Attitudes towards staff mentoring by senior leaders of a College of Education in Ghana

Freeman Akama & John Keenan

Routledge
Taylor & Francis Group

Check for updates

Attitudes towards staff mentoring by senior leaders of a College of Education in Ghana

Freeman Akama[a] and John Keenan [b]

[a]School of Education, Leicester University, University Rd, Leicester, UK; [b]Faculty of Education, Newman University, Birmingham, UK

ABSTRACT

Ten interviews of senior leaders gave a clear picture about what they considered mentoring should be in a College of Education in Ghana – a coaching model of directive instruction and a hierarchical transfer of skills and knowledge. While mentoring was viewed as a central part of a training teacher's course, funds, attitudes and workload did not allow for in-house mentoring of staff. These findings are discussed with observations of how gender and religious cultural expectation affected the responses of the senior leaders and how the management structure at the college may be inhibiting it from implementing a system of mentoring. This paper was written as a collaboration between educational lecturers in Ghana and the UK and brings a global perspective on the situation. It concludes with recommendations to managers of educational institutions to implement a mentoring structure and widen the definition of what it means to be a mentor.

Introduction

In Homer's *The Odyssey*, Mentor's attempts to oversee Telemachus's moral, spiritual, social and personal development as he went in search of his father (who had been disguised as a beggar) were interrupted by his being replaced by the goddess Athena. It is fitting that from the beginning of the concept of mentoring, it was never a process simple to understand or do. This paper examines the complex nature of mentoring and extends it to the Ghanaian College of Education context, examining senior leaders' views about its importance in their institution.

This is a needed study into a Ghanaian College of Education. Despite the numerous benefits of mentoring to institutions the world over and the sizeable literature about it in the West (see, for example, Dingus, 2008; Fletcher, 2000; Smylie & Eckert, 2017), the Ghanaian College of Education context has not been widely researched. There are studies on undergraduate courses in Ghanaian universities (see Cross, Lowcock, Fiave, Agyeniwah, & Annan, 2019), among lecturers at university (Dankwa & Dankwa, 2013), in the health services (Manzi et al., 2017), between public and private universities (Owusu-Mensah, 2015) and early childhood education (Wolf et al., 2018). There are also studies on how mentoring works in Ghanaian teacher training (Amedeker, 2005,

2018; Bukari & Kuyini, 2015; Eshun & Adom, 2013; Kuranchie, 2013), but these do not extend to how it is practised in the Colleges of Education themselves. This paper concludes that there is a need to find a clear vision for how the process of mentoring, which is seen to be so essential in schools, can be transferred to the training organisation. It also reveals that mentoring is viewed in the coaching mode and that while there is a desire for it, there is little in-house mentoring of staff.

The paper is written as a collaboration between a senior leader at a College of Education in Ghana and a UK-based university lecturer in education. It brings a wider perspective on what makes successful mentoring in a college in Ghana. There is a need to study the effectiveness of initial teacher education in countries such as Ghana where training programs are persistently based on models developed by ex-colonial powers and, as a result, often not designed for, and therefore meeting, the needs of developing countries (Lewin & Stuart, 2003). The paper starts with a review of international trends on research on mentoring and then focuses on the Ghanaian context. It moves to the interview method for discovery of attitudes towards mentoring among 10 senior leaders at a College of Education and offers the findings and recommendations for changes in practice and future research.

Mentoring in education

Views on mentoring range from a role, which gives 'general advice and motivation regarding one's career and life' (Yost & Plunkett, 2009, p. 110), to an 'intense inter-personal exchange' (Russell & Adams, 1997, p. 2), which gives emotional and psychological support from a role model (Kram, 1988). The complex and contested idea of 'mentoring' means thst expected behaviours (see Dingus, 2008) of mentors and mentees are unclear. Implicit in many definitions is the view that mentoring involves a 'mentor' and 'mentee' where the former helps, assists and supports the latter to develop professionally. Implicit also is that the relationship is hierarchical (McCormack & West, 2006; Price & Chen, 2003) – 'the supervisor has authority over the protégé' (Ambrosetti & Dekkers, 2010, p. 44). It is also, as Eby, Allen, Evans, Thomas, and DuBois (2008) meta-analysis of studies on mentoring concluded, about two people who are looking for positive outcomes including behavioural, attitudinal and motivational.

