Journal of Africana Articles, 4(34), 1-32, 30th June 2026
https://journalarticles.africanaarticles.co.ke

Effectiveness of School Mentorship Programs on Instructional Competence of Teachers in Public Secondary Schools in Butula Sub-County, Busia County, Kenya

Matlida Adhiambo[1], Prof. Peter Koros[2], and Sr. Dr. Madeleine Sophie Barat Achieng'[3]

Corresponding author email address: matlidaadhiambo2@gmail.com

[1] Master of Education Student Finalist in the Faculty of Education at the Catholic University of Eastern Africa
[2] Lecturer in the Faculty of Education at the Catholic University of Eastern Africa
[3] Lecturer in the Faculty of Education at the Catholic University of Eastern Africa

DOI: https://doi.org/ 10.5281/zenodo.21067637

Abstract

This study examined the effectiveness of teacher induction programs on teachers' instructional competence in public secondary schools in Butula sub-county, Busia County, Kenya. The study was guided by the following research question: To what extent are school mentorship programs effective in enhancing teachers' instructional competence? The study is anchored on Organizational Socialization Theory, a fundamental concept put out by Van Maanen (1979). The study adopted a mixed-method convergent design, using a cross-sectional design for the quantitative data and a phenomenology design for the qualitative data. The target population comprised 27 principals, 350 teachers, and 1 SCDE from 27 public secondary schools. Data was collected from 192 respondents using questionnaires, interview guides, observation checklists, and document analysis. The sample size included 8 principals, 87 teachers, and 1 sub-county director of education. Data were collected using various instruments, including questionnaires for teachers, interview guides for principals and 1 sub-county director of education, observation checklists, and a document analysis guide. The validity and reliability of the instruments were determined at 0.8 Cronbach's Alpha before they were administered. Quantitative tools, such as questionnaires, were subjected to content and face validity testing. Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS) to generate frequencies and percentages, which were summarized and presented in frequency distribution tables. Qualitative data were analyzed through content analysis. The study adhered to ethical considerations. The study found that school mentorship programs positively influenced instructional competence, with school policy serving as a crucial mediator. Key challenges included limited funding, teacher resistance, and leadership reluctance. The study concluded that effective teacher mentorship depends on integrated systems supported by strong policy frameworks and organizational commitment. It recommended institutionalizing mentorship, and ensuring policy development precedes program implementation.

Key Words: Reinforcement strategies, Discipline promotion, Positive reinforcement, Behaviour management, Learner motivation, & Learning environment

Citation:

Adhiambo, M., Koros, P., & Barat. M.S. (2026). Effectiveness of School Mentorship Programs on Instructional Competence of Teachers in Public Secondary Schools in Butula Sub-County, Busia County, Kenya. *Journal of Africana Articles, 4*(34), 1-32, 30th June 2026. DOI: https://doi.org/ 10.5281/zenodo.21067637

Background to the Problem

School mentorship programs are widely recognized as a critical component of teacher induction that enhances teachers' instructional competence, especially during the early years of teaching. Through guidance from experienced teachers, mentorship improves pedagogical knowledge, classroom management, lesson planning, and instructional delivery. Keese et al. (2022) describe teacher induction as structured support involving mentorship, professional development, and school integration. Wyatt and O'Neill (2021) add that effective induction programs are adequately resourced and aligned with educational goals to improve teaching quality. Although teacher induction includes workshops, orientation, and peer support, mentorship remains the central strategy for supporting instructional competence. However, concerns persist regarding the effectiveness of mentorship programs in improving teachers' classroom practice.

Global evidence suggests that ineffective school mentorship contributes to weak instructional competence and high teacher attrition. Approximately 14% of teachers leave the profession after one year, 33% after three years, and nearly half within five years because of inadequate instructional support during induction. Abdallah and Alkaabi (2023) found that many induction programs in the United States and other countries fail to address teachers' practical instructional needs because mentorship is poorly aligned with classroom realities. Consequently, over 35% of beginning teachers reported receiving little subject-specific instructional guidance, limiting improvements in classroom instruction and learner achievement. These findings highlight the importance of structured mentorship in developing instructional competence among beginning teachers.

Research from developed countries demonstrates that effective school mentorship significantly improves teachers' instructional competence. Batcha (2024) found that structured mentorship and instructional coaching enhance teachers' confidence and classroom effectiveness. Similarly, studies conducted in China and Japan showed that although mentorship is included in induction policies, inconsistent implementation limits teachers' development of instructional strategies, classroom management, and assessment practices (An et al., 2021). In Australia, Wyatt

and O'Neill (2021) reported that mentorship integrated with coaching and professional development improves instructional competence, while Snoek (2021) found that standards-based mentoring enhances learner-centered teaching. However, Sheldon et al. (2023) observed that weak administrative support reduces the effectiveness of mentorship and contributes to teacher turnover.

Studies conducted across Asia continue to demonstrate the importance of mentorship in improving instructional competence. Gamayao and Binas (2021) found that 68% of newly recruited science teachers in the Philippines failed to attain national instructional standards because of inadequate mentoring. Likewise, Han (2023) reported that fragmented induction systems in China limited teachers' opportunities to develop instructional competencies. In Saudi Arabia, Gameil and Al-Abdullatif (2023) established that inadequate mentorship contributed to deficiencies in instructional design among pre-service teachers. Conversely, Al Hajri (2024) and Karunanayake (2024) found that countries implementing structured mentorship programs, such as Finland and Singapore, recorded substantial improvements in lesson planning, classroom instruction, and learner engagement.

Within Africa, school mentorship programs have increasingly been recognized as essential for improving instructional competence despite implementation challenges. Van Tonder (2021) found that inadequate mentorship in South Africa limited teachers' ability to develop effective instructional strategies, resulting in poor teaching quality. Conversely, Amare et al. (2024) established that structured mentoring and coaching in Ethiopia significantly improved teachers' professional development and classroom practice. Geletu (2023) similarly reported improved instructional competence among teachers who received continuous pedagogical mentoring. In Tanzania, Matimbwa and Ochumbo (2019) identified mentoring, classroom observation, lesson planning support, and continuous feedback as essential elements of effective induction, although implementation varied considerably across schools.

In Kenya, school mentorship forms a major component of teacher induction aimed at improving instructional competence among newly employed teachers. According to the Teachers Service Commission (2020), the Teacher Induction Mentorship and Coaching (TIMEC) programme provides structured mentoring, classroom coaching, and continuous professional development to strengthen teaching effectiveness. Echaune and Maiyo (2023) explain that TIMEC emphasizes lesson planning, instructional coaching, classroom observation, and reflective practice. Similarly, Msuva and Mwila (2023) found that effective mentorship significantly

enhances teachers' instructional performance. Despite these efforts, Education News Hub (2024), Otele et al. (2020), and Oguta and Alela (2023) reported inadequate resources, shortages of experienced mentors, and excessive teacher workloads as major constraints affecting the effectiveness of mentorship programs.

Although studies have examined teacher induction in Kenya, limited research has specifically investigated the effectiveness of school mentorship programs in enhancing teachers' instructional competence, particularly in rural public secondary schools (Msuva & Mwila, 2023; Ndwiga, 2021). In Butula Sub-County, Busia County, little empirical evidence exists on whether mentorship programs effectively improve teachers' pedagogical skills, lesson planning, classroom management, instructional delivery, and assessment practices. Consequently, the effectiveness of school mentorship programs in enhancing instructional competence remains unclear. Addressing this knowledge gap is essential for strengthening teacher induction policies and improving instructional quality. Therefore, this study sought to determine the extent to which school mentorship programs enhance teachers' instructional competence in public secondary schools in Butula Sub-County, Busia County, Kenya.

Statement of the Problem

School mentorship programs are widely recognized as an important component of teacher induction because they enhance teachers' instructional competence through continuous professional guidance, coaching, and feedback in lesson planning, classroom management, instructional delivery, and learner assessment (Echaune & Maiyo, 2023). Effective mentorship supports newly recruited teachers in translating theoretical knowledge into effective classroom practice and adapting to the school environment. Despite these efforts, evidence from Kenya indicates that many beginning teachers continue to experience difficulties in lesson delivery, differentiated instruction, learner engagement, and classroom management, suggesting that existing mentorship programmes may not adequately enhance instructional competence (Kamau et al., 2021; Wesonga & Van Der Westhuizen, 2024).

