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Supervision of student teachers in Zimbabwean Primary Schools: Implications for teacher pre-service programmes.

A thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy in Education

by

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DECLARATION

I, Trezia Ndlovu, declare that the contents of this dissertation constitute my own work, except where acknowledgements have been made to the contrary, and that this work has not been or shall not be submitted to any other institution for the purpose of obtaining a degree.

Signature… ……. Date……21-06-2019……..

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Finally my thanks go to Mrs M. Chipara who edited my work.

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DEDICATION

This work is dedicated to my late father Elijah Mawonondo Moyo, who would have been proud to see me reach this level of education.

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ABBREVIATIONS/ACRONYMS

T.P: Teaching Practice

SLT: Social Learning Theory

SET: Social Exchange Theory

ECD: Early Childhood Development

ZINTEC: Zimbabwe Integrated National Teacher Education Course

TIC: Teacher in Charge

ITP: Initial Teacher Preparation

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ABSTRACT

The economic crisis in Zimbabwe has resulted in poor working conditions, low remuneration and lack of resources. This situation has led to low morale of qualified teachers. The supervision of student teachers therefore, represents extra work for the teachers, who are already over-burdened by large classes and the demands associated with the introduction of new subjects from time to time. Some mentors feel that they need to be given incentives for their role in the training of teachers. Furthermore, research suggests that some student teachers are struggling with their teaching practice which is an important aspect of their teacher education. It is for this reason that the researcher sought to conduct a case study that would examine the supervision of student teachers by school based supervisors in Zimbabwean primary schools. Purposive sampling was used to select eighteen student teachers and nine supervisors. This study, which is qualitative in nature, was grounded in the constructivist paradigm. Semi-structured interviews were deployed to gather data and Focus Group Discussions and document analysis were also used for triangulation purposes. The data revealed that although student teachers were supervised by their mentors, there were divergent perspectives with regard to how supervision of student teachers should be conducted, with a significant number understanding supervision as checking and controlling of student teachers' work. It also emerged from the data that good relationship with mentors was beneficial to student teachers. However, the majority of student teachers reported serious challenges that included lack of orientation mentors and inadequate supervision due to busy schedule of their mentors. Based on the findings of the study, the study recommends that School

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Heads should choose well-qualified and experienced teachers to mentor and supervise student teachers so that they serve as good role models to the students, and that clear supervision guidelines be developed to achieve uniformity in the supervision of student teachers.

Key words: Supervision, Supervisor, Supervisee, Teaching Practice

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CHAPTER 1

THE PROBLEM AND ITS SETTING

1.1 INTRODUCTION

This study examined the supervision of student teachers from one of the primary teacher education colleges in the Harare Metropolitan Province in Zimbabwe while they were on Teaching Practice in primary schools. The entry qualification into teacher training is five 'O' Levels including English Language and Mathematics. Since 2002, the pre-service primary school teacher training course in Zimbabwe changed over to the 2-5-2 model whereby, in the first two terms of the course, students are equipped with theories, teaching skills, methodology and the content for the different subjects that are offered in Zimbabwean primary schools (Tshuma and Ndebele, 2015; Tshuma and Bhebhe, 2016). Each term is made up of twelve to fourteen weeks. They are then deployed to schools, where they engage in practicum for five terms under the guidance of qualified teachers, who act as their mentors and supervisors. It is also the duty of the school administration to supervise these student teachers and see to it that they master all the skills they are expected to have in order to function effectively as teachers within their society. Once they satisfy examiners as to their competency in lesson preparation and presentation, they then return to their colleges for the last two terms and write their final examinations.

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It is clear from the 2-5-2 model that student teachers spend a larger part of their training in schools on Teaching Practice. According to Chimhenga (2017) teaching practice denotes the preparation of student teachers for teaching by practical training. It gives them a chance to experience the actual teaching and learning environment.

Chimhenga goes on to assert that it is during this period that student teachers are given practical experience in teaching for them to further develop their knowledge and skills. Although teaching practice is an important component of teacher education, some student teachers seem to be struggling with this aspect of their education due to the challenges they face which, according to Mapolisa and Tshabalala (2014) include bad discipline in the classroom, disruption of lessons to unplanned activities, lack of resources and work overload. For some of those problems to be addressed student teachers need mentors and supervisors who would guide them to be well groomed in the profession. This highlights the importance of supervision in order to produce high quality teachers who are capable of effectively handling classes at the completion of their course. The findings by Musingafi (2014) put emphasis on school based supervision as it plays a critical role in the development of student teachers. The qualified teachers need to initiate the novice student teachers into the profession and assist them in putting into practice theoretical knowledge acquired. It is imperative, therefore, to gauge whether the student teachers do get adequate assistance and supervision that develops them into the effective and vibrant teachers that the country desires to have.

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In this chapter, the background of the study and the statement of the problem are outlined. The research questions that guided the research are presented as are the objectives of the study. The chapter also covers the significance of the study, the purpose of the study, its limitations and delimitations. The operational definitions of key terms such as ‘supervision’, ‘supervisor’, ‘supervisee’ and ‘Teaching Practice’ are given so as to give a clear picture of the thrust of this study.

1.2 BACKGROUND TO THE STUDY

Teaching Practice is an essential part of the student teacher's training and it affords pre-service teachers an opportunity to put into practice the knowledge and theories they learnt at teacher training college (Ngara, Ngwarai and Ngara, 2013; Oppong, 2013). During the first two terms of the teacher training course, student teachers are equipped with theories, teaching methods and strategies, which they then apply when they are on Teaching Practice in the actual classroom. Teaching Practice is an important component of becoming a teacher, as it gives the student teacher practical experience within the actual teaching and learning environment (Ngidi & Sibaya, 2003; Marais & Meier, 2004; Perry, 2004). In other words, all the things that are done theoretically at college are put into practice in the schools. It is the country's objective to produce effective and efficient teachers, hence the long period of Teaching Practice.

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According to Meegan, Dunning, Belton and Woods (2013), Teaching Practice affords student teachers the opportunity to gain practical teaching experience as they are immersed in a school environment in which they encounter the realities of teaching. It is during this period that student teachers get to learn and practise all the work they will need to do when they qualify as teachers. They are also groomed to exercise professionalism as teachers. Teaching Practice goes beyond merely knowing how to teach; it seeks to develop several competences within the trainee teacher, which include interpersonal, pedagogical, intercultural and psychological competences (Bourdillon in Ngara et al, 2013). This shows that the training of student teachers goes

beyond merely developing teaching competences. Indeed, Teaching Practice refers to all the learning experiences of student teachers in schools (Kombo and Kira, 2013).

It is the duty of the qualified teachers in schools to mould the student teachers attached to them into competent teachers. Hobson, Ashby, Malderez and Tomlison (2008) posit that mentors support a novice or less experienced practitioner to develop expertise and facilitate their induction into the culture of the profession. They are responsible for providing support to, and feedback on, the individual under their charge. According to Lindhard, 2008 in Mapolisa and Tshabalala (2014), one of the primary responsibilities of trained teachers is the supervision of student teachers and to give guidance on the immediate challenges faced by the mentee. It is clear that student teachers face many challenges during their Teaching Practice and it is their immediate supervisors who can assist them overcome these challenges. This highlights the importance of supervision of student teachers in the schools in the quest to produce efficient teachers.

