total	408309.000	49			
Corrected Total	19111.265	48			
Dependent Variable: Overall Mentorship Index					

Discussion, Conclusion and Recommendations

Generally, there is a perception in Jamaica that the teacher is responsible for the learning process, particularly learning outcomes. The learning outcomes of pupils at the primary and secondary level in Jamaica have been below the expected standard. Using the Grade Six Achievement Test (G-SAT) and the Caribbean Secondary Examination Council (CSEC), especially English Language (i.e. English A) and Mathematics, the performance of Jamaican students have been dismally low, which is a justification for the plethora of writings on academic performance of students (Seaga, 2011; Ministry of Education, 2009; Holden, 2010; Colquhoun and Bourne, 2012; Gibbison and Murthy, 2003). Although the preparation for examinations can be stressful and account for lower academic performance (Gupta, Gupta, Mishra and Sharma, 2011; Yashin and Dzulkifli, 2009; Vogel and Collins, 2006; Phillips and Endler, 1982), the teachers are still perceived as being critical to the students' performance. Within the context of the issue, it is argued that there is a problem in the educational system in the nation. Using a cross-sectional probability study which was conducted by Powell, Bourne and Waller (2007), the researchers

found that 'school and education' were identified as the third leading national problem by Jamaicans (p. 49). This empirical finding highlights the importance of a teacher mentorship programme, which can provide some justification and rationale for improving the dismally low performance of Jamaican students. The present study, therefore, will evaluate the effectiveness of the Ministry of Education's mentorship and beginning teacher induction programmes in selected primary schools in Region One to provide empirical findings that can be used to improve the quality of the teaching stock in Jamaican schools.

An assessment the perceived awareness and involvement of beginning teachers in the mentorship programme

The current work finds that 31/50 respondents indicated that they are cognizant Ministry of Education's mentorship and beginning teacher induction programme. Furthermore, 15/25 of the sampled respondents mention that they have participated in the Ministry of Education's programme. Darling-Hammond & Sclan (1996) and Hughes (2003) contend that almost thirty percent of beginning teachers do not teach beyond two years and forty to fifty percent leave the profession within their first five years of teaching, which is a part of the rationale for the development and implementation of an induction programme to remedy the identified problem. In fact, this work goes further than merely documenting the involvement of the participants to that of their institutions. The present study reveals that 62.3 percentage of the sampled respondents indicated that their schools' administrators are involved in the programme and that 59.2 percentage states that there is structured support for the programme. In addition to the findings, 65.4 percent of the participants states that there is an orientation training session in the programmes that provides some context for the engagement of many stakeholders in the professional development of junior staff.

The engagement of the different stakeholders in the induction and mentorship programme is to remedy the current educational dilemma, which was found by Powell, Bourne and Waller in 2007. Seyfarth (2008) opines that support for the induction programmes is to help beginning teachers feel comfortable with their roles and help them acquire advanced instructional skills quickly. Hence, this work reveals that 59.2 percentage of the sample indicated that the programme assists in professional development, strategies for improving performance (62.0 percentage), and 56.9 percentage reported that it assists with the development of lesson planning. It follows, therefore, that the induction and mentorship programme is providing beginning teachers with a support system in 1) expectations, 2) professional development, 3) teaching methods and 4) resources.

Johnson & Birkeland (2003) postulate that although elementary and secondary teaching involves interaction with the young, the work of teachers is largely done in isolation from their colleagues. Such a perspective offers a justification for the reason the induction and mentorship programme does inhibit the individuality of the teacher as he/she is expected to make critical decision within the context of the work and expectations. If beginning teachers are to be left with their individuality in the teaching-learning process and there is empirical evidence that many of them are cognizant of the programme, an important issue here is an examination of the extent to which the programme is meeting the needs of those teachers.

To evaluate the extent to which the mentorship programme is meeting the needs of beginning teachers

Citing from National Centre for Education Statistics (1998) reports, Seyfath (2008) contends that about thirteen percent (13%) of teachers leave the profession or change jobs every year, which speaks to the expectations of the beginning teachers and the fact that needs are not being met. To address this local dilemma, over the past six years, the Ministry of Education with the approval of Cabinet, made it mandatory to implement the Beginning Teacher Mentorship Programme in primary schools' system wide (Ministry of Education Mentorship Policy,

2006). Hoy and Miskel (2005) opine that the induction process involves the gradual acquisition of professional expertise over an extended period and that developing a meaningful orientation programme also requires mentoring for the new teacher.

This work examines some of areas of need for the new teacher in an effort to understand the expectations, and whether the induction and mentorship programme was meeting their needs. The issue of lesson planning is an area which is problematic for all teachers, particularly those who are new. When the participants in this work are asked the degree to which they are assisted in lesson planning, 57 percentage indicated that this was meeting their needs; 68 percentage mention it was aiding in developing strategies; 66 percentage stated that they were aided with resources; 54 percentage respond that they were frequently assisted;, aided with conflict resolution (65.3 percentage); help with students' works (64.8 percentage); 77.5 percentage state they are helped with classroom atmosphere. Within a context of the high degree to which the mentorship and induction programme is meeting the needs of beginning teachers in Region One, it is likely that there will be a low attrition among beginning teachers therein. According to Seyfarth (2008) there is a relationship between mentorship and teacher, which is the rationale for the researcher opining that there is likely to be a low attrition in Region One among beginning teachers in Jamaica.

