A conceptual framework of mentoring for novice lecturers in the health training institutions in Botswana

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DECLARATION

I hereby declare that this PhD thesis entitled '**A conceptual framework of mentoring for the novice lecturers at health training institutions in Botswana** is an original work composed by me and has not been submitted for any other qualifications obtained before. It was carried out under the supervision of Professor Mahlasela Rakhudu of the North-West University in South Africa. The references used to support the document and build the arguments are recognized by way of proper reference.

Place: North-West University

Researcher's Name: Lillian S. Lemo Segwagwe

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Date: May, 2019 Signature..... .....

DEDICATION

This is dedicated to my parents, my late father Robert Lemo and my caring mother Talita Lemo, who made me who I am and invested money in my education.

To my husband, Elias Kgopolo Segwagwe, for his care, love and prayers.

To my daughter, Tobile, and my granddaughter Thato for constant emotional and social support.

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ABSTRACT

Background: Mentoring is a human resource strategy that has long been recognised by many countries and is used to retain and develop teachers. However, this is inconsistently applied in educational institutions.

Purpose: The overall purpose of this study was to develop a conceptual framework of mentoring for novice lecturers in the health training institutions.

Methodology: The study employed a convergent parallel design where quantitative and qualitative components were utilized. Phase 1 entailed the collection and analysis of data for both the quantitative and qualitative parts of the study, and Phase 2 was the development of a conceptual framework of mentoring for the novice lecturers in the health training institutions. The Donabedian framework of structure, process, and outcome was followed to construct the questionnaire items for the quantitative research component. For the quantitative component, a sample of 71 respondents was selected using convenience sampling and for the qualitative method, data saturation was reached after conducting 15 individual interviews. A self - developed semi-structured tool was used to collect data. Statistical Package for the Social Sciences version 25 was used to analyse quantitative data and the qualitative data were analysed according to Creswell's six steps. . The results of the phase 1 revealed orientation to the physical structure, introduction to the staff members, no formal mentoring of novice lecturers and a need for a formal framework of mentoring for novice lecturers at health training institutions in Botswana. Phase 2 comprised the development of a conceptual framework of mentoring and description of the framework to facilitate mentoring of novice lecturers. The development of the conceptual framework of mentoring was guided by the Context Input Process Product framework, literature review and findings of the empirical research.

Conclusions: The ultimate goal of this study was to develop the conceptual framework of mentoring for the novice lecturers at the health training institutions.

Recommendations: The study makes recommendations for nursing education, research and decision-makers. It is imperative for the institutions to embrace this framework of mentoring to improve performance, students' achievement and the teaching and learning environment.

Key words: Conceptual framework, health training, institutions, mentoring and novice lecturers.

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LIST OF ABBREVIATIONS

BEd	:	Bachelor of Education
BQA	:	Botswana Qualification Authority
CIPP	:	Context Input Process Product
DPSM	:	Directorate of Public Service and Management
HTIs	:	Health Training Institutions
HODs	:	Heads of departments
BHPC		Botswana Health Professional Council
N	:	Number
NMCB	:	Nursing and Midwifery Council of Botswana
NWU	:	North-West University
M	:	Mean
MMR	:	Mixed method research
MOHW	:	Ministry of Health and Wellness
P	:	Participant
SD	:	Standard deviation
Std	:	Standard
SPO	:	Structure Process Outcome
SPSS	:	Statistical Package for Social Sciences
UB	:	University of Botswana
UNISA	:	University of South Africa

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Mentoring is a human resource strategy that has long been recognised by many countries and is used to retain and develop teachers. However, this is inconsistently applied in educational institutions. It is imperative to note that mentoring is a vital tool that may be used in various settings such as communities, churches, clubs and workplaces. This chapter discusses the background and rationale of the study, the problem statement, research questions, purpose and objectives, significance of the study and definitions of concepts. It furthermore illustrates the conceptual framework that was utilized to guide the research process, provides a brief outline of the research design and methodology and the limitations of the study. The Context, Input, Process and Product (CIPP) framework applied to develop the framework of mentoring for novice lecturers at the health training institutions (HTIs) is briefly described. The chapter closes with a thesis outline and the summary of the chapter.

1.2 BACKGROUND AND RATIONALE OF THE STUDY

Mentoring is a professional development tool that has been used worldwide by different professions. In an academic setting mentoring emerged because of the difficulties experienced by novice teachers during the first months of their employment. Mariani (2012:1) defines mentoring as "a reciprocal long term relationship with an emotional commitment that exists between a novice (protégé) and an experienced nurse (mentor). Mentoring implies knowledge or competence gradient, in which teaching and learning process contributes to a sharing of advice or expertise, role development and formal and informal support to influence the career of the protégé" (Mariani, 2012:1). Hence, it is imperative for the HTIs in Botswana to establish the conceptual framework of mentoring to ensure that novice lecturers are accorded the professional support they deserve.

Mentoring of newly qualified teachers has become popular over the years because of its benefits, which entail retention of teachers, improving quality of the teaching and learning process and improved achievement of students (Thornton, 2015: 2). Other benefits mentioned are a sense of belonging, career optimism, competence, professional growth, security and leadership readiness (Jakubik *et al.*, 2016:36). Obrien and Forde (2011:21) reported that mentoring novice teachers has benefits for the mentee such as increasing self-confidence, emotional and mental support and

support with students' discipline. The authors further indicated that the benefits also extend to the mentors such as partnerships, evaluating their own teaching styles, and finding pleasure and fun in mentoring, to mention just a few.

The term 'mentoring' originated from ancient Greece. Mentor was the name of the tutor to whom Odysseus entrusted his son Telemachus during the Trojan War. Traditionally, mentoring means an older person is guiding a younger person to develop their profession and acclimatise to the institution (Klinge, 2015:160). Moreover, Mentor acted as a helper, teacher and a facilitator to Telemachus. Formalised mentoring was introduced in the business world in the early 1980s and today is considered to be an essential part of the corporate tradition and success (Jakubik *et al.*, 2016:36). Mariani (2012:2) also states that mentoring at the workplace is not a new practice in nursing, as it started with Florence Nightingale, who mentored nurses in the late nineteenth century. The terms 'mentoring' and 'coaching' have been used interchangeably, yet they are two different terms. Mentoring is a broader term and applies a holistic approach; coaching is more specific and it is utilised to assist people to reflect, empower themselves and adopt new ways of changing their life. Notably, coaching is an important component of mentoring (Thornton, 2015:2). Therefore, mentors should have coaching skills in order to guide the novice teachers effectively.

Muller (2016: 132) indicates that there are both formal and non-formal mentoring. These two types of mentoring are imperative in this study as they are likely to be practised in many organisations including the HTIs. Formal mentoring is usually planned, well-organised and structured; it also has set goals, a programme or framework that directs the implementers. On the other hand, there is non-formal mentoring whereby the mentor and mentee meet naturally in the workplace and develop a mentoring relationship (Muller, 2016:132-133). However, it should be noted that the ultimate goal of this study is to develop the conceptual framework of mentoring that will facilitate formal mentoring of novice lecturers in the HTIs.

Furthermore, Jassen, van Vuuren and de Jong, (2015:1) affirm that in formal mentoring the mentor and mentee are matched by a third party in order to meet the institutional needs, and they further contend that non-formal mentoring is more powerful because it does not only focus on professional development it also extends to personal development. It is essential that a novice lecturer should be taught how to teach and supported at all costs during the first year. Dias-Lacy and Guirguis (2017:269) and Menon (2012:222-223) point out that mentoring of teachers is of paramount importance because new teachers experience many challenges regardless of their qualifications. There is subsequently a need to develop the conceptual framework of mentoring for HTIs to advance the performance of the novice lecturer.

Russell and Russell (2011:24) and Schuck *et al.* (2017:9-10) similarly observe that new teachers experience various challenges during their first year of employment, which include student motivation, planning and implementation of a curriculum, instruction and other assigned responsibilities. According to Prillentensky *et al.* (2016:107-108), novice teachers experience three kinds of stress, namely individual, interrelation and institutional stress. The authors go on to explain that the individual stress is characterized by loneliness because of not interacting with others, interrelation stress is associated with managing students' behaviour and communication with peer teachers and other collaborative partners. Ultimately, the institutional stress could be from the leadership style and institutional culture. The authors further indicate that to prevent the new teacher from going through a negative experience, there should be a mentoring plan that provides emotional support and professional development. This emphasizes the need for the conceptual framework of mentoring for the HTIs where lecturers complain about of lack of mentoring.

Fantilli and McDougall (2009:814) further emphasize the need to employ highly qualified lecturers to make certain that they produce quality education for students. The researchers also indicate that there is a tendency to treat novice teachers as experienced teachers. Additionally, in some instances, new teachers are given the same duties or workload as experienced teachers. Mentoring of novice teachers is critical for Botswana's HTIs where lecturers complain about a lack of support, and the majority do not possess teaching qualifications. The conceptual framework of mentoring in the HTIs is also necessary to bridge the knowledge gap and it is the desire of every country to have the best education and high performers.

Shanks (2017:159) asserts that it is important for institutions to have proper support for new employees as this lays the foundation for good relationship between the employee and the employer. Good mentoring has an impact on the long-term success of the organization. Shanks (2017:162) further states that it is essential that all novice teachers should be supported at the beginning of employment and should be offered all the necessary equipment and information to perform their duties effectively. During the mentoring period, the novice teacher learns about the institutional culture and about their work. Mentoring is a crucial ingredient as it allows the institution to socialize the employee within the institution more quickly and it helps the novice teacher reach their full potential within a short time (Ingersoll, 2012:47). That emphasises the need for this study as the HTIs' novice lecturers also need to be supported psychosocially and academically.

Shumba *et al.* (2012:150) argue that the novice teacher can experience loneliness in the classroom and can experience stress as they are now separate from their colleagues. This means that after graduation, the novice teacher is not ready to teach alone, there is a need for the novice teacher to

be coached and guided by an experienced veteran teacher for some time. The framework of mentoring is even more critical in this era because of the students who are knowledgeable, assertive and have inquiring minds who may challenge the novice teacher.

Seekoe (2014:1-3) undertook a study in South Africa on mentoring and the purpose was to develop a model for mentoring newly-appointed nurse educators. The study reiterates that a lack of support by the institutions is associated with high attrition rate as about 30% of lecturers leave the profession within five (5) years. The results of the study showed that most of the nursing colleges and universities did not have mentoring programmes in place. Nurse educators were orientated just like other employees, and nothing more was done. The orientation process only addressed the environment and policies. Orientation and a buddy system were the only strategies implemented at this, and these strategies are not good enough to provide all the support that is required by the new lecturer.
Seekoe's study focused only on nurse educators whilst this study includes nurse educators, lecturers in allied health programmes and natural science lecturers as they all need to be mentored.

The mentoring of novice lecturers is a fundamental instrument at HTIs as these institutions are responsible for producing the work force for the health facilities in Botswana. Duse *et al.* (2017:6) initiated a nine-month long mentoring plan for the beginning teachers, after which feedback was gathered from the participants. The participants were very happy about the support given and recommended that every teacher should be mentored, and mentorship should be compulsory in their country. This is an indication that mentoring for the novice teacher is invaluable. Since most of the HTI lecturers are not mentored and lack teacher training, the teaching and learning process might be seriously affected. Therefore, it is necessary to assess the extent of mentoring for novice lecturers in the HTIs to develop the conceptual framework of mentoring that can be used to improve the current practices.

The HTIs' examinations committees, which are responsible for critiquing the tests and examination items before they are administered to enforce quality, have been gravely concerned about the standard of students' assessment observed over time. The committees have stated that the principles of measurement and evaluation are often compromised, and this may have a negative impact on the quality of HTIs' products. On the other hand, the lecturers have complained that they are not well mentored. The lecturers have mentioned that they usually receive an orientation, but when it comes to mentoring, they are at the mercy of their colleagues in whose team they teach. If they work with teammates who are experienced and value quality teaching, these colleagues do their best to mentor them, but if they come across inexperienced colleagues, it becomes an unfortunate situation. It is therefore crucial to assess and explore the extent of mentoring and the availability of formal

mentoring. This study is also very important to the academic institutions in Botswana because it is the first of its kind.

Another contributing factor could be the fact that the majority of lecturers at HTIs do not possess teaching qualifications. In the past, the University of Botswana used to offer a Bachelor of Science in Nursing Education (B.Ed.), which was specifically tailored for nurse educators. The B.Ed. (Nursing) was phased out about ten years ago and most of the nurse educators with this qualification have since left the HTIs. The lecturers replacing those who have left do not have a teaching qualification. It is assumed that an individual's speciality is adequate to provide teaching and learning in the HTIs. The study conducted by Tucker (2016:182) revealed that even teachers who have learned about teaching methodologies and classroom management still need mentoring, and this is even more important for those who do not have any teaching skills.

The Ministry of Health and Wellness (MoHW) conducts workshops on effective teaching and student assessment for lecturers at HTIs to empower them with teaching skills. However, some critical elements of teaching, such as classroom management, teaching practice, principles of adult teaching and curriculum development are not covered. In addition, the workshops are not part of the orientation process. The workshops may come months or even years after employment and for this reason, there is a need for a conceptual framework of mentoring. There are conceptual frameworks of mentoring in other countries, especially in Western countries. However, this study will develop the conceptual framework of mentoring based on the recommendations of lecturers at HTIs and will be aligned with the human resource policies of Botswana.

The Botswana Qualification Authority (BQA), which resides in the Human Resource Development Council (HRDC), is a quality assurance body that regulates all the academic institutions in Botswana to ensure that the required education standards are maintained. Additionally, the HTIs are affiliated with the University of Botswana (UB), and for the institutions to acquire their accreditation status they have to comply with the set standards of institutions of higher learning. The Nursing and Midwifery Council of Botswana (NMCB) regulates institutions that offer nursing courses. Moreover, the Botswana Health Profession Council (BHPC) is responsible for regulating the allied health programmes like dental therapy, pharmacy, environmental health and medical laboratory technician. These quality assurance organizations have formulated regulatory guidelines that prescribe what the HTIs should teach to maintain a good standard so that the qualifications they offer can be recognized internationally. HTIs should continuously monitor their internal procedures and processes to maintain quality. This study aims to determine if mentoring is taking place and to offer a conceptual framework to support such mentoring in order to improve the quality of education in the health field.

1.3 PROBLEM STATEMENT

Over time the health training institutions examination committees in Botswana have become dissatisfied with the standard of test and examination papers that are submitted for review for quality assurance purposes (Kanye SDA College of Nursing, Examinations Committee Report, 2016:2; 2017:4; 2018:4) The measurement and evaluation usually include low-level questions, inappropriate allocation of marks to test items, mismatch between the blue print and the level of the students, and inflation of practical marks. This has further been underscored by the current internal examination moderators' reports that indicate the Blooms Taxonomy principles are not considered by the majority of lecturers when setting examinations (HTIs General Nursing Moderation report, Maternal and Child Health Nursing, 2016:3; HTIs Family Nurse Practitioner Programme, Moderation Report, Disease Diagnosis and Management, 2017:5).

Regardless of the persistent challenges raised by the lecturers, examination committees and internal examinations moderators, no study has been conducted to find the root cause, hence this study is essential for the HTIs in Botswana. Moreover, the study is crucial for Botswana because this is a national problem. As mentioned already, the HTIs function as a unit, and the researcher is familiar with academic challenges affecting other institutions because they are usually discussed during national academic meetings and inter-campus meetings. If the problem of the students' assessments is not addressed the quality of HTIs' products may be affected posing a serious national crisis, as the majority of health employees are from the HTIs.

The researcher with experience of twenty years in educational institutions noted that most of the lecturers, particularly nurse educators and allied health lecturers in the HTIs, do not have teaching qualifications. The assumption is that their professional speciality is adequate and would make them competent lecturers. A report conducted telephonically with deputy principals of HTIs revealed that about 80% of lecturers at HTIs do not possess teaching qualifications. All nurse educators, allied health lecturers and natural science lecturers should be mentored because the first years of teaching are difficult regardless of the new teacher's qualifications, as indicated by several authors. The concern is, if mentoring is a vital tool for those teachers who are qualified and have gone through training, what about the ones who have never been exposed to teaching as a qualification? The problem in this study is that there is a high possibility that novice lecturers are not adequately mentored which results in substandard performance in their core duties. It is therefore crucial to conduct this study to assess and describe the scope of mentoring practiced in the HTIs.

1.4 RESEARCH QUESTIONS

To address the research problem, the questions that this study aimed to answer are as follows:

1. What are the current practices regarding mentoring of novice lecturers in the HTIs?
2. What are the experiences of new lecturers (mentees) regarding mentoring in the HTIs?
3. What components/aspects should be included in the conceptual framework of mentoring novice lecturers?

1.5 PURPOSE AND OBJECTIVES OF THE STUDY

The primary purpose of this study was to develop the conceptual framework of mentoring that could facilitate the professional development of novice lecturers in the HTIs.

The following objectives were applicable to this study:

Empirical phase

- To examine the current practice of mentoring the novice lecturers at HTIs and its impact on their professional development;
- To explore and describe the experiences of novice lecturers (mentees) regarding mentoring in the HTIs;

Development of mentoring framework phase

- To classify the concepts identified during the empirical phase
- To develop and describe a conceptual framework for mentoring of novice lecturers in the HTIs.

1.6 SIGNIFICANCE OF THE STUDY

This study will develop a conceptual framework of mentoring that can be utilised in other higher education institutions in Botswana and other developing countries. This study may add value to mentoring studies conducted locally because currently there is limited research available. The study will also be a foundation for the future studies undertaken in locally and internationally. The study will also recommend areas of future research which provide opportunity for other researchers. In addition, the explanation of the framework will enable formal mentoring of the novice lecturers in HTIs. The findings of this study will also contribute to future development of mentoring guidelines for novice lecturers. It is further hoped that if the conceptual framework of mentoring is effectively implemented, it might contribute to lecturers' professional development, higher job satisfaction and the reduction of faculty turnover. Moreover, the quality of teaching will improve, leading to good

student achievement. The findings of the study will inform the decision makers about the importance of inducting novice lecturers and offering orientation and mentorship for all novice lecturers. The study will assist the Ministry of Health and Wellness to develop policies that will enforce orientation and mentoring in the HTIs to make them schools of excellence.

1.7 RESEARCH PARADIGM AND PHILOSOPHICAL ASSUMPTIONS

Paradigms or worldviews are defined as patterns of beliefs and practices that direct inquiry within a discipline by providing lenses, frames and processes through which research is conducted (Weaver & Olson, 2017:292). Polit and Beck (2014:6) have also defined a paradigm as world view that is composed of sets of philosophical premises that lead the researcher's means of investigation, inclusive of the design for collecting and analysing data. Paradigms are beliefs that guide the actions of the researcher (Creswell & Poth, 2018:17). The choice of paradigm may be influenced by culture, past experience and educational background of the researcher. Moreover, the paradigms have an impact on the choice of the research design and methodology used in the study. The importance of paradigm in research includes guiding the researcher to design the problem statement research questions and also choosing the research designs (Creswell & Poth, 2018: 18-19).

There are three approaches of research design that are commonly used in the field of research; positivistic, constructivist and pragmatic. The positivist paradigm is associated with quantitative design, the constructivist with qualitative and pragmatism with mixed method research. In this study the researcher selected the pragmatism paradigm which uses multiple worldviews, and believed that quantitative and qualitative approaches are equally important hence a convergent parallel design was employed. The researcher used mixed data collection strategies and data analysis procedures in this study (Hall, 2013:4). This paradigm was chosen because Hall (2013:6) indicates that pragmatism assists in resolving practical issues in the real world, thus the purpose of this study was to develop a conceptual framework of mentoring which will be used to facilitate mentoring of the novice lecturers at HTIs in Botswana.

The researcher's worldview in this study was applied in the philosophical and methodological assumptions. The study adopted the mixed method as the philosophical framework which uses both quantitative and qualitative approaches. The mixed method is appropriate for this study because the researcher wanted to generalise the results to all HTIs as they work as a consortium, explore the problem of lack of mentoring in depth and to describe views of lecturers on how to improve mentoring of novice lecturers in the HTIs.

Philosophical assumptions

The different philosophical assumptions are ontological, epistemological, axiological and methodological.

Ontology: It is described as a concept that relates with the nature of reality and its characteristics. In this study one of the research methods used was the qualitative approach that believes in the idea of multiple realities. The individual interviews were carried out with the aim of reporting several realities. These multiple realities were collected from lecturers of different schools and departments and were used to develop the themes of this study. The actual words mentioned during the interviews were used to deduce themes of this study (Creswell & Poth, 2018:20). Ontological assumptions are concerned with the reality that is being studied (Mouton, 2002:124). In this study the researcher studied the experiences of the novice lecturers about mentoring in the HTIs.

Epistemology: It assesses how the researcher discovers knowledge and relates with study participants, and through the qualitative approach the researcher strives to get as close as possible to the participants under study (Creswell & Poth, 2018:20). The researcher's primary motive was to create an understanding of what should be known and how to acquire such knowledge to appreciate the study process (Bliss & Rocco, 2013:27). In addition, the researcher spent enough time with the participants to understand their situation better, and communicated with them about mentoring of new lecturers (Creswell & Poth, 2018:20). Because epistemology assumption is concerned with knowledge, it was therefore necessary for the researcher and participants to interact to acquire an accurate knowledge.

Axiological: The axiological assumption indicates that all researchers bring values to a study, however, it is imperative that researchers openly discuss their biases (Creswell & Poth 2018:20-21). Value is the effort of a human to clarify the meaning and significance of an individual's existence; it is an act of freedom, expression of subjectivity based on personal experience and preference. The researcher considered values to be meaningful and having a critical objective of existence, and that values depict information concerning the informants. Values express the maximum amount of information about the participant under study. The participants' insights cannot be separated from their views, hence the researcher's role in undertaking research, and she recognised that research findings are a product of a collaborative-reiterative process. The researcher believed that her choice of the pragmatism paradigm in the study required her to have close and lengthy interaction with the participants (Ponterotto, 2005:13).

Methodological: The methodological assumption usually addresses the two questions; what is the process of research and what is the language of research? In this study, it was essential for the researcher to examine data in depth before generalising the findings of the study, and the context of the study was described comprehensively. At times the research questions in the semi-structured tool were modified during the individual interviews to enable the researcher to get data required for mentoring of novice lecturers in the HTIs. In turn, it would be also necessary to change the data collection methodology as planned at the beginning of the study. Furthermore, during data analysis, the researcher followed a process of data analysis that resulted in a detailed knowledge of mentoring of new lecturers, which is a topic of concern (Creswell & Poth, 2018:20-21).

1.8 THE THEORETICAL FRAMEWORK FOR THE STUDY

Theoretical framework is a basic structure designed to arrange a number of concepts that are focused on a specific set of questions. Theoretical frameworks are designed to direct the research process (Meleis, 2018:29). The study used the Donabedian framework of structure, process and outcome, and the Context, Input, Process and Product (CIPP) framework to guide the research process. The two were chosen because they emphasise the importance of quality in the health care and educational settings. This study employed the Donabedian model because it uses the holistic approach as it examines the structure, process and product.

The two frameworks were selected to complement each other. The CIPP framework was selected to be used in grouping the concepts identified in phase I of the study and it also stresses the need for monitoring and evaluation. Another strength of the CIPP framework is that it is a quality tool, as it was mentioned in the background that the ultimate goal of the HTIs is to be schools of excellence, hence they are registered with the quality assurance bodies. For the developed conceptual framework of mentoring to be effective and efficient it has to be continuously monitored and evaluated every three years. The component of evaluation in the CIPP framework, which could be formative or summative, is critical as it will facilitate continuous improvement of the developed conceptual framework of mentoring for the HTIs.

1.8.1 Donabedian framework of structure, process and product

Theoretical framework is referred to as the systems of concepts, assumptions, expectations, beliefs and theories that support and inform one's research (Sitko, 2013:1). The Donabedian framework of structure, process and outcome (Donabedian, 2005:691-729) was used in this study. The framework

was to be used as a tool to measure quality (Ayanian & Markel, 2016:1). The authors further reiterate that the framework has three measures, structure, process and outcome. The structure focuses on the setting, the context in which the service is delivered including the infrastructure, equipment, financial processes, human resources and training. The structure is to observe and measure quality. Moreover, the structure also addresses the qualifications of service providers and administrative systems (ACT Academy, s.a.8). In this study, the **structure** was represented by the HTIs, the qualification of lecturers and the orientation process and mentorship procedures that were examined.

Process describes how service is implemented and this part depends on the structure to provide resources and mechanisms. Lastly, the outcome concentrates on the impact of the improved service. **Process:** the mentoring of novice lecturers was evaluated, and the following areas were assessed: its appropriateness, acceptability and completeness. It also included the approaches employed to mentor novice lecturers.

Outcome: the impact of mentoring on professional development of novice lecturers and benefits of mentoring was evaluated during collection of data.

The Donabedian framework was chosen for this study because it is a quality improvement tool and because its components are relevant for evaluating the extent and impact of the mentoring of novice lecturers.

This conceptual framework was used in the construction of both questionnaires and for data analysis.

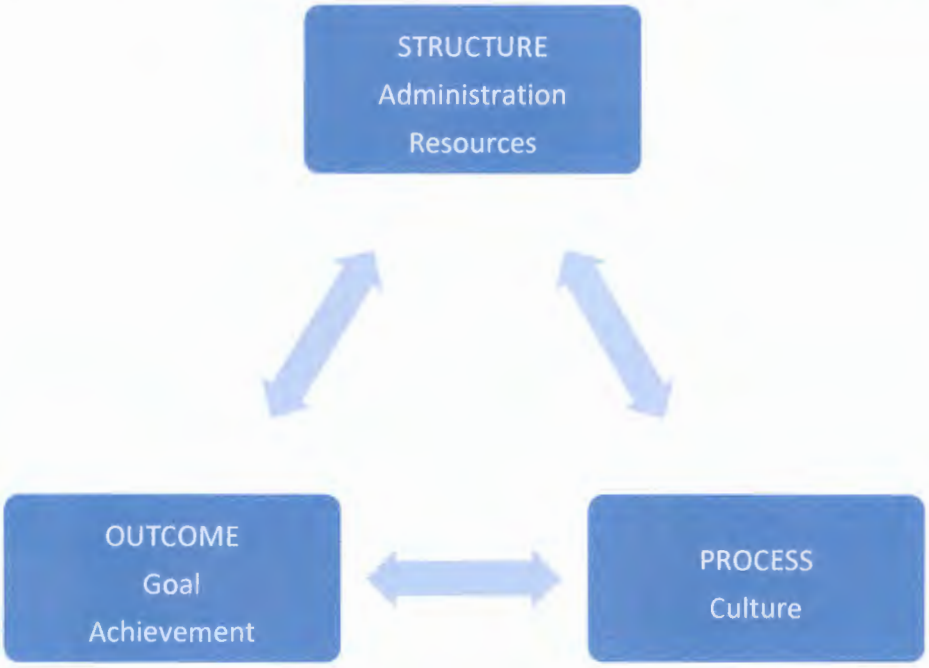

Figure 0.1 The Donabedian framework of structure, process and outcome (Adapted from Kunkel, Rosenqvist & Westernling (2007:12)

1.8.2 The CIPP framework

The CIPP framework is the systematic collection of facts about the activities, characteristics and impact of a process, project, programme and a system. The framework may be used to guide assessment of the institutions, projects, systems and programmes and it is commonly used in educational settings. The four components described by Zhang *et al,* (2011: 23) that are necessary to improve a mentoring process are the Context, Input, Process, and Product.

Context: assisted with planning, identifying the needs and resources of the novice lecturers and to assess the environmental climate that could affect the envisaged framework of mentoring. To be able to achieve this stage the key informants were identified and individual interviews were used to collect data. In this study multiple informants, who included nurse educators and allied health lecturers, were interviewed. It was during this stage that the Donabedian framework and CIPP framework were applied to develop the purpose and objectives of the current study.

Input: During this phase the relevant mentoring strategies were chosen to improve mentoring in the HTIs. The resources entail time, staffing, infrastructure and equipment. The resources that are essential for the framework of mentoring were identified through the empirical data and the resources included human resources and non-human resources.

Process: the primary objective of the process is to provide feedback concerning the degree to which the activities of the mentoring framework are accomplished. The mentoring activities which are to guide the HTIs faculty are recorded, hence it was important for the researcher to describe how the framework of mentoring should be implemented. In this study the activities described by the developed conceptual framework of mentoring will be implemented later and evaluated because of limited time.

Product: this stage emphasises the need to evaluate the impact of the conceptual framework of mentoring which will be used by the HTIs, the effect on the performance of the new lecturer, and students' achievement. Therefore, the description of the conceptual framework on evaluation will recommend to the HTIs how often the evaluation should be carried out.

1.9 CONTEXT OF THE STUDY

The study was conducted in five health training institutions in Botswana. There are six health training institutions in Botswana; four belonging to the government and two owned by churches. One mission institution was not included in the study as it did not grant the researcher permission (context discussed in detail in chapter 3).

1.10 RESEARCH METHODOLOGY

The research methodology gives an overview of the research approach and design; population and sampling, data collection and analysis, quality and ethical measures, the rationale or justifications for the chosen techniques are outlined (Boswell & Cannon 2017:76)

A mixed method research (MMR) design is research that intentionally combines or integrates quantitative and qualitative approaches as components of the research. According to Creswell and Plano-Clark (2011:217), MMR design has been defined as a philosophically underpinned model of inquiry that combines qualitative and quantitative models of research so that evidence may be mixed, and knowledge is increased in a more meaningful manner than either model could achieve alone. The quantitative component was employed to appreciate the numeric assessment of the current mentoring process in place at HTIs, whereas the qualitative component were used to help in

designing the framework of mentoring for the novice lecturers at HTIs by soliciting recommendations from the participants. Additionally, the two approaches were used to address the same research problem to allow the researcher greater certainty about inferences, conclusions or statements that formulate its findings.

1.10.1 Research design

In this study convergent parallel design was chosen because of its advantage of a shortened data collection period as compared to a mixed sequential explanatory design. In convergent parallel design, data for quantitative and qualitative components are collected simultaneously, then analysis is done separately.

1.10.2 Research approach

A convergent parallel design using parallel phases was used with the objective to use quantitative and qualitative approaches to study the same aspects of mentoring of novice lecturers in depth (Creswell & Plano-Clark, 2011:23). The researcher carefully planned the entire process of research to address these aspects of the problem from quantitative and qualitative perspectives (Ponce & Pagán-Maldonado, 2015:119). In this study, the quantitative approach was used to measure the properties and objective aspects of mentorship, while the qualitative approach was used to explore and describe the subjective aspects (Ponce & Pagán-Maldonado, 2015:119). This approach enabled the researcher to explain mentoring in depth from both quantitative and qualitative perspectives.

1.10.3 Research process

The study was conducted in two phases. The intention of this two-phase study was to get statistical quantitative results and then complement statistical data with the individual interviews to expand the results in depth. In this study, both methods had equal weighting.

Phase 1: Empirical phase

Phase 1 entailed data collection and analysis of both quantitative and qualitative data. Data was collected concurrently, and analysed separately. The findings of the two methods were then interpreted and merged (Creswell & Plano-Clark, 2011: 62). Table 1:1 depicts the components of the approaches used in Phase I of this study;

Table 1.1 Components of quantitative and qualitative methods

Components	Quantitative	Qualitative
Study design	Survey	Descriptive
Target population	Full-time lecturers at HTIs, nurse educators, allied health lecturers and natural science lecturers with different years of teaching experience.	Full-time lecturers at HTIs, nurse educators, allied health lecturers and natural sciences lecturers with different years of teaching experience.
Sampling	Six HTIs, five managed by the government and one managed by the mission. All lecturers who are full-time and are willing to take part Non-probability sampling- convenience sampling. Sample size was determined using Stroker guidelines (De Vos *et al.*:2013:225) and data were collected from 71 respondents.	Individual interviews were conducted in five government Institutes of Health Sciences. Lecturers who are full-time and are willing to take part Non- probability sampling- purposive sampling
Inclusion criteria	Full-time nurse educators, allied health lecturers and natural science lecturers	Full-time nurse educators, allied health lecturers and natural science lecturers
Exclusion criteria	Part-time lecturers Newly recruited lecturers, who have less than six months of experience.	Part-time lecturers Newly recruited lecturers, who have less than six months of experience.
Data collection	Self-administered questionnaires with 38 close-ended questions.	Semi-structured interview tool with four open-ended questions was used to collect data.
Data analysis	SPSS package version 25 was used because it is faster and helps to arrange data in a more presentable manner. Percentages used to organize and interpret descriptive statistics. Data presented in bars charts and paragraphs.	Content analysis was done. Coding helped in categorizing data. Data were further divided into themes and categories. Results were then merged, compared and interpreted. Findings presented in paragraphs made of themes and categories.

Quality of data	Validity: Pilot study done to achieve content validity. Reliability: Cronbach's Alpha was measured to assess the internal consistency of the questionnaire	Trustworthiness accomplished through credibility, dependability, transferability, authenticity and confirmability.

1.10.4 Population

Target population is defined as the entire population of interest (Polit & Beck, 2014:51). In this study the targeted population were full-time lecturers at HTIs. The population was composed of lecturers who were selected from six (6) HTIs that are in the Southern and Northern parts of Botswana, five (5) belonging to the government and one (1) mission institution. These institutions had a total of about 200 lecturers in the academic year of 2016/2017.

1.10.5 Sampling

Sampling is the process of choosing a group or individuals of interest from the whole population (Polit & Beck, 2014:177). For the quantitative survey, convenience sampling by means of non-probability sampling was utilized as it allowed the researcher to include all available lecturers in the sample. This kind of sampling was also selected for the reasons stated by Maree (2013:177), namely that convenience sampling is fast, inexpensive and appropriate for exploratory research.

Non-probability sampling in the form of purposive sampling was employed to recruit the participants for the qualitative component. Data saturation was reached after interviewing 15 lecturers; three participants were chosen from five HTIs; three in the South and two in the North of Botswana.

1.10.6 Data collection

Data collection techniques in a study must be objective, free from the researcher personal bias, attitudes and views, and orderly. By being orderly it means that the data collection method used for each respondent must be reliable and uniform (Wood & Haber, 2018:247). As this study followed a concurrent parallel triangulation design, data were collected concurrently. A self-administered questionnaire with 38 closed-ended questions that contained five subscales of Likert-type items were utilized to collect data for the quantitative method. The items were rated on a 5-point scale ranging from one (strongly disagree) to five (not applicable).

Qualitative data collection was carried out by means of individual interviews with 15 participants, three lecturers from each institution. Individual interviews were chosen to enable the researcher to gain a deeper understanding of new lecturers' personal experiences with mentoring relationships (Creswell, 2014:80). An interview tool with four semi-structured questions was developed in accordance with the Donabedian model, which has three aspects, the structure, process and outcome.

1.10.7 Data analysis

Data was collected for both components during the same time frame and analysed separately. The results and the findings from both components were merged and interpreted. Descriptive statistics was used to analyse quantitative data: reliability coefficients (Cronbach's Alpha) were computed and interpreted. The information captured from the questionnaires was analysed using the Statistical Package for the Social Sciences SPSS, version 25. The qualitative data analysis was started by transcribing audio data to paper verbatim, after which the data were reviewed and edited. Data were sorted and categorized, then narrowed into themes and further into categories and sub-categories until the researcher reached a point of saturation. Data were then merged, compared and interpreted.

Phase 2: Development of mentoring framework

Phase 2 involved the development of the framework of mentoring for the novice lecturers at HTIs. In this phase, the conceptual framework of mentoring was designed utilising a literature review and the findings of the empirical research. The concepts identified in Phase 1 were classified according to the CIPP framework (Stufflebeam, 2007:12) followed by use of Chinn and Kramer' approach of model development for mentoring framework development. The conceptual framework was not validated or evaluated by experts but Chinn and Kramer's five question were used for critical reflection. The conceptual framework description is based on Chinn and Kramer's (2014:184-196) method and consists of the following components: overview of the framework, the purpose , the structure consisting of assumptions on which the framework is based, relation statements and the nature of the structure, to reflect on the conceptual framework, the following questions were used : How clear is the framework? How simple is the framework? How general is the framework? How accessible is the framework? How important is the framework?

1.11 MEASURES OF TRUSTWORTHINESS

Quantitative measures

Heale and Twycross (2015:66) point out that validity is the extent to which a concept is accurately measured in a quantitative study, and reliability is the extent to which a research tool consistently has the same results if it is used in the same situation on repeated occasions. Reliability and validity are essential components of quantitative research. These constructs measure the trustworthiness of the data collection tool. The details of these measures are described in Chapter 3.

Content validity: the questionnaire was reviewed by an expert in quantitative design and a statistician to measure validity, as well as by university educators. A pilot study was conducted to get feedback from the respondents and to modify the tool.

Qualitative data measures of trustworthiness

Lincoln and Guba's model (Polit & Beck, 2014:324-330) was used to ensure trustworthiness. The following constructs were applied:

Credibility is how the study was undertaken, the description of data collection techniques and analysis strategies used (Pandey & Patnaik, 2014:5745). In this study, this was achieved by first establishing rapport with the participants and explaining the study to them so that they could feel free to give the required responses. The researcher spent enough time while collecting data, and documented her field notes during the interview. Two audiotapes were used to complement the field notes. The instrument used for collection of data was reviewed by other colleagues who have specialized in research. They gave feedback on the clarity of questions, the number of question items and the sequencing of questions.

Dependability: Is the stability of data over time, that is, would the results of the study be repeated if the investigation was repeated with similar participants in a similar setting. It should be noted that credibility cannot be achieved without dependability (Polit & Beck, 2014:323). In this study, the strategies used to achieve dependability include triangulation whereby data was collected using two research approaches; quantitative and qualitative. Member checking was done by giving colleagues knowledgeable in research and promoters the data collection instruments to review, and their comments were integrated when finalising the tools. During interviews the field notes were written in detail and the research systematically documented (Creswell, 2014:201).

Confirmability; According to Bengtsson (2016:90), confirmability is the investigator's capability to prove that the data represent the participants' views and not the investigator's own perceptions. In this study, participants' quotes are included in the report to support the emerging themes. The questionnaire used for collection of data was reviewed by other research experts and a statistician. The study was edited several times. Furthermore, a co-coder was also engaged, and consensus was reached with the researcher. An audit trail was established by recording the details of how the study was carried out.

Transferability: Transferability is the extent to which the findings of the study may be relevant to a different setting (Bengtsson, 2016:90). This was accomplished by collecting data from five HTIs and collecting data from different informants: heads of departments, senior lecturers and lecturers, nurse educators and allied health lecturers. Moreover, thorough record keeping was maintained and there was comprehensive documentation of field notes. Rich data description and purposive sampling are also ways of ensuring transferability. The researcher facilitated the transferability judgment through 'thick description' and purposeful sampling. Thick description includes elucidating all the research processes, from data collection, and context of the study in the production of the final report.

Triangulation: Triangulation was used to ensure trustworthiness of the results. Triangulation involves the use of multiple and different methods, investigators, sources and theories to obtain corroborating evidence (Anney, 2014; Onwuegbuzie & Leech, 2007). In this study the researcher used mixed method to triangulate the results in order to reduce bias and cross-examine the integrity of participants' responses. While the purpose of mixed method design is corroboration and validation, the researcher aimed at triangulating the methods and quantifying the core component by use of the supplementary component (Creswell & Plano Clark, 2014).

Authenticity: Is the degree to which the researcher fairly and faithfully depicts a range of various realities (Polit & Beck, 2014:323). Authenticity in a research report conveys the tone of participants' lived experiences and fairly describes the participants' experiences so that it is a truthful picture of their perceptions and experience (Polit & Beck, 2012:585). In this study the researcher kept field notes and transcribed tape-recorded data.

1.12 ETHICAL CONSIDERATIONS

Ethical principles are essential in any research that involves human beings because they ensure that the rights of the participants are observed (Marshall & Rossman, 2016:5152). Ethics is defined as

the standards of practice of a certain group of people. Furthermore, ethics is meant to protect human rights, particularly of those who are susceptible to harm (Ellis & Hartley, 2012:245). There are three fundamental ethical principles, which are; beneficence, justice and human rights. In the current study the following ethical principles were applied;

1.12.1 Ethical Clearance

It is imperative that before conducting a study a research proposal should be submitted to the appropriate boards for approval (Burns & Grove 2011:130; Strydom, 2011:126-129). In this study ethical clearance was requested from the North-West University following approval by the university, and approval was given (**Ethics number: NWU-00252-15-A9, Appendix A**). In addition, the ethics clearance was sought from the Ministry of Health and Wellness. (MOHW) as the study was undertaken in Botswana, and permission was granted (**Reference No: HPDME 13/18/1 X (525), Appendix B**). Permission was requested from the HTI's principals, who responded promptly except for one mission institution. Data collection was done only after the ethical clearance and permission from authorities were granted.

Permission to collect data from the nurse educators and allied health lecturers was requested from the HTI's principals. The principals gave permission by writing letters to the researcher (sample of letters; **Appendix F1, F2**).

Gate keepers: The deputy principals of the schools acted as gate keepers who announced and advertised the study to the lecturers in different institutions before collection of data.

The gatekeepers informed the faculty members about the study during staff meetings and morning worship. The quality assurance officer acted as the mediator and negotiator because she was the one who assisted the researcher to identify prospective participants who were present at the time of collection of data and made appointments with them.

1.12.1.1 Justice

Grove et al. (2015:05-107, 256) and Polit and Beck (2014:85) describe justice as the principle that demands the right to informed decision-making, the participant's right to fair treatment, the right to privacy and the right to confidentiality and anonymity.

Informed decision making

Grove et al. (2015:111-114) and Burns and Grove (2011:122) advocate that the participants must be fully informed about the study by the researcher; the details of the study ought to be thoroughly explicated. In this study, the researcher allocated sufficient time to give to the participants the

information about the process of this study, and participants were given enough time to comprehend the information and ask questions before data collection. The researcher informed the participants about the duration of completing the questionnaire and individual interview, the advantages of participating in the study and the credentials of the researcher (Strydom, 2014:117). Participants were given a chance to ask questions about the study and the researcher truthfully responded to all questions. The researcher documented the informed consent procedure by having participants sign a consent form and each participant was given a copy of the consent form before collection of data (**Appendix G, I**).

The right to fair treatment

The right to fair treatment means that selection of the subjects to participate in the study must be determined by the requirements of the study and not by the subject's susceptibility. The researcher must not ill-treat participants who withdraw from the study or discriminate against them. Furthermore, the researcher must honour all agreements made with the participants, respect beliefs and lifestyles from diverse backgrounds, and participants should constantly be treated discreetly (Grove *et al.*, 2015:107; Polit & Beck 2014:.85).

The right to privacy

The right to privacy demands that the research questions should not be more invasive than they need to be and that the participants' privacy is upheld constantly (Grove *et al.*, 2015:105-106; Polit & Beck, 2014:85-86; Strydom 2011:123). In this study, the researcher informed the participants about the right to decide to what degree they would like to share the information.

Confidentiality and anonymity

Strydom (2011:119) states that the difference between privacy and confidentiality is that privacy denotes the element of personal privacy and confidentiality cites the handling of information in a confidential manner. Research participants have the right to anonymity and the right to assume that their personal information will be kept confidential. Complete anonymity is upheld when the participants' identity cannot be connected to their individual responses, not even by the researcher (Polit & Beck, 2014:88-89). In this study, the participants and schools were assigned code numbers and addresses, and signatures of the principals in the permission letters were concealed. All the research reports were documented in such a manner that the participants' individual information could not be related to their individual responses. Polit and Beck (2014:89) define confidentiality as a pledge that any information the participants offer will not be openly reported in a manner that identifies them and will not be made available to others.

1.12.1.2 Respect for human dignity

This principle includes the right to self-determination and the right to full disclosure (Polit & Beck, 2014:84).

The right to self-determination

The right to self-determination means that participants have the right to and ability to assess available information, weigh the options against one another and make their own decision (Strydom, 11:119). Self-determination points out that potential participants may voluntarily decide whether to take part in the study without risk of detrimental treatment. Grove *et al.* (2015:101) and Polit and Beck (2014:84) state that this principle emphasises that the participants have a right to ask questions, to refuse to give information and to withdraw from the study at any time. In this study, participants were not forced to participate and were informed before collection of data that their participation was entirely voluntary. In this study, participation was completely voluntary and no one pulled out of the study.

The right to full disclosure

This principle prescribes that the researcher should fully explain to the participants the purpose and type of the study, the person's right to refuse to partake in the study, the researcher's obligations, and possible risks and benefits of the study. Detailed explanation of the study was provided to the prospective participants before collection of data for both approaches. (**Appendix G, I**). The researcher did not in any manner betray the participants by purposely withholding any information (Grove *et al.*, 2015:111-112; Polit & Beck, 2014:.84).

1.12.1.3 Beneficence

This principle demands that researcher ought to ensure the safety and wellbeing of the participants by reducing the predicted risks and capitalising on possible benefits. Strydom (2011: 83) considers beneficence to be the fundamental ethical principle in research. This principle includes the right to freedom from harm and discomfort and the right to protection from exploitation (Grove *et al.*, 2015: 119-120; Polit & Beck, 2014:83).

The right to freedom from harm and discomfort

It is crucial that when conducting a study that the researcher has a duty to protect the participants from any harm or reduce any risk of harm. In research that involves human beings, harm or discomfort might be physical, emotional, social or financial (Polit & Beck, 2014:83). In the current study, the researcher did not anticipate any harm. The researcher explained to the participants that they had the right to withdraw from the study at any time.

The right to protection from mistreatment

Participation in the study should not place the respondents at risk of any ill-treatment. The respondents are to be reassured that their participation in the study or any information they might provide will not be used against them. The respondents must be assured that the audiotapes and records will be kept private and confidential (Polit & Beck, 2014:83). The audiotapes, field notes and questionnaires were locked securely in a cabinet in the researcher's office. In addition, the data collected would not be used against them and would be utilised exclusively for the purpose of this study.

1.13 DEFINITIONS OF KEY WORDS

The key words which formed the foundation of this study include: framework, health training institutions, mentoring and novice lecturer.