Beyond these commonalities, Evans (2014) cautioned educational leaders to avoid narrow conceptions of what constitutes professional development and how and where it occurs. This pragmatic response, or 'anything goes' (Cain, 2009, as cited in Leshem, 2012, p. 413) approach, gives 'space' for confusion as well as for creativity and professional judgement. While studies of mentoring in education commonly advocate its benefits in helping professional and personal development (Evans, 2014), knowledge production (Trube & VanDerveer, 2015) and newcomers navigate the politics inherent in academic institutions (Sluss, Ployhart, Cobb, & Ashforth, 2012), the contested nature of what this mentoring should be like has been widely documented (see Hudson, 2004; Walkington, 2005). It can be a relationship of trust (see Koki, 1997) or conversely, guidance into the 'correct mindset' (see Kay, 1990). The lack of agreement is both among educators in a country and cross-nationally (Britton, 2006). In the United States of America, for example, 'mentoring has come to stand for a prevalent remedy to a problem that tends to remain unexamined' (Britton, 2006, p. 110). This 'deficit model' brings support of skills

and knowledge but may lack empathy, support and understanding of the individual. A practical 'coaching' view of mentoring as intervenor and problem solver is, according to Clutterbuck (1985), mentoring at its most active, stretching and directed. This is also the model in Australia, where 'supervision' is used as a term to describe the mentoring process (see Price & Chen, 2003) and 'tertiary supervisors' (see, for example, Macquarie University, 2022) mentor pre-service teachers in schools. This reinterpretation of the role from 'mentor' to 'coach' limits the role and may not be the most appropriate model for teacher training. Coaches are often limited in the time spent with a person, whereas in teacher training, there is a constant day-by-day contact meaning a 'less directive' (Gravells, 2008, p. 10) and a more formative, nurturing model might work best. The coaching mode of mentoring is not the only mode in Israeli pre-service where mentoring has 'many faces' (Leshem, 2012, p. 413) as it does in the UK where the mentor can be a 'facilitator', 'counsellor' and 'care-taker' (Clutterbuck, 1985; Klasen & Clutterbuck, 2002).

Mentoring in Ghana

Ghanaian research into mentoring in pre-service teacher trainers reveals the same kind of debate but there are common conclusions: there is a need for it, and it is not working well. Bukari and Kuyini's (2015) review of mentoring in schools on teacher training schools in Ghana, for example, revealed the distinctly different impression of the provision delivered by headteachers who oversee mentoring and the teacher trainees who receive it and, sadly, concluded that mentors are 'failing' in the role. While negative attitudes to mentoring are by no means unique to Ghana, the situation did seem to be one that needed intervention. This confirmed a previous study by Eshun and Adom (2013), which stated that 'some mentors were not up to task in supporting mentees' (p. 77) with a 'lack of interest in their work, thus leaving mentees on their own' (p. 87). Amedeker (2005) linked this to a 'disenchantment' (p.109) with the role as they expected more from it, including greater financial remuneration. Amedeker's later (Amedeker, 2018) research put mentors into three categories: 'absentee caregivers', 'minimal caregivers' and 'committed caregivers'; with 'only a small number of interns who were full of praise for their mentors' (p. 196), most came in the first two categories. At least these teacher trainees had mentors (even if sometimes absent) - Kuranchie's (2013) research into the induction of newly qualified teachers in Ghanaian schools concludes that this is the case only 14% of the time. This situation was addressed by the *Transforming Teacher Education and Learning* (T-TEL, 2022) program by the Ghanaian Ministry of Education, which raised the status of mentoring to one of the four pillars of the *National Teacher Education Curriculum Framework – Supported Teaching in Schools*. One of the main aims was to resolve the problem that, 'mentors do not know how to support student teachers to learn how to teach, and this is the main constraint to student teachers' learning on teaching practice' (Ministry of Education (Ghana), 2017, p. 23). In order to support mentor training, The Government of Ghana created handbooks (see Government of Ghana, 2020) and introduced 'cluster training' (see UNIDO, 2013) and Continuous Professional Development by training institutes who were permitted to deliver and certificate their courses.

With the focus on mentoring as a key strand of *Transforming Teacher Education and Learning* (T-TEL, 2022) the many benefits of mentoring should be part of the role of senior leaders and extend to the staff in a College of Education. It would be thought that mentor training would be part of the knowledge creation in institutions which has been termed variously by different writers as: 'leadership development' (Smylie & Eckert, 2017), 'professional leadership development' (Evans, 2018) and 'staff development' (McCaffery, 2010). To Bathelt and Cohendet (2014, p. 869), it is the 'processes by which new developments of ideas and artefacts crystallise'. It would seem to be a good move to value the knowledge mentors bring as they 'develop in learners attributes such as creativity, veracity, innovativeness, critical thinking, problem solving' (Maila & Awino, 2008, p. 241). The need to develop such attributes is amplified at Tertiary Colleges of Education in Ghana (which serve as higher education institutions) and teach the teacher – who will go on to affect many, many thousands of pupils so, by extension, develop the country.