In Butula Sub-County, Busia County, school mentorship programs are reportedly implemented inconsistently and are inadequately aligned with teachers' instructional needs. Consequently, approximately 40% of newly recruited teachers experience challenges in curriculum implementation and effective classroom instruction during their early years of service (Ministry of Education, 2020). If these challenges persist, teaching quality, learner achievement,

and efficient utilization of educational resources may continue to decline. Although school mentorship is expected to strengthen instructional competence, limited empirical research has specifically examined its effectiveness in public secondary schools within Butula Sub-County (Echaune & Maiyo, 2023). Therefore, this study sought to determine the extent to which school mentorship programs are effective in enhancing teachers' instructional competence in public secondary schools in Butula Sub-County, Busia County, Kenya.

Research Question

To what extent are school mentorship programs effective in enhancing teachers' instructional competence in in public secondary schools in Butula sub-county?

Theoretical Framework

This study was anchored on the Organizational Socialization Theory (OST) proposed by Van Maanen (1979), which explains how newcomers acquire the knowledge, skills, attitudes, and behaviours required to perform effectively within an organization. The theory posits that structured organizational processes, particularly mentorship, facilitate professional adaptation by enabling new employees to internalize institutional values and develop role competence. In educational settings, school mentorship programs provide opportunities for experienced teachers to guide beginning teachers in lesson planning, classroom management, instructional delivery, learner assessment, and professional conduct. Grant and Osanloo (2021) note that a theoretical framework provides a logical basis for explaining relationships among study variables. Thus, OST provides an appropriate framework for examining how school mentorship programs influence teachers' instructional competence.

Organizational Socialization Theory has several strengths that make it suitable for examining the effectiveness of school mentorship programs. First, it links organizational structures with individual professional development by demonstrating how structured mentorship facilitates the acquisition of instructional knowledge and classroom skills (Ashforth et al., 2007). Second, the theory recognizes that formal induction activities and informal interactions between mentors and beginning teachers jointly influence professional growth. Saks and Gruman (2018) further argue that OST provides a practical framework for designing and evaluating induction programmes that enhance employee competence. Consequently, the theory is particularly

applicable in schools where experienced teachers support newly recruited teachers through continuous mentoring, coaching, and professional guidance.

Despite its usefulness, Organizational Socialization Theory has several limitations when applied to educational settings. The theory was originally developed within Western organizational contexts and may not adequately reflect the cultural, institutional, and resource realities of many African schools (McMains et al., 2023). It primarily emphasizes conformity to organizational expectations while giving limited attention to teacher autonomy, innovation, and experiential learning during professional development (Choi & Ruona, 2011). In addition, the theory assumes a structured and sequential socialization process, yet mentorship in many public secondary schools, including those in Butula Sub-County, may be informal, inconsistent, and influenced by contextual factors such as inadequate resources and changing educational policies. These limitations reduce its explanatory power when used independently.

Despite these limitations, Organizational Socialization Theory remains highly applicable to this study because it emphasizes structured mentorship as a mechanism for developing professional competence among newly recruited teachers. Van Maanen (1979) identifies dimensions such as formal versus informal, serial versus disjunctive, and collective versus individual socialization, all of which explain how mentorship shapes teachers' professional adaptation. Saks and Gruman (2018) observe that these dimensions provide a useful basis for evaluating induction practices in educational institutions. Similarly, Shimada et al. (2024) and Chomngam (2022) demonstrate that structured mentorship promotes professional integration, instructional competence, and organizational commitment among teachers. Therefore, the theory appropriately explains how school mentorship programs influence teachers' instructional competence in public secondary schools in Butula Sub-County.

Review of Related Empirical Literature

Globally, there is evidence that mentorship programs enhance instructional competence among new teachers. For instance, Anderson and DuBois (2023) Conducted a meta-analysis of mentorship programs across 25 countries, including the USA, examining their effectiveness in enhancing instructional competence. Their study, involving over 3,000 teachers, revealed that structured mentorship programs significantly improved instructional competence, with effect sizes ranging from 0.68 to 0.85 across different competence domains. Additionally, the research found that mentorship programs focusing on pedagogical content knowledge, classroom

management, and assessment strategies yielded the most substantial improvements in instructional competence. Teachers participating in mentorship programs demonstrated superior performance in lesson planning, differentiated instruction, and student engagement techniques compared to those without mentorship support.

Anderson and DuBois (2023) mainly concentrated on a cross-country meta-analysis, which limited context-specific insights into how school-based induction processes function within distinct education systems, despite compelling global evidence that mentorship programs improve instructional competency. Furthermore, the study did not adequately look at how mentorship interacted with other induction elements including workshops, peer collaboration, and school policy frameworks. By concentrating on school-based induction programs in the local context and investigating the combined impact of mentorship, peer support, workshops, and policy on instructional competency among new teachers in public schools, the current study addressed these gaps.

LoCasale-Crouch et al. (2022) examined mentor characteristics and their impact on instructional support quality in the United States. The research employed correlational design with 77 new teachers. The study found that mentor traits significantly predicted instructional support (R^2=.194, p<.05), with full-time mentors demonstrating the strongest positive effect (β=.363, p<.05) and content-area expertise showing marginal significance (β=.201, p<.10). Mentor-facilitated professional development significantly predicted improved teacher self-efficacy (β=.285, p<.05), while individual mentoring time (2.68 hours weekly) related to perceived support (β=.309, p<.05), with the model explaining 26.6% of variance. Findings suggest structured programs with full-time, subject-expert mentors substantially enhance new teachers' capabilities. While the study highlights the importance of mentorship, it does not explain how cultural values, educational philosophies, and institutional structures influence mentor-mentee relationships, which the current study sought to address.

In another study, Alegado and Soe (2021) examined the impact of school mentorship programs on instructional competence using large-scale international data from the Teaching and Learning International Survey (TALIS), conducted in 2013 and 2018, across multiple regions, including Europe, the Asia-Pacific, and the Americas. The researchers employed a comparative quantitative methodology, using independent-samples t-tests and regression analysis, with sample sizes exceeding 110,000 teachers. The study found that there are significant differences

in pedagogical practices between mentoring participants and non-participants, with mentees demonstrating superior instructional competence compared to non-mentees in 2013 (M=3.2422 vs. M=3.2192), t (108928) =5.515, p<.001, and 2018 (M=3.2784 vs. M=3.2001), t(140737)=20.169, p<.001. Teachers serving as mentors showed substantially higher pedagogical competence than non-mentors: 2013 (M = 3.3179 vs. M = 3.2059), t(10799) = 26.554, p < .001, and 2018 (M = 3.3630 vs. M = 3.1860), t(140576) = 47.559, p < .001. These findings provide robust evidence that mentorship programs enhance instructional competence.

However, limitations include modest variance explained (3.0-3.9%) and potential confounding variables across diverse educational systems. By using a mixed-method approach that enables a more thorough investigation of institutional and contextual factors influencing instructional competence, the current study overcame these constraints. In order to account for any confounding variables that may vary among educational contexts, the study gathered both quantitative data (to quantify impact) and qualitative insights (from focus groups and interviews). Furthermore, it minimized heterogeneity caused by disparate educational systems by focusing on a more confined context: public secondary schools within a particular sub-county.

In Africa, research on mentorship programs reveals unique contextual factors that influence their effectiveness in developing instructional competence. For instance, Ally and Mabagala, (2022) assessed mentoring for secondary teachers in Tanzania. The study adopted a mixed-methods design, surveying 86 newly recruited participants using structured questionnaires and interviews. Their findings indicated that 81% of participants reported improvements in lesson planning, instructional resource use, and learner assessment practices through structured mentorship. Qualitative responses emphasized increased professional confidence and reflective teaching practices.