To determine whether the mentorship programme is using the appropriate strategies
According to Beach and Reinhartz (2000), the mentoring programme is a collaborative partnership where teacher share and develop interdependent interests, which speaks to information sharing and knowledge of expectation. With two-fifths of the participants being trained in mentorship, they are aware of the appropriate strategies that are outlined in the programme by the Ministry of Education. The Ministry of Education's strategic objectives (Ministry of Education Report on Mentorship and Beginning Teacher Induction Programme, 2006) outline the elements which are entailed in the

programme, which are promulgated to each mentee. In this study, the various strategies are forwarded in a questionnaire, and the participants were asked to state the degree to which they agreed or disagreed that each was being carried out by the mentor.

On the issues of 1) provision of adequate support, 68.0 percentage indicate that they at least agree with the statement; 2) Assistance in mentorship supervision, 65.9 percentage state they at least agreed; 3) Discussion with mentor, 67.4 percentage mention that they at least agreed with the statement, and 4) mentor visit of mentee's classroom, 60.8 percentage at least agree with the statement. Generally, there is at least moderately strong agreement for all the strategies to be used by the mentors as indicated by the participants. Gordon (1991) notes that simply assigning mentors to work with novice teachers does not provide beginning teachers with the knowledge, skills and support them need to be successful in the classroom. In this study, half of the participants had a Master of Science degree and they are all trained teachers, suggesting that they know the content of their areas and that the induction and mentorship programme is an aid and not a knowledge reservoir as was noted by Gordon (1991).

To examine the perception of beginning teachers on the value of the mentorship programme

The value of mentorship programme is high, and this can be itemized for a better understanding of the phenomenon. Seventy-one and five tenths percentage of the participants agreed (including strongly agree) with the statement that 'Teachers benefit from the mentor's supervision; 59.2 percentage agree (including strongly agreed) that beginning teachers generally feel comfortable with the visits of the mentor; 60.5 percentage indicate that the mentor's appearance in their classes disrupt the lesson, and 66.7 percentage at least agree with the statement that the 'Beginning teachers are satisfied with the mentor's performance.

Gilman and Rickert (1991) posit that for mentoring process to be successful, mentors must be recruited and provided with training (as cited in Beach and

Reinhartz, 2000, p. 180). The high value awards to each of the statement on the value of mentorship programme speaks to the quality and training of the mentors as the mentee are themselves trained and highly qualified teachers, and therefore would be able to make an effective assessment of their mentors.

To assess the objectives of the mentorship programme

Strudler, Quinn, McKinney and Jones (1995) postulate that there are "myriads of obstacles to professional competency." Gasner (2001) lists some of the challenges facing beginning teachers in Jamaica. It is discovered that the biggest challenges were classroom management, discipline and the lack of resources and equipment. Darling-Hammond (2003) concludes that personal and professional support is crucial for the retention of teachers. In this study, it is revealed that adhering to the objectives of the programme was moderately strongly 916.0 ± 3.7 out of 24.0. On disaggregating the adherence to the objectives, the respondents indicate that they at least agree with the level of supervision (62 percentage); classroom assessment (62 percentage); demonstrating lesson to mentee (61 percentage); facilitate professional development (67.4 percentage) and advise on appropriate educational practices (64 percentage).

To determine how awareness of involvement, meeting the needs, using the strategies, adherence to objectives and the value of mentorship as well as the overall mentorship programme differ based on the socio-demographic characteristics

In this study, it is revealed that awareness of involvement, meeting the needs, using the strategies, adherence to objectives and the value of mentorship as well as the overall mentorship programme did not differ based on the socio-demographic characteristics. The views individuals had, nothing to do with their educational qualifications, age, gender or the number of years they have been teaching.

Conclusion

The conclusion drawn from this research must be taken in context of the specific sample and should not be generalized out of the reference group. Despite the limitations of the size of the population sample and results which cannot be generalized, it can be concluded that in the schools under review that teachers are aware of and involved in the mentorship programme. The school administrators are taking the necessary steps to provide opportunities not only to get teachers aware but to meaningfully engage them in the process. However, based on the findings, it is evident that the issue of lesson planning is an area which is problematic for all teachers, particularly those who are new. The findings highlight the importance of the mentorship programme which is also found to be offering beginning teachers a support system in expectations, professional development, teaching methods and resources. There is no doubt that the collaborative approach exhibited by mentors and beginning teachers could serve to bring about a higher level of effectiveness in the schools.