Methodology

The research literature on mentoring in schools for teacher trainees in Ghana suggests much needs to be done in schools and by extension, Colleges of Education. This study focuses on one aspect of the issue – attitudes towards staff mentoring in a College of Education. This allowed the researchers to gauge whether there was a disconnect with the Government of Ghana's focus on mentoring and to discover what senior leaders' interpretations of mentoring were. Senior leaders might well support mentoring for training teachers in schools, but we wanted to know whether this was extended to staff in their own College of Education. In order to discover more about attitudes towards mentoring, interviews were held with 10 senior leaders (R1-R10) at a College of Education in Ghana. The interviews were guided by nine questions, starting with general ones, which asked the interviewee to express what they consider mentoring to be (What do you think mentoring is? What would your ideal mentor look like? Can you give me an example of good mentoring that you have experienced or heard about?). Having given the chance to express these views, the attention of the questions turned to mentoring in the College of Education generally (How important do you think mentoring is to this college?) and then specifically to the nature of staff development (What opportunities are there for staff mentor development in the college? Do you think there is agreement among managers and teaching staff about the nature of mentoring in the college? What are the strengths and weaknesses of the current provision for staff mentoring in this college? What, if anything, would you like to change about the mentoring provision in the college? Are there any future proposals for mentoring support in the college for staff?). As semi-structured interviews, there was opportunity to move in the direction of the interviewee and respond (as the case sometimes was) to a reluctance or inability to answer a question extensively, so probes were arranged in advance such as 'Can you tell me more?'; 'Is there an example you might choose?'

As a case study, this is the limit of its findings, but it may be illustrative of attitudes towards the subject in other similar colleges. These interviews occurred in November and December 2021 having received ethical approval from the lead writer's home institution, Leicester University (UK). The study was guided by their ethical process and in

conformity with British Educational Research Association (2018) guidelines on research and the following acts of consideration were made: a letter of introduction to participants clearly stating the purpose of the study, issues to be discussed, duration of interview and right to withdraw; observance of the time limit of the interviews of around 45 minutes; a transcript for their approval or amendment and anonymity and confidentiality of the participants assured. Interviews were chosen as they allowed verbal and non-verbal (Cohen, Manion, & Morrison, 2018) responses to be heard alongside the facility to probe further on subjects as they arise. In these interviews, we needed to explore experiences, beliefs and motivation (Gill, Stewart, Treasure, & Chadwick, 2008) in regard to mentoring and so gain 'rich' data (see Creswell, 2006) while being realistic about the time constraints of the interviewed. A semi-structured approach allowed space for the interviewee to co-construct the interview (Walford, 2001) and for the interviewer to probe further (see Adams, 2015).

The interviews were undertaken by the first author of this article, a Ghanaian and senior leader at a different College of Education, who therefore understood cultural and institutional sensibilities and could manoeuvre the 'conversation with a purpose' (Burgess, 1984, p. 102) to gain the most honest and detailed responses. While the interviewees were not members of the same college as the interviewer, there have been professional links between the colleges in the past and so there is an element of 'insider research'. An insider has the advantage of having the language, knowledge and understanding of how the organisation works (Brannick & Coghlan, 2007) and ready access to networks of information, documents and people. Being a senior leader at a different college and therefore an equal to the interviewed brought the benefits of the interviewees being more confident to share experiences, which should have increased the level of details that the participants are willing to share (Berger, 2015). On the other hand, this closeness to the context may be considered a lack of objectivity and distance and their presence inhibits the answers as there is an awareness of the role of the interviewer in institutional power and politics. Such matters needed to be balanced, and a relaxed atmosphere of shared confidences, ambitions and awareness was attempted. The interviews took place in the offices of the interviewees to give an extra sense of security to the proceedings. Transcripts of the interviews were given to all interviewers who were free to redact details that were felt to be not reflective of true feelings and thoughts.

