

## MENTORSHIP DYNAMICS IN UGANDA'S TEACHER TRAINING INSTITUTES: A MIXED-METHODS CASE STUDY

Martin Okoed<sup>1\*</sup>, Sarah Nawoova<sup>2</sup>, Emmanuel Acidri Bileti (PhD)<sup>3</sup>

<sup>1</sup>Uganda Technology and Management University, PO Box 73307, Kampala, Uganda.

<sup>2</sup>Kyambogo University, PO Box 1, Kyambogo, Kampala, Uganda. And Uganda National Institute for Teacher Education (UNITE) – Kaliro Campus, PO Box 65, Kaliro, Uganda.

<sup>3</sup>Uganda Christian University, Arua Campus, PO Box 356, Arua, Uganda.

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### ABSTRACT

#### Background

Mentorship is a key component of teacher professional development, yet its implementation within Uganda's teacher training institutes remains underexplored. This study explored mentorship dynamics in Uganda National Institute for Teacher Education (UNITE)-affiliated institutions, focusing on mentor demographics, communication practices, mentoring strategies, and institutional support.

#### Methods

A mixed-methods case study design was employed, combining quantitative surveys (n=58) and qualitative interviews (n=10) with mentors from five National Teachers' Colleges (NTCs) before their integration into UNITE. Quantitative data were analyzed using descriptive statistics and ANOVA tests, while qualitative data underwent thematic analysis.

#### Results

Of the 58 mentors surveyed, 72.4% were male, and 46.6% were aged 36-45 years. Most mentors (82.7%) had over four years of mentorship experience, with 55.2% holding a Master's degree. A one-way ANOVA test revealed no statistically significant relationship between mentorship experience and the perceived quality ( $p = 0.775$ ) or frequency ( $p = 0.082$ ) of communication with mentees. The most frequently used and rated as effective mentoring strategies included encouraging reflection and self-assessment ( $M = 4.64$ ,  $SD = 0.742$ ), followed closely by providing constructive feedback and guidance ( $M = 4.62$ ,  $SD = 0.697$ ), and setting clear goals and objectives ( $M = 4.52$ ,  $SD = 0.800$ ). However, qualitative findings indicated that mentors need regular training workshops to enhance mentorship skills, recognition and incentives to keep motivated, and stronger institutional commitment to formalizing mentorship structures.

#### Conclusion

Despite mentorship being integral to teacher development, inconsistencies in mentorship training, communication, and institutional support hinder its effectiveness. Addressing these gaps is essential for improving mentorship outcomes in Uganda's evolving teacher education sector.

#### Recommendations

Polymakers should establish formal mentorship training, introduce standardized mentorship policies, and allocate resources to strengthen mentor-mentee engagement. Future research should explore longitudinal mentorship impact assessments to guide policy reforms.

**Keywords:** Mentorship Dynamics, Teacher Training Institutes, Teacher Professional Development, Mentoring Strategies, Institutional Support, Mixed-Methods Research, Uganda Teacher Education.

**Submitted:** 2025-03-25 **Accepted:** 2025-03-29 **Published:** 2025-04-19

**Corresponding Author:** Martin Okoed

**Email:** martin.okoed@aol.com

Uganda Technology and Management University, PO Box 73307, Kampala, Uganda.

### BACKGROUND

Mentorship is widely recognized as a cornerstone of professional development in education, shaping the effectiveness and adaptability of teachers in diverse learning environments. Globally, teacher training institutes have embraced mentorship as a key component of training,

aiming to improve the performance of teacher trainees (Boe-Doe, 2023; Neacșu, 2023). Structured mentorship programs offer mentors the opportunity to guide and support teacher trainers, contributing significantly to their growth and success (Dahal, 2023; Maundeni & Kahaka, 2022; Gupta, 2022). Through mentorship, educators receive not only

instructional guidance but also emotional and professional support, fostering a culture of continuous learning and collaboration within educational communities (Bradley-Levine et al., 2016; Cody & Bingham, 2016; Purba et al., 2020).