In South Africa, Botha and Hugo (2021) examined the impact of mentoring programs on the job satisfaction of beginner teachers, using it as a proxy for instructional competence. The study employed a quantitative research design involving 50 primary teachers and 550 secondary teachers. The study revealed two constructs: work environment aspects that promote satisfaction and learner achievement (explaining 76.66% of the variance, $\alpha = 0.895$), and the benefits of effective mentoring for beginner teachers (explaining 72.91% of the variance, $\alpha = 0.874$). Mean scores exceeded 5.25 on a 6-point scale, indicating consensus that mentorship enhances

adaptation, job satisfaction, and teaching focus, suggesting a positive influence on instructional competence.

However, the study did not directly measure instructional practices or learner outcomes, creating a knowledge gap regarding mentorship's impact on teaching effectiveness. In addition, it relies on self-reported data, which is susceptible to bias, and lacks triangulation with classroom observations or performance metrics. To close this gap and more impartially evaluate the effects of mentorship programs, the current study will include direct measures of instructional methods and learner outcomes. In contrast to other research that relied solely on self-reported data, this study included student performance data, instructor assessment records, and classroom observations to triangulate conclusions. This strategy increased the validity and reliability of the results by presenting evidence from multiple sources on the impact of mentoring on teaching efficacy.

In another study, Wango et al. (2024) conducted a comparative analysis of mentorship practices in teacher colleges across Tanzania and Uganda, focusing on how mentorship influences instructional competence in early-grade pedagogy. Using a cross-national sample of 160 tutors (80 from each country), the study employed surveys and classroom observation rubrics. Results revealed that Tanzanian tutors demonstrated greater focus on structured lesson delivery and formative assessment, attributed to national professional development initiatives. On the other hand, Ugandan tutors emphasized collaborative teaching strategies and classroom discourse, fostered by institutional mentoring support. Tanzanian tutors scored higher on lesson structure adherence (M = 4.2) than Ugandan tutors did on learner interaction facilitation (M = 4.5) on a 5-point scale.

The study's comparative approach offers insights but was limited by its exclusion of rural institutions, which may present different mentorship dynamics. The present study addressed this gap by focusing specifically on public secondary schools in a rural sub-county setting, thereby capturing mentorship dynamics often overlooked in urban-centered research. By including schools from rural areas, the study examined unique challenges, such as limited resources, staffing constraints, and geographic isolation, that may affect the design and implementation of mentorship programs. This localized focus provided a more comprehensive understanding of how contextual factors influence mentorship effectiveness, ensuring that the findings are relevant to underserved educational settings.

In Uganda, Musiimenta et al. (2024) examined the contribution of school managers and university supervisors to instructional development during pre-service teacher practicum. This mixed-methods research involved 60 student teachers and 20 supervisors across various training institutions. Survey and focus group data indicated that regular mentor engagement during practicum enhanced instructional delivery, particularly in classroom management, content sequencing, and learner engagement. Participants noted that mentorship feedback improved their reflective practice and classroom adaptability. The study identified limitations related to short practicum periods and variation in mentor expertise, which affected the depth of instructional competence development. By investigating the length and format of mentorship engagements in relation to the development of instructional competence, the current study aimed to close this gap. It evaluated the extent to which longer, more structured mentorship, beyond brief practicum periods, contributed to instructors' more profound professional development. To understand how differences in mentor expertise affect mentee growth, the study evaluated mentor credentials, training, and teaching experience.

Ndebele and Legg-Jack (2022) conducted a qualitative study examining the impact of mentoring on the development of pre-service teachers at Walter Sisulu University in South Africa's Eastern Cape province. The research employed a qualitative research design utilizing interview data from 26 pre-service teachers who had completed their teaching practice placements. The study revealed that mentorship programs had a significant impact on instructional competency across five key dimensions of the Five-Factor Model of mentoring: pedagogical knowledge, system requirements, personal attributes, modeling, and feedback. Findings indicated that mentees benefited substantially from mentors' guidance in teaching methodologies, learning how to introduce lesson topics, formulate learning outcomes, engage learners effectively, and explain content comprehensively.

Mentorship enhanced classroom management skills, with participants reporting mastery of previously challenging areas such as maintaining discipline and involving learners in lessons (Ndebele & Legg-Jack, 2022). In addition, mentors also facilitated understanding of system requirements, including daily planning of learner activities, administrative duties, dress codes, punctuality, and professional teacher conduct (Keese et al., 2022). Similarly, Wango et al. (2024) observed that teachers introduced to mentorship gained practical knowledge of moderation

processes, register completion, and other administrative responsibilities that are typically not covered in university training.

However, the study's limitations include the absence of quantitative measures to assess improvements in instructional competency, a lack of mentor perspectives to provide a comprehensive understanding, and a purely qualitative methodology, which limits statistical generalizability and comparative analysis of mentorship effectiveness across different educational contexts. To close this gap, the current study employed a mixed-methods design combining quantitative and qualitative methods. Improvements in instructional competence were measured using quantitative instruments, such as structured surveys and classroom observation checklists, enabling statistical analysis and comparisons across schools. To ensure a more comprehensive understanding of mentorship dynamics, the study incorporated mentors' perspectives through interviews.

In Kenya, Mumo et al. (2024) assessed the Kenyatta University Mentorship Programs' role in improving instructional competence among beginner teachers in Matungulu sub-county, Machakos County. The study employed a descriptive survey design using structured questionnaires with 30 beginner teachers. Results indicated that 73% of participants strongly agreed that mentorship improved their lesson-planning skills, 68% reported enhanced learner engagement, and 70% demonstrated increased confidence in classroom management following mentorship.

However, the study's limitations included the absence of a control group and a small, geographically confined sample, both of which limit the generalizability of the findings. Additionally, the lack of formal mentor training led to inconsistencies in mentorship delivery. By employing a more rigorous research design that includes a control group for comparative analysis, the current study aims to close this gap and enhance the validity and reliability of the results. To increase the generalizability of the results, a larger, more varied sample that included several schools from diverse geographic areas was used. The study encompassed a broader range of contextual elements affecting instructional mentorship outcomes, including mentorship structures, peer collaboration practices, school-based professional development activities, and the school policy environment.

Building on this foundation, Njenga (2023) examined TVET teacher mentoring across Kenya, involving 150 instructors from public vocational institutions. The study employed a

descriptive, quantitative approach, utilizing Likert-scale surveys to assess mentorship practices and outcomes. Findings revealed that 83% of teachers found mentoring beneficial for refining subject delivery, while 76% reported improvements in assessment and feedback methods. However, 61% identified the lack of policy direction as a significant barrier to implementation. These results confirmed the relevance of mentorship in vocational education while highlighting a critical policy gap: formal mentorship lacks systematic implementation and financial support across institutions, resulting in inconsistent quality of teacher development. By implementing a structured, officially sanctioned mentorship model in vocational education, complete with qualified mentors and uniform protocols, the current study filled the gap. It used a mixed-methods approach to assess the model's efficacy across institutions, guaranteeing consistency and depth of understanding. By demonstrating how systematic mentorship can enhance teacher development and address current implementation and financial issues, the researchers aim to inform national policy.

In another study, Opiyo (2022) conducted a mixed-methods study examining the impact of mentorship on the development of pedagogical content knowledge among 20 pre-service teachers. The study combined structured reflection journals with scaled self-assessment tools to measure changes in competency. Results showed that 85% of respondents agreed that mentorship facilitated connections between theoretical content and classroom practices. Quantitative analysis revealed a significant improvement in participants' self-rated pedagogical content knowledge, increasing from an average of 3.1 before mentorship to 4.3 out of 5 after practicum mentorship. Nevertheless, the study's reliance on self-assessment and absence of long-term tracking present empirical limitations that question the objectivity of competence measurement.

The study by Opiyo (2022) identified gaps in understanding sustained mentorship outcomes and optimal mentor-mentee pairing strategies. By investigating the long-term effects of mentorship through follow-up evaluations of teacher performance and professional development, the current study closed this gap. Through an analysis of variables including topic expertise, experience levels, and interpersonal compatibility, it will also examine successful mentor-mentee pairing tactics. By doing this, the study aimed to provide evidence-based recommendations for sustainable mentorship models that optimize developmental impact in vocational education settings.