Framework: Is defined as 'an abstract, logical, structure of meaning that enables the researcher to link findings to nursing knowledge to facilitate the dialogue between the literature and the study' (Burn & Grove, 2011:135). In this study, the conceptual framework refers to the developed conceptual framework of mentoring which is presented graphically and narratively to explain the central concept and related concepts from the empirical phase and literature review. The conceptual framework was illustrated using a diagram (Figure 7.1) and an explanation of how the concepts used were related and inter-connected was given. In addition, there was a follow up of detailed descriptions on how the conceptual framework can be operationalised in the real setting to make it user friendly. The developed conceptual framework of mentoring will be used by the HTIs to facilitate mentoring of novice lecturers in all departments. The conceptual framework is to be reviewed every three or five years for continuous improvement.

Health Training Institutions: This is all the government and mission schools affiliated to the UB to train nurses and other health professionals at diploma level. These are institutions that are currently under the Ministry of Health and Wellness. They basically operate as one unit though they are in different locations. The institutions implement the same curricula, write the same examinations, sit in the same examination boards and use the same academic regulations and policies. The diploma programmes that are offered in these institutions include general nursing, health education, environmental health, dental therapy, medical technology and pharmacy. In addition, some of the HTIs offer post-basic programmes that are pursued by those nurses who already have a diploma qualification. The post-basic programmes are midwifery, community health nursing, family nurse practitioner, ophthalmic nursing, and mental health and psychiatric nursing.

Mentoring: It is a developmental relationship between a more experienced individual (the mentor) and less experienced partner (the mentee) for the purpose of sharing technical information, institutional knowledge and insight with respect to a particular occupation, profession, organization or endeavor (Ilevbare, 2011:197). In this study, mentoring refers to coaching and guiding of a novice lecturer by an experienced seasoned lecturer. The expectation is that all novice lecturers across all the departments should be mentored whether they have teaching qualification or not.

Novice lecturer: An individual who is newly employed to teach at an HTI and who is a full-time employee, employed by the Ministry of Health and Wellness, or by Kanye Seventh-Day Adventist College of Nursing. Kim and Roth (2011: 4) define a novice teacher as a teacher who has less than five years of teaching experience, and use other names such as beginning teacher and neophyte. In this study the new lecturers at the HTIs include all full-time lecturers, including nurse educators, allied health lecturers who teach in programmes such as environmental health, pharmacy, medical technology, dental therapy, health education and natural science lecturers. This is a lecturer who is required to have a minimum qualification of a degree to teach in an institution offering diplomas. All the novice lecturers from different departments deserve to be mentored as recommended by Menon (2012:2018).

1.14 ROLE OF THE INVESTIGATOR IN THE STUDY

The investigator submitted an application for ethics clearance to North-West University and the Health Research and Development Division of the Ministry of Health and Wellness of Botswana. After approval, letters were written to the principals of the HTIs to request permission to undertake research in their respective schools. The researcher further communicated with the deputy principals who were gatekeepers, quality assurance officers who were negotiators, and institutional review board chairpersons on the availability of lecturers. Furthermore, the researcher made appointments in advance by telephone before going to the institutions. The details of the study were presented to the respondents and participants before completing the questionnaire or being interviewed. As research principles demand, the rights of the lecturers who were willing to participate in the study were respected in both phases.

1.15 DISSEMINATION OF RESULTS

The results of this study will be disseminated using the following strategies:

- Publication of the research in University of Botswana research journal and other accredited international journals;

- Presentation to the relevant stakeholders;
- Presentation to HTIs;
- Faculty during the HTIs annual research conference; □ Presentation at international nursing conferences.

1.16 THESIS OUTLINE

Chapter 1	Overview of the study
Chapter 2	Literature review
Chapter 3	Research design and methodology
Chapter 4.	Discussion of quantitative results
Chapter 5	Discussion of qualitative results
Chapter 6	Integration and interpretation of the results
Chapter 7	Mentoring conceptual framework for new lecturers at HTIs in Botswana and descriptions for operationalization of the mentoring framework.
Chapter 8	Conclusions and recommendations

1.17 SUMMARY

This chapter introduced the significance of mentoring in the teaching profession and provided the background and rationale for this study in the HTIs in Botswana. The overview of this study included the introduction, problem statement, research questions, research purpose, objectives, paradigmatic perspectives and a short description of the research design and method that was followed in this study. The Donabedian framework of structure, process and outcome and CIPP framework used to direct the process of this study were also outlined in this chapter. The ethical considerations, measures of trustworthiness, definition of concepts, limitations of the study and strategies of dissemination of the results were mentioned, after which the division of chapters was provided as a guideline to the reader. The next chapter offers a full account of the available literature.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter provided an overview of the study and offered some background. This chapter explores the literature relevant to mentoring in the health care sciences to enable the researcher to learn from previous theoretical and empirical information on the subject or phenomenon. Furthermore, the process of identifying the articles used for the integrated literature review is described. Literature review is an essential component of a study as it discusses what has been studied previously about the topic, the context under which the same or interrelated studies were undertaken, and the gaps arising from recommendations of other studies on the topic are to be explored. There are many studies that have been carried out worldwide on mentorship of new teachers at different levels of education; early childhood, primary, secondary and tertiary. The literature review themes addressed in this systematic literature review include: 1) Definitions of mentoring; 2) Historical background of mentoring in general; 3) Challenges encountered by novice teachers 4) Structure of mentoring; 5) Process of mentoring; 6) Outcome of mentoring; 7) the Donabedian framework of quality.

2.2 PURPOSE AND OBJECTIVES OF THE CHAPTER

Literature review is described as a documented, analytic summary of research findings on topic of interest (Boswell & Cannon, 2017:242). The purpose of the review was to familiarize the researcher with current empirical and theoretical knowledge on mentoring in the health sciences and nursing education. In addition, themes are developed after critically examining the available literature and the literature review discussed under the SPO.

The following objectives are applicable to achieve the above-mentioned goal:

- To describe mentoring in nursing and the allied health sciences;
- To identity gaps in the current literature on mentoring in health education;
- To explain the theoretical framework that will guide the study in data collection and analysis; and
- To gather facts for the upcoming conceptual framework of mentoring.

2.3 METHODOLOGY

An integrative literature review as described by Whittemore and Knalf (2005:545) was conducted. An integrative review is a specific review method that summarizes past empirical or theoretical literature to provide a more comprehensive understanding of the phenomenon (Whittemore & Knalf, 2005:546). Integrative reviews are believed to have the potential to build nursing science, informing research, practice, and policy initiative. The integrated literature review implemented in this study seeks to detect gaps in the literature of mentoring of novice teacher in regard to methodology, study population, and context of the studies, and to identify mentoring models, limitations and recommendations made by other researchers on mentoring of a new teacher. In addition, there will be discussions how this specific study will bridge some of the identified gaps in literature and contribute to a body of knowledge on professional development of mentoring novice lecturers in nursing education. Sulosaari *et al.* (2010:466) cite that Cooper (1988) has suggested five steps that should be followed when using the integrated literature review, namely problem identification, literature search, data evaluation, data analysis and presentation.

2.3.1 Data collection

Sulosaari *et al.* (2010:466-467) further propose four rigorous steps that may be followed when conducting the computerized search. Stage 1 - searching articles in different databases, Stage 2 - choosing the probable articles, Stage 3 -choosing the possible articles and Stage 4 - choosing the final articles which were referenced in this study. During Stage 1, the following databases were used for literature search; CINHAL, SA ePublications, Google scholar, Ebscohost, A to Z Journals, PMC, MEDLINE, SAGE Journals. ProQuest, Web of knowledge electronic data bases, and PubMed. Literature from unpublished sources and textbooks was also reviewed.

Search words and inclusion criteria used to search relevant literature for this study are: mentoring or coaching, guiding, new or novice or beginning, teacher, protégé , employee, mentoring framework and mentoring model, characteristics of mentoring, principles of mentoring, characteristics of a mentor, characteristics of a mentee and role of a mentee.

Thematic analysis was conducted and emerging themes with the same and different perceptions to support the purpose and objectives of this study were explored. The arrangement of literature review in this study is directed and influenced by Donabedian's quality framework that focuses on structure, process and outcome (SPO) which has been used as a theoretical framework for this study. During Stage 2, all the articles that did not meet the inclusion criteria were eliminated. During Stage 3, the search reflected the stated numbers as per database: Science Direct (40), SAe publications (67),

Google Scholar (400) and Ebsco Host (55). However, only those that matched the set criteria were selected. Critical analysis was undertaken by examining the topic of the article, the abstract and reading the content of the text to ensure its relevance to the current study. For this study, only those articles which were closely related to the title under study were selected.

2.3.2 Inclusion and exclusion criteria

The research articles that were considered for the review included studies written in English, published from 2007 to 2018, empirical studies, articles from peer-reviewed journals, chapters in books and studies focusing on teaching and nursing. The exclusion criteria included studies that are more than ten years old, and chapters in books that are more than ten years old.

2.3.3 Evaluation of data

The articles identified from different databases were critically examined to select the ones that were more related to the title of the study and address the objectives of this study.

2.3.4 Data analysis

Stage 3 involved the analysis of the literature, and in this study data analysis was done by using the following subheadings: author and year, purpose of study, design/ method, sample and trustworthiness. The majority of studies were qualitative, as the investigators indicated that their main aim was to gather in-depth insights about the phenomenon under study, but not to generalize the results of the study.

2.3.5 Results

A total of over 41300 articles on mentoring in teaching and allied health sciences exist in literature; 9080 of the articles addressed mentoring in teaching and health sciences, 6000 were on mentoring of novice teachers, 500 focused on mentoring in health science. The abstracts of the 100 articles sampled were assessed for relevance to the purpose and objectives of the study. Of the sampled articles 50 were considered close to the objectives of the current study and have constituted the literature review for this study. The selected articles were analysed and the following literature review themes emerged: 1) Definitions of mentoring; 2) Historical background of mentoring in general; 3) Structure of mentoring; 4) Process of mentoring; 5) Outcome of mentoring 6) Conceptual framework of quality model used in this study called 'Donabedian's model' and CIPP model used to design the mentoring framework in this study.

2.4 DEFINITIONS OF MENTORING AND RELATED TERMS

This sector delineates mentoring from the empirical and non-empirical sources. The terms mentoring, coaching and induction are at times used interchangeably. However, it should be noted that the three terms are different. Mentoring aims to assist the novice teacher in professional growth and provides emotional support, whereas coaching is task-orientated, it focuses on a certain skill and is part of mentoring (Vikaraman *et al.*, 2017:158). Coaching is the process used to assist mentees reflect, find power and courage within themselves and think and act in new techniques in order to bring about positive change. Coaching involves more specific actions such as listening, questioning and goal setting (Thornton, 2015:2) Induction means grooming the new teacher to become part of the community (Mann & Tang: 2014:1). It should be noted that coaching is one of the skills required by a mentor and is part of mentoring. On the other hand, induction is a broader term which includes orientation and mentoring, and it is intensive. Historically, there are several terms that have been used for a mentor, such as sponsor, coach, confidante, advisor, godfather and guru. A mentor can be a colleague or someone senior (Eby *et al.*, 2008:8). Currently, the most commonly used term in the academic settings, social setting and corporate world is mentor.

At times mentoring and teaching are considered to be the same, yet they are not the same. Teaching is more structured, and mentoring may occur in after-school programmes, in the neighbourhood or in the workplace (Gholam, 2018:2). Mckinsey (2016:5) states that a mentor not only has a love of teaching but also loves mentees. Moreover, mentoring relationships, unlike teaching, is personal and mentors take care of mentees. Yirci (2017:30) defines mentoring as the process of matching a skilled and experienced person with a less experienced and skilled person in order to develop the latter's ability in his/her job career. Mentoring is defined as an emotional support provided by mentors to novice teachers empowering them to succeed in the new teaching profession. Furthermore, mentoring is more than 'peer relationship' between a more experienced teacher and a novice teacher within a similar area of teaching (Kim, 2016:855). Mentoring is a central main feature of successful teacher induction and gives more structured individualised support to novice teachers (Department of Education and Early Childhood Development, 2014:1).

Mariani (2012:1) defines mentoring as "a reciprocal long-term relationship with an emotional commitment that exists between a novice and an experienced nurse (mentor). Mentoring implies knowledge or competence gradient, in which teaching and learning process contributes to a sharing of advice or expertise, role development and formal and informal support to influence the career of the protégé". Mentoring is described as a process through which an experienced mentor leads and

directs a mentee in developing skills and knowledge for their professional development (Burgess *et al.*, 2018:198). Some of the observed common features in the definitions of mentoring is that mentoring is a process that aims at developing a less skilled person. Furthermore, there should be proper matching of an experienced officer with the less experienced one and experienced officer should provide emotional commitment and support. The aforementioned definitions of mentoring emphasise the fact that for mentoring to be successful, there must be sharing of knowledge, mutual relationship and commitment by the mentor.

2.5 HISTORY OF MENTORING

The concept of mentoring originated in Greek Mythology. Odysseus, a legendary Greek king of Ithaca, entrusted his son Telemachus to his loyal female friend Mentor when he went to the Trojan War. Mentor's accountability was to direct Telemachus when his father was at the Trojan War in his progress and improvement. This mythological root of the word mentor spread its meaning in time towards an intelligent and experienced individual who assists another individual's progress (Yirci, 2017:32). Mentoring has since gained popularity in different working settings over the past 20 years. Mariani (2012:2) states that mentoring in the workplace is not a new practice. In the nursing field the mother of nursing, who is Florence Nightingale, pioneered mentoring of new nurses.

Although mentoring has a long-standing history in nursing, nurses who transit into educators' roles receive neither formal preparation nor support and subsequently suffer from role ambiguity and high levels of stress (Summer, 2016:264), which necessitate the development of the framework of mentoring. Formal mentoring has mushroomed in corporate, professional and educational settings, for example, for women in business, minorities, first year students at the universities. There is much written about mentoring in the literature (Mckinsey, 2016:2). In teaching, the official programme of matching the experienced teacher with the novice teacher started in the '70s' and in the '80s'; mentoring became a popular strategy for vocational development of novice teachers (Ganser, 2002, cited by Yirci, 2017:32).

Though literature indicates that mentoring has a longstanding history, not all institutions have embraced the concept of mentoring despite its benefits. Regardless of research findings stating that novice lecturers experience difficulties during the first months of employment, not all academic institutions are mentoring their novice lecturers. Botswana is among those countries where mentoring is not yet formalised in the workplace, but orientation to the physical structure and introduction to the staff members is done well. The common type of mentoring found in such places is non-formal mentoring which is initiated by individuals. It could be started by the mentor or mentee,

hence this study's ultimate goal is to develop and describe the framework of mentoring that can be used as a reference document by the HTIs.

2.6 CHALLENGES THAT NOVICE TEACHERS ENCOUNTER

One of the biggest challenges faced by new teachers is management of student behaviour in the classroom. New teachers feel overwhelmed by their professional duties, and sometimes cannot balance their personal life and professional assignments. Other challenges encountered include assessments, taking care of students who are physically compromised, and participating in staff meetings, that is, the skill of public speaking (Kadyrova, 2017:30). Kartal *et al.* (2017:6) also reveal that new teachers have problems with time management, inadequate resources, inadequate classroom management skills, poor student performance and challenges with administrative issues. In the study of Hudson's (2012:80-82) the participants were also challenged by student assessments because the curriculum was too compact.

Modipane and Kibirige (2015:211-212), who studied the experiences of pre-service teachers, revealed similar results. The participants reported that there was poor curriculum implementation and that the mentors did not prepare the lesson plans. Additionally, the assessment standard practices were poor and generally the veteran teachers had insufficient knowledge on curriculum implementation. Participants also voiced the issue of heavy workload because they were given many assignments and they felt overwhelmed. At times they were given assignment without any guidance. There was no structured mentoring programme to guide mentors and novice teachers. Some participants even felt discouraged because they were treated with disrespect. Inadequate resources was another challenge for the novice teachers. There were insufficient books, the teaching aids and desks in the classrooms were also not adequate. Moreover, there was overcrowding in the classrooms, resulting in difficulty in using group discussion as a method of teaching. With classroom management, some participants had a good experience and others were not happy, as students called them by nicknames.

Fantilli and McDougall (2009:814-825) carried out a study in America which was on novice teachers challenges and support in their first year. The purpose of the study was to explore the challenges encountered by the beginning teachers and support systems availed to them. The study was more on the challenges, the support systems, the impact of mentorship on professional development and the improvement that could be made on mentorship process. There were 86 teachers who were invited for the online survey, and five participants were engaged in the case studies. A sample of 86 teachers who graduated from a two-year educational programme at the University of Ontario was to

participate in the study, but only 54 responded. Some of the challenges experienced by the new teacher include; classroom management, lack of classroom resources, communication with parents and colleagues, and lack of continued education. Furthermore, the results indicated that where mentoring of new teachers was practised, classroom management was not a challenge.

Most of the authors conducted research in order to explore the experiences and challenges faced by the novice teachers. Some studies were done to assess the impact of mentoring on the professional development of novice teachers. Kartal *et al.* (2017:6), Modipane and Kibirige (2015:211-212) and Hudson (2012:80-82) were interested in identifying the challenges encountered by the novice teachers but did not develop mentoring models or a conceptual framework to guide the academic institutions. It is also interesting to note that some institutions had mentoring programmes; however, not all faculty members practised what was required. Fantilli and McDougall (2009:814-825) indicate that in institutions where mentoring programmes were implemented accordingly, a majority of the novice teachers were happy. Therefore, the challenges encountered by the novice lecturers necessitate the development of framework of mentoring for the HTIs in Botswana and a human resource policy that will enforce implementation of the framework across all HTIs.

2.7 STRUCTURE OF MENTORING

According to Donabedian's quality framework, the structure component focuses on the context in which mentoring is practiced, human resources, training, orientation process and mentoring procedures. The content discussed under this section will include; mentoring needs of the new lecturer, characteristics of a good mentee and roles of a mentee, characteristics of effective mentors, the roles of a mentor, selection of mentors, mentoring relationships, the need for trained mentors and incentives for mentors, support for mentors and mentees, and the need for a formal framework of mentoring.

2.7.1 The mentoring needs of the new lecturer

Vikaraman *et al.* (2017:151) indicate the high priority needs of new teachers that should be considered by the institution which are; managing students' behaviour, emotional support, instilling enthusiasm in students, student assessments, establishing friendship with colleagues, learning institutional culture and various teaching methodologies. Furthermore, Hudson (2012:77) states that novice teachers needed a favourable learning environment with a supportive mentor who adores teaching and mentoring. It was also noted that the support of a novice lecturer is critical for the first few weeks of employment and this should be complemented with continuous education. Though

orientation to the infrastructure and policies of the organization are essential, more attention should be given to teaching and learning processes, which are fundamental for students' achievement.

The participants in Hudson's (2012:76) study cited role modelling by their mentor as one of the best strategies of mentoring. The novice teachers wished to observe the mentors managing time, classroom management, classroom teaching and communication with the parents and staff members. After the demonstration of classroom teaching by the mentor, the novice teacher preferred to return to the demonstration to grasp and internalize the teaching skills. Moreover, the mentees wanted to be given fruitful feedback. The mentees also desired to be given ample time for the class preparation, and the use of technology was also important to them (Hudson, 2012:80). Mentors should observe novice teachers teaching, and only document the positive actions to give constructive feedback (Stanulis & Bell, 2017:61). The authors propose that only positive actions should be mentioned to the mentee; on the other hand some academicians advocate for both negative and positive feedback. Nevertheless, when giving feedback the mentor must start with the positive actions and end up with the negatives so that the mentee does not feel discouraged.

Badenhorst and Badenhorst (2011:23) similarly advocate for strong support for beginning teachers. Some of the factors cited include helping novice teachers to prepare a lesson plan or editing the lesson plan before delivery of the subject matter. A process of the mentor demonstrating teaching, a return demonstration by the mentee and discussing the lesson prior to teaching is essential for mentoring. Use of different teaching methodologies by the mentor enhances a new teacher's professional development. Constructive and timely feedback by the mentor is very important as one of the supportive mechanisms. The study by Anibars *et al.* (2009:1) clearly showed the importance of mentoring support, as novice teachers felt better when assisted by other experienced academic staff, hence the development of the conceptual framework of mentoring for the HTIs novice lecturer.

2.7.2 Characteristics of good mentee and roles of a mentee

Notably, mentees play a very crucial role for mentoring to be efficient and effective. For mentoring to succeed the mentees are to possess certain characteristics that will facilitate their learning. Mentees should be willing to learn, participate actively in the learning process, be committed to the mentoring relationship, display a positive attitude, be open to suggestions, desire professional growth, set their learning goals and stipulate their expectations of the mentoring relationship (Burgess *et al.,* 2018:199). The mentors in the study of Barret *et al. (*2017:156) were in favour of mentees who are highly motivated and being open to the mentoring relationship. Wahab *et al.* (2016:4) further mention that mentees should be intelligent, receptive to positive feedback and change accordingly.

Additionally, the mentees should possess professional characteristics which include temperament, emotions, independence, learning from their mistakes, having clinical reasoning and critical thinking skills.

Mentees should be pro-active in their professional development by performing certain roles. Effective mentees ought to actively drive the mentoring relationship, be respectful of mentoring times and the mentor's time. The mentees should come to the mentoring meetings ready with the issues to be discussed and be able retrospect (Burgess *et al.,* 2018: 199). Olasupo, (s.a..193) further states that the mentees should be responsible for their own professional development, actively participate in the mentoring interactions, learn the departmental and institutional policies, procedures, promotion policies and uphold confidentiality. The character of a mentee in a mentoring process cannot be overemphasised. The conceptual framework of mentoring in this study also supports that the mentees have to be active in their learning and their roles will be clearly described to make the framework user-friendly. In some HTIs when the novice lecturers realised that there was no mentor assigned to them, they became pro-active, and interacted with their peers and other staff in order to learn and adjust to the new environment.

2.7.3 Characteristics of effective mentors

The mentor in the teaching arena is described as an experienced teacher, such as expert teachers and senior teachers in the same subject area, who assists novice teachers acclimatise to the new teaching atmosphere and supports them to do well in the early years of the teaching profession (Kim, 2016:854). Effective and quality mentors are essential ingredients in a successful mentorship programme. The mentoring programme presented by this study stipulates the qualities of good mentors and how mentors should be selected. Sulimani (2017:865) stresses that the good mentor must display the following characteristics; patience, sensitivity, loyalty, resilience, good listening skills, availability and accessibility. Furthermore, a good mentor should be capable of transmitting effective teaching methods (Ganza and Harter, 2014:3)

The American Institute of Research (2015:1-8) produced an article on teacher induction and mentoring with a focus on mentors, highlighting the necessary characteristics and the selection process. The document defines the mentorship relationship as "one in which a colleague supports the skill and knowledge development of another, providing guidance to that individual based on his or her own experiences and understanding of best practices." As the definition states, the mentor should be a veteran professional who does not settle for the ordinary, but who strives for quality by choosing the best practices. Effective mentors should also be honest, responsive, and enthusiastic

and have sense of humour (Burgess *et al.,* 2018:199). Anderson (2017: 24-25) indicates that a good mentor should be willing to invest in the relationship, respect the mentees for their strengths, be able to accept different points of view, be able to empathise with another individual's problems, be flexible and able to identify solutions, opportunities and barriers.

Mentors as facilitators should be approachable, calm, compassionate and kind. In addition, they must have professional characteristics such as being objective, analytic, possess supervisory skills and assessing skills (Wahab *et al.*, 2016:4). In addition to the characteristics, the HTI lecturers prefer a mentor with a Masters degree and teaching qualifications. The HTI lecturers have observed that mentors with a teaching qualification tend to be better mentors because they have teaching skills and skills to address adult learners. Therefore, it is imperative that the description of HTIs' conceptual framework of mentoring should clearly outline who qualifies to be an effective mentor. Most of the authors concentrated on personal and professional characteristics and did not give a mention of qualifications and years of experience, which will be stated in the description of the envisaged conceptual framework.

2.7.4 The roles of a mentor

Mentors are the cornerstones of a mentoring process and play a significant role in guiding and coaching the novice teachers. For mentors to be able to mentor efficiently, the administration should plainly delineate the mentor's role from the beginning, outlining what is expected of them. Additionally, there must be formal procedures setting out the requirements of the mentor and mentee (Weisling, 2018:65). Some of the roles cited by Yirci (2017:32) entail role modelling, being a source of motivation for the mentee, giving constructive feedback to mentees, being supervisors of the mentees, providing suggestions and improving the skills of mentees. Additionally, Abiddin and Hassan (2012:85) mention that the primary roles of the mentors are being an advisor, facilitator and counsellor. Counselling is vital as it contributes to an improved relationship between the two parties. For counselling to be effective it should be composed of teaching, assessment, feedback, discussions and monitoring career matters.

Furthermore, mentors have roles that assist in attaining an effective mentoring programme such as being a facilitator, a counsellor, manager of resources, being a resourceful person for the novice teacher and providing psychological, spiritual and academic support (Ofowe *et al.*, 2011: 207). Moreover, the mentor helps the mentee to accomplish their learning goals, promotes prospects for networking, and acts as advocate for the mentee (Burgess *et al.,* 2018:199). The mentor advises the novice teacher on pertinent matters associated with developing an academic profession, including

research, associated scholarly activities, budgeting time and partaking in different institutional committees.

The mentor also gives guidance and knowledge concerning issues such as scholarships, publications in journals, supervising students, presentations at conferences and administrative activities. In addition, assists the mentee with the institutional policies, procedures and promotion policy and coaches the mentee on how to be a team player and assertive (Olasupo, s.a.:192). The roles of mentors indicated are necessary for the mentors who will be drivers of the conceptual framework of mentoring in the HTIs. Before the conceptual framework is implemented, management of the institution should train the mentors to understand and master their functions.

The mentor is also a sponsor. Sponsoring means that a mentor ought to ascertain the strengths of the mentee and direct the mentee as to what duties would be fruitful. Sponsoring requires that a mentor should give support to the mentee when he/she tries out the new practice. Mentees may make errors, but the mentor should give feedback in a positive and non-threating fashion. When encouraging the mentee, the mentor must assist the mentee in the progressive side of their teaching practice and building their reflections; the mentor should support and inspire the development of the mentee.

Furthermore, the mentor should direct the mentee towards effectiveness by monitoring time management and ensuring that they submit documented lesson plans two (2) days before the teaching day, creating an atmosphere that stimulates questioning, retrospection, praising and discussing challenges openly, sharing professional materials, encouraging the utilisation of different styles of teaching (Mudzielwana, 2014:1833). Abbidin and Hassan (2012:77-78) describe a good mentor as a senior teacher who is intelligent, honest, capable, with a professional attitude, high personal standards, willing to accept any decision made by the mentee whatever the consequences. Moreover, an effective mentor must be an outstanding performer, possessing excellent negotiating skills and be able to share an accumulated wealth of experience.

Mudzielwana (2014: 1837-1838) carried out a descriptive study to explore the roles, responsibilities and functions of the mentors. The findings of the study reflected that the teacher mentors did not know their roles and responsibilities. The author came up with several recommendations for the institutions that include; designing mentoring for the mentors, setting criteria for choosing the relevant mentors, developing assessment tools that will be used to evaluate the mentoring relationship, mentors applying an evidence-based framework to direct the mentees, and that institutions ought to develop a mentoring handbook having comprehensive guidelines for mentors and mentees. The

recommendations are very relevant to the HTIs situation and the conceptual framework of mentoring of this study. The description of the conceptual framework will clearly explain in detail the roles and responsibilities of the mentors and mentees to ensure role clarification and prevent any role confusion.

The roles of the mentors outlined in the literature are crucial for the conceptual framework of mentoring in this study as the information will be used to augment the roles suggested by the participants. However, it should be noted that sometimes mentors may be aware of their roles but fail to fulfil them because of other work commitments. Therefore, it is essential that the HTIs' administration should reduce the workload of the mentors to enable mentors to fulfil their mentoring duties. Moreover, more lecturers will be needed for administration to be able to reduce the workload of mentors.

2.7.5 Selection of mentors

Careful choosing of mentors is an essential step in mentoring relationships. Anderson (2017:22) proposes criteria for selecting mentors which include proximity, similar subject matter, same level, similar character and education philosophy. Burgess *et al.* (2018:200) suggest three vital features to consider when choosing a mentor; attraction, affect and action. Attraction; a mentee ought to be attracted to their mentor in a sense that they want to imitate them, in turn the mentor must see potential in a mentee. A mentor and mentee should be able to get along. Affect requires a mentor to be positive, supportive, encouraging, showing respect to a mentee. Lastly, action states that a mentor needs to be eager to capitalise time and energy into the mentee through guidance, teaching and counselling. The mentor has to be accessible and respond in a timely manner to the mentee. Though Burgess *et al.* (2018:200) state that attraction is one of the important factors in selecting the mentor for the mentee, this may not be possible when a formal framework of mentoring is used as in the case of the HTIs, where the HODs will be responsible for matching the mentors and mentees. Criteria of teaching the same subject, same level, being mentored by a senior lecturer with a Master's degree and a teaching qualification outweighs the issue of attraction.

The study of Holland (2009:23) also identified three ways of identifying mentors for the mentees that include administrator-assigned, choice-based matching and assessment-based mentoring. Administrator assigned is where the mentor is chosen by the organization and is closely related to the goals of the organization. Choice-based is when the mentee is given an opportunity to make his/her own choice of the mentor and is said to have a psychological advantage for the mentee. This kind may be evaluated after six months and another mentor may be chosen if necessary.

Assessment-based is made after an assessment has been done but the author does not give an account of the type of assessment done and who is to be assessed. It is stated that this type may cause resistance on the part of the mentee as some mentees in one study thought they were more knowledgeable than their mentors. Furthermore, trust is the primary component in the interaction between the mentor and the mentee. It is important that the novice teacher must trust the mentor in order to learn effectively and encourage openness.

The description of HTIs' conceptual framework of mentoring will also include criteria that should be followed when selecting mentors because not every teacher can be a mentor. The literature states that the mentor and mentee should be at the same level. On the contrary, the HTIs' lecturers suggest that the mentor should be someone senior who has vast experience. The years of experience, a teaching qualification and master's qualification were also indicated by the HTI's lecturers, which does not come out clearly in the literature.

2.7.6 The need for trained mentors and incentives for mentors

Many researchers have overemphasised the necessity of training mentors before starting mentoring. After selection, mentors ought to be given initial professional development and provided with ongoing support to study how to utilise available tools (Weisling, 2018:68). Kim (2016:3) points out that for mentoring to be effective, mentors need to dedicate themselves to play a part in self-development.

Hobbs (2015:166) observed that mentors were not empowered with knowledge before they coached the mentees. There was no valid indication that showed that there was constant support and capacity building for mentors to perform their crucial function as mentors. In view of this, Hobbs (2015:166) conducted a survey among 20 English language teachers, consisting of novice teachers, veteran teachers and mentors. The purpose of the study was to ascertain the training needs of mentors. The respondents in this study stated that mentors need to be trained to deliver a relaxed working space for novice teachers. They also felt that mentors ought to be trained in order to clearly understand their roles and duties. In addition, mentors have to learn the current needs of the mentees.

The results of Sowell's (2017:134) study also emphasised the need for mentors to have constant training in classroom management, teaching methodologies and relationship building. Moreover, without effectively trained mentors, the framework of mentoring will fail to achieve the objectives of refining teaching strategies and retaining teachers. If mentors are not trained, they may reinforce obsolete ineffectual practices. Furthermore, Shumba *et al.* (2012:149-163) conducted a descriptive survey design in Zimbabwe and some of the objectives of their study was to determine if the teachers

who mentored the student teachers during their teaching practice were trained formally before mentoring and if they were familiar with their role. Descriptive survey design was utilized; quantitative and qualitative methods were mixed. Some findings of the study reflect that most of the mentors lacked formal training and this was worrying because mentors are the backbone of the mentoring programme. Shumba *et al.* (2012:162), like other researchers, have emphasized the importance of experienced and trained mentors, therefore it is necessary for the envisaged mentorship programme to include in-service training of mentors. Mentors should keep abreast with the modern trends of teaching methodologies.

Mukeredzi *et al.* (2009:347) say that 80% of the mentors in their study mentioned training as a need for professional performance, and 62% of the respondents pointed out a lack of training as one of the challenges they experienced as mentors. The mentors as teachers of adults have to know and understand the adult teaching principles and how to apply adult learning theory. Adult learning theory is also called andragogy, which is a teaching methodology for adults. The strategy gives an adult learner freedom of learning. It recognizes the learner's past experience and the fact that adults develop their own learning goals. The mentors should provide an enabling environment for the new teacher, there should be trust and respect, the mentor should provide appropriate learning materials, work with the adult learner to develop goals that address their urgent needs and that evaluate their set goals to gauge if there is any progress.

The respondents in Mukeredzi *et al.*'s (2009:348) study mentioned the following incentives: continued education for the mentors, certificates of recognition, reduced workload and clear role definition from the Zimbabwe Open University (ZOU) such as discounted tuition fees, job openings, and upward mobility at their workplace and provision of required resources. Mukeredzi *et al.* (2009:347) further advocate for continued education sessions by ZOU for the mentors and carrying out a needs assessment on their learning needs. The university should provide a menu of rewards, so it is necessary for the envisaged mentoring programme to consider some affordable incentives that may be given to motivate the mentors, such as letters of recognition, decreasing their workload, and mentoring as one of the criteria for promotion. The strength of the study includes using the qualitative design which enabled the authors to collect intensive data on the issue of interest covering at least two regions and including several schools. However, triangulation of data sources remains to be the best for some researchers.

2.7.7 Mentoring relationships

A mentoring relationship is the foundation of an effective framework of mentoring in a workplace. Pogodzinski, (2016:53) describes five elements necessary for a mentoring relationship; (a) it concentrates on attainment of knowledge, (b) it comprises three parts; emotional, psychological support, help with professional development and professional development and role modelling, (c) the relation is mutual , both mentor and mentee develop emotional and noticeable profits, (d) the relation is individual in nature and (e) it stresses the mentor's greater experience in a particular organisation. Moreover, Eller (2014:817), who conducted a qualitative study on mentoring relationships identified some vital factors that are necessary to grow the relationship; role modelling, independence and collaboration, open communication, goals and challenges, exchange of knowledge, mutual respect, passion and inspiration and caring personal relations. Abiddin and Hassan (2012:79) argue that mentoring relationships are not the same, each mentoring relationship depends on the needs of the mentee, his/her individual interests and the unique nature of the mentoring relationship that is growing with the mentor. Therefore, the mentee has to identify his/her learning needs. The conceptual mentoring framework of the HTIs will require the mentees to develop their leaning goals and objectives which will be evaluated regularly.

There are proposed strategies by Dennen and Burner, (s.a.:31) that are helpful in mentoring relationships; Understanding perspectives: A mentor and mentee should understand each other's viewpoint and this results in more fruitful discussions and outcomes. Developing networks: A mentor should share networking strategies and assist a mentee to appreciate how to develop and maintain relationships with others. Being a good role model: Good mentors always become effective role models to their mentees, nevertheless, they must be aware that mentees may imitate some of their inappropriate behaviours.

A mentor must assist a mentee to think about the practices that are relevant to their personality and strengths. Barret *et al. (*2017:158-159) conducted a study to understand the mentoring interactions from the views of mentors and mentees. The mentors in the study indicated that for the relationship to grow, both parties must be willing to invest in it. The mentors pointed out that mentoring relationships were regarded as being effectual when both the mentor and mentee had shared interests and beliefs for the relationship. Furthermore, the mentees wished for a mentor who is a supportive communicator and trustworthy. The mentees also desired a mentor who actively brainstorms, provides feedback and acts as a role model to enhance the mentoring relationship. Sambunjak *et al.* cited in Barret *et al. (*2017:158-159) affirm that the essential characteristics in

mentoring relationships include mentees who are creative and mentors who are truthful and recognise the mentees' needs. There were three crucial attributes necessary for good mentoring relationships mentioned by Barret *et al.* (2017:158) which are vigorous engagement, communication and having mutual interests. Figure 2.1. Illustrates the factors that are crucial for mentoring relationships.

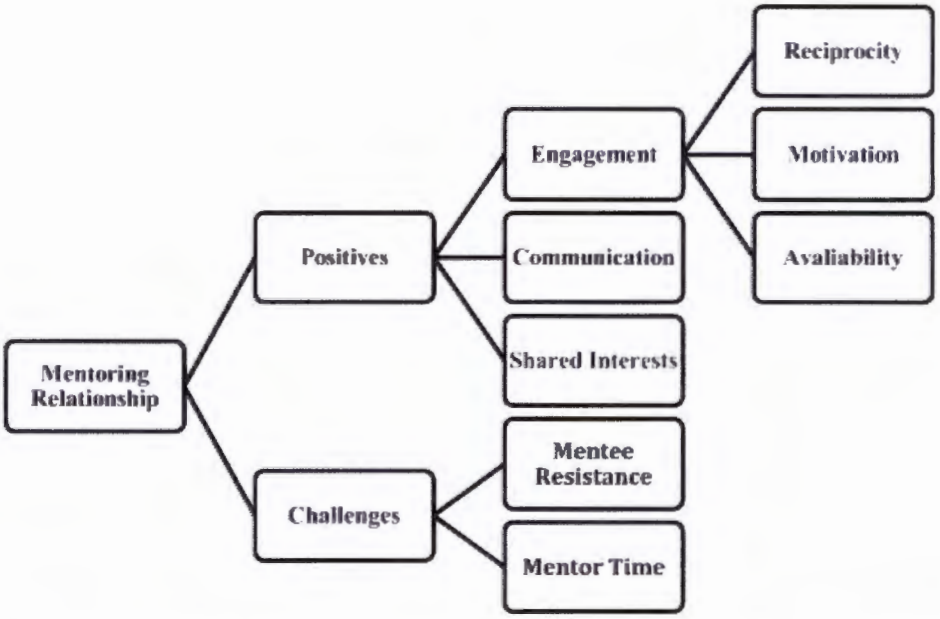

Figure 2.1 Illustration of factors that are crucial for mentoring relationships. Adopted from Barret *et al.* (2017:158).

Basically, the relationship of the mentor and mentee is influenced by the appropriate matching between the two. If there is no bonding between the two parties learning becomes difficult, hence selection of the mentor becomes very important.

It is imperative that the mentor should be an outgoing person, friendly and approachable to make the learning environment of the lecturer conducive. One of the disadvantages of formal mentoring is that there may be a mismatch of a mentor and mentee leading to poor relationship between the mentor and mentee. The framework of this study advocates for collaboration with other lecturers and departments so that the novice lecturer can learn from different angles not just focusing on one person.

2.7.8 Importance of communication and feedback in mentoring

Eller *et al.* (2014:817) conducted a qualitative study to identify the key components of an effective mentoring relationship specified by mentors and mentees in an academic environment. The mentees

identified open communication as one of the fundamental components of an effective mentoring relationship. The mentees spelled out that communication with mentors assists them to improve their confidence in their performance and encourages them to advance their potential. Moreover, communication should be frequent and open, they desired 'freedom of expression'. The mentees also wished for supportive feedback that was 'honest but not harsh'. In the same study, mentors stated that there should be regular meetings to give mentees an avenue to communicate openly. Furthermore, mentors ought to avail themselves for questions and there must regular interaction between the two parties. Mentors mentioned that feedback could be positive or negative.
Additionally, feedback should be 'critical constructive feedback' composed of 'praise and critique'. Mentors should be accessible even beyond working hours, through email and phone.

In the study of Barret *et al.* (2017:155), the participants considered the real mentoring relationships as those that included consistent communication which is open and honest. Open communication can result in trust between the mentor and mentee. Furthermore, it is necessary that both parties should specify their desires and preferences. In the study of Izadinia (2016: 394), mentors also pointed out that open communication based on trust and respect was fundamental to a mentoring relationship. They cited that open communication promoted a relaxed atmosphere and enhanced knowledge exchange.

Izadinia (2016: 394-395) further recommends feedback as an important element of effective communication in mentoring. The study of Izadinia, (2016: 394-395) reflected that almost all the mentees valued feedback and desired that it should be given after performing an activity. They also stated that feedback should be continuous, constructive and honest. Feedback given could be verbal, documented, positive and negative, and should be provided in an appropriate manner. The mentees in the study of Davis and Fantozzi (2016:258) requested for feedback that was helpful, constructive and emotionally supportive. Authors have stressed the need for effective communication and constructive feedback, but methods that can be used to enhance this were not clarified. The framework of mentoring developed in this study recommends regular meetings of the mentor, mentee and other parties involved in the mentoring process to provide an opportunity for the mentee to verbalise any issues of concern. In addition, there will be peer evaluation and this will allow the mentees to get feedback on their performance from the mentors and colleagues. Moreover, as part of quality measures UB emphasises that peer evaluation should be done regularly by all academic departments. One other communication strategy indicated by the framework is a performance-based reward strategy, where there is regular communication and provision of feedback to the supervisee.

2.7.8 Need for formal conceptual framework of mentoring

Mentoring programmes or frameworks are usually described as induction whereby there is a formal and highly structured staff development programme that occurs during the first years of a teacher's career (Wong, 2004; Wong, 2005, cited by Hellsten, 2016:706). In order to prevent uncontrolled and unconscious learning, there is a need for a conceptual framework of mentoring. This should be supplemented by mentoring tools which enhance feedback, retrospection and professional orientation (Riebenbauer,*et al.,* 2017:67). In addition, Kane and Francis (2012:364) remark that today many schools have decided to make a framework or programme of mentoring a policy issue because schools' dynamics are now complicated and there are increasing expectations of educators. The authors further cited the benefits of the framework or programme of mentoring, which include decreasing the anxiety, professional strain and crises of self-assurance facing the novice teacher.

Yirci (2017:40), who evaluated a mentoring program which was already in place found out that a structured mentoring plan assists the novice teachers specifically with classroom management, lesson planning and communication skills which are considered to be the core elements of teaching. The mentoring plan also provided the novice teachers with required competences during the first months of employment, and the issue of isolation was addressed because of networking. Holland (2009:17) called for different role players who can be mentors, who may include team leaders, supervisors, managers and colleagues. He advised that mentoring should start immediately after an employee has entered an organization, when they are still new to the environment and need a lot of support; as such, the current study has described the implementation of the conceptual framework that stipulates all the activities that start with an orientation of two weeks and end up with mentoring activities that will last for a year.

Odebero (2016:3) stresses that a mentoring framework should have aims and expectations. The clear aims and expectations must be well stipulated that are specific to the framework of mentoring to be designed and what is anticipated to be achieved. Additionally, the roles of the mentor must be well articulated; each pair of mentor and mentee must have explicit and relevant goals. It is also recommended that an effective framework or programme of mentoring should comprise orientation by the school, mentoring by a seasoned teacher and prospects of professional development. Kane and Francis (2012:364) underscore mentoring by an experienced teacher to be central to the majority of the formal frameworks or programmes of mentoring; this is crucial as it promotes commitment of the institution to the professional development of the novice teacher.

The framework or programme of mentoring aims to; (a) ensure that school administration and the novice teacher meet formally and informally during the mentoring period, (b) observe the novice teacher during teaching sessions, (c) facilitate networking of the novice teacher with other colleagues and essential departments, (d) assist the novice teacher to design and maintain a good classroom management plan, (e) provide guidance on different teaching strategies, and (f) monitor and evaluate all the activities of orientation and mentoring (Collinsville Community Unit School District, s.a.:3). Bullough (2012: 63), who studied various frameworks or programmes of mentoring in the United States points out that the programmes may differ in period, as they may range from a oneday orientation to a highly structured programme that is characterised by many activities and several meetings. They may also vary in the structure and process, e.g. training of mentors and time invested in matching mentors and mentees may differ.

For a formal framework of mentoring to be successful, Jager and du Toit (s.a.:18) recommend that the mentee should be assigned two different mentors; one to address personal, particularly psychosocial, issues and the other to focus on academics. When implementing the conceptual framework of mentoring it is important to note that all teachers who are new to the profession need a mentor despite their past work experience (Department of Early Education, 2014:2). Dennen and Burner (s.a.:430) indicate that productive mentoring practices are found in structure, regular meetings, training and preparations of mentors and mentees and focus on the mentees' needs.

Klinge (2015:162) mentions some steps to be observed for the mentoring plan; (1) evaluate the institutional goals and needs, (2) measure readiness to learn, (3) identify teachers for mentoring, (4) develop mentoring objectives and plan, (5) match novice teacher with experienced teacher, (6) orientate mentor and mentee, (7) create a conducive learning environment, (8) develop an individual plan, (9) implement the developed mentoring framework and (10) evaluate the process. Riebenbauer (2017:67) emphasises that it is of primary importance to consistently assess and improve the conceptual framework of mentoring as this will improve the quality of learning and teaching.

Literature describes different types of frameworks of mentoring, however there is no framework which is perfect. There are several factors that come to play for a framework to be successful, such as policies available to underpin the usage of the framework, commitment of the administration, resources to support the implementation of the framework, acceptability of the framework by the implementers, and dedication of the mentors and mentees. Therefore, it is essential that the policy makers and HTIs' management should be educated on the importance of having the framework of mentoring developed in this study in order to gain their support. Furthermore, what is suggested by Riebenbauer (2017:67) on constant evaluation of the framework ties in with what is stressed by the

CIPP framework which used in this study to guide the development of the conceptual framework of mentoring. Monitoring and evaluation is a serious challenge too many institutions and organisations, there are many programmes and frameworks that are developed to improve quality of various services, but proper follow-up is not well done.

2.7.9 Support for mentors and mentees

Support administration and need for partnerships/ collaboration in mentoring

Engvik and Emstad (2017:481-484), who studied the significance of school management in socializing new teachers, indicate several roles that are necessary to support the new teacher. The authors mention that although there is participation of school management in mentoring the novice teachers, research has shown that many school leaders do not support new teachers. School management should establish rapport with novice teachers so that they learn the culture of the institution from them. Management has to share the vision and mission of the institution, the requirements of the teaching profession and challenges that are likely to occur. Furthermore, management has to ensure that there is a relationship between the novice lecturer and other colleagues. Other teachers should be encouraged by management to be open-minded, cooperative and to accept the new ideas that are brought by the novice teachers. Additionally, school management has to match the new teacher with the right mentor and evaluate the relationship to assess if it is working.