However, despite its recognized importance, mentorship in many Sub-Saharan African teacher training institutes - particularly in Uganda - receives less institutional attention, and there is a lack of structured evaluation of mentor experiences, communication practices, and mentoring strategies (Ali et al., 2024; Ovais & Jain, 2025). Challenges such as inconsistent mentorship frameworks, inadequate institutional support, and limited mentor training hinder the overall effectiveness of mentorship programs. Furthermore, the absence of clear strategies for improving mentorship creates gaps in the quality of communication and support mentors provide to teacher trainees. If teacher training institutes are to excel, they need vibrant mentorship activities that enhance mentor experiences, communication, and mentoring strategies, ultimately contributing to better teacher development and educational outcomes.

In Uganda, mentorship within teacher training institutes has gained prominence, particularly following the integration of National Teachers' Colleges (NTCs) - Kabale, Kaliro, Mubende, Muni, and Unyama - into the Uganda National Institute for Teacher Education (UNITE). However, research on mentorship in these institutions remains fragmented. Studies by Nabitula et al. (2023) and Kisalama & Kibedi (2019) have examined leadership styles and pilot mentorship programs, but their scopes and sample sizes have been limited. Additionally, research by Bwiruka et al. (2021) and Okumu et al. (2022) has explored mentorship in secondary schools and among student teachers, leaving a gap in understanding mentorship dynamics within Uganda's teacher training institutes. These gaps underscore the need for a systematic assessment of mentor experiences, communication quality, and mentorship strategies within UNITE-affiliated institutions.

Mentorship dynamics refer to the interactions, strategies, and institutional influences that shape the mentoring process, including communication practices, mentor-mentee relationships, and the availability of support structures. A significant challenge is the lack of standardized mentorship frameworks and structured mentor training programs across institutions, which create variations in mentorship quality and effectiveness (Lyseight-Jones, 2017; Mitana et al., 2021). Financial constraints and policy limitations further prevent the formalization of mentorship structures, impacting instructional quality, teacher retention, and student learning outcomes (Johnson, 2023; Nikoi, 2024; Tejada & Catama, 2024).

This study aims to explore mentorship dynamics in UNITE-affiliated institutions. Specifically, this research seeks to answer the following questions: 1) What are the demographic characteristics of mentors in UNITE-affiliated teacher training institutions? 2) Is there a statistically

significant relationship between mentor experience and the quality or frequency of communication with mentees? 3) Which mentoring strategies are most commonly employed in UNITE institutions, and how do mentors perceive their effectiveness? 4) What forms of institutional support do mentors in UNITE institutions deem most critical for enhancing their mentorship effectiveness?

Grounded in Bandura's Social Learning Theory (1977), this study examines how mentorship dynamics shape teacher development within UNITE-affiliated institutions. The theory posits that learning occurs through observation, modeling, and guided experiences, making mentor-mentee interactions central to professional growth. Using a mixed-methods approach, this study explores how mentorship strategies, institutional support, and mentor-mentee interactions influence mentorship effectiveness. The findings will contribute to strengthening mentorship programs in Uganda's teacher education system while offering insights for other low-resource teacher training institutions globally. By informing policy and practice, this study emphasizes the necessity of structured mentorship as a foundational element of professional development in education.

## Methods

### Study Design

The study employed a mixed-methods case study design, which integrates quantitative and qualitative data collection, results, and analysis to provide in-depth evidence for a case or to develop cases for comparative analysis (Ivankova & Plano Clark, 2018). This approach is highly applicable across different countries and contexts, offering a framework for examining complex educational phenomena (Adhikari & Adhikari, 2023; Adhikari & Timsina, 2024; Harris, 2022).

The study design aligns with a pragmatist stance, a versatile research paradigm that emphasizes flexibility and adaptability. Pragmatism supports the use of a plurality of methods, focusing on the most effective approach for addressing the research problem at hand. This paradigm is particularly relevant globally because it allows researchers to adapt their methods to diverse contexts. While some critics suggest pragmatism can be seen as a "paradigm of convenience" (Hampson & McKinley, 2023), it remains a widely accepted framework for mixed-methods research due to its emphasis on practical outcomes and research questions over specific methodologies.

