Original Article

Teacher Mentorship and Support in Kenya: A Desktop Review

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ABSTRACT

Teacher mentorship and support programmes enable teachers to engage in ongoing professional learning and develop required competencies. This exploratory study was designed to provide baseline information on existing teacher mentorship and support programmes in Kenya. The study sought to provide background information towards the implementation of participatory action research on the strengthening in-service teacher training (SITT) project funded by the International Development and Research Centre (IDRC). The study adopted an integrative and holistic approach that involved a review of government policy documents, circulars and reports, articles published in refereed journals and grey material to enable map existing teacher mentorship and support programmes in Kenya. The study sought to; describe the theoretical background of teacher mentorship and to document existing in-service teacher mentorship and support programmes in Kenya. Various in-service teacher mentorship and support programmes exist in Kenya. However, the majority of the programmes were funded and implemented by non-governmental organisations. The existing mentorship programmes were uncoordinated and lacked a follow-up mechanism, thus making them less effective.

INTRODUCTION

Over the last decade, studies have affirmed the need for rigorous in-service continuous teacher professional development programs. Mentorship and support are one of the proven approaches for teacher professional development. Mentorship is the relationship whereby an experienced person (mentor) and an inexperienced person (mentee) develop for the purpose of transferring knowledge. This relationship is characterised by all kinds of support to best meet the mentee's needs. Strong (2005) defined mentorship in education as activities constructed to support novice teachers through their professional journey. Kahrs and Wells (2012) postulated that interpersonal and intrapersonal skills are aspects of mentorship and the success of the novice teacher's induction stage.

Kajs (2002) argues that mentorship helps the trainee teacher to best serve the students' learning processes. Mentors and mentees should demonstrate mutual trust, democracy, respect, and commitment to the success of the mentorship program's goals. The program should entail effective objectives, mentor-mentee relationship skills enhancement, adequate professional development and training, and effective assessment measures.

According to Oluchina and Gitonga (2016), elements of mentorship programs include giving advice, psychosocial support, role modelling, career advising or counselling, cultivating the intellect of the mentee, and varying help given to meet the needs of the mentee over time. Thus, mentorship provides guided skill perfection by modelling proficiency, providing corrective feedback, and maintaining confidence in mentees' abilities. Over time, mentorship programs have taken a variety of forms. In some cases, formal mentorship programs are administered where students are assigned to mentors. Coleen (2010) defined formal mentorship programs as relationships assigned in line with organisational mentorship structures. Informal mentorship, on the other hand, is that which can provide support to novice teachers whenever required. Otherwise, formal mentorship programs are often structured to meet specific objectives, expectations as well as responsibilities of the participants (Fransson, 2010).

The needs of novice or beginning teachers have often been brought to the forefront of state and national policy due to increased concerns about teacher quality and teacher shortage problems. But until 1988, researchers at the national level were declaring the urgency of problems in the teaching profession, citing a proliferation of policies to address the perceived twin problems of teacher supply and quality (National Research Council, 1992). A decade later, teacher supply and quality remained a serious problem, with schools experiencing continuing high rates of attrition for beginning teachers, more than 30% of whom leave within the first five years of teaching" (National Commission on Teaching and America's Future, 1997)**.**

Formally organised mentoring programs for beginning teachers have therefore existed over time. In the United States, such programs have been used to enhance teacher experience for more than a generation of teachers (Weiss & Weiss, 1999). Accordingly, mentoring programs have a history that can be assumed to offset the need to "reinvent the wheel" in creating new programs or enhancing existing programs. Another advantage of this history is that more and more school leaders readily support mentoring programs because they themselves have experienced the benefits of mentoring as beginning teachers or as mentors.

The history of mentoring programs sets traps for limiting the design, implementation, and evaluation of a mentoring program to what worked in the past. Leading mentoring programs today calls for the ability to understand the basic principles of good mentoring that continue to form the bedrock of strong mentoring programs. But leadership also requires expertise in expanding the vision of effective programs beyond enduring principles by taking into account current trends, some evident and others just starting to emerge, that must influence the look

and feel of today's mentoring programs to maximise their effectiveness. There are various types of meetings typically associated with mentoring programs, e.g., orientation/welcoming meetings, periodic topical meetings and end-of-year celebrations (Kahrs & Wells, 2012).