Badenhorst and Badenhorst's (2011:10) study further mentions that support by institutional management plays an important role as management is responsible for the workload and allocation of resources. Menon (2012:23), who assessed the support of mentoring of novice teachers by management, discovered that there was a lack of support. The new teachers also mentioned that the school management was unfriendly towards them and this caused concern as management has to familiarize the novice teachers with the institutional culture. These results resonated with Pogodzinski's (2016:53) study, whereby the novice teachers stated that their relationship with administrators was negative. It was stressed that administrators have a fundamental function in setting a tone for partnerships among teachers and management and among other teachers.

Lofthouse (2017:54) describes collaboration as the sense that the individuals demonstrate a joint effort and not just work with one another. When officers exercise collaboration they work together towards a common goal, they gather information collectively and solve problems together. Collaboration is engrained in partnerships in which participants exhibit respect for each other.

Additionally, Kozikoglu (2017:102) mentions that collaboration is essential because novice teachers need the support of peers, mentors and administrators within the institutional culture to able to cope with various challenges.

2.8 PROCESS OF MENTORING

The process component of Donabedian framework strives to explain how mentoring can be implemented, mentoring suitability and approaches that can be employed to mentor novice teachers. This subsection will cover stages of mentoring, types of mentoring and models of mentoring.

2.8.1 Stages of mentoring

Mentoring is a process that develops over time and goes through different phases that are to be known by mentors and mentees. The two should understand that a mentoring relationship has a beginning and an end. The general feeling in HTIs is that the period of mentoring should be at least one year long so that no stage is interrupted. Mckinsey (2016:5-10) describes four phases of mentoring that include; connection, collaboration, fully blown and continuing relationship.

Connection: This phase may occur from a distance and happens because of the mentor being a role model. The mentor should be approachable in order to attract the attention of the mentee. The mentee feels invited and welcomed by the prospective mentor's attitude. The potential mentor should demonstrate interest in the professional development of the mentee.

Collaboration: Collaboration may be described as a working phase. This is when the mentor and the mentee have established the mentoring relationship. The two parties work closely in accomplishing the assignments of the mentee. The mentor is dedicated in guiding and coaching the mentee.

Fully-blown mentoring: The phase is characterised by strong commitment between the mentor and the mentee, the two almost interact like 'friends'. The mentor is available to the mentee on several levels; professional, teacher and friend. The relationship is strengthened by comments given to the mentee that are reasonable and constructive. The mentor takes a lot time inspiring and reflecting on what the mentee has done. Additionally, the mentor gives constant advice, support and writes letters of recommendation.

Continuing relationship: The relationship continues even after mentoring because of the strong bond between the mentor and the mentee. This is characterised by regular communication between the mentor and the mentee.

Ayinde (s.a.:1-4) and Abbott-Anderson *et al.* (2016:425) describe four stages of mentoring in a different version that include:

Initial phase: This is when the mentee displays an interest in developing the relationship with the mentor. This phase usually lasts for six months to one year. Both parties start knowing each other and establish the rapport. Ayinde (s.a.:1-4) and Abbott-Anderson *et al.* (2016:425) state that this is the time where matching of the mentor and mentee takes place. The requirements of the mentoring relationship and the goals and objectives are discussed and clarified. The rapport between the two parties is initiated. The plan to conduct the mentoring is well elaborated and the role of the mentor is also spelled out. Additionally, the mentor is responsible for the mentee's developmental outcomes.

Cultivation phase: This phase is characterized by directing and guiding of the mentee and evaluation of the mentoring activities. This is the period where the mentor and mentee build a strong relationship (Ayinde, s.a.:1-4). The cultivation phase is more rigorous and the relationship becomes fully functional. The mentor actively participates in professional development and psychosocial support of the mentee. As this is an active phase the mentor and the mentee work closely and meet once a week. Frequent meetings are imperative as they enable the two parties to understand each other better. The mentor and the mentee spend a lot of time together as the mentor has to do a lot of coaching, guiding and counselling. Moreover, the mentor challenges the mentee to learn more and the friendship continues to prosper (Abbott-Anderson *et al.*, 2016:425).

Separation phase: is marked by independence of the mentee and is the last phase of the mentoring relationship (Ayinde, s.a.:1-4). The mentor and the mentee anticipate that there will be a time to close the relationship. This is the reflection time; the mentor and the mentee deliberate on what was learned and assess if the set goals were achieved. Basically, the mentoring relationship comes to an end (Abbott-Anderson *et al.*, 2016:425).

Redefinition: is when the mentor and the mentee are at the same level and are more like colleagues (Ayinde, s.a.:1-4). Abbott-Anderson *et al.* (2016:428) indicate that the relationship is more of a reciprocally supportive peer-like companionship with continuous prospects of interaction. The mentor and the mentee may explore other methods to continue informal mentoring interactions. The mentee may request for recommendation letters from the former mentor. The relationship now continues in both a professional and friendship framework.

Amongst all these phases the first phase and the working phase are of priority. The connection or initial phase is the building block of a mentoring relationship; the two have to build rapport and have

a strong bonding to pave the way for the working phase. The personality of the mentor matters a lot, if the mentor is not approachable it may not be easy for the mentee to feel free. Another crucial phase is the cultivation of fully-blown mentoring because this where professional development takes place. This is where the relationship gets stronger and there are many interactions. The two may start having weekly meetings to give the mentee an avenue to vent their frustrations, for the mentor to provide professional and emotional support. The researcher should consider developing a handbook for the HTIs which will include the phases of mentoring to make the mentors and the mentees aware that the mentoring relationship is a process that needs time.

2.8.2 Types of mentoring

There are different types of mentoring that may be used in workplaces, communities, churches and for youth. The selection of the type of mentoring depends on the goals and objectives of relationship, institutional policies and resources available. These are some of the common types of mentoring used in various settings.

Traditional Mentoring

In traditional mentoring, a young person who is less experienced is coached by a mentor who is more knowledgeable. The two parties may have this kind of relationship for many years. The mentee may be provided with psychological support and knowledge and the learning experience may be shared for many years. In traditional mentoring, a mentor may be utilised in communities, schools, corporate environment, and for the young, and it revolves around the mentee's goals, gaining skills, obtaining mastery and increasing maturity. A mentor and mentee can meet anywhere. The disadvantage of traditional mentoring is that learning is only from the mentor, it is not a two way process, there is no value of mutual learning and development, transparency and power control (Mullen, 2016:132). As indicated, traditional mentoring is the foundation of mentoring whereby an older person would mentor a younger one and was commonly used in homes, churches and communities. This is the type of mentoring which may be used by the senior lecturers where there is no formal framework of mentoring because they are used to mentoring their young siblings at home. Nevertheless, the challenge with this kind of mentoring is that there are no guidelines that direct the mentor and the mentee.

Formal mentoring

Formal mentoring is structured, planned, and intentional. It has set of goals, an organised programme and it is initiated by an organisation. This is the most common mentoring which is used in the workplace. There is development of a novice teacher by a senior teacher through coaching (Mullen,

2016:133). The main purpose of formal mentoring is to improve the effectiveness of novice teachers. One mentor and one mentee are matched, but at times there may be mismatch between the two parties (Burgess *et al.,* 2018:53). It is time-bound and may last for 6 to 12 months. The mentoring coordinator develops the goals and objectives of the implementation of the conceptual framework. It has a weak emotional attachment because the matching of the two parties is done by somebody else (Shittu, 2017:4).

Hunter (2015:1) outlines the following advantages and disadvantages that include; increasing productivity, improving confidence, forming networks, improving retention of employees, and thus positively affects the entire department. It ensures that every novice teacher has a mentor; if paired formally, novice teachers can get valuable discipline-specific information. Disadvantages: The assigned mentor and mentee may not be a good match because of different personalities, not teaching the same content or teaching different levels. To reduce this likelihood, both the mentor and the mentee should have input on who is assigned to them Being from the same department, mentees may be hesitant to accept their weaknesses honestly and may not receive the mentoring they need. To address this, expectations for confidentiality should be stipulated. A department may not have adequate mentors depending on the ratio of junior faculty to senior faculty. One way to curb this is to involve mentors from other similar departments (ADAPP ADVANCE:s.a.:3).

Formal mentoring which is structured and is well explained is the type of mentoring which is preferred by the faculties of HTIs because there will be a document which will serve as a reference point for the implementers. The document will be made available in the institutions and on their websites so that even if the lecturers are out of the institutions they may still refer to the document online. Careful matching of the mentor and the mentee is significant to ensure that the mentoring relationship is successful.

Non-formal mentoring

This type of mentoring occurs when the mentor and the mentee meet naturally in the work place or elsewhere. It happens because of the chemistry between the mentor and the mentee. When it comes to retention, satisfaction and increasing morale, informal mentoring is better than formal mentoring (Mullen, 2016:133). Because the mentees choose their own mentors there is a very strong emotional attachment. Setting goals in this type of mentoring develops over time. There is a strong inclination to stretch mentees to accomplish more (Shittu, 2017:4)

Informal mentoring is initiated by novice teachers and is common in nursing schools. Fengning and Wang (2017:9-11) conducted a study of non-formal mentoring to explore the experiences of mentors and new teachers. The results reflected that with informal mentoring, everybody seems to be busy and the senior teachers do not have time for mentoring. Novice teachers tend to interact more with their office mates and the colleagues that they co-teach with, limiting their scope of experience. Some organizational norms may affect the rate at which the novice lecturer acclimatizes to the new culture. If the novice lecturer lands at an institution where there is a lot of gossip, the novice lecturer may tread softly because they do not want to get involved.

Fengning and Wang (2017:9-11) further state that the personality of the novice teacher also has a role to play in adjusting to the new environment. If the novice teacher has an outgoing personality, they are likely to befriend colleagues easily, but for a shy person it may be harder, and this may affect their learning. Other factors that may affect informal mentoring positively or negatively are age differences, having explicit role definitions, friendliness, having similar teaching beliefs and teaching the same subject. Informal mentoring has the advantage of exposing the novice teacher to different teaching styles if they work with more than one lecturer.

The conclusion is that informal mentoring is not detailed, as it focuses more on the emotional and spiritual needs than academic development. Informal mentoring is common in organisations where there is no structured conceptual framework of mentoring. Mentees tend to choose colleagues who are approachable and get support from them, or the senior teacher may mentor the novice lecturer of their own will. This type of mentoring has also been observed in HTIs, as literature indicates the novice lecturers cope with lack of mentoring by being pro-active and self-driven to adjust to the new environment.

Electronic mentoring (E-mentoring)

Mentoring happens through email, other social media and calling technologies. The primary aim of e-mentoring is to emulate the best of face-to -ace mentoring (Mullen, 2016:13). E-mentoring, which is achieved electronically, is also mentioned by Scandura and Pellegrini (2007:24-26), where the following channels of communication may be used; email, chatting, or the web. E-mentoring is almost similar to the traditional mentoring which is accomplished by only one individual. The authors have also highlighted some disadvantages associated with this kind of mentoring; issues of maintaining privacy and confidentiality, duration to build the relationship is increased and there may be communication breakdown.

E-mentoring may be applicable for international mentees, who are new to a particular country. It has been observed that international mentees pass through different stages of socialization which include pre-departure, expatriation, and repatriation. The mentoring process is therefore tailored according to these stages. Because of the way the mentoring is structured, there is a need for multiple mentors to meet the needs of mentees at all the stages (Scandura & Pelligrini, 2007:12-14). Furthermore, e-mentoring makes it possible to network nationally and internationally with field specialists, senior teachers and peers. It also multiplies the number and diversity of mentors available to the mentees (ADAPP ADVANCE, s.a:4).

Alemdag and Erdem (2017: 129) conducted an action research on e-mentoring in Turkey after realising that the novice teachers experience difficulties during the first months of teaching and there were no experienced teachers to support them. The authors developed, implemented and assessed an e-mentoring programme for the novice teachers; the programme lasted for one year. The criteria for choosing the mentors was five years of experience and mentors were selected from different schools. Before implementing the programme, the authors developed guidelines for the mentors and mentees which was to act as their yardstick. Single and Muller's e-mentoring model was used for developing the programme. There were goals developed for the programme and group mentoring was a tool utilised to implement the e-mentoring.

The first week of the programme was allocated for orientation for both the mentors and mentees. The fundamental purpose of the orientation period was for the mentors and mentees to understand their roles and responsibilities through on-line communication. The researchers observed that during the first months of the mentoring relationship there were a lot of messages from the mentors as they were working hard to support the mentees, however, as time went on the messages decreased. The authors concluded that e-mentoring can be effective if it is well-structured and implemented.

Alemdag and Erdem's (2017: 129) study was almost similar to the current one, as the problem was explored first before developing the framework, though in this study the conceptual framework will be implemented and evaluated later. Alemdag and Erdem (2017: 129) mentioned that the criteria for selecting the mentor was five years' experience, but other factors that have been mentioned in the literature that are essential such as teaching the same level and the same subject were not taken into consideration. E-mentoring could be suitable for the HTIs because of acute shortage of mentors with specialisation in certain institutions. Through e-mentoring, the HTIs could share the scarce human resources by allowing the novice lecturers to be mentored by mentors in other HTIs.

Peer Mentoring

Peers are defined as persons who share the same characteristics and attributes that may relate to age, capability, and interests and also have experience in the same area (Joubert & de Villiers, 2013, quoted by Mlaba, 2016:19) The novice teachers with the same position from either the same or different departments develop mentoring relationships. The two parties meet regularly to discuss issues and challenges they are facing, as well as share advice, knowledge, and strategies. The peer mentoring can also effectively address psychosocial needs, increase collegiality, normalise challenges, and reduce isolation. Notably, peer mentoring has been proved to be effective for novice teacher and mid-career faculty. For example, associate professors due for upward mobility in the next few years may form a peer group to discuss promotion issues. Likewise, the mentees can build professional networks and discuss tenure process, progression and familiarise themselves with the university community (Hunter, 2015:2). Peer mentoring is informal and is usually introduced by the institutional administration (University of Melbourne, 2012:2). This is the mentoring which usually happens in HTIs as part of informal mentoring. The lecturers at the same level and same age group get along faster and learn from each other. However, the informal peer-mentoring is not adequate and there is need to develop a comprehensive, structured and documented framework of mentoring that can improve the quality of the teaching and learning process.

Advantages: Peer mentoring has proved to be an effective form of mentoring, with positive assessments of peer mentoring programs by faculty participants. It guarantees that mentoring happens even with unbalanced numbers of mentees and mentors. It can benefit those with unsatisfactory typical individual mentoring relationships. Participants are exposed to a range of opinions, advice, and diverse perspectives rather than relying on the sole opinion of one mentor. If one or more participants decide to leave the network, there is little disturbance and mentoring continues (Hunter, 2015:3). Hunter (2015:3) further states peers confronting the same challenges may be better suited to provide practical advice since it is possible that they have the most recent experience with the same issues. Since peer mentoring does not depend on being chosen as a mentee, it offers some balance for minorities and women and ensures equal access to mentoring.

Mlaba (2016:24) conducted a quantitative study to explore the perceptions of student nurses on peer mentoring programme to promote quality of the mentoring in the clinical area. The study was carried out because the student nurses experience challenges when they move from the classroom to the clinical setting. The sample included students pursuing a four-year diploma programme in nursing; 1st and 2nd year students were mentees and 3rd and 4th year students were mentors. Kwazulu - Natal

College of Nursing had a developed peer mentoring programme for student nurses in the clinical area and this was the programme which was evaluated by the authors. The findings revealed that both the mentors and the mentees benefited from the programme.

The student mentors indicated that they benefited from the peer mentoring programme. The benefits included; self-confidence, individual and professional development, critical thinking, maturity, accountability and leadership skills. Mentees were also happy about the programme because they gained the following; self-confidence and independence, they experienced less anxiety and adjusted easily to the new environment. On the other hand, the mentors encountered some challenges that included; fear of not doing well in the academic requirements because of spending more time with the mentees, time constraints as they had to spend time with patients and their mentees, insufficient understanding of the curriculum requirements as they were not orientated before mentoring, no support from the clinical staff members and mentoring many mentees at a time. It is interesting to learn that peer mentoring has the same benefits as the traditional mentoring. The mentors were not only applying peer mentoring, they also used group mentoring. This is a strategy that can used by the HTIs; because of shortage of staff with specialities at masters level, one mentor can have more than one mentee.

Group Mentoring

Odebero (2016:4) elucidates group mentoring as the type of mentoring that requires the mentor to work with 4-6 mentees at a time. The group usually convenes once or twice a month to deliberate on various issues. The author further explains that combining senior and peer mentoring, the mentor and peers assist one another to learn and develop necessary expertise and knowledge. However, this type of mentoring is limited by the difficulty of having regular meetings for the whole group, and lacks the personal relationship that the majority of people enjoy in mentoring, hence at times it is combined with one-on-one type of mentoring.

Ambrosetti *et al. (*2017:45) state that group mentoring entails individuals who are in the same profession or institution to accomplish the similar goals and skills. Furthermore, mentoring groups can have three or more people and may be composed of peers, senior colleagues or specialists. The group is structured according to the purpose of the assignment and will differ in different organisations. Knoll (2016: 48) cites three types of group mentoring; one mentor to several mentees, several mentors to one mentee and several mentors to several mentees, which is the most common one. The type where one mentee has several mentors could be the best one as the mentee will gain

diverse information and skills from the mentors with different specialties. Furthermore, the mentors may not feel over whelmed as they share the workload of mentoring with others.

This type of mentoring is useful for tapping into collective knowledge, where shared information and ideas can stimulate larger possibilities (Hanover Research, 2014: 5). NIBUSSINESS (s.a.:1) indicates that the advantages of group mentoring include effective utilisation of mentors; with a higher ratio of mentees to mentors, the mentees in the group can build rapport and integrate with colleagues and the mentees can receive several sources of feedback. On the other hand the disadvantages are that some individuals do not perform well in a group environment, there might be concerns with confidentiality and the mentees have no opportunity of one-to-one contact with a mentor. Moreover, Hernandez *et al.* (2016:43) agree that group mentoring may decrease the costs of time and training. This type of mentoring is informally used in some HTIs; one mentee may be coached by mentors from different departments and one mentor may coach more than one mentee to address the issue of shortage of human resources.

Reverse mentoring

The mentee has more experience or is more knowledgeable in a specific area than the mentor. This type of mentoring may be implemented when the mentor is need of information about a specific type of technology. For this type to be effective it is significant for the mentor to remove the barriers of position and rank (Hanover Research, 2014: 5). In reverse mentoring the relationship is mutual in nature and the key success in this type of mentoring is the capability to develop and retain an attitude of openness to mentor and dissolve the obstacles of status, power and position.

Reverse mentoring may be utilised to improve diversity such as appreciating multi- generational or cross-cultural perspectives (University of Melbourne, 2012: 2). Hernandez *et al.* (2016:43) confirms that mentoring involves pairing the senior officer and the junior officer to bridge the generation knowledge and cultural gaps and to empower the senior officers. The reverse mentoring has been observed in the HTIs, particularly in the use of technology; the senior officers are mostly assisted by the junior officers to operate computer functions.

2.8.3 Mentoring models

There are several mentoring models and selection should be based on the new teacher's needs. Abbidin and Suandi (2009:95-97) identify four models, which are: the counselling model for effective helping, the competency-based model with mentor being a trainer, the Furlong and Maynard model of mentoring, and the reflective practitioner model.

Counselling model for effective helping

In the counselling model the mentors apply counselling skills to enhance the accomplishment of the mentees. This mentoring model has three stages;

Stage 1 is the identification and clarifying of the problem and unused opportunities,

Stage 2 is for setting goals and the development of a more desired state and

Stage 3 is the implementation and moving towards the preferred scenario.

The three stages may be applied when providing the mentees with direction and support in executing their own designed plan. Fundamental to the process is the notion of the mentee's self-responsibility, which is strengthened by success, modelling, reassurance and decreasing anxiety. Successful counselling will depend on the capability of the mentee (Abbidin & Hassan, 2012:80).

Counselling may be given to the new teachers as they encounter different challenges as they execute their duties. The model focuses on resolving the issue at hand and negotiating. When implementing this model, one has to have good negotiation abilities (Abbidin & Suandi, 2009:95-97). The model focuses on the mentee; however, it does not indicate the importance of the mentor in a mentoring programme or framework and the need to have a trained mentor.

Competence-based model with the mentor being a trainer

Abbidin and Hassan (2012:81) point out this model is built on the opinion that teaching comprises the attainment of a particular set of competencies. The mentor's role is primarily to act as an organised coach who provides frequent feedback on progress achieved, and the advantage of this model is that the principles and requirements are clarified to both mentor and mentee. Furthermore, Abbidin and Suandi (2009:96) indicate that the mentor is a facilitator and is constantly observing the new teacher practising to provide timely feedback. There should be established goals and expectations for both the mentor and new teacher for direction. The strengths of the model are emphasis on giving feedback as this is an essential element for the mentee's learning process. The goals that are set by the mentor and mentee serve as the baseline for evaluation and the need for continuous observation by the mentor cannot be overemphasized. However, there is no mention of the mentor's attributes which are essential for an effective framework of mentoring.

Furlong and Maynard model of mentoring

The Furlong and Maynard model is an effective mentoring model founded not on a single basic model but it is a pool of strategies applied with flexibility and understanding in response to evolving needs of the mentee. Various stages in the mentoring process are likely to be cumulative rather than chronological. The mentoring process is individualised and is performed on a one-to-one basis which is personalised to the needs of the mentee. Moreover, in this model, mentoring is dynamic and its goal is to drive the mentee forward, which needs to combine support and challenges (Abbidin & Hassan, 2012:81). Mentoring should be based on the novice teacher's professional development. Mentoring should be geared towards the needs of the individual teacher and it should be noted that mentoring is a process that needs time. The Furlong and Maynard model is a good model as its main focus is on the needs of a mentee, who is the integral part of mentoring, but still the need for an effective and efficient mentor is not indicated (Abbidin & Suandi, 2009:96). Table 2.2 shows the stages and the mentoring strategies per stage.

Table 2.1 Furlong and Maynard model of mentoring

Stage	Focus on student Learning	Mentoring role	Key mentoring strategies
Beginning Teaching	Rules, rituals and routine; establishing authority	Model	Student observation and collaborative teaching focused on rules and routines.
Supervised Teaching	Teaching competence	Coach	Observation by the student; systematic observation and feedback on student's performance.
From Teaching to Learning	Understanding pupil learning, developing effective teaching	Critical friend	Student observation, re-examining lesson plan.
Autonomous Teaching	Investigating the grounds for practice	Co- enquirer	Partnership teaching, partnership supervision.

The Furlong and Maynard model is a good model as it focuses on the needs of the mentee and emphasises that mentoring should be done over time, as it is a process. Furthermore, the model stresses that mentoring should be on a one-to-one basis. Though the framework of mentoring developed in this study also believes that the mentee is the primary beneficiary of the mentoring process, the framework recommends use of partnerships. In HTIs the Furlong and Maynard model may not be applicable because of shortage of staff, whilst partnership will allow the novice lecturer

to be mentored by other lecturers and officers from other departments. Partnerships will also enable the novice lecturer to form networks and gain diverse knowledge and skills.

Reflective practitioner model

Oluwatoyin (2015:28) defines reflection as the assessment of individual thoughts and actions. The author further outlines the benefits of the reflective practitioner model that include improving self-worth through learning, aiding incorporation of theory and practice, leading to approval of professional responsibility, increasing opportunity to practice and improve skills, and assists the mentee to appraise both positive and negative experiences. On the other hand, the model may be manipulated to meet the anticipated results of practice and might cause emotional stress.

The model advocates that the reflective facilitator should focus on moral and ethical aspects of teaching. There is constant self-appraisal and development. The model has six characteristics: (1) the new teacher should set goals and objectives that go beyond the classroom, (2) the teaching expertise must always be evaluated, (3) the new teacher should regularly assess new information and research studies in the classroom, (4) the teaching strategies are adjusted according to evidence-based research, (5) the teacher should learn from others by engaging in deliberations with other practitioners, and (6) continuously assessing the teaching methodologies and making changes where necessary. The model emphasizes the significance of evidence-based practice, nevertheless there is no indication of the qualities of a good mentor.

Seekoe's mentoring model

A study by Seekoe (2014:1-8) developed a mentoring model for nurse educators in South Africa. The study is almost similar to the present study, but the difference is that the primary goal of her study was to develop a mentoring model for nurse educators, whereas the purpose of the current one is to develop a conceptual framework of mentoring which may be utilized by the HTIs as a human resource strategy to improve lecturers' performance and students' achievement in the health and allied sciences. Furthermore, Seekoe's (2014:1-8) study was specifically concerned with the nurse educators, but this study included the nursing and the non-nursing lecturers, because the non-nursing lecturers also play an imperative role in the success of the HTIs. Her objective was to describe a model for the new nurse educators in nursing education institutions.

Seekoe (2014:9-10) utilised a qualitative and theory generation design to develop a mentoring model. The framework for development of the model concentrated on context, content and process. Context was representing the nursing education practice setting. In the context of higher education, the

mentees are required to function in accordance with quality expectations structure to meet the political needs of the country. Moreover, the stakeholders refer to mentors and mentees who function in a psychosocial and cultural atmosphere. Content was representing the theory of the research domain obtained through literature study on mentoring. Process was referring to the mentoring needs in the nursing education setting. Under process, mentoring is believed to be a valuable guided procedure of competency, development, empowerment and professional development with an active participatory relationship-building process of inquiry, interpretation and dialogue. Therefore, the assumptions of the mentoring model are associated with stakeholder, context, mentoring, outcomes, process and dynamics. The mentoring occurs in the process with chronological activities like relationship building, development, engagement, reflective process and evaluation. Moreover, professional development and empowerment are the results of mentoring influenced by motivation.

Seekoe's study is almost the same as this study, because her goal was to explore whether mentoring of novice lecturers in the colleges and universities was done, and eventually to develop a mentoring model for the academic settings. However, the difference between this study and Seekoe's study is that it was conducted in South Africa and it was only focusing on nurse educators, whilst this study included the nurse educators and all allied health lecturers. Another strength of this study is that there is a designed conceptual framework of mentoring which has been described and is easy to follow.

2.9 OUTCOME OF MENTORING

The last component of the Donabedian model is the outcome, which concentrates on the impact of mentoring on the development of the novice teacher, and benefits of mentoring. The benefits will be deliberated under the organisation, mentor and mentee.

Benefits of mentoring for the organization, mentor and mentees

Jakubik *et al.* (2016:38) describe mentoring benefits as those positive effects of the mentoring interactions that are experienced by the mentee, mentor and organisation. Much has been documented about the benefits of mentoring, though in most cases the mentee is the primary beneficiary because of the challenges faced during the first years of employment. The concept of reflecting on the challenges and successes is important for learning and for a better mentorship plan. The process benefits the mentor and the mentee as there is professional growth for both parties. In the study by Geber and Nyanjom (2009:814-825), the results reflected that mentoring is imperative

for the institution to meet its goals. It is also necessary for the mentors to have personal professional development. Ayinde (s.a.:5-8) elaborates on several benefits of the components of mentorship, which are as follows:

- **Benefits for the mentee**

Usually a friendly environment is created for the mentee to allay their anxiety and promote quick adjustment to the environment. Landefeld (2009:16) states that mentoring helps mentees to develop their own learning goals, increases mentees' self-esteem, there is networking with other professionals, improves capacity to interrelate and communicate with others. Jakubik *et al. (*2016:38) further outlines benefits of mentoring to the mentee that are a sense of belonging, professional optimism, competence, professional development, security and leadership readiness. There is also supportive feedback, sense of power and confidence and increased job satisfaction experienced by the mentee (Klinge, 2015: 161). Other benefits of mentoring for mentees are increased self-confidence, decreased stress, more likelihood to be a future mentor, improved responsibility and enjoying challenge (Wahab *et al.,* 2016:50). These benefits of mentoring are imperative as the objective of this framework of mentoring is to promote the professional development of the novice lecturers and ultimately improve the quality of teaching and learning process in the HTIs.

- **Benefits for the mentor**

The mentor feels happy when he or she produces a new teacher who can function independently and effectively. Schmidt and Faber (2016:151) cite the benefits of mentoring to the mentors that include increasing leadership skills, personal gratification, increasing communication and mentoring skills. In addition, Klinge (2015: 161) further states that the mentor gains skills, a sense of purpose, cognitive transformation and creativity. Teaching is a two-way process; therefore, the mentor also learns new things from the young mentee. Mentoring also helps the mentors to advance relationship proficiency. In addition, a good mentor will leave a legacy and the competent new teachers produced will remain to mentor new teachers when the old mentor has retired. Teaching is a two-way process; as the mentors prepare to be mentors they learn a lot from the new information and also learn from their mentees. Additionally, training of the mentors have been underscored by many authors.

- **Benefits for the organization**

Klinge (2015: 161) outlines several institutional positive outcomes of mentoring such as; increased job performance, productivity, talent pool growth, increased trust, employees become enthusiastic, and increased partnerships. Moreover, the benefits of mentoring to the institutions includes attraction and retention of proficient employees, improving working atmosphere, team building and expanding

the networks. Mentoring helps the new teacher to learn the organizational culture fast and to become acclimatized to the rules, regulations and processes within a short time. This results in better performance. Job satisfaction is one of the advantages of mentorship, which results in quality performance and retention of staff. Through mentoring, future leaders can be prepared to take over when the older teachers leave. Lastly, the organization with formal mentorship also gains from the programme as there is better performance and staff satisfaction, which in turn leads to staff retention (Schmidt & Faber, (2016:151; Canadian Coalition for Global Health Research, 2007:9) . The HTIs in this study may also benefit from the conceptual framework by retaining staff, since the institutions have been experiencing high turnover since the early 90s.

2.10 THE CONCEPTUAL THEORETICAL FRAMEWORK FOR THIS STUDY

The Donabedian framework of structure, process and outcome was used as a conceptual framework for this study. The model addresses three aspects, namely structure, process and outcome and may be used to evaluate the quality of a programme or a certain health care service. According to the Donabedian framework (2005:1744), structure refers to the organization that is under study, including the infrastructure, equipment, human resources and organizational structure. Process refers to the internal process and procedures employed during the delivery of service, and the outcome refers to the effects or the results of the service provided. The Donabedian framework was chosen for this study for following reasons:

The framework is particularly suited to measure quality in a health care system, and this study is about improving the quality of teaching and learning processes related to health care. The framework is comprehensive, as it examines the structures and processes of the programme under study and stresses evaluation of the processes to determine if the desired outcomes have been accomplished. The Donabedian framework also stresses some pillars of quality which include; safety, efficiency, effectiveness, client-focused, timeliness and equitability (Ayanian, 2016:206).

Dorsey and Baker (2004:261-263) applied the Donabedian framework to assess mentoring of undergraduate nurses. In the study, the structure aspect was used to assess whether the mentoring was formal or informal, the kind of mentor and the matching of a mentor and the new teacher. The process aspect was used to assess the mentoring relationships, training of the mentor and novice teacher, different aspects of the mentoring programme, the stages of the relationship and frequency of mentor and new teacher meetings. The outcomes, in other words the benefits of the mentoring exercise, included enhanced self-esteem, decreased anxiety and stress and adjustment to the new

environment. Some areas that were explored by Dorsey and Baker's (2004:261-263) study were similar to this study. Dorsey and Baker studied the nurses who were still in school, whilst the current study focuses on the novice lecturers who include nurse educators and allied health lecturers. The framework is about the programme of mentoring and this study is about development of the conceptual framework of mentoring.

This chapter examined research articles relevant to the objectives of this study. The history of mentoring and the benefits of mentoring for the institution, mentors and mentees were described. The experiences and challenges that new teachers encounter, and the important role of the school administration and mentors were explained. The next chapter elaborates on the research design and methodologies of this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter discussed the details of how the literature review was conducted and the conceptual framework that directed this study. This chapter outlines the research design and methodology. It discusses mixed method research design and why it was chosen. Furthermore, the convergence parallel design process is illustrated and the research process, which is composed of two phases, is highlighted. Phase 1 is the data collection and data analysis of the quantitative and qualitative data, and Phase 2 is the development of the framework of mentoring, which were designed in accordance with the CIPP framework and findings of empirical research. In conclusion, the measures of trustworthiness and the ethical considerations applicable to this study are stated.

3.2 OBJECTIVES OF THE CHAPTER

The objectives of this chapter are to:

- Describe the empirical methodology of the study; and
- Describe the process of developing a framework of mentoring.

3.3 STUDY SETTING

The study was carried out in six HTIs; four in the southern part of Botswana and two in the northern part. In total, there are seven HTIs in Botswana. The seventh institution was not included in the study because when the researcher submitted her request for permission, most of their Institutional Research Review Board (IRRB) members were not available, therefore, permission could not be granted. All these training institutions are funded by the Botswana government and are under the Ministry of Health and Wellness which is a service ministry. They share the same curriculum, write the same examinations and have the same examination boards. Furthermore, the HTIs are the primary source of the health professionals in Botswana.

The principals are heads of the institutions, assisted by the deputy principals, and different programmes or departments are coordinated by the heads of departments. The deputy principal is called the academic head because he/she is responsible for coordinating the activities of all the departments, whilst the heads of departments are accountable for only one department. The

department is made up of a team of lecturers with different qualifications and different professions; nurse educators, allied health lecturers and natural science lecturers.

These institutions offer diploma programmes and are all UB affiliates and function as a unit. The HTIs are also regulated by the Botswana Qualification Authority (BQA), Nurses and Midwifery of Botswana (NMCB) and Botswana Health Profession Council (BHPC). BQA is a quality assurance body which is responsible for registering all academic institutions to ensure quality education in Botswana. The NMCB is responsible for approving nursing and midwifery curricula and keeping the registers of nurses and students in different programmes to ensure that they possess the required qualifications, as stated by the Nurses and Midwifery Act of Botswana. The BHPC is responsible for regulating other allied health programmes such as pharmacy, dental therapy, environmental health and medical laboratory.

The annual enrolment of HTIs varies between 1000 and 1050 students, with 200 faculty members. The faculty is composed of nurse educators, allied health lecturers, natural science lecturers, information and technology lecturers, and communication and study skills lecturers. The nurse educators with a Master's degree have specialised in different areas; the common ones are midwifery, adult health nursing, mental health and psychiatric nursing, community health nursing, ophthalmic nursing, paediatric nursing and family nurse practitioner. These nurses with specialisation are ideal for mentoring the new nurse educators in the clinical area, however, they are very few in number because of a high attrition rate.

The qualifications of the lecturers range from a Bachelor degree to a PhD, and UB requires that the minimum qualification for a lecturer teaching diploma students should be a Bachelor degree. It should be noted that there are only a few lecturers with a PhD because of unattractive limited upward mobility in the HTIs. The programmes offered include; general nursing, midwifery, family nurse practitioner, community health nursing, ophthalmic nursing, mental and psychiatric nursing, health education, pharmacy, dental therapy, medical technology and environmental health.

The nurse educators are usually responsible for teaching nursing courses. The allied health lecturers teach courses of medical technology, pharmacy, dental therapy, environmental health and health education. In addition, the natural sciences lecturers teach anatomy and physiology, chemistry, physics and microbiology. In each institution there are a variety of faculty members and the aim of this study was to include all lecturers from different programmes and disciplines as all new lecturers need to be mentored. A semester system is used to offer the programmes as well as contact mode. Examinations are written every semester and in the following semester students do new courses. In

each year there are two semesters, one from January to June and the other from July to December. Table 3.1 depicts the HTI's enrolment for the academic year 2016/2017

Table 3.1 HTIs' enrolments, number of lecturers and programmes

'	Code of institution	Total Enrolment	Total number of lecturers	Total number of programmes
1	001	300	60	6
2	002	138	20	2
3	003	136	30	3
4	004	140	36	3
5	005	110	22	2
6	006	210	36	2

3.4 RESEARCH DESIGN AND METHODOLOGY

The methodology section describes the rationale for applying specific procedures or techniques to identify, select, and analyse information to understand the research problem and measures. It also describes efforts to ensure the study's overall validity and reliability, and trustworthiness. This section answers two main questions: how was the data collected or generated, and how was it analysed?

3.4.1 Research approach

A mixed methods research (MMR) design is research that intentionally combines or integrates quantitative and qualitative approaches as components of the research. According to Creswell and Plano-Clark (2011:217), MMR design has been defined as a philosophically underpinned model of inquiry that combines qualitative and quantitative models of research so that evidence may be mixed, and knowledge is increased in a more meaningful manner than either model could achieve alone. The quantitative component was utilised to appreciate the numeric assessment of the current mentoring process in place at HTIs. On the other hand, the qualitative component was used to assist in designing the mentoring framework for the new lecturers at HTIs by soliciting recommendations from the participants.

The main reason for choosing this research design was to develop a comprehensive understanding of mentoring of novice lecturers in the HTIs by converging quantitative and qualitative data and comparing the two data sets (Creswell, 2014:133). This approach was suitable for the current study because of the following reasons, as stated by Creswell and Plano-Clark (2011:74) and Teddlie and Tashakkori (2009:71).

Combining or integrating quantitative and qualitative methods towards the best possible approach to mentoring of the novice lecturers in the HTIs by

- Generating quantitative and qualitative data towards a clearer and deeper understanding of the experiences of the novice lecturers in the HTIs;
- Generating quantitative and qualitative data from the HTIs' novice lecturers on the current practices of mentoring that allows the researcher greater certainty when making inferences, conclusions or statements to formulate the findings;
- Making more robust research by using the strengths from one research model to offset methodological shortcomings from the other and be able to develop a mentoring framework in the HTIs.

3.4.2 Mixed method research (MMR) design

Convergent parallel mixed method research design is when quantitative method data and qualitative method data are collected concurrently. This design was selected because of its shortened collection time as data is collected almost at the same time, whereas in a mixed sequential explanatory method, quantitative or qualitative data are analysed first, then follow-up is made with another method.

Collection of data in sequential mixed method is collected at separate times, after data analysis of one approach is done. Creswell and Clark (2011:66) indicate that since the inception of the concurrent triangulation design, it has been given different names such as simultaneous triangulation, parallel study, convergence model, concurrent triangulation; currently the commonly used name is convergent parallel design, which is used in this study. A convergent parallel design was used with the objective of using quantitative and qualitative approaches to study the same aspects of the research problem thoroughly (Creswell & Plano-Clark, 2014:219).

The researcher carefully planned the entire process of research to address these aspects of the problem from quantitative and qualitative perspectives (Ponce & Pagán-Maldonado, 2015:119). In this study, the quantitative approach was used to measure the properties and objective aspects of mentoring, while the qualitative approach was used to understand and describe the subjective aspects (Ponce & Pagán-Maldonado, 2015:119). This approach enabled the researcher to penetrate and explain the mentoring in depth from both quantitative and qualitative perspectives. Moreover, the two approaches have the same weight in this study. Halcomb and Hickman (2015:41) suggest that in mixed methods research, the sampling, data collection strategies and analysis should be described separately for each approach. Figure 3:1 depicts the convergent process used in this study.

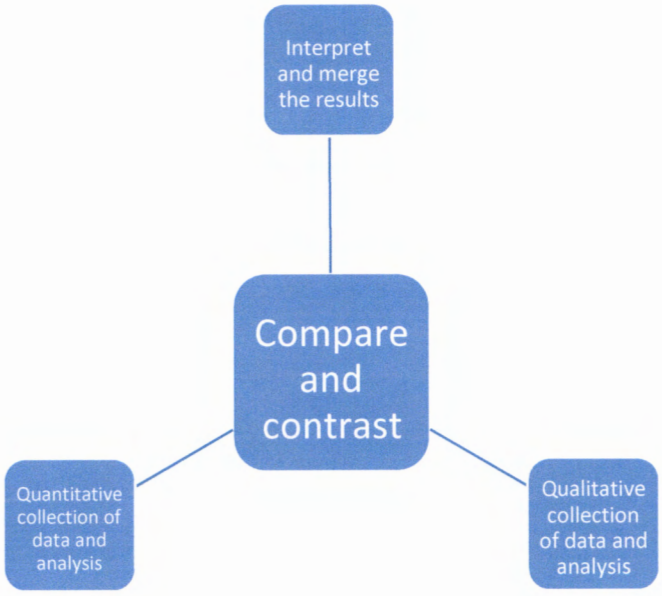

Figure 3. 1 The convergent parallel design process (Adapted from Creswell & Clark, 2017:66)

3.4.3 Research process

The research process is a scientific process with multiple steps that are interrelated with one another (John, 2018:1). The study was conducted in two phases. Phase 1 entailed data collection and analysis of both quantitative and qualitative data. Phase 2 was composed of the development of a framework of mentoring for the novice lecturers at HTIs. Data collection was done concurrently, and analysis conducted separately (Creswell & Plano-Clark, 2011:62). The intention of this two-phase study was to attain statistical quantitative results and then complement quantitative data with individual interviews to expand the results in depth. In this study, both methods had equal weighting. The findings of the two methods were then compared, merged and interpreted. Figure 3:2 depicts the research process followed in this study;

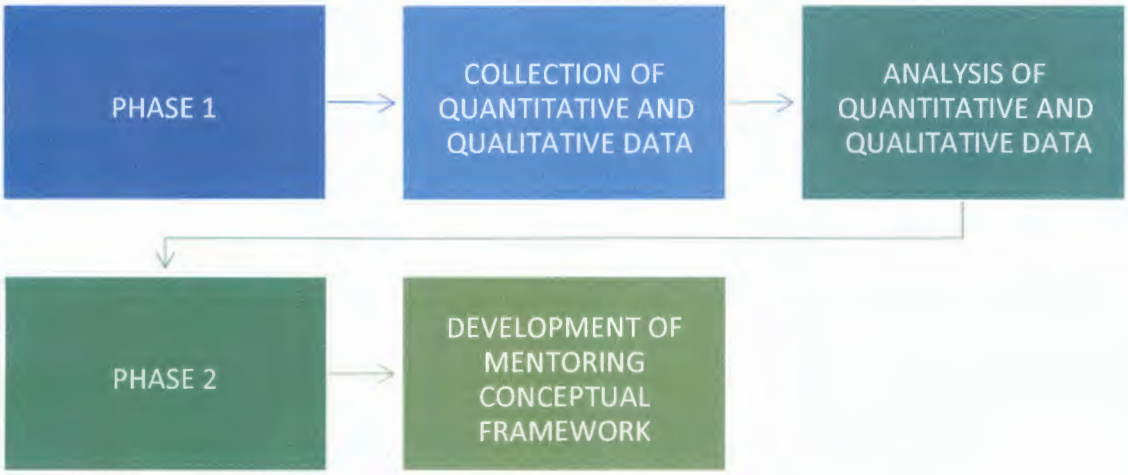

Figure 3. 2 Schematic presentation of the research process

3.4.4 Phase I: Empirical Phase- Mixed Method Design

In this phase, the data for both the quantitative and qualitative designs were collected concurrently. A self-developed questionnaire with 38 closed-ended questions was utilized to gather data for the quantitative component, and an interview tool with four open-ended questions was used for the qualitative component. The qualitative component gave the researcher an opportunity to explore and describe the experiences of new lecturers in the HTIs. Data for the two methods were initially analysed separately, utilizing different appropriate data analysis strategies before the findings were compared and merged. Ultimately, the conclusions were derived from the results and identified concepts were used to develop the mentoring framework for the novice lecturers at HTIs in Botswana.

3.5 QUANTITATIVE DESCRIPTIVE DESIGN

The quantitative component aims at seeking explanations and predictions that will be generalised to other persons and places (Leedy & Ormrod, 2005:95) hence it was used in this study because the researcher wanted to cover a larger population. The survey method was also used to understand the numeric assessment of the current mentoring process in place at HTIs. In this study the survey was cross-sectional whereby data was collected at one point in time, as opposed to longitudinal where data are gathered over a period of time. The cross -sectional design is economical and collection of data can be done within a short period (Creswell, 2014:157). The quantitative component was selected because the researcher wanted to include all the HTIs, as the quantitative component is appropriate for collecting data from a larger population and also enabled the researcher to generalize the results to other institutions (Leedy & Ormrod, 2005:106). A questionnaire with closed-ended questions was utilized to collect data from the nurse educators, allied health lecturers and natural science lecturers.

Population

Population is the entire set of elements that meet specified criteria (Reed & Shearer, 2009:278). The targeted population was all full-time lecturers in the HTIs. The population was composed of nurse educators, allied health lecturers, natural science lectures and heads of departments selected from six HTIs that are in the Southern and Northern parts of Botswana. The researcher communicated with the deputy principals of all HTIs to obtain the numbers of lecturers in each institution. The HTIs had a total of about 200 lecturers in July 2016. Five institutions are government institutions and one is a mission institution.

Sampling

Polit and Beck (2014:196) refer to sampling as a process of choosing a group of interest from the entire population. The purpose of sampling is to accurately make conclusions about a population based on data from a subgroup of that population termed as sample (Boswell & Cannon, 2017:78). In this study initially, the researcher planned to use stratified random sampling to select the respondents. However, this was not possible because of the limited number of lecturers who were available at the institutions at the time of data collection. Because of different academic activities such as workshops, clinical attachments, setting and marking of common assessments, most of lecturers were away from their institutions. Convenience sampling, also called accidental sampling (Leedy & Ormrod, 2005:2006), is a non-probability sampling method that was utilized for this study as it allowed the researcher to include all available lecturers in the sample. This kind of sampling was also selected

for the reasons stated by Maree (2013:177), namely that convenience sampling is fast, less expensive and appropriate for exploratory research.

Sample size

A total of 140 lecturers were given questionnaires and only 71 returned them. The Raosoft calculator was not employed to determine the sample size as initially planned because during data collection most of the lecturers were not available due to other academic commitments. According to the Raosoft calculator, for a total population of 200, the sample size should be 132, which was not possible to achieve because of time and financial constraints. The guidelines for sampling by Stroker (1985), cited by De Vos *et al.* (2013:225), state that for a population of 200, the sample size should be 32%, which is equivalent to 64 respondents. In this study, the sample size is 71, which is 35%. Furthermore, Robson (2002:64) states that you are lucky if you receive more than 30% of your questionnaires back. In addition, studies indicate that the response rate to internal surveys ranges from 30% to 40% while external survey responses can be as low 10% to 15%, therefore, 71 out of 200, which is equivalent to 35%, is permissible. Statistically, a sample of more than 30% participants is considered large depending on the method of analysis. The researcher engaged a statistician who demonstrated to her how to enter data in the SPSS instrument; after entering data the statistician analysed data.