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Tshuma (2009) states that Teaching Practice is an integral part of each initial teacher preparation programme, through which teacher education institutions achieve their goals of transforming pre-service teachers into efficient and effective prospective teachers. This notion is true for many countries in the world. In Britain, for example, in the early 1990s the national government mandated that teachers should spend at least two thirds of their postgraduate initial teacher preparation (ITP) courses in schools, where practising teachers supported them to attain government-specified teaching competencies (Hobson, Ashby, Malderez and Tomlinson, 2008). These scholars also opine that comparative higher education-based initiatives in grooming

student teachers were being developed in North America and other parts of Europe around the same time.

Another example is that of Turkey, where student teachers spent two weeks on Teaching Practice during which they were required to teach four lessons a day and six to ten students were attached to one qualified teacher (Tarman, 2010). An improvement to this system in Turkey was effected in 1999,as student teachers had to work with mentor teachers for at least one day a week over a year.

Countries in Africa have also incorporated Teaching Practice into their teacher training programmes, although these vary in the way they handle it from one country to another and from one institution to another in some countries. In Tanzania, the Teaching Practice duration varies according to the level of the teacher training programme, such that student teachers at certificate level and diploma in education level go for Teaching Practice for four to five weeks (Kombo and Kira, 2013). For student teachers at university level, Teaching Practice is done for eight weeks. Kombo and Kira (2013) assert that there are different perspectives upon which Teaching Practice at university level is based, depending on the year of study. These scholars provide the example of the University of Dar es Salaam, where Teaching Practice for first years exposes students to the real educational environment, where they apply the theories they learnt in educational foundations, educational psychology and philosophy of education. For the second years, Teaching Practice is based on theories and principles of curriculum development and evaluation, and on the theories of instructional technology as well as subject methods taken during the year. The students also carry out classroom teaching, where they pay special attention to pupils'

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learning processes, identifying and dealing with learning difficulties and organising lessons so as to achieve specific learning objectives. Third year students in most universities in Tanzania do not go for Teaching Practice.

In Nigeria, meanwhile, student teachers go for Teaching Practice for twelve weeks and, according to Nakpodia (2011), this period is rather too short to allow them ample time to effectively gain the experience that this exercise is intended to encourage. He opines that there is insufficient time for the student to put the theories learnt into practice. Okurame (2008), meanwhile, posits the view that the Teaching Practice exercise is meant to counsel, protect and sponsor the career advancement of an individual. This scholar advances the African perspective that wisdom stems from old age, mentors are usually older and more practised than their mentees. Both formal and informal mentoring is practised in Nigeria.

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In Kenya, Teaching Practice is a requirement in the teaching education programme and students cannot graduate without having gone through the process. In Kenyan universities, Teaching Practice is an organised programme in which students practise under the guidance of cooperating teachers and school administration for 13 to 14 weeks (Koross, 2016).

In Malawi, student teachers practise the 1+1 Initial Primary Teacher Education model, where they are at college for one year and then practise in schools under mentors for another year (MIE 2006 in Mwanza, Moyo and Maphosa, 2015). These scholars cite Kunde (2002) as stating that between 1994 and 1996, Malawi experimented on the Malawi Special Teacher Education Programme with a 1-1structure that saw students

going for one year of school-based components, followed by one year of college-based components. Another experiment was the Malawi In-service Teacher Education Programme, which ran from 1997-2003 and comprised of three months of college-based components, twenty months of school-based components and one month college-based components (3-20-1). Although the two programmes place emphasis on Teaching Practice, graduating teachers remained of low quality, leading to the introduction of the 1+1 Initial Primary Teacher Education model in 2005 (MIE, 2006 in Mwanza, Moyo and Maphosa, 2015).

According to Perry (2004) as cited by Kiggundu and Nayimuli (2009), in South Africa, Teaching Practice is conducted in a number of ways, depending on the institution. There are cases where student teachers go for Teaching Practice one day in a week, others do so over a semester while others do so over a two to six weeks' block period. Assan (2014) states that for the Bachelor of Education and the Post Graduate Certificate in Education, work integrated learning is a mandatory component of the initial teacher education curriculum in South Africa. It is a requirement that a student teacher undertake work integrated learning in at least two school subjects (Kiggundu and Nayimuli, 2009), a measure that is meant to induct student teachers fully into the teaching profession (Perry, 2004). Although practising periods differ, all student teachers are given time to practise under qualified personnel, who act as their mentors and supervisors.

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In the Zimbabwean context, student teachers were treated as apprentices at independence in 1980, when they taught under the supervision of experienced teachers (Musingafi and Mafumbate, 2014). Due to the high demand for teachers in

1982, the government was forced to engage student teachers as full-time teachers who had to man classes on their own. The student teachers were forced to struggle for some time in a sink or swim situation until they could find ways of managing these classes on their own, hence the introduction of teaching practice under the supervision of a qualified teacher, which took effect from 1995, seeing a student teacher placed for a year of Teaching Practice attached to a qualified teacher for those studying in conventional colleges (Chiromo 1999). For the Zimbabwe Integrated National Teacher Education Course (ZINTEC) students, the Teaching Practice period was longer, as the programme was introduced to cater for the large numbers of pupils who had failed to go to schools during the liberation struggle.

As from January 2002, all primary teachers' colleges in Zimbabwe were transformed into the ZINTEC 2.5.2 model in which, after spending two terms at college, the student teachers are attached to qualified teachers for five terms (Tshuma and Ndebele, 2015; Musingafi and Mafumbate, 2014). Thereafter, the student teachers return to the college for their final residential phase for two terms. Looking at this model, it is clear that the larger part of the student's training is done in the schools, where they are helped to put theory into practice. Hence, the importance of their supervision if the country is to produce effective and well groomed teachers. It is hoped that during this attachment period, the student teachers will benefit from observing the experienced teachers, learning from the way they teach and conduct themselves. This is a process of grooming student teachers in a practical way. The student teachers therefore need to be mentored and supervised by qualified teachers who are keen to assist them. Effort needs to be made to attach student teachers to competent qualified teachers

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(Mapolisa and Tshabalala, 2014) but according to Majoni (2014) various criteria are used to select the mentors for students in the schools. These include teachers holding positions of responsibility such as Heads, Deputy Heads, TICs, and Sports Masters and in some cases those favoured by the school head so that they have less work. These supervisors might not be readily available to groom and supervise the student teachers. Majoni goes on to highlight the problem of lack of supervision by the school heads as well as the feeling by qualified teachers that they need to be paid for their services. Since the government has done nothing on remunerating the qualified teachers they might not be supervising student teachers as they are expected to. Maphosa, Shumba and Shumba (2007) posit that student teachers revealed that they had not benefitted much from mentorship as the mentors themselves appeared not to be aware of their roles in mentoring student teachers attached to them. Marais and Meier (2004) indicate that at times the supervisors exploit and abuse the student teachers by imposing exorbitant demands in terms of workload. Musingafi and Mafumbate (2014) bring in some challenges brought by the current economic situation in Zimbabwe whereby some student teachers had to practise without mentor supervisors because those who go on leave are not replaced.

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1.2.1 Supervision of student teachers

Amongst their duties, the qualified teachers have to supervise the student teacher's daily work (Nyaumwe and Mavhunga; 2005, Ndamba and Chabaya, 2011 in Maphosa and Ndamba 2012). According to Bernard and Goodyear (2004: 8),

> "Supervision is an intervention provided by a senior member of a profession to a more junior member or members..... This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients she, he, or they see; and serving as a goal keeper of those who enter the particular profession".

It is clear from this definition that it is important for the qualified teachers to supervise the student teachers so that they can grow professionally and are able to manage their classes well, since the pupils are the clients in this case. In the same vein, Mavundutse, Chivore and Luthuli (2014) posit that supervision is management by overseeing the performance or operation of a person or a group. The qualified teachers need to oversee the performance of the student teachers from the lesson preparation to the lesson presentation. Mintzberg (2009) opines that supervision is co-ordination by someone taking the responsibility for the work of others including planning, scheduling, and allocating, instructing and monitoring actions. In this case, it is the trained teachers who have the responsibility of supervising the student teachers and they take the responsibility for their performance.