The teaching process in itself demands the design and implementation of deliberate plans to achieve intended objectives. To do so, one has to consciously and carefully select appropriate content, resources, and instructional strategies that seek to attain the desired outcomes. Such a task can be daunting, especially to novice teachers graduating from colleges and universities and those on training practicum. There is therefore, a need to put into place a mechanism for guiding trainees and also inducting novice teachers into the teaching profession. But still, there is a need to support the practising teacher in adjusting to the new trends in classroom practice. (Coleen, 2010).

THEORETICAL FRAMEWORK

Mentoring is an established method for teachers' continuous professional development (Arnesson & Albinsson, 2017). However, the theoretical underpinnings of mentorship and support differ (Badia & Clarke, 2021). A review of the literature shows that mentoring inquiry is organised around three main theoretical frameworks: constructivism theory, dialogical self-theory (DST) and the social learning theory

Constructivism Theory

Constructivism is the philosophical and logical position that information emerges through a cycle of dynamic development, reflective action, and active construction. This theory posits that learning is best when new information and abilities are utilised, and people develop importance for themselves (Bodner et al., 2001). The main advocates of constructivism are; John Dewey, Jerome Seymour Bruner, Jean Piaget, and Lev Semyonovich Vygotsky (Brunner, 1977; Dewey, 1966). Lejonberg et al. (2018) clarify that constructivist learning is an interaction of developing designs of involvement where earlier information and encounters platform new

understandings. Along these lines, constructivists move from 'effortlessness and consensus to relative intricacy and particularity (Kutsyuruba et al., 2019). This hypothesis may likewise have applications for directing mentees' learning of showing rehearses, especially as educating is a perplexing cycle with explicit information needed for creating viable instruction.

The 'constructivist mentorship' can be utilised in mentorship programs that focus attention on explicit subjects like essential science; for instance, coaches can continuously fabricate mentees' starting information on science education towards more mind-boggling and explicit science instructing information. The 'constructivist mentor' may affect the mentee's turn of events and make successive changes in essential science instructing rehearses. As Von (1998) indicates, 'constructivism might give a large number of less natural instructors an available method to work on their techniques for guidance', which likewise has suggestions for coaching. Constructivism might foster guides in their particular coaching jobs, which thus can aid the advancement of mentees' essential science instructing; however, this will require a model for tutoring that supplements constructivism.

The constructivist hypothesis and the five-factor model for explicit coaching might help the advancement of mentees' essential science instruction. First and foremost, the constructivist hypothesis supplements field experience models, as it permits coaches to expand upon the mentee's earlier understandings towards creating information and abilities for science instructing. Constructivist hypothesis supplements mentoring inside field encounters (practicum/internship), as it tends to be utilised to expand upon earlier understandings towards fostering the mentee's information and abilities for educating (Hudson, 2004).

The constructivism approach has been applied in various settings. For example, in science and mathematics, they often apply cognitivism, radicalism and social constructivism. Reviews of student essays and theses indicate that

constructivism is closely related to the student-centred strategy and is generally regarded as the most effective theory that provides information for scientific teaching and learning. Constructivism is regarded as a processor-oriented research method for science and mathematics teaching. In most cases, students first describe the general themes of social constructivism and then go on to discuss general constructivism, which involves many aspects (Hermans, 2013).

Dialogical Self-Theory (DST)

Dialogical Self-Theory (DST) stemmed out of the works of Dutch psychologist Hubert Hermans in the 1990s. The theory posits that the dialogical self is a mental idea which portrays the psyche's capacity to envision the various places of members in an inner exchange in close association with outer discourse (Hermans, 2013). According to the theory, the notion of self refers to a person's inner spirit that connects with the surrounding society at the micro and meso levels. This inner mind participates in internal dialogues by reflecting on inner and outer dynamics, hence terms such as self-conflict, self-criticism, self-agreement, and self-counselling (Badia & Clarke, 2021; Hermans, 2013)

The DST defined practicum-mentor identity as "a distinct set of various but interconnected positions and I-positions about the mentoring activity at a specific moment and location." (Gibbons, 2020, p. 122). The positions and I-positions of each mentor represent a specific representation of the mentor's identity and reveal a subjective and idiosyncratic manner of thinking and acting to attain a goal. Conscious self-positioning allows a person to engage in mental processes that push the internal and extended self to gradually evolve into a reflective person. A mentor's position refers to the professional responsibilities that a mentor does in order to attain a specific institutional goal or objective. The I of a mentor refers to the subjective, personal, and individual information, beliefs, perceptions, abilities, and attitudes concerning mentoring that a particular mentor possesses. These elements have a big impact on how and what a mentor seeks to accomplish in terms of their professional roles. The mentor's I interacts with the mentors I in a dynamic way (Akkerman & Meijer, 2011; Hermans, 2013).