Selection criteria for sampling

Inclusion criteria for sampling: Eligibility criteria are those characteristics that must be met to be considered for participation in the study (Reed and Shearer, 2009:278). 1) Full-time lecturers, 2) heads of departments, 3) nurse educators, allied health lecturers and natural science lecturer and 4) lecturers who were willing to participate in the study.

Exclusion criteria for sampling: Exclusion criteria are characteristics that, if present, would make a prospective participant ineligible to be part of the sample (Reed and Shearer, 2009:278). 1) Parttime lecturers as they spend a short time at the institution, and 2) newly recruited lecturers in HTIs who have been teaching for less than six months.

Data Collection

Data collection is a process of gathering information from all relevant sources to explore answers to the research problem, test hypotheses and assess outcomes. Data were collected from the six HTIs

after being granted permission by the Research Unit of the Botswana Ministry of Health and Wellness and by the health training institutions' principals. Data was collected from August to November 2016.

As this study followed a convergent parallel design, data were simultaneously but separately collected using both quantitative and qualitative methods.

3.5.1 Development of data collection instrument

A self-administered questionnaire with 38 closed-ended questions was constructed by the researcher with the assistance of the statistician and was used to collect quantitative data. A questionnaire was preferred for several reasons, such as being known and understood by many as it is a commonly used tool for surveys, the numeric data can be easily analysed, it is cheaper to use as it can be used to cover a large sample and the results can be generalized (Maree, 2013:158-159). The Donabedian framework components which include structure, process and outcome were applied when developing the items of the questionnaire. Moreover, the items were made to relate with the research problem. The themes included in the questionnaire are core elements for the teaching and learning process and effective implementation of the curriculum.

When developing the questionnaire the researcher had to consider the following (De Vos *et al.* 2013:193).

Cover page/letter: A covering letter was developed to accompany the questionnaire. It had clear instructions and the font used (11) was legible. The purpose of the covering letter was to introduce and explain the questionnaire to the respondents. The covering letter had a code number, the title of the study, the name of the researcher, programme of study, institution of study, time needed to complete the study, instructions on how to complete the questionnaire, assurance of anonymity and confidentiality, signatures of the researcher and respondent, and date of signing the questionnaire.

Statement wording: The statements were written in English which was understood by all the respondents as English is an official language in Botswana. The questions were constructed in first person and were in a statement form, not in questions.

Numbering of statements: Each statement had a number, from the beginning to the end of the questionnaire.

Length of the statements: The statements of the items were short, and written in a clear simple language.

Construction of statements: The statements were made to concentrate on one topic.

Appearance of the questionnaire: The questionnaire was made neat, not too long and written on good quality paper.

Completion time: The questionnaire had 38 closed-ended questions which could be completed within twenty to thirty minutes.

Question Sequencing: The questionnaire started with an explanation of the study as to avoid any confusion. The first questions were on demographic data which are considered to be simple and nonthreatening. The biographic questions were then followed by questions related to mentoring; questions addressing the same content were grouped together and the topics followed a logical order.

A Likert scale with ordinal level classes placed along a range of five responses was designed. The questionnaire's themes were designed based on the components of the Donabedian framework of structure, process and outcome.

Table 3.2 Categories of the questionnaire and number of items in each section

Sections		Number of items
A	Demographic data of the respondents	9
B	Extent to which orientation is employed	7
C	Availability of mentorship framework	8
D	Guidance and coaching offered regarding curriculum implementation	7
E	Guidance and coaching offered regarding students' assessment	4
F	Impact on professional development	3
	Total	38

Before the questionnaire was piloted it was given to a statistician for expert advice.

3.5.2 Piloting study

Polit and Beck (2014:179) define a pilot study as trial run designed to test the planned methods and procedures. The two authors further state that its purpose is to assess and modify data collection methods and re-examine the recruitment strategies and criteria used to choose participants. The data collection instrument was piloted at Kanye Seventh Day Adventist (SDA) College of Nursing.

Leedy and Ormrod (2005:191) recommend that after development of a questionnaire it should be given to at least six people for pilot testing. Therefore, the questionnaire was given to seven lecturers from different nursing programmes that included general nursing, midwifery and family nurse practitioner for piloting testing. The proposed amendments included inclusion of codes or numbering the questionnaires as it assists in knowing the number of questionnaires given out, inclusion of 'Not Applicable' as one of the options to avoid forcing the respondents to agree or disagree only, to include under the instructions the statement that informs the respondents to answer all questions and under Section C: Item 20 was to be included as policies of the institution are to be well known by all staff members. The suggestions by the respondents were then integrated and changes were made. The tool was further examined by other colleagues with the background of statistics for validity and reliability. The whole process of developing a data collection tool took three weeks, one week for developing the questionnaire themes and items, one week for getting input from the statistician and conducting the piloting study, finally a week to make changes and finalising the instrument.

Process of collection of quantitative data

After acquiring permission from Ministry of Health and Wellness, letters were written to the principals of the HTIs requesting permission to collect data from the lecturers who met the inclusion criteria of the study (**Appendix D**). Out of seven institutions, six responded and one never responded. Data collection was started in the month August 2016 for the schools that granted permission, and an appointment was made with the deputy principals who are the heads of academics. The deputy principals, as coordinators of all the programmes, knew when the lecturers would be available, and therefore, as acted as gate keepers. After arrival in the institution, the researcher would first consult with the deputy principal, who then informed the heads of departments about the presence of the researcher. The heads of departments then directed the researcher to the offices of the full-time lecturers who were available.

The researcher would greet the lecturer, introduce herself and establish rapport with the lecturer. The researcher then explained the study to the lecturer, established which department they belonged to and find out if the prospective respondent met the criteria of the study. If the lecturer agreed to participate in the study they were first given the consent form by the researcher to read and understand the content. If they agreed to participate in the study they would then sign the consent form, thus giving permission to the researcher. The respondents were given a questionnaire by the researcher to complete and asked when the completed questionnaire would be collected. To increase the response rate, the researcher inquired if it was possible to collect the questionnaire the same

day, however, most of the respondents preferred to complete the questionnaire in their own time and return it the next day or even after several days. This led to a low response rate as this needed several follow -up visits and at times the respondents would not be available. The researcher was responsible for distributing and collecting all the questionnaires.

Management of data

The researcher had envelopes labelled with the name of the institution and the date of collection of data. After collecting all the questionnaires for each school, the questionnaires were placed in a labelled envelope and sealed. The sealed envelopes were kept in a locked cabinet in the researcher's office.

3.5.3 Data analysis

The data collected from HTIs through questionnaires were analysed and presented by using tables, followed by interpretation based on the responses' frequency, percentage and means, as well as one sample t-test for inferential analysis. Given the population of teaching staff in HTIs that is around 200, and this study sampled (n=140) participants and the response rate was 50.1 % (n=71), the proportion of response rate to the population was considered to be a minimum sufficient sample. This logic of sufficient sample did permit the use of one sample t-test for inferential statistics in the data analysis. The results of the study, with caution, can be generalised to the HTIs' lecturers. The data was analysed by using the Statistical Package for Social Sciences SPSS version 25.

3.5.4 Data and design quality: validity and reliability/trustworthiness

Heale and Twycross (2015:66) indicate that validity is the extent to which a concept is accurately measured in a quantitative study, and reliability is the extent to which a research tool consistently has the same results if it is used in the same situation on repeated occasions. The questionnaire's items were development in conjunction with researcher experience and the search in the literature review. The questionnaire was then face-validated. Face-validation of items was done by three colleagues in the area of nursing education and training. They looked into every item to find out whether it was measuring what it was supposed to measure in relation to the operationalized indicators of the conceptual framework of mentoring.

The reliability index for each of the subscales was achieved using Cronbach's alpha coefficients, which measure the internal consistency of the responses given when rating the items in the scale. To get the whole picture about the whole scale and how the items correlated to each other, the four subscales were merged and the basic characteristics of the scale established. The merged subscales

yielded a total of 29 Likert type items with a reliability coefficient □of .915. A Cronbach's alpha analysis of the reliability of the measurement of the variables involved in the study depicted that for orientation with 7 items, alpha was .743; availability of mentoring with 8items, alpha was .925; curriculum implementation with 7 items, alpha was .890; students' assessment with 4 items, alpha .89, and impact on the professional development, 3 items, alpha .751. These are acceptable reliable coefficients that showed that the instrument was reliable, hence it could be used to collect data. **Table 3.3 Reliability coefficients and mean ratings of the scales**

	N	□	⁎
Whole Scale	29	.915	2.30
Orientation	7	.743	2.59
Availability of mentoring	8	.925	1.87
Curriculum implementation	7	.890	2.18
Student Assessment	4	.890	2.46
Impact on Professional Development	3	.751	2.83

Content validity

The questionnaire was critiqued by an expert in quantitative design and a statistician to measure validity. In addition, a pilot study was carried out at the Kanye SDA College with seven lecturers to measure the validity of the data collection instrument. Kanye SDA College of Nursing was also included in the final data collection. The purpose of conducting the pilot study was to get feedback on the quantitative data collection instrument regarding the clarity of questions, the length of the questionnaire, the sequencing of the questions and the relationship of the questions to the conceptual framework used to guide the study.

3.6 QUALITATIVE EXPLORATORY DESIGN

An exploratory descriptive qualitative study was used with the aim of seeking understanding of the experiences and perceptions of the lecturers as novice employees at the HTI's. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals (Lambert & Lambert, 2012: 255). A qualitative

descriptive approach needs to be the design of choice when a straightforward description of a phenomenon is desired. It is an approach that is very useful when researchers want to know, regarding events, who were involved, what was involved, and where did things take place (Lambert & Lambert, 2012: 255).

This quantitative component constitutes the supplementary component of the qualitative-driven mixed method study (Munhall, 2012:579). As indicated before, in the quantitative method all questions in the questionnaire were closed-ended. As a result, a complementary method was used by conducting individual interviews to fill up the information gaps and to give the lecturers an opportunity to express their views and experiences concerning mentoring of new lecturers in the HTIs.

Creswell and Poth (2018:43) have described the following characteristics of qualitative research;

Natural setting: Data is usually collected in the setting where the participant is experiencing the problem. In this case the researcher conducted interviews in the participants' offices in their respective institutions.

Researcher as a key instrument: In this study the researcher collected data herself through individual interviews. The researcher developed the semi-structured interview guide that was used for collection of qualitative data.

Multiple methods: The researcher collected data through individual interviews and through observations. Data was also collected from different informants such nurse educators, allied health lecturers and junior lecturers and heads of departments. Data was then assessed and classified into different categories, then into themes.

Complex reasoning through inductive and deductive logic: This is a complicated process which involves critical examination of data to come up with different categories and themes of qualitative data. The researcher had to go back and forth through data, even going back to some participants to shape the categories and themes that emerged.

Participants' multiple perspectives and meaning: When conducting the qualitative research, the research had to concentrate more on what the participants perceived on mentoring of new lecturers and what it really meant to them. The researcher ensured that she did not bring any biases when collecting data.

Context dependent: It was important for the researcher to understand very well the setting or context of the participants as the setting may have an influence on their experiences. The factors in the setting that may affect the participant's views include social, political and historical.

Emergent design: The qualitative research plan was not fixed. The initial planned methodological steps or interview questions could change during the interaction with the participant. The primary objective in qualitative research is to learn more about the problem affecting the participant and to collect the correct data.

Reflexivity: The participants had to know the researcher, so during the interviews the researcher introduced herself to the participants. She stated where she was coming from, why she was conducting the study on mentoring of the novice lecturers, the main purpose of the study and what she intends to do after the study.

Holistic account: The qualitative researchers strive to give a bigger picture about the research problem. They have to report multiple perspectives and several factors that contributed to the situation. In this study, the researcher collected data from lecturers in different positions and different departments to have a wider perspective of mentorship of new lecturers in HTIs.

3.6.1 Population

The population consisted of lecturers who were selected from five HTIs that are in the South and North of Botswana. The population was nurse educators and allied heath lecturers from the five government institutions, made up of heads of departments, senior lecturers and lecturers.

3.6.2 Sampling method

Non-probability sampling, which is purposive sampling, was employed to recruit the participants for the study. De Vos (2013:392) states that this is also called judgemental sampling, as the investigator is the one who decides the characteristics of the participants to be included in the study.

3.6.3 Sample size

The sample size for the qualitative approach was determined by data saturation. Data saturation was reached after interviewing 15 lecturers. Three participants were purposively chosen from each of the five HTIs; three in the South and two in the North of Botswana. In each institution the researcher purposely chose a head of department to represent the management of the organisation. Collection of data started with institutions that were mostly affected, that is institutions with only a few lecturers

with a teaching qualification. The institution where the researcher is employed was not included because the researcher reached data saturation before she could collect data at her own workplace.

Inclusion criteria for sampling: 1) Full-time lecturers, 2) heads of departments, 3) nurse educators, allied health lecturers and natural science lecturers and 4) lecturers who were willing to participate in the study.

Exclusion criteria for sampling: 1) Part-time lecturers as they spend a short time at the institution, and 2) newly recruited lecturers in HTIs who have been teaching for less than six months.

3.6.4 Method of data collection

Individual face-to-face interviews were conducted at five institutions. The individual interview was chosen because of the advantages mentioned by Gerrish and Lacey, (2013:349). These include the capability of the investigator to probe for any hidden information, to read the body language and maintain eye contact with the participant; and to deduce signs of emotional instability.

3.6.5 Process of interview guide development

The difference between the structured interview and semi-structured interview is that in a structured interview only closed-ended questions are used, and in semi-structured interview questions are open ended and the interviewer may ask other questions that are not included in the guide to probe for more information (Whiting, 2008:23). Before developing the interview guide a consent form was designed and the contents included the title of the study, name of the researcher, programme of study, institution of study, purpose of the study, assurance of confidentiality and respect for human rights, signatures of the researcher and the participant, and lastly the date of signatures. The researcher then constructed a semi-structured interview guide with introduction and explanation of the interview process. The four open-ended questions were developed using the three components of the Donabedian framework; Table 3.4 shows the Donabedian framework components and semi-structured questions:

Table 3.4 Donabedian components and semi-structured questions

Donabedian Framework Component	Questions
Structure	▯ What are your experiences regarding mentoring as a new lecturer at HTIs? ▯ What are your perceptions regarding structure of mentorship at HTIs?
Process	▯ How was the process of mentorship as a new lecturer at HTIs?
Outcome	▯ What is your experience regarding the outcome of mentorship at HTIs?

In addition, the researcher ensured that the questions were related to the qualitative questions and objectives. The questions were then reviewed by the promoters and their comments were integrated. The interview guide was finalised and piloted with two nurse educators. The feedback on duration of the interview, and ambiguity or clarity of the questions given assisted the researcher to develop questions that were trustworthy.

3.6.6 Conducting semi-structured interviews

Qualitative data collection was carried out through face-to-face interviews with 15 participants, three lecturers from each institution. The researcher had to stop at the fifteenth participant as data saturation was reached. Data saturation meant that there was nothing new emerging from the interviews, the participants were repeating the information that was already stated by other participants (Wood & Haber, 2018: 94). An individual interview was chosen to enable the researcher to probe for the relevant data and to provide privacy to participants who are shy to express their feelings in front of other people. An interview tool with four semi-structured open-ended questions was developed by applying the Donabedian framework of structure, process and outcome. A

semi-structured interview was selected for easy direction and control of the interview process, to enable selection of areas of interest to be studied and to aid in-depth collection of data. The tool was piloted at Gaborone HTI with two nurse educators with less than one-year teaching experience to assess for clarity, understanding and duration of the interview (Gill *et al.*, 2008:292-293).

3.6.7 Data collection process for the individual interviews

The initial plan was to conduct a focus group interview, but the investigator resorted to individual interviews because of the number of lecturers absent and so the number required for a focus group could not be reached. The focus group requires eight to twelve participants at a time, but it was not easy to congregate such a number because of different academic activities.

Access to participants

After gaining permission from the institutional review boards from the HTIs, the researcher was helped by the quality assurance officer, who was the mediator and negotiator, who communicated with the deputy principals and heads of departments to select the individual interview participants based on selection criteria. The deputy principals acted as gatekeepers. The researcher then communicated with the selected lecturers via telephone calls to make appointments.

Information session

Before the interviews, the participants were given full details of the purpose of study and were assured of confidentiality. The participants were informed that the interview would last less than 30 minutes. Participants were further informed that the conversation would be recorded, and the researcher also took notes during the interview. The field notes included demographic notes, descriptive notes and reflective notes. Before the main interview was done the participant was given time to read the consent form, then sign it. After signing, the interview was initiated.

Interview session

Interviews were undertaken in lecturers' offices and the majority of the offices were quiet and comfortable with no interruptions. The individual interview was carried out face-to-face by the researcher and the communication was audiotaped with the permission of the interviewee, which was confirmed before the interview. Similar questions were utilized for all participants. Variations were noted in cases where the investigator probed for more information or sought clarification.

The technique for individual interviews proposed by Gerrish and Lacey (2013:351) was applied by the researcher. The interview started with an introduction to the study, followed by a warm-up with a neutral question, then the main interview was done. The interview was started by collecting demographic data which included age, sex, position of the participant, years of experience. After asking the main questions, the researcher indicated closing by asking the participant if there was anything they would like to add. Closure included thanking the participant.

At the end of the interview, the participant was thanked and asked if there was anything critical that was left out. Communication techniques stated by Okun and Kantrowitz (2008:75-78), such as probing, reflection, paraphrasing, clarifying, and summarizing, were applied during the interview;

- Probing: Whenever it seemed that a certain statement mentioned by the participant still needed clarification, the interviewer asked another open-ended question to make follow-up on a statement, allowing the participant to provide more information on a particular issue.
- Reflection: The interviewer communicated implied verbal statements or non-verbal gestures to the participant to reflect their interpretation of the latter.
- Paraphrasing: The interviewer repeated the participant's words in a different way to express that the interviewer understood the message.
- Clarifying: Indicates the interviewer focused on a particular statement to find clarity on it.
- Summarizing: The interviewer synthesized what had been said during the interview and highlighted the major affective and cognitive themes.

Two tape recorders, one using batteries and one using electricity, were used in case the electricity supply was interrupted. (De Vos *et al.,* 2013:361). Demographic, descriptive and reflective notes were documented immediately after each individual interview while the researcher could remember vividly what happened and to ensure correctness of the report. The majority of interviews lasted for twenty five minutes.

3.6.8 Field notes

De Vos (2013:359) describes field notes as documentation that is to be done during the interview or immediately after the interview. The purpose of the field notes is to capture any necessary information that was not revealed by the participant. The field notes are composed of the researcher's experiences, what she has seen, heard and thinks about the interview process. It is important that during the preparation of the interview, the participant should be informed about recording of field notes so that they are not disturbed and know that the field notes are necessary for data analysis (De

Vos, 2013:335-336). In this study the field notes were documented during the interview and immediately after each individual interview whilst the researcher could remember what transpired vividly (**Appendix K1, K2**). The field notes were categorised into demographic, descriptive and reflective notes (Mahara, 2016:s.a.2-3.)

Demographic notes: The demographic information of the participant was clearly documented. In this study the information included age, gender, years of experience, name of department, whether one was nurse educator or allied health lecturer, and the lecturers had to indicate whether they had previously worked in another institution.

Descriptive notes: The descriptive notes focus on a particular setting, events, activities and behaviour that are observed during the interview. In this study, the descriptive notes explained the details of the setting; the location of the interview, the date of the interview: date, month and year and time, description of the environment: room temperature, cleanliness, duration of the interview. Preparation of the interview; explanation and purpose of the study and the process of interview were elaborated. The notes covered the social environment. The descriptive notes also covered the social environment that is, how the participant interacts with others.

Reflective notes: Reflective notes mainly describe what the researcher observed during the interview. The researcher wrote her thoughts, ideas and concerns made during the interview. The researcher had to indicate if there were moments of discomfort during the interview, methodological challenges and any ethical dilemmas during the interview. The reflective notes were well arranged, sequential and accurate to facilitate interpretation of data. The notes concentrated on the mentoring of the novice lecturers in the HTIs, all the facts related to mentoring (De Vos, 2013:359-360).

3.6.9 Data analysis

Content analysis was done using Tesch's eight steps of data analysis (Creswell, 2014: 198). The steps were used to make sense of data, code data, categorise data and finally develop major themes.

Process of data analysis

Transcribing and putting data together: At this stage data from different institutions were arranged according to institutions and transcribed verbatim. All the field notes were typed and all data cleaned by editing the document several times.

Making sense out of data: This involved trying to get a general sense of the whole information and trying to deduce the meaning of data. The researcher attempted to make the impression of the overall depth, credibility and the use of information. The researcher started writing some notes in the margin; these included general thoughts about data or observations made.

Developing categories and themes: This is the stage where coding of data was done. The researcher started categorising data by writing the categories in the margin of the transcripts. Creswell (2014: 198) states Tesch's eight steps that were used to code data;

1. All the transcripts were examined carefully to make sense of whole data. Any thought that came up regarding data was written down.
2. One short and most interesting transcript was chosen and carefully reviewed and some words from the transcript were documented in the margin.
3. After reviewing several transcripts, a list of words which were written in the margin was made. The same words were classified together, then the classified words were arranged into columns.
4. The developed list was taken back to the transcripts and words were changed to codes and documented opposite to relevant sections. The researcher reviewed the transcripts again to find out if new categories and code could emerge.
5. The topics identified were written in the most descriptive word and turned into categories; to reduce the number of categories, related categories were placed in one group.
6. A final decision was made on the grouped categories
7. Each category was matched with the appropriate data and initial analysis was done.
8. Finally, the researcher checked if it was necessary to recode data and asked a co-coder to analyse the same transcripts.

All the transcripts were reviewed and data were grouped into themes, categories then subcategories.

Analysis of themes and categories: The categories were then reduced to two major themes, which were lack of mentoring and the need for a structured mentoring framework. The themes were then supported by quotations by the participants and literature as shown in chapter 5.

Presentation of data: A detailed narrative was documented on the analysis of data. Data was presented by discussing the major themes of the study, then the identified categories were presented, followed by the subcategories. Quotations from the participants and information from literature was used to support the findings.

Comparison and interpretation of data: This is the final stage where the researcher deliberated on lessons learned. The lessons could be from the researcher's own personal understanding. The interpretations could be from literature, or the researcher's own culture, experiences or history. The findings of the two approaches were compared; the areas of commonalities identified and areas of divergence indicated.

To accomplish the process of trustworthiness, the developed codes were cross-checked by another colleague to come up with what is termed as inter-coder agreement (Creswell, 2014:203). The co-coder indicated that she also applied Tesch's approach to extract the codes. The co-coder then shared her codes with the researcher and both discussed their findings and reached a consensus on the final codes that were finally discussed in chapter 5.

3.7 MEASUREMENT OF TRUSTWORTHINESS

Noble and Smith (2015:3) state that transparency in the research methodology is essential for the credibility of the study and that all steps taken should be documented. Lincoln and Guba's model (Polit & Beck, 2014:324) was used to measure trustworthiness. The following were applied:

Credibility: Credibility refers to how the study was undertaken, the description of data collection techniques and analysis strategies used (Pandey & Patnaik, 2014:574).

Dependability: Dependability is the stability of data over time, that is, would the results of the study be repeated if the investigation was repeated with similar participants in a similar setting. It should be noted that credibility cannot be achieved without dependability (Polit & Beck, 323: 2014).

Confirmability: According to Bengtsson (2016:13), confirmability refers to the investigator's capability to prove that the data represent the participants' views and not the investigator's own perceptions.

Transferability: Transferability refers to the extent to which to the findings of the study may be relevant to a different setting (Bengtsson, 2016:13).

Authenticity: Polit and Beck (2014:323) define authenticity as the degree to which researchers fairly and faithfully depict a collection of various realities.

The strategies used in this study to accomplish data trustworthiness are summarised in Table 3.5.

Table 3.5 Strategies for achieving trustworthiness

Approaches to rigour	Strategies
Credibility	**Establishment of rapport:** The researcher started by first establishing rapport with the participants and explaining the study to them so that they could be free to give the required responses. **Prolonged engagement**: The strategy was achieved by having three visits; first visit was to inform the participants about the study, second visit made through data collection and the last visit was on member checking. Spending enough time while collecting data and documenting field notes during the interview. **Usage of audiotape**: Two audiotapes were used to complement the field notes. **Member checking:** Was implemented by reiterating conclusions and interpretations to participants to verify. **Audit trail:** This was accomplished by documenting a full account of how this study was conducted **Triangulation:** This was achieved through collecting from different sources such as heads of departments, senior lecturers and lecturers. **Peer review:** This was accomplished during compulsory doctoral seminars within the School of Nursing and the faculty of Faculty of Agriculture Science and Technology.
Dependability	**Audit trail** – The researcher stated the decisions made throughout the research process to give a rationale for the methodological and interpretative judgements of the researcher. **Reflexivity** – The researcher kept a reflective diary to provide a rationale for decisions made, instincts and personal challenges that the researcher experienced during the research
Confirmability	**Inclusion of participants' quotes:** In this study, participants' quotes were included to support the emerging themes. **Peer debriefing**: The questionnaire used for collection was reviewed by research experts and a statistician and the study was edited several times. **Engagement of co-coder**: The co-coder was engaged, and consensus was reached with the researcher. **An audit trail:** This was created by recording in detail how the study was carried out.
Transferability	**Thick descriptions**: Thorough record keeping was maintained and comprehensive documentation of field notes that entailed demographic, observational and reflective notes.

	Reaching point of saturation: Collecting data from five HTIs and from different types of informants, namely heads of departments, senior lecturers and lecturers, nurse educators, allied health lecturers and natural science lecturers until reaching the point of saturation
Authenticity	**Reflexive journaling:** The researcher kept a reflective diary to provide a rationale for decisions made, instincts and personal challenges that the researcher experienced during the research **Prolonged engagement:** This was achieved by having three visits; first visit was to inform the participants about the study, second visit made through data collection and the last visit was on member checking. Spending enough time while collecting data and documenting field notes during the interview. **Audiotaping and verbatim transcription:** Data were audiotaped using an audio tape and cell phone at the same time and thereafter transcribed into detailed notes.

Sources: adapted from Creswell (2014:201-202), Polit and Beck (2014:322-325).

Literature control

Literature control in this study was undertaken after collection and analysis of the qualitative data so that the information in the literature could not influence the researcher (Burns & Grove, 2009:95). After collection and analysis of the data, a comparison was made between the relevant literature and the results of this study which is on the development of the framework of mentoring for the novice lecturers in the HTIs. New results attained from this study were outlined, and common results acquired from other research findings indicated. Literature was obtained through literature searches in the theses, articles and books available via the North-West University Library and HTIs' libraries.

3.8 ETHICAL CONSIDERATIONS

Permission may be acquired from three levels; from the heads of facilities, from the persons participating in the study and from institutional research review committees (Creswell and Piano Clark, 2011:113). In this study permission was obtained from the principals and lecturers.

Ethics clearance: Ethics clearance was requested from North-West University following approval by the university and approval was given (Ethics number: NWU- 00252 - 15 - A9 **Appendix A**). In addition, ethics clearance was sought from the Ministry of Health Botswana, Research Unit, as the study was undertaken in Botswana. Permission was granted (Reference No: HPDME 13/18/1 X 525 **Appendix B**).

Permission: Permission was requested from the HTIs' principals, who responded promptly except for one mission institution, which was subsequently not included in the study.

Informed consent: The participants for both quantitative and qualitative methods were informed by the independent mediator from the office of quality assurance about the purpose of the study, the benefits, and the role of the investigator. Furthermore, they were informed that there were no anticipated risks associated with the study. In order to observe and protect the participants, ethical considerations and procedures were implemented. The participants were also requested to take part in the study and informed about the time needed to complete the questionnaire and/or to participate in the interview. The table depicts the roles and responsibilities of key people participated in ensuring ethical rigour.

Table 3.6 Roles and responsibilities of key people

Key role players	Responsibilities
Gate keepers (Deputy principals)	The researcher met with the gatekeepers to explain the research in more detail. Such a meeting presented an excellent opportunity to gain their trust by demonstrating an interest in the research site (Polit & Beck, 2014). The researcher was obliged to engage key role-players at various stages of planning and conducting research in order to: • Improve the quality and rigour of the research. • Increase acceptability to the key role players Harness role players and expertise where possible • Offset the power differentials where these exist. The use of gatekeepers was invaluable to the research process by facilitating the smooth running of research activity to completion. (Singh & Wassenaar, 2016:42-43)
Mediator (Independent Quality Assurance Officer)	Mediator was of great assistance in recruitment of the participants and negotiation of the informed consent form. It was during this period that it was made very clear that research is voluntary and there would be no stigmatization or ostracizing of participants who decline to participate.
The statistician from the Public Health Department from the school.	The statistician provided support and guidance from the conceptualization of the research project and during: • Designing of data collection instrument • Sample design and sample size determination. • Data capturing including correct format • Statistical analysis including utilization of appropriate statistical tests. • Reporting the quantitative results.(Burns and Grove, 2009:465)

Confidentiality: Questionnaires did not ask for the name of any participant and/or no names were required during the interviews. Moreover, the responses remained anonymous. All information collected was kept confidential and the results were safely kept in a locked cupboard. In addition, confidentiality was assured during recruitment by signing confidentiality agreements with the mediator and independent persons involved with the selection and recruitment of participants. A confidentiality agreement was also signed with the co-coder.

All electronic data, including the transcribed and audio recordings were stored on the researcher's personal laptop in a password-protected folder to which only the researcher had access. All electronic data was also stored on a CD/DVD in a password-protected folder as a backup. For the duration of the research, the CD/DVD and hard copies of the data were stored in a locked cupboard at the researcher's home. Hard and soft copies pertaining to this research, including any audio CDs/DVDs, time-line tools and transcriptions of the interviews will be handed to the study leaders to be kept for a period of 5 years according to the policy of the university prior to graduation.

Risk and benefits: The participants were informed that there were no immediate benefits or compensation and there were no anticipated risks.

Protection of human rights: Taking part in the study was completely voluntary and participants had the right to withdraw at any time while completing the questionnaire or during the process of interview without any consequences. Moreover, the participants were free to ask questions when necessary. Informed consent was obtained from the participants after full explanation of the purpose, benefits and the role of the researcher. The participants were then requested to sign the consent form.

3.9 PHASE 2: DEVELOPMENT OF CONCEPTUAL FRAMEWORK OF MENTORING

This phase consisted of two steps, namely classification of the concepts according to CIPP framework, and development of the conceptual framework of mentoring according to Chinn and Kramer's theory development approach.

3.9.1 Classification of concepts

The central and related concepts were identified through empirical study and literature review. The concepts identified in Phase 1 were classified according to the CIPP framework and formed the basis of the development of the framework of mentoring. The framework of mentoring development was guided by the findings of the empirical research and the components of the CIPP framework.

Stufflebeam (2007:12) defines CIPP as a framework guiding the development of programmes and projects. The importance of this framework is that it provides a holistic view of every element by assessing Context, Input, Process and Product (Aziz & Mahmood, 2018:182) hence the framework was chosen for this study. The Context assists to assess the needs and prospects within a distinct setting. The aim of the context assessment is to define, detect and address the needs of the target group. Different strategies may be used to diagnose the needs of the specific population such as; surveys, document reviews, interviews and data analysis (Aziz & Mahmood, 2018:193). The authors further point out that the purpose of the Input is to provide data to determine the resources used to meet the goals of the programme or service. The resources includes; time resources, human resources, physical resources and infrastructure. Process is when the planned activities are executed, and Product ensures that the framework of mentoring is effective and produces several benefits like increased professional development and self-confidence, increased staff morale and staff retention and better students' results. Lastly, the Product refers to an outcome and emphasises skills, attitudes, knowledge and capabilities attained by the target group (Aziz & Mahmood, 2018:194). (See Figure 3.3).

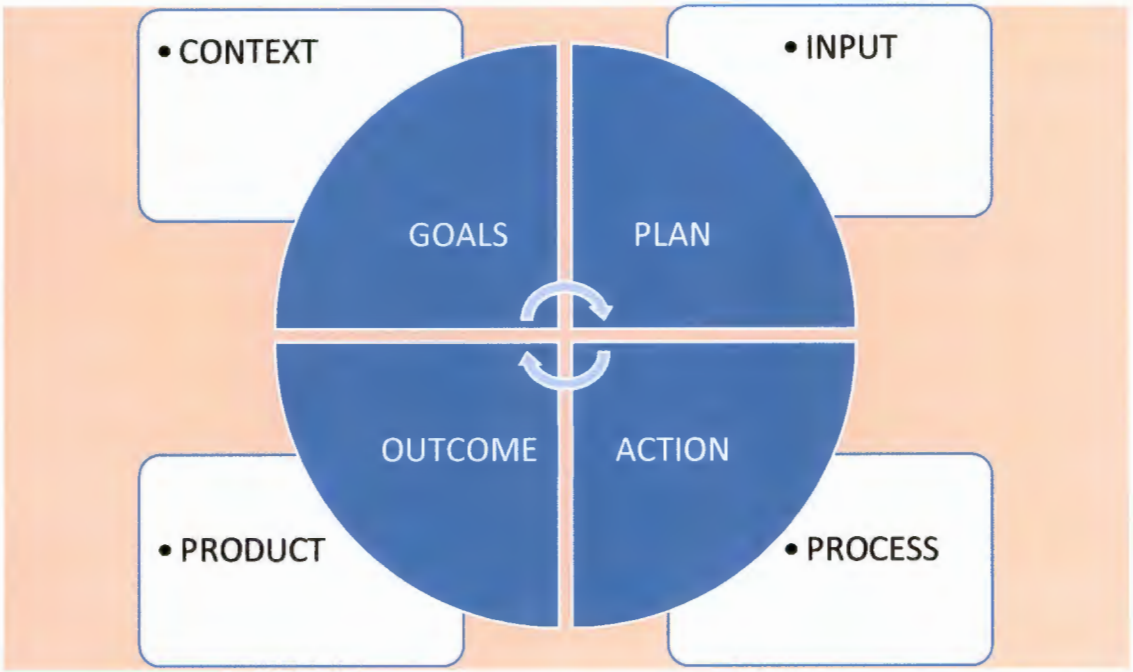

Figure 3. 3 Development framework: context, input, process and product programme (Adapted from Stufflebeam, 2007:12)

The CIPP framework was chosen for the current study because of its emphasis on evaluation and its subsequent high standard of quality (Keating, 2006:278). This framework has four concepts: context, input, process and product that were described in this study.

Context

A needs assessment was carried out through a mixed method research design and the goal and objectives were set to assess the needs of new lecturers in HTIs. There were concepts that were identified during this stage.

Input

This stage involves planning where the resources for implementing the programme are determined, including the human resources and non-human resources.

Human resources include the top management of the institution, and mentors to support the mentees emotionally, spiritually and professionally, and in addition, the mentees who are the consumers of the mentoring framework. Non-human resources include orientation guidelines and human resource policies.

Process

The current study identified the following concepts: selection and recruitment of mentors, training of mentors, committed senior management, partnerships and monitoring and evaluation. This stage involves implementation of all identified concepts to produce the effective mentoring framework.

Product

An effective mentoring framework is the expected product of this study. If all identified concepts are efficiently implemented, there will be positive outcomes of the framework of mentoring. The outcomes include new lecturers' professional development, increased student achievement, increased staff morale and retention of staff.

3.9.2 Development of the conceptual framework of mentoring.

Once the concepts have been defined and classified and the relationship statements constructed, the description of the conceptual framework is given, according to Chinn and Kramer. Chinn and Kramer (2011:106) identified six elements that are critical in conceptual framework description, namely, purpose, concepts, and definitions of concepts, model structure, assumptions and model evaluations. In this study, figure 7 represents how mentoring of novice lectures in HTI's can be initiated and sustained as suggested by Chinn and Kramer (2011:50)

3.10 SUMMARY

The main purpose of this chapter was to give a comprehensive account of the research design and methodology utilized in this study and to elaborate on the model used for developing the mentoring framework for the novice lecturers. Moreover, the chapter outlined the objectives of this study and the setting of the study. Trustworthiness and ethical considerations were explained. The next chapter discusses the findings of the quantitative survey.

CHAPTER 4

THE RESULTS OF THE QUANTITATIVE COMPONENT

4.1 INTRODUCTION

The previous chapter deliberated on the research design and methodology of this study. This chapter concentrates on the results attained through analysis of quantitative data. The questionnaire contained five subscales containing Likert-type items. The items were rated on a 5-point scale ranging from one (strongly disagree) to five (not applicable). The information captured from the questionnaires was analysed using the Statistical Package for Social Sciences SPSS, version 25.
The items that were classified as "not applicable" were omitted from the analysis for the particular item. The "omitted" and "not applicable" were analysed on their own to find out which group of participants responded that way.

The objectives of this chapter were to report on the:

- Analysis of the quantitative data and
- Interpretation of the quantitative data results.

4.2 QUANTITATIVE METHOD SAMPLE

A sample is set of individuals or respondents selected from a large population for the purpose of a survey (Phokhwang, 2008:100). Specifically, Polit and Beck (2018: 192) emphasize that an appropriate sample is necessary for any research because a sample size which is either too small or too large is not a good representative of the population. The sample size of a research quantitative study should be adequate in order to enhance statistical power and significance testing (Majid, Ennis & Bhola, 2017:3), allowing the researchers to be confident that the study findings cannot be attributed to random variations in the population of interest. In this way, computing the sample size became an important step in the quantitative method for the current study.

When computing the sample size of this research study, the first step taken was consultation with the statistician to ensure that the computations used appropriate statistical methodologies. The statistician was consulted and confirmed that the sample of this study was appropriate going by the rule of thumb. Babbie (2004:869) states that for most research, a sample bigger than 30 and less than 500 is appropriate. Furthermore, the guidelines for sampling by Stroker (1985) cited by De Vos *et al.* (2013:225) state that for a population of 200, the sample size should be 32%, which is equivalent to 64 respondents. In this study, the sample size is 71, which is 35%.

In order to avoid incorrect sample size and ensure accuracy in the process of the determining a representative sample size for HTIs, a method suggested by Dillman (2000:870) was used. Thus given a population size of 200 lecturers in six Institutes of Health Sciences, the sample size (n= 132) was computed using the formula below:

$$n = \frac{(N)(p)(1-P)}{(N-1)(\quad)2+(p)(1-P)}$$
$$C$$

Where n is the computed sample size needed for the desired level of precision; N is the population size; p is the proportion of population expected to be chosen; B is the acceptable amount of sampling error, or precision; and C is Z statistics associated with the confidence level, which is 1.96, that corresponds to the 95% level. For B in this study, choose an acceptable amount of sampling error or precision set at .05 or 5% (Biemer, 2003:101). Confidence level of 1.96 corresponds to the formula below:

Where N = 200, p = 0.5, B = 0.05, C = 1.96

$$n = \frac{(200)(0.5)(1-0.5)}{(200-1)(\frac{0.05}{1.96})2+(0.5)(1-0.5)}$$

$$n = \frac{50}{0.38}$$

$$n = 131.5\ n$$

$$= 132$$

For this study, 140 questionnaires instead of 132 were distributed among the lecturers in HTIs. The oversampling is to help in making up the possible loss as a result of non-cooperative subjects and damages (Bambale, 2014:112). However, the response rate of this study was 50.1 % (n=71). This is consistent with Phokhwang's (2008:101) argument that a 50% response rate is regarded as an acceptable rate in social research survey, and this research was set to achieve just that.

4.3 VALIDITY AND RELIABILITY

A self-developed questionnaire was used to collect quantitative data. The questionnaire contained five subscales of Likert-type items. The items were rated on a 5-point scale ranging from 1 (strongly disagree) to 5 (not applicable). The analysed ratings, however, were from 1 (strongly disagree) to 4 (strongly agree). The 5th option (not applicable) helped to identify the group of participants who found the item not applicable. The results are presented per subscale. The four subscales assessed availability of the orientation and mentoring processes of new members in the HTI. The subscales also assessed the quality of guidance regarding curriculum implementation, student assessment and professional development accorded to new lecturers by the HTI.

After generation of the items with the help of the literature review, a questionnaire was then face validated. Face-validation of items were done by three colleagues in the area of nursing education and training. They looked into every item to find out whether it was measuring what it was supposed to measure in relation to the operationalized indicators of mentoring framework.

The reliability index for each of the subscales was established using Cronbach's alpha coefficients, which measure the internal consistency of the responses given when rating the items in the scale. To get an overall picture about the whole scale and how the items correlated to each other, the four subscales were combined and the basic characteristics of the scale established. The combined subscales yielded a total of 29 Likert-type items with a reliability coefficient □of .915. A Cronbach's alpha analysis of the reliability of the measurement of the variables involved in the study showed that for orientation with 7 items, alpha was .743; availability of mentoring with 8 items, alpha was .925; curriculum implementation with 7 items, alpha .890; students' assessment with 4 items, alpha .89, and impact on the professional development with 3 items, alpha .751. These are acceptable reliable coefficients that indicated that the instrument was reliable, hence it could be used to collect data.

Summary statistics about each of the four subscales and the overall scale (whole scale) are outlined in Table 4:1.

Table 4.1 Reliability Coefficients and Mean Ratings of the Scales

	N	□	*
Whole Scale	29	.915	2.30
Orientation	7	.743	2.59
Availability of mentoring	8	.925	1.87
Curriculum implementation	7	.890	2.18
Student Assessment	4	.890	2.46
Impact on Professional Development	3	.751	2.83

4.4 DATA ANALYSIS RESULTS AND INTERPRETATION

In this chapter, it is imperative to state from the onset that the results as well as the findings of this study followed the blueprint in the methodology, which was mixed methods. Thus the results of the quantitative method were obtained by using a questionnaire which was subjected to statistical interpretation, while the qualitative method used interviews. In the quantitative component, two questions were raised to collect information from lecturers at health training institutions (HTIs) in Botswana. The study addressed the following research questions:

1. What are the current practices regarding mentoring of new lecturers in the HTIs?
2. What are the experiences of new lecturers regarding mentoring of novice lecturers in the HTIs?

The data was analysed by using the Statistical Package for Social Sciences SPSS version 25. The data collected from HTIs through questionnaires were analysed and presented by using tables, followed by interpretation based on the responses frequency, percentages and means as well as one sample t-test for inferential analysis. Given the population of teaching staff in HTIs that is around 200, this study sampled (n=140) participants and the response rate was 50.1 % (n=71). The proportion of response rate to the population was considered to be a minimum sufficient sample. This logic of sufficient sample did permit the use of one sample t-test for inferential statistics in the data analysis. The results of the study, with caution, can be generalised to the HTIs' lecturers.

Characteristics of the participants

The data was collected from a sample of 71 full-time lecturers from seven HTIs in Botswana. The 71 participants were composed of 56 (78.9%) females and 15 (21.1%) males. The seven HTIs included both government and mission institutions (Table 4.1). The distribution of participants by health training institution is depicted in Table 4.1. Most of the participants (23.9%) were from Gaborone HTI and the least number (5.7%) were from Serowe HTI. The dominating participants were female with 56 (78.9 %) while male were only 15 (21.1) %.

Table 4. 2 Distribution of Participants by Gender in the HTIs

Institution Name	Male	Female	Total	Percentage
Gaborone (Government)	2	15	17	23.9
Francistown(Government)	4	5	9	12.7
Kanye (Mission)	3	10	13	18.3
Lobatse (Government)	4	9	13	18.3
Molepolole (Government)	2	13	15	21.1
Serowe (Government)	0	4	4	5.6
Total	15 (21.1%)	56 (78.9%)	71	100.0

Table 4.2 revealed that 29.5 % of the sampled lecturers in the study were aged between 41 – 45 years while the least number of participants were above 54 years, with 7 %. The years of work experience lie between 1 and 19 years. Table 4.2 shows participants with 6 – 10 years of work experience dominated the study with 26.2% followed by 1-5 years with 21% and then 11-15 years with 15%. 56.3% of the participants were married, followed by 33.3% who were single. A majority of participants have held a position of senior lecturer with 73.3% of the total respondents.

The highest qualification for the respondents is a Master's degree attained by 33% of the total respondents of the study, while 64 % of the participants held Bachelor's degree. Table 4.2 further depicts that the majority of the participants were without a teaching qualification, at 64.8% (see Figure 4.1).