### Study Setting

This study was conducted in five National Teachers' Colleges (NTCs) before their integration into the Uganda National Institute for Teacher Education (UNITE). The Government of Uganda established UNITE to professionalize teacher education, following recommendations from the Teacher Initiative in Sub-Saharan Africa (TISSA) study (MoES, 2013) and the

National Teacher Policy (MoES, 2019). UNITE was officially established on 5th July 2024 under UOTIA, Cap. 262, to streamline teacher training and mentorship programs (UNITE, n.d.). Before this transition, NTCs operated independently with varying mentorship structures. This study captures mentorship dynamics before the shift, providing baseline data for future reforms.

### Participants and Sampling

The study focused on mentors (n=58) actively engaged in mentorship programs within the five National Teachers' Colleges. A census sampling approach was used to ensure diversity in mentors' experience levels, subject specializations, and institutional roles. A total of 58 mentors participated in the study, distributed as follows: Kabale (n=10), Kaliro (n=10), Mubende (n=10), Muni (n=12), and Unyama (n=16). Selection criteria included mentors who were actively involved in guiding pre-service or in-service teachers at any of the five campuses and had not reached the mandatory retirement age of 60. Retired mentors (n=2) were excluded to ensure that responses reflected current mentorship experiences. These criteria were set to ensure the study's focus on current, active mentors, reflecting the real-time dynamics of mentorship in teacher training contexts.

### Data Collection

Data were collected using a combination of quantitative and qualitative methods to provide a detailed understanding of mentorship dynamics. A structured questionnaire, adapted from established mentorship frameworks, was used to gather quantitative data on mentors' demographic characteristics, experience, communication practices, and mentoring strategies. The questionnaire was administered in person during a mentorship workshop organized by the Ministry of Education and Sports as part of the Teacher Training Education (TTE) Project, supported by Enabel, a Belgian development agency, at NTC Kaliro in 2023. To complement the survey, semi-structured interviews were conducted with a purposive sample of 10 mentors from various campuses, selected to represent a diverse range of mentoring experiences. These interviews aimed to provide in-depth insights into the mentors' perspectives on the effectiveness of mentorship, the challenges they encountered, and the strategies they employed. The interview guide was developed based on the key themes identified in the literature review, including mentor training, institutional support, and communication practices.

### Data Analysis

Quantitative data from the 58 mentors were analyzed using descriptive statistics to identify patterns and trends in the mentors' demographic characteristics, experiences, communication practices, and strategies. Responses were summarized using frequencies, percentages, and means, and the results were presented in tabular format. Descriptive

analysis helps in providing a clear picture of the data and drawing initial conclusions (Adhikari & Timsina, 2024; Blbas, 2024). The qualitative data from the 10 interviews were transcribed and analyzed using thematic analysis. This allowed for the identification of recurring themes and patterns regarding the effectiveness of mentoring strategies, institutional support, and the challenges faced by mentors. Thematic analysis is a widely used method to analyze qualitative data, as it allows for flexibility and the identification of deep insights across a range of interviews (Adhikari & Timsina, 2024; Belloto, 2018; Neuendorf, 2018). All analyses were conducted using SPSS (version 24) software for the quantitative data and thematic analysis for the qualitative data.

### Bias Mitigation

Several measures were implemented to minimize bias and enhance the reliability of the findings. Selection bias was mitigated by including all mentors across the five UNITE campuses, ensuring a representative sample. Response bias was addressed by conducting an anonymous survey, reducing the likelihood of social desirability or conformity bias in responses. Additionally, using surveys and interviews strengthened the study's validity by allowing for cross-verification of findings. To further limit researcher bias, a structured interview guide was used, ensuring consistency in data collection across all participants. Additionally, data analysis was performed by two researchers before reaching a consensus, reducing subjective interpretation (Kaufman et al., 2024; Grays et al., 2023; Gauthier et al., 2022).