DST has recently been adopted as a conceptual framework in the research and description of teacher identity in the practicum-mentor relationship as it provides an integrative and comprehensive approach to teacher professional activity that goes beyond research that focuses on teacher thinking and teacher behaviours as two separate dimensions of teacher professional activity. Further, the final teacher identity description is based on the teachers' own words (Akkerman & Meijer, 2011). A number of studies have begun to appear in the literature that use DST to analyse the classroom instructor and student-teachers behaviour within the mentoring setting. The first type focuses on the mentors' I-jobs in connection to their positions as mentors (Grimmett et al., 2018). The second category of studies centres around mentees' situating cycle and the resultant changes in their I-positions over the span of their educator schooling programs (Leijen et al., 2018; Nyanjom, 2020)

The dialogical perspective is useful in this study as it enables us to better understand instructors' development as mentors of preservice teachers. It does so by looking at how mentor teachers used our mentoring project's dialogical partnership space to reposition and minimise problematic "deficit" I-positions, appropriate new positions, and build "coalition" positions by bringing existing positions together.

Social Learning Theory

Social learning theory, also known as social cognitive theory, was associated with Neal E. Miller and John Dollard in 1941. It was later expanded and theorised by Albert Bandura. According to this theory, individuals learn by observing the consequences experienced by others as a result of their behaviour. Bandura (1977) noted that individuals learn by observing the behaviours and attitudes of others and the results of these behaviours. The observed

individual is called a model. The theory of social learning shows that individuals are not only products of their environment but that their behaviour is not driven by internal forces. Based on the above, researchers believe that there is a connection between mentoring and social learning. This connection is obvious because mentoring is an intentional process designed to support self-learning and learning through self-realisation, turning it into a social learning process, as explained by Bandura's Social Learning Theory.

TEACHER MENTORSHIP AND SUPPORT PROGRAMMES

A review of the literature revealed that just like in many other countries throughout the world, there were regular preservice teacher training programs in Kenya that comprised theory and practical components. This practice was implemented continually without due regard to how the graduates leaving universities and other tertiary educational institutions each year transited to begin their professional careers. For a novice secondary school teacher, this transition could be mired in challenges, such as the interpretation of the curriculum, selection and/or design of instructional resources, planning for teaching, appropriate implementation of teaching plans, and evaluation of teaching effectiveness. Such novice teachers needed structured guidance to enable them to gain a deeper understanding of the functioning of the school and the teaching process**.** The existing teacher mentorship and support programmes are discussed below.

Secondary Education Quality Improvement Project (SEQIP)

The Government of Kenya has partnered with the World Bank (WB) to improve the quality of education, enhance retention in upper primary and transition from primary to secondary education to enhance retention in upper primary and transition from primary to secondary education in targeted areas. The Secondary Education Quality Improvement Project (SEQIP) aims to improve student learning in secondary education and transition from primary to secondary education in targeted areas. The SEQIP has four key components, namely, improving the quality of teaching, improving retention in upper primary school and transition to secondary school in targeted areas, system reform support, and project management, coordination, monitoring, and evaluation (MOE, 2022). The Ministry of Education (MoE) is the lead implementer of the project. However, MoE works closely with various partners, which include; the Kenya Institute of Curriculum Development (KICD); Kenya National Examinations Council (KNEC); Teachers Service Commission (TSC); and the Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA). The funding of the project is in the form of € 175.5 Million credit from the World Bank.