Table 4. 3 Respondents Demographic Information

Demographic Data of Participants		Frequency	Percent
Age	30 -35 years	11	15.5
	36 - 40 years	17	23.9
	41 - 45 years	21	29.5
	46 - 50 years	15	21.1
	51 - 55 years	12	16.9
	56 >	5	7
	Total	**71**	**100**
Marital status	Single	24	33.8
	Married	40	56.3
	Divorced	3	4.2
	Widowed	4	5.6
	Total	**71**	**100.0**
Teaching Qualification	Without teaching experience	46	64.8
	B.Ed Nursing	13	18.3
	PGDE	3	4.2
	Master's in education	7	9.9
	Missing	2	2.8
	Total	**71**	**100.0**
Education level	Degree	46	64.8
	Masters	24	33.8
	Other	1	1.4
	Total	**71**	**100.0**
Position Held	Lecturer	11	15.5
	Senior Lecturer	52	73.2
	HOD	7	9.9
	Missing	1	1.4
	Total	**71**	**100.0**
Work Experience	1 - 5 years	15	21.1
	6 -10 years	26	26.6
	11-15 years	11	15.5
	16-20 years	10	14.0
	21-25 years	6	8.4

	26 -30 years	3	4.2
	Total	**71**	**100.0**

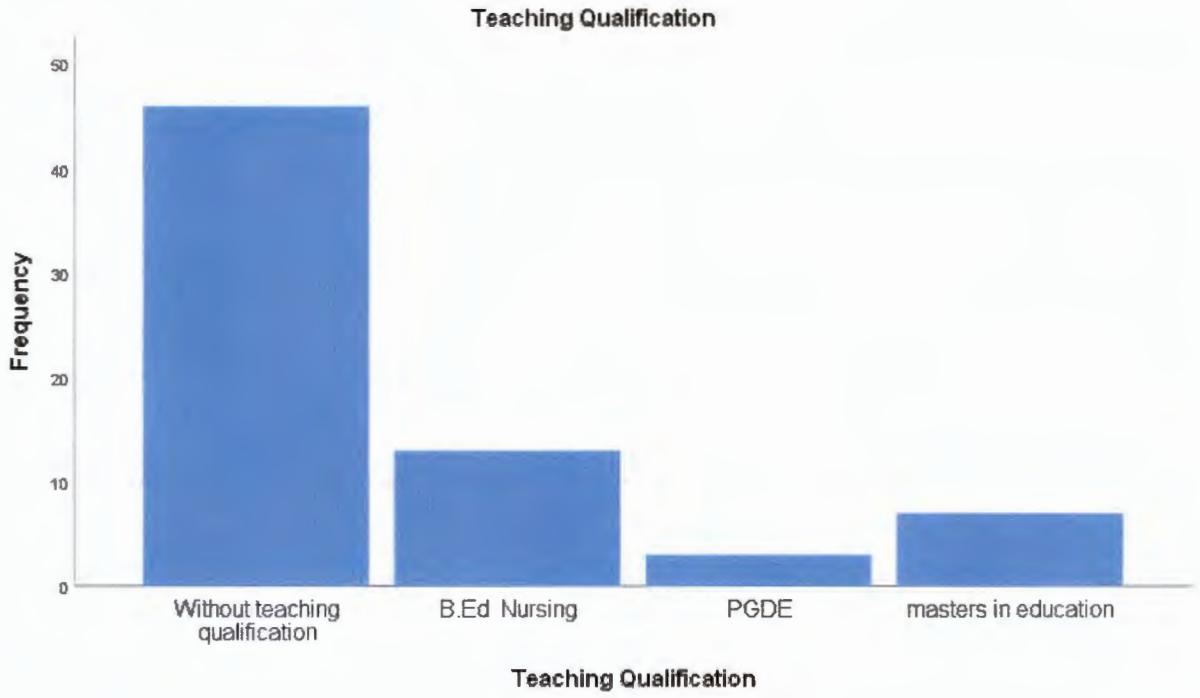

Figure 4.1 Analysis of the teaching qualifications of the respondents in the HTIs

4.5 LEVEL OF ORIENTATION OF THE NEWLY EMPLOYED LECTURERS IN THE HTIs

Orientation was one of the major variables as shown in Table 4.3 which described the level of orientation for newly appointed lecturers in HTIs. The items were rated from 1 (very strongly disagree) through to 5 (Not applicable). The seven items were grouped to create a domain under orientation. The means and standard deviations for the orientation domain were computed and presented in Table 4.3. To facilitate the interpretation of the data, means below 3 were regarded as implying perceived orientation inadequate, while the means of 3 and above implied perceived adequate orientation done in the HTIs.

In Table 4.3, the overall mean findings indicated that the respondents rated that orientation to be adequately done in the HTIs (M=30.80; SD ± 9. 67). The orientation components which received the highest mean rating were supplies (M= 5.59; SD ± 1.904), followed by mentor demonstrated the use

of laboratory equipment, (M= 5.11; SD ± 1.912), introduction to institutional staff, (M= 4.72; SD ± 1.351), showing the physical structures (M= 4.17; SD ± 1.360) also were among those highly rated. Among the lower and lowest rated respectively, were introducing to institutional policies (M= 3.63; SD ± 1.367) and assisting with planning first week of school (M= 3.49; SD ± 1.359). Even though all ratings were above the mean scale, it is however, evident that the results clearly demonstrated that the newly employed lecturers had some challenges of becoming informed about institutional policies as well as planning in the first week, which are both core components necessary for teaching and learning.

Table 4. 4 Means and Standard Deviations of respondents' analysis on the level of orientation for the newly employed lecturers

Orientation domain	N	M	Std. Error	Std. Deviation
I was showed where to obtain class room supplies	71	5.59	1.904	16.047
Mentor demonstrated use of laboratory equipment	71	5.11	1.916	16.141
I was introduced to institutional staff	71	4.72	1.351	11.384
I was shown the physical structure, including parking areas	71	4.17	1.360	11.459
I was assisted to gather necessary resources	71	4.08	1.360	11.463
I was inducted to institutional policies	71	3.63	1.367	11.519
I was assisted with planning for first week of school	71	3.49	1.369	11.536
Total	71	30.8028	9.67277	81.50418

Rating Scale: 1 =Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, 5 = Not applicable

4.6 LECTURERS IN THE HTIs

Availability of the mentorship in the HTIs were also determined through the rating scale to determine the level of agreement by the participants as shown in the Table 4.4. The results revealed that the

mean score ranged from 3.5 to 2.03. Interpretation of students' regulation and policies received the highest marginal mean rating (M= 3.54; SD ± 1.370), followed by availability of formal mentorship framework which rated second highest (M= 3.03; SD ± 1.03). The rest were rated below mean scale which were mentorship in class before teaching (M= 2.48; SD ± .456), constructive feedback after observation by mentor (M= 2.44; SD ± .313), assignment of specific mentor (M= 2.25; SD ± .136), interpretation of the institutional policies (M= 2.10; SD ± 1.36), interpretation of institutional vision, mission and values (M= 2.07; SD ± .127) and observational teaching of new lecturer by mentor (M= 2.03; SD ± .122). Findings for availability of mentorship revealed that HTIs do not have a proper mentorship framework which caters for newcomers in the system.

Table 4.5 Means and Standard Deviations of respondents' analysis on the availability of mentorship framework for the newly employed lecturers

Availability of Mentoring	N	M	Std. Error	Std. Deviation
He/she interpreted students' regulations and policies for me	71	3.54	1.370	11.542
My institution has formal mentorship guidelines	71	3.03	1.374	11.580
I observed my mentor in class before I started teaching	71	2.48	.456	3.839
I was given constructive feedback when I was observed by mentor	71	2.44	.313	2.633
I was assigned a specific mentor/senior lecturer to work with me	71	2.25	.136	1.143
He/she interpreted the institutional policies for me	71	2.10	.121	1.016
He/she interpreted the institutional vision, mission and values for me	71	2.07	.127	1.073
My mentor observed me teaching for sometime	71	2.03	.122	1.028
Total	71	19.930	2.249	18.948

Rating Scale: 1 =Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, 5 = Not applicable

4.7 CURRICULUM IMPLEMENTATION GUIDANCE AND COACHING FOR THE NEWLY EMPLOYED LECTURERS

The participants were asked to determine curriculum implementation guidance and coaching for newly employed lecturers in HTIs. The findings of the study in this domain in table 4.5 revealed designing of class schedule as the highest rated (M= 5.06; SD ± 1.915), followed by developing implementation plans (M= 3.82; SD ± 1.369), and lesson plan (M= 3.66; SD ± 1.367). However, the results also revealed that the newly employed lecturers are not guided and coached in terms of varied instructional strategies(M= 2.23; SD ± 1.36) and management of student behaviour (M= 1.96; SD ± .091).

Table 4.6 Means and Standard Deviations of respondent's analysis on the Curriculum Implementation Guidance for the newly employed lecturers

Curriculum Implementation	N	M	Std. Error	Std. Deviation
Designing class schedule	71	5.06	1.915	16.133
Developing implementation plans	71	3.82	1.369	11.537
Development of lesson plans	71	3.66	1.367	11.518
Development of programme master plan	71	3.52	1.368	11.529
Adult teaching principles	71	3.30	1.371	11.549
Different instructional strategies	71	2.23	.119	1.003
Management of student behaviour	71	1.96	.091	.764
Total	71	23.535	3.790	31.937

4.8 STUDENT ASSESSMENT GUIDANCE AND COACHING FOR THE NEWLY EMPLOYED LECTURERS IN THE HTIs

The participants were asked to determine guidance and coaching on student assessment for newly employed lecturers in HTIs. In table 4.6, the findings showed the marginally highest rating was roles and expectations of examinations committee (M= 3.66; SD ± 11.5), and the rest of the responses were below the mean scale. Thus participants low rated test and examinations setting principles (M=

2.63; SD ± .103), development of blue print (M= 2.46; SD ± .908) and HTIs assessment standards (M= 2.45; SD ± .983). The results indicated that newly employed lecturers are not guided and coached in the examination setting principles as well as the development of the blue print.

Table 4.7 Means and Standard Deviations of respondent's analysis on the Student Assessment Guidance for the newly employed lecturer

Students Assessment	N	M	Std. Error	Std. Deviation
Roles and expectations of examinations committee	71	3.66	1.366	11.514
Test and examinations setting principles	71	2.63	.103	.866
Development of blue print	71	2.46	.108	.908
HTIs assessment standards	71	2.45	.117	.983
Total	71	11.211	1.359	11.454

Rating Scale: 1 =Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, 5 = Not Applicable

4.9 IMPACT ON PROFESSIONAL DEVELOPMENT FOR THE NEWLY EMPLOYED LECTURERS IN THE HTIs

In the domain whether mentorship in the HTIs enhances the professional development for the newly employed lecturers, Table 4.7 results demonstrated that confidence building (M= 3.24; SD ± .819) and secure in the institution (M= 3.08; SD ± .858) were rated higher above the scale mean under professional development. The mean of mentor to advance the teaching skills of the newly employed rated lowest (M= 2.49; SD ± 1.107).

Table 4.8 Means and Standard Deviations for "Impact on Professional Development" Factor and Items

Impact on Professional	N	M	Std. Error	Std. Deviation
I now feel more confident in performing my teaching duties	71	3.24	.097	.819
I am more secure in the institution than when I came	71	3.08	.102	.858
My mentor helped me to advance my teaching skills	71	2.49	.131	1.107
Total	71	8.817	.2618	2.206

Rating Scale: 1 =Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, 5 = Not applicable

4.10 DIFFERENCE IN RATING OF FRAMEWORK OF MENTORING FOR NEW LECTURERS IN THE HTIs

At this stage of this study, it was explored whether there was any significant differences between population-mean and observed mean held by respondents in relation to orientation, availability of mentoring, curriculum implementation and student assessment guidance and impact in the professional development. In an attempt to answering these perceptions, a one sample t-test was done. That is comparison between a single mean of the sample with the sample population mean.

The findings for orientation (M = 30.80, SD = 30.80, n= 71) revealed t a t- value of t (70) = 1.013, p < .314, availability of mentoring (M = 19.93, SD = 18.947, n= 71), revealed a t- value of t (70) = -1.81, p < .075, curriculum implementation (M = 23.53, SD = 33.93, n= 71), revealed a t- value of t (70) = .669, p < .075, and student assessment (M = 11.21, SD = 11.45, n= 71), revealed a t- value of t (70) = -.580, p < .564, were both insignificant. The impact on professional development (M = 8.82, SD = 2.206, n= 71), revealed significant at a t- value of t (70) = 10.76, p < 000. The results implied that the participants agree that the minimal orientation and minimal mentoring have impact on professional development of newly employed lecturers.

Table 4. 9 One Sample t-test analysis of HTIs Lecturers in Botswana

Variable	μ	Observed Mean	Std. Dev	Mean Diff	SEM	Df	T	Sig.(2tailed)
Orientation	21	30.8028	81.503	9.803	9.673	70	1.013	.314
Availability of Mentoring	24	19.9296	18.947	-4.0704	2.249	70	-1.810	.075
Curriculum	21	23.5352	33.937	2.53521	3.790	70	.669	.506
Implementation								
Students' Assessment	12	11.2113	11.454	-.7887	1.359	70	-.580	.564
Impact on Professional development	6	8.8169	2.2059	2.206	.2618	70	10.76	.000

4.11 SUMMARY OF DISCUSSIONS OF FINDINGS FROM QUANTITATIVE SURVEY DATA

Polit and Beck (2014: 65) state that the discussions of the study strive to explain what the findings mean, why the findings came out the way they did and how the findings are analogous with the relevant literature.

The quantitative survey data from the nurse educators and the allied lecturers were analysed and discussed. The discussions will be done using the components of Donabedian Model which include structure, process and outcome, and be supported with the relevant literature.

4.11.1 Discussion of findings on structure of mentoring in the HTIs

The **structure** component dealt with the qualification of lecturers, the orientation process in the HTIs, resources needed for mentoring and mentoring procedures available in the HTIs.

Qualification and educational level: The findings showed that a majority (64.8%) of the respondents did not have a teaching qualification. This is a significant finding as the lecturers have indicated that the senior lecturers or mentors with a teaching qualification tend to be better mentors and were willing to mentor novice lecturers even where there was no formal mentoring. In addition,

64.8 % of the lecturers had only Bachelor's degree qualification and only 33.8% had a master's degree. Those with a Master's degree are the ones who have specialised in nursing or allied health programmes, and their expertise is needed by novice lecturers in special areas like adult health, paediatric nursing, critical care nursing and others. Having only a few of these lecturers may have a serious impact on the teaching and learning process, as this means that there is a shortage of mentors in some specialised areas. Engvik and Emstad (2017:485) have emphasised that the school leaders must choose teachers who have essential and desirable qualifications for mentoring. Having many years of teaching experience is not adequate for mentoring.

Orientation process in the HTIs and provision of supplies

A majority of the respondents agreed that they were shown where to obtain classroom supplies and this is the domain with the highest Mean=5.9. This finding is supported by Shanks (2017:162), who mentions that it is imperative that all novice educators ought to be provided with all necessary equipment and information to be able to perform their duties effectively. This is significant because for any employee to function effectively, the employer has to provide appropriate and adequate resources. It should also be noted that the supplies department in the HTIs is managed by the support staff hence this reduces the responsibilities of the academic staff. Another positive finding was a demonstration on how to use the skills laboratory equipment by the senior lecturer or colleague, whereby the results were positive. This is a good practice which should be nurtured and reinforced by the HTIs staff.

Orientation of novice lecturers which involves introduction to the institutional staff and physical structure were adequately done; these findings were analogous with those of Seekoe (2014:1), who conducted a study in nursing training institutions in South Africa, and the findings of her study reflected that only orientation to the physical structures and policies were addressed, but there was no formal mentoring in place. Hudson (2012:81) agrees that mentoring ought to include the institutional culture and infrastructure, but the main focus should be on the core business, which is the teaching and learning process.

The respondents rated low the introduction to institutional policies and being assisted with planning for the first week of teaching. This poses a big challenge to the novice lecturer as first impressions are critical to gain students' confidence. In addition, the novice lecturers should be coached and guided on how to prepare for the first lessons to reduce their anxiety and frustration. Hudson (2012:81) confirms that novice teachers need seasoned faculty to address their professional teething

problems by giving them guidance and coaching in pertinent institutional policies. Furthermore, being assisted to plan for lessons is crucial as this is one of the frustrating challenges of the novice educators, therefore coaching should be provided. In Dias- Lacy and Guirguis's (2017:269) study, one of the novice teachers stated that one of the biggest frustrations she encountered was developing a lesson plan from scratch and wished she had a mentor to coach and guide her.

Availability of mentoring in HTIs

The findings of this study tie in well with the studies conducted by Seekoe (2014:1) and Brown and Sorrell (2017:210), where the participants felt that the official faculty support role was lacking from their mentoring. In addition, in the study by Kane and Francis (2016:369), the novice teachers felt that they were required to hit the ground running; they were given the key for the classroom and class schedule on the first day of school and were left alone. The respondents in the current study indicated that they received guidance on interpretation of student regulations. There was also an interesting finding whereby the respondents agreed that there were formal mentoring guidelines; contrary to this, assignment of a mentor to a novice lecturer rated low. Most of the HTIs have checklists for orientation of new employees which may have been mistaken for formal mentoring guidelines.

Constructive feedback was also rated low (M = 2.633) by the respondents in this study. In line with the previous studies carried out by Tucker (2016:187), the results of the present study reflected that novice lecturers were not given feedback by their mentor after being observed when teaching.

4.11.2 Discussion of findings on process of mentoring in HTIs

According to Donabedian Model the Process component in this study addressed mentoring of novice lecturers' appropriateness, acceptability, completeness and strategies of mentoring.

Guidance and coaching on curriculum implementation

The findings demonstrated that the respondents were guided in designing the classroom schedules, developing curriculum implementation plans and development of lessons plans. Being assisted to design a lesson plan is a significant finding because the study undertaken by Kadyrova (2017:33) found that one the biggest challenges for the novice lecturers was lesson planning. This was worrying to the novice teachers as they felt that a lesson plan was their core business; if something went wrong this could adversely affect the teaching and learning process. Additionally, in Rahimi's (2018:154) study, 80% of the respondents lamented that they needed extra assistance in planning for the lessons. Though there is no formal mentoring of novice teachers, the majority of novice lecturers in

the HTIs agreed that they were guided on development of a lesson plan, which is one of the core elements of the teaching and learning process.

A majority of the respondents disagreed that they were shown different strategies of teaching and this is supported by Clarks and Byrnes (2012:369) and Sasser (2018:61,) where a large percentage of novice teachers in their studies complained that they did not receive help with teaching content and planning for the unit. Though there was less assistance provided to the respondents in the current study, Ngang *et al.* (2014:539) indicate that the majority of the novice teachers in their study spelled out that they had difficulties with content knowledge. Therefore, there is a need for mentoring to bridge this gap.

One of the common challenges of the novice teachers which has been cited by several studies was management of students' behaviour. Management of students' behaviour in the subscale of curriculum implementation received the lowest M=196. This an indication that most of the novice lecturers in the HTIs are not guided in classroom management. The findings are akin with Tucker's (2017: 182) and Amin and Rahimi's (2018:159) studies on novice educators, who also indicated that they were not supported and had challenges with classroom management. Furthermore, all the respondents in Clarks and Byrnes' (2012: 51) study considered effective classroom management to be the crucial element to assist in the teaching practice.

Sowell (2017:131) indicates that the mentors revealed that the novice teachers had challenges with classroom management because they did not have confidence. Moreover, to assist the novice teachers to deal with this challenge, they need to appreciate the significance of taking charge of the classroom, they have to learn how to set boundaries and develop rapport with the students. The mentor also has to co-teach with the novice teacher and model classroom management.

Guidance and coaching on student assessments

This subscale was generally rated low by the respondents, the highest Mean was 3.66. The findings are worrying as student assessment is one of the core elements of teaching that should be mastered by all lecturers. These results answer the concerns of the examinations committees and moderators, as it is now evident that the root of the problem may be due to lack of mentoring. The respondents agreed that they were informed about the roles and expectations of the institutional examination committee. The rest of the crucial domains were below the mean; these include being guided on the principles of setting tests and examinations and development of the blue print.

Badenhorst and Badenhorst (2011:13) reflected that, in their study, mentoring with regard to diverse approaches to assessment was not graded highly. Conversely, Rahimi (2018:154) found that the instructional and student assessment challenges were least experienced by the novice teachers. The difference may be due to the fact that most of the lecturers in the HTIs do not have teaching qualifications and were never exposed to Blooms' Taxonomy, and measurement and evaluation of content during their training. Additionally, in the study of Kane and Francis (2016:369), the participants were not happy because they were expected to carry out student evaluation without the support of a mentor.

4.11.3 Discussion of findings on outcome of mentoring in HTIs

The last component, which is the Outcome, focused on the impact of mentoring on professional development and benefits of effective mentoring in HTIs. The domains in this subscale were to find out if mentoring in the HTIs enhances professional development of the novice lecturers. The findings of 'My mentor helped me to advance my teaching skills' domain received the lowest Mean of 2.49. The respondents agreed that they felt more confident in performing teaching duties and were more secure in the institution compared to when they came, were rated higher.

Contrariwise, the findings revealed that the mentor did not have an influence on the professional growth of the novice lecturers as there was no formal mentoring framework and no mentor was specifically assigned to the novice lecturer. This finding revealed that though the novice lecturers were on their own, there was professional growth. The findings tie in well with the previous study carried out by Hellsten *et al.* (2016:712), wherein all the novice teachers testified that regardless of diversity of mentoring practices, including both perceived positive and negative practices, all the novice, reported that they had learned from their mentoring practices. When there is no mentoring, the novice teachers tend to explore other alternatives; they look for an unassigned senior lecturer with more experience and learn from them.

4.12 SUMMARY

This chapter presented the results obtained from the analysis of quantitative data. In addition, the results explained the characteristics of the respondents, which included age, gender, marital status, work experience, educational level and teaching qualification. The findings of the four subscales of the questionnaire were presented. The subscales assessed the availability of the orientation and mentoring process, the quality of guidance concerning curriculum implementation, student assessment and professional development. Finally, the results were discussed. The next chapter discusses the findings of the qualitative phase, as this was a triangulated concurrent study.

CHAPTER 5

DESCRIPTION OF THE RESULTS OF THE QUALITATIVE COMPONENT AND LITERATURE CONTROL

5.1 INTRODUCTION

The previous chapter delineated the results of the quantitative method of Phase 1. This chapter presents the findings of the qualitative component, which were obtained through individual interviews with 15 participants from five HTIs in Botswana. The participants were heads of departments, senior lecturers and lecturers in order to accomplish the triangulation of the qualitative component. An interview guide with four semi-structured questions that were constructed in accordance with Donabedian's framework of structure, process and outcome was utilized to collect data.

5.2 THE OBJECTIVES OF THIS CHAPTER

The objectives of this chapter were to:

- Analyse the raw data and reduce the data to categories and subcategories;
- Display participants' experiences with the use of direct quotes from their comment; and to ultimately check the results using the relevant literature that facilitates interpretation.

5.3 DEMOGRAPHICS OF THE SAMPLE

The results of this chapter were addressing the second objective of this study mentioned in chapter 1 which reads as 'explore and describe experiences of new lecturers regarding mentoring in the HTIs'. Data were collected from the participants from five HTIs through individual interviews. Data saturation was reached after interviewing fifteen (15) participants. The demographic profile of the participants was n = 13 females and n = 2 males, the ages ranged from 31 to 58 years, there were n = 5 heads of departments, n= 7 senior lecturers and n= 3 lecturers, and nurse educators n=12, allied health lecturers n=3, mentors 7=, mentees n=8. The highest qualification was a Master's degree and the lowest a Bachelor's degree, and the teaching experience ranged from eight months to 28 years.

The interviews were audio recorded, transcribed, reviewed and edited. Demographic, descriptive and reflective notes were documented during the interview and completed immediately after each individual interview while the researcher had a clear picture of what happened and to ensure the accuracy of the report.

5.4 DATA ANALYSIS

Analysis of data was undertaken after editing the interview transcripts to deduce the greater picture of the whole analysis. Data analysis was done applying the six steps listed by Creswell (2014:198); these steps do not necessarily follow the chronological order. The six steps are as follows:

- Data from the audio tape were transcribed and put together in case different sources were used.
- The researcher carefully read all the transcripts to make sense of the data.
- Data were then sorted out into categories and given codes, which were recorded in the margin.
- As the researcher coded data, settings or people were described and the themes and categories which were analysed to ensure credibility of the study. A co-coder was engaged to verify the themes identified.
- The findings were then presented in paragraph form that may entail a comprehensive discussion of themes and categories.
- Lastly, the findings were interpreted, and lessons learned indicated.

The demographic profile of participants is indicated below.

Table 5. 1 Profile of participants who were interviewed individually

Participant	Institution	Gender	Age	Position	Highest Qualification	Teaching Qualification	Teaching experience
1	001	F	47	Senior lecturer	Degree	None	10
2	001	F	53	Head of department	Masters	None	17
3	001	F	56	Senior lecturer	Degree	None	13
4	002	M	32	Lecturer	Degree	None	8 months
5	002	F	54	Head of department	Degree	B.Ed.	17
6	002	F	34	Lecturer	Masters	None	4
7	003	F	50	Senior lecturer	Degree	B.Ed.	9
8	003	F	53	Head of department	Masters	B.Ed.	22
9	003	M	37	Senior lecturer	Degree	None	6
10	004	F	45	Senior lecturer	Degree	None	7
11	004	F	42	Senior lecturer	Masters	None	1
12	004	F	59	Head of department	Masters	None	26
13	005	F	33	Acting head of Department	Post-graduate diploma in Public Health	None	6
14	005	F	31	Lecturer	Masters	None	6
15	005	F	58	Head of department	Masters	B.Ed.	28

THEMES

Two main themes emerged from qualitative data analysis namely, (1) lack of mentoring and (2) formal mentoring framework.

Table 5.2 Themes, categories and subcategories

Theme	Category	Subcategory
1. Lack of mentoring	1.1. Personal frustrations	Minimal orientation Lack of confidence Classroom management Development of coping strategies
	1.2 Lack of resources	1.2.1. Inadequate human resources 1.2.2. Limited time for orientation 1.2.3. No mentoring guidelines
2. Formal mentoring framework	2.1. Establishment of Mentoring framework	2.1.1. Development of mentoring guidelines 2.1.2. Selection and recruitment of mentors 2.1.3. Attributes of a good mentor 2.1.4. Availability of monitoring and evaluation system 2.1.5. Training of mentors
	2.2. Managerial Commitment	2.2.1. Participation of senior management 2.2.2. Partnership

Discussion of themes and literature control

The themes, categories and subcategories that emerged are indicated in Table 5.1. The description of results includes themes, categories, subcategories and direct quotes from the participants in italics. A letter *P* with a number is used to indicate direct quotation from the participants, such as *P (1),* throughout the description of the results. The following themes emerged from data analysis: (1) lack of mentoring and (2) established mentoring framework, with related subcategories.

Theme 1: Lack of mentoring

Lack of mentoring emerged as the theme that was mentioned by the majority of the participants. Most of the participants indicated that they were not mentored at all, they were allocated a course to teach and expected to function just like senior lecturers. Mentoring has been identified by the majority of authors as a vital tool that is necessary for new teachers, as research has proven that the first years of teaching are difficult. Mentoring can be formal or informal. In this study, a mentoring framework is

preferred as it is well organized, documented and acts as a reference point for management, mentors and mentees. Shumba *et al.* (2012:159) recommend an established mentoring framework that can be followed by all mentors to maintain consistency. From this theme, the following categories emerged, namely personal frustration and a lack of resources.

Category 1: Personal frustrations

In their studies, Kruster *et al.* (2010:47) and Ditshena and Mokoena (2016:336-340) reveal that new teachers go through numerous challenges, which include exhaustion, time management, lack of resources, classroom management and inadequate skills. These are almost similar to the findings of the current study. In this study, the majority of the lecturers reported frustration due to a lack of mentoring.

From this category, the following subcategories emerged: minimal orientation, lack of confidence, classroom management and development of coping strategies.

Subcategory 1: Minimal orientation

The participants expressed that they were only orientated to the environment structures and staff, but not to the academic activities, which are really the core of their profession. Others mentioned that they were paired with a senior lecturer, but there was no proper guidance.

This is evidenced by the following comments:

P(2) "Mmm I think I would say my experience the day I joined the Institute of Health Sciences (IHS) wasn't very good because when I joined IHS it was during the practical times, but then I was just shown the tools, then the following day I had to go to female medical ward to go and assess students. I was not even with anybody at that time."

P(3) "When I started teaching in Institute of Health Sciences I was in S, I was to teach Maternal and Child Health but there was no one who was actually assigned to mentor me. I was taken around and I was just given an orientation, just a general orientation and I remember sitting in the classroom of one other lecturer. I think from there that was that."

The views presented are congruent with Seekoe's (2014:1-2) study, which indicated that most of the nursing schools orientated the nurse educators only with regard to the environment and did not have a structured mentorship framework in place. The author further states that the induction programme of the nurse educators offered by the universities was also general in nature and was organized by

the human resource department. Mohammed's (2015:50) study showed that teacher trainees were mentored, but they raised certain concerns, such as being left alone in the classroom with no one to assist. Moreover, Strong (2006:3) reports that new teachers are usually given the same responsibilities as the veteran teachers, yet studies have indicated that new teachers should be supported during the first year of their profession. The majority of the participants in this current study alluded to the fact that they were left alone to find their way. They were allocated students and a course to teach, with no prior demonstration of teaching.

Subcategory 2: Lack of confidence

Lack of confidence was also expressed as one of the frustrations due to no previous teaching experience and no education qualification.

The following direct quotes from the participants indicate their views:

P(6) "I think you somehow get scared, you wonder if you are really comfortable in doing this because you are just a nurse, you are qualified in nursing, you lack that confidence, you build the confidence with time, eyah!"

P(14) "You will be asking yourself what about if they ask me this question am I really doing it accordingly until and unless somebody tells you that this is how you do it. So, it takes time before one really adjust and say I think I am really confident I can teach."

The participants' feelings are in line with the findings of Fantilli and McDougall (2009:823), who used terms such as "feelings of uncertainty, feelings of failure and feelings of inadequacy" to express lack of confidence by the participants. The authors further mentioned that feelings of failure were mainly caused by inadequate organizational support, no teaching experience and no prior mentee training. In this study, some participants echoed lack of confidence associated with lack of mentoring and no previous teaching exposure. Higgins et al. (2010:507), who carried out a systematic review of studies about newly qualified teachers, revealed that newly qualified teachers also had a lack of confidence associated with knowledge deficit and a lack of experience. Nevertheless, as time goes on and as the knowledge and experience of the newly qualified increase, the confidence also increases, and this cannot be taught.

Subcategory 3: Classroom management

The participants mentioned that because of minimal mentoring and inadequate qualifications, they experienced difficulties with the management of student behaviour or classroom management. These are the views voiced by participants concerning classroom management:

P(7) "Students behaviour especially the male students, some would just go on talking while I am teaching the other side, and I will keep on asking for their attention in the interim. I was able to control them when I had taken drastic measures of just leaving the class. I commanded the class to help me control these people because they all had an objective of coming to learn so if others are disrupting, what are they saying because I have other people that are listening, and I have others disrupting. They were two-three people at the back-senior boys (**she laughs**) because they were there before me, they felt that they were to underpin me. I don't know really what invited that kind of behaviour, so I observed it, second or third week I had to leave the class in between. I told the class, you class can you see I am trying to control these people who are talking, and you are not assisting, call me when you are ready to listen I am just going to sit in my office."

P (8) "When it comes to students' management because students' kana (because) they are varied in their behaviour they are difficult students, there are those who are in the middle, there are instigators, so you have to control them and be progressive in what you are doing. Be able to meet the objective at the end of the day. But that was a big challenge because sometimes it is as if you are competing with them (**laughing**), but you will be trying to make them focus on the objective you are trying to reach."

The findings of this study are congruent with Modipane and Kibirige (2015:213); Nyang et al, (2014:539); Dickson et al. (2014:42) and Hudson (2012:71), who indicate that the primary challenge that beginner teacher's face is classroom management. As indicated in one of the quotations of this study, Modipane and Kibirige (2015:213) in their study mention that some of the participants reported that some students would continue with their conversations during the classroom session as though the teacher was not present, and they would even give the lecturer a nickname. In addition, DiasLacy and Guirguis (2017:269) argue that during training the teachers are taught classroom management and it is reinforced during teaching practice or internship. However, classroom management continues to be a serious challenge for most of the new teachers. For health training lecturers, the situation is perhaps worse as most of them do not have teacher training and there is need to develop the mentoring framework. Lack of support in dealing with issues of student discipline and inadequate

support for managing students' behaviour from the school administration have been associated with failure of new lecturers to manage students' behaviour (Schuck et al., 2017:6; McCollum 2014:82).

Subcategory 4: Development of coping strategies

When the new lecturers realized that they were on their own and were expected to fulfil their daily academic duties, they developed some coping strategies, and this is how they felt:

P (1) "Tota (really) the process as it is, myself what I did is that I referred myself to those people who could assist and when it comes to setting of questions I had to refer to the old question papers so that they could guide me as to how questions are supposed to be set whether they were right or wrong I don't know, but this is how I started the whole process, I had to be proactive."

P (10) "Nobody was guiding me to say, this is how you have to teach, this is how to assess the students there was nothing of that sort, so I didn't really gain experience from mentoring, but only from my copying and following other lecturers from what they were doing."

These sentiments are in line with the findings of Clark and Byrnes (2012:50), which show that when new teachers go through challenges they develop what is termed as the "survival mode" to cope with the situation. Le Maistre and Pare (2009:561) describe five stages that new teachers experience, the third stage being the "survival stage" where the new teachers struggle to keep their heads above water and subsequently develop some coping strategies. One of the coping strategies cited by Eller et al. (2014:372) that is displayed by the new teachers is being proactive in seeking help and evaluation from colleagues and management. This was also displayed by some participants in this study. Furthermore, Dias-Lacy and Guirguis (2017:270) mention another coping mechanism evident in this study, namely continuous self-evaluation by the new teacher to prevent repeating the same mistakes in future. In addition, the new teachers may use trial-and-error to cope with the new environment (Kadyrova, 2017:30). Olasupo (2011:193) also said that new employees have to be proactive in their learning, develop their own short- and long-term learning goals, be open-minded and accept feedback from mentors, learn the culture of the organization, including its rules and regulations, should be accountable and responsible for upholding any professional secrecy and work hard to attain outstanding performance.

Category 1.2: Lack of resources

Participants reported a lack of resources as one of the concerns. This included time, shortage of staff and material. In the study of Menon (2012:222) and Eda et al. (2017:30), the respondents complained

about a lack of equipment and other materials. Time management is one of the common challenges cited by new teachers in other studies. Le Maistre and Pare (2009: 560) and Kidd et al. (2015) state that work overload caused by inadequate numbers of staff was a concern for the beginning teachers. The authors furthermore state that the work load is usually caused by expectations from the community, curriculum evolution, administrative requirements, complicated students and a need to sharpen the skills of the novice teacher. Additionally, at times, the duration of mentoring is inadequate. During the first year of mentoring, some of the new teachers expressed that the time invested on content knowledge was not adequate (Stanulis and Floden, 2009:119).

From data analysis, the following subcategories emerged, namely inadequate human resources, limited time and no mentoring guidelines.

Subcategory 1: Inadequate human resource

The participants felt that at times, the senior lecturers were not able to offer them assistance because of a shortage of manpower, both in the clinical setting and in the classroom. Consequently, they were left alone to sink or swim.

This is what the participants had to say about human resources:

P(1) "When I joined IHS it was during the practical times, but then I was just shown the tools, then the following day I had to go to female medical ward to go and assess students. I was not even with anybody at that time I found gross shortage and the few skeletal staff that were on the ground that were assigned to different units. But then I found it very difficult to start the assessment without exactly being taken through the document, having been made aware of the grading, because during that time I did not know the expectations of the students. Like I said lack of human resource in the clinical area needs to be improved and inadequate time in general nursing programme because we have so many duties and sometimes you find yourself running across the levels."

P (15) "Not really, that is the reason why we were trained on the job, because when I was attached to these senior lecturers I would be with them for a day or two, then the next day I would be on my own with my group of students to do exactly the same thing that the mentor was doing, so the human resource was not adequate that is why I said that it was like learning to teach on the job."

The results of this study are congruent with what was indicated by Thomas et al. (2014:390); Kruster et al. (2010:47) and Mansfield et al. (2014:250) who, when studying the challenges of new teachers, had participants mention a shortage of human resources as one of the challenges. In addition, the

administrators in the findings of Du Plessis and Sunde (2017:140) indicated the issue of human resources, which led to a mismatch of mentors and mentees or mentors not being available for their mentees. Some participants in this current study pointed out that they were assigned senior lecturers or colleagues to support them, but because of inadequate manpower, they were not there for them because of many responsibilities.

Subcategory 2: Limited time for orientation

Participants were concerned about inadequate time allotted for orientation and for the informal mentoring that was practised at some institutions. The following views were linked to limited orientation time:

P (13) "If it is orientation, it should be orientation for this period you have to be full time with your mentor for three (3) months. But it was like it was for a short period, because there is shortage of staff as there were two (2) clinics, I had to go there alone and keep on asking."

P (14) "If somebody comes we should know that the ability to understand differs with people but I would say probably ahh minimum of one year. Again, it depends on the programme because like most of our programmes are sort of building up type. So, if it is a three (3) year programme and somebody meets students at first year I would expect that at least twelve (12) months, during second year this person should be given a chance to do it alone then after four (4) months they are evaluated, do it alone then after some time come and see what she is doing. But for the programmes which ee is like midwifery which is a programme that is 24 (24) months long I would also expect the mentorship to be 24 (24) long. Because what she does in semester one is different from semester two, different what she does from semester three, so on and so forth. So, I would like the mentorship to take two years. My minimum will be one year and maximum two years."

These findings are congruent with the study conducted by Rankhumise (2013:376), which mentions that participants complained about the inadequate duration of mentoring, saying that this deterred the process of learning. Moreover, in Barkauskaile and Meskaukiene (2017:97), participants wished they had been given a longer time with their mentors so that they could acquire more practical skills. Bullough's (2012:61) study revealed that the duration of mentoring ranged from one to two years in different institutions. In this study, the period suggested for mentoring by participants ranged from a semester, which is six months long, to two years. However, the majority of the participants proposed one year.

Subcategory 3: No mentoring guidelines

It is evident from data analysis that some institutions are offering informal mentoring where there are no guidelines to ensure quality and a standardized conceptual framework of mentoring. The following views were expressed by most of the participants:

P (7) "So she showed me how she was doing it because I was with her, so basically it was not really anything formal or written."

P (11) "There is nothing, because it is not really structured then it is difficult to pick what is mentorship and what is not. At times it just depends on you as an individual if you are outgoing and you go out there to seek help from other people."

The findings of this study are consistent with Mariani (2012:1-8), who revealed that the greater portion of mentoring was said to be informal and this shows that the absence of formal mentorship may not prevent nurses from initiating informal mentoring. In their results, Kane and Francis (2013:368) reflected that some of the new teachers stated that their reception was warm, and they were well supported, while others said that they had to be proactive in knowing the culture of the organization and actively interact with their peers and administration for support. Furthermore, some new teachers were not happy about their experience, as they were expected to learn quickly and acclimatize to the new environment. They received minimal guidance from the senior teachers and administration. Keaney (2014:11) indicates that regardless of the research proving the significance of mentoring of new teachers and many governments pleading for mentorship of new teachers, many academic institutions are still not mentoring new teachers.

5.5.1. Theme 2: Structured conceptual framework of mentoring

The participants were given an opportunity to propose improvements on the structure, process and outcomes of the upcoming mentoring framework. According to the Donabedian framework, the structure refers to resources and administrative activities, the process refers to the culture of the organization and cooperation, and the outcome refers to evaluation of the goal achievement and competencies developed (Kunkel et al., 2007:2) All participants felt that there was a need for a formal mentorship framework with clear and precise explanations. Managerial support has been emphasized by numerous studies and is said to be the fundamental component of a successful mentorship framework.

There were two categories that emerged from this theme, which are (1) the establishment of a conceptual framework of mentoring and (2) managerial commitment.

Category 1: Establishment of a mentoring framework

All participants stressed the importance of having the conceptual framework of mentoring that could serve as a reference for the both mentor and mentees, ascertain uniformity and improve quality. An ideal conceptual framework of mentoring should be comprehensive enough to guide the implementers. There is a need for a formal mentorship framework where there will be criteria for choosing appropriate mentors. Mann and Tang (2012: 487) emphasize the importance of mentors, as they are influential during professional development of the mentees, particularly if they plan the lesson together, teach the same subject and use similar teaching strategies. The following undermentioned subcategories developed: (1) development of mentoring framework, (2) selection and recruitment of mentors, (3) attributes of a good mentor, (4) availability of mentoring and (5) evaluation system and training of mentors.

Subcategory 1: Development of the conceptual framework of mentoring

The need for the development of the conceptual framework of mentoring was heavily emphasized by all the participants. These are the feelings articulated by the majority of the participants:

P(2) "If there was a mentorship framework where somebody can or may be can access the information and be able to tap information for yourself even when the mentor is not there at least there would be something, some guiding documents of some kind, the ideal document that one can refer to assist yourself."

P (4) "I thought they would have a document showing what was supposed to be done from week one to week three. Something that is a detailed plan directing the mentoring process, but it depends on how fast the person would grow, if the person grows fast they don't follow you. But I thought the ideal thing is to have a very detailed plan with the duration of mentorship."

The findings of this study are in line with the findings of Kadyrova (2017:32), who states that all the respondents agreed that the mentoring framework is of great importance as it has significant impact on the professional development of the new teacher and should be available in every school. In the study of Du Plessis (2013:40), when the respondents were requested to make suggestions on how the mentoring framework could be improved, they stressed the need for a mentoring framework that is systematic and well-defined so that the mentor and mentee clearly understand what is required of

them. Hellsten et al. (2009:713) advocate for formal mentoring because informal mentoring may be of low quality. Informal mentoring lacks the institutional support and clear explicit guidelines. The authors also discovered that in informal mentoring, mentees were expected to find their own support and look for their own resources and this is not different from the results of this study. Huling et al. (2012: 141) assessed a structured Novice Teacher Induction Programme that was employed for seven years and discovered that the programme had a great impact on the retention of teachers, and the participants were also satisfied about long-term outcomes on their professional development.

Subcategory 2: Selection and recruitment of mentors

The participants suggested careful selection and recruitment of effective and quality mentors as an essential ingredient of a successful conceptual framework of mentoring. The following quotes are examples of the participants' views:

P(3) "At that time I found that it was just too casual because I thought I needed to be given guidelines, mentorship guidelines and I needed to be attached to somebody who is experienced in that particular course and somebody who is experienced and qualified. If I have basic degree, a senior person with a basic degree, if we cannot find a senior person with masters."

P(12) "For a mentor I think we would have people who have both the nursing background and education background and having been in the system for a good number of years, around ten or so years, and that as you go through over the years, the six (6) years that I have been here I have realized that things have been changing but then if you don't have those qualifications in a mentor or may be a mentor have a few years in the system they would not know how far you have come along as things have been changing over the years. So, if we have a mentor who has education and the nursing background they would be able to know what to apply where."

Carpenter (2008:8) and Fantilli and McDougal (2009:820) mention that the selection of mentors is essential as qualifications of the mentor and level of motivation are two factors necessary for a successful mentoring process. Yirci (2017:40) has mentioned two fundamental roles of a mentor, namely providing professional development and emotional support to the new teacher, which should be realized by carefully choosing the appropriate mentor. The matching of a mentor and mentee is also an essential factor of mentoring, Bullough (2012:64) and Bell and Treleaven (2011:549) have indicated that it is imperative to match the mentee with a mentor who teaches the same subject matter. Ross et al. (2011:9) further say that the mentor should be well experienced and willing to teach others to become effective and efficient teachers. Moreover, Clark and Byrnes (2012:51)

suggest that a senior teacher chosen for mentoring should be a good listener who can inspire the new teacher when they feel insecure. Rankhumise (2013:375) states that when choosing a mentor, their expertise and skills must be considered because a lack of expertise can lead to failure to provide proper guidance by the mentor.

Subcategory 3: Attributes of a good mentor

Participants also suggested the characteristics of a good mentor who is a cornerstone of an effective and efficient mentoring framework. These are views expressed by the majority of the participants;

P (6) "It has to be someone who is friendly, who is patient, even have good communication skills, how do you communicate with that person, to be able to understand you, friendly in the sense that you are mentoring someone who is new in that field, you have to be open to them, and friendly and so welcoming so that they can be open to you and be willing to consult you any time they feel like. I think I am not comfortable with this or I think I am not comfortable with this topic. But if it is someone who is not friendly, or who is not really familiar with the subject, you cannot learn anything from them. You have to be mentored by someone who is experienced and qualified in that subject and but at times you find that these people also have their own shortcomings."

P(7) "Personal qualities I think that one is difficult for me but may be someone who is more outgoing and open and not too busy, like I am saying if it is someone whose area of operation or focus is on mentoring or mentorship framework. They would also have enough time such that any time you find it difficult in your teaching experience you can always go to them and refer. Like I have said somebody who is open, someone who has even good leadership skills."

The attributes of an effective mentor recommended by the participants are consistent with Holland (2009:21), who says that not every teacher can be a mentor. Mentors should be those who are passionate about teaching and are well-experienced. The author further indicates that "mentors must have strong interpersonal skills, the ability to build a trusting rapport, and the capacity to respond to the challenges faced by the teachers." Moreover, mentors must have good communication skills, problem-solving skills and be able to develop networks with other professionals. They must also have an adult education background, facilitator skills, be well-grounded in the subject matter, classroom management and the ability to develop good relationships (McCann, 2013:88; Holland, 2009:21). Eller et al. (2014: 818) point out that a caring relationship and long-term support by the mentor came out as strong themes from the focus groups they conducted. The Department of Education and Early Childhood of Victoria (2014) also emphasizes the need for a mentor to be a good listener, to have

enthusiasm to convey knowledge and skills to others, to be open-minded. Finally, they must give their mentee full attention to nurture a good relationship.

Subcategory 4: Availability of monitoring and evaluation system

Some of the participants stated that there was a colleague who did team-teaching with them, who went with them to the classroom to observe. However, no feedback was given.

The following accounts were verbalized by the participants during the individual interviews:

P(5) "Also get feedback from students if they have learned something and notably we should also be taught quality measures, so that ee mma you are able to get information, feedback from students, a lecturer mentors you, goes to class to see if you are doing well and advice accordingly where you have aired."

P(7) "Going into the classroom, she went with me for the first two lessons, the first lesson she just introduced me and went away she said wanted me to relax so that I got to know the students on my own. So, the first lesson I went alone and then second week she was with me. I think she set for two courses at different sessions, for different courses she was with me to see how I was sailing. Unfortunately, I was never given feedback (**she laughs**) whether it was okay or what."

The participants' views in this study are consistent with Badenhorst and Badehorst (2011:1), who in their study found that the participants also complained about a shortage of feedback from their mentors. Eller et al. (2014:817) also agree about the importance of feedback, as the results of their study reflected that the new teachers underscored the necessity of positive feedback, whereas the mentors highlighted the need for both positive and negative feedback. In some institutions, new lecturers were assigned a senior lecturer to work with. At times, they would observe the new lecturer when teaching, but they would never give feedback on their performance. In addition, Olasupo (2011:190) states that feedback should be timely, that is, it should be given immediately for it to have an impact on the mentee's professional development. Hudson (2012:81) also indicates that the participants in his study mentioned that feedback on their teaching methodology helped them to be better teachers, so monitoring and evaluation should not be overlooked. Duse et al. (2017:5) have also pointed out that though there are other important factors essential for mentoring, feedback from both parties is invaluable.

Subcategory 5: Training of mentors

Training of mentors is one of the essential factors proposed by the participants needed for the conceptual framework of mentoring to be developed.

The participants proposed the following regarding training of mentors:

P (4) "I think there must be a forum where the mentors get together such that they can maintain quality. Because if a mentor is not doing what others are doing their quality may go down, same as the mentees they should have a workshop or something that is organized for them so that they can share what they have learned."