### Ethical Considerations

Given the absence of a formal Institutional Review Board (IRB) at participating institutions during the study period, alternative ethical safeguards were implemented. Permission to proceed was granted by the Kaliro Campus administration, aligning with the Ministry of Education and Sports' goals for teacher development. Informed consent was obtained from all participants after a detailed explanation of the study's purpose, their right to withdraw, and assurance of confidentiality. Data collection and storage protected participant privacy, adhering to globally recognized ethical research principles (Arellano et al., 2023).

## RESULTS

### Demographic Characteristics of the Mentors

The study surveyed 58 mentors from five UNITE campuses. The majority of mentors (72.4%) were male, while 27.6% were female. The age distribution showed that 46.6% of mentors were between 36-45 years, followed by 31.0% aged 46-55 years, 19.0% aged 56 and above, and 3.4% aged 25-35 years. Regarding mentorship experience, 6.9% of respondents had less than one year of experience, 10.3% had

1-3 years, 44.8% had 4-6 years, and 37.9% had seven or more years of mentoring experience. The educational qualifications of the mentors revealed that 41.4% held a Bachelor's degree, 55.2% had a Master's degree, and 3.4% possessed a PhD.

## Page | 4 Mentorship Experience and Communication

To examine the relationship between mentorship experience and communication quality or frequency, a one-way ANOVA was conducted. The results indicated no statistically significant effect of mentorship experience on communication quality,  $F(3, 54) = 0.370$ ,  $p = 0.775$ , partial  $\eta^2 = 0.020$ , or communication frequency,  $F(3, 54) = 2.355$ ,  $p = 0.082$ , partial  $\eta^2 = 0.116$ . While Roy's Largest Root suggested a statistically significant multivariate effect ( $F(3, 54) = 3.421$ ,  $p = 0.024$ ), other multivariate tests (Pillai's Trace, Wilks' Lambda, and Hotelling's Trace) were not significant ( $p > 0.05$ ), indicating inconsistent multivariate

findings. These results suggest that mentorship experience does not necessarily translate into improved communication quality or frequency with mentees. This was echoed in qualitative responses, where mentors highlighted the importance of interpersonal skills and structured support over mere years of experience. As one mentor explained, *'You can have all the experience in the world, but if you can't connect with the mentee and understand their individual needs, it doesn't matter. It's about building trust and having open communication.'* Another mentor noted, *'Effective mentorship is not just about experience; it's about engagement and understanding the mentee's needs.'*

## Mentoring Strategies and Their Effectiveness

Descriptive analysis was conducted to assess the perceived effectiveness of different mentoring strategies. The findings are summarized in Table 1.

**Table 1: Effectiveness rating of mentoring strategies**

	Mean (M)	Std. Deviation (SD)
Encouraging reflection and self-assessment	4.64	.742
Providing constructive feedback and guidance	4.62	.697
Setting clear goals and objectives	4.52	.800
Facilitating professional networking opportunities	4.34	.828
Offering resources and support materials	4.29	.879

Encouraging reflection and self-assessment was rated as the most effective mentoring strategy ( $M = 4.64$ ,  $SD = 0.742$ ), followed closely by providing constructive feedback and guidance ( $M = 4.62$ ,  $SD = 0.697$ ). In contrast, offering resources and support materials received the lowest effectiveness rating ( $M = 4.29$ ,  $SD = 0.879$ ). Qualitative data reinforced these findings, with mentors emphasizing the critical role of both feedback and reflection in mentee development. One mentor passionately stated, *'Feedback is the cornerstone of our mentorship program; without it, growth is not possible. We need to tell them [mentees] what they are doing good, as well as what they could improve on.'* Another highlighted the importance of self-assessment, explaining that *'when mentees reflect on their teaching practices, they become more aware of areas needing improvement.'* As one mentor described their approach, *'I always try to get my mentees to think critically about their lessons. What went well? What could they have done differently? This helps them take ownership of their professional development.'* However, several mentors noted that while resources and support materials are valuable, they must be accompanied by structured mentorship sessions to maximize their impact. One mentor pointed out, *'We simply do not have enough resources to support our mentoring adequately, so we rely more on direct engagement.'*