Findings

The interviews revealed attitudes towards mentoring in their College of Education. There were 'patterns of thinking' among the senior leaders, which were revealed that in-house mentoring was not officially in place, viewed in terms of modelling and knowledge and skills transfer in a hierarchical manner. One other notable finding is how hard it was to focus the minds of the managers away from mentoring as it is seen in school. In every interview, the respondents needed to be moved back to mentoring at the College of Education. When on the topic of mentoring in schools, the respondents were eloquent and confident. When we asked about mentoring in their own institution, there were pauses which seemed to be caused by them trying to comprehend the idea and then re-imagine the topic in an unfamiliar way. R10 was the most forthcoming about mentoring and stated that there was no policy for staff mentoring at the College of Education:

> We do not have a policy for mentoring. . .(but) the management has agreed to support, so if we send a plan, that this is what we want to do together – if the budget management approves and helps

This was confirmed by R1 who stated: 'All the mentoring work has been informal'.

Mentoring is very much viewed as a hierarchical process by the senior leaders. R1 used the word, 'groom', R2, R3 and R9 mentioned the words 'higher' and 'lower' and R10 used the phrase 'bringing up' another 'less experienced'. For two respondents, the coaching model of mentoring was the preferred mode. This hierarchical, directive model of correction was promoted by R8 who stated:

> I see mentoring as coaching . . . trying to help somebody . . . to a certain point so they grow – as a coach in football team guides his players to achieve success.

This view was shared by R9:

> In my opinion mentoring is coaching somebody to become a professional . . . You are preparing a person to become a professional . . . so for me I see it as coaching, as modelling the person.

While R2 did not mention the term, it was seen this way:

> Good mentors possess the ability to delegate, assigning the person some responsibilities and some authority to act and then the ability to review the work as it is done and if you need corrections. Leaders may rebuke or congratulate.

The practicality of the role was emphasised by the way the senior leaders saw the role as primarily one of skills and knowledge transfer. Eight respondents (Rs 1, 2, 3, 5, 6, 8, 9 and 10) mentioned the importance of 'knowledge' as one of the key qualities to be transferred. 'Skills' were the focus of R1, R2, R7 and R10. Knowledge and skill transference were clearly viewed above the need for care and nurturing. The word 'care' was mentioned only once, and then it was in its absence:

> Sometimes people are focused on their work, so they don't have the time to care for the other one' (R1).

Nevertheless, that an emotional quality was used indicated that emotional support was expected in the role. There was, as R1 pointed out, just not the time to do it:

> We are busy. You have no time to work . . . There is no finance the government and the institution . . . but the most important factor is the busy days.

R9 saw the mentor as a 'model' - what the mentor is, rather than how well the person could communicate is the key. R10 did not mention the word but described it:

> I think it is a career to a particular office or profession but generally a mentor should be someone who leads an exemplary life. Somebody who is committed to a particular duty, someone who is punctual, somebody who is truthful, somebody who has all the necessary skills and attitudes that are acceptable as far as the community is concerned.

When discussing the qualities of a mentor, came a more sophisticated view of the role beyond skills and knowledge transfer. The mentor, R1 believed, must be 'patient', a quality advocated by R6. R9 voiced the needs of a mentee to be well-treated:

You need to respect the person you are mentoring because the person also has rights. Otherwise, it is very much a hierarchical position, best summed up by R10:

> I know what I am doing, so what you are saying is that I should be a model, so I have what it takes . . . to bring the person into the limelight.

There was general admission that more training is needed at the College of Education about mentoring. Training was specifically called for by four respondents (R2, R4, R5 and R7) who saw staff development as something they craved more of, and particularly the time to do it. While more training was welcome, it was made to seem like a luxury. While there had been many improvements since the new Principal took office, in-house training was still not as commonplace as they would like. R10 was clear about this and indicated that a change could take place but only if the funds and attitudes towards it changed:

> I want to suggest to all colleges and leadership that the idea of mentoring is key. Colleges should have a roadmap of policies that will guide mentoring . . . which will remind us about what we need to do – so that is the first thing I will recommend. Secondly, leadership should also make certain funds available. Then, I must also talk about workers or staff attitudes. I think we should alter our mindsets and be ready to allow ourselves to be mentors and to be mentored because nobody knows it all. We are not perfect: day in, day out. New things come up and how will we learn unless we discuss it?. . .Finally, we should also be a mentor ourselves by our conduct, our behaviour, and commitment towards duty and work; if we do the right thing, we will be role models for others to copy.

