



# The Moderation Effect of Head Teachers' Leadership Styles in Directing Mentorship Programmes Towards Teacher Job Performance: The Case of Secondary Schools in Tororo District, Eastern Uganda

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**Abstract:** *This research has been rooted in the Bandura's (1986) Social Cognitive Theory of learning. The paper investigated how teacher mentorship relates to teachers' job performance when moderated by head teachers' management styles. From a pragmatic realist viewpoint, a cross-sectional survey design with concurrent mixed method approach was used in data collection, analysis and interpretation. A questionnaire comprising of Teacher mentorship experience scale, Teacher job performance scale and Leadership behaviour scale was filled by 286 teachers while four school administrators were interviewed. The results revealed a moderate level of mentorship ( $M = 35.95$ ,  $SD = 6.78$ ,  $Min = 19$ ,  $Max = 50$ ) and a moderate level of teachers' job performance ( $M = 41.58$ ,  $SD = 5.04$ ,  $Min = 13$ ,  $Max = 50$ ). Nonetheless, there was a positive significant correlation ( $r = .398$ ,  $p < .001$ ) between mentorship and teacher job performance. A multiple regression analysis using Process plugin in SPSS generated a significant moderation effect of head teacher leadership styles on the link between teacher mentorship and teacher job performance within the Johnson-Neyman region of significance. Autocratic leadership increased the effect of mentorship on job performance ( $B = -0.02$ ,  $p = .05$ ) by head teachers more than any other styles. This implies that head teachers have to be more directing and instructing in order for their teachers to perform their duties effectively.*

**Keywords:** Leadership styles, Mentorship, Teacher Job Performance, Social cognitive theory of learning, Behavior

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## 1. Introduction

In education, teacher mentorship programmes are now perceived as an effective staff development approach for teachers. Governments and all stakeholders in education aim at employing professional teachers who are well trained and nurtured to uphold the objectives of education, particularly in the light of increased global competitiveness, technological advancement and social

reforms (Hellsten et al., 2009). Such teachers are realised through continuous professional development programmes such as mentorship over the years (Bukari, 2015). Mentorship is defined as a process of facilitating and assisting another person to grow professionally through supervision, support and collaborative self-development (Yiga, 2016). Teacher mentorship entails more experienced teachers supporting novice and less experienced teachers through such practices as teacher induction, holding workshops for professional

development, support supervision (such as lesson observation, scheming and lesson planning), and encouraging dialectical relationships.

A well mentored teacher is expected to exhibit a high level of performance on the job. Effective mentorship implies effective leadership by the mentor. Therefore, leadership can affect teachers' effectiveness or performance as the success and (or) failure of a school are largely attributed to the nature of the management style employed by the head teacher. The concept of leadership as explicated by (Nanjundeswaraswamy & Swamy, 2014) refers to the ability of an individual to create voluntary participation of subordinates to achieve organisational goals. Teacher job performance on the other hand is interpreted as teachers' responsibility to accomplish their tasks, measured by professional responsibility (Limon, & Sezgin-Nartgün, 2020).

This study was underpinned by Bandura's (1986) Social cognitive Theory. This theory asserts that humans learn from interaction within the social context. People observe and imitate what others do, consequently affecting their behaviour and reaction. By so doing they seek to be accepted in the wider circle of the social context (Nabavi, 2012). This implies that mentorship as a social learning process would foster professional growth which will be reflected in enhanced teacher job performance.