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The supervision of the students in the school is carried out by the mentors and by the school administration, which might include the School Head, the Deputy Head, the Teacher-in-Charge (TIC) of the infant classes or the senior teacher. In the Zimbabwean situation, the scores given by the school form part of the student

teacher's final Teaching Practice internal mark to be submitted to the examiners, who work under the Department of Teacher Education at the University of Zimbabwe.

1.2.2 Challenges in the supervision of students on Teaching Practice

Musingafi and Mafumbate (2014) cite Marais and Meier (2004) as stating that Teaching Practice is a challenging but important part of teacher training, especially in developing countries, where the effectiveness of the practice may be diminished or eroded by a range of challenges, such as geographical distance, low and uneven levels of teacher expertise, lack of resources as well as lack of discipline among learners and educators. The supervision undertaken in schools is different. There are schools that are making an effort in this direction and yielding positive results and others which take in student teachers for reasons other than grooming them to be effective teachers. These include using student teachers to man classes which should be manned by the School Heads, Deputy Heads or TIC while they are busy with administrative work (Samkange, 2015). Such students operate without supervision for the greater part of their practice.

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Majoni (2014) noted that some student teachers go without supervision for the greater part of their practice. They are only supervised when the colleges call for school-based marks for the final compilation of the profiles to be sent to the Department of Teacher Education at the University of Zimbabwe in preparation for the examining process. In most cases, colleges call for the school-based marks towards the end of the fourth term of Teaching Practice. It is very difficult to get marks from some schools and this

suggests that the student teachers are not getting the expected supervision from such school administrators and their mentors. This practice also suggests that the student teachers are being supervised towards the end of their practice and this kind of supervision becomes summative instead of being formative. This might then have an impact on their performance during Teaching Practice examining and when they go out to teach once they have qualified as teachers. It therefore affects the product that the colleges produce at the end of the day.

The prevailing economic situation in Zimbabwe has also greatly affected the supervision process, as many teachers are no longer good role models on the job due to low morale and poor working conditions. Most of the teachers are no longer putting much effort in their work and having student teachers often serves as a relief to them as they can hand over the class to the student teacher. In such cases, the student teacher does not have much to learn from the mentor. Such behaviour is no longer in line with Lindhard's assertion in Mapolisa and Tshabalala (2014) that the primary responsibility of trained teachers in the supervision process is to give guidance on immediate challenges faced by the student teacher. Even if the student teacher has challenges, the supervisor is not available to give assistance and direction. Marais and Meier (2004), in the same vein, posit that the supervisor may exploit and abuse the relationship by imposing exorbitant demands on the student teacher in terms of the workload.

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The researcher has also noted that colleges do not include mentoring and supervision in the training of student teachers although these are also expected to mentor and supervise student teachers after they themselves have qualified. This is supported by

Maphosa, Shumba and Shumba (2007) who state that some supervisors lack the knowledge and supervisory skills and this might be affecting some qualified teachers, who are expected to supervise the student teachers during their Teaching Practice. Some students fail to pass their Teaching Practice or get low marks possibly owing to poor supervision in their schools of practice. Killian and Wilkins (2009) assert that mentor teachers are the most influential individuals in shaping student teacher's practices and beliefs. If the qualified teachers have a negative attitude towards the student teachers or lack the expertise to supervise, then the student teachers are likely to be affected.

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1.3 STATEMENT OF THE PROBLEM

The school administration and mentors are expected to groom and supervise student teachers when they are on teaching practice in the schools (Mapolisa and Tshabalala (2014). There are schools that accept student teachers to cover up for lazy or inefficient teachers and at times student teachers are taken to participate in co-curricular activities. In some cases, where the administrators do have classes to teach, student teachers are used to man these classes while they are busy with the administrative work (Samkange 2015, Majoni, 2014). Such student teachers might not be receiving meaningful supervision as they are left to operate on their own. As indicated by Maphosa, Shumba and Shumba (2007) some qualified teachers might not have the expertise on supervision and yet they are allocated student teachers to supervise.

With the economic meltdown currently being experienced in Zimbabwe, most schools operate without required resources and this tends to adversely affect the effectiveness of school-based supervision, as demonstrated in the cases where students have full workloads because their mentors are on vacation or study leave (Musingafi and Mafumbate, 2014). Due to the poor economic environment, the morale of the teachers is generally low and most of them are not putting much effort into their work. The workload in the primary schools is also increasing as new subjects are being introduced from time to time and classes have become larger than they were before due to the fact that the government does not have the money to employ more teachers. The workload is sometimes pushed to the student teachers (Samkange, 2015, Musingafi and Mafumbate, 2014). This might be affecting the supervision process, as the student teachers do not have much supervision from the qualified teachers who feel that that they are already overburdened by their own workload. The researcher has observed these challenges in the supervision process and this triggered her interest in assessing the supervision of student teachers in schools and how this is affecting the pre-service programme and the type of teacher that the colleges produce at the end of the day.

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1.4 RESEARCH QUESTIONS

1.4.1 Main research question

How are student teachers supervised during their Teaching Practice in Zimbabwean primary schools?

1.4.2 Sub questions

- To what extent do qualified teachers assist and supervise student teachers during their Teaching Practice?
- What challenges are encountered by qualified teachers in supervising student teachers?
- What are the experiences of student teachers during the supervision stage of their Teaching Practice?
- How could the supervision of student teachers in Zimbabwean schools be improved?

1.5 OBJECTIVES OF THE STUDY

The main objective of this study is to examine the supervision of student teachers in Zimbabwean primary schools. The study will also:

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- Explore the strategies employed by qualified teachers to assist student teachers during the supervision stage of their Teaching Practice.
- Establish the challenges faced by qualified teachers in supervising student teachers.
- Find out the experiences of student teachers relating to supervision during the process of their Teaching Practice.
- Explore strategies that can be put in place to improve the supervision of student teachers in Zimbabwean schools.

1.6 PURPOSE OF THE STUDY

The purpose of the study is to assess the supervision of student teachers on Teaching Practice at a time when the teachers' morale is low owing to the hardships brought about by the economic meltdown in Zimbabwe. It also seeks to assess the expertise of the qualified teachers in the supervision of student teachers. The study is being carried out because Teaching Practice is an important component of the teacher education pre-service programme and is relevant to the production of effective teachers.

1.7 SIGNIFICANCE OF THE STUDY

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The supervision of student teachers in Zimbabwean primary schools seems to be facing a number of challenges owing primarily to the attitude of teachers who are not happy with their working conditions and remuneration. These challenges have an adverse effect on the quality of teachers the country is currently producing, as they lack the requisite skills and commitment that have always been associated with the profession. This study examined current trends in the supervision of students and tried to come up with strategies that could assist the teacher training colleges to produce efficient teachers. This study might draw the attention of colleges to the gaps that exist in the supervision of students in primary schools and enable them to come up with strategies that could assist students who are practising under those conditions. Although a lot has been written on the supervision of student teachers internationally, not much research has been done on the challenges that student teachers in Zimbabwe might be facing during their Teaching Practice, especially during this time

when the country is experiencing economic hardships. This study seeks to contribute to existing body of knowledge on the supervision of student teachers with particular reference to Zimbabwe and the findings might be of relevance and use to both teacher educators as well as the policymakers. It is hoped that this knowledge may assist the teacher educators to equip student teachers well before sending them to schools and to prepare them to be supervisors when they have qualified so that they, in turn, can be better supervisors to student teachers attached to them. Policymakers may also be persuaded to improve the working conditions of qualified teachers who supervise student teachers.