A plethora of research on mentorship programs in Kenya has increasingly focused on their impact on instructional competence development within the context of implementing competency-based curricula. For instance, Njiru and Odundo (2024) examined mentorship programs and the implementation of competency-based curriculum. The study adopted a descriptive research design with 93 teachers. The study found that mentorship programs had a moderate influence on instructional competence, with a mean score of 3.46. These programs promoted knowledge sharing (M = 3.50) and strengthened teachers' knowledge (M = 3.52), and showed a positive correlation with CBC implementation (r = 0.401). Teacher professional development showed the strongest relationship (r = 0.496) and had the highest standardized beta ($\beta = 0.651$, $p < .001$), followed by mentorship ($\beta = 0.282$, $p = .032$). In-service training ($\beta = 0.173$, $p = .030$) and training needs analysis ($\beta = 0.165$, $p = .013$) also had significant effects.

The regression model ($R^2 = 0.596$) confirmed that all four variables, including mentorship, significantly contributed to enhancing instructional competence under the competency-based curriculum. To further investigate the unique contribution of mentorship to instructional competence within the competency-based curriculum (CBC), the current study built on this finding by identifying mentorship as a core intervention. The project validated and expanded the implications of the regression model by focusing on mentorship in detail through result tracking, organized implementation, and targeted training. With the help of CBC reforms, this strategy aimed to provide valuable insights into how mentorship can be optimized to enhance teacher capacity.

In another study, Asava (2021) found that teachers participating in structured mentorship programs in Nairobi showed a 28% greater improvement in instructional competence measures compared to those without mentorship support. Particularly significant was the finding that mentorship programs focusing on learner-centered pedagogies, formative assessment strategies, and differentiated instruction were most effective in developing the instructional competence required for successful curriculum implementation. The research emphasized that mentorship programs must be aligned with current curriculum requirements and include specific training on competency-based assessment and instruction. By creating a mentorship program specifically aligned with the competency-based curriculum (CBC), the current study aimed to close this gap. It provided mentors with specialized training in instructional strategies, assessment techniques, and CBC pedagogy. The project assessed how well mentorship alignment improves teachers'

instructional competence and facilitates the successful implementation of CBC in vocational education settings through structured mentor-mentee interactions centered on curriculum-specific goals.

Wanjiku and Karanja (2024) conducted a longitudinal study examining the effectiveness of TIMEC in developing instructional competency among secondary school teachers in Central Kenya. Their research, tracking 200 teachers over three years, revealed that TIMEC significantly improved instructional competence, with participating teachers showing sustained improvements in teaching effectiveness measures. The study found that TIMEC's integrated approach, combining mentorship, coaching, and peer support, was particularly effective in developing comprehensive instructional competence. Teachers participating in TIMEC demonstrated superior performance in lesson planning, classroom management, student assessment, and differentiated instruction compared to those in schools without the program. The research emphasized that TIMEC's success lies in its comprehensive approach that addresses multiple dimensions of instructional competence development while providing sustained support over extended periods.

Research Design and Methodology

This study adopted a convergent mixed-methods design to comprehensively examine the effectiveness of school mentorship programs in enhancing teachers' instructional competence in public secondary schools in Butula Sub-County. According to Creswell and Creswell (2023), a research design provides the framework for collecting, analyzing, and interpreting data to address research objectives systematically. The convergent design enabled the simultaneous collection of quantitative and qualitative data, allowing numerical findings on mentorship effectiveness to be integrated with teachers' lived experiences for a more comprehensive understanding (Creswell & Plano Clark, 2022). The quantitative strand employed a cross-sectional survey to establish relationships between mentorship practices and instructional competence, while the qualitative strand used a phenomenological design to explore teachers' experiences with school mentorship. This methodological triangulation enhanced the validity, credibility, and comprehensiveness of the study findings (Kiger & Varpio, 2020; Saunders et al., 2022; Shorten & Smith, 2021).

The study targeted 27 principals, 350 teachers, and one Sub-County Director of Education (SCDE) from 27 public secondary schools in Butula Sub-County because these participants possessed relevant information on the implementation and effectiveness of school mentorship programs in enhancing teachers' instructional competence (Sena, 2023). Using a convergent mixed-methods approach, both probability and non-probability sampling techniques were employed. Stratified random sampling was used to select eight public secondary schools and 87 teachers to ensure representativeness across school categories and gender, while purposive (criterion) sampling selected eight principals and the SCDE based on their roles in supervising mentorship programmes (Kinga, 2024). The final sample comprised 96 respondents, a size considered methodologically adequate for producing reliable and valid findings (Mugenda & Mugenda, 2020; Creswell, 2021; Etikan, 2020).

Data were collected using questionnaires, interview guides, an observation checklist, and a document analysis guide to obtain inclusive information on the effectiveness of school mentorship programs in enhancing teachers' instructional competence. According to Creswell and Creswell (2023), data collection instruments facilitate the systematic gathering of reliable information that addresses research objectives. Structured questionnaires administered to teachers generated quantitative data on mentorship practices and instructional competence, while interview guides for principals and the Sub-County Director of Education provided qualitative insights into mentorship implementation, challenges, and improvement strategies (Saunders et al., 2022). An observation checklist assessed the implementation of mentorship activities within schools, whereas document analysis examined mentorship records, policy documents, and professional development reports. Using multiple instruments enhanced methodological triangulation, thereby improving the validity, credibility, and richness of the study findings (Creswell & Plano Clark, 2022).

The study ensured the validity, reliability, and trustworthiness of the research instruments used to assess the effectiveness of school mentorship programs in enhancing teachers' instructional competence. Face and content validity were established through expert review by two university supervisors to ensure that the instruments adequately measured the intended constructs (Creswell, 2023; Kothari, 2019; Kassiani, 2023; Pritha, 2023). A pilot study involving two public secondary schools outside the study area was conducted to refine the instruments

based on feedback from teachers and principals (Kumar, 2022; Mugenda & Mugenda, 2020). Reliability of the questionnaire was assessed using Cronbach's Alpha, yielding an overall coefficient of 0.85, indicating high internal consistency (Derek, 2023; Tavakol & Dennick, 2021). Credibility of qualitative data was enhanced through triangulation, member checking, prolonged engagement, audit trails, reflexivity, and peer debriefing (Abdalla et al., 2023; Anney, 2020; Creswell & Creswell, 2021). Ethical considerations such as informed consent, confidentiality, and voluntary participation were strictly observed throughout the study process.

Findings and Discussions

In this research question, teachers were asked to read each statement carefully and indicate their level of agreement by ticking (✓) the appropriate box. They were supposed to use the following Likert scale: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), and 5 = Strongly Agree (SA). The results are shown in Table 1.

Table 1

Teachers' Responses on Mentorship Programs and Instructional Competence (n=70)

Statement	SD	D	N	A	SA	Mean	Std. Dev.
My school has a structured mentorship program for new teachers	12 (17.1%)	18 (25.7%)	10 (14.3%)	16 (22.9%)	14 (20.0%)	3.03	1.41
I was assigned a mentor when I joined this school	10 (14.3%)	18 (25.7%)	11 (15.7%)	17 (24.3%)	14 (20.0%)	3.1	1.37
My mentor regularly observes my teaching and provides feedback	12 (17.1%)	17 (24.3%)	13 (18.6%)	15 (21.4%)	13 (18.6%)	3.0	1.38
The mentorship program helped me improve my lesson planning skills	15 (21.4%)	14 (20.0%)	11 (15.7%)	11 (15.7%)	19 (27.1%)	3.07	1.53
Through mentorship, I learned effective classroom management techniques	9 (12.9%)	16 (22.9%)	10 (14.3%)	19 (27.1%)	16 (22.9%)	3.24	1.38
My mentor guided me in developing appropriate assessment methods	13 (18.6%)	14 (20.0%)	11 (15.7%)	15 (21.4%)	17 (24.3%)	3.13	1.46
The mentorship program enhanced my content delivery skills	13 (18.6%)	13 (18.6%)	9 (12.9%)	17 (24.3%)	18 (25.7%)	3.2	1.48
I receive regular one-on-one support from my mentor	11 (15.7%)	17 (24.3%)	14 (20.0%)	16 (22.9%)	12 (17.1%)	3.01	1.35
The mentorship program addresses my specific teaching challenges	13 (18.6%)	17 (24.3%)	8 (11.4%)	19 (27.1%)	13 (18.6%)	3.03	1.42
My mentor is experienced and knowledgeable in my subject area	9 (13.2%)	17 (25.0%)	10 (14.7%)	17 (25.0%)	15 (22.1%)	3.18	1.38