In Kenya, the TPD component of SEQIP was being implemented under the overall leadership of the Ministry of Education (MoE). The Teacher Service Commission (TSC) was expected to carry out intervention in teachers' shortage and teacher professional development under the TPD framework. In addition, TSC, through CEMASTEA, will carry out teacher professional development intervention through the School-Based Teacher Support System (SBTSS), and MoE will undertake the provision of textbooks. SEQIP involves two sets of interventions. The first set of interventions supports TSC's effort to set up the Prescribed Modules Programs consisting of; establishment of a TPD framework to align teachers' performance with the eight nationally prescribed teaching standards, assessment of teacher competencies and training needs using the recently launched TPAD system, and implementation of a modular approach to provide TPD training based on the training needs assessment. The second set will involve the establishment of a School-Based Teacher Support System (SBTSS) aimed at providing professional development training in subject matter as well as pedagogical content knowledge to SME teachers in the targeted sub-counties. Teachers participating in SBTSS learn as they interact during peer teaching, reflection, peer support,

professional critique, collaborative planning, and mentorship and coaching; specific activities in SBTSS include lesson study peer-teaching, lesson observation, action research through reflective teaching, cluster-based peer learning, and knowledge and innovation exchange (MOE, 2022). The components of SBTSS are summarised in *Figure 1*.

Figure 1: Model of school-based teacher support (SBTS)
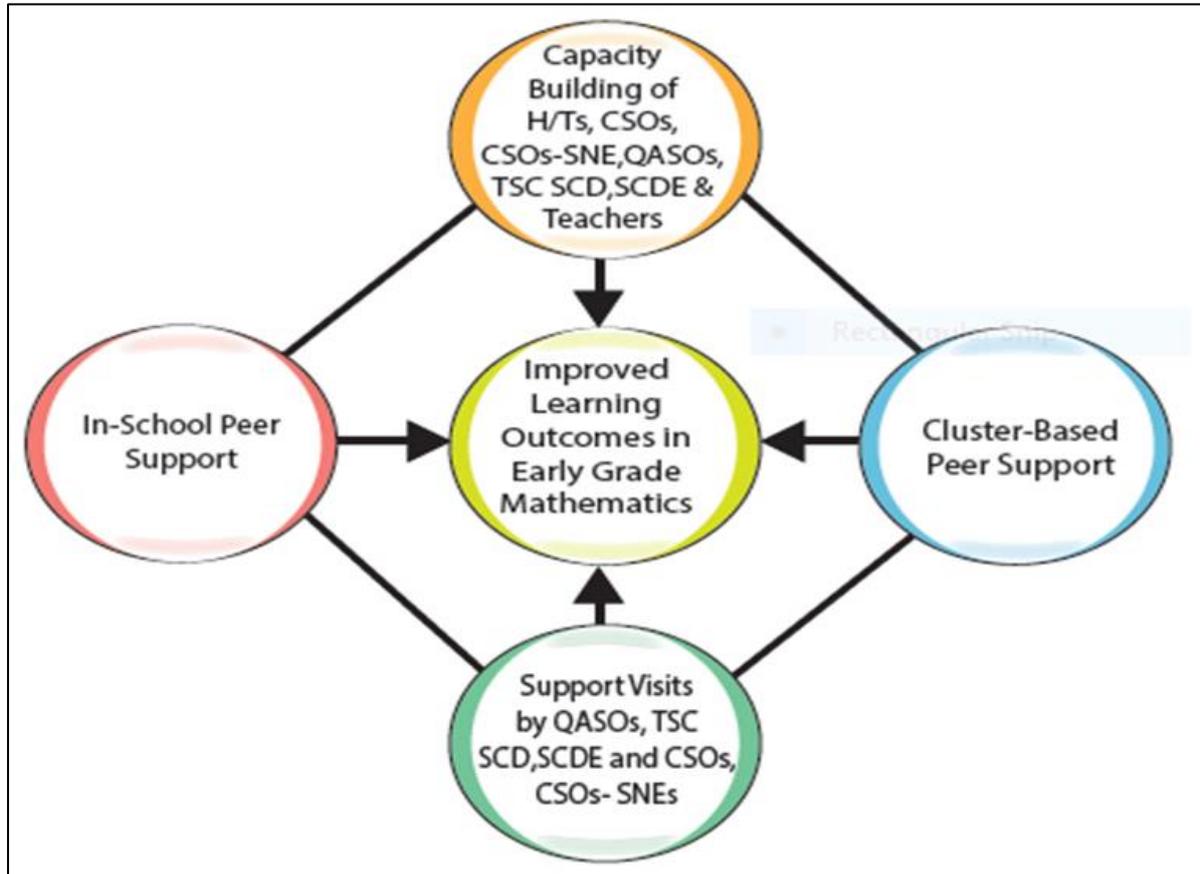
Source: World Bank-AF Project Paper (2019)

In-school peer support through EGM lesson study and teacher research groups teachers from each primary school to plan together, learn together, support each other and work together under the supervision of subject heads to build requisite knowledge, skills, values, and attitudes. In-classroom support visits by QASO, TSC SCD, SCDE, CSO, and CSO-SNE to keep the teachers' focus on classroom practice.