P (15) "Personally I feel a mentor should go through formal orientation for mentoring, there should guidelines for the mentors so that they are not just mentoring haphazardly. They should be in a position to peer review if I may use that word. I think mentors should have a structured mentoring framework that will give them the expectations, the objectives and the guidelines so that when they mentor someone they know what they are gauging upon, like I have already said before, if it is an established framework of mentoring with all those explanations, it will be in a sequential manner. Other than someone just saying today I am going to demonstrate how to do lumber puncture, before they start with the basics then they can build on. So, these mentors need guidelines that can really open them up, enable them to share their experiences with their mentee."

The participants in this study proposed training of mentors to enhance the quality of mentoring, which is congruent with Vikaraman, Mansor and Hamzah (2017:167); Mwanza et al. (2014:181); Kidd et al. (2015:170) and Leshem (2013:269), who all advocate for training of mentors and continuous professional development for mentors to provide efficient and effective mentoring. It was further mentioned that mentors should also have adult teaching strategies. Isakson (2011:162) and Du Plessis (2013:40) recommend formal training for mentors before participating in the mentoring programme. Mentors should also research current trends of mentoring and practice them. Moreover, Geber and Nyanjom (2009:906) argue that training of mentors is imperative for higher learning because it can have a positive effect on the institutional growth and produce quality mentoring relations. Dias-Lacy and Guirguis (2017:270) also state that effective teaching can be accomplished by training the mentors. Yirci (2017:41) supports training of mentors before they actively participate in mentoring, stating that the mentors should be trained in the following: adult learning strategies, public relational skills, teaching strategies, management of students' behaviour, the mentoring framework and leadership skills.

Category 2: Managerial commitment

The participants also advocated for support by senior management for a future conceptual framework of mentoring. Managerial commitment has been emphasized by many mentorship studies. Clark and Byrnes (2012:150), Van Niekerk and Dube (2011:262), Langdon and Alansari (2012:150) and Ross et al. (2011:6) are all in support of administration leading the mentoring framework because of the influence it has in an organization. Van Niekerk and Dube (2011:262) further point out that the principal is the pivotal person in an effective mentoring framework and has roles such as sharing the goals of the conceptual framework of mentoring with staff, ensuring its implementation, selecting appropriate mentors and practising an open-door policy for the new teachers.

From data analysis the following subcategories emerged: (1) engagement of senior management and (2) partnerships.

Subcategory 1: Participation of senior management

Participants proposed that the deputy principals and the head of departments should support the envisaged mentoring framework for it to be a success.

This is what some of the participants had to say:

P (4) "I think management should also be involved ee mma (yes mum) because mentorship is crucial to quality work in the institutions, so that they ensure that this mentorship framework is implemented. Particularly the HODs and academic heads should really cherish the framework and the principal should ensure that the framework is supported."

P (15) "I think this mentorship for it to be formalized it needs to be spearheaded by the school administration. If the mentorship is done haphazardly let us say if is the principal or the chief executive officer of the college wants to evaluate the conceptual framework of mentoring, they will come up with nothing because there is no formal structured mentoring like I said. So, I feel that at one stage the administrator should be the one evaluating the mentorship that was offered. It has to be something taken from up to down or down to up ee mma (yes mum)."

The views of the participants in this study are in line with Mukeredzi et al. (2009:340-355) where most of the respondents felt that the head or deputy head should be responsible for deciding on the appropriate mentor because they are familiar with the staff workload and are expected to strongly support the mentoring framework. Additionally, Barkauskaite and Meskauskiene's (2017:97) study

showed that management did not give new teachers enough support and this resulted in an inability to satisfy the needs of the new teachers. Ross et al. (2011:5-7) also state that principals play a pivotal role as they have to ensure that the new teachers are allocated a teaching load that matches their experience and mentors are given ample time to execute the mentoring duties. Ingersoll (2012:49) argues that one of the reasons why new teachers leave the profession is inadequate support from school leadership, and they also indicate that where there is support, the mentor and school leadership retention rate is high. Engvik and Emstad (2017:483) and Kutsyuruba et al (2017:5) emphasize the significance of school management sharing the culture and requirements of the teaching profession and the anticipated challenges with the beginning teacher to facilitate adjustment to the new environment. Harris (2015:10) states that all levels of administration should support new teachers during the mentoring period.

Subcategory 2: Partnerships

Partnership is one of the critical elements cited by the participants as necessary for a successful conceptual framework of mentoring. The participants shared the following views:

P(1) "Mentorship can work if there is partnership, at times I should just see my senior coming to class to see what is happening, peer review by somebody senior."

P(15) "When I started myself as a new lecturer we were teaching across, when there was a science course like microbiology you were told you can teach the course you a generalist, you could even teach anatomy and physiology because you learned it during your training. But as the health training institutions are growing and developing there are new people with those specialities, so you will have a microbiology lecturer who is a purely microbiology or nurse lecturer but as people we have different strengths so if we could partner with the other lecturers and other departments so that they could share knowledge and skills with the nurse lecturer or science lecturer, that will strengthen the teaching and learning process."

The suggested partnership mentioned by the participants to this study is in line with what is stated by McCann (2013: 89) and Schmidt (2008:640), who discovered that new teachers usually experience a sense of alienation. It is important that new lecturers should be with other colleagues to exchange ideas and learn the culture of the institution from others. Partnership is one of the fundamental components of a mentoring framework as it allows the mentee to be supported by different personnel in the institution and therefore enables the mentee to gain a rich diverse experience. Partnership is when the institutional heads, senior teachers, colleagues and other departments support the new

lecturer psychologically and academically. The studies of Lofstrom and Eisenschmidt (2009:688) and Ngang (2013:199) have indicated that new teacher partnerships with other peer lecturers have many benefits. The peer teachers may demonstrate teaching to the new teacher. The colleagues may provide support to the new teacher when experiencing challenges, they may teach classroom management and organizational rules, procedures and the best teaching and learning strategies. Furthermore, Schuck et al. (2017:6) advocate for school leadership to enhance partnership and support for career development in their institutions.

5.6 SUMMARY

This chapter discussed the findings of the qualitative component of the convergent mixed method research design on the conceptual framework of mentoring for novice lecturers in the HTIs. Moreover, the demographic data and characteristics of the participating heads of departments and lecturers were outlined. The direct quotes voiced by the lecturers from the transcripts were used to support the findings. Several themes that emerged from these findings have been utilized to develop the mentoring framework. The next chapter describes and expands on the combined quantitative and qualitative findings.

CHAPTER 6
INTERPRETATION OF THE RESULTS

6.1 INTRODUCTION

This chapter combines the quantitative and qualitative data and explains the results of experiences of lecturers in relation to the mentoring of the novice lecturers in the HTIs. As this was a MMR design, the study was apportioned into two stages, a descriptive survey using a self-administered questionnaire, and qualitative research using a semi-structured interview tool. In this study, the quantitative and qualitative aspects carried equal weight.

The Donabedian model was applied to design the questions of the data collection tools for the two methods. A self- developed survey tool had 38 closed-ended questions and the qualitative method tool had four semi-structured questions. The questionnaire had questions from five subscales, which included orientation and mentoring, guidance regarding curriculum implementation, students' assessments and professional development. The four semi-structured open-ended questions were on the experiences of a novice lecturer at HTIs, the description of the mentoring structure in the HTIs, description of the process of mentoring of novice lecturers at HTIs and the experiences regarding the outcome of mentoring in the HTIs.

The objectives of this chapter are to:

- Merge the results of the quantitative and qualitative approaches;
- Identify similarities and disparities of both results; and explain the meaning of the results.

6.2 RESULTS

Creswell and Piano Clark (2011:67) state that the purpose of merging results in a convergent parallel design is to compare the findings of the two methods and to interpret them. According to Brown and Sullivan (2016:450), the results of mixed studies may have three possible outcomes: - divergence, convergence and complementarity. The researcher has to actually compare and contrast the two sets of data. When reporting data, the information could be summarized in tables set side-by-side for comparison. The quantitative or qualitative data should be presented followed by qualitative or quantitative results, then followed by observations made and noting the similarities and differences.

Curry and Smith (s.a.:203) propose eight steps of collecting and analysing data in convergent parallel design that were followed in this study:

- Data collection was parallel.
- Data analysis for quantitative and qualitative was done separately.
- Determine how the quantitative and qualitative data can be compared and identify the areas to be compared.
- The information that was compared was stated across all areas.
- Deduce the necessary information for the analysis of two sets of data.
- The researcher interpreted how the merged findings addressed the research questions of the study.
- Compare and contrast the findings of the two research methods. Lastly, determine how to present the merged results.

Data for both the quantitative and qualitative phases were collected by the researcher from August to November 2016. Convenience sampling was used to recruit the respondents for the descriptive survey and purposive sampling was utilized to recruit participants for the qualitative component.

Table 6.1 Number of participants in the quantitative and qualitative methods

Quantitative Component	Qualitative Component	Merged Results
N = 71	N = 15 individual interviews	N = 86

Comparison and integration: For the quantitative approach, data were collected from the following institutions: Gaborone (N=17; 23.9%), Molepolole (N=15; 21.3%), Lobatse (N =13; 18.3%), Kanye (N =13; 18.3%), Francistown (N= 9; 12.7%) and Serowe (N = 4; 5.7%). Gaborone HTIs had the highest number of respondents.

Discussions: This may be because it is the largest of all the institutions as it has the highest enrolment of students and has more programmes.

Demographic Domain: This domain was made of six components which were age, marital status, teaching qualification, educational level, position currently held and work experience.

6.3 COMPARISON OF PARTICIPANTS' CHARACTERISTICS IN THE QUANTITATIVE AND QUALITATIVE METHODS

6.3.1 Gender of participants in the quantitative and qualitative methods

Table 6.2 Gender of participants by institution in the quantitative and qualitative methods

	Q ıantitative data			Qualitative data		
Institution	Male	Female	Total	Male	Female	Total
Gaborone	2	15	17	0	3	3
Francistown	4	5	9	0	3	3
Lobatse	3	10	13	1	2	3
Molepolole	2	13	15	1	2	3
Serowe	0	4	4	0	3	3
Total			71(100%)			15(100%)

Quantitative: The 71 respondents in the quantitative phase were composed of 56 (78.9%) females and 15 (21.1%) males.

Qualitative: In the qualitative phase, the 15 participants were made up of 13 (86.7%) females and two (13.3%) males.

Comparison and integration: The results complement each other, as there were more females in both methods.

Discussions: This is not surprising because nursing is a profession that historically has been dominated by females. In all the institutions there are more females than males, the nurse educators are the ones dominating because most of the programmes offered in HTIs are nursing-orientated. As already stated, when nursing started it was considered to be a profession for women, hence even today there are still more females than males. Furthermore, the principals of all the HTIs are females; there is only one male deputy principal and the rest are also females. Basically, there are still more females in the nursing field than males.

6.3.2 Age of participants in the quantitative and qualitative method

Table 6.3 Age of participants in the quantitative and qualitative methods

Age range	Quantitative data	Qualitative data
30-35 years	11 (15.5%)	4 (26.7%)
36-40 years	17 (23.9%)	1(6.7%)
41-45 years	21 (29.5%)	2 (3.3%)t
46-50 years	**15 (21.1%)**	**2(3.3%)**
51-55 years	12 (16.9%)	3 (20.0%)
56<	5 (7.0 %)	3 (20.0%)
Interpretation	The ages of the respondents ranged from 31 years to 58 years, with a mean age of 43.75 years and a standard deviation of 7.3. Most lecturers (29.5%) were of the age range 40–45 years.	The age of the participants also ranged from 31 years to 58 years. Most of the participants were of the age range 30–35 years.

Comparison and integration: The age of the participants in both components ranged from 31 years to more than 56 years. However the majority of participants in the quantitative component were in the age range of 41-45 years and in the qualitative component the majority in the range of 30-35 years

Discussions: The findings reveal that many HTIs lecturers are still under the age of 50. This is not surprising because the attrition rate at the HTIs is high and there is a tendency to retire early. The retirement age in government institutions is 60 years, however in the HTIs there is a high turnover which may due to low morale. Most of the lecturers who are above 50 with a Master's degree and who have a wealth of experience seek employment in non-government organizations and other institutions of higher learning.

6.3.3 Positions held by the participants in the quantitative and qualitative phases

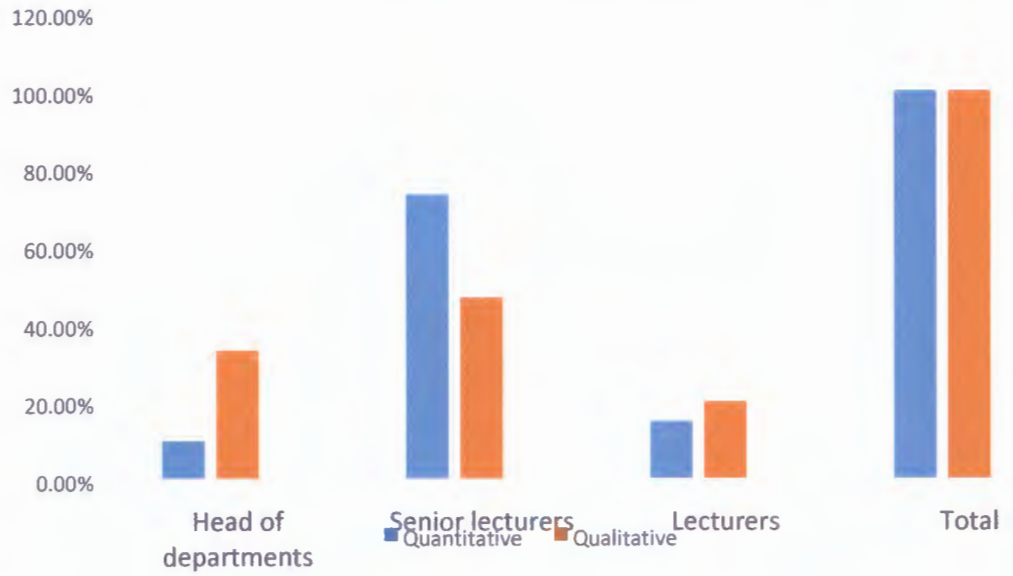

Figure 6.1 Total number of participants in different positions in the quantitative and qualitative phases

Quantitative: In the quantitative phase, 73.2% of the lecturers in the sample held a position of senior lectureship, 9.9% were HODs, 15% were lecturers and 1.4% indicated the position held as "other."

Qualitative: For the qualitative component, 33.3% respondents held a position of head of department, 46.7% were senior lecturers and 20% were lecturers. There were more heads of departments in this method as the researcher purposively selected one (1) HOD from each institution to be part of the sample to accomplish triangulation.

Comparison and integration: In both data sets, the majority of the participants were senior lecturers, and this is because in all institutions most of the lecturers are at the level of a senior lecturer, so there is corroboration of the results.

Discussions: A Master's degree is not a requirement for the lecturer's upward mobility. The lecturers are usually promoted to the level of senior lecturer to retain them because there is high attrition rate in the HTIs. Due to shortage of staff in the HTIs, most of the health professionals transfer from the service side to academia bringing a lot of experience, or enter already being in a senior position.

Quantitative: The quantitative results showed that 64.8% of the respondents had a degree, 35.2% had masters, and there were no respondents with a post-diploma qualification and no respondents with a PhD.

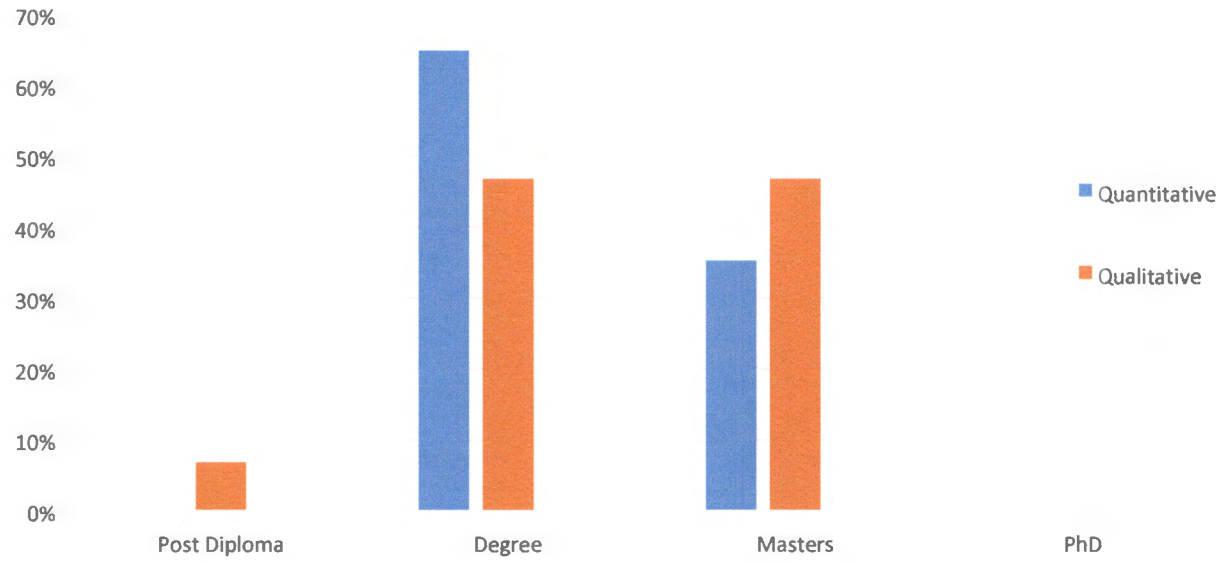

Figure 6. 2 Educational level in the quantitative and qualitative phases

Qualitative: The findings from the qualitative component reflect that 46.7% of participants had a degree, 46.7% had a masters and 6.7% had a post-diploma qualification, and none had a PhD.

Comparison and integration: It should be noted that in the qualitative component, the number of respondents with master's and degree qualifications were equal, as opposed to the quantitative component which had more participants with degrees.

Discussions: The sample used in the qualitative component had more HODs and most of them at this level would have acquired a master's degree. The Botswana Teaching Cadre Schemes of Service of Educators of Tertiary Institutions (2008:31) indicates that lecturers should be promoted to the HOD level when they have acquired a masters, but nowadays that is not always the case because of the limited number of health professionals with a master's degree.

UB requires that lecturers teaching at tertiary institutions who offer diploma programmes should have a minimum qualification of a degree, so there is no lecturer with a diploma qualification. However,

there were no participants with PhDs in any institution, and this is a serious concern, because these institutions are aspiring to become universities. In addition, the HTIs are moving towards upgrading the current diploma programmes to degree programmes.

6.3.4 Participants with teaching qualification

Figure 6.3 Teaching qualifications in quantitative and qualitative components

Quantitative: In the quantitative component, 64.8% respondents did not possess a teaching qualification. There were 32.3% of the respondents who had a teaching qualification and 2.8% omitted the item.

Qualitative: In the qualitative component, 73.3% of the respondents had no teaching qualification and only 26.7% had a teaching qualification.

Comparison and integration: The results from both phases depict a high percentage of lecturers with no teaching qualification.

Discussion: the majority of lecturers without teaching qualification poses a serious challenge for the HTIs as the Botswana Qualifications Authority, which is a quality assurance body, requires that all lecturers must have a teaching qualification and they have to be registered to qualify as assessors and moderators. Those without a teaching qualification will be granted a provisional licence and be given a grace period of one year to become qualified teachers.

6.3.5 Years of teaching experience of the participants in the quantitative and qualitative phases

Figure 6.4 Years of teaching experience in quantitative and qualitative phases

Years	Quantitative data	Qualitative data
1-5	15 (21.1%)	3 (20.0%)
6-10	26 (36.6%)	6 (40.0%)
11-15	11 (15.5%)	1 (6.7%)
16-20	10 (14.0%)	2(13.3%)
21-25	6 (8.4%)	1 (6.7%)
26-30	3 (4.2%)	2 (13.3%)
Interpretation	The lecturers had a work experience ranging from one year to 28 years with an average work experience of 10.64 years (SD = 6.99). Fifteen participants (21.1%) had the little work experience at less than five years and 12.6% had work experience of more than 20 years (from 20–30 years).	The qualitative data also showed teaching experience ranging from one year to 28 years.

Comparison and integration: In both components, the majority of the respondents had teaching experience ranging from six to 10 years. The range of years of experience, which was from eight months to 28 years, was the same in both components. Both data sets have a majority of the respondents in the range of 6 to 10 years and there was a discrepancy in the age ranges which received the lowest percentage. The quantitative component had the lowest percentage of 4.3% in age range of 26 to 30 years and the qualitative component the lowest percentage of 6.7% in the age ranges of 11 to 15 and 21 to 25 years.

Discussions: The similarity may be due to the fact that some of the respondents who participated in the quantitative component also participated in the qualitative component.

Figure 6.5 Comparison, integration and discussion of quantitative and qualitative findings

	Quantitative findings	Qualitative findings	Integration and discussion
Orientation	Orientation to physical structure and introduction to staff were generally rated high. Orientation to the policies was rated low Being paired with a senior lecturer was rated low	Majority of participants agreed that they were only orientated to the physical structure and introduction. Most of the participants did not receive support from a mentor, they said they were left to work alone which was very frustrating.	There was corroboration of the results of both approaches. Discussions: Most of the HTIs have orientation checklists which are more inclined to the physical structure, introduction to staff and general policies. Generally, the results revealed that there was no formal mentoring. The findings are in-line with Landefeld, (2009:17) who discovered that there was no organised mentoring support given to novice teachers in order to address the challenges they encountered during the first months of employment.
Resources	Respondents strongly agreed with a mean= 4.0. that they were assisted to collect the necessary material during orientation	Participants complained about shortage of material resources and human resources	It was not clear from the quantitative results if the resources were sufficient, though the novice lecturers were helped to gather the required materials. In the qualitative component, the participants clarified that there was a shortage of senior lecturers who could support them and the same experience was encountered when they went to the clinical area, there were no nurse specialists to assist. There was also shortage of teaching aids such as computers and projectors. These findings are supported by Boakye and Ampiah's (2017:83) study whereby the participants reported lack of teaching and learning resources.

Availability of formal description of framework of mentoring	The findings revealed that there were formal mentoring guidelines	The results showed that there were no formal mentoring guidelines	There was discrepancy between the two data sets. The respondents in the quantitative component strongly agreed that formal mentoring guidelines were available, whereas in the qualitative component, participants clearly indicated that there were no formal mentoring guidelines/framework. Discussions: The institutions have orientation check-lists but not the mentoring framework. In the qualitative approach, the HODs stressed that there was need for the formal

			documented framework of mentoring to guide them in mentoring of novice lecturers. This is similar to the study of Tartivita (2014:159), where one of the mentors indicated that mentoring without formal guidelines can be discouraging. For mentoring to be effective, policies and procedures have to be designed that will enforce commitment from both mentor and mentee (Israel *et al.*, 2014:54).
Observation of a mentor before teaching	This domain was rated very low by the respondents	The participants stated that no mentor was assigned to support them. They stated that they struggled alone in the classroom and in the clinical area.	There was congruency in both data sets. Discussions: This is a clear indication that mentoring was not practised because where there is proper mentoring as part of orientation, an assigned mentor has to demonstrate classroom teaching to the novice lecturer. Thereafter, the novice lecturer is also to be observed for some time. This is supported by Garza and Harter (2014:8), who revealed the novice teachers reported that there was limited classroom observation by the mentors.

Being given constructive feedback	Provision of feedback by the mentor received the lowest mean.	Most of the participants mentioned that in the case where they were observed by the senior lecturer, they were never given feedback.	Findings from both approaches concur. There was clear indication that the novice lecturers who were observed when teaching were not given feedback. Discussions: Constructive feedback, which is an important component of learning was lacking. Since the novice lecturers were not given feedback they did not know where to improve and did not benefit much from the observation. Constructive feedback must be part of mentoring as Ferdinand (2016:106) advocates for feedback because it is one of the significant components of developing a teacher. Feedback needs to be specific, timely and constructive (Hall *et al.*, 2016:88).
Assignment of a specific mentor	The assignment of a specific mentor was rated low by the respondents.	Very few participants said that they were assisted by senior lecturers. A majority of novice lecturers pointed out that nobody was assigned to be with them.	The results of both approaches are in agreement that most of the novice lecturers were not given a mentor to support them.
			Discussion: This is evidence that there is no proper mentoring of novice lecturers in the HTIs. If there were a formal framework of mentoring, novice lecturers would have been given mentors to coach and guide them. Being assigned the mentor is one of the features of good mentoring practices and this is supported by Ferdinand (2016:98), who remarks that the novice teachers appreciated the assistance from a significant adult to help them lessen the stressors and challenges of teaching during the first months of employment. Additionally, Hellesten *et al.* (2016:714) indicate that lack of an assigned mentor may be detrimental to the development of mentees if they are not able to receive the support they require.

6.4 THE EXTENT OF GUIDANCE AND COACHING ON CURRICULUM IMPLEMENTATION

The curriculum implementation subscale had seven components which were to explore if the novice lecturers were guided in these aspects.

Quantitative: Designing of classroom schedule received the highest Mean = 5.06 followed by developing implementation plans for the whole semester with M = 3.82 On a negative note the participants rated low the demonstration of teaching strategies and guidance on management of students' behaviour.

Qualitative: The qualitative results confirmed that the participants were not given adequate support on academic activities. Some went to the classroom and could not teach. They had to be proactive in finding information from colleagues and other departments. The participants also reported a serious challenge in managing misbehaving students in the classroom. Some participants walked out of the class and left the students alone, while others would report everything to the HODs.

Comparison and integration: There was correspondence in the results from the quantitative and qualitative components regarding coaching in curriculum implementation and insufficient support with classroom management. This means that the novice lecturers were not guided and coached in matters of varied teaching methodologies and classroom management

Discussion: Data in this subscale showed that the novice lecturers were not assisted with the critical elements of curriculum implementation such as management of student behaviour, development of lesson plans, different instructional strategies. This is in line with what is happening on the ground because students' evaluation has cited that most of the lecturers use the lecture method. This happens because lecturers are not shown different teaching strategies. Using different teaching strategies is imperative for the teaching and learning process because different individuals learn differently so it is necessary for a lecturer to vary the teaching methodologies.

The results are in line with Hobbs's (2015:100) and Boakye and Ampiah's (2017:83) findings which reflected that some of the challenges encountered by the novice teachers included deficiency in content knowledge, classroom management, classroom organisation and curriculum planning, and the teachers felt relieved after being given a mentor. It is also imperative to show the novice lecturer how to teach and demonstrate different teaching methodologies as some participants in this study and in Ferdinand's (2016:104) stated that they went to the classroom alone but they did not know how to teach. Moreover, Garza and Harter (2014:8) and Sasser (2018:61) state that novice teachers had limited opportunities to plan classroom teaching with their mentors. Sowell (2017:132) remarks

that mentors suggested certain strategies to be used to assist novice teachers in instructional challenges such as modelling lessons, co-teaching and observing mentees teaching and giving them feedback.

6.5 THE EXTENT OF GUIDANCE AND COACHING ON STUDENT ASSESSMENT

In this subscale there were four subsections that addressed the assessment of students that included; roles and expectations of examinations committee, development of blue print and HTIs assessment standards

Quantitative: The respondents agreed that they were guided and coached in roles and expectations of examination committees which had the highest M = 3.66. The rest of the components were rated low by the respondents and these included guidance and coaching in principles of setting tests and examinations, developing a blue print and HTIs' assessment standards. The results depicted that the new lecturers were not mentored on critical areas of student assessment.

Qualitative: The majority of the participants in the qualitative component reported that one of the most difficult challenges they faced was the construction of test items because of minimal support and no teaching qualification.

Comparison and integration: There was congruency of the findings between the two components. The subscale of student assessment received the lowest grading among all the subscales. In the qualitative component, the participants indicated that setting tests and examinations was the most difficult task and they got frustrated as they were not supported.

Discussions: A majority of respondents agreed that they received guidance in roles and expectations of examination standards, which is good but not sufficient, as the lecturers have to learn how to construct multiple-choice questions and subjective questions before a complete paper is submitted to the examination committee. HTIs' assessment standards, development of a blue print, setting test and examination principles were rated low. Furthermore, the participants in the qualitative component indicated they did not receive guidance in setting tests or examinations. One mentioned that she was just given the assessment standards and moderations without any explanation and she felt that was not adequate, particularly as she did not have a teaching qualification. One participant got frustrated after setting a test, the paper went back and forth between him and examination committee because he was informed that the quality of questions was substandard.

The results mirrored Tucker (2016:187), who spelled out the nurse educators who were from the clinical area and transferred to the teaching institution were lacking in construction of test items and needed support of the mentors. Student assessments and evaluations are a major component of the teaching and learning process, therefore, mastery of covering all aspects of assessment is needed by educators to ensure that it is fit for its diverse purposes. Teachers' capacity to assess all areas of students' learning is important in order to understand how they are progressing across the whole curriculum and to support improvement. In addition, teachers' classroom assessments must be used to contribute to a school self-evaluation and improvement planning (Livingstone & Hutchinson, 2017:292).

6.6 IMPACT ON PROFESSIONAL DEVELOPMENT

The impact on professional development subscale had four components. According to the Donabedian Model, it was important to establish if there was any professional growth effected by the type of mentoring offered to the new lecturer.

Quantitative: The results revealed that most of the respondents were feeling confident in performing teaching duties and had the highest Mean of 3.24, and this was followed by feeling secure in the institution because they can now perform better. Nevertheless, the respondents disagreed that they were helped by a mentor to advance in their career, and this component received the lowest score of M= 2.49.

Qualitative: In the qualitative component, professional development was addressed by the last question in the individual interview schedule. All participants agreed that they had advanced professionally, though they did not receive adequate mentoring support. The participants pointed out that through trial-and-error and by being proactive and seeking information from colleagues, novice lecturers became better teachers. One of the participants mentioned that she did not receive any mentoring support, but indicated that there was professional development.

Comparison and integration: The results of both the quantitative and qualitative components were similar as lecturers agreed they had professional development despite the minimal support they received.

Discussions: These were very interesting findings because the lecturers agreed that through trialand-error and being pro-active they had developed professionally and had developed confidence. The positive results of professional development resonate with the findings of Sowell (2017: 130). Though the novice lecturers had grown career wise, they stated that it was not because of mentoring,

but through struggling on their own. Similar studies indicated through struggling, the novice lecturers eventually developed coping strategies that led to development of academic knowledge and skills.

6.7 EMERGED SUGGESTIONS FROM QUALITATIVE FINDINGS THAT WERE USED TO OPERATIONALISE THE FRAMEWORK OF MENTORING

The qualitative method complemented the quantitative results as a follow-up and came up with several themes on how the current mentoring practices can be improved. These were the concepts that were used to develop the framework of mentoring for novice lecturers in the HTIs. The emerged themes were as follows.

6.7.1 Category 1: Establishment of mentoring guidelines

All the participants stressed the importance of having a formal structured framework of mentoring novice lecturers at HTIs to serve as a reference for all, ensure consistency and improve quality of the teaching and learning process.

Discussions: Both approaches strongly showed that there was no formal framework of mentoring in the HTIs. The novice lecturers had to learn through trial-and-error, they had to be pro-active in their learning by engaging their colleagues, students and supportive staff. Brown and Sorrell (2017:210) support the need for a formal orientation and conceptual framework of mentoring, as they indicate that the two tools will assist the novice educators by improving knowledge, skills, performance and profession development.

6.7.2 Subcategory 2: Selection and recruitment of mentors

The participants suggested that lecturers who participate in mentoring programmes must be carefully selected as mentors play a fundamental role in mentoring. There should be a set of criteria for choosing the mentors.

Discussions: Choosing the appropriate mentors for the novice teacher is one fundamental aspects of mentoring. Khalfan, (2017:67) asserts that high quality teachers are made, therefore, there is need for highly skilled individuals who are experienced and knowledgeable to guide and coach novice lecturers. The novice teachers in Yirci's (2017:32) study are of the opinion that the mentors ought to be selected among teachers who are more competent and enthusiastic about mentoring. Additionally, Anderson (2017:22) recommends some factors that ought to be considered when

choosing the mentor, which are proximity of the mentor, teaching the same subject and the same level, similar personality and education philosophy.

6.7.3 Subcategory 3: Attributes of a good mentor

Attributes that make a good mentor should also be considered when the management of HTIs select mentors.

Discussions: In this study the participants proposed that the mentor should have the following attributes; welcoming and friendly, willing to assist the novice lecturers, mature, good communication skills, minimum of five years of experience, and a teaching qualification. These attributes are almost similar to what has been recommended by Anderson (2017:25), as qualities of effective mentors, which include; personal commitment to the mentoring relationship, respect for the novice teachers and their abilities, listening skills and accepting different points of view, being empathetic, flexibility and openness and being able to see resolutions and prospects and obstacles. In addition, Yirci (2017:32) recommends that mentors should also be able to motivate, have power to persuade and be good time managers.

6.7.4 Subcategory 4: Availability of a monitoring and evaluation system

The few participants who were observed by the senior lecturers when teaching indicated that they were never given feedback. The HODs and lecturers proposed that the structured framework of mentoring must develop a monitoring and evaluation system where there should be a peer evaluation system.

Discussions: Lack of feedback posed a serious challenge to the novice lecturers because they did not benefit anything from the exercise. Both quantitative and qualitative components implied that the novice lecturers were not given feedback after being observed when delivering a lesson, and often wondered if they had done the correct thing or not. In the study undertaken by Riebenbauer *et al.* (2017:83), the majority of the participants considered feedback to be a critical factor of mentoring and further indicated that they valued feedback when provided immediately after teaching the lesson. Feedback is described as information about performance or behaviour that results in an action to develop that performance or behaviour. Roland and Bee (2000:3) and Sultan and Khan (2017:1080) advise that constructive feedback should be provided on a regular basis, continuously and be given in small portions. Sultan and Khan (2017:1080) further stress that constructive feedback focuses on a specific behaviour rather than overall performance and should bring an important change in the performance. In a learning environment, constructive feedback is crucial because it is helpful,

practical, productive, useful and valuable (Duff, 2013:51). Academics need to know that constructive feedback is essential for mentoring because of its benefits, which include increase in motivation, confidence, self-esteem, interpersonal relationships and team work, which ultimately result in quality education (Duff, 2013:51; Sultan & Khan, 2017:1080).

6.7.5 Subcategory 5: Training of mentors

As already indicated, mentors are the backbone of the mentoring programme. For them to perform accordingly, they have to be trained before they engage in mentoring. In addition, there has to be continuous professional development through seminars and workshops.

Discussions: Training of mentors is one of the elements which was underscored by the participants in the qualitative component. Training assists the mentors to understand the process of mentoring and assists the mentors to deal with the challenges that may emerge during mentoring. Badenhorst and Badenhorst (2011:13) advise that when training mentors, special attention must be paid to lesson preparation, regular observation of the mentee's classroom teaching, use of diverse assessment strategies and importance of regular meetings with mentees to discuss general progress. Tartivita (2014:157) points out that the mentors emphasised that training of mentors is essential as it helps in defining and understanding their role. Moreover, for mentors to be effective, they must be trained on the mission and goals of their institution (Anderson, 2017:21).

6.7.6 Subcategory 6: Commitment of senior management

The participants also underscored the importance of the active participation of school administration in mentoring new lecturers. Senior management, by virtue of their position, are very influential in an organization and can be good drivers of the mentoring programme. Managers are resource persons, they develop the policies and interpret them to other members of staff and are expected to be knowledgeable on human resource policies, including the faculty workload policy. Therefore, their participation in the mentoring programme cannot be overemphasized.

Discussions: Though this aspect did not come out in the quantitative component, it was overemphasised in the qualitative component. The participants proposed that the principal, deputy principal and HODs should spearhead mentoring of novice lecturers. The findings are in accordance with Norman and Sherwood's (2018:8) study, where novice teachers felt that school administrators did not give them sufficient support. The novice teachers wanted the school administrators to develop a positive relationship by interacting with them regularly, administrators to interpret institutional policies, and be in the classroom to give feedback and guide them. Furthermore, in the study of

Norman and Sherwood (2018:7), novice teachers elucidated the significance of the school administrators in mentoring and made several recommendations that include; administrators developing relations with novice teachers as they care about what they think about them, assisting them to adjust to the new environment, observing them in the classroom and giving them feedback, and finally, establishing a professional learning community in the institution.

6.7.7 Subcategory 7: Partnerships

Research has proven that new teachers may feel isolated during their first months of teaching, and as a result they should partner with other colleagues so that they share ideas with them. Partnerships also include other departments in the institution and outside the institution that may be deemed resources. Some of the partnership may be initiated by school management and mentors.

Discussions: The participants in this study strongly recommended collaboration with other professionals and departments inside and outside the institution for the novice lecturer to gain rich experience. Israel *et al. (*2014:54) suggest that the mentor should facilitate the interaction of the novice teacher with other professionals to improve on instructional practice. Furthermore, Rahimi (2018:160) advocates for partnerships when mentoring; various departments within the institution should provide diverse ideas on mentoring. Furthermore, there should be a good relationship between the novice teacher and the whole school to enhance professional development.

6.8 SUMMARY

The purpose of this chapter was to merge the two sets of data collected using quantitative and qualitative components. Data were merged and compared using tables and graphs, and similarities and differences were pointed out. The results of five subscales of quantitative data were compared and contrasted with the themes and categories that emerged from the qualitative data analysis. The results of the two sets of data were congruent in most areas. The converged results revealed that orientation of the novice lecturers mainly covered the infrastructure and introduction to the staff members and there was no structured mentoring for novice lecturers at this, and there is need for one to improve the teaching and learning process.

CHAPTER 7

DEVELOPMENT OF A CONCEPTUAL FRAMEWORK OF MENTORING

7.1 INTRODUCTION

The previous chapter discussed the merged results of the survey and the individual interviews as well as the recommendations respondents made regarding the improvement of the mentoring process. The concepts identified in Phase 1 that composed the quantitative and qualitative components were used to construct the conceptual framework of mentoring. This chapter expands on the development of the conceptual framework of mentoring for novice lecturers following Chinn and Kramer's approach. Furthermore, the implications of the conceptual framework are discussed.

7.2 THE OBJECTIVES OF THIS CHAPTER

The objectives of this chapter are to:

- Classify concepts into the CIPP model for framework development.
- Describe the conceptual framework according to Chinn and Kramer's theory development approach.
- Give critical reflection of the conceptual framework of mentoring.
- Describe the implementation of the conceptual framework of mentoring

7.3 CONCEPTUAL FRAMEWORK DEVELOPMENT

This conceptual framework was constructed using literature review and empirical research. Sitko (2013:1) defines a conceptual framework as "The systems of concepts, assumptions, expectations, beliefs and theories that support and inform your research." Figure 7.1 depicts the conceptual framework for mentoring. The conceptual framework was developed to provide guidance for HTI's during adjustment in the teaching learning environment and effective service provision for producing competent graduates. The concept of interest in this study, which was identified from interviews with participants, is mentoring. This phase consisted of classification of the central and related concepts that emerged from the convergent mixed method and literature review, and description of the conceptual framework of mentoring.

7.3.1 Identification of the concepts

The central concept from the empirical study is mentoring and the related concepts included:

1. **Structure:** formalized mentoring, mentor and mentee characteristics
2. **Process:** commitment from top management, recruitment and selection of mentors, training and development, collaborative partnerships, monitoring and evaluation and feedback.
3. **Outcomes:** increased personal confidence, career pathway, job satisfaction, staff retention, and positive student outcomes.

7.3.2 Classification of concepts

CIPP model is an evaluation model given by Stufflebeam in 1983. According to Stufflebeam, the CIPP evaluation framework can provide an overview, results, and provide useful information for consideration in making a responsible decision. It includes determining and examining the practice and general outcome of the project or programme. The CIPP framework concepts used to categorize the identified concepts are defined as follows:

Context: A concept used to assist in assessing the needs and opportunities in a specified environment (Stufflebeam and Shinkfield, 2007) as quoted by Aziz *et al.* (2018:192). The aim of the context is to define, identify and address problems of the target population, which in this study is the novice lecturers.

Input: Is the notion utilized to provide information for determining the resources used to meet the goals of the programme or conceptual framework. The resources may include time, physical, human and infrastructure resources (Aziz *et al.,* 2018:193).

Process: Aziz *et al.* (2018:19) further define a process as an idea that focuses on running the programme or conceptual framework. This is the implementation phase in which inputs are utilised effectively to accomplish the desired goals of the product.

Product: Product is the concept that focuses on the outcomes and addresses the skills, attitudes, knowledge, learning and capabilities attained by the learner (Aziz *et al.,* 2018:193).

Figure 7.1 depicts the classification in a diagrammatic presentation

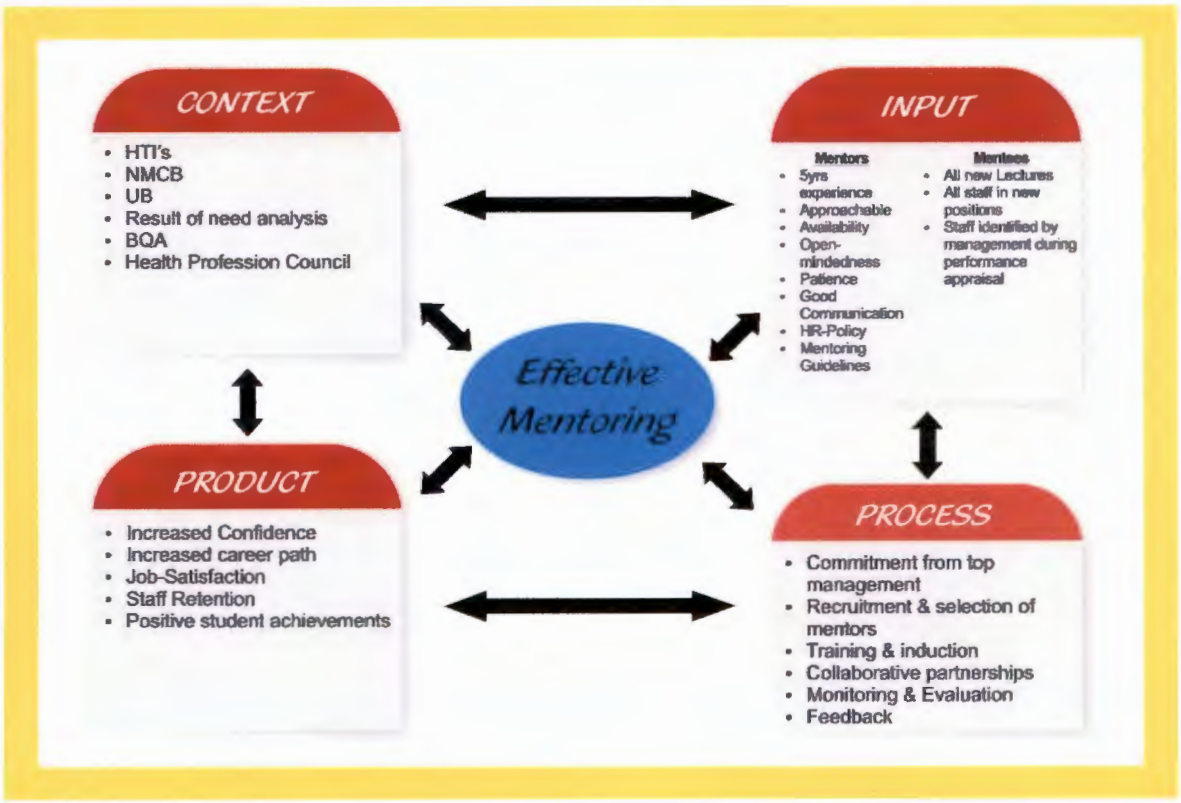

Figure 7. 1 Conceptual framework of mentoring for novice lecturers at this

7.3.3 The symbolic meaning of diagram of figure 7.1

The outer frame represents the environment in which mentoring of novice lecturers occurs. This is the teaching environment where mentoring of novice lecturers should take place. The multidirectional arrows symbolise the relationship or influence amongst the elements or components inside the teaching and learning environment, namely; Context, Input, Process and Product. The arrows from these four concepts indicate how they facilitate effective mentoring. Furthermore, the multidirectional arrows from the effective mentoring show the dynamics of how different components of the framework, which are Concept, Input, Process and Product interact to facilitate effective mentoring, which is the core of this framework.

A schematic representation given in Figure 7.1 displays the framework to facilitate effective mentoring of new health and allied educators at the HTI's in Botswana. The findings from the empirical phase indicated the need for a formalized mentoring for effective functioning within the higher education system. In addition, HTI's appoint lecturers without a teaching qualification, but based on clinical qualifications and professional experience. However, clinical experience does not translate into competence in teaching and learning in higher education.

7.3.4 Description of the concepts

Context

This is an initial stage where a needs assessment was conducted through the survey of HTIs. Data were collected from head of departments of different programmes, senior lecturers and lecturers. During collection there were concepts which were identified and integrated in developing the conceptual framework of mentoring. Orientation of novice lecturers, mentoring, staff-development and mentoring guidelines are priority of the HTIs.

The HTIs are charged with the responsibility of providing an enabling environment for the novice lecturers for them to grow emotionally, spiritually and professionally. The HTIs are the primary sources of nurses and allied health manpower in the whole country and are therefore expected to maintain high standards of quality education. The institutions should have attractive working conditions, which includes orientation and mentoring of staff. For the institutions to provide such an environment, they have to follow the rules and regulations prescribed by different bodies such as the DPSM, BQA, UB, NMCB and BHPC. These organizations visit the institutions to assess if the institutions are complying with different Acts and policies that are provided to guide the daily activities of the institutions to promote quality. These organizations provide various policies, guidelines and regulations for the HTIs.

Directorate of Public Service and Management Public Service Act, 2008

The DPSM is the employing ministry in Botswana responsible for recruitment of government employees, paying the salaries of all government employees, and overseeing staff development, including orientation of new staff and staff performance evaluations (Public Service Act, 2008: 133162). The Public Service Act should be followed by all institutions without fail. The issue of giving the mentors an allowance as an incentive for motivation can be addressed by the DPSM. They should also address the vacancies at the institutions to curb the problem of shortage. The issue of staff qualifications should be addressed by DPSM as an employer.