## 1.2 Problem Statement

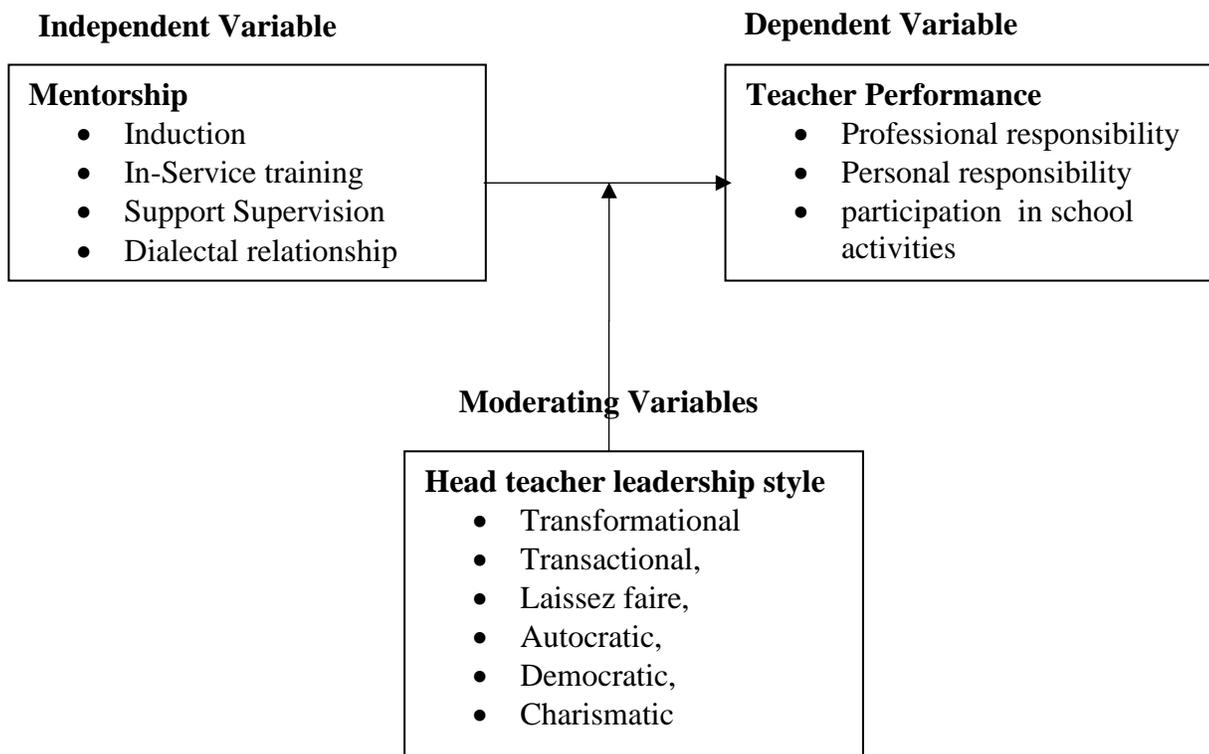
Effective teacher mentorship programmes coupled with quality head teacher leadership styles are effective professional development approaches for beginning and continuing teachers to improve their job performance (Yiga, 2016). Unfortunately, although a policy on mentorship exists in the Ministry of Education and Sports

(Support Supervision System, n.d.), the performance of teachers in secondary schools of Tororo District in Uganda is still characterised by lack of new innovations in content delivery, high teacher turnover, absenteeism and low morale (Acom, 2010). This kind of performance reflects a likely dearth of teacher mentorship and ineffective head teacher leadership approaches. If this trend continues, teachers' professionalism will continue to be curtailed, grooming school leaders in future will be difficult, teacher attrition rate in schools will increase and teacher motivation levels will wane. In effect, learners' academic achievement will be hampered and hence the expected societal development jeopardised. The study therefore sought to answer the following questions:

1. What is the practical scope of teacher mentorship among secondary school teachers in Tororo District?
2. To what extent do secondary school teachers in Tororo district perform their jobs?
3. What is the relationship between teacher mentorship and teacher job performance?
4. What is the moderation effect of head teacher leadership styles on the relationship between teacher mentorship and teachers' job performance?

## 1.3 Conceptual Framework

There may be many contributors to the good performance of a school as an institution. However, based on Chen and McCray's (2012) model of teacher professional development, we can deduce the leading tri-partite factors of performing schools. It is envisaged that well mentored teachers do perform their duties very well but the extent to which the mentorship can lead to teacher job performance is also keenly dependent on the leadership styles of the head teachers, as illustrated in figure 1.



**Figure 1: Conceptual Framework: Adapted from Chen and McCray (2012).**

In Figure 1 teacher mentorship is the independent variable while teacher job performance is the dependent variable. Mentorship may influence a teacher to high or moderate or low level of performance. This framework proposes that teachers who are properly mentored are expected to perform higher than those who are poorly or not mentored at all. However, the effectiveness of teachers' mentorship activities is dependent on how they are led. A teacher may be taken through successful mentorship programme but the leadership styles of head teachers may not provide a conducive atmosphere to support good performance. The leadership styles manifest themselves through a leader's behaviours. These can have influence in attitude, motivation and behaviours of teachers hence affecting any other endeavour such as mentorship, intended to improve teacher job performance (Chen & McCray, 2012)

## 2. Literature Review

Mentorship is a human resource development process that ensures professional development of both novice and continuing teachers (Fletcher, 2000). The process transfers knowledge, support and guidance to teachers enabling them to acquire the necessary professional skills, attitudes and competencies. Rekha and Ganesh (2012) posit that mentorship entails a deliberate effort by an experienced person to nurture, develop and guide the one

who is not experienced. Therefore, a mentor has to be a more experienced person who is knowledgeable, accommodative, patient, and honest and has the will to help those who are less experienced but eager to learn.

Ajowi et al. (2011) maintains that mentorship programmes have direct impact on the performance of both novice and experienced teachers. It changes beliefs and behaviour of teachers which enables them to act professionally. Klasen and Clutterbuck (2002) have observed that mentorship is very important in helping young upcoming teachers to learn, develop and become more effective at their job. Early mentorship of new teachers is envisaged to reduce work depression, attrition rate and improve both vertical and horizontal communication.