Two 'side issues' that came out of the interview are gendered expectations and the reliance on religious faith. All of the respondents were male except one as a result of a gender imbalance in senior leadership of the college. While educational organisations in Western countries such as the UK have a long way to go before leadership pay, conditions and status are equal (see Fuller, 2022), in Ghana, the problem does not seem to be as widely recognised, acknowledged and actioned against. The female senior leader was inclusive of males and females, using both gender pronouns where applicable (e.g., she, her; and he, his), whereas the male senior leaders almost exclusively used male pronouns, only once referring to 'she or her'. This gives a picture of an expectation of maleness of mentors, which is a sign of a patriarchal society – one certainly not confined to Ghana. One study of Ghanaian mentoring advocated 3 Ms of 'modelling, mediation and mothering' (Tengepare, 2020, p. 44). This includes a gendered expectation, which would not be comfortable in many countries in the West, but serves to illustrate how the subject is viewed through cultural 'eyes'. The religious faith references were not surprising from a senior leader who also works as a pastor, but another also stated:

I learn of Christ, then I want my students to learn of me.

For some of the interviewees, the role of mentoring is viewed in terms of religious life and being in the 'likeness of Christ'. This does not wholly correspond with the idea of a coach and skills/knowledge transferer and expands the role somewhat. It also reveals the way cultural expectations – in this case, one based on an active Christianity – are embedded in understandings of mentoring.

Discussion

Our key findings can be summed up thus. Mentoring, as envisioned by the senior managers at a Ghanaian College of Education, is

- Hierarchical
- In a coaching model
- About skills and knowledge transfer
- Not in place in the College of Education
- A 'luxury' the busyness of the job will not allow
- Something that is craved for
- Something that funds are needed for
- Something that will also take an attitude change to implement
- Viewed through a cultural 'lens'

An implied message of the interviewee responses was that shared responsibility has led to no one being seen to be in charge of the process of mentoring. This may be because, in Ghanaian Colleges of Tertiary Education, there is a joint management system of governor and senior managers. This shared responsibility has led to tensions between managers and governors, which arise from the separation of control from ownership' (Rytmeister, 2009, p. 141). Even if there is agreement on a policy on mentoring, it will not necessarily be enacted in the correct manner. The barrier to enacting policy may come from the mentors themselves**, as MacIntyre and Hagger (1994, as cited in Fletcher, 2000, p. 6) saw a trend that the mentors themselves 'anticipate little need for change or for new learning as they become mentors'. The working staff at a Ghanaian College of Education is in a working culture of higher education so the academic literature on mentoring of staff at this level can be seen as being informative. Felton's, Dirksen, Bauman, Kheriaty, and Taylor (2013) Transformative Conversations, for example, not only notes the importance of a mentoring spirit but also, usefully, seems to identify something in the academic culture at higher education level, which can prevent group development: 'Anyone who knows even a little bit about academic culture knows that gatherings such as this are, to say the least, counter-cultural' (p. x).

While there has been a focus on the process in Ghana, taking a UK perspective, the co-author of this article can see a similarity of experience working in higher education generally and education colleges specifically. For example, having been assigned a mentor in the first year of joining a university providing teacher education, at the first meeting, a colleague came along and the mentor complained out loud about having been given the job of mentoring that she did not want to do – thus severing the relationship immediately. The co-author has worked at five UK higher education institutions and often been assigned a mentor, but beyond a first meeting, there has been no formal system, support or contact. Mentoring in higher education, it seems, is something that everyone knows to be good practice and is therefore implemented by senior managers, but the everyday stresses and strains and sheer busyness of the job and focus on 'end-oriented practices' (Felton, Dirksen, Bauman, Kheriaty, & Taylor, 2013, p. 16) mean that, as in Ghana, it can be seen as a luxury that cannot be afforded.

Our focus on a formal mentoring system is not to deny the existence of the most rewarding informal mentoring that emerges naturally (Evans, 2018; Yost & Plunkett, 2009), possibly to 'abhor the vacuum' of institutional processes. We have benefited greatly by the wise counsel and supportive environment of some of our line managers, colleagues and those outside of the institutions in which we work, who sometimes act as heroes to be followed, as much as mentors to advise. It is also not to deny the possibility that we can 'abandon the logic of organisations in order to gather the power necessary to rewrite the logic of organizations' (Parker & Palmer, 1992: 12, in Felton, Dirksen, Bauman, Kheriaty, & Taylor, 2013, p. 118). A common logic of organisational management is top-down control, particularly in what might be termed as 'neoliberalist' economies (see Harvey, 2005). To disrupt this top-down or outside-in 'logic', we can follow advice of Felton, Dirksen, Bauman, Kheriaty, and Taylor (2013) and start our own transformative communities in higher education – to go, in their words, 'bottom-up, inside out' (p. 118). While such acts of in-house-informal mentoring may be laudable and fulfiling, we feel that without senior management support in valuing the benefit of mentoring and providing the incentives, time and resources, it is unlikely to feel the benefits of a co-agent working environment.