## Institutional Support and Training Needs

The study found that 80% of mentors identified the need for increased institutional support. The most critical areas highlighted were: 1) regular training workshops to enhance mentorship skills; 2) recognition and incentives to motivate mentors; and 3) stronger institutional commitment to formalizing mentorship structures. Mentors expressed significant concerns about the lack of dedicated funding and formalized policies for mentorship. As one mentor pointed out, *'Budgeting for mentorship is often overlooked, yet it is essential for sustaining these programs. We are always scrambling for resources.'* Another mentor emphasized the need for clear guidelines, stating, *'We need a clear mentorship policy from the top. Right now, it feels like everyone is doing their own thing, and there's no consistency.'*

In summary, the mentorship program, diverse in mentor demographics, contributes to teacher professional development. Mentor experience does not significantly correlate with communication quality or frequency, as indicated by ANOVA and MANOVA results. Effective mentoring strategies include encouraging reflection and providing constructive feedback, while mentors emphasize the need for institutional support, training, and resources to enhance mentorship programs.

## DISCUSSION

The findings provide valuable insights into the effectiveness of mentorship under the Uganda National Institute for Teacher Education (UNITE) and have broader implications for enhancing teacher professional development.

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### Demographic Characteristics and Their Implications

The study found that most mentors were highly experienced, with over 80% having more than four years of mentorship experience. This suggests a well-established mentorship structure in UNITE institutions. However, the low representation of younger mentors (6.9% with less than one year of experience) highlights potential challenges in mentor succession planning. Diverse mentorship backgrounds can enhance teacher training by incorporating different pedagogical perspectives (Boe-Doe, 2023; Garcia & Badia, 2023). However, if mentorship remains predominantly within an older demographic, institutions risk losing fresh insights from younger educators. According to Bandura's Social Learning Theory, mentorship effectiveness depends on mentees' ability to model the behaviors demonstrated by their mentors (Asogwa & Mathenjwa, 2023). Without younger mentors providing alternative perspectives, mentees may be limited in their exposure to diverse teaching approaches. UNITE institutions should ensure that both experienced and early-career educators participate in mentorship programs, allowing mentees to observe and learn from varied instructional styles. To address this, UNITE institutions should consider formal mentorship training programs that equip early-career educators with mentorship skills, ensuring continuity and innovation.

### Mentorship Experience and Communication

Contrary to expectations, statistical analysis revealed no significant relationship between mentor experience and the quality or frequency of communication with mentees. This challenges prior studies suggesting that mentor experience positively influences communication effectiveness (Jovanović & Vukić, 2020; Rollnik-Sadowska et al., 2022). The lack of statistical significance suggests that years of experience alone do not necessarily translate into improved mentor-mentee interactions. Furthermore, inconsistencies in multivariate test results highlight the complexity of factors influencing communication beyond experience alone. Qualitative findings provided further insight into this relationship, with mentors emphasizing that interpersonal skills and structured training played a more critical role in effective communication than experience. As one mentor noted, *"Mentors who have received communication training engage mentees more effectively than those who rely solely on experience."* This aligns with research by Johnson et al. (2021), which stresses the importance of targeted communication training in mentorship effectiveness.

From a Social Learning Theory perspective, effective mentorship requires not only observation but also structured reinforcement and guided practice. When mentors undergo structured training, they develop stronger communication models for mentees to observe and imitate, reinforcing effective mentorship behaviors (Gupta & Gupta, 2021). This suggests that simply having experience does not ensure effective mentorship – what matters is whether mentors have acquired the necessary skills to model and reinforce effective communication practices.

Given these findings, mentorship programs should prioritize structured communication training as part of professional development rather than assuming experience alone leads to effective mentorship. Moving forward, UNITE institutions should integrate structured communication training into professional development programs for mentors, ensuring they acquire the necessary skills to engage mentees effectively.