Teaching with Impact Program

Teaching with Impact (TwI) is a teacher training programme for teachers of all subjects in basic education. It is an integrated programme from Edukans, Correct Book, and Blue Tree Group, which increases the impact of the teaching on children so that they learn (Altinyelken and Hoeksma, 2021). Teachers develop hands-on teaching skills they can apply in their daily work. After teachers receive this training, their pupils achieve higher results and have better pass rates. They also have better prospects of progressing to secondary or tertiary education and become more motivated and self-confident. Highly important features of the program are the use of Active Teaching and Learning methods, the use of classroom videos for training and the use of classroom observation instruments. Teaching with impact provides teachers with practical tools to improve their teaching right away. Introducing the innovative and locally produced Correct book® in our programme allows endless learning and practice. Teachers can use the Correct book when teaching topics such as writing, spelling, grammar, math, and drawing. With the Correct

book, pupils always have their own erasable exercise book available. Through Teaching with Impact, teachers become effective even under challenging conditions such as a high student-to-teacher ratio. Edukans works with Teacher Training Colleges to support preservice training in these methodologies. The project was being implemented in 4 regions (Kajiado, Machakos, Kakamega, and Elgeyo Marakwet) and targeted 96 primary schools and 3 Teacher Training colleges.

Teachers for Teachers Mentorship and Support Programme in Kakuma Refugee Camp

Kakuma refugee camp is one of the largest refugee camps located in Northwest Kenya near the border with South Sudan. Established in 1992, the camp is home to over 140,000 refugees drawn from 20 different countries; the largest populations hail from Somalia and South Sudan, but there are also refugees from Burundi, the Democratic Republic of Congo, Ethiopia, Sudan, and Uganda. According to UNHCR (2018), more than half of the total population is below the age of 18. At the primary level, 35.7% of children are out-of-school, while refugee teachers constitute the majority of the teaching population in Kakuma, representing 85% of the teacher cadre.

Despite the large presence of refugee teachers, there are limited training opportunities in the camp. Only a few teachers benefit from on-the-job supervision, mentoring, certified preservice, and in-service professional training. Compounding the lack of training are the overwhelming challenges teachers face, including overcrowding, overage learners, multiple languages, limited teaching and learning materials, lack of furniture, and learners' academic and psychosocial needs, to name just a few (Mendenhall, 2017).

In response to the significant gaps in providing robust professional support to teachers working in displacement contexts, Columbia University developed the Teachers for Teachers mentorship and support model to provide competency-based, continuous teacher professional development for

educators working in refugee and other crisis settings. The model entailed a multi-modal approach that combines teacher training, peer coaching, and mobile mentoring as strategies to improve the quality of professional development opportunities available and extend continued support to teachers (Mendenhall, 2018). The approach was first piloted in 2016 with 130 refugee and national teachers working in the Kakuma camp. The initiative supports refugee and Kenyan teachers in their efforts to improve their own teaching practice and student learning in the camp. The programme brings together a variety of professional development opportunities for refugee teachers to provide on-site and online tailored, engaging, and integrated support. The programme provides teachers in the camp with meaningful and sustained support, strengthening a sense of professional identity and further shaping a culture of better teacher support (Mendenhall, 2018). In order to achieve this, refugee and national teachers participating in the initiative are supported through a threefold program that focuses on training, coaching and mobile mentoring.

Under the in-person training program, teams of international and local staff lead in-person training sessions with 25 to 30-person teacher cohorts. During this time, teachers learn new techniques and methodologies crafted particularly for emergency contexts that they can immediately begin putting into practice. There are two concurrent training tracks, Initial Training Pack (ITP) and Extended Training Pack (ETP), through which all teachers participate. This is followed by peer coaching and mobile mentoring. Participants receive training in teachers' roles, well-being and inclusion, child protection, pedagogy, and curriculum and planning (Mendenhall, 2017).