There should be a match between mentorship activities and head teacher's leadership styles in order to ensure an enhanced teachers' performance (Nanjundeswaraswamy & Swamy, 2014). Leadership in this study is defined as a process of social influence in which the head teacher creates voluntary participation of teachers and directs them to achieve school goals (Bass & Avolio, 2010). A leadership style may be effective in one setting and ineffective in another. Through effective head teacher leadership styles and mentorship, teachers are instructed and reassured, thereby advancing their professionalism

and enabling them to do their work with fewer challenges (Fletcher, 2000). However, the nature of mentorship and head teacher leadership in secondary schools in Uganda varies widely because there are no particular guidelines for its implementation across the education sector (Education Supervision Guidelines, n.d.; Walt, 2016). The mentorship and head teacher leadership activities have been intertwined and interchangeably confused with supervision and coaching aimed at fault finding and reprimanding. This watch-dog approach tends to impair teacher job performance.

Teacher job performance, according to Amin and Bakhsh (2018), is the capacity of teachers to teach, lesson plan, formulate objectives, set learning outcomes and choosing a appropriate teaching methods. According to (Akram, 2014), teachers' performance in a school is determined by the teacher's ability to plan student's learning, attitude towards work, knowledge of the subject, interpersonal relationship with other staff and members of the community as well as self-drive towards continuous professional growth. Therefore, a teacher who is rated as a good performer is that one who can use the resources and skills at their disposal to produce learners who are competent and employable in the changing global environment. Hence, to be an effective teacher requires constant capacity building through effective mentorship and application of quality head teacher leadership styles. This study thus hypothesised that there wasn't any moderation effect of head teacher's leadership styles on any kind of relationship between mentorship and teacher job performance.

### 3. Methodology

This research adopted a mixed method approach, using survey questionnaire and key informants' interviews (Creswell & Creswell, 2018). Simple random sampling was also used to solicit data from a total of 286 secondary school teachers who were selected using Krejcie and Morgan table (1970) for sample size determination from a total of 1,230 teachers in the 51 secondary schools in Tororo district that took part in the survey. Meanwhile four administrators were purposely selected and interviewed as key informants.

A structured questionnaire containing five sections was administered to the teachers. The demographic section sought information on age, sex, religion and type of school, among others. A 10-item teacher mentorship experience scale (Rogers, 2008) was used to measure mentor model, information emphasis, confrontational focus, relationship emphasis and facilitative focus of mentorship. Teacher job performance was measured using a 10-item scale adopted from Biltz (2007) with three sub-scales; perception and beliefs, self-reported behaviour change and performance. Leadership style was measured using a 12-item adopted version of Bruni et al. (2018) model of leadership behaviour. All these items were scored on a 5-point Likert scale, 1 (*strongly disagree*) to 5(*strongly agree*). The scales were reliable with Cronbach Alpha coefficients of 0.89, 0.72 and 0.79 for Mentorship Level, Job Performance and Leadership Behaviour respectively.

Quantitative data from the teachers' questionnaire was entered in SPSS v.20 for management and analysis. Descriptive statistics, frequency, scores, mean and standard deviation were used to determine the level of mentorship and the extent to which teachers performed (low, moderate or high) as shown in Table 1.

**Table 1: Descriptive data score levels – Analytic framework**

<b>Item Category</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Level of mentorship	10-23	24-36	37-50
Teachers' performance	10-23	24-36	37-50
Leadership styles	12-27	28-43	44-60

Using this analytic framework, quantitative information was generated which was then triangulated with qualitative information from key informant interviews. The interview recordings were transcribed using MS Word programme. The transcripts were read and re-read

to familiarise with the information which was used to interpret and explain further the quantitative findings.

## 4. Results and Discussion

The research explored the levels of teacher mentorship and the effectiveness of head teachers' styles of leadership in influencing the performance of teachers. Beginning with the demographic information about respondents, the results of the study are presented, interpreted and discussed according to the specific research question and (or) objective.

### 4.1 Demographic Characteristics

Demographic information was obtained on age, gender, academic discipline, academic qualification, job title and on job experience, category of schools as shown in table 2.

**Table 2: Demographics of respondents (N = 303)**

Characteristic	Category	N	%
Gender	Male	195	64.4
	Female	108	35.6
Age	20-29	100	33.0
	30-39	110	36.3
	40-49	73	24.1
	>40	20	6.6
Qualification	Diploma	86	28.4
	Degree	207	68.3
	Post-Graduate	10	3.3
Teaching Experience	<10	140	46.2
	10-20	107	35.3
	20-30	48	15.8
	>30	8	2.6
Years in current school	<10	264	87.1
	10-20	37	12.2
	20-30	1	.3
	>30	1	.3

The results reveal that there were more males (64.4%) than females (35.6%), showing a higher ratio of male to female teachers. Most teachers were in the age bracket of 30-39 (36.3%). This was rather expected because it is the middle-aged workers who are more active workers in any organisation. The results further showed that 10(3.3%) had postgraduate qualifications, 207(68.3%) were graduate teachers, and 86 (28.4%) were diploma holders, implying that all the teachers were qualified, hence competent to perform. The findings show that majority; 264 (87.1%) of respondents had served in the schools for 1-10 years. This time is long enough for at least some form of mentorship to be realised by the participating teachers.