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1.8 DELIMITATION OF THE STUDY

The study examined the supervision of student teachers on Teaching Practice in primary schools. The student teachers were drawn from one of the primary teacher education colleges in the Harare Metropolitan Province. Interviews were conducted with the qualified teachers in urban areas, peri-urban areas and rural areas who have supervised student teachers. This was intended to spread the selection to different environments and obtain the views of mentors operating under different conditions. Some school administrators from these three areas were also interviewed since they were also involved in the supervision of student teachers in their schools. The student teachers at the primary education college that was the object of the present study are normally deployed in Harare, Mashonaland East, Mashonaland West and Mashonaland Central Provinces and so the participants were drawn from Harare, Mashonaland East and Mashonaland West provinces.

1.9 LIMITATIONS OF THE STUDY

This study, like any other research, had some limitations. Being a qualitative research, the process was time-consuming as indicated by Chetty (2016), who posits that it takes a lot of time to go through the collected data and come up with the main themes that emerge out of it. The researcher took a lot of time to come up with what she considered to be the main findings from the thick descriptions she had collected from the participants. It was not an easy task but the researcher was finally able to come up with what she considered to be themes or issues of importance from the data collected. This also brings out the limitation of subjectivity that is often associated with qualitative research as alluded to by a number of scholars including Anderson (2010) and Ayres (2019), who indicate that the quality of data collected using this approach is highly subjective. Anderson (2010) suggests that the researcher might be biased while Ayres (2019) indicates that what one researcher might consider as important can be taken as pointless by another researcher. To avoid the issue of subjectivity, the researcher asked some colleagues to go over her data to see if they would come up with the same findings. Some participants were also asked to read through the findings the researcher had made for verification purposes. The researcher tried to be as objective as possible and captured direct statements made and verified by some of the participants.

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The other limitation was that it was not easy for some supervisors to openly reveal that they did not supervise student teachers as was expected of them. They tended to give justifications of their failure to do so and some would indicate that they did supervise the student teachers when the latter indicated that they were not being supervised and

their documents showed that no supervision was taking place. Using different methods of data collection, the researcher was able to take note of such cases where the information given was inaccurate. The researcher also noted that the omission of some stakeholders who are involved in the supervision of student teachers was a limitation to the study. The supervision done by the college lecturers and by the examiners play a role in the teacher that is produced at the end of training and as such, these should have been included in this study. The researcher has therefore recommended that future researchers incorporate the supervision by lecturers and examiners in their studies.

1.10 SUMMARY OF METHODOLOGY

This study adopted the Constructivist paradigm as it states that each individual constructs his/her own reality, resulting in multiple interpretations of a particular phenomenon. The research adopted a qualitative approach in which the researcher interacted with the participants and learnt about the phenomenon from the perspective of student teachers who were in the field and those who had just come from the field and their supervisors. The research took the case study design as the researcher studied students from a particular college. The sampling was purposive so as to come up with data-rich sources. The target groups were the student teachers who had just completed their Teaching Practice and those who had been on Teaching Practice for over a year, as they had ready information on their experiences in the schools. Some of the supervisors of the selected students were interviewed as well.

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The selection of the participants depended on their schools of deployment and their performance in Teaching Practice. The selection included students who were practising in urban areas, peri-urban and in the rural areas so as to spread the selection to different environments, since the supervisors there would be operating under different conditions. The selection was also spread between the high performing student teachers and those who were struggling with their Teaching Practice, including those who had had to repeat T.P. so as to see whether supervision contributed to their success or failure respectively.

The researcher used interviews, focus groups and document inspection as data collecting instruments for this study. A thick description of the phenomenon was transcribed during the interviews. Key issues which emerged across the individuals and focus groups were amalgamated and summarised. Data was analysed qualitatively and interpreted by evaluative description linking it with the theoretical framework. Analysis began in the data collection process so that clarification could be sought if this was necessary. Analysis included looking for similar themes and patterns that emerged between the responses by the participants. The inductive method of analysis was used as the data was reviewed to identify patterns and events that were worth noting. These patterns were used as coding categories for sorting and managing the descriptive data.

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1. 11 CHAPTER OUTLINE

The study was organised in six chapters as follows:

Chapter 1

The chapter introduced the study by providing the background, the statement of the problem, objectives of the study, research questions, and the purpose of the study, the significance of the study, the limitations of the study, the delimitation of the study and the definition of the key terms used therein.

Chapter 2

Relevant literature was reviewed to interrogate what is known about the subject under study. The researcher outlined the theoretical frameworks used in the study.

Chapter 3

This chapter detailed the methodological aspects, including the research paradigm, the research approach, the research design, the sample and sampling procedures, and data collection instruments. Issues of reliability/trustworthiness and ethical considerations were also discussed in this chapter.

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Chapter 4

This chapter included the presentation of data collected and its analysis.

Chapter 5

This chapter included a discussion of the findings of the study.

Chapter 6

In this chapter, the findings of the study were summarised, conclusions were drawn and recommendations were made.

1.12 DEFINITION OF TERMS

1.12.1 Supervision

Supervision can be defined as a developmental process designed to support and enhance an individual's acquisition of the motivation, autonomy, self-awareness and skills necessary to effectively accomplish the job at hand (Pierce and Rowell, 2005). Mavundutse, Chivore and Luthuli (2014) define supervision as management by overseeing the performance or operation of a person or a group. In this study, supervision is management by overseeing the performance of student teachers on Teaching Practice.

1.12.2 Supervisor

The supervisor is one's immediate superior in a workplace, that is, the person one reports directly to in an organisation (McNamara, 2011). A supervisor is a person with the official task of overseeing the work of a person or group, one who monitors someone to make sure that they comply with rules or other requirements set down for them. In this study, the qualified teachers who mentor the student teachers are their immediate supervisors as are the school administrators who see to the day-to-day running of the institutions where student teachers practise.

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1.12.3 Supervisee

The person who is supervised or monitored by the supervisor is known as the supervisee. In this case, the student teacher is the supervisee who is working under the supervision of a qualified teacher, who also acts as a mentor to the student.

1.12.4 Teaching Practice

Teaching Practice is a variety of practices to which trainee teachers are exposed within the school setting (Marais and Meier, 2004). It embraces all the learning experiences of student teachers in schools (Akbar, 2002 in Nakpodia 2011). It is a school-based internship programme whose main aim is to introduce prospective teachers to teaching and the teaching routine under the guidance of qualified professionals so as to develop skills, attitudes and competence in the profession (Ekundayo, Alonge, Kolawole and Ekundayo, 2014).

1.13 CHAPTER SUMMARY

In this chapter, the researcher presented the background to the study, defining the terms 'Teaching Practice' and 'supervision', which are core concepts in this research. The statement of the problem was presented, as were the research questions that guided this research. The objectives of the study, its purpose and its significance were also outlined. Also covered in this chapter was the delimitation, a summary of the methodology and the outline of the chapters of the study. Key terms were also defined. The next chapter will present a review of related literature.

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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter looked at the problem and its setting. This chapter discusses the theoretical framework that underpins this study and presents a view of related literature. A literature review is a comprehensive study and interpretation of literature that addresses a specific topic (Aveyard, 2010). A literature review surveys books, scholarly articles and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary and critical evaluation of these works in relation to the research problem being investigated (Fink, 2014). A review of related literature is undertaken in order to place the topic under study in context, or to carve a space for one's own topic and research question(s) in relation to previous studies. It also helps the researcher to gain insights into the topic under study.

