

The factors affecting the mentorship programme in National Teachers' Colleges in Uganda: a case study of Mubende, Kaliro

Okello Dison

Keywords: Mentorship programme, National Teachers' Colleges

Introduction

The purpose of the study was to examine the factors affecting mentorship programmes in National Teachers' Colleges in Uganda.

Objectives

To examine mentor-related factors affecting mentorship programmes in NTCs in Uganda,

to Assess mentee-related factors affecting mentorship programmes in NTCs in Uganda,

to find out institutional-related factors affecting mentorship programmes in NTCs in Uganda.

Methodology

The study adopted a cross-sectional research design, which employed quantitative and qualitative research approaches. Data were obtained from mentors, mentees, and administrators of National Teachers' College. A sample size of 133 respondents was taken for the study. The sample targeted those who were familiar with the topic under study and in particular purposive sampling was used.

Key findings

The study found out that:

1. Some mentors were not good role models.
2. There was a lack of encouragement from mentors to mentees, which affected the smooth running of the programmes.
3. There were poor attitudes of the mentors also affecting the success of the programmes.
4. The grading criteria and language also affected the mentorship programmes.
5. There was inadequate training for mentors
6. There was work overload
7. There were low levels of incentives for mentors.

Key references

Altinyelken, H. K., (2010). Curriculum change in Uganda: teacher perspectives on the new thematic curriculum. *International journal of educational development*, volume 30, pp. 151-161.

Amin, M. (2005). Social science research: conception, methodology and analysis. Kampala: Makerere university printery.

Anderson and Shannon, L. (1995). Towards capitalization of mentoring. *A journal of teacher education*, 39(1), 38-42.