### 4.2 The scope of mentorship in Tororo District secondary schools.

The result about extent of mentorship ranged from 13 to 50 ( $M = 35.95$ ,  $SD = 6.78$ ). According to Table 3.1; the analytic framework, these results indicate that teachers received a moderate degree of mentoring from their head teachers. The moderate mentorship levels may be attributed to the endeavours that administrators make to mentor teachers although they are hampered by lack of guidelines for the implementation of mentorship across the education sector (Walt, 2016). Consequently, the efforts made to implement mentorship in secondary schools in Tororo district may have helped teachers with classroom support and feedback on their functionality,

thereby leading to improved performance of teachers as posited by Yiga (2016).

These results seem to agree with the findings of Sit (2003) who reported that despite the apparent benefits from the mentoring culture, many teachers have complained about lack of understanding of different roles of mentors; the lack of preparation and training in mentoring; and perceived low status of the position of a teacher. The qualitative findings revealed that teachers detested administrators who used mentorship programmes to harass and subdue their voices. For instance, more than one half of the respondents complained that they were not given sufficient chance for professional development by the head teachers, who considered that further training would be expensive and time consuming. This together with the interviewee opinions could explain the low attitude towards mentorship programmes expressed by teachers.

This finding is explainable by the Bandura's (1986) social cognitive theory of learning which explains that social factors such as demonstrations, instructional strategies and feedback from more skilled peers can affect personal and professional behaviour of teachers. Such factors may include a sense of ability to perform the task and self-efficacy. Consequently, because of the reciprocal determinism associated with human behaviours, mentorship as a social learning phenomenon transcend into planned behaviours, self-monitoring and controlling distractions.

However, the interviewees noted some challenges in mentoring teachers as they require a lot of convincing to attend the workshops and other refresher courses. This is similar to the earlier finding by (Cothran et al., et al., 2005) in their study of about *Mentoring teachers*, where they argued teachers should be willing mentees. Therefore, because mentorship tends to thrive in an environment of trust, head teachers should inculcate an enabling environment for mentorship to prevail. Both the mentors and mentees must work together for successful mentorship programs. The mentee should welcome and also seek out the help of the mentor. Cothran et al., et al., (2005) further contended that mutual trust is a significant prerequisite for meaningful mentorship to take place. For this reason, teachers ought to accept mentorship strategies developed by school management to facilitate their professional growth.

### 4.3 Level of Teacher job performance in secondary schools of Tororo District

The level of job performance was analysed to answer the question of how effectively teachers perform their duties.” The scores ranged from 13 to 50 had the  $M = 41.58$  with a standard deviation;  $SD = 5.04$ . These results indicate a high level of job performance by teachers in secondary schools of Tororo District as per the score ranges in Table 3.1. The high level of performance implies that the teachers efficiently observed professional duties such as preparing schemes of work, planning the lessons, setting career objectives, selecting appropriate learning outcomes and using suitable teaching methods to achieve the desired learning outcomes. These could be attributed to exposure of teachers to mentorship aspects. In addition, high level performance also implies that the teachers do attend to their duties as required, take personal responsibilities for their behaviours and generally exhibit good conduct in and out of school (Amin et al., 2018).

These findings are in line with those of a study by Jay (2014) in which teachers' performance was found to be mainly dependent on teacher characteristics such as knowledge base, sense of responsibility, inquisitiveness, as well as the teacher professionalism factors such as lesson structure, effective communication, learner involvement and success, classroom organisation, and management and climate setting. Whereas the level of mentorship was moderate, teacher job performance is found to be high. The implication here is that mentorship is not the sole determinant of teacher job performance. The results are also in agreement with Rekha and Ganesh (2012) who posit that for teacher job performance to be effective and efficient, school duties should be performed by teachers in a particular period to achieve school goals. Therefore, teachers are likely to have demonstrated proficiency in formal teaching skills, professional growth and development, improved teaching attitudes, and healthy relationships with fellow teachers and administrators even at dismal levels of mentorship.

The results are clearly consistent with Bandura's Social Learning Theory (SLT) which explained that people who are in a mutual interaction can influence one another. The interaction in the context of cooperation, competition, conflict and friendly discussion enables individuals to gain understanding about themselves as both subject and object. Therefore, the theory clearly explains that the more teachers interacted with one another and with their administrators, the more they influence one another's behaviour, and hence this could explain the high levels of teacher job performance in Tororo, District secondary schools.

## 4.4 Relationship between Mentorship and Teacher Job Performance

The relationship between mentorship and teachers' job performance in Tororo District secondary schools was determined using Pearson Product Moment Correlation coefficient.

Results indicate that there was a weak significant positive correlation ( $r = .398, p < .001$ ) between mentorship and teacher job performance in secondary schools in Tororo District. This positive correlation shows that the more the teachers were mentored, the more their performance would improve. However,  $r = .398$  is weak correlation which means that there could be other factors that affected the teachers' performance even when they were mentored. Basing on these results, the null hypothesis that mentorship does not have an influence on teacher performance was rejected and the alternative hypothesis that mentorship has a positive influence on job performance was accepted. This means that the more the teachers were mentored, the more their professionalism improved and hence their job performance.