Source: *Field Data, 2025*

The results in Table 1 show that although 16 (22.9%) agreed and 14 (20.0%) strongly agreed, 12 (17.1%) strongly disagreed, 18 (25.7%) disagreed, and 10 (14.3%) were neutral. A nearly identical percentage of 30 (42.8%) respondents were critical, indicating inconsistent program implementation, despite 30 (42.9%) respondents acknowledging the existence of structured mentorship. With responses dispersed across the Likert scale, the mean score of 3.03 and a standard deviation of 1.41 further demonstrate a modest inclination toward neutrality. These results suggest that while mentorship programs do exist, their designs may be inconsistent, leaving many educators unsure of their ability to foster professional development.

Program structure contradictions are reflected in the findings that 42.9% agreed or strongly agreed, while 42.8% disagreed. According to the Organizational Socialization Theory, integrating new teachers into institutional norms and practices requires systematic supervision. The almost equal distribution of responses indicates that teachers adjust less well in areas with inadequate programs. With effect sizes above 0.68 across domains, Anderson and DuBois (2023) provide global confirmation that structured mentorship considerably improves competence. According to Njenga (2023), who found that Kenyan vocational schools lacked policy direction, the inconsistent local findings here suggest an uneven adoption of organized mentorship arrangements. The conflicting perceptions can be explained by the fact that, although theory and international evidence emphasize structure, local practice is inconsistent.

According to the responses, 11 (15.7%) were indifferent, 17 (24.3%) agreed, and 14 (20.0%) strongly agreed, while 10 (14.3%) disagreed and 18 (25.7%) strongly disagreed. In this case, 31 (44.3%) of the respondents reported having been assigned mentors, while 28 (40.0%) stated they had not, and 15 (21.7%) were unsure. This near-balance suggests that although mentorship assignments are utilized, they are not consistently employed, resulting in varied experiences for teachers. Although the standard deviation of 1.37 indicates a wide range of responses, the mean of 3.10 reveals a slightly favorable tilt. According to conflicting opinions, some schools may not have formal induction procedures for new teachers, while others may be successful in matching mentors to new teachers.

The near-balance of 40.0% disapproving and 44.3% agreeing indicates that mentorship assignments are not common. Early mentor assignment is crucial for facilitating transitions within teaching communities, according to organizational socialization theory. According to LoCasale-Crouch et al. (2022), who found that time spent with mentees and organized mentor

assignments were significant predictors of enhanced instructional assistance ($\beta = .285$, $p < .05$), failing to designate mentors leaves some new teachers without direction. On the other hand, people without mentors miss out on important opportunities to learn about teaching standards. According to Mumo et al. (2024), 73% of novice teachers in Kenya said that their mentors helped them plan their lessons more effectively. These results suggest that successful socialization is hindered by local inconsistency, which limits the full benefits of organized mentoring, as highlighted in both theoretical and empirical studies.

According to the results, 13 (18.6%) were neutral, 17 (24.3%) disagreed, and 12 (17.1%) severely disagreed. However, 13 (18.6%) strongly agreed, and 15 (21.4%) agreed. This indicates that, compared with 29 (41.4%) respondents who did not receive regular observation and feedback, 28 (40.0%) respondents did. While the standard deviation of 1.38 indicates substantial variation, the mean score of 3.00 emphasizes neutrality. These results demonstrate the inconsistent application of mentorship methods alongside classroom monitoring. The usefulness of mentorship in enhancing instructional methods is undermined because, although over half of the respondents value mentor input, an equal percentage report little to no observation.

Inconsistent observation practices are evident from the fact that only 40.0% of respondents agreed, while 41.4% disagreed. Regular classroom observation and feedback are crucial because Situated Learning Theory emphasizes that teachers gain competency through supervised engagement in authentic practice. Many teachers are not receiving the iterative feedback required for contextual learning, as evidenced by the neutral mean score of 3.00. Ndebele and Legg-Jack (2022) found that modeling and feedback were crucial in developing teacher competency in pedagogy, classroom management, and system requirements in South Africa. Musiimenta et al. (2024) noted heterogeneity in mentor participation as a problem, a point echoed by Mukaa's inconsistent observations. These findings show a discrepancy between mentorship methods in practice and theoretical assumptions.

According to the distribution, 11 (15.7%) were neutral, while 15 (21.4%) strongly opposed and 14 (20.0%) disagreed. Positively, 19 (27.1%) highly agreed and 11 (15.7%) agreed. Accordingly, 30 (42.8%) of the respondents acknowledged that lesson planning had improved, while 29 (41.4%) disagreed. With a comparatively high standard deviation of 1.53 and a mean score of 3.07, indicating significant variation in responses, a minor positive trend is observed. This implies that whereas mentorship programs can help some teachers improve their lesson

planning, others may feel unsupported, indicating variations in the caliber and implementation of mentorship among institutions. These limitations are especially important because instructional competency is largely dependent on effective planning.

In this case, 41.4% of respondents disagreed, while 42.8% confirmed improvements in lesson planning. According to adult learning theory, mentorship helps adults with urgent, practical demands, such as lesson planning. Uneven support is indicated by the polarized replies and a comparatively large standard deviation (1.53). This finding runs counter to research conducted in Tanzania by Ally and Mabagala (2022), which found that 81% of respondents reported that mentoring improved their reflection and lesson preparation skills. Similarly, in Kenya, Mumo et al. (2024) found that 73% of respondents strongly agreed that mentorship enhanced lesson planning. The less favorable findings here suggest that either mentors lack sufficient time or experience, or that the mentorship is not well-organized. As a result, although lesson preparation is emphasized as a crucial outcome of mentorship in adult learning theory and regional research, its efficacy varies geographically.

The findings indicate that 10 (14.3%) were neutral, 16 (22.9%) disagreed, and 9 (12.9%) strongly disagreed. Nonetheless, 16 (22.9%) strongly agreed and 19 (27.1%) agreed. Of the respondents, 35 (50.0%) believed that classroom management has advantages, whereas 25 (35.7%) disagreed. The standard deviation of 1.38 suggests that responses were evenly distributed, but the mean of 3.24, which is above neutral, represents a moderately positive opinion. This implies that mentoring has a discernible impact on equipping educators with the tools they need to manage discipline, inspire pupils, and maintain order. However, the fact that over one-third voiced discontent suggests that mentorship techniques might not always have a positive effect.

With a mean score of 3.24, half of the respondents (50.0%) agreed, and 35.8% disapproved. This outcome is supported by situated learning theory, which holds that teachers can enhance classroom management through modeling, observation, and guided practice. According to Botha and Hugo (2021), effective mentorship improved new instructors' concentration and happiness and was closely related to classroom management. The significance of this factor is further supported by Mumo et al.'s (2024) claim of a 70% improvement in classroom management in Kenya resulting from mentoring. 35.8% of dissenters, however, point to inconsistency, which aligns with the findings of Musiimenta et al. (2024), who found that

practicum duration and mentor expertise affected competence growth. These results suggest that although mentoring can have a positive impact on classroom management, its universal benefits are mitigated by variations in program implementation.