Once the teachers have undergone training, they get the opportunity for contextualised and ongoing support from their peer coaches, who are selected based on their commitment to quality teaching and dedication to improving their collective profession. Peer coaches are trained to serve as a reliable and motivating source of support for their fellow teachers. Peer coaches

organise regular meetings called Teacher Learning Circles (TLCs), help teachers set personalised goals connected to the training, offer positive and constructive feedback, and are available to work through the daily challenges of teaching in a crisis context. Peer Coaches also conduct classroom observations and create a safe space for teachers to reflect on their lessons and set personalised goals to improve their teaching (Mendenhall, 2015).

The third phase of the teachers for teachers' mentorship program is the mobile mentoring session. Under this programme, teachers who have gone through training and coaching are assigned a global mentor, who will provide online practical support for approximately six months. Global mentors are recruited and trained through online webinars to connect with groups of four to five national and refugee teachers through WhatsApp. Global mentors and teachers are expected to connect on a regular basis to share experiences, offer teaching tips through a complementary mobile mentoring curriculum, and problem-solve with teachers in real-time with teachers on challenges they face in the classroom. Teachers who participated in the Teachers for Teachers program reported better preparation, higher confidence, and a stronger sense of purpose not just as educators but also as advocates for child protection and positive discipline, and they were more aware of useful practices that can be used in their classrooms. Many teachers reported the training's practical relevance and noticeable impact on their effectiveness as teachers and role models in the classroom (Education Above All, 2014).

Whereas Teachers for Teachers has proven to be an overall success, it has inevitably confronted some challenges over the past year. Some of the challenges include difficulty gaining acceptance from local actors, difficulty working remotely as well as overstretched staff. Another key challenge entailed managing child protection violations. Across the training, peer coaching, and mobile mentoring activities, a common thread of discussion and concern was related to child rights and child protection. Third, although the teachers

provided richly descriptive accounts during interviews and focus groups about the ways in which their teaching practices were changing because of their involvement in the Teachers for Teachers approach, it was quite difficult for students to reflect on what has changed or not changed in their learning environments, particularly for younger children (Mendenhall, 2017; Mendenhall, 2018).

Education Development Trust

The Education Development Trust recognises that effective teaching starts with excellent teachers. The organisation has been working with teachers for the last 50 years to develop high-impact teaching methods and professional development that improve learner outcomes and help to improve teacher retention. Education Development Trust supports school leaders to become agents of change in their own schools and beyond**.** The school leadership development approach recognises the function of academic leadership and teacher supervision over its form, supporting the best school leaders to become agents of change for wider system improvement beyond their own school. The system leadership model is designed to harness the existing expertise of successful school principals and deploy it to increase the leadership and teaching capacity of all schools. The model, borrowed from Britain, harnesses the expertise of successful principals and then uses it to improve teaching capacity in schools that perform poorly. The model is being piloted in collaboration with the Ministry of Education's Directorate of Policy and Partnerships (EDT, 2023)

Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA)

Due to the changing times and age, being a teacher means working in a rapidly changing space with instructional techniques and delivery systems changing even faster. The ability to respond to these changes through effective use of the ever-changing technological tools within sound pedagogical practice is essential for being an

innovative teacher. The Teachers' Service Commission (TSC) has encouraged teachers to become more creative in their service delivery. Teachers are also expected by the Kenya Professional Teaching Standard (KePTS) in the TSC Teacher Professional Development (TPD) Policy Framework to use a 'variety of instructional strategies to meet individual learning needs to engage their learners effectively. To promote this, The Centre for Mathematics Science and Technology Education in Africa (CEMASTEA), under its mandate, conducts Teachers' Professional Development activities. CEMASTEA runs several programs in primary and secondary education in Kenya and other African countries targeting Mathematics and Science teachers.

Under the secondary programme, CEMASTEA works to strengthen mathematics and science education in the country by coordinating the development of training INSET content for teachers in secondary education in Kenya and other African countries. The overall goal of the SMASE Primary programme is to contribute towards upgrading the capability of young Kenyans at the primary level of education. The programme activities include the development of INSET and workshop content for teachers in primary education and other stakeholders in Kenya, respectively (CEMASTEA, 2021). The Centre has successfully rolled out its Teacher Professional Development (TPD) programmes and school leaders' sensitisation activities by ploughing feedback and lessons learnt from one training cohort to the next. During the Covid 19 Pandemic, CEMASTEA conducted online ICT training for secondary school teachers whose theme was: "Enhancing Teachers Competency in ICT Integration in Teaching & Learning Using Virtual Platforms".

