

**SOCIO-DEMOGRAPHIC ANALYSIS OF MENTORING PRACTICES: A STUDY OF  
SECONDARY SCHOOL TEACHERS IN ETHEKWINI METROPOLITAN  
MUNICIPALITY OF KWAZULU-NATAL  
PROVINCE, SOUTH AFRICA**

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**ABSTRACT**

This study investigated how secondary school management's mentorship programmes differed based on socio-demographic factors such as gender, professional background, academic degree, and work experience. The research used purposive sampling technique to sampled 200 teachers from fifteen secondary schools in eThekweni Metropolitan Municipality, South Africa. The research used structured questionnaire to elicit information from the respondents. The findings from the study revealed that there was no statistically significant difference related to mentoring practices on the basis of gender, academic qualification and professional qualification. However, result from the research findings also depict a significant difference in mentoring practices on the basis of job experience. The findings revealed that teachers having experience from 5 to 6 years were more responsive towards the mentoring practices compared to teachers having less than 5 years of teaching experience. The study concluded that newly recruited teachers were not getting assistance in developing lesson plans, getting teaching materials and locating teaching aids. Following the results from the study findings, the research recommends that the secondary school management should allocate special week, days or hours specifically for the guidance of the newly recruited teachers in which they may interact with each other and with the senior members. The research also suggests that government, key stakeholders in private sector and non-governmental organizations in the study location should organized workshops for senior teaching staff and newly recruited teachers in order to facilitates mentoring practices in secondary schools.

**Keywords:** Mentoring Practices, Secondary School, Newly Recruited Teachers, Socio-Demographic Factors.