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Bell (1993:33) states that for any investigation that one undertakes, there is need for reading what other people have written about one's area of interest so as to gather information to support or refute one's arguments when writing one's own findings. This shows that research is not undertaken in a vacuum, as asserted by Anderson (1990), who states that educational research should begin with the analysis of what in the particular field has been researched before, what types of studies have taken place, when they have been conducted, how and by whom. The literature review serves as the foundation upon which research is built (Levy & Ellis 2006). It is

designed to identify related research and to set the current research project within a conceptual and theoretical framework (Phiri, 2013). To review the literature in this study, a theoretical framework is presented, followed by a review of related literature on supervision and then other empirical studies on supervision of student teachers are looked at.

2.2 THEORETICAL FRAMEWORK

According to Grant and Osanloo (2014), a theoretical framework is the blueprint for the dissertation as it serves as the guide on which to build and support one's study. Eisenhart (1991), states that it is a structure that guides research by relying on a formal theory. One can say a theoretical framework consists of a theory or selected theories that undergird one's thinking as to how one understands and plans to research one's topic. The supervision of student teachers is grounded in Social Learning Theory propounded by Bandura (1977) and Social Exchange Theory, whose applications in family science arose out of the work of sociologists such as Blau (1964), Homans (1961),and Thibaut &Kelly(1959), who focused on the rational assessment of self interest in human social relationships (Chibucos. 2004).

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2.2.1 Social Learning Theory (SLT)

Social Learning Theory was proposed by Albert Bandura and it encompasses the concepts of traditional learning and operant conditioning of B. F. Skinner (Sincero, 2011). Even though SLT is rooted in many of the basic concepts of traditional learning theory, Bandura (1977) believed that direct reinforcement could not account for all types of learning. In support Cherry (2014) goes on to posit that while behavioural

theories of learning suggest that all learning was a result of associations formed by conditioning, reinforcement and punishment, Bandura's social learning theory proposes that learning can also occur by simply observing the actions of others. SLT is based on the idea that people learn from their interactions with others within a social context. By observing the behaviour of others, people develop similar behaviours (Smith and Berge, 2009). In the current study, the student teacher observes as the mentor delivers his/her lessons and then the student can imitate the way the mentor teaches and manages the pupils during the lesson delivery. In so doing, the student teacher learns the behaviours that are successful in the teaching process.

Bandura (1977) asserts that in the Social Learning Theory, new patterns of behaviour can be acquired through direct experience or by observing the behaviour of others. Learning that is rooted in direct experience is largely governed by the positive and negative consequences that follow the given actions. People are faced with situations that they need to deal with and they will select the responses that produce favourable effects and discard those that are ineffective. Reinforcement in this case serves both informative and incentive functions as well as response-strengthening capabilities. Basing on the informative feedback, one develops a sense about the types of behaviour that are likely to be successful and these thoughts guide one's future actions. One can say that behaviour can be influenced or motivated by future consequences. Bandura (1977) contends that evidence reveals that response consequences can be informative, motivating and reinforcing. In the supervision of student teachers, the supervisor needs to sit and observe as the student teacher delivers his/her lessons and then give feedback which will serve as reinforcement and

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to guide future actions. The student teacher will be able to see if the lesson delivery was successful or not. If it is successful, the student teacher is motivated and encouraged to keep up the good work. If the lesson delivery was unsuccessful, then the student teacher is guided as to future actions intended to improve the lesson delivery.

McLeod (2011) posits that Bandura agrees with behaviourist learning theories of classical conditioning and operant conditioning but he adds two important ideas, namely that mediating processes occur between stimuli and responses and that behaviour is learned from the environment through the process of observational learning. SLT states that people learn from one another through observation, imitation and modelling. Bandura identified three basic models of observational learning, namely:

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a. A live model, which involves an actual individual demonstrating or acting out behaviour.
b. A verbal instruction model, which involves descriptions and explanations of behaviour.
c. A symbolic model, which involves real or fictional characters displaying behaviours in books, films, television programmes or online media.

In observational learning, the learner observes behaviour from other people who act as role models and encode these behaviours, which are later, imitated (McLeod, 2011). The people around the learner will respond with reinforcement or punishment. If the learner realises that the imitation is rewarding, he/she is likely to continue

practising the imitated behaviour. In this case, the mentor supervisor becomes a live role model to the student teacher, who will observe as the mentor teaches and imitate the way they teach. The mentor supervisor will then watch the supervisee perform and give feedback, which acts as reinforcement to the student teacher. However, McLeod (2011) goes on to say that the motivation to identify with a particular model is that the model has a quality or qualities that the individual would like to possess and will therefore adopt the person's behaviour. On the same note the supervisee would be motivated to emulate the supervisor's way of teaching if they feel that it is worthy adopting.

The Modelling Process developed by Bandura shows that not all observed behaviours can be learned effectively, nor does learning necessarily result in behaviour change (Sincero 2011). The necessary conditions for effective modelling are attention, retention, reproduction and motivation (David, 2015). In order for one to learn, one needs to pay attention to what is being done or taught, to remember what has been paid attention to, then reproduce what has been observed and have a good reason to imitate the behaviour (Grant and Osanloo, 2014). If the supervisee's attention is distracted by other things or he/she fails to retain the learned behaviour or lacks the motivation to demonstrate the observed behaviour, then no learning will take place. There is need, therefore, for the supervisee to observe the supervisor in action as a live role model, pay attention to what is observed, and have memory of it so that it can be reproduced even in the absence of the model. Actions are therefore regulated to a large extent by anticipated consequences and through the capacity to represent actual

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outcomes symbolically. Future consequences can be converted into current motivators that influence behaviour in the same way as actual consequences (Bandura, 1977).

The Social Learning Theory is sometimes called a bridge between Behaviourist and Cognitivists learning theories as it encompasses attention, memory and motivation. The SLT incorporates the idea of behaviour reinforcement from behaviourism and cognitive processes such as attention, memory and motivation from cognitivism (Wheeler, 2014). Bandura (1977) observes that learning is not purely behavioural but it is rather a cognitive process that takes place within a social context. He notes that external, environmental reinforcement was not the only factor to influence learning and behaviour but places emphasis on internal rewards such as pride, confidence, satisfaction and a sense of accomplishment. The emphasis on internal thoughts and cognitions helps to connect learning theories to cognitive developmental theories. For this reason, Bandura (1986) propounded the Social Cognitive Theory, which is linked to the Social Learning Theory. During the supervision process, the supervisee observes and imitates what the supervisor does but they also need to have an internal drive to succeed (intrinsic reinforcement). If the student teachers lack the internal drive to succeed, they might fail in Teaching Practice even if they have good role models to learn from. The current study sought to find out if the student teachers have supervisors who guide them to success or if they struggle on their own.

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2.2.2 Social Exchange Theory (SET)

Different views of Social Exchange Theory (SET) have emerged, but theorists agree that social exchange involves a series of interactions that generate obligations and are

usually seen as interdependent and contingent on the actions of another person (Emerson, 1976; Blau, 1964). Homans (1961) defines social exchange as the exchange of activity, which is more or less rewarding or costly, between at least two persons. It builds on the assumptions that people engage in interactions in order to maximize the profits or benefits to be gained from those situations so as to meet their basic needs, but in the process they are also recipients of behaviours from others who also want to meet their own needs. The theory applies to interaction that takes place in the classroom situation as the mentor supervisors work with student teachers. As they interact, student teachers gain a lot from the mentors as they grow in the profession. The mentor expects the student to work hard so that they share the teaching load. The mentor's load is shared between the two while the student teacher gains the experience and is assisted to pass the T.P. component. Therefore the two of them have something to gain from their interaction.