### Mentoring Strategies: The Role of Feedback and Reflection

The study identified encouraging reflection and self-assessment as the most effective mentoring strategies, followed closely by providing constructive feedback and setting clear goals. This finding aligns with global research emphasizing the role of reflective practice in professional growth (Lanzi et al., 2019; Ziaras & Wörndl, 2019). However, offering resources and support materials received the lowest effectiveness rating. While mentors acknowledged the value of instructional resources, they emphasized that mentorship is more impactful when focused on direct interaction, feedback, and goal-setting. One mentor remarked, *"Resources alone do not make a great teacher; structured discussions and guided reflections do."* Bandura's theory highlights the importance of self-regulation and reinforcement in learning (Gökteke & Ocak, 2024). When mentors encourage mentees to engage in self-assessment and reflection, they promote cognitive engagement, which enhances self-efficacy. The ability of mentees to regulate their learning and reflect on feedback aligns with Bandura's emphasis on active learning rather than passive observation.

This insight suggests that while providing resources remains important, mentorship programs should prioritize regular feedback mechanisms and structured self-assessment exercises to maximize impact. Institutions should encourage mentees to engage in reflective journaling and structured peer discussions to enhance their learning experience.

### Institutional Support and Training Needs

A major concern raised in the study was the lack of institutional support for mentorship programs, with 80% of mentors identifying the need for increased investment in mentor training, incentives, and structured policies. This is consistent with findings from global studies, where

institutions with strong mentorship frameworks and ongoing professional development programs report higher mentor effectiveness and retention rates (Perera & Kariyapperuma, 2020; Gong et al., 2022). Many mentors expressed frustration over the lack of formal recognition and financial support for mentorship roles. One stated, *"Mentorship is critical, but without incentives, it is difficult to stay motivated."* This emphasizes the concept of vicarious reinforcement in Social Learning Theory, where individuals adjust their behaviors based on observed rewards or consequences. If mentors see colleagues being recognized and rewarded for effective mentorship, they are more likely to invest effort in improving their mentorship practices. Conversely, if mentorship remains undervalued, engagement and commitment may decline.

This highlights the importance of embedding mentorship within institutional policies and ensuring that mentors receive adequate recognition and career advancement opportunities. To enhance mentorship effectiveness, UNITE institutions should: 1) establish formalized mentorship policies that ensure consistency and accountability; 2) provide regular professional development workshops focused on mentorship best practices; and 3) offer financial and career incentives to recognize mentorship contributions.

### Implications for Global Best Practices

Although this study focuses on Uganda, its findings may have broader implications for global teacher education. The study reinforces the idea that effective mentorship is not solely determined by experience but rather by structured training, interpersonal skills, and institutional support. These insights can inform mentorship models in other low-resource settings where formal mentorship structures are still evolving. Additionally, the emphasis on self-assessment, feedback, and structured reflection as key mentorship strategies aligns with Bandura's view that learning is most effective when individuals actively participate in the process rather than passively receiving information. By reinforcing cognitive engagement, mentorship programs can better prepare mentees to internalize and replicate effective teaching practices.

### Generalizability and Limitations

The study's findings are partially generalizable, primarily reflecting mentorship dynamics in five Ugandan National Teachers' Colleges (NTCs) before their integration into UNITE. While the mixed-methods approach enhances transferability by providing both quantitative trends and qualitative depth, the small sample size (n=58 mentors) and institutional focus limit direct applicability to all teacher training institutions. Additionally, the gender imbalance (72.4% male) may not fully capture female mentors' experiences.

Despite these limitations, key mentorship challenges, such as communication gaps, lack of standardized training, and institutional constraints, are relevant to low-resource teacher

education systems globally. As noted by Clark et al. (2023), mixed-methods case studies offer comprehensive insights into complex educational contexts, integrating multiple data sources for deeper analysis. Moreover, Bandura's theory suggests that mentorship effectiveness is highly context-dependent, meaning future studies should examine how different learning environments influence mentorship practices and self-efficacy development among mentors and mentees.