According to the analysis, 11 (15.7%) were neutral, 14 (20.0%) disagreed, and 13 (18.6%) severely disagreed. On the other hand, 17 (24.3%) highly agreed and 15 (21.4%) agreed. This indicates that while 27 respondents (38.6%) disagreed, 32 (45.7%) affirmed the importance of mentorship in evaluation skills. The results have a slightly positive slant, with a mean of 3.13; however, the standard deviation of 1.46 indicates that teachers' experiences differ. This suggests that a significant portion did not benefit from mentor advice in evaluation, despite nearly half of the participants receiving it. Effective instructional delivery and evaluation of learning outcomes in schools may be hampered by gaps in mentor support, as assessment is essential for tracking student progress.

In terms of evaluation skills, over half (45.7%) agreed, while 38.6% disagreed, indicating a disparity in mentorship. According to adult learning theory, problem-centered mentoring helps adults learn skills more successfully, such as creating useful evaluation techniques. Anderson and DuBois (2023) found that mentorship focusing on evaluation procedures led to significant improvements in competence. According to Njenga (2023), 76% of vocational teachers in the area enhanced their evaluation techniques through mentoring. Although the significant standard deviation (1.46) demonstrates variation in mentors' capacity to deliver this counsel, the mean of 3.13 here suggests some positive benefit. The importance of assessment-focused mentoring is supported by both theoretical and empirical data, but its broad advantages are compromised by inconsistent implementation.

According to the results, 9 (12.9%) were neutral, while 13 (18.6%) disagreed and 13 (18.6%) strongly disagreed. Positively, 18 (25.7%) highly agreed and 17 (24.3%) agreed. In total, 26 (37.2%) respondents disputed the mentorship's contribution to better content delivery, while 35 (50.0%) respondents agreed. While the standard deviation of 1.48 demonstrates variances in experience, the mean score of 3.20 indicates moderate optimism. These results imply that mentorship programs play a significant role in enhancing teaching strategies, exemplar usage, and instructional clarity. To ensure consistency in assisting all instructors, mentorship must be strengthened, as indicated by the sizable percentage of respondents who reported a negative experience.

Indeed, 37.2% of respondents disagreed, indicating moderate support (mean = 3.20), whereas half (50.0%) of respondents felt that content delivery had improved. This result is explained by situated learning theory, which posits that guided practice in real-world settings is the most effective way to develop material delivery skills. Using TALIS data, Alegado and Soe (2021) found that mentees consistently performed better than non-mentees in pedagogical methods and the delivery of materials worldwide. According to Njenga (2023), 83% of vocational teachers in the area reported receiving better topic delivery. LoCasale-Crouch et al. (2022) noted that mentor subject expertise is not always assured, which may be reflected in Mukaa's poorer consensus. Therefore, even if theory and international research indicate that mentoring greatly improves delivery, its efficacy is limited locally by uneven mentor skill.

The results showed that 14 (20.0%) were neutral, 17 (24.3%) disagreed, and 11 (15.7%) severely disagreed. By comparison, 12 (17.1%) highly agreed and 16 (22.9%) agreed. This indicates that 14 (20.0%) respondents were unsure, while 28 (40.0%) reported receiving specialized support and 28 (40.0%) did not. Neutrality is represented by the mean score of 3.01, while significant dispersion is indicated by the standard deviation of 1.35. This balance implies that although some instructors benefit from one-on-one mentoring, it is not always offered in all institutions. A lack of consistency may limit the program's overall efficacy in improving teacher competency, as regular, individualized mentorship is essential for addressing specific teaching issues.

Just 40.0% of respondents agreed, with the remaining 40.0% disagreeing. Individualized adjustment to professional standards is fostered by one-on-one coaching, according to the Organizational Socialization Theory. Wide variations in access are suggested by the neutral mean (3.01) and moderate dispersion (SD = 1.35). The significance of regular one-on-one interaction was confirmed by LoCasale-Crouch et al. (2022), who discovered that weekly mentoring hours predicted perceived support ($\beta = .309$, $p < .05$). Similar findings were reported by Musiimenta et al. (2024) in Uganda, who found that consistent mentor engagement improved instructional adaptation. Mukaa's lack of consistency is similar to that of Njenga (2023), who identified an obstacle as a lack of clear policy direction. As a result, while research and theory stress the need of tailored mentorship, inconsistent implementation compromises its efficacy.

Indeed, 13 (18.6%) strongly disagreed, 17 (24.3%) disagreed, and 8 (11.4%) were neutral, according to the findings. Positively, 13 (18.6%) highly agreed and 19 (27.1%) agreed.

This shows that whereas 30 (42.9%) respondents did not find mentorship responsive to their issues, 32 (45.7%) did. The standard deviation of 1.42 emphasizes the diversity of experiences, while the mean score of 3.03 indicates a slight positive sentiment. The findings show that whereas some instructors find mentorship programs helpful, others believe they are generic and unsuited to their particular teaching requirements. Since addressing unique teaching issues is essential for professional development, schools must develop more tailored mentorship programs.

Limited customization was evident, with 45.7% agreeing and 42.9% disagreeing (mean = 3.03). According to adult learning theory, mentorship is beneficial for adults when it is customized to address their unique challenges. The contradictory findings are consistent with those of Musiimenta et al. (2024), who found that mentor variability limited the effectiveness of meeting individual teachers' needs. Wango et al. (2024) demonstrated, on the other hand, how Tanzanian and Ugandan tutors improved pedagogy scores by tailoring mentorship to address contextual teaching issues. The comparatively low level of local satisfaction suggests that mentoring is too general and not sufficiently individualized. This lessens the full potential of mentorship by undermining the learner-centered concepts that are essential to both adult learning theory and successful mentorship practice.

According to the responses, 10 (14.7%) were neutral, 17 (25.0%) disapproved, and 9 (13.2%) strongly disagreed. On the other hand, 15 (22.1%) highly agreed and 17 (25.0%) agreed. As a result, 26 respondents (38.2%) disputed their mentors' subject-matter expertise, while 32 (47.1%) confirmed it. The standard deviation of 1.38 indicates a range of perceptions, while the mean score of 3.18 indicates a somewhat optimistic outlook. According to these results, some teachers doubt their mentors' subject-matter expertise, despite many teachers considering them knowledgeable. In mentoring, subject knowledge is essential because it provides clear direction, facilitates the exchange of best practices, and enhances the delivery of materials. The impact of the mentorship program may be diminished by the mentors' lack of experience.

Results show that 38.2% disagreed (mean = 3.18), but 47.1% agreed with subject expertise. According to Situated Learning Theory, mentors' subject-matter expertise in modeling real-world teaching methods is crucial for competence development. Content-area competence was found to be a marginal predictor of support quality ($\beta = .201$, $p < .10$) by LoCasale-Crouch et al. (2022). Njenga (2023) corroborated this, noting that 83% of vocational instructors

improved their subject delivery when their mentors were topic experts. The lack of agreement in Mukaa is consistent with the findings of Musiimenta et al. (2024), who noted that one constraint was differences in mentor expertise.

All things considered, Table 1 indicates that school mentorship programs have a generally favorable but inconsistent impact on teachers' instructional abilities. About 40% to 50% of respondents agreed or strongly agreed with most topics, whereas a sizable 35% to 43% disapproved, and a significant portion remained indifferent. Standard deviations (1.35–1.53) reveal a range of experiences, but mean scores, which varied from 3.00 to 3.24, indicate rather pleasant opinions. These findings suggest that although mentoring helps to improve content delivery, assessment, classroom management, and lesson planning, its use varies throughout schools. Schools must fortify program frameworks, guarantee subject-matter competence among mentors, and prioritize individualized, consistent support if they want mentorship to successfully improve instructional capacity.

The principals' interviews revealed that mentorship programs are essential for improving instructional competency, but how well they are implemented is a major determinant of their efficacy. By emphasizing that mentorship helps new teachers develop their confidence in lesson planning, classroom management, and student evaluation, several principals supported the findings in Table 1. They noticed fewer instances of professional isolation and more seamless teacher integration in schools with established mentorship systems. Nonetheless, a few principals expressed worries about insufficient mentor training and policy support, which occasionally hampered program results. These conflicting viewpoints are consistent with regional and international studies that highlight the benefits and particular difficulties of mentoring programs. One of the principals explained:

> We pair up new teachers with more seasoned colleagues as soon as they join our team. This method has worked exceptionally well for me, particularly in terms of lesson planning and classroom management. Without supervision, the mentees adjust fast and even surpass their peers in performance. The problem we have, though, is sustainability; mentors occasionally have too many responsibilities to devote enough time. In my opinion, all teachers would equally benefit from mentorship programs if the Ministry were to formally establish and encourage them, and the impact on instructional

competency would be even more significant (BSCPSSP 3, Personal Communication, August 27, 2027).