The finding agrees with the study by Mbetegyerize (2010) which asserts that effective professional development including practices such as training, planning and feedback enabled teachers to get adequate time and follow-up support. This as well inspired teachers to share their expertise and experiences more systematically. In addition, the results indicated that mentorship played a vital role in shaping the teachers' professional conduct such as punctuality, setting time bound goals, developing research skills and flexibility.

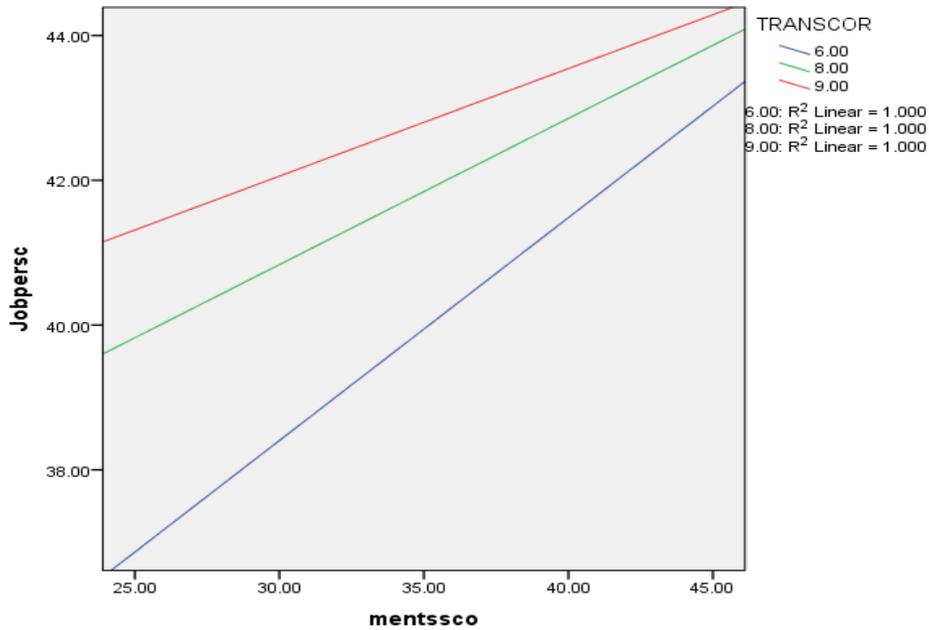
These results are in line with Bandura's social learning theory which emphasises that in observational learning, people may learn new information without displaying new behaviour (Strauch & Al Omar, 2014). Thus, the more the teachers were mentored, the more their job performance. Teachers who attended mentorship programmes performed effectively at work as they shared

and received knowledge of the subject, improved classroom management, acquired new teaching methods and improved the methods of evaluating students as indicated by Amin et al., 2018.

To achieve objective 4, which sought to test whether head teacher leadership styles would significantly moderate the relationship between mentorship and teacher job performance, correlation coefficients between head teacher leadership styles, mentorship and teacher performance were established, followed by conducting a moderation analysis multiple regression using the Process plugin in SPSS (Hayes, 2014). Results indicate that there was positive significant correlation between head teacher leadership styles (transactional, laissez-faire, autocratic, charismatic), head teacher mentorship and teacher job performance with  $p < .01$  and  $p < .05$  respectively. However, there was no significant relationship between transformational and democratic leadership styles on mentorship and teacher job performance.

The moderation model for determination of the effect of transactional head teacher leadership style on the head teacher mentorship – teacher performance link was statistically significant ( $R^2 = .23, F_{(3, 299)} = 30.54, p < .01$ ). Mentorship significantly predicted job performance ( $\beta = 0.63, P = < .01$ ). Similarly, transactional leadership style significantly predicted teachers' Job performance ( $\beta = 2.81, P < .01$ ). The interaction effect of mentorship and transactional leadership style was negative and statistically significant ( $\beta = -0.05, p = .01$ ).

The Johnson-Neyman (1983) region of significant moderation ranged from a low transactional leadership style score of 6,  $\beta = .31, t(299) = 6.25, p < .01$  to a high transactional leadership score of 9,  $\beta = .15, t(299) = 2.85, p < .01$ . The general decrease in the conditional effect indicates that the lower the level of transactional leadership style, the more the effect of mentorship on teachers' job performance and vice versa.



