

Mentoring Secondary School Teachers for Effective Teaching and Learning

Leonard Mwangangi, Henry Ayot and Mueni Kiio

Abstract

Teachers perform a variety of duties such as implementing the syllabus content, dealing with classroom management, issue of learners' discipline, integrating students with special needs, using technology, co-curricular activity and being accountable to various stakeholders of education. These tasks can be difficult and stressful to smoothly enable teachers perform there is need for mentoring programs. Mentoring has been described as a nurturing process. In which a more skilled person serves as a role model by teaching sponsoring, encouraging, counseling and befriending a less skilled and less experience person i.e. protégé for the purpose of promoting professional development and efficiency, the overall purpose of teacher mentoring is to improve teaching and learning process. This study intends to look at areas of professional development where teachers need mentoring such as policies and procedures, stakeholders' expectations and analyses of related data such as documents on policy. Data will be analyzed and inference made. It is expected that mentoring will make teachers get job satisfaction and be effective in the teaching and the learning process

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