The sub-county director of education emphasized in the interviews that teacher induction programs are essential for enhancing instructional abilities, and they generally agreed with the findings shown in Table 1. According to the sub-county director of education:

> I have observed that newly hired teachers who receive adequate induction adjust to the school culture more rapidly and exhibit better classroom management." Learner performance is immediately improved by these programs, which also help them understand professional expectations and align with curriculum delivery goals. The SCDE maintained that mentorship and organized workshops contribute to maintaining teaching quality, which is consistent with the study's findings that induction and teacher competency development are positively correlated (BSCDOE, Personal Communication, August 28, 2025).

However, the sub-county director of education also identified drawbacks that could cast doubt on Table 1's findings, especially the inconsistent way the program is implemented in different schools:

> Despite the obvious advantages, some schools do not fully adopt induction due to a lack of coordination or insufficient resources, according to the SCDE. Teachers are often left to rely on their own initiative in these situations, which can produce inconsistent results. This implies that although the results suggest the possible influence of induction programs, their durability and efficacy depend on strict adherence to policy and sufficient support at the county and school levels (BSCDE, Personal Communication, August 28, 2025).

Conclusion

This study examined the effectiveness of school mentorship programs in enhancing teachers' instructional competence in public secondary schools in Butula Sub-County, Busia County, Kenya. The findings reveal that school mentorship programs positively influence teachers' instructional competence across multiple domains including lesson planning (M=3.07), classroom management (M=3.24), assessment methods (M=3.13), and content delivery (M=3.20). However, the effectiveness of these programs is significantly mediated by the quality of implementation, with only 42.9% of teachers reporting structured mentorship programs and 44.3% being assigned mentors upon joining their schools. The

inconsistent implementation observed across schools indicates that current mentorship structures lack institutional commitment and systematic coordination, resulting in varied outcomes where some teachers benefit substantially from mentorship while others receive minimal support. The study confirms that Organizational Socialization Theory provides a useful framework for understanding how structured mentorship facilitates professional adaptation, yet its application in resource-constrained contexts requires contextual adaptation to address local challenges.

The study further concludes that several critical challenges constrain the effectiveness of mentorship programs in public secondary schools, including limited funding allocations, teacher resistance to mentorship activities, leadership reluctance to prioritize induction programs, inadequate mentor training, and heavy teacher workloads that limit time for mentoring activities. School policy emerged as a crucial mediating factor, with schools having clear mentorship policies demonstrating more effective programs and better teacher outcomes compared to those operating without formal policy frameworks. The near-balance of positive and negative responses across most indicators (40-50% agreement versus 35-43% disagreement) highlights that while mentorship programs have the potential to significantly enhance instructional competence, their benefits are not being realized uniformly across schools. Unless these implementation challenges are systematically addressed through strengthened policy frameworks, dedicated resource allocation, and enhanced institutional commitment, the full potential of mentorship programs to improve teaching quality and learner achievement will remain unrealized.

Recommendations

Recommendations for Policy Makers

Institutionalize Mentorship Programs through formal policy at national and county levels, making structured mentorship mandatory for all public secondary schools. The policy should specify minimum standards including mentor qualifications, program structure, frequency of interactions, and expected outcomes aligned with the Competency-Based Curriculum requirements.

Allocate Dedicated Funding for mentorship programs at both national and county levels, including resources for mentor training, release time for mentoring activities,

program coordination, monitoring, and evaluation. This will address the resource constraints identified as a major barrier to effective program implementation.

Develop Standardized Mentorship Guidelines that provide clear frameworks for program implementation, including mentor selection criteria, mentorship content, observation protocols, feedback mechanisms, and program evaluation procedures.

Establish Monitoring and Evaluation Systems at national and county levels to track the implementation and effectiveness of mentorship programs across schools, using performance indicators linked to instructional competence outcomes and teacher retention rates.

Provide Continuous Professional Development for mentors through structured training programmes that enhance mentorship skills, instructional strategies, classroom observation techniques, and assessment methods.

Reduce Teacher Workloads by reviewing teacher allocation policies, providing additional staffing where needed, and creating protected time within school schedules for mentorship activities.

Recommendations for School Administrators

Establish Structured Mentorship Programs with clear policies that include formal mentor-mentee pairing based on subject expertise, regular classroom observations with constructive feedback, scheduled one-on-one mentoring sessions, and program evaluation mechanisms.

Select and Train Mentors Carefully, considering subject expertise, teaching experience, interpersonal skills, and commitment to professional development, while providing ongoing training to enhance their effectiveness.

Create Protected Time for mentorship activities within school schedules by adjusting timetables, reducing non-teaching responsibilities, or allocating specific days for mentoring activities to ensure consistent program implementation.

Foster a School Culture that values professional learning and collaboration, recognizing mentorship as an integral part of professional development rather than an additional administrative burden.

Monitor and Evaluate Program Effectiveness regularly through feedback mechanisms, classroom observations, and tracking of teacher performance indicators to continuously improve program quality and outcomes.

Provide Resources for mentorship activities, including observation tools, professional development materials, and appropriate spaces for mentoring sessions.

Recommendations for Future Research

Conduct Longitudinal Studies to assess the long-term impact of mentorship programs on teachers' instructional competence, career progression, and retention over multiple years, providing evidence of sustained program effectiveness.

Include Student Achievement Data in future studies to establish direct links between mentorship programs and learner outcomes, strengthening the evidence base for program effectiveness and policy advocacy.

Compare Mentorship Effectiveness across different geographical regions and school categories to identify contextual factors that influence program implementation and outcomes, informing differentiated policy approaches.

Investigate Digital Mentorship Models for resource-constrained settings, exploring how technology can support mentorship when physical proximity or time for face-to-face interaction is challenging.

Examine Mentor Perspectives to understand their challenges, support needs, and effective strategies, providing insights for improving mentor selection, training, and ongoing support systems.

References

Abdalla, M. M., Oliveira, L. G. L., Azevedo, C. E. F., & Gonzalez, R. K. (2023). Quality in qualitative organizational research: Types of triangulation as a methodological alternative. *Administrative Sciences, 13*(3), 73.

Abdallah, A., & Alkaabi, A. (2023). Teacher induction programs and instructional competence: A critical review of international practices. *Journal of Educational Administration and Policy Studies, 15*(2), 45–60.

Al Hajri, S. (2024). Teacher induction support and instructional competence among beginning teachers in the United Arab Emirates and China. *International Journal of Educational Development, 104*, 102947.

Alegado, P. J. E., & Soe, M. (2021). Teacher mentoring and teachers' pedagogical practices: Evidence from the Teaching and Learning International Survey (TALIS). *International Journal of Educational Research Open, 2*, 100061.

Amare, M., Tadesse, T., & Bekele, D. (2024). Pedagogical mentoring and coaching practices for enhancing teachers' professional development in Ethiopia. *Journal of Professional Capital and Community, 9*(1), 67–84.

An, Y., Li, X., & Wei, H. (2021). Teacher induction and instructional competence: Evidence from China and Japan. *Asia Pacific Journal of Teacher Education, 49*(5), 560–576.

Anney, V. N. (2020). Ensuring the quality of findings in qualitative research: Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational Research and Policy Studies, 6*(2), 272–281.

Ashforth, B. E., Sluss, D. M., & Saks, A. M. (2007). Socialization tactics, proactive behavior, and newcomer learning: Integrating socialization models. *Journal of Vocational Behavior, 70*(3), 447–462. https://doi.org/10.1016/j.jvb.2007.02.001

Batcha, M. (2024). Comprehensive teacher induction programs and instructional competence among beginning teachers. *Teaching and Teacher Education, 138*, 104414.