**Figure 2: A graphical presentation of the moderation effect of Transactional leadership on mentorship and teacher job performance.**

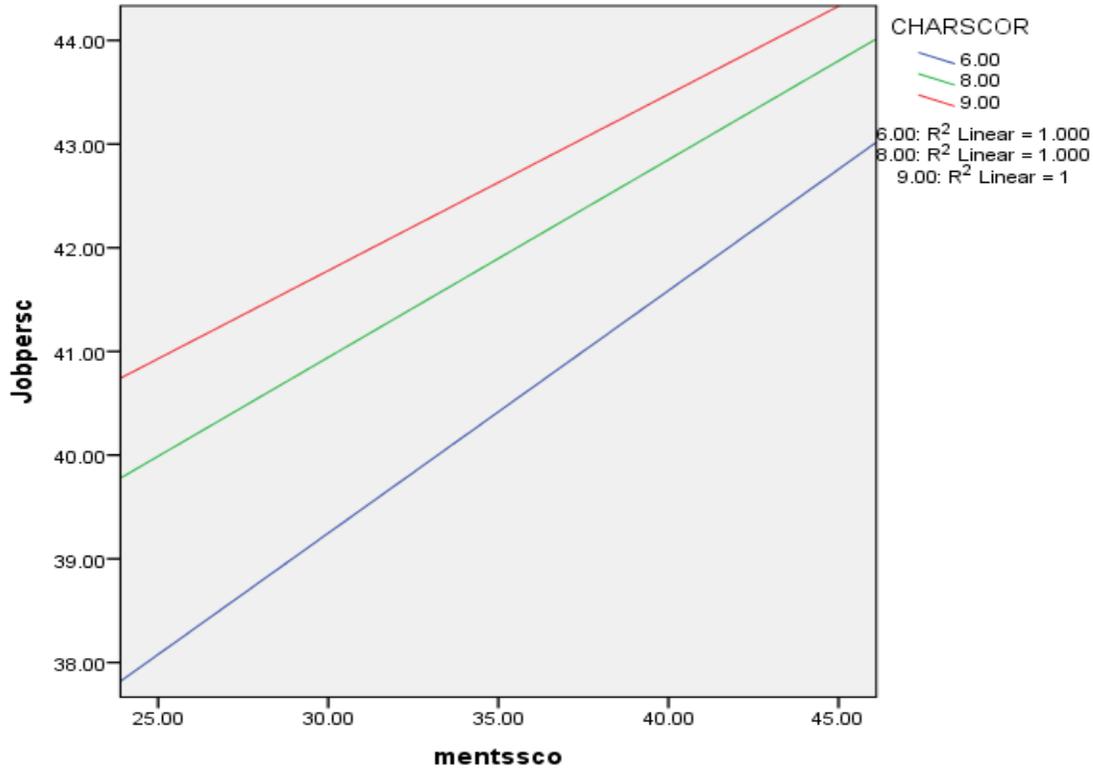
*Note.* Mentssco means mentorship scores, Jobpersc = job performance score, TRANSCOR = Transactional leadership style score.

Generally, at a lower level of transactional leadership style, there is also a lower level of mentorship and job performance. However, there is a higher effect of mentorship on job performance. Conversely, at high levels of transactional leadership, there is also higher level of mentorship and job performance. However, there is a lower effect of mentorship on job performance. This implies that effective mentorship requires low levels of transactional leadership style in order to produce high influence on job performance among teachers.

The moderation model for determination of the effect of charismatic head teacher leadership style on the head teacher mentorship – teacher performance link was statistically significant ( $R^2 = .20$ ,  $F_{(3, 299)} = 25.37$ ,  $p < .01$ ),

this means mentorship predicts teacher job performance ( $\beta = 0.36$ ,  $P < .01$ ) by about 20%. Similarly, charismatic leadership style significantly predicted performance ( $\beta = 1.49$ ,  $P < .01$ ). The interaction effect of mentorship and charismatic leadership style was negative and not statistically significant ( $\beta = -0.02$ ,  $p = .39$ ).

The Johnson-Neyman (1983) region of significant moderation ranged from a low charismatic leadership style score of 6,  $\beta = .38$ ,  $t(299) = 3.70$ ,  $p < .01$  to a high charismatic leadership score of 9,  $\beta = 1.49$ ,  $t(299) = 3.7$ ,  $p < .09$ . The increase in the p-value shows that the interaction effect of charismatic leadership style and head teacher mentorship was statistically negative leading to a positive moderation effect. This indicates that the higher the level of charismatic leadership style, the more the effective mentorship on teachers' job performance and vice versa.