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According to SET, as individuals interact over time, they experience the need to reciprocate the support and assistance of the other person (Blau, 1983). When one is given assistance, one experiences an obligation to reciprocate on an equal level. Cropanzano and Mitchell (2005) posit that if the reciprocity is fulfilled, a trusting and loyal relationship develops. However, SET highlights some subtle complications that compromise relationships. By way of example, when one helps someone else, they may expect a favour in return that is comparable to the cost, effort and inconvenience of their act of assistance. On the other end, if one receives assistance, they may feel obliged to return the favour in a manner that is comparable to the benefit or gain regardless of the cost or inconvenience (Zhang &Epley, 2009). If one does not get the

favour they expect from the other person, they may well develop a sense of resentment, which could compromise the stability and trust of their relationship with this person. In this case, the mentor supervisor would want the student teacher to appreciate the mentorship he/she is being given and work hard. If the student becomes lazy and leaves all the marking of the learner's work to the mentor, resentment may set in. On the other end, if the mentor supervisor leaves the entire burden to the student teacher, he/she may feel that there is nothing to learn from the supervisor and may develop a negative attitude towards work. The current study set to find out how the student teachers and their mentors relate as they interact in their work place.

SET further assumes that individuals are goal-oriented in a freely competitive social system, and that those with more resources hold more power and are set to benefit more from the social exchange. Also tied to the concept of power is the principle of least interest, whereby those who have less to gain from a social exchange tend to hold more power in that exchange. In the supervision scenario, it is the student teacher who has to gain more from the social exchange and yet the supervisor holds the power in the exchange, and if they lack interest, then the student does not gain much from the interaction hence the need to find out how student teachers are supervised in their schools of practice.

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People tend to choose social behaviours that are more beneficial to them because all behaviour is costly as it requires an expenditure of energy and they would prefer behaviours that are rewarded. Homans (1961) posits that people are more comfortable in a situation where they perceive that they are receiving benefits in a

relationship approximately equal to what they are putting into that relationship. The social exchanges also demand the presence of equality for the relationship to be maintained by both parties. Also of importance in SET are rewards and costs in personal relationships, which may be concrete or symbolic. Individuals are motivated to gain rewards in social exchanges and the absence of such rewards may lead to the avoidance costs in the form of investment of energy, time, financial resources or other structural costs that might be associated with the exchange. In the schools where student teachers do Teaching Practice, their supervisors need to spend a lot of time supervising them and might feel that they need to be remunerated for their efforts. The lack of incentives in the supervision process in Zimbabwe might have a bearing on the amount of help and supervision that student teachers get in schools, hence the need to assess the supervision they are getting in their schools of practice since there is currently no reward for the supervisor's effort.

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According to Zhang and Epley (2009), people look at the cost or effort incurred to estimate the value of an act. If the act was risky, inconvenient, expensive or costly, then the benefactors would put value into it and expect a significant favour in return. If the assistance was simple and effortless, then the benefactors would expect a modest favour in return. The recipients put their attention to what is of importance to them as a way of estimating the value of an act regardless of the cost (Zhang and Epley, 2009). An act is deemed to be of value to the recipients if it improves their lives and they will in return offer a significant favour. However, if they feel that the act did not improve their lives, they will consider it as trivial and might not even return the favour. Problems will arise if the assistance is costly but is not reciprocated, as the benefactor will

expect a favour in return when the recipient has no intention to return the favour and the benefactor will feel that the exchange was not equitable. This might happen in the case of supervision of student teachers where the student might feel that the mentor supervisor has the obligation to assist her/him and in return show no appreciation at all. This might deter the mentor from further assisting the student and their relationship would be strained.

Cropanzano and Mitchell (2005) bring in the aspect of relationships in the social exchange, which they define as referring to an association between two interacting partners, which could be individuals or institutions. In this case the relationship is between individuals, which are, the supervisor and the supervisee. They cite many social exchange theorists as opining that workers can form distinguishable social exchange relationships with their immediate supervisors, which have implications for behaviour. They assert that because individuals return the benefits they receive, they are likely to reciprocate goodwill and helpfulness toward the party with whom they have a social exchange relationship. If the relationship between the supervisor and supervisee is good, the two can gain from their interaction. The current study sought to find out the relationship that exists between the student teachers and their supervisors and how this relationship assists in the supervision process.

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Blau (1964) assert that exchange relations are causally related whereby the character of the relationship between exchange partners might affect the process of social exchange. Although Blau opines that the relationship between two people influences the type of exchange he also indicates that successful exchanges can cause one individual to become committed to another. In this case, the relationship that might

exist between the supervisor and the supervisee can enable them to successfully exchange ideas and the successful exchanges can also a good relationship that did not exist initially between the two. There are times when a supervisor just has a negative attitude towards the supervisee, but if the supervisee makes on effort to do good, he/she can change the attitude of the supervisor and the two could have a healthy relationship that could benefit both of them. In the current study, the researcher set to find out how student teachers are supervised and how the supervision process influences the behaviour and performance of the student teachers.

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2.3 REVIEW OF RELATED LITERATURE

2.3.1 Supervision

During the Teaching Practice process, there is need to constantly supervise the student teacher to see if he/she is realising the required skills and attitudinal development. This shows the importance of supervision as student teachers learn how to teach within the school environment. The concept of supervision will be reviewed under the following sub-sections:- Defining supervision, Relationship in supervision, Types of supervision, Models of supervision, Conflict in supervision, Challenges experienced by qualified teachers in the supervision of students, Experiences of student teachers on supervision stage of their practice, and ways in which the supervision of student teachers could be improved.

2.3.1.1 Defining supervision

Wiles and Bondi (2000) see supervision in schools as a general leadership function that coordinates and manages those activities concerned with learning. This is a general definition of supervision in an educational institution where the supervisor has the duty of coordinating and managing this learning process. According to Ndebele (2013), supervision consists of all those activities leading to the improvement of instruction. It is clear that supervision is necessary for the improvement of teaching and learning within an institution. The student teachers go on Teaching Practice in order to learn how to teach pupils, whether these are the pupils who are at the school they are practising or pupils they will teach when they have qualified. It is crucial, therefore, for the school management to make sure that learning is taking place at the school by supervising the learning process. Ndebele opines, furthermore, that supervision is the process through which supervisors and supervisees work together to remove obstacles to student learning in the classroom in order to make the learning process more effective.

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Good (1959) in Atchade (2007, p 50) defines supervision as

> all efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction which involves stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction, methods of teaching and the evaluation of instruction.

This definition takes supervision as a general school management function and the student teachers as being part of the educational workers who need to be supervised by the administration and mentors to stimulate their professional growth and development. Burton, Carper and Wilburn (2011) share this view in their assertion that supervision includes efforts taken by the principal to support teachers, provide resources, including professional development so as to facilitate teacher improvement. The current study sets to find out if the student teachers on Teaching Practice are supervised by the mentors and the school administration in a manner that is likely to promote their professional growth. The researcher, through this study, wanted to find out if the supervisors support the student teachers and provide them with resources that would enhance their professional growth and improve their performance in the delivery of their lessons.

