

BSU Sponsored John Bismark Okumu was among those who received PhDs during Gulu University's 16<sup>th</sup> graduation held in September 2021. Okumu is a lecturer in the Department of Curriculum, Educational Technology and Media, Faculty of Education and Humanities. We congratulate you Dr. John Mismark Okumu!

### **Doctoral Citation**

Dr(Okumu) researched Mentoring and teacher effectiveness: A case of government- aided secondary schools in the Acholi sub-region(2020)

When teachers are trained, they are recruited and employed; and given classes to teach without guidance on work ethics. Teachers are left on their own to 'swim or sink'. There is a gap between training and employment and yet teachers resist mentoring. What motivated me was teaching without guidance and support and whether the mentoring processes improve teachers' classroom instructional process.

The findings indicate that quality mentoring feedback is a significant contributor to professional and academic success as this helps mentors share professional experiences at different stages of teachers' career. Mentoring teaching helps to nurture, coach and develop less skilled teachers to grow and develop specific competencies in teaching, provides opportunities for improving mentees teaching methods. The findings enhance our understanding that mentoring guidance helps build teachers' confidence, build trust among teachers with higher level of support leading to higher rate of teacher performance in government-aided secondary schools. There is also no clear policy guideline for mentoring. The findings contribute to mentoring policy

My study concludes that mentoring improves teaching methods and also helps teachers to learn new activities to make them remain effective and relevant in the contemporary world although there is inadequate training and no clear policy guideline that make them become creative and innovative in teaching process in the government- aided secondary schools in the Acholi sub-region.

The study recommends that Mentoring guidance should focus on helping teachers employ "high yield" instructional practices; feedback and clarity in teaching that have direct measurable impacts on student learning. Mentoring teaching process should be institutionalized in Uganda government-aided secondary schools curriculum to make it compulsory for every teacher to participate and improve classroom practices.

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