Botswana Qualification Authority Act 2013

The BQA is a quality assurance body under the HRDC that is responsible for coordinating the quality assurance system of all academic institutions. It also develops teaching and learning standards that regulate the training institutions and keeps a database of assessors, moderators and training institutions. Furthermore, it registers teachers and requires that all teachers should have teaching qualifications for them to be allowed to continue teaching (BQA Act, 2013:1). In striving to maintain

quality, the BQA advocates for the induction of lecturers to ensure improvement of the learning and teaching process. The BQA as a quality assurance organization visits the institutions to critically examine the internal procedures and processes. The HTIs should frequently do self-evaluation to improve any weaknesses and adhere to the BQA standards or they may lose their registration status.

University of Botswana

All HTIs are affiliated to the UB and have to follow its standards for higher learning institutions. One of the UB requirements is that its affiliates should recruit staff with the appropriate qualifications and have them registered with the relevant professional bodies. UB has developed a teaching and learning policy that is used by all HTIs. The objectives of the policy include directing the curriculum implementation, promoting excellent teaching and learning practices and promoting the use of different teaching strategies (Teaching and Learning Policy, 2009:1). The UB assesses the HTIs every five years to ensure that the institutions comply with the established standards, and if an institution does not adhere to the standards, it loses its accreditation status.

Nurses and Midwifery Council of Botswana

The NMCB is a regulatory body for the nursing fraternity. It keeps a register of all nurses and nursing students. The mandate of the NMCB is to keep the registers of nursing and to renew the licensure annually. It is also responsible for approving new nursing curricula and for conducting licensing examinations for the nursing graduates to enhance quality (Nurses and Midwifery Act, 1997:61:031). The council ensures that all nurse educators meet the set requirements before they practice as educators, thus promoting quality education.

Botswana Health Profession Council

The main objectives of the BHPC are to promote the highest standards in the practice of health care in Botswana and to serve as a safeguard in protecting the welfare and interests of the public of Botswana in the practice and delivery of health care. The duties of the BHPC include the registration of allied health professions of the various fields, keeping custody of and maintaining the relevant registers of the various professions, monitoring standards of health care practice and medical ethics, and offering advice, investigating cases of professional misconduct and public complaints lodged against allied health professionals that are brought to the Council, promoting high standards of professional training, proficiency, professional conduct and etiquette; and conducting inspection of facilities of private practitioners to ensure they are maintaining prescribed standards as befit facilities providing health care (Botswana Health Professional ACT, 17, 2001:Section1.4).

The study proved that there was the need for a structured framework of mentoring to direct the HTIs in mentoring novice lecturers. There was correspondence in the results of the two datasets from Phase 1 entailing quantitative and qualitative data.

Input

Lack of mentoring was also caused by inadequate resources which were classified as human resources and non-human resources. The human resources included institutional top management, mentors and mentees. The non-human resources consist of guidelines and policies needed to direct the mentoring of new lecturers.

Human resources

- Top Management: Mentoring of new lecturers can be successful if the top management of the institution is actively involved. The support of top management such as deputy principals and heads of departments is essential because management is responsible for planning and organizing institutional resources and is influential by being drivers of the institution. Furthermore, management is more knowledgeable about the institutional culture, procedures and policies.
- Mentors: It is imperative to choose a good mentor that is a lecturer with more than five years of experience, who is friendly and approachable. A good mentor should also be open-minded, a good communicator, patient, a good listener and always available for the mentee.
- Mentees: The novice lecturers are the integral part of the mentoring process and have to be proactive in their learning. Since there was no formal mentoring, the novice lecturers teamed up with their colleagues to learn from them. There is a need for both human resources and non-human resources for the professional development of mentees.

Non-human resources

Non-human resources identified in this study include a description of the framework of mentoring and policies. In addition, the CIPP framework indicates that all types of resources should be assessed, including time, infrastructure, equipment, staff development and money.

Process

The concepts identified in this component include selection and recruitment of mentors, training of mentors, commitment of the senior management, partnerships and monitoring and evaluation.

- **Selection and recruitment of mentors**

The selection and recruitment of mentors is one of the fundamental aspects of mentoring. The right mentor should be chosen, and factors to be considered include the experience of the lecturers chosen, their willingness to teach others, and teaching the same subject as the new lecturer.

- **Training of mentors**

There should be a specific orientation framework for the mentors, as training of mentors has an impact on the quality of mentoring. Furthermore, there should be continuous professional development for mentors to ensure an effective mentoring programme. There are different aspects that the mentor has to be knowledgeable about, such as communication skills, adult learning principles, teaching methodologies and even mentoring guidelines.

- **Commitment of senior management**

A framework of mentoring can only be successful if it is supported by the principals, deputy principals and HODs as they are influential in the institution and are familiar with organizational policies. The principal of the institution has to accept the programme, organize the resources needed and advocate for the implementation of the framework to be supported by the rest of the staff. The deputy principal and HODs are well-vested with the issues of staffing and faculty workload and they know lecturers better. They know who can be a mentor.

- **Partnerships**

Partnerships play a pivotal role in mentoring as they allow sharing of ideas and resources. The partnerships start with the lecturer interacting with the colleagues and administration. Though a new lecturer could be assigned a mentor, he or she should be allowed to learn from other lecturers and staff from other departments.

- **Monitoring and evaluation**

Monitoring and evaluation involves giving feedback to the novice lecturers after observing their lesson delivery, regular peer evaluation which also involves other faculty members who work with the novice lecturer, and there should be summative and formative evaluation of the framework of mentoring developed for the HTIs. The HTIs ought to have a tool that is used for peer evaluation and a tool for evaluating the framework.

Product: In this study the ultimate product is an effective framework of mentoring that will increase lecturers' confidence and morale, increase students' achievement level, increase lecturers' professional development and improve staff retention.

7.4 DESCRIPTION OF THE CONCEPTUAL FRAMEWORK.

The framework description is based on Chinn and Kramer's (2014:184-196) method and consists of the following components: overview of the framework, the purpose, the structure consisting of assumptions on which the framework is based, relation statements and the nature of the structure. Subsequently, the process of the valuation of framework, and implications of the framework are provided.

- **An overview of the conceptual framework**

The development of the conceptual framework was guided by the CIPP framework, literature review and findings of the empirical research. The conceptual framework will serve as a framework of reference for the facilitation of a process of effective mentoring of novice educators in HTIs.

- **The structure of the conceptual framework**

The structure of the framework gives the overall form of the conceptual relationships within it (Chinn & Kramer, 2011:191). The structural form of a framework aids in understanding the central relationships between concepts, their order of occurrence and how they interact. This framework was based on the following elements: assumptions, concept definition, relation statements, and the nature of the structure.

- **Purpose of the framework**

The purpose of the framework is described better by considering who will implement it, under which conditions, situations and circumstances (Chinn & Kramer, 2014:185). This proposed framework will be used as a guide or reference to facilitate the design of mentoring to benefit the participants effectively in health institutions training and education. The description for operationalisation of the framework will reflect this purpose.

- **Assumptions of the framework**

Assumptions are the accepted truths on which the framework is based (Chinn & Kramer, 2011:185). They are closely related to relationship statements, but also reflect the values underlying the model. For this reason, it is important to make them explicit, so that they can be understood on their own terms, from the perspective of the framework that the researcher intended. It will also enable critique of the framework by those who hold different views. The assumptions underlying the main concept (mentoring) and other concepts used in the framework are explained hereunder.

- **Relationship statements**

Chinn and Kramer define relationships as linkages among and between concepts and show how the concepts hang together. The following relationship statements were articulated for the HTIs framework of mentoring;

a. Effective mentoring is controlled by the context which is represented by the HTIs where it occurs.

b. The context, which is the HTIs, operate under the standards, policies and rules set by NMCB, UB, BQA and HPC.

c. The key role players of the Input are the mentors and mentees who need to actively participate in the mentoring process for mentoring to be a success.

d. Mentors and mentees have to possess certain characteristics to develop and maintain effective mentoring.

e. The process is made of several activities that ought to be implemented which involve the mentor and mentee. These activities entail commitment of top management, recruitment and selection of mentors, training and induction, collaborative partnerships and monitoring and evaluation.

f. Effective mentoring will finally produce increased confidence of novice lecturers, increased career path, job satisfaction, staff retention and positive students' achievement.

7.5 EVALUATION OF THE CONCEPTUAL FRAMEWORK

Chinn and Kramer (2014:198) advocate for evaluation of the framework, as it ascertains how well a framework works in relation to the intended purpose and contributes to understanding how well the framework relates to educational activities, research and practice.

This framework was not evaluated or validated by experts, and this is planned for post-doctoral studies. Nevertheless, Chinn and Kramer's (2014:237-248) evaluation criteria were used to evaluate the developed mentoring framework. The evaluation criteria addressed the five questions: How clear is the framework? How simple is the framework? How general is the framework? How accessible is the framework? How important is the framework?

7.5.1 How clear is the conceptual framework?

Clarity of the framework refers to how well the framework can be understood and how consistently the ideas are conceptualized (Chinn and Kramer, 2014:198). The study was presented several times at the North-West University School of Nursing and critiqued by research experts before being approved by the Faculty of Agriculture, Science and Technology. The Donabedian framework, structure, process and outcome were used to guide and direct the whole process of this study. Literature was used to support the actions taken by the researcher. Thorough documentation was maintained to ensure that no important information is omitted.

7.5.2 How simple is the conceptual framework?

According to Chinn and Kramer (2014:201, simplicity means a reduced number of elements within each descriptive group, especially concepts and their linkages. Simplicity is a valuable concept for framework and framework development in nursing. Only concepts identified during collection of data were used to guide the development process of the conceptual framework and mentoring framework to avoid any confusion.

7.5.3 How general is the conceptual framework?

Generality is referred to as broad concepts of the framework that will entail more empiric indicators than one that contains very narrow concepts (Chinn & Kramer, 2014:205). The framework was described as a response of need of the HTIs' lecturers to have structured mentoring guidelines. Mentoring is a human resource strategy essential for all professions, therefore this mentoring framework is likely to be used by other institutions locally and internationally.

7.5.4 How accessible is the conceptual framework?

Accessibility of the framework describes the extent to which empiric indicators can be identified and to what extent the purpose of the framework can be achieved (Chinn and Kramer, 2014:203). The mentoring framework will be accessible to all this, and the MOHW will be given a copy, also the Kanye SDA College of Nursing where the researcher is employed. Moreover, the mentoring framework will be presented during the HTIs research conference that is conducted annually and published in the journals identified by UB for its affiliates.

7.5.5 How important is the conceptual framework?

Chinn and Kramer (20141: 98) indicate that the importance of the framework is tied to its significance to practice. An important framework should be usable in education, research and practice. The mentoring framework will be used to direct nursing education, nursing research and important stakeholders like the DPSM, MOHW and UB. The framework is also important for the HTIs, mentors and new lecturers because there will be an impact on professional development, improvement in the quality of the teaching and learning process, and increased staff morale leading to staff retention.

7.6 DESCRIPTION OF THE CONCEPTUAL FRAMEWORK TO FACILITATE MENTORING OF THE NOVICE LECTURERS AT THE HTIs IN BOTSWANA.

The final stage of this study involves description to operationalize the developed framework of mentoring. The descriptions were derived from data analysis of the qualitative component. The developed descriptions on mentoring framework will be shared with all HTIs in Botswana. Descriptions of the mentoring framework were categorized according to the four components of the CIPP model, which are: context, input, process and product.

7.6.1 Context

The needs assessment of this study reflected that there is a need for adequate orientation and mentoring of novice lecturers:

Orientation

The HTIs have a fundamental responsibility of providing the novice lecturers with a pleasant and conducive learning environment and adhering to the prescribed standards set by the accrediting bodies and other stakeholders. The institutions should develop an orientation plan, which is usually

shorter than the mentoring plan, which could be for one year or longer. For this developed framework of mentoring, there will be a block of two weeks for the orientation, and a mentoring plan of a yearlong duration, as identified in the study. Before the framework of mentoring is instituted, the HTIs top management must sensitize the staff about the framework to gain their support. The identified mentors should be trained before they participate in mentoring, therefore there should be a training plan for the mentors spearheaded by the deputy principals who are the academic heads.

- There should be a coordinator of the framework of mentoring who shall be the HTI deputy principal, who is the academic head. The deputy principal should work closely with the HODs of the different programmes because they are well informed of issues of curriculum development and implementation, faculty workload, institutional culture and policies.

- The orientation plan will include touring of the important facilities inside and outside the institution and presentations by different departments on various policies, procedures, processes and rules. The principal, who is the driver of the institution, should give a warm welcome to the novice lecturers to make them feel at home. Furthermore, the principal should discuss the organizational culture, vision and mission of the institution.

- The novice lecturers should be introduced to all the HTIs' staff and faculty so that they easily acclimatize to the new atmosphere. The human resource officer or chief administrative officer should discuss the institutional organizational structure and lines of communication, the Public Service Act, General Orders, employees' handbook, available staff welfare services, staff appraisal system and other relevant policies and standards that guide and direct employees' daily duties. The novice lecturer should be furnished with the Public Service Act, general orders, and employees' handbook for future reference.

- The academic registrar should present the HTIs' academic calendar, academic and non-academic regulations, available student welfare services, students' honesty policy, admissions policy and the HTIs' assessment standards. The librarian must outline the library policy and the available resources, similarly the supplies officer must indicate the supplies policy, the supplies that are offered to the lecturers and other expectations. The accounts officers should discuss procedures, processes and policies regarding pay-days, application of hotel imprest/ allowance, per diem, meal allowance, usage of telephone and payment, staff financial advance, any available financial incentives and staff personal loans.

- During this time the deputy principal should introduce the HTIs framework of mentoring plan, that is; the overview of the mentorship framework, the purpose, goal and objectives, the calendar of events related to mentoring, roles and responsibilities of different parties, task to be learned and significance of evaluating the mentorship procedures. The HODs should elaborate on the programme curriculum implementation, expected learning outcomes, development of blue print and formative and summative assessment.

- An orientation checklist for activities should be developed for the HTIs. All the activities which were carried out during the orientation for the novice lecturers should be recorded in the checklist. The purpose of the checklist is to act as a yardstick for evaluation. At the end of the orientation plan, an evaluation should be conducted to identify the strengths and weaknesses of the framework and improve it according to the recommendations.

Mentoring

- The framework of mentoring which involves teaching, coaching, encouraging and counselling of the novice lecturers will last for one year. The formal mentoring plan must be based on the novice lecturers' needs and should provide for diverse professional development. The coordinating team will develop a calendar of events for the whole year; the officers and departments responsible for conducting the mentoring activities will be stated.

- The novice lecturer should be attached to a senior lecturer for one year. During this period the mentor will be expected to provide the novice lecturer with psychological, professional and spiritual support. However, it should be noted that though there will be a mentor assigned to the novice lecturer, there should be partnerships with other lecturers and other essential departments. Team-teaching and collaboration with other departments will result in the novice lecturer gaining rich professional experience. Preferably the assigned mentor should be teaching the same course as the novice lecturer to facilitate learning.

- For the novice lecturer to learn faster and better, the assigned mentor should demonstrate teaching before the mentee starts teaching. The mentor should demonstrate different teaching strategies and explain their advantages and disadvantages to the novice lecturer.

- The novice lecturer should return the demonstration before teaching and immediate feedback should be given to sharpen their practical skills.

The mentor should show the novice lecturer how to prepare a lesson plan and should also demonstrate various teaching strategies and let the novice lecturer observe before they can start teaching. The novice lecturer should then return the demonstration and be given immediate feedback.

- Classroom management should be one of the priority topics to be included in the framework of mentoring to empower the novice lecturers on skills for students' disciplinary management. Content to be covered under classroom management may include the following; planning for the classroom session, ground rules of teaching, academic regulations, managing students' course content and assignments, creating a conducive learning environment, encouraging good student behaviour, student discipline and assessing/grading student work. The novice lecturer should learn how to engage and motivate students through study groups, tutorials and offering library hours.

- Team-teaching must be encouraged regardless of the specific mentor assigned. The novice lecturer should work with other lecturers in the department to acquire diverse knowledge.

- Novice lecturers should be coached and guided on various information and technology teaching methodologies available for the HTIs' faculty. The mentor, or information and technology officer, should demonstrate how to prepare and use a power point presentation, which is commonly used in the HTIs. This is where partnership with other departments comes in, because the information and technology officer is a specialist in this area.

- As part of mentoring, the novice lecturers should have simulation exercises in the skills laboratory that are required in the department that they are assigned to. Moreover, the novice lecturers should have demonstrations of how the skills laboratory equipment is used and practice using the equipment until they gain confidence. If the novice lecturer is a nurse, or natural science lecturer he/she should receive a demonstration of procedures by the mentor/ clinical coordinator or other colleagues and be given a procedure manual for future reference.

- The intensive care unit, accident and emergency, theatre department, oncology unit and other special areas should be part of the framework of mentoring. Faculty practice should be a must for all HTIs lecturers so that as facilitators they are confident in areas in which students are involved. Therefore, there is a need for trained preceptors in all departments that are utilized by HTIs. The HTIs' mentors and preceptors should demonstrate the clinical procedures and allow the novice lecturers to observe first and then return the demonstration.

As part of mentoring, the deputy principal should organize a comprehensive workshop on measurement and evaluation, invigilation, and clinical teaching skills. The novice lecturers should learn Bloom's Taxonomy. During this workshop they should practice how to construct different types of questions; recall, comprehension, application and evaluation. The novice lecturers should learn how to develop a blue print for all levels of the assigned programme or department. Furthermore, the novice lecturers should be shown how to carry out item analysis. The workshop should include the responsibilities of the invigilators and roles as prescribed by HTIs' assessment standards.

- **Human resources:** The need for adequate staffing is one of the crucial factors required to support orientation and mentoring of novice lecturers. The following guidelines were suggested. Clinical teaching, which concentrates on psychomotor skills, involves patient care. The trained preceptors who have more than three years' experience shall demonstrate clinical teaching to the novice lecturer. The novice lecturers should be exposed to different strategies of clinical teaching such as role modelling, teaching during clinical rounds, presentation of patients' case studies, simulation and clinical seminars.

Need for framework of mentoring

- There should be a standard description of the framework of mentoring that will be used by HTIs. The description should be comprehensive enough to guide and direct the implementers. The HTIs' leadership will be responsible for informing the staff and other relevant stakeholders about the envisaged framework of mentoring.

- The descriptions of the framework must be availed to the HTIs' libraries so that they are well publicized and novice lecturers should also be furnished with a copy.

7.6.2 Input

- The concepts identified were classified into human resources and non-human resources.

Top management

- The success of the HTIs framework of mentoring will depend on the principal, deputy principal, HODs and human resource officers. These are the key people who are influential, resourceful and familiar with the culture of the institution. They can confidently organize the

resources needed for the framework of mentoring. The deputy principal who is the academic head of the institution will be the coordinator of the framework, as already indicated.

Mentor

- There should be an assigned mentor to the novice lecturer who has undergone training to be a mentor, has more than five years of teaching experience, is passionate about teaching and preferably has a teaching qualification.

- There should be mentors with an education background in all the departments as participants have indicated that they usually learn a lot of knowledge and skills from colleagues with an education background. The novice lecturers will gain knowledge and skills on different teaching methodologies, adult teaching principles, classroom management, effective communication skills, curriculum implementation and measurement and evaluation principles.

- Mentors shall perform important duties which include; initiating a professional relationship with the novice lecturers, counselling and encouraging. Mentors will be responsible for orientating novice lecturers to the facilities, interpreting organizational policies, actively taking part in the novice lecturer's orientation workshop and collecting all essential resources needed by the new lecturer, such as departmental curriculum, assessment standards, students' handbook, employees' handbook. Furthermore, the mentors should create networks for the novice lecturers and refer them to different experts when there is need, maintain active communication with the novice lecturers and attend continued education seminars/workshops organized for the mentors.

- Mentors will act as role models and should ensure confidentiality as the relationship should be based on trust and honesty. The mentors ought to organize meetings for the novice lecturers to learn more about their psychosocial and learning needs. During meetings novice lecturers should also be given an opportunity to evaluate the process of mentoring and propose some improvements.

- For the first three months the mentor should have weekly meetings with the novice lecturers and thereafter, meet fortnightly until the end of the mentoring. Moreover, mentors will demonstrate different teaching methodologies to the novice lecturers, observe the novice lecturer teaching, provide constructive feedback and help the novice lecturers with curriculum implementation. The mentors will be responsible for keeping a log for mentoring activities.

Mentee

- The novice lecturers, as beneficiaries of the framework of mentoring, should identify and develop the goals of their own learning needs. The goals should then be discussed with their mentors and evaluated weekly.

- The novice lecturers should participate actively in the orientation and continued education seminars/workshops organized for them and keep a log of all activities learned. They will work closely with the assigned mentor and other experts to accomplish the professional development, maintain confidentiality of all discussions of private matters with their mentors and submit all the records required for the framework of mentoring within the stated deadlines. Furthermore, the novice lecturers should comply with the rules, expectations and policies of the institution and evaluate the mentorship framework as required.

Non-human resource: Category includes mentoring guidelines and policies. The following are the emerged guidelines:

- There should be a description of framework of mentoring for the novice lecturers in HTIs. The top management should share the description of framework with institutional staff to gain support and promote implementation by the relevant members of staff. Documented description of framework of mentoring will serve as a reference to all HTIs' faculty and will maintain consistency of the mentoring exercise.

- The description of framework of mentoring should be online to enhance accessibility. For those institutions with websites the framework of mentoring should be included.

- Mentoring for novice lecturers assigned to a general nursing programme should be one-year long. For the midwifery programme it should be two years as there are many clinical activities to be learned.

- The workload for both the mentor and novice lecturer should be reduced to avoid time pressure. The deputy principal and the HODs are the ones to ensure that mentor's and mentee's workloads are reasonable enough to allow learning to take place.

- The novice lecturer should be allocated an office to be able to perform her/his duties effectively. For the novice lecturer to be able to learn, there should be a conducive environment and the necessary stationary and equipment.

7.6.3 Process

There were five concepts that emerged: the process aspect identified these concepts as; selection and recruitment of mentors, training of mentors, commitment by senior management, partnerships, and monitoring and evaluation.

Selection and recruitment of mentors

Careful selection of a mentor by HTIs' top management is of paramount importance, as a mentor plays an important role in achieving the positive outcomes of mentoring. The concepts that emerged were classified into the characteristics/ attributes of a good mentor and the criteria for choosing a mentor.

Criteria for choosing a good mentor for the HTIs:

- Must be a lecturer with more than five years of experience.
- A lecturer with a teaching qualification.
- Should have training skills.
- A mentor should know different teaching strategies, assessment standards and general understanding of all the courses.
- A mentor should have vast knowledge in the classroom and in the clinical area.
- It should be a lecturer who is knowledgeable of moderation standards.
- It should be someone who is able to handle education issues, Eg. Curriculum development, curriculum implementation, students' assessment, classroom management and communication skills.
- A mentor should be able to conduct peer review.

A good mentor should furthermore be:

- Warm and welcoming to facilitate easy interaction between the mentor and the new lecturer.
- Friendly and approachable to provide the mentee with a conducive environment for learning.

Someone who has time and is always willing to assist as the mentee will be expected to learn a lot from different areas, therefore constant guidance is significant.

Patient to allow the mentee to learn at their own pace. The mentor should be cognisant of the fact that individuals learn differently.

- Stable, mature, observant and know how to handle different personalities.
- A good communicator with good listening skills as these are necessary for a good facilitator. When giving feedback the mentor should use constructive criticism to encourage career growth; destructive statements that will discourage or offend the mentee must be avoided.

Training of mentors

Training of mentors has been underscored as mentors are always expressing the need to be empowered by means of good orientation and education on mentorship. Mentors should go through a formal orientation programme to empower them with necessary knowledge and skills. Mentors should have structured training where they learn about what is expected of them and the objectives and the guidelines of mentoring.

- These are some of the essential topics that are to be included in their orientation/ training; the definitions of mentoring, significance of mentoring, benefits of mentoring to the institution, mentee and mentor and the process of mentoring, overview of the framework of mentoring, its goals and objectives, what is required from a mentor, the importance of the relationship between the new lecturer and the mentor, constructive criticism, criteria used to select mentors, the duration and schedule of the mentoring plan, the tools/checklists that will be used during the mentorship period, and the importance of evaluating the framework of mentoring.
- The mentors should also be trained in different teaching methodologies, adult teaching strategies, students' discipline, effective communication skills, clinical teaching and students' assessment.
- There must be a forum where HTI mentors meet to learn from each other. Weekly meetings with mentees for the first two months are essential to get feedback from the mentees about the mentoring process and make necessary modifications.

Commitment of management

It is imperative for the school administration to actively participate in the mentoring process because empirical findings revealed that the support of the administration is critical for the mentorship framework to be a success. The concepts from the findings are as follows:

- Mentoring should be spearheaded by the school administration and the principal or chief executive officer. The principal, deputy principal, chief executive officers and heads of departments are the top management of the institution and should be the drivers of the mentoring framework. The top management should plan and organize the human and nonhuman resources that are required for the mentoring framework.

- The academic head, who is the deputy principal, and heads of departments are resourceful persons in curriculum implementation and issues of staff workload. The administration will be responsible for the following activities; coordinating all the mentorship activities, organizing the resources that are necessary for the mentorship framework, planning for training of the mentors, developing the mentor's log, selecting appropriate mentors and match them with the new lecturers, reassigning new mentors to the new lecturers in case there is need to change, ensuring that there is continued education for both the mentor and the new lecturers and arranging special work schedules for the mentor and other non–monetary incentives.

- The mentors are to be motivated to be effective mentors, therefore it is necessary that they are offered incentives. The same reward menu for the performance-based reward system that is practised in Botswana government organizations should be used. The non-monetary incentives may include a letter of appreciation, certificate of appreciation a day off and recognizing the mentor during the staff meetings or during staff Christmas parties.

Partnerships

Partnerships play a pivotal role in mentoring as they allow sharing of ideas and resources. The partnerships start with the lecturer interacting with colleagues and administration. The suggestions for partnership are as follows:

- The nurse educators should partner with lecturers who are in the natural science department and public health department to share knowledge and skills. Collaboration with the allied

health lecturers and natural science lecturers will facilitate the smooth implementation of the curriculum activities.

Partnerships may be achieved through peer evaluation, which is when lecturers evaluate each other and have rich discussions on different academic issues.

There should be collaboration with the hospitals which offer special care, such as referral hospitals, where the students are usually attached for clinical experience. The novice lecturers should be attached to the same clinical facilities for orientation and mentoring.

Monitoring and evaluation

Monitoring and evaluation is also one of the key elements of this framework of mentoring because the outcome of the framework should be competent lecturers and effective mentors;

- Mentors should observe novice lecturers teaching or performing certain procedures and give immediate feedback. Feedback must be constructive not destructive, and it is important for the mentor to learn effective teaching skills.

- There should be a peer review system. To guide the peer evaluation there must be a tool developed which should be understood by all faculty members. For each lecturer the peer review is to be conducted at least twice in a semester. This will ensure continuous quality improvement of the teaching and learning process.

- Mentoring should be integrated in the performance appraisal system. HTIs already have a performance-based reward system where all the lecturers are to develop their annual plans and the progress is evaluated every four months. The peer evaluation and evaluation of the mentoring framework should be integrated in the performance-based reward system.

- During the first three months of mentoring the mentor and mentee should have weekly meeting to evaluate the progress of the mentoring process, make changes where it is necessary and provide counselling to the mentee.

- The mentoring framework must be reviewed every three or five years to cater for emerging developments.

7.6.4 Product

The developed mentoring framework should be an effective mentoring which will demonstrate benefits to the institution, mentors and mentees.

Benefits of effective mentoring to the HTIs

- **Increased productivity:** The primary purpose of this framework of mentoring is to enhance professional development of HTIs' novice lecturers. As the knowledge and skills of a novice lecturer increase, the confidence will increase and the performance will also become better.
- **Reduced attrition rate:** Support of HTIs' novice lecturers will increase the morale and job satisfaction of the faculty and increase staff retention.
- **Increased students' achievement:** Happy competent HTIs' lecturers will produce good institutional achievement and competent graduates.

Benefits to the mentor

- **Increased motivation:** The mentor will be pleased with producing confident and competent lecturers and be motivated to continue mentoring new lecturers for their institution to excel.
- **Professional growth:** As the veteran teachers actively participate in the mentoring framework they will also sharpen their skills as they keep abreast with the current information and technology. The daily challenges that mentors encounter in mentoring the new lecturers will result in improved leadership skills.
- **New insights:** As learning is a lifelong process and teaching is a two-way process, mentors also learn new information updates from the new lecturers.
- **Role modelling:** As mentors produce competent lecturers, they will leave a legacy behind; the competent HTIs lecturers produced will mentor the new lecturers who come after them.

Benefits to the new lecturers

- **Conducive learning environment:** A friendly and warm atmosphere is created for the new lecturers to promote interaction with other colleagues and learning. This also helps in stress reduction.

Career development: The daily professional support which is given to novice lecturers by employees from different HTIs' departments improves their performance.

Improved self-confidence: As the novice lecturers are given academic support and participate actively in the teaching process, there will be an increase in self- confidence.

- **Support reassurance:** Availability of effective mentoring framework at HTIs will provide the new lecturers with the necessary holistic support and promote staff morale and learning and teaching processes.
- **Possibility of networking**: Learning should not only be within the institution; the mentor should also explore outside avenues which can provide the new lecturer with other learning opportunities to ensure diversity.

7.7 SUMMARY

This chapter discussed the development of the conceptual framework of mentoring in accordance with the four concepts of the CIPP framework. The identified concepts in Phase 1 and literature review were used to guide the development of the conceptual framework. The different concepts were explained in relation to the conceptual framework. The conceptual framework of mentoring was described to facilitate mentoring of novice lecturers. The next chapter concludes the study by offering evaluation, justification, recommendations and conclusions of the study.

CHAPTER 8

STUDY JUSTIFICATION, EVALUATION, LIMITATIONS, RECOMMENDATIONS AND CONCLUSION

8.1 INTRODUCTION

This closing chapter evaluates the study and gives a summary of the results, justification and limitations of the study. Furthermore, recommendations are made for nursing education, education research and policy makers. Finally, the chapter offers the study conclusions.

8.2 THE OBJECTIVES OF THE CHAPTER

The objectives of this chapter were to:

- Explain the justification of the study;
- Evaluate the objectives of the study; and
- Make recommendations to the nursing education, education research and policy makers.

8.3 EVALUATION OF THE STUDY

The study's rationale, purpose and objectives will be evaluated.

8.4 THE RATIONALE OF THE STUDY

Mentoring of novice teachers is a fundamental ingredient that is used in academic settings for professional growth, staff retention, better students' achievement and boosting staff morale. There is overwhelming evidence that during the first year of employment, the novice teacher encounters numerous challenges, a few of which are; loneliness, alienation, classroom management, students assessment, time management and lack of confidence. In Botswana little has been done to examine the current practices of mentoring novice lecturers in HTIs, hence it is imperative to undertake this study.

This study was conducted to explore the extent of mentoring novice lecturers in HTIs in Botswana and to develop a framework of mentoring which will ensure effective and efficient formal mentoring. The expected outcomes of the developed framework include; increased confidence, increased career path, job satisfaction, staff retention and positive students' achievement.

8.5 THE PURPOSE OF THE STUDY

The overall purpose of this study was to develop a framework of mentoring for novice lecturers in HTIs in Botswana and describe how the framework should be operationalized. The experiences of nurse educators and allied health lecturers were explored using SPO theoretical framework, then the CIPP model and concepts identified through empirical data were used to develop framework for mentoring novice lecturers in HTIs

8.6 THE OBJECTIVE OF THE STUDY

The objectives were classified according to the two phases of the study which are; the empirical study and the development of a framework of mentoring. The objectives stated below were followed to accomplish the purpose of the study.

8.6.1 Empirical phase of the study

- Examine the current practice of mentoring the novice lecturers at HTIs and its impact on their professional development;
- Explore and describe the experiences of new lecturers regarding mentoring in HTIs.

8.6.2 Development of framework of mentoring

- Develop and describe a framework of mentoring.

8.7 EMPIRICAL PHASE OF THE STUDY

8.7.1 Objective one

Examine the current state of mentoring of novice lecturers in HTIs and its impact on the professional development of novice lecturers

This objective was mainly addressed by questions from subscale 1, Table 4.4 and subscale 2, Table: 4.6 of the quantitative approach questionnaire, which were on orientation and mentoring.

Subscale 1, Table 4.4 assessed the availability of orientation, which is part of mentoring. The subscale had seven items that examined whether the lecturers were orientated with regard to the institutional staff, the physical structures and supplies department and if the lecturers received assistance when planning for their first lessons.

The overall mean findings indicated the respondents rated orientation to be adequately done in the HTIs (M=30). The orientation components which received highest mean rating was supplies (M= 5.59), followed by mentor demonstrated the use of laboratory equipment, (M= 5.11); introduction to institutional staff, (M= 4.72), showing the physical structures (M= 4.17) were also were among the highly rated. Among the lower and lowest rated respectively, were introducing to institutional policies (M= 3.63) and assisting with planning first week of school (M= 3.49). It is evident that the results clearly demonstrated that the newly-employed lecturers had some challenges of getting informed with institutional policies as well as planning in the first week which are both core components relating to teaching and learning.

This was also confirmed by the qualitative approach where most of the participants indicated that they had been orientated with regard to staff and the environment.

Subscale 2, Table 4.5 assessed availability of mentoring of new lecturers in HTIs. There were eight items that assessed if the institutions had structured mentoring guidelines and if the new lecturer was assigned a senior lecturer or mentor to support them. This was the most negatively answered out of the five subscales. All the questions were answered with disagreement. The results revealed that the mean scores ranged from 3.5 to 2.03. Interpretation of students' regulation and policies received the highest marginal mean rating (M= 3.54) followed by availability of formal mentorship framework rated second highest (M= 3.03). The rest were rated below mean scale which were mentorship in class before teaching (M= 2.48), constructive feedback after observation by mentor (M= 2.44), assignment of specific mentor (M= 2.25), interpretation of the institutional policies (M= 2.10), interpretation of institutional vision, mission and values (M= 2.07) and observational teaching of new lecturer by mentor (M= 2.03). Findings for availability of mentorship revealed that HTIs do not have a proper mentorship framework which caters for newcomers in the system.

This was also congruent with the qualitative data where almost all participants said that their institutions did not have structured mentoring guidelines.

Subscale 3, Table: 4.6, and subscale 4, Table 4.7 assessed the extent of guidance and coaching offered to the new lecturers by the senior lecturers or mentors with regard to curriculum implementation and student assessments. The findings of the study in this domain revealed designing of class schedule as the highest rated (M= 5.06) followed by developing implementation plans (M= 3.82), and lesson plan (M= 3.66). However, the results also revealed that the newly employed lecturer are not guided and coached in terms of varied instructional strategies (M= 2.23) and management of student behaviour (M= 1.96).

Nevertheless, the results showed that the respondents did not receive much guidance on classroom management, and this was confirmed by the subcategory that emerged from the qualitative results.

Subscale 4, Table 4.7 dealt with students' assessment and there were four items that focused on this aspect. The findings showed the marginal highest rating was roles and expectations of examinations committee (M= 3.66), and the rest of the responses were below the mean scale. Thus participants low rated test and examinations setting principles (M= 2.63), development of blue print (M= 2.46) and HTIs assessment standards (M= 2.45). The results indicated that newly-employed lecturers are not guided and coached in the examination setting principle as well as the development of the blue print.

However, construction of test items was one of the most common challenges raised by the participants in the qualitative approach.

Subscale 5: Table 4.8: There were three items that assessed the level of professional growth resulting from the type of mentoring practised in the institution

In the subscale whether mentorship in the HTIs enhance the professional development for the newly employed lecturers, the results demonstrated that confidence building (M= 3.24) and a sense of security in the institution (M= 3.08) were rated higher above the scale mean under the professional development, while the mean of mentors to advance the teaching skills of the newly-employed rated lowest (M= 2.49).

The participants in the qualitative component also stated that even if there was minimal mentoring learning through trial-and-error and being proactive, there was tremendous professional development.

8.7.2 Objective two

Explore and describe experiences of novice lecturers regarding mentoring at HTIs.

A sample of 15 participants from five HTIs were interviewed using a semi-structured data collection instrument. Triangulation of qualitative component was achieved by interviewing the heads of departments, senior lecturers and lecturers.

The majority of the participants were nurses and the gender composition was n=13 females and n=2 males. This is not a surprise as the nursing profession is dominated by females. The ages ranged from 31 to 58 years, experience in teaching ranged from eight months to 28 years, n=7 lecturers

were with a master's degree and n=8 with a first degree and only n=4 with teaching qualifications. After data analysis, there were two main themes that emerged in Table 5:1, which were: (1) a lack of mentoring; and (2) a structured mentoring programme. From a lack of mentoring the following categories emerged: personal frustration and a lack of resources and from structured mentoring, the categories were (1) establishment of mentoring and (2) managerial commitment.

Summary of the results

The results revealed that there was;

1. Personal frustrations due to minimal orientation and mentoring, or no mentoring at all.
2. Lack of confidence because of not being given any professional support and no previous teaching or teaching qualification.
3. Challenge with classroom management as the new lecturers did not know how to handle the misbehaving students as they were never trained to do so.
4. Development of coping strategies by the novice lecturers such reliance, being proactive in asking assistance from colleagues, asking students for evaluation and continuous self-evaluation.
5. Lack of resources for the academic activities and for the clinical activities. There was insufficient staff, and this resulted in novice lecturers being left alone, and in an increased workload. In addition, there were no guidelines to direct the institution, mentors and mentees.
6. Need for a structured framework of mentoring, which should be supported by institutional management.
7. A suggestion that mentors should be selected carefully and should be trained before they engage in mentoring. Lastly, there should be robust monitoring and an evaluation system to ensure quality.

8.8 DEVELOPMENT OF THE CONCEPTUAL FRAMEWORK OF MENTORING

8.8.1 Objective three

Develop and describe conceptual framework of mentoring for the novice lecturers in the HTIs.

This objective was achieved by constructing the conceptual framework of mentoring for the novice lecturers. The four CIPP model components, the literature review and the results of the two data sets were applied to guide the two phases of the study. The needs assessment that was conducted during the context phase detected the needs of the HTIs lecturers, which were integrated in this framework of mentoring. A schematic diagram was used to demonstrate how these concepts in the schematic diagram are interrelated and connected. The identified concepts were described in detail and their importance highlighted. The CIPP framework components that were used to direct this framework were as follows:

Context: this was done by conducting a needs assessment using quantitative and qualitative methods. The current practices of mentoring in the HTIs were examined in depth to find out if they meet the needs of the novice lecturers.

Input: During thorough assessment of the HTIs' strengths and weaknesses to determine the necessary resources, the participants cited two types of resources required for the implementation of the conceptual framework, namely human resources and non-human resources. The significance of these resources in relation to the developed conceptual framework of mentoring was explained.

Process: There were several activities and strategies that were mentioned by the participants that are essential for the effective and efficient framework of mentoring for the novice lecturers in the HTIs in Botswana.

Product evaluation: The ultimate goal of this study was to design an effective conceptual framework of mentoring that will produce benefits such as increased confidence of lecturers, improved competency, increased staff morale, and retention.

Furthermore, the operationalization of the framework of mentoring was described to guide and direct the implementers. These descriptions will serve as a reference point to HTIs and ensure consistency in the mentoring practices of all HTIs in Botswana.

8.9 JUSTIFICATION OF THE ORIGINAL CONTRIBUTION OF THE RESEARCH STUDY

The study is an original contribution of the research study to the body of knowledge in the health field and academic settings, particularly to the training of nurses and allied health professionals. Moreover, the study is unique as it is first of its kind in Botswana. The development of the framework of mentoring for the novice lecturers is a contribution to the body of knowledge in the health sciences, research and policy-making to improve the quality of mentoring in the academic settings. The study will also promote collaboration and commitment between human resource department and teaching departments.

8.10 LIMITATIONS OF THE STUDY

Burns and Grove (2005:39) define limitations as problems identified in the study that may reduce generalising results; they are classified into theoretical and methodological limitations. The theoretical limitations are related to application of the conceptual framework in the study and operational definitions, whereas methodological limitations are related to the size of sample, data collection instruments and using inappropriate data analysis strategies (Burns & Grove, 2005:40).

There are several factors that may contribute to constraints of the study, such as sample size, inadequate reliable data, inadequate previous studies on the topic, method of gathering data, self-reported data, having access to people, cultural biases and language barriers (Price & Murnan, 2018:1-4). The limitations as identified by the researcher are as follows.

- The initial plan was to utilize a mixed sequential explanatory design study. However, because of time, the concurrent triangulation design was used as it allowed the researcher to collect data concurrently. The collection of data coincided with the period of clinical attachment and as a result, most of the lecturers were out of the institutions to follow the students in the clinical area. Moreover, the programme was not validated because of time constraints.
- The use of stratified sampling was subsequently not possible, as this method of sampling needed a good number of lecturers to be present. The researcher therefore resorted to convenience sampling.
- Though the study employed concurrent triangulation design, technically it was not possible to collect quantitative and qualitative data at the same time. Merging of the results of two data sources was not an easy task because of the differences in the number of respondents/ participants in both methods.

- The response rate of the questionnaire was also a challenge as the researcher had planned to collect the questionnaires immediately after completion, but most of the respondents preferred to submit the questionnaires at a later stage. When the researcher came later, some respondents were not present, and others could not find the questionnaires, negatively affecting the response rate.

8.11 RECOMMENDATIONS OF THE STUDY

The recommendations made for nursing education, education research and policy makers include the following:

8.11.1 Recommendations for nursing education

Since the results reflected that those lecturers with an education background were less frustrated and confused, inclusion of a teaching module in the nursing curriculum, especially towards the of the end of training of nurses, is essential.

A vigorous induction process, which includes orientation and mentoring, should be enforced by all training institutions using the framework of mentoring developed by this study. Initially, the framework of mentoring should be piloted in one institution, evaluated, and then rolled out to other institutions. The framework should be evaluated every three or five years to close any identified gaps.

Formalized and regular peer review must be intensified as some participants indicated that some senior lecturers did accompany them to the classroom to observe them when teaching, but they were never given feedback. Consequently, this did not add value to their professional development.

There should be regular in-service training for HTIs' faculty on different education issues and updates on new information and technology.

The institutional administration should be orientated on the framework of mentoring to gain their support.

The prospective mentors and novice lecturers have to be orientated to the new mentorship framework before it is implemented for it to be executed smoothly.

8.11.2 Recommendations for further education research

Since literature has indicated that for the mentoring activities to succeed, the support of the principals is invaluable, future research should include them. The impact of mentoring novice lecturers on

student and lecturer performance should be explored. Research on mentorship for leadership positions could be helpful, as this will emphasize the importance of human resource principles and the importance of the induction of all new nurse educators and allied health lecturers.

8.11.3 Recommendations for policy makers

The MoHW should establish an inspectorate unit that occasionally visits the institutions to ensure that the teaching and learning process is in accordance with the prescribed standards.

The Post-Graduate Diploma in Education, or any other recognized teaching qualification, should be compulsory for all those who are interested in joining the HTIs. Additionally, the BQA requires that all those who are teaching should possess a teaching qualification. Therefore, the ministry should develop a policy that mandates all lecturers to have a teaching qualification.

A senior management manual should clearly outline the roles of institutional managers in relation to the framework of mentoring for the new employees.

8.12 CONCLUSION

This chapter concludes this study by indicating the objectives of this chapter and the significance of the study. It further states how the three objectives were accomplished. The criteria that were applied to evaluate the study were delineated. Additionally, the limitations of the study were indicated and recommendations for nursing education, education research and policy-makers were described for the purposes of improving the quality of the teaching and learning process. The fundamental goal of this study was to develop a documented framework of mentoring for the novice lecturers at this, and the goal was satisfactorily accomplished.

The study was also interesting as it confirmed that orientation of new lecturers was mainly on physical structures and introduction to the staff, mentoring was minimal, there was no documented framework of mentoring and the majority of HTI lecturers do not have teaching qualifications. It is therefore urgent that the relevant stakeholders should take appropriate action to remedy the situation as quality education is a dream of all countries. The BQA is also adamant that all teachers are to be registered with the teachers' council and have the required credentials.

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APPENDIX A

NORTH-WEST UNIVERSITY
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ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the **Health Science Ethics Committee (FAST)**, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: Development of mentorship programme for new lecturers at Health training institutions(HTI's) in Botswana

Project Leader: Dr MA Rakhudu
Student: Mrs L Segwagwe

Ethics number: NWU-00252-15-A9

Approval date: 2014-05-01 **Expiry date:** 2016-12-28 **Category** N/A

Special conditions of the approval (if any):

- All queries regarding this application received from the Health Sciences Ethics Committee (FAST) must be addressed and clarified.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- *The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC:*
  - *annually (or as otherwise requested) on the progress of the project*
  - *without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.*
- *The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-RERC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.*
- *The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC and new approval received before or on the expiry date.*
- *In the interest of ethical responsibility the NWU-IRERC retains the right to:*
  - *request access to any information or data at any time during the course or after completion of the project.*
  - *withdraw or postpone approval if:*
    - *any unethical principles or practices of the project are revealed or suspected.*
    - *it becomes apparent that any relevant information was withheld from the NWU-IRERC or that information has been false or misrepresented.*
    - *the required annual report and reporting of adverse events was not done timely and accurately.*
    - *new institutional rules, national legislation or international conventions deem it necessary.*

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA Du Plessis

Prof Linda du Plessis
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

APPENDIX B

TELEPHONE: 363 2766
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TELEGRAMS: RABONGAKA
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Reoublic of Botswana

MINISTRY OF HEALTH
PRIVATE BAG 0038
GABORONE

REFERENCE NO: HPDME 13/18/1 X (525) **26 May 2016**

Health Research and Development Division

Notification of IRB Review: **New application**

Ms Lillian Segwagwe
Kanye SDA College of Nursing
P O Box 11
Kanye
Botswana

Protocol Title: **MENTORING PROGRAMME FOR NEW LECTURERS AT HEALTH TRAINING INSTITUTIONS IN BOTSWANA**

HRDC Approval Date:	26 May 2016
HRDC Expiration Date:	25 May 2017
HRDC Review Type:	Expedited review
HRDC Review Determination	Approved
Risk Determination:	Minimal risk

Dear Ms Segwagwe

Thank you for submitting new application for the above referenced protocol. The permission is granted to conduct the study.

This permit does not however give you authority to collect data from the selected sites without prior approval from the management. Consent from the identified individuals should be obtained at all times.