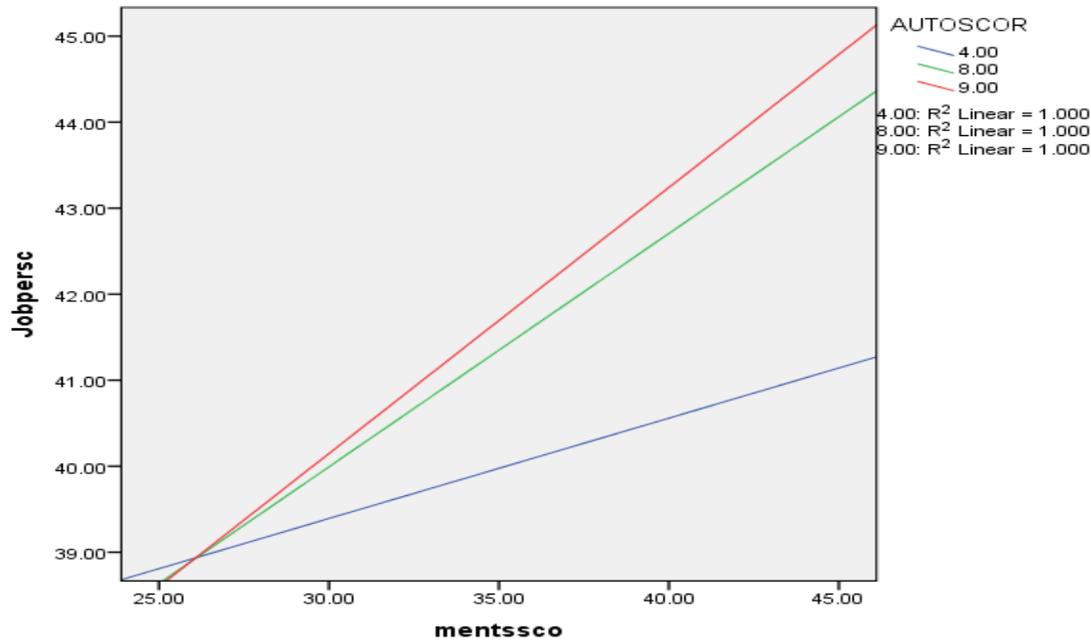
**Figure 3: A graphical presentation of the moderation effect of charismatic leadership on mentorship and teacher job performance.**

*Note.* Mentssco means mentorship scores, Jobpersc = job performance score, CHARSCOR = Charismatic leadership style score.

Figure 2.4 show that a lower level of charismatic leadership style produces a lower level of mentorship and job performance. However, there is a higher effect of mentorship on job performance. Conversely, at high levels of charismatic leadership, there is also higher level of mentorship and job performance. This implies that effective mentorship requires low levels of charismatic leadership style in order to produce high influence on job performance among teachers. Too much of charismatic leadership style will overshadow hence inhibit the effect of mentorship on job performance.

The moderation model for determination of the effect of autocratic head teacher leadership style on the head

teacher mentorship – teacher performance link was statistically significant ( $R^2 = .18$ ,  $F_{(3, 299)} = 21.30$ ,  $p < .01$ ). Mentorship significantly predicted job performance ( $\beta = -.04$ ,  $P = < .80$ ). Autocratic leadership style significantly predicted performance ( $\beta = -1.01$ ,  $P < .14$ ). The interaction effect of mentorship and autocratic leadership style was negative and statistically significant ( $\beta = -0.02$ ,  $p = .05$ ). The Johnson-Neyman (1983) region of significant moderation ranged from a low autocratic leadership style score of 4,  $\beta = .12$ ,  $t(299) = 1.41$ ,  $p < .16$  to a high autocratic leadership score of 9,  $\beta = .31$ ,  $t(299) = 5.10$ ,  $p < .00$ . The increase in the p-value shows that the interaction effect of Autocratic leadership style and head teacher mentorship was statistically negative leading to positive moderation effect. This indicates that the higher the level of Autocratic leadership style, the more the effect of mentorship on teachers’ job performance and vice versa.



**Figure 4: A graphical presentation of the moderation effect of autocratic leadership on mentorship and teacher job performance.**

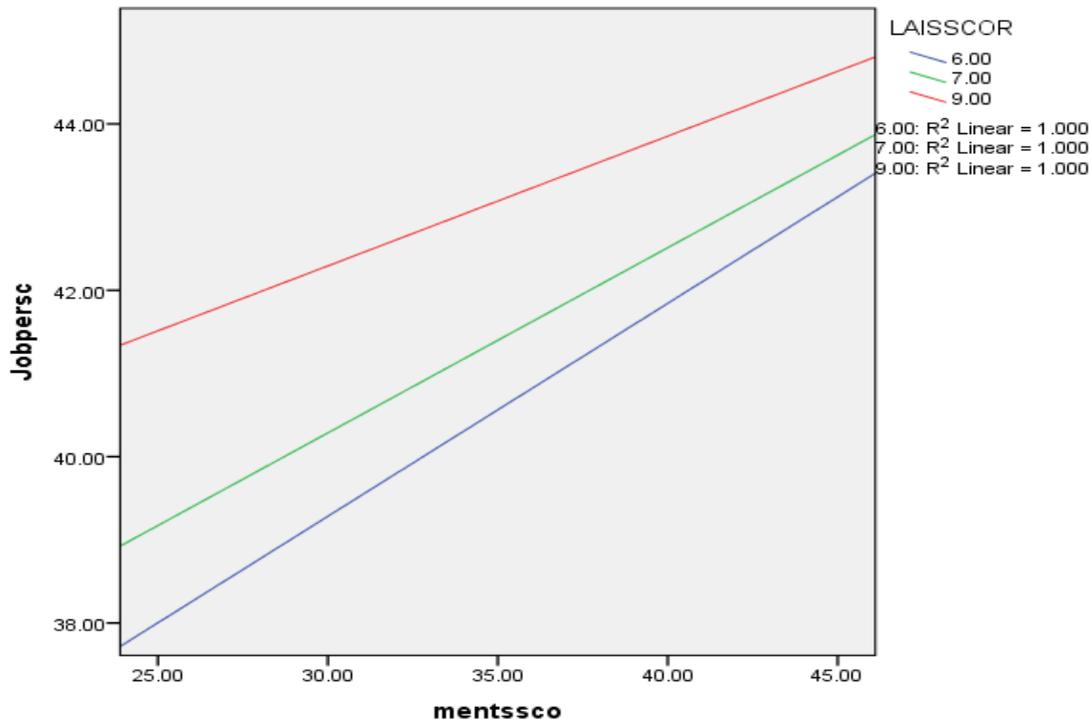
*Note.* Mentssco means mentorship scores, Jobpersc = job performance score, AUTOSCOR= Autocratic leadership style score.