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Mhlanga, Wadesango and Kurebwa (2012) quote Eder and Harris's (1999) assertion that supervision is the process of facilitating the professional growth of a teacher mainly by giving feedback about classroom interactions and helping the teacher make use of the feedback so as to make teaching more effective. The importance of feedback in the supervision process is supported by Katsyuruba (2003) in Ndebele (2013), who posits that supervision enhances teachers' professional growth through the provision of feedback on classroom practices. Sidhu and Fook (2010), meanwhile, see supervision as a process of observing, nurturing and giving feedback on the professional activity of teaching and learning to teachers. These definitions show that supervision helps the teacher to grow professionally and improve his or her presentation of lessons after making use of the feedback provided by the supervisor

who has observed the teacher teaching. It is crucial, therefore, for supervisors to see to it that they give detailed feedback to the supervisees after observing them presenting lessons. Since feedback is of great value especially to student teachers, who are undergoing professional growth, this study sought to find out if the student teachers are given feedback after being observed by the supervisors.

Wadesango (2009) sees supervision as a process of interaction in which the supervisor works with the supervisee to improve instruction. Mhlanga, Wadesango and Kurebwa (2012) concur, viewing supervision as encompassing interaction to facilitate the professional growth of the teachers and their ability to teaching effectively. These definitions place emphasis on professional growth and effective teaching, which is of great importance to the student teacher who needs to be moulded into an effective teacher. The researcher in this study aimed to find out if the supervisors of the student teachers interacted with them in a manner that facilitated their professional growth.

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Supervision can also be defined as an inspective action aimed at achieving organisational goals (Oghubvu, 2001). This kind of supervision deals with fact finding and in schools, this is often done by the school administration, which includes the head, the Deputy Head and the TIC They do not work with the student teachers on daily basis as mentor supervisors do but do come in to the classroom from time to time to assess the progress that she/he is making and give a mark. Their supervision is evaluative and the marks, in this case, form part of the student's final internal mark for presentation to the examiners. Jahanian and Ebrahim (2013) opine that educational supervision and guidance are among the most important administrative

duties necessary within an effective and efficient educational system It is important, therefore, for the administration to play its part in the supervision of the student teachers as they are part of the school system. This study set to find out how often the student teachers are supervised by the school administration, as this kind of supervision is decisive in enhancing the student's performance.

As mentioned earlier, Mavundutse, Chivore and Luthuli (2014) define supervision as management by overseeing performance or operation of a person or a group whereby the supervisor watches a person or an activity and makes sure that everything is done correctly and safely. This definition shows that it is necessary to supervise the student teachers so that they are guided, corrected and assisted as they learn on the job. The definition also suggests that the supervisor needs to be available if he/she is to oversee or watch what the supervisee is doing and correct any mistakes that he/she makes.. This study investigated if the mentor supervisors are always available to oversee the presentation of lessons by the student teachers and whether the mentors do correct them where necessary.

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Jahanian and Ebrahim (2013) define educational supervision as the exchange of knowledge and skills in practice between a skilled individual and a trainee or an inexperienced individual. They further state that supervision is a process where an individual who enjoys more knowledge and skill accepts the responsibility of teaching to another individual, who is less experienced. This assertion is in line with the current study, which is looking at the supervision of student teachers who are inexperienced and practising under experienced practitioners. It puts emphasis on the need for supervisors to closely work with student teachers on Teaching Practice so as to

monitor their performance. The current study set to find out if the supervisors for the student teachers closely monitor their progress in teaching.

Supervision can be defined as a developmental process designed to support and enhance an individual's acquisition of the motivation, autonomy, self-awareness and skills necessary to effectively accomplish the job at hand (Pierce and Rowell, 2005). This definition looks at the motivation of the supervisee, which enables him/her to play an active role in his/her learning. The acquisition of self-awareness and the skills necessary for one to accomplish the job will push the supervisee to put effort into the exercise, thereby increasing the likelihood of achieving good results. It is difficult to supervise someone who is not self-motivated. Pierce and Rowell note that supervision is developmental and it is the responsibility of the supervisor to create a safe environment in which the supervisee can work through his/her developmental issues or challenges in order to gain the necessary motivation, autonomy and self-awareness to successfully move to the next level of development. The students need to be assisted in negotiating any challenges associated with this developmental stage. The current study aimed to find out if the student teachers are assisted by their supervisors to develop the skills necessary for them to achieve good results in their Teaching Practice. The study also set to establish if the student teachers are assisted by their supervisors if they face challenges in the development process.

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In support of the developmental aspect of supervision is Glickman (1985), who asserts that students, due to their different backgrounds, operate at different developmental levels and so they need to be supervised differently. They differ in the way they analyse institutional problems and in the way that they use problem-solving strategies.

Those in lower developmental levels need more structure and direction while those of higher levels of development need less structure and play a more active role in decision making. Glickman advances the following three phases of developmental supervision:

Phase 1: Diagnostic

This is the phase where the supervisor diagnoses the level at which the student teacher is operating. This can be done by observing the student teacher as he/she delivers lessons to the class and by talking to the student. This should happen at the beginning of their interaction, so that the supervisor is aware of the level of the student teacher right from the onset. This study will find out if the supervisors take time to check the level at which the student teacher is operating when they are allocated student teachers to supervise.

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Phase 2: Tactical

This is the phase in which the supervisor matches the supervisory approach to the level of the teacher's abstraction, that is, their ability to form more orientations towards the environment and the interpersonal world. The supervisor, in this case, takes a non-prescriptive directive approach and encourages the student teacher to make critical decisions and follows up on those decisions by becoming an active facilitator.

Phase 3: Strategic

The strategic phase is the most developmental stage of the model that is intended to accelerate the development of the teacher's abstraction, thus helping the teacher to

think harder and to stimulate their problem-solving ability. The supervisor may expose the student teacher to new ways of dealing with teaching materials and the pupils and then allow him/her room to solve problems relating to these to reduce the student teacher's dependence on him/her. In this study, the researcher will find out whether the supervisors of the student teachers take time to diagnose the level at which they are operating and try to match their supervisory approach to this level of abstraction or whether they just give up on them if they fail to cope with the given tasks.

McKimm and Jollie (2003) bring the aspect of counselling into the supervision process. They indicate that supervisors need to adopt a counselling role if the students they are mentoring are having difficulties in finding direction, if their learning is not progressing well or they have personal problems that are affecting their learning. The supervisor may, in this case, play a guiding role by providing support, comfort and a friendly ear. McKimm and Jollie (2003) aver that such guidance could include:

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- giving information without any attempt at evaluating or pronouncing value judgements on the content;
- offering advise based on knowledge and experience; and
- Structuring the student teacher's learning experiences by taking positive action in the form of direct intervention.

The students may have challenges, emanating from their practice in the classroom or from their private life, which affect their performance. This study sought to find out if the supervisors of the student teachers do offer counselling or refer them to counsellors if they encounter challenges that affect their performance.

2.3.1.2 Relationship in supervision

Supervision occurs within a relationship, which extends over time, established between the supervisor and the supervisee. The term relationship here refers to the manner in which the supervisor and the supervisee are connected as they work together to meet their goals. Supervision is an on-going process and so it allows the relationship between the two parties to grow and develop. Both the supervisor and the supervisee have to contribute to the relationship and they have responsibilities within the process. This study sought to find out whether the student teachers had a good working relationship with their supervisors and how this relationship contributed to their successes or failures in their practice.

Dye (1987), avers that all conversation about supervision contains messages, implicit if not explicit, about supervisory relationship. Some sort of relationship exists between the supervisor and the supervisee as they interact during the performance of their duties. The relationship plays an important part and if it is strained, little or no learning is likely to take place. There is need for the supervisor to establish a good rapport with the supervisee so that he/she would willingly assist her/him. On the other hand, the supervisee will be willing to learn if the environment is conducive and the relationship between the two is a friendly one. The supervisee will find it difficult to approach the supervisor to seek assistance if the relationship is strained. This view is supported by Tshuma and Bhebhe (2016), who concur that student teachers operating in a collegial, open and non-threatening relationship freely question their mentors about areas of confusion or about which they lack understanding. These scholars also aver that if the relationship is a positive, one student teachers are likely to feel free to experiment with

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new teaching ideas and approaches that build the confidence of student teachers, resulting in the continuous improvement of their teaching skills and competences. The current study sought to find out the kind of relationship that existed between the student teachers and their supervisors and how this relationship affected their performance.