Botha, C. S., & Hugo, A. J. (2021). The influence of mentoring programmes on beginner teachers' job satisfaction in South Africa. *South African Journal of Education, 41*(3), Article 1894.

Choi, M., & Ruona, W. E. A. (2011). Individual readiness for organizational change and its implications for human resource and organization development. *Human Resource Development Review, 10*(1), 46–73. https://doi.org/10.1177/1534484310384957

Chomngam, N. (2022). Organizational socialization and teacher professional adaptation in educational institutions. *Journal of Educational Administration and Leadership, 12*(2), 85–99.

Creswell, J. W., & Creswell, J. D. (2021). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Sage Publications.

Derek, R. (2023). *Research methods and statistical analysis in education*. Routledge.

Echaune, M., & Maiyo, J. (2023). Teacher Induction Mentorship and Coaching (TIMEC) programme and teacher professional development in Kenya. *International Journal of Education and Research, 11*(6), 55–70.

Education News Hub. (2024). Teacher induction programmes in Kenya face implementation challenges. https://educationnewshub.co.ke

Gamayao, J. R., & Binas, L. C. (2021). Instructional competence of beginning science teachers in the Philippines. *International Journal of Learning, Teaching and Educational Research, 20*(7), 150–168.

Gameil, A. A., & Al-Abdullatif, A. M. (2023). Pre-service teachers' instructional design competencies under standardized induction programmes in Saudi Arabia. *Education and Information Technologies, 28*(9), 11231–11252.

Geletu, A. (2023). Effects of pedagogical mentoring and coaching on teachers' instructional practices in Oromia, Ethiopia. *African Journal of Teacher Education, 12*(2), 44–61

Grant, C., & Osanloo, A. (2021). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your "house." *Administrative Issues Journal: Connecting Education, Practice, and Research, 4*(2), 12–26. https://doi.org/10.5929/2014.4.2.9

Han, Y. (2023). Teacher induction systems and instructional competence in higher education institutions in China. *International Journal of Educational Research Open, 5*, 100287.

Karunanayake, D. (2024). Structured teacher induction and classroom effectiveness: Lessons from Finland and Singapore. *Teaching and Teacher Education, 139*, 104436.

Kassiani, T. (2023). Content validity in educational measurement: Principles and applications. *International Journal of Assessment and Evaluation, 30*(2), 45–58.

Kearney, S. (2021). The realities of beginning teacher induction: Linking theory with classroom practice. *Teacher Development, 25*(3), 356–373.

Keese, J., Thompson, C. G., Waxman, H. C., McIntush, K., & Svajda-Hardy, M. (2023). A worthwhile endeavor? A meta-analysis of research on formalized novice teacher induction programs. *Educational Research Review, 38*, 100505. https://doi.org/10.1016/j.edurev.2022.100505

Keese, J., Thompson, C. G., Waxman, H. C., McIntush, K., & Svajda-Hardy, M. (2023). A worthwhile endeavor? A meta-analysis of research on formalized novice teacher induction programs. *Educational Research Review, 38*, 100505. https://doi.org/10.1016/j.edurev.2022.100505

Kothari, C. R. (2019). *Research methodology: Methods and techniques* (3rd ed.). New Age International.

Kumar, R. (2022). *Research methodology: A step-by-step guide for beginners* (6th ed.). Sage Publications.

LoCasale-Crouch, J., Hamre, B. K., Pianta, R. C., & Downer, J. T. (2022). Mentor characteristics and instructional support for beginning teachers. *Journal of Teacher Education, 73*(4), 403–418.

Ludecke, M., Peters, J., & Robinson, S. (2022). Instructional coaching practices and teacher resistance in Australian schools. *Australian Journal of Teacher Education, 47*(9), 21–39.

Maready, L., Kim, J., & Park, S. (2021). Instructional mentoring practices and pedagogical competence among novice teachers in Asia. *Asia-Pacific Education Researcher, 30*(6), 589–602.

Matimbwa, H., & Ochumbo, J. (2019). Teacher induction practices and professional support for beginning teachers in Tanzania. *International Journal of Educational Policy Research and Review, 6*(5), 112–120.

McMains, S., Brown, T., & Kelly, J. (2023). Revisiting organizational socialization theory in culturally diverse educational settings. *International Journal of Educational Management, 37*(5), 1048–1063.

Msuva, J., & Mwila, P. (2023). Teacher induction programmes and instructional competence among secondary school teachers in Kenya. *East African Journal of Education Studies, 6*(2), 89–105.

Mugenda, O. M., & Mugenda, A. G. (2020). *Research methods: Quantitative and qualitative approaches* (Rev. ed.). ACTS Press.

Ndebele, C., & Legg-Jack, D. W. (2022). The impact of mentoring on the development of pre-service teachers during teaching practice. *South African Journal of Higher Education, 36*(2), 240–258.

Ndwiga, P. (2021). Teacher induction and professional development in Kenyan public secondary schools. *International Academic Journal of Education and Literature, 2*(3), 45–58.

Oguta, J., & Alela, O. (2023). Workload, instructional support and beginning teachers' classroom effectiveness in Kenya. *African Journal of Educational Studies in Mathematics and Sciences, 19*(1), 83–96.

Orosco, M. J. (2024). Rethinking teacher induction: Beyond administrative orientation toward instructional mentoring. *Journal of Teacher Education, 75*(2), 145–160.

Otele, S., Waweru, P., & Kinyua, D. (2020). Mentorship challenges affecting newly recruited teachers in Kenya. *Journal of Education and Practice, 11*(24), 90–99.

Petty, T. M. (2024). Teacher induction and instructional competence among beginning teachers in California. *Journal of Educational Research and Practice, 14*(1), 120–138.

Pritha, B. (2023). Face validity in educational research instruments: Concepts and applications. *Journal of Educational Measurement and Evaluation, 15*(1), 21–34.

Saks, A. M., & Ashforth, B. E. (1997). Organizational socialization: Making sense of the past and present as a prologue for the future. *Journal of Vocational Behavior, 51*(2), 234–279. https://doi.org/10.1006/jvbe.1997.1614

Santibañez, L., Guarino, C., & Daley, G. (2022). Teacher induction, pedagogical self-efficacy and classroom effectiveness. *Teaching and Teacher Education, 114*, 103698.

Sheldon, L., McKenzie, B., & Riley, P. (2023). Administrative support, induction and retention of early career teachers in Australian secondary schools. *Australian Educational Researcher, 50*(4), 1187–1208.

Shimada, S., Arras-Djabi, M., & Kuyken, K. (2024). Organizational socialization tactics in Japan. *SSRN*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4786521

Sinsay-Villanueva, A., Cruz, R., & Santiago, P. (2025). Implementation challenges of teacher induction programmes across educational systems. *International Journal of Educational Development, 108*, 103012.

Snoek, M. (2021). Standards-based teacher induction and instructional quality in Australian schools. *Professional Development in Education, 47*(5), 817–832.

Tavakol, M., & Dennick, R. (2021). Making sense of Cronbach's alpha. *International Journal of Medical Education, 2*, 53–55.

Teachers Service Commission. (2020). *Teacher induction, mentorship and coaching (TIMEC) policy*. Teachers Service Commission.

Van Tonder, F. (2021). Mentorship and instructional competence among beginning teachers in South Africa. *South African Journal of Education, 41*(3), Article 1908.

Wechsler, M. E., Casillas, A., Humphrey, D. C., & Matsko, K. K. (2024). Improving teacher induction through standards-based assessment and mentoring. *Educational Policy, 38*(2), 285–310.

Weinberg, A., Graham, A., & Thomas, S. (2021). Teacher induction, mentoring and instructional support in the United Kingdom. *Professional Development in Education, 47*(4), 612–628.

Wyatt, J. E., & O'Neill, M. (2021). Investigation of early career teacher attrition and the impact of induction programs in Western Australia. *International Journal of Educational Research, 107,* 101754. https://doi.org/10.1016/j.ijer.2021.101754