At a lower level of autocratic leadership, mentorship has a low effect on job performance. However, as use of autocratic leadership style increases, the effect of mentorship on job performance increases too.

The moderation model for determination of the effect of laissez-faire head teacher leadership style on the head teacher mentorship – teacher performance link was statistically significant ( $R^2 = .22$ ,  $F_{(3, 299)} = 27.81$ ,  $p < .01$ ). Mentorship significantly predicted job performance

( $\beta = .46$ ,  $P < .01$ ). Laissez-faire leadership style significantly predicted performance ( $\beta = 0.02$ ,  $P < .15$ ). The interaction effect of mentorship and laissez-faire leadership style was negative and statistically significant ( $\beta = -0.02$ ,  $p = .15$ ).

The Johnson-Neyman (1983) region of significant moderation ranged from a low laissez-faire leadership style score of 6,  $\beta = .38$ ,  $t(299) = 3.28$ ,  $p < .01$  to a high laissez-faire leadership score of 9,  $\beta = 0.02$ ,  $t(299) = 2.31$ ,  $p < .02$ . The general decrease in the conditional effect indicates that the lower the level of charismatic leadership style, the more the effect of mentorship on teachers' job performance and vice versa.



**Figure 5: A graphical presentation of the moderation effect of laissez-faire leadership on mentorship and teacher job performance.**

*Note.* Mentssco means mentorship scores, Jobpersc = job performance score, LAISSCOR= Laissez-Faire leadership style score.

The graph in Figure 5 shows that at a lower level of Laissez-faire leadership style there is also a lower level of mentorship and job performance. However, there is a higher effect of mentorship on job performance. Conversely, at high levels of laissez-faire leadership, there is also higher level of mentorship and job performance. However, there is a lower effect of mentorship on job performance. This implies that effective mentorship requires low levels of laissez-faire leadership style to produce high influence on job performance among teachers.

Therefore, leadership styles have a varied effect on the degree of moderation effect between mentorship and teacher job performance depending on the type of leadership style. However, generally at least for all leadership styles, there is positive moderation effect of head teacher leadership styles on mentorship and teacher job performance.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

Based on the findings above, the study therefore concludes that:

Mentorship programmes were moderately being implemented in secondary schools in Tororo District. This implies that mentorship programmes are not well programmed and implemented in schools.

Teachers' job performance was high in secondary schools in Tororo. This could be attributed to the moderate mentorship, pre-service professional training and hard work of the teachers.

There is a significant correlation between mentorship and teacher job performance which shows that the more teachers were mentored the more their job performance can improve.

Head teacher's leadership styles had a significant positive effect on moderation on the effect of mentorship on teacher job performance in secondary schools in Tororo District, though at varied levels. This depends on a particular leadership style. Autocratic leadership style was the dominant style compared to other leadership styles. This could be attributed to its high effect on the

moderating the relationship between mentorship and teacher job performance. Conversely, it could also be true that Autocratic leadership style had a high moderating effect on the relationship between mentorship and teacher job performance because it is predominantly being used by head teacher. Head teachers in Tororo District used authority and coercion on teachers more than mentorship in order to get performance.

## 5.2 Recommendations

1. The study recommended that all secondary schools in Tororo District and Uganda at large need to adopt programmed mentorship strategies. Among other strategies, schools should set mentorship expectations for mentees, implement mentorship plans according to the pedagogical needs of the mentees, direct mentorship plans towards the common interest of both the mentor and the mentees, and mentorship plans should promote contemporary teacher competencies.

2. This study has revealed that mentorship may hold the answer to many problems that currently face the teaching profession. It is therefore recommendable that school mentorship programmes should be geared towards identifying pedagogical challenges among teachers, so that the challenges can be addressed, hence improving teacher job performance.

3. To promote teacher mentorship as part of social learning, we recommend that the Ministry of Education and Sports integrate mentorship programmes into its school-based supervision programs. The implementation of such programs should be among the head teacher's performance appraisal criteria. This can certainly enhance teacher mentorship in schools. There should be written mentorship guidelines with well-designed activities aimed at promoting head teachers' leadership styles that support teacher mentorship. Particularly, it is recommended that head teachers blend leadership styles with autocratic leadership styles.

Although the finding of this study revealed a high level of teachers' job performance in secondary schools of Tororo District, it is recommendable that school administrators put in place measures that can enhance and maintain such good job performance.

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