### CONCLUSION

This study explored mentorship dynamics within Uganda's teacher training institutes, particularly under the Uganda National Institute for Teacher Education (UNITE). The findings highlight both strengths and gaps in mentorship, emphasizing the need for structured training, institutional support, and effective communication strategies. While mentorship experience alone did not significantly influence communication quality or frequency, mentorship effectiveness was strongly linked to structured feedback, self-assessment, and institutional support mechanisms. A key takeaway from the study is that mentorship must go beyond experience-based learning. Effective mentoring is rooted in structured training, communication skills, and institutional commitment. Mentors who received targeted communication training were more effective in engaging mentees, reinforcing the importance of professional development programs that enhance mentorship competencies. Furthermore, the study revealed a strong need for institutional investment in mentorship. With 80% of mentors identifying insufficient support as a major barrier, institutions must prioritize: 1) regular training and capacity-building workshops for mentors; 2) clear mentorship policies and guidelines to ensure consistency across institutions; and 3) recognition and incentives to motivate mentors and sustain engagement. Additionally, while resources and materials are valuable, the most impactful mentorship strategies - self-assessment, constructive feedback, and goal-setting - should be integrated into structured mentorship programs. The study's findings offer insights not only for Uganda's teacher training institutions but also for **global mentorship programs in low-resource settings**. The importance of feedback, reflection, and structured training resonates across different educational contexts. Future research should 1) **expand the study to a larger and more diverse sample** across multiple institutions; 2) **conduct longitudinal studies** to assess the long-term impact of mentorship on teacher development; and 3) **examine the role of digital mentorship tools** in supporting remote mentoring in resource-constrained environments. By addressing mentorship gaps through **structured policies, ongoing training, and institutional commitment**, teacher education programs can enhance mentor-mentee relationships, improve instructional quality, and ultimately contribute to stronger education systems.

## Recommendations

Polymakers seeking to strengthen mentorship in teacher training should: 1) prioritize communication training for mentors, ensuring engagement and effective feedback delivery; 2) integrate structured reflection exercises into mentorship programs to encourage self-directed learning; and 3) establish institutional policies that formally recognize and support mentorship roles.

## List of Abbreviations

Cap. – Chapter

MoES – Ministry of Education and Sports

NTC(s) – National Teachers' College(s)

TISSA – Teacher Initiative in Sub-Saharan Africa

TTE – Teacher Training Education

UNITE – Uganda National Institute for Teacher Education

UOTIA – Universities and Other Tertiary Institutions Act

## About Authors

Martin Okoed, affiliated with Uganda Technology and Management University, is a published author in ICT and digital literacy education. Drawing on 15 years of experience as a teacher educator in Uganda, his research focuses on enhancing teacher training through technology integration to improve teacher effectiveness and student learning outcomes. Contact him at martin.okoed@aol.com. Sarah Nawoova, a PhD candidate in Education at Kyambogo University, has been a lecturer at UNITE – Kaliro Campus since 2009. As a published author, her research directly addresses curriculum studies, teacher training, and mentorship within the Ugandan context. Contact her at nawoovasa@gmail.com.

Emmanuel Acidri Bileti, PhD, a published author, is a Lecturer in the Department of Education at Uganda Christian University. His research interests encompass educational management and policy related to teacher development in Uganda. Contact him at emmabileti@rocketmail.com.

## Author Contributions

Martin Okoed conceptualized the study, collected the data, performed the data analysis, and drafted the manuscript. Sarah Nawoova designed the study, including the development of research questions, data collection methods, sampling strategy, and data analysis. Dr. Emmanuel Acidri Bileti reviewed and critically revised the manuscript for important intellectual content. All authors approved the final manuscript.

## Funding

This study did not receive any funding.

## Conflict of interest

The authors declare no conflict of interest concerning this study.

## Data availability

The data supporting the findings of this study are available upon reasonable request from the corresponding author.

## Acknowledgments

The authors gratefully acknowledge the mentors from the five UNITE campuses who generously shared their insights and experiences during data collection. We also extend our sincere appreciation to Enabel, a Belgian development agency, for supporting the Ministry of Education and Sports by providing resources and logistical support for the mentorship program, without which we would not have had the opportunity to conduct this study. Special thanks to Ms. Evelyn Grace Lanyero, Principal of UNITE Kaliro campus, for her invaluable support in granting access to mentors during the mentorship workshop. Finally, we acknowledge the support of the research assistants who helped in data collection, our families, and our colleagues for their encouragement throughout the research process.

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