We conclude that in-house formal mentoring at a College of Education in Ghana, as senior leader interviewees admitted, needs to be reviewed and improved. The attitudes expressed revealed a top-down, skills and knowledge transfer approach, which could be expanded to be more holistic and open to the value of sharing among a community of practice. Motivations, such as employee well-being and their personal and professional growth, may be considered insufficient or inadequate to convince management of the benefits of mentoring. In contrast, major global companies such as AT&T, IBM and Johnson and Johnson have noted psychological capital (positive mind-state, perseverance and resilience) of employees and engagement, which, in the end (and the presumed motivator behind these companies adopting a formal mentoring program), improve the companies' bottom-line profits (see Ghosh, Shuck, Cumberland, & D'Mello, 2019). How this mentoring might take place can vary. The traditional model is between mentor and mentee, which is not always the best in a College of Education where a new employee may be paired up with an existent one, the former having more experience, knowledge and skills than the latter. There could be a more relational attitude to mentoring – both interdependent and generative (see Ragins & Verbos, 2007) which can value empathy, disclosure, empowerment in a sensitive, mutually beneficial manner, each leaning on another for emotional, spiritual, social and personal development.

Disclosure statement

ORCID

John Keenan 🆔 http://orcid.org/0000-0002-1844-4879

References

Adams, W.C. (2015). Conducting semi-structured interviews. In J. Wholey, H. Harty, & K. Newcomer (Eds.), *Handbook of practical program evaluation* (pp. 492–505). San Francisco: Jossey-Bass.

Ambrosetti, A., & Dekkers, J. (2010). The interconnectedness of the roles of mentors and mentees in pre-service teacher education mentoring relationships. *Australian Journal of Teacher Education*, *35*(6), 42–55. doi:10.14221/ajte.2010v35n6.3

Amedeker, M.K. (2005). Reforming Ghanaian teacher education towards preparing an effective pre-service teacher. *Journal of Education for Teaching*, *31*(2), 99–110. doi:10.1080/02607470500127194

Amedeker, M.K. (2018). Caring relationships in the environment of changing teacher professional development. *African Journal of Educational Studies in Mathematics and Sciences*, *14*, 185–198. doi:https://dx.doi.org/10.4314/ajesms.v14i1.15

Bathelt, H., & Cohendet, P. (2014). The creation of knowledge. *Journal of Economic Geography*, *14* (5), 869–882. doi:10.1093/jeg/lbu027

Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, *15*(2), 219–234. doi:10.1177/1468794112468475

Brannick, T., & Coghlan, D. (2007). In defense of being "native": The case for insider academic research. *Organizational Research Methods*, *10*(1), 59–74. doi:10.1177/1094428106289253

British Educational Research Association. (2018). Ethical guidelines for educational research. Retrieved October 5, 2021, from https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018

Britton, T. (2006). Mentoring in the induction system of five countries: A sum is greater than its parts. In C. Cullingford (Ed.), *Mentoring in education*: An international perspective (pp. 110–123). Aldershot: Ashgate Publishing.

Bukari, M.M., & Kuyini, A.B. (2015). Exploring the role of mentoring in the quality of teacher training in Ghana. *International Journal of Learning & Development*, *5*(1), 46–67. doi:10.5296/ijld.v5i1.6822

Burgess, R.G. (1984). *In the field: An introduction to field research*. London: Unwin Hyman.

Cain, T. (2009). Mentoring trainee teachers: How can mentors use re- search? Mentoring and Tutoring: Partnership in Learning, 17, 53–66. doi:10.1080/13611260802233498

Clutterbuck, D. (1985). *Everyone needs a mentor*. London: CIPD.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*. London: Routledge.

Creswell, J.W. (2006). *Qualitative inquiry and research design*. London: Sage.