The research should be conducted as outlined in the approved proposal. Any changes to the approved proposal must be submitted to the Health Research and Development Division in the Ministry of Health for consideration and approval.

Furthermore, you are requested to submit at least one hardcopy and an electronic copy of the report to the Health Research, Ministry of Health within 3 months of completion of the study. Approval is for academic fulfillment only. Copies should also be submitted to all other relevant authorities.

Continuing Review
In order to continue work on this study (including data analysis) beyond the expiry date, submit a Continuing Review Form for Approval at least three (3) months prior to the protocol's expiration date. The Continuing Review Form can be obtained from the Health Research Division Office (HRDD), Office No. 7A.7 or Ministry of Health website: www.moh.gov.bw or can be requested

APPENDIX C

Kanye SDA College of Nursing
P.O. Box 11
Kanye
19th April, 2016

Head of Health Research Unit
Ministry of Health
Private Bag 0038
Gaborone.

Dear Sir/Madam,

PERMISSION TO CONDUCT A RESEARCH STUDY FOR PhD PROGRAMME

I am a part-time student at Northwest University (Mafikeng campus) who is pursuing Doctor of Philosophy in Nursing with the area of concentration in education. I am currently working at the above mentioned institution.

I am therefore, requesting for permission to conduct a research study in order to meet the requirements of the PhD programme. The study will be conducted at Health Training Institutions (HTIs) in Botswana. The purpose of the study is to develop a mentorship programme that will facilitate the professional development of new lecturers at HTIs. The target population of the study will be all full time lecturers in seven (7) HTIs who are willing to participate. The mixed sequential explanatory designed will be employed so that the two (2) methods can complement each other, quantitative data will collected first and a follow up made by collection of qualitative data through focus groups. This study is crucial because about 80% of lecturers at HTIs do not have a teaching qualification, it is assumed that their professional qualification is adequate. Hence, mentorship programme is essential to bridge the gap.

Information collected will be utilized to develop a comprehensive formal mentorship programme for newly employed lecturers that can be used at any academic institution. It is hoped that if used effectively it may contribute to professional development, high job satisfaction , reduction of faculty turnover and quality of HTIs products.

The proposal of the study has already been accepted and approved by the Northwest University Ethics Committee **(see attached clearance certificate)**.

Your response regarding this matter will be highly appreciated.

Thank you.

Yours faithfully,

Lillian S. Segwagwe

APPENDIX D

Kanye SDA College of Nursing
P.O. Box 11
Kanye
1st June, 2016

TO: Principals

- Kanye SDA CON
- Serowe IHS
- Lobatse IHS
- Gaborone IHS
- Molepolole IHS
- Francistown IHS
- Bamalete Lutheran SON

RE: PERMISSION FOR STUDY ON MENTORING PROGRAMME FOR NEW LECTURERS AT HEALTH TRAINING INSTITUTIONS(HTIs) IN BOTSWANA

This communique serves to request permission to conduct research at the HTIs. The purpose of the study is to develop mentoring programme for the new lecturers at Health Training Institutions. Moreover data will be collected from the lecturers through questionnaires and focus groups. Data collection will be undertaken from June – July, 2016.

Attached herein are study permissions from Northwest University (South Africa) Ethics Committee and Health Research & development Division of the Ministry of Health.

This research is a fulfillment of PhD in Nursing which is pursued at Northwest University in South Africa.

Your prompt response and support in this endeavour will be highly appreciated. If you need any clarification you may contact me at 71480470 or 5442020.

Thank you in anticipation.

Yours Sincerely,

Lillian Segwagwe

APPENDIX E

Kanye SDA College of Nursing
P.O. Box 11
Kanye

A MENTORING PROGRAMME FOR NEW LECTURERS AT HEALTH TRAINING INSTITUTIONS (HTIs) IN BOTSWANA

Dear Mrs Moahi,

This letter serves to request you to co-code the fifteen (15) transcripts attached herein. I am a PhD student at Northwest University at Mafikeng Campus doing my final year. The title of my research project as stated above. The objectives of this study are as follows;

1. Assess the availability of formal mentoring guidelines for new lecturers at HTIs
2. Assess the extent of mentorship for new lecturers at HTIs and its impact on their professional growth
3. Explore and describe experiences of new lecturers at HTIs
4. Develop a mentoring programme for new lecturers at HTIs

Data was collected from fifteen (15) participants from five (5) HTIs, three (3) from each institution. The sample was made of head of departments, senior lecturers and lecturers. A semi- structured data collection instrument with four open ended questions was used was used. Content analysis was done using Creswell approach (2014:198) which has six (6) steps. (1) Data from the audio tape which was collected was transcribed and put together, (2) the investigator carefully read through all the transcripts and made sense out the data, (3) data was then sorted out in groups and given codes which were recorded in the margin, (4) as data was coded, settings or people were described as well as the themes and categories which were to be analysed, (5) the findings were then presented in paragraphs that entailed a comprehensive discussion of themes and categories and (6) lastly, the findings were compared and interpreted.

Please contact me after completing the analysis so that we can arrange for a meeting for the discussions and reaching the consensus.

Your assistance is highly appreciated and hope to hear from you soon.

Thank you.

Yours sincerely,

Lillian Segwagwe.

APPENDIX F

TELEPHONE: 4630416/394
TELEGRAMS: SABAOKI
FAX: 4631531

INSTITUTE OF HEALTH SCIENCES
P. O. BOX 128
SEROWE
BOTSWANA

REFERENCE NO: IHSS 4/32 III (20) **14 June, 2016**

Lilian Segwagwe
Kanye Seventh Day Adventist College of Nursing
Box 11
Kanye

Dear Sir/Madam

STUDY ON MENTORING PROGRAMME FOR NEW LECTURERS AT HEALTH TAINING INSTITUTIONS (HTI's) IN BOTSWANA

Permission is granted, to conduct the study in the Institute. You are however reminded to seek consent from the lecturer's prior interviews.

Wishing you all the best of luck in your study.

Yours faithfully

for T. S. Gwaila
Principal

APPENDIX G

INFORMED CONSENT FORM

Study Title: Mentoring programme for New Lecturers at Health Training Institution (HTIs) in Botswana

Name of Researcher: Lillian S. Segwagwe (University of Northwest PhD Student)

You are kindly requested to participate in the above mentioned study.

The purpose of this study is to develop mentorship programme of new lecturers at the Affiliated Health Training Institutions.

Participation in the study involves completing questionnaire with thirty six (36) closed ended questions. It will take you about thirty (30) to forty five (45) minutes to finish the questionnaire. You are free to ask any questions before you affix your signature.

Participating in this study is completely voluntary and you are allowed to withdraw anytime without any consequences. There are no anticipated risks related to the study. Information obtained from you will be kept confidential.

Participant declaration

I have read and understood the above indicated information. I am taking part in this study voluntary. Furthermore, I am free to withdraw from the study at any time without any consequences. The information that I will give will be kept confidential.

Participant Signature.....Date.....

Researcher's signature:----------Date----------

APPENDIX H

Code: 001

Study Title: A mentoring programme for New Lecturers at Health Training Institutions (HTIs) in Botswana
Name of Researcher: Lillian Segwagwe (University of Northwest PhD Student)
Dear Participant,
Lillian Segwagwe is carrying out a study to develop a mentorship programme of new lecturers at Health Training Institutions.

The purpose of the study

The purpose of the study is to develop a mentorship programme that will assist in the professional development of new lecturers at AHTIs. The information gathered will be used to develop the mentorship programme of the new lecturers for the health training institutions

The results of the study will be used to improve the mentorship of new lecturers at HTIs.

The study is voluntary and you are not expected to write your name.
Instructions of the questionnaire

a. There are thirty eight (38) closed ended questions that you have to answer and it should take you approximately 20-35 minutes to complete.
b. Though this is voluntary, you are encouraged to respond.
c. Tick the response that represents you.
d. You are requested to answer all questions.

Please tell me about yourself by ticking the appropriate box

SECTION A

DEMOGRAPHIC DATA

1. Age_____

2. Gender
   A. Male
   B. Female

3. Marital status
   A. Single
   B. Married
   C. Divorced
   D. Widowed

4. Years of working experience at HTI _____

5. Location of work_____

6. Educational level

A. Degree ☐
B. Masters ☐
C. PhD ☐
D. Other_____ ☐

7. Cadre

A. Nursing _____
B. Non-Nursing_____

8. Teaching Qualification

A. B.Ed. in Nursing ☐
B. PGDE ☐
C. Other
_____

9. Your position_____

SECTION B

Please indicate the extent to which you agree with the following statements

Orientation

	Item	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
10	I was introduced to institutional staff					
11	I was shown the physical structure, including parking areas					
12	I was inducted to institutional policies; e.g. General orders, employees handbook, transfer policy					
13	I was showed where to obtain class room supplies					

14	I was assisted to gather necessary resources; e.g. Curriculum, student hand books and class schedules, teaching aids					
15	Mentor/ senior lecturer demonstrated use of laboratory equipment to me					
16	I was assisted with planning for first week of school					

SECTION C

Availability of mentoring

	Item	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
17	My institution has formal mentorship guidelines					
18	I was assigned a specific mentor/senior lecturer to work with me					
19	He/she interpreted the institutional vision, mission and values for me					
20	He/she interpreted the institutional policies for me					
21	He/she interpreted students' regulations and policies for me					
22	I observed my mentor or assigned senior lecturer in class before I started teaching					
23	My mentor/ assigned senior lecturer observed me teaching for sometime					
24	I was given constructive feedback when I was observed by mentor/assigned senior lecturer					

SECTION D

Curriculum Implementation

I received guidance and coaching on the following;

	Item	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
25	Development of programme master plan					
26	Developing implementation plans					
27	Designing class schedule					
28	Management of student behaviour					
29	Development of lesson plans					
30	Different instructional strategies					
31	Adult teaching principles					

SECTION E

Students' Assessment

I received guidance and coaching on the following;

	Item	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
32	HTIs assessment standards					
33	Roles and expectations of examinations committee					
34	Development of blue print					
35	Test and examinations setting principles					

SECTION F

Impact on professional development

	Item	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
36	I am more secure in the institution than when I came					
37	My mentor helped me to advance my teaching skills					

38	I now feel more confident in performing my teaching duties					

Thank you so much for your participation and time

APPENDIX I

INDIVIDUAL INTERVIEW CONSENT FORM

Study Title: Mentoring programme for New Lecturers at Health Training Institution (HTIs) in Botswana.

Name of Researcher: Lillian Segwagwe (University of Northwest PhD Student)

You have been asked to participate in an individual interview by Lillian Segwagwe who is pursuing PhD in Nursing (Focus on Education) at North West University.

The purpose of the study is to develop a mentorship programme that will assist in the professional development of new lecturers at AHTIs. The information gathered from the individual interview will be used to develop the mentorship programme of the new lecturers for the health training institutions.

You can choose whether or not to participate in the individual interview and stop at any time. Although the individual interview will be tape recorded, your response will remain anonymous and no names will be mentioned in the report.

There are no right or wrong answers to the interview questions. I would like to hear your viewpoints as much as possible. Your honest response will be highly appreciated.

I understand this information and agree to participate fully under the conditions stated above:

Signed:_____ Date:_____

Researcher:_____ Date:_____

APPENDIX J

INTERVIEW GUIDE

Study Title: Mentoring programme for New Lecturers at Health Training Institution (HTIs) in Botswana.

Name of Researcher: Lillian Segwagwe(University of Northwest PhD Student)

I. **Introduction and project explanation**

- Review and answer questions about the consent form
- Emphasize the voluntary nature of the project
- Explain the justification for voice recording, ensure participant agrees
- Ask if participant wants a copy of the digital recording. If yes, get mailing information.
- Ask participant how they want to receive a copy of the interview summary (email, mail, etc.) and get mailing/email address.

II. **Gather descriptive information**

- Name (if participant agrees to be identified) Institution where the participant works
- Position of the participant.
- Number of years working in the position
  - Nurse or Non- Nursing Lecturer
  - Experience as a lecturer

III.**Mentoring programme for new lecturers at HTIs Structure:**

- What are your experiences regarding mentoring as a new lecturer at HTIs?
- What are your perceptions regarding structure of mentorship at HTIs?

Process:

- How was the process of mentorship as a new lecturer at HTIs?

Output/outcome:

- What is your experience regarding the outcome of mentorship at HTIs?

VI. Provide Time for Participants' Questions

- Ask participant if they have any questions
- Ask participant if they have any feedback on the project/interview
- Ask participant if they would like to be notified when project is completed

APPENDIX K1

FIELD NOTES

Interviewee 1

Demographic Notes

Female lecturer aged 40 working in the general nursing department at Gaborone Health Training Institution. Her highest qualification is Bachelor of Science in Nursing. She has been working as a lecturer since 2005 and has never worked in any other institution.

Descriptive Notes

The first individual interview conducted on the 24th October, 2016 at around 12.20 pm. The researcher made an appointment through the office of the Head of Department. The interview was undertaken in the interviewee's office with tolerable temperature. The interview lasted for thirty six (36) minutes. The participant already knew about the purpose of the study as she had already participated in the quantitative method. During the interview there was a friend who came to the office to invite her for lunch, but she used non-verbal communication to indicate that she was in the middle of the interview.

Reflective Notes

The participant was very much willing to participate in the study. The participant seemed to be a very talkative person, when talking she would go on and on until the researcher mentioned something. She maintained eye contact as she narrated her mentoring experience which said it was a bad experience. She kept on stressing that there was need for mentoring of new lecturers. The interview ended at 12.56 pm.

APPENDIX K2

INTERVIEW 4

Demographic Notes

A male lecturer works at Lobatse Health Training Institution. He was previously working as safety health officer, he is non- nursing lecturer. His highest qualification was Degree and he is thirty two years old. He joined Lobatse Health Training Institution in January, 2016.

Descriptive Notes

The interview was conducted on the 26th October, 2016 around 7.40 am at Lobatse Health Training Institution. The interview was in the participants' office, which was quite. The air conditioner was on and room temperature was conducive. The interview lasted for 33 minutes. The participant also took part in the quantitative method and at that he showed eagerness to share more about his experience as a new lecturer as it was his first time to teach.

Reflective Notes

When the researcher came into the office the participant was a bit anxious because he was supposed to attend a meeting at 8.00 am. When the researcher made appointment for the interview the participant was not aware of that meeting. However, the participant was able to participate freely, though he kept looking at his watch and that made the research a bit uneasy. Someone knocked and opened the office during the interview, but they could tell that the interview was on so they immediately left. The participant maintained eye contact during the interview. He described his experience as a new lecturer to have been a good one, as he was assigned several lecturers to assist him and he had an opportunity to observe other lecturers before he started teaching. The interview ended at 8.13 am.

APPENDIX L1

INDIVIDUAL INTERVIEWS TRANSCRIPTS

Participant Profile

Gender: Female
Age: 58 Years
Position: Head of department
Highest qualification: Masters
Years of experience: 29

INTERVIEW 15

R: Good morning P

P: Good morning Mmasegwagwe.

R: How are you today?

P: I am fine today.

R: How is everything?

P: Well so-so, I am moving on.

R: Like I have already informed you, I am conducting a research project. I a m doing PhD and my project is on development of mentoring for the new lecturers at the Health Training Institutions. So, today I am going to be asking you four (4) questi
ons in order to get your experiences concerning mentorship in HTIs. I would like to
take you back to your first experiences when you started teaching. What are your experiences regarding mentoring as a new lecturer at HTIs?

No structured mentoring,

Inadequate human resource

P: When I started my job as a new lecturer, I think I would say mentoring was not so clearly structured because I was given people who were teaching in the program or the courses that I was teaching. So, my mentoring was not clearly defined if I can say that because I was learning from them as well as doing the job myself not looking at what they are doing and maybe do after a certain time because of the issues of human resource. Immediately I came back with my degree as a lecturer I was given a class to teach, I was given students to follow in the clinical area to do their practicals and I was working hand in hand like paired with somebody who has been teaching some years or so before me.

Minimal orientation

R: So you say you were given a class to teach, did somebody demonstrate how to teach, how to prepare a lesson plan before you actually do it yourself?

P: I would say yes, I would say no because probably my teaching or experience from my degree was based on the fact that when I went for my degree to do my education I was initially initiated as a clinical instructor. So I am sure that the management took it for granted that since I was a clinical instructor before I could just go on. So, I was really like learning on the job.

Minimal orientation

R: What about orientation, were you orientated to the policies and to the physical structures, was it done?

P: I think I would still say it was like jumping on the bent wagon because people assumed that since you trained in this institution, you were the clinical instructor in this institution they just took for granted that I knew the structures of the college. So I would not really say I was taken through a formal programme to say this is the structure, these are the policies. I think I would just bounce on a policy when I needed to use it then.

R: Ee mma (Yes mum).

Lack of confidence

R: What challenges did you experience as a new lecturer?

P: Oh! I had a reality shock though because I was having a class to teach and back then some of the students were upgrading, some of them were either my age mates and I was like feeling a little bit uncomfortable at times and when it comes to maybe like developing tests I would be struggling and it was not easy to fall on the other teacher to say help me with the questions because would feel like you coming from school you just learned about

Time pressure for mentors

Coping strategy

measurement and evaluation. There was an issue of fearing to ask from those that were there because they were having their pressure to push their job. So you would pick one that would assist you to say let us look at your question this way, but most of the time I was doing trial and error.

R: What about classroom management, were able to discipline students?

Lack of classroom management skills

P: I think most of the time I would say when it comes to having to disciplining students I was always referring the students to the head of department, because I would be saying here it is a serious problem, I would go to the person who was heading or coordinating the problem until now I settled to say to myself I have to discipline students on the spot rather than you know take the problem to the senior person. It was not an easy task if I may say that.

R: How did you cope with the challenges you experienced?

P: I think I learned the hard way yes, because at times I felt that management was not coming up to give that support. So you would only rely on the fact that you have these people who would say let us her she is a new lecturer, but I then told myself aah! I have to get going because I have these assignments, I have to do them and I got to learn to be tough. But I will still say it was not an easy go ee mma (yes mum).

R: So let me get something clear, did you say that you were not assigned any senior person to mentor you?

P: Not formally, like I said I was attached to them as well as doing the job at the same time, there was no single person assigned.

R: Mmmmmmm ee mma (yes mum)

R: Did you ever observe somebody teaching?

P: I would say yes or no, yes in the sense that probably I was being observed teaching but I have never set there in class to observe somebody teaching, but this person who was observing me would give feedback afterwards like some kind of peer evaluation, just briefly for that matter

R: Okay- okay. We will now go to question II, which says what are your perceptions regarding structure of mentorship at health training institutions?

P: The structure that I went through myself in as far as the human resource, I was mentored by the people who now have the same qualification as myself, the difference was that they were working before me. So they owned experience versus to what I was coming with but we were having the same level of qualification except that mine was still fresh. At health training institutions we were using the hospital as the clinical lab and as such the shortage of equipment that we found there was impacting on us because we to do use whatever is on the ground to be able to teach the students, there was nothing we could do in the sense that we did not have material from the institution that we could we could carry to the hospital and help teach through. We were still improvising here and there, even the students you would make them understand that this is the type of environment you have to learn to live with. But it was helping one way or the other, even those human resource who were available they were using their experience. I would observe how they were doing things.

Lack of mentoring

R: Would say that there was adequate human resource?

P: Not really, that is the reason why we were trained on the job, because when I was attached to these people I would be with them for a day or two, then the next day I would be on my own with my group of students to do exactly the same thing that the mentor was doing, so the human resource was not adequate that is why I am saying it is like learning to teach on the job.

R: Who should be a mentor, regarding experience, qualifications and personal attributes?

P: Because in the health training institutions we teach health, we are teaching health courses, yes I do appreciate that as we developed we now have people with speciality, but if I am to speak about nursing which is my area of speciality I am thinking a mentor for a nurse lecturer should be someone who teaches the same content, that is to say if you have Masters in adult health you should be the one mentoring people within the same field and I should be having a broader experience than them so that I bring them bring content as well as show them or fit them into the structure so that they are able to handle that specific course and sometimes you will find that maybe the experience is a difference of one or two years. So, to me that was like not adequate enough, I feel a mentor should someone with a wider experience in the same field and also have a higher qualification than the one they are mentoring because I feel it is proper that way. I feel we should have a structured programme for example stating that today we are going to be doing a dressing, today we are doing a lesson plan and objectives so that when we

Shortage of resources

get there to apply, yes I appreciate that people think that you were doing that when you studying doing Bed, but that was the classroom setting, I was a learner now here I have to give it to the students myself and I have to give it right.

R: What about their personal qualities?

P: Attitudes eehh I think it counts, if you can find someone who would say you are coming with knowledge and experience, yes you just qualified. It hits you such that you will not be able to perform but I do not know whether it is Botswana culture or whatever, at least you find that people will be having the attitude of 'let us do it together. That helps as well, because if I am coming as a new graduate lecturer and I find someone who gives me negative attitude I it would be really difficult to do the job because sometimes is not the mentor who has to identify my weaknesses. So if somebody who is mentoring me is having some accepting kind of attitude, a relaxed attitude I will be able to openly take my weaknesses and say I need help on A, B and C. I am trying to set a question and I need to be assisted, I do not know if this question is the right one, but I want to ask on this particular subject matter. I feel the mentors should also be taken through a mentoring programme. Mentoring programme, I mean like you know as I have been talking about learning on the job, I think mentors should have a structured mentoring programme that will give them the expectations, the objectives and the guidelines so that when they mentor someone they know what they are gauging upon, like I have already said before if it is structured mentoring programme with all those guidelines it will go in a sequential manner. Other than someone just saying today I am going to demonstrate how to do lumber puncture, before they start with the basics so that it builds on. So, these mentors they need to be having guidelines that can really open them up, enable to share their experiences and give their experiences to the mentee.

Attributes of a mentor

Need for structured mentorship

Attributes of a mentor

R: Thank very much for question II, we will go to question III. How was the process of mentorship as a new lecturer at the health training institutions? You have already informed that really there was no structured mentoring, so this means that it was informal, were there any checklists or guidelines?

P: There were no checklists, no guidelines, the informality part of it I am looking at the fact that probably when something went wrong, the person that I was attached to not even attached formally like I said before, attached to because we are working in the same area, they will be taken to task by the management that you were with the new teacher and this is the mistake. But if there were guidelines, checklists I would know what the mentor is expecting from me. The mentor could maybe set some small tasks to evaluate I am doing right. I think in my case when I was a new lecturer it was a question of jump on we shall where we land, so it was really not very formal.

R: Is there anything that you feel should be improved?

P: Yes, I have already touched on that, personally I feel a mentor should go through formal orientation for mentoring, there should be having the guidelines for them so that they are not just mentoring haphazardly. They should be in a position to peer review if I may use that word. They should say today or this week I am going to taking you through all the areas so that I can detect if you can do everything right. The formal programme would enhance both the quality of the mentoring and the one being mentored. So the mentor and the mentee by the end of the programme if it is a formalised programme, they would have grown such that even this new lecturer as the grow with time, when another person comes they would be able to mentor them or even when they are still in their early teaching years of experience or new lecturing experience when the new lecturers come like Motswana say 'ngwana o ruta ngwana, (they can teach other new ones). It think this mentorship for it to be formalised it needs to be spearheaded by the school administration because let us say it is the principal or the chief executive officer of the college, because if the mentorship is done haphazardly maybe if they have to sit and evaluate the mentoring programme, they will come up with nothing because there is no formal structured mentoring like I said. So I feel that at one stage the admirlistrator be the one evaluating the mentorship that was offered. It has to be something taken from up to down or down to up ee mma (yes mum). When I started myself as a new lecturer we were teaching across, when there was a science course like microbiology you were told you can teach the course you a generalist, you could even teach anatomy and physiology because you learned during your training. But as the health training institutions are growing and developing there are new people with those specialities, so you will have a microbiology lecturer who is a purely microbiology or nurse lecturer but as people we have different strengths so if we could partner with the other lecturers and other departments they could share with the nurse lecturer or science lecturer and that will strengthen the teaching and learning process.

Training for mentors

Engagement of administration

R: Thank you and we are now going to the last question. What was your experience regarding the outcome of mentorship at the health training institutions, did you benefit anything, was there any professional development from the unstructured mentorship you described?

Need for partnerships

P: Yes I benefitted because eehh reinforcement comes from many directions. Something could be negative, but you can turn those negatives into your strengths because you are going to be forced to work hard to overcome them. If I were to grade my mentoring out of five (5) I would give it 3/5 but as a teacher or lecturer knowing that you have to cascade the knowledge and skills to the next person you want to up it to 5. So if the programme was formalised I think it would be the best. But with challenges we take challenges differently, with some people when

they face challenges their systems collapse. Myself, I do not know that it was coming from the fact that before I became a qualified lecturer I was a clinical instructor such that now I am like picking my level up above the level where I was. So those challenges were coming to me as positive reinforcements. I think I learned a lot and to the extent to which even when one lecturer come after me I could be in a position to say do not wait pick whatever you get you will refine it on the way. **R:** So thank you for the last question, but is there anything you feel that during our discussions we left out, anything you would like add at this moment? **P:** Nothing, so far I do not have anything outstanding, I wish this tool that you are developing could really become of benefit to the health training institutions and be adopted and the mentorship programme could give a boost so that it can improve quality. **R:** Thank you very much for you time. So like I have mentioned I would like to develop this mentorship programme and share it with the THIS after graduation, but it is going up to them to use it or shelve it. Thank you very much.	Benefited from the mentorship

APPENDIX L2

SENIOR LECTURER'S INTERVIEW

Participant's Profile

Gender: Female
Age: 47 Years
Position: Senior Lecturer
Highest qualification: Degree
Years of experience: 11

R: Researcher **P:** Participant

R: Good afternoon and how are you?

P: I am very fine and how are you?

R: Like I informed you I am collecting data regarding mentoring of new lecturers at Health Training Institutions, so I would like you to tell me what are your experiences as a new lecturer at HTI?

P: Mmm I think I would say my experience the day I joined the IHS wasn't very good because when I joined IHS it was during the practical times, but then I was just shown the tools, then the following day I had to go to female medical ward to go and assess students. I was not even with anybody at that time I found gross shortage and the few skeletal staff that were on the ground that were assigned to different units. But then I found it very difficult to start the assessment without exactly being taken through the document, having been made aware of the grading, because during that time I did not know the expectations of the students. Because if I am not familiar with the curriculum I am just joining the system, I am to do the assessment the day that I came, without anybody who at least is doing an orientation. People were thinking that I am experienced because I was from the clinical based set up and therefore I could do the assessment. But then the assessment is influenced by the curriculum and the level of expectations of the students then I was assigned to second year GN Higher Diploma, I was supposed to be assessing them when I joined them at the fourth semester where I did not know what they are capable of and what they were not capable of. Therefore, it was so difficult for me but because I was from the clinical area and I was never even myself trained to use those evaluation tools and it was difficult. What made it more difficult was that I was expecting somebody to talk about the effect, how you assess the effect of the students but then it was just the grading but like I said if somebody was there, you would keep on going to them, stopping by asking this and that because it is formal mentorship (somebody enters the office and invites her for lunch)

Personal Frustration

P: But found it very difficult and it was very difficult because sometimes is not the system, but it is the attitude where somebody would say you are a senior and you can do this but in general there was no mentorship. The other thing is that, after I joined teaching the next semester I was allocated professional basis for nursing practice to teach. I remember the first day, I went to class alone and I did not even know how to use eeh – then there was an option of using a transparency or a projector but there was limitation of those resources. But the process, I just found myself going to class alone and for interest sake as it is spelled out by the orientation package or mentorship package I had to prepare, then give my preparation to a senior lecturer who just went through and said for me it is okay. To me it was not that good enough, I had limited presentation skills, I wasn't experienced, but then she would say it was good. I did not even know how to control the class, more so that I don't have education background because if I had education background probably I would tap on what I was taught on presentation skills. Sometimes I found it so frustrating because I am just talking to the students and I am not familiar with whether I am going above their level or I a giving them less nevertheless I managed to go through that and even if I was paired for a course with a senior personnel. However, that person would not go with me to class, or to comment after designing an assignment, just to say to me these are the expectations. But, to me anyway it was not that adequate. Additionally, there was nothing formal that was written because if you are just given, probably you are given the assessment standard documents, you are given this, you just read is not like — because I believe learning is that whatever you see you don't forget easily, but I can read, I have seen that, I read, but may be the interpretation will be different. In the process I was given the assessment standards, the moderation standards, but just as a package, I think it wasn't adequate, for me especially that I did not have educational background I would have expected at least somebody to go with me more than once to class, another to say improve on this and that so that at least at the end of the day, even if it cannot be a longer period of time. Because if you are to define mentorship is when there is somebody that I am looking up to as a novice.

No orientation or mentoring

Personal frustration

No mentoring

Lack of resources

Because I think I was a novice and then I had to look up to somebody because the knowledge of nursing is our habit but the presentation skills were new. I think you need to observe somebody not that you will be like that person, but at least to show you the expectations and the approach, though we have different approaches, but the standard approach, this is what you have to do when you interact with the learners especially adult learners. I think to me I got so frustrated, what frustrated me mostly, was in the clinical area because I did not know how much the students were prepared, what should I expect from them because I was from the clinical area and I was working with the qualified nurses, so probably I was even grading the student thinking that they should be performing at the level of the qualified people, but if you are attached to somebody then would guide you. They

Coping strategy

would assist you with the expectations according to their level and the objectives of that practical session, then you would be able to assist students.

Classroom management

R: So I heard you saying that you were assigned a senior person, that senior person was just there and you were not working together?

P: We were doing team teaching, but my colleague did not go with me to the classroom or invite me to go with her. We never went together for her to make an observation and give feedback. But then out of me I would just prepare my lecture then I would give her but there was no much of comment as to reshaping what I had done. I can have information but if I don't deliver the information as expected the learner won't get anything, much out of that preparation on whatever topic Professional basis for nursing practice is abstract and you need the support and you need sources that can enable you really read because it comes – where it is placed it comes in the first semester while the student are still from college or from secondary school, they don't know anything. It needs creativity, it needs interrogation of some of the things. There is not much of the material that you can use. You need to be creative and try and make the course interesting to the students more so that it talks about the professional nurse, the conduct of the professional nurse but because I was given that course with less mentoring, it was not that easy.

No mentoring

R: So how did you cope to assist yourself, what are some of the coping strategies that you used?

P: The coping strategies is that, let me say I will be teaching on Thursday I will prepare for my topic the beginning of the week, then I would read through, then I would rehearse in my office. I was with my colleagues, we joined and we were four (4), then I would give them. I was not familiar to them, I would say "guys have a look, then they would say it is okay, it is okay because we were all at the same wave length. But then I told myself that I am going to read, I am going to make an interactive lecture so that the students can give me feedback, then I would see the gaps, the I would make use of those gaps, because if it is a kind of interactive presentation it was really relieving me. The feedback that I got from them, would make me to say okay for the next lesson I think this objective like 1, 2, 3, I have to may be reinforce what I had devised. I would also give the students chance to evaluate after one teaching session. I told myself that I have to be strong, whatever the comments they bring I have to take them, change them from the negative and develop the positive out of that and this is how I coped and I was coping because of the little experience I had. I once taught at a senior secondary school at least class interaction, stage fright expression were not much of a problem, but it was a new field altogether, this is an adult teaching institute and the other thing is that I loved nursing and I loved professional basis for nursing practice and this is what I was presentation in the clinical area. Again, I coped because I was attached to level II coordination, I went through the curriculum trying to understand and what were the expectations. What regulations could be applied if things are like these, because you find yourself doing almost everything, not just teaching the students, but also having to discipline them, you had to demonstrate professionalism? So with time I managed, today I feel I am confident.

Need for demonstration

R: So there is student discipline, student assessment, preparing for the classroom, what did you find to be the most difficult when you were still new lecturer?

No confidence

P: Ooh! When I was still new it was discipline because students would not come for class session and they would also miss clinical, but then I was not that conversant with the regulations. I was not confident to discipline them because there were lots of gaps, and afraid that the student can just turn around and if he takes the other way he will win because the regulations had lots of loop holes. When they were missing class I was not sure to keep quite because I am still new, I was afraid that they would harass me. These are the things that I was thinking of because these are tertiary students and it is in town for that matter. So this is what was happening to me.

Lack of classroom management skills

R: What are your perceptions regarding mentorship and HTIs, by these perceptions I mean what do you think should be improved?

P: Thank you. Not enough has been done as far as mentorship is concerned in our institutions. At that time I found that it was just too casual because I thought I need to be given guidelines, mentorship guidelines and I need to be attached to somebody who is experienced in that particular course that I am allocated to and somebody is experienced and the qualified. If I have basic degree, a senior person with a basic degree if we cannot find a senior person with masters.

R: Masters person at least. (**Paraphrasing**)

P: Because it is not all about me as an individual, it does not affect me as an individual at the end of the day it affects the customer. The feedback that you get from the students, it really reflects what you are doing because you are just doing it out of the blues you are not following anybody steps, to say even if I am an individual I have different skills, I have my own personality, maybe I am a hard worker, I like being creative but we need a mentorship programme so that at the end of the day there is uniformity of assessments, there is also uniformity of how to deliver the material to students, such that whenever I handle the students in professional basis is the same way they are handled in the foundation of nursing so that at the end of the day we deliver the same way, so if there are no mentorship guidelines there is no uniformity and obviously somebody who is experience they have seen it, they have experienced more, they have encountered some of the challenges and now they have

developed more skills on how to close the gaps and if you are new and you are not given a mentor it means that the gaps are going to be there.

R: You were talking about somebody with experience, may you quantify and say the range of years?

P: It would depend on the structure because sometimes people assigned to that field for example adult health. At least somebody should have more than two (2) years of experience because the first year everybody is just confused more so that most of our human resource do not have education background, we did Bachelor of Nursing Science, now is the skills that drives how you deliver the material, that is why I would say probably somebody who is senior not necessarily senior lecturer, somebody who is experienced in that field because I might be a senior lecturer but not being experienced. The other thing is that the kind of person we need is somebody who should be specifically selected for that orientation and mentorship. The attitude again can make you not to appreciate because of the way you deliver something to me that is how the mind will capture it and if you have attitude, I am likely to see you as the person there, but I have nothing to copy from you. So I think attitude is very important. Again it would reshape me, to say okay this is how somebody conducts themselves professionally when they are in class. Because we really need that, okay this is how you interact, this is the best language that you can use when you are talking to your learners, these are the things that you can make learners closer to but at the same time I have discipline because now going there without knowing what to do, the do's and don'ts and what not to touch. I think if somebody is senior when you are senior the post that you hold goes with discipline. It is supposed to go with discipline, though we are different, some just progress without that discipline.

Suggestion for mentoring programme.

R: So, I think when I started me mentioned that in some countries mentorship can go to four (4) years, but what do you think for the duration of mentorship?

uld say we are still behind because we don't have adequate human resource and because our institutions are not e to retain staff, we always find people who are less that ten (10) years in the field. After ten (10) years because of environment we just run away and say let me go and find something. So, mentorship here because of the human ource issues at least let it be a 12 months, one academic year I think if I am given a different course in a different nester, let me say adult health, next time I am given a child mental health courses, let me just have that experience e semester and the other, at least this semester the expectations are these and the level of the learner it here and nester three and four the levels of the learner are here. We cannot do long mentorship as you that in our institution are limited as you that we do the dual job, we are clinical instructors and we also lecturers. So more than two years n't be possible, at the same time we have to encourage co-teaching because it would really beef up for the ntorship, because as we would be doing co-teaching it would help now somebody who is less experience as they be given feedback by the colleague and next time they would know what to do.

Duration of mentoring

R: You mentioned that when you came, it was during clinical time and you were assigned to the clinical area, were ou orientated to the physical structure?

P: The physical structure I was orientated by the people in the clinical area, but I was not orientated as how to do an ssessment, at least if I would have seen one (1) two (2) three (3) assessments because probably I was not grading tudent correctly, maybe I was giving students two (2) when they could have been given five (5) because I did not now the grading system I was from the clinical side. Maybe I thought student were not competent, but they were at evel II and I training curriculum was different from them. Therefore, because of lack of mentorship there is nconsistency in grading the students? We are complaining that preceptors are dishing out marks but even ourselves ould be doing the same.

Orientation to the physical structure

R: What other resources do you think we need for this mentorship programme?

P: Yes! Like I said lack of human resource in the clinical area and this time in General Nursing Programme we have o many duties and sometimes you find yourself running across the levels. If a manual is developed and then is put n you-tube, the manual can be put online so that if you need a demonstration of a certain procedure you go on you-ube. If it is online and is audio you can use that and then it will even reduce need for a physical mentor and reduce he burden of work. The audio material will assist.

Need to establish mentoring programme

R: How was the process of mentorship at HTI, basically you said there was nothing. Let me hear from you.

P: The process to me even up to now, I have eight (8) years in the institution, but what I observed and when talking o others who joined after me, mentorship is still not done, for example we trained at different levels and at different niversities and I would say because of lack of mentorship, you take how to teach or mark a care plan using soapy ve differ, we differ a lot such that the confusion goes to the students, but then mentorship programme will help us to ave a common goal. Yes, we won't deliver the same but it would. To me we need to establish mentorship rogramme that is not individual to the institution that is common to all institutions because at the end of the day, we vant to produce a product that has been baked from the same pot, though at different areas. Let the recipe be the ame.

R: So it means that the completeness is not there, it is not adequate, no formal guideline?

Need for feedback from the mentor

P: It will depend on the attitude of the person who is receiving you to say let us go to class or let me see your reparation or you give her the preparation she able to go through truly and positively gives you feedback because hat is important. If there is proper mentorship feedback will be given every day by both the new lecturer and mentor.

Even the orientation packages in the institutions is not adequate it just gives you oral, you depend on asking questions. R: The last question, did you benefit from the experience? P: There (**laughs**) is no much of benefit, but I can say there could be benefits if it is properly done, of course setting of the questions because there would be a test-bank and how to structure the questions. Mentorship will even include administrative aspect, because we do administration. Mentorship can help us grow professionally and mature and grow as managers. So that when I am appointed as a Principal I would know administration. May be because of mentorship we are really not that happy and you just develop your confidence through the performance of students. We need to improve and have something established. Even orientation is just oral most of the time, you are not given anything. When you report somebody pumps a lot of information into your head, and mind you are still new then after sometime the information is forgotten. So you depend on oral feedback which does not give more experience. R: Is there anything that you would like to say which you think is critical and is not covered by the question I have asked regarding mentorship at HTIs. P: I think the mentorship programme should be well established and let it be done by the right personnel and let it well more on mentoring people on how to drive the curriculum, because at the end of the day everybody will be able to drive the curriculum with full knowledge of the expectations. I think we can have a better product and let us also influence the policy makers on who to recruit because most of the time we have lack of experienced personnel even if they do mentorship it won't be adequate, probably they mentoring me and I am more senior or skilful than them, it is only that I am new to the environment. If we are to establish a mentorship programme we need to find a way of retaining personnel. Mentorship can work if there is partnership, at times I should just see my senior coming to class to see what is happening, peer-review by somebody senior. R: Thank you very much for your participation in the study as promised I will share the results with HTIs and share the programme that you are talking about, hoping that is not just going to be a paper that is going to be shelved somewhere. **END OF INTERVIEW**	Need for partnerships

APPENDIX L3

LECTURER'S INTERVIEW

Participant's profile		
Gender: Male **Age:** 35 years **Position:** Lecturer	**Highest qualification:** Degree **Years of experience:**	
R: Researcher	**P:** Participant	
R: Morning Mr S.		
P: Ee mma.		
R: How are you this morning?		
P: I am okay		
R: So as I have already informed you I will be collecting data for my research which I want to develop a mentoring program for the new lecturers for HTIs. So my first question to you will be to share with me your experiences regarding mentoring when you were a new lecturer. What can you remember?		
P: Since I came here in June eehh I have approached being a lecturer with curiosity such that I wanted to know a lot of things that surround that practice. So I what I did is that I made sure that before I even I started class I engaged with people that I found here as to finding out what resources, or what tools do I need to have so that I can start classes and so that I can continue to the end of the semester with him so that is what I did I started classes. So now I had to learn a lot of things, starting with the planning for lessons and including planning for the whole semester because I draw that lesson plan from the overall plan of the whole semester which is taken from the curriculum. So I have to learn a few things and how to do those things, how to do some presentation and how to align the material to the curriculum so that at the end of the semester I can say that I have taught the students 1,2,3 and is traceable throughout and is also traceable in the examination.		Coping strategy
R: Ee rra (yes sir) I had you saying that you had to find out how to prepare. Was there anybody assisting you or you were doing it yourself, or asking other lecturers to assist you?		
P: Ee mma (yes mum) I would say yes and no! Ehh the reason being that I was assigned a senior lecturer and the senior showed what is necessary and what is supposed to be there. He also assigned me other lecturers who are at my level so that they can help me prepare those things that I had to prepare, emm a lot of those documents. So, they also shared with me their experiences so that helped a lot. So I would say that eeh yes I was being supported. But you cannot be supported all the time, people are busy also, so I also had to find out things that they did not tell me.		Informal mentoring
R: But was it something that was planned, that okay Mr S. is coming and this is what should be done on day 1, 2 and 3, like you talked about the lesson plan, did somebody showed how to teach before you started teaching?		
P: The plan that was there was that before I started teaching I should have learned how to do a lesson plan, how to do the semester plan and how to review the curriculum and understand how it works. Then the next thing was that I should attend any class available that week, so I attended a set of classes I think for two weeks then after that I took one of the subjects.		Orientation done
R: Just observing?		
P: Just observing and when after that I took one of the subject and then I practised some topics, then I went to lecture the following week to teach what I had planned. Then I sat down again with the person that I was assigned to and then they advised me. I also observed course master teaching and gave him feedback.		Lecturer mentoring
R: Okay, okay. But what about the orientation itself to the physical infrastructure, was that done properly?		
P: I would say it was done properly eeh because already they knew what I should know because they knew that I was not a lecturer before. I thought they would document showing what was		

supposed to be done from week one to week three. Something that is a detailed plan directing the mentoring process, but it depends on how fast the person would grow if the person grows fast they don't follow you. But I thought the ideal thing is to have a very detailed plan with the duration of mentorship.	No mentoring guidelines.
R: How was your experience, how did you feel the first time standing there in front of students?	
P: Because I had trained people before, but not in this set up in a work place. In an industrial set up I did not have any difficulties. Here I had doubts about students coming with something, as students expected me to bring everything to them unlike people I was working with. I was always asking myself whether they are listening, and understood what I was teaching. Others would be doing something else whilst I am teaching.	Lack of confidence
R: So with teaching there is classroom management, there is assessment of students and setting of tests. What did you find to be the most difficult during the first months?	
P: For me personally may be it has to do with my approach in terms of material that is in the field. I tend to approach things differently.	
R: We will get to the second question, what are your perceptions regarding structure of mentorship at HTIs, first I would like you to describe what would be an ideal mentor regarding their qualifications, experience and personal qualities	
P: Do you mean my opinion?	
R: Yes, your opinion	
P: I think it should be someone with vast experience in terms of teaching.	
R: I would like you to kindly specify the years of experience as a teacher.	
P: I am not too sure because I find that a lot of teaching professionals have almost twenty (20) years fifteen (15) or ten (10) years of experience. I hardly find one who has five (5) years, you know – somebody like me.	
R: If we were to develop a mentorship programme how long should it be, I mean its duration?	
P: I think that the person should be assessed when the semester ends, I don't know it depends on the institution. When the semester ends and lot of work has been done, what has been discussed, what has been monitored, then we can find whether the person is going the right direction. Then the other semester we finalize it, I think two (2) semesters, then it would be one (1) year.	Suggestion for structured mentoring programme.
R: You would recommend one (1) year. What other resources do you think are needed to develop an ideal mentorship programme, it may be the facilities or anything that you think will guide an ideal mentorship programme?	
P: I think there must be a forum where the mentors get together such that they can keep with their quality. Because if a mentor is not doing what others are doing their quality may go down, same as the mentees they should have a workshop or something that is organised for them so that they can share what they have learned, then they can share what they have learned, then they report. The mentors can find out if the mentees are learning something.	Workshops for the mentors and mentees.
R: So getting to the process of mentorship, how was the process of mentorship, was there anything formal guidelines that guided the mentorship or it was just haphazard? Was there any plan for the activities that you went through?	
P: I would say there was a plan because it was consistent, yet it was not – eeh may be akere (because) we are coming from different fields. I know a plan from my own field I think there was a plan, it was okay but it wasn't eeh, I won't say it wasn't good, but I would say there was a plan it was consistent because I was always asked if I managed to reach there. Then I gave feedback, then the next thing, I would be ready to do the next one (1), two (2) and three (3) items.	
R: Was it documented?	
P: Yaah it was not documented.	
R: So were you given any checklist? Because some institutions have a checklist.	

P: I think there were different tools, other evaluation tools that addressed that. *One tool* was given to the students and then the other to the lecturers, so it will give that kind of results, even though it was not directly aligned to orientation. **R:** Coming to the last one, what is your experience regarding the mentorship you had, did you benefit anything, and did the mentoring process have any impact on your professional development? **P:** Okay – eem I think I have learned a lot up to now there are lot of things that I did. For instance there are tools that are used for assessment. I got to know them and see how they work, I also identify some gaps the way we implement them so I feel I have grown in that manner. **R:** Is there anything critical regarding mentoring of new lecturers that you think we did not cover as I was asking you questions that I need to know? **P:** I think we should have something detailed so that even when you are knew you know that you carry out activities and at the end you sign to acknowledge what you have done. To have proof that this person has done this. **R:** So at this point in time I will thank you for participating for giving me your precious time because I know you are always busy. I will share the results with HTIs hoping that also this programme is going to be a programme that HTIs will benefit from, but it be their own discretion to use it. At the end I have come up with mentorship programme of new lecturers so thank you very much. **P:** You are welcome. **END OF INTERVIEW**	Benefitted from the mentoring experience Need for structured mentoring programme.

APPENDIX M

9 Sunbird place

Arendskloof

Safari Gardens

Rustenburg

30/05/2019

This is to certify that the thesis entitled

A FRAMEWORK OF MENTORING FOR NOVICE LECTURERS IN THE HEALTH TRAINING INSTITUTIONS IN BOTSWANA

Submitted by **LILLIAN S. LEMO SEGWAGWE**

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