Teachers Service Commission Teacher Mentorship

Teacher mentorship and support are entrenched in the TSC policy documents. The guidelines stipulate the processes and procedures to be undertaken to ensure standardised implementation of teacher mentorship at all levels. The institutionalisation of Teacher Induction, Mentorship and Coaching (TIMEC) in the teaching service aims at building teachers' competencies and skills as well as knowledge of laws, regulations, policies, procedures, values, and norms governing the teaching profession. The program focuses on the induction of newly recruited teachers capacity building of newly appointed school administrators and teachers (TSC, 2021)

The TIMEC programme is implemented on a cascade model and supervised using the existing TSC administrative structures. The programme is flexible and hence may be customised as per the unique needs of a teacher or group of teachers at institutional, zonal, sub-county, County, or regional levels. The mentors/coaches, together with the mentees, identify the performance gaps, set goals and map out strategic interventions. The programme uses the lifelong learning approach to create and maintain a positive attitude to learning for personal and professional development for efficient service delivery. The programme will be implemented on a cascade model, where National Trainers (NTs) will train Master Trainers (MTs) at regional and County who in turn train trainers of Trainers (TOTs). This approach provides a structured way of engagement where institutions will benefit from the skills of an experienced teacher/ professional with unique and exemplary performance within the immediate environment/county/region (TSC, 2021).

The TSC also provides teacher mentorship and support through Curriculum Support Officers (CSO). CSO is a unit established by the Teachers Service Commission (TSC) to decentralise the functions of the Commission (TSC, 2021). Curriculum Support Officers (CSO) are established at the zonal level or any other level within the Sub County for the purposes of providing quality teaching and learning. The CSOs are responsible for identifying the needs of teachers and heads of institutions and advising the Commission accordingly. In addition, CSOs provide support services to teachers and continuously advise on teaching techniques,

appropriate textbooks, lesson demonstrations and the challenges noted during assessments. The CSOs also organise and conduct courses on curriculum delivery and implementation through seminars, workshops, retreats, and in-service programmes.

3.8 Kenya Primary Education Development Project

This is a project that is funded by Global Partnership for Education (GPE). The project aims to equip teachers with new methodologies of early-grade mathematics instruction through improved in-service training and regular pedagogical supervision and support [MoEST, 2021]. Under the project, head teachers and BoMs will also receive guidance and support in school improvement planning and be empowered to implement plans to improve their school performance.

CHALLENGES OF TEACHER MENTORSHIP AND SUPPORT PROGRAMMES

A review of the literature established that there were many challenges facing mentorship programs in Kenya. These challenges hindered implementation as well as the assessment of the program. One of the challenges is time constraints hindering the mentoring and training of teachers due to the teachers' workload and unavailability (Nyakerario, 2008). In addition, experienced teachers who are selected for mentoring must balance classroom duties and administrative tasks. Therefore, could not participate in mentorship programs as they were time-consuming and required the mentors to complete additional tasks.

Other challenges included information, experience, and wisdom exchange which threatened many expert teachers, as they worked extremely hard to excel in their profession. Sharing the outcomes of their long journey was inconvenient and personal, and if mentoring was required of them, they often tended to provide minimal support and assistance (Salleh & Tan, 2013). In some cases, assigned mentors were just not available to meet the mentees' needs. Finally,

external interruptions were reported during the mentorship process. Similar findings were reported by Mitchell (2003).

CONCLUSION

This exploratory study established that there were various teacher mentorship programs in Kenya. However, it was concluded that the majority of the teacher mentorship programs were unstructured, unsustainability and ineffective. In addition, the existing mentorship programmes lacked a framework for evaluating success in enhancing teacher professional capacity and skills development.

Recommendations

Based on the findings of this study, it was recommended that; there was a need for a more formal and structured teacher mentorship program to enhance teacher competencies and classroom practice. The government should help coordinate or streamline teacher mentorship programs for effective and sustainable delivery of mentoring services. Because of the lack of formal mentorship frameworks, there is a need for policymakers to construct a suitable and practical framework to best serve teachers' retention and attrition. More research was required to establish the enabling and constraining factors of teacher mentorship programs in Kenya.

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