Cross, R., Lowcock, D., Fiave, J., Agyeniwah, S., & Annan, G. (2019). 'Feeling part of a network of learning in health promotion': An evaluation of a postgraduate peer-mentoring scheme in Ghana. *Innovations in Education and Teaching International*, *57*(2), 175–185. doi:10.1080/14703297.2019.1625799

Dankwa, J.A., & Dankwa, K. (2013). Mentoring in the University of Cape Coast - a reality or a fallacy? *British Journal of Physiology Research*, *1*(1), 165–236. https://iiste.org/Journals/index.php/PPAR/article/view/14909

Dingus, J.E. (2008). "I'm learning the trade": Mentoring networks of Black women teachers. *Urban Education*, *43*(3), 361–377. doi:10.1177/0042085907311794

Eby, L., Allen, T., Evans, S., Thomas, N., & DuBois, D. (2008). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *Journal of Vocational Behavior*, *72*(2), 254–267. doi:10.1016/j.jvb.2007.04.005

Eshun, I., & Adom, E. (2013). Teacher preparation: The case of the two years "In" and one year "Out" policy of the In-In-Out programme of Colleges of Education in Ghana. *Developing Country Studies*, *3*(6). https://core.ac.uk/download/pdf/234681102.pdf

Evans, L. (2014). Leadership for professional development and learning: Enhancing our understanding of how teachers develop. *Cambridge Journal of Education*, *44*(2), 179–198. doi:10.1080/0305764X.2013.860083

Evans, L. (2018). Implicit and informal professional development: What it 'looks like', how it occurs, and why we need to research it. *Professional Development in Education*, *45*(3), 1–14. doi:10.1080/19415257.2018.1441172

Felton, P., Dirksen, H., Bauman, L., Kheriaty, L., & Taylor, A. (2013). *A guide to mentoring communities among colleagues in higher education*. London: Jossey-Bass.

Fletcher, S. (2000). *Mentoring in Schools: A handbook of good practice*. London: Routledge.

Fuller, K. (2022). *Feminist perspectives on contemporary educational leadership*. London: Routledge.

Ghosh, R., Shuck, B., Cumberland, D., & D'Mello, J. (2019). Building psychological capital and employee engagement: Is formal mentoring a useful strategic human resource development intervention? *Performance Improvement Quarterly*, *32*(1), 37–54. doi:10.1002/piq.21285

Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: Interviews and focus groups. Retrieved February 7, 2022, from https://cebma.org/wp-content/uploads/Gill-2008.pdf

Government of Ghana. (2020). Teaching practice mentor handbook. Retrieved February 5, 2021, from https://t-tel.org/download/teaching-practice-handbook-for-mentors/

Gravells, J. (2008). *Mentoring*. Exeter: Learning Matters.

Harvey, D. (2005). *A brief history of neoliberalism*. Oxford: Oxford University Press.

Hudson, P. (2004, November 29-December 2). *From generic to specific mentoring: A five-factor model for developing primary teaching practices*. Paper presentation at the Australian Association for Research in Education, International Education Research Conference, Melbourne, Australia. Retrieved March 25, 2022, from https://www.aare.edu.au/data/publications/2004/hud04076.pdf

Kay, R. (1990). Mentoring: Definition, principles & applications. In T. Bey & C. Holmes (Eds.), *Mentoring: Developing successful new teachers* (pp. 25–38). Reston, VA: Association of Teacher Educators.

Klasen, N., & Clutterbuck, D. (2002). *Implementing mentoring schemes*. Oxford: Heinemann.

Koki, S. (1997). The role of teacher mentoring in educational reform. *PREL Briefing Paper*, Pacific Resources for Education and Learning, Hawaii. Retrieved January 16, 2022, from https://eric.ed.gov/?id=ED420647

Kram, K. (1988). *Mentoring at work: Developmental relationships in organizational life*. Lanham: University Press of America.

Kuranchie, A. (2013). The call for official policy on teacher induction in Ghana: Revisiting the issue. *Journal of Education and Practice*, *4*(1), 92–99. Retrieved April 5, 2022, from https://www.iiste.org/Journals/index.php/JEP/article/view/4046.

Leshem, S. (2012). The many faces of mentor-mentee relationships in a pre-Service teacher education programme. *Creative Education*, *3*(4), 413–421. doi:10.4236/ce.2012.34065

Lewin, K., & Stuart, J. (2003). Researching teacher education: New perspectives on practice, performance and policy. Department for International Development (UK). Retrieved April 6, 2022, from https://www.gov.uk/research-for-development-outputs/researching-teacher-education-new-perspectives-on-practice-performance-and-policy-multi-site-teacher-education-research-project-muster-synthesis-report

Macquarie University. (2022). Tertiary supervisors. Retrieved September 16, 2022, from https://www.mq.edu.au/faculty-of-arts/departments-and-schools/macquarie-school-of-education/professional-experience/tertiary-supervisors

Maila, N., & Awino, J. (2008). Reflections on quality education in African higher education. *Africa Education Review*, *5*(2), 239–252. doi:10.1080/18146620802449464

Manzi, A., Hirschhorn, L., Sherr, K., Chirwa, C., Baynes, C., & Awoonor-Williams, J.K. (2017). Mentorship and coaching to support strengthening healthcare systems: Lessons learned across the five population health implementation and training partnership projects in Sub-Saharan Africa. *Health Services Research*, *17*(3). doi:https://doi.org/10.1186/s12913-017-2656-7

McCaffery, P. (2010). *The higher education manager's handbook: Effective leadership and management in universities and colleges*. Abingdon: Routledge.