Implications

The findings from this research invariably have several implications for school administrators. Accordingly, the Ministry of Education which is the primary agency with the ultimate responsibility for operating schools, must give serious consideration to the proper implementation, assessing and monitoring as well as sustainability of the mentorship programme. The research also uncovers that the mentorship programme, although effective is only reaping moderate success in areas of assistance with lesson planning and resources, suggesting that further work must be done to determine how the programme could be more effective.

Recommendations

Consistent with the findings of this research, the following recommendations are proposed:

1. That other regions be examined to find out if views differ from those in Region One

2. Conduct additional study to examine other school types as the researcher only concentrated on primary schools

3. Principals and other administrators be encouraged to be continuously engaged in the mentorship programme in order to enhance the teaching- learning aspect of their schools.

4. Impose sanctions on schools for non-implementation or noncompliance as this is a mandatory programme by the Ministry of Education. It should be compulsory in all schools.

5. School administrators should provide the Ministry of Education with continuous update and suggestions regarding the mentorship programme at least once per term for progress monitoring.

6. Further research should be extended to other regions to clarify and further explain some issues. Considering the study was restricted to only one region, it meant that there was serious implication for sample size. A larger population sample will provide a more authentic conclusion.

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48. Appendix A: Beginner Teachers' Questionnaire

Beginner Teachers' Questionnaire

This instrument was designed to give you an opportunity to express your feelings about the effectiveness of the Ministry of Education Mentorship and Beginning Teacher Induction Programme. This information will be held strictly confidential.

Please respond by placing a tick in the box provided Demographic data

1. Gender: Male ☐ Female ☐
2. Location
   Region 1 ☐

3. Age: Under 20 yrs. ☐ 20-25 yrs. ☐ 26-31 yrs. ☐ 31 yrs. and over ☐

4. Teaching experience at this school
   Under 1 yr. ☐ 1-2yrs ☐ 2-3 yrs ☐ 3yrs. and over ☐

5. What is your academic qualification?

   Teachers' college certificate ☐ Teachers' college diploma ☐ ☐

   Bachelor's Degree ☐ Master's degree ☐ ☐

   Other (please specify) …………………………………………

For each statement indicate your level by ticking in one of the spaces provided

   SA= strongly disagree
   A= agree
   D= disagree
   SD= strongly disagree

Awareness and involvement of beginning teachers in mentorship and beginning teacher induction programme.	SA	A	D	SD
6. The beginning teachers are aware of the Ministry's Mentorship and Beginning Teacher induction programme (MBTIP).				
7. Beginning teachers are exposed to training and orientation about the MBTIP.				
8. The MBTIP provides beginning teachers with structured support.				
9. The MBTIP assists beginning teachers to better understand their professional				
10. Beginning teachers have participated in mentorship and beginning teacher's induction programme (MBTIP) coordinated by the professional development unit.				
11. The MBTIP helps to improve the beginning teacher's knowledge with strategies for improving performances				
12. The mentors conduct professional development workshops for beginning teachers.				
13. The school administrators, including the principal, vice principals and grade supervisors are involved in the MBTIP.				
Meeting the needs of the beginning teachers	SA		D	SD
14. The mentor guides the beginning teachers in preparing lesson plans.				

15. The mentor guides the beginning teachers in developing strategies to deliver curriculum				
16. The mentor assists in obtaining available resources for beginning teachers.				
17. The mentor observes the beginning teachers frequently.				
18. The mentor assists beginning teachers in assessing students' work				
19. The mentor assists beginning teachers in dealing with and maintaining conflicts.				
20. The mentor assists beginning teachers in creating a classroom atmosphere that encourages student participation.				
21. The mentor instils respect for the teaching profession.				
Mentor's use of the strategies outlined in the mentorship and beginning teacher induction programme.	SA	A	D	SD
22. Mentor provides adequate support to the beginning teacher				
23. Beginning teachers get enough help from the mentor's supervision.				
24. Beginning teachers feel free to discuss problems with the mentor				
25. The mentor visits beginning teachers' classes regularly.				

	SA	A	D	SD
26. The mentor gives feedback and advice to the beginning teachers.				
27. The frequency of the interaction between mentor and beginning teachers is satisfactory				
Adherence to the objectives outlined in mentorship and beginning teacher induction programme.	SA	A	D	SD
28. The mentor gives demonstration lessons to teachers.				
29. The mentor facilitates beginning teachers' profession development.				
30. The beginning teachers are advised on appropriate educational practices by the mentor.				
31. The mentor spends enough time doing assessment of teaching and learning.				
32. The mentor spends enough time supervising beginning teachers.				
33. The mentorship experience has helped the mentor and beginning teachers to execute their duties more effectively.				
The value of the mentorship and beginning teacher induction programme to beginning teachers.	SA	A	D	SD
34. Teachers benefit from the mentor's supervision				
35. The mentorship experience has offered beginning teachers the opportunity to enhance themselves professionally.				
36. Beginning teachers are satisfied with the mentor's performance				
37. The mentor's visits disrupt classes.				
38. Beginning teachers feel that the mentor is always accessible to them.				
39. Beginning teachers generally feel comfortable with the visits of the mentor.				

40. Describe briefly the benefits of the mentorship programme to you

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