McCormack, C., & West, D. (2006). Facilitated group mentoring develops key career competencies for university women: A case study. *Mentoring and Tutoring*, *14*(4), 409–431. doi:http://dx.doi.org/10.1080/13611260600739290

Ministry of Education (Ghana). (2017). The effectiveness of cluster training for mentors. https://www.poverty-action.org/sites/default/files/presentation/T-TEL-Effectiveness-of-Cluster-Mentor-Training.pdf

Owusu-Mensah, I. (2015). Promoting quality university education in Ghana: The challenges of mentoring private universities. *British Journal of Education Society and Behavioural Science*, *8* (2), 104–116. doi:10.9734/BJESBS/2015/17104

Palmer, P. (1992). Divided No More. Change Magazine, 2,10–17 https://couragerenewal.org/library/divided-no-more-a-movement-approach-to-educational-reform/ Retrieved from 31 October 2022. doi:10.1080/00091383.1992.9937103

Price, M.P., & Chen, H. (2003). Promises and challenges: Exploring a collaborative telementoring programme in a preservice teacher education programme. *Mentoring and Tutoring*, *11*(1), 105–111. doi:10.1080/1361126032000054844

Ragins, B., & Verbos, A. (2007). Positive relationships in action: Relational mentoring and mentoring schemas in the workplace. In J. Dutton & B. Ragins (Eds.), *Exploring positive relationships at work: Building a theoretical and research foundation* (pp. 91–116). New York: Psychology Press.

Russell, J., & Adams, D. (1997). The changing nature of mentoring in organizations. *Journal of Vocational Behavior*, *51*(1), 1–14. doi:https://doi.org/10.1006/jvbe.1997.1602

Rytmeister, C. (2009). Governing University strategy: Perceptions and practice of governance and management roles. *Tertiary Education and Management*, *15*(2), 137–156. doi:10.1080/13583880902869604

Sluss, D., Ployhart, R., Cobb, M., & Ashforth, B. (2012). Generalizing newcomers' relational and organizational identifications: Processes and prototypicality. *Academy of Management Journal*, *55*(4), 949–975. doi:http://dx.doi.org/10.5465/amj.2010.0420

Smylie, M.A., & Eckert, J. (2017). Beyond superheroes and advocacy: The pathway of teacher leadership development. *46*(4), 556–577. 10.1177/1741143217694893

Tengepare, M. (2020). The impact of supported teaching in the basic schools in Ghana: The role of teacher trainees and tutors of colleges. *Journal of Education, Curriculum and Teaching Studies*, *1* (1). https://www.royalliteglobal.com/ects/article/view/120

Trube, M., & VanDerveer, B. (2015). Support for engaged scholars: The role of mentoring networks with diverse faculty. *Mentoring & Tutoring: Partnership in Learning*, *23*(4), 311–327. doi:10.1080/13611267.2015.1099869

T-TEL. (2022) Transforming teaching, education and learning. Retrieved October 22, 2022, from https://t-tel.org

UNIDO. (2013). The UNIDO approach to cluster development. United Nations industrial development agency. Retrieved December 4, 2021, from http://backonline.apswiss.ch/6001/cluster_approach_print.pdf

Walford, G. (2001). Doing qualitative educational research: A personal guide to the research process. *Continuum*.

Walkington, J. (2005). Mentoring preservice teachers in the preschool setting: Perceptions of the role. *Australian Journal of Early Childhood*, *30*(1), 28–35. doi:10.1177/183693910503000106

Wolf, S., Raza, M., Kim, S., Aber, J., Behrman, J., & Seidman, E. (2018). Measuring process quality in pre-primary classrooms in Ghana using the teacher instructional practices and processes system (TIPPS). *Early Childhood Research Quarterly*, *45*, 18–30. doi:https://doi.org/10.1016/j.ecresq.2018.05.003

Yost, P., & Plunkett, M. (2009). *Real time leadership development*. Chichester: Wiley.