Lu (2012) in Maphosa and Ndamba (2012) argues that collegial relationship boosts the moral and confidence of the student teacher to such an extent that the two are free to constructively criticise each other's lessons. According to Owesu-Mensah (2014), a collegial relationship helps to remove any stress and anxiety that is often associated with supervision, as it encourages the student teacher to work with a non-threatening environment that supports a collaborative construction of knowledge. Tshuma and Bhebhe (2016) state that collegiality is the sharing of ideas and responsibilities among colleagues for pursuit of a common goal. The supervisor and supervisee need to work as colleagues and a collegial relationship is therefore of great importance if the two are to achieve good results and a positive and productive relationship is critical to successful supervision. This study would establish if the student teachers and their supervisors shared ideas and responsibilities in a collegial way.

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Cogan (1973) posits that the supervisor should seek to establish a relationship calculated to deal with the student teacher's residual anxieties about evaluation, a relationship characterised by mutual trust and confidence. He states that for the relationship to grow, the supervisor should divorce him/herself from the role of evaluator unless the two have agreed that such a role would be productive to both. Cogan also proposes that the supervisor should not attempt to picture himself as

being beyond evaluation. In other words, a good relationship should grow and be maintained if the supervisor and supervisee work together as colleagues and as co-sharers of expertise, leading to collaborative clinical supervision, as stated by Atchade (2007). In the case of the supervision of student teachers, it is the duty of the mentor supervisor to receive the student teacher in a manner that will make her/him feel welcome and be part of the class. If the student teacher is taken as a colleague and the environment is warm and welcoming, he/she should settle in well and develop confidence as a teacher. Normally, students who operate in a friendly and conducive environment tend to succeed in their Teaching Practice. This study set to establish the kind of environment in which student teachers operate and how that environment affects/affected their performance.

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2.3.1.3 Types of supervision

Types of supervision are generally classified according to the behaviour of the supervisors towards their subordinates. They are sometimes known as techniques of supervision. Smriti Chand in http://www.yourarticlelibrary.com advances four types of supervision as follows:

- **Autocratic or Authoritarian supervision**

  In this type of supervision, the supervisor exercises absolute power and expects complete obedience from his/her subordinates. He/she wants all things to be done, without fail, according to his/her instructions and does not welcome any intervention from the subordinates. This type of supervision is resorted to in order to tackle indiscipline in subordinates.

- ***Laissez-faire* or Free rein supervision**

In this type of supervision, which is sometimes called independent supervision, maximum freedom is allowed to the subordinates. Complete freedom is given to the subordinates in carrying out their work with no interference from the supervisor. Subordinates are encouraged to solve their problems themselves.

- **Democratic supervision**

  Under this type of supervision, the supervisor consults the subordinates in the process of decision making and acts following mutual consent and discussion. This type of supervision is also known as participative or consultative supervision. Subordinates are encouraged to give suggestions, take initiative and exercise free judgement. This results in job satisfaction and improves the morale of subordinates.

- **Bureaucratic supervision**.

  In this case, certain working rules and regulations are laid down by the supervisor and all the subordinates are supposed to strictly follow those rules and regulations. The supervisor takes strict note of the violation of those rules and regulations. This brings about stability and uniformity in the organisation. Chand says that in actual practice, it has been observed that there are delays and inefficiency in work due to bureaucratic supervision.

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One cannot say that one particular type of supervision is the best, as each type can be used individually and in combination, as the supervision situation or circumstances require. For the supervision of student teachers, bureaucratic supervision may be used when they begin their Teaching Practice so that students are aware of rules and regulations in the teaching profession. They need to know how things are done in the

profession and in the particular school where they are practising. They also need to be aware of the tone of the school and strive to maintain it.

To maintain a good working relationship, the supervisor could decide to be democratic and consult the student teacher or involve them in decision making as they work together. As time goes on the student teacher could be given freedom to display his or her creativity and abilities. Authoritarian supervision could be practised if the student is not cooperative or is too lazy to do his/her work. Therefore all four types of supervision could be used in different stages of their practice depending on their behaviour or performance. The current study sought to find out the types of supervision styles deployed by different supervisors of student teachers and establish whether these assisted the student teachers to perform better in their Teaching Practice.

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2.3.1.4 Models of supervision

There are different models of supervision which can be employed by supervisors. These include the Scientific, the Human Relations, Human Resources and Clinical models of supervision.

2.3.1.4.1 Scientific Supervision

Scientific supervision, one of the early models of supervision, is autocratic and has a classical approach towards work (Bush, 2003 in Mhlanga, Wadesango and Kurebwa 2012). Frederick Taylor is the founder of the scientific management and this model of supervision emulated the Scientific Management Theory (Marzano, Frontier and Livingston, 2011).Taylor believed that the measurement of specific behaviours of factory workers was perhaps the most powerful means of production. He believed that by studying various ways of doing a task, one could come up with the best method of

doing it. According to Marzano et al (2011), educators, led by Edward Thorndike began to view measurement as the ultimate tool for a more scientific approach to schooling. They quote Cubberley (1929) as stating that schools are in a sense like factories in which children, as the raw materials, are to be shaped and fashioned into products to meet the various demands of life. Cubberley posits that it is the business of the school to build its pupils according to laid-down specifications.

Building on Cubberley's work, Wetzel (1929) as cited by Marzano, Frontier and Livingston (2011), proposed using measures of student learning to determine the effectiveness of a school or teacher and also recommended three components as the basis of scientific supervision, namely:

- the use of aptitude tests to determine the ability level of each child;
- the establishment of clear, measurable objectives for each course; and
- the use of reliable measures of student learning.

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Mhlanga et al (2012) posit that in this model of supervision, the focus is on teacher rating, objective measurements in teaching, the use of standardised tests, scientific methods of teaching and relying heavily on examinations to determine outputs. Its focus on production compels teachers to teach for examinations at the expense of the total growth of an individual.

According to Mhlanga et al (2012), the emphasis in this model is on three key words: control, accountability and efficiency in an atmosphere of characterised by a clear-cut boss-subordinate relationship. This is achieved through the following four main principles:

- There is one best way of doing the job and this is the supervisor's way. The supervisor finds the best way of doing things by observing and analysing the demands of the job. Then the supervisees have to strictly do as they are told in order to achieve the set down goals.
- The best person to do the job is scientifically selected and thoroughly trained for best results.
- There is need for maximum cooperation between the supervisor and the supervisee to ensure that the job is done according to set standards.
- There is clear-cut division of labour, with each supervisee carrying out the specific task that he/she specifically trained for.

In scientific supervision, everything is under the control of the supervisor, who makes sure that work is done to book by the appropriate workers, who are accountable of their actions. Workers are hired to do pre-specified duties, according to the wishes of the management. This notion is supported by Behlol, Yousuf, Parveen and Kayani (2011), who state that the proponents of this model believe in the authority of the supervisor, who determines whether work is done according to set rules or not. The supervisor does not give the supervisees a chance to give their opinions and they are expected to implement policy as it is given without questioning.

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Ndebele (2013) observes that while the strength of the model lies in its emphasis on efficiency in the system, this is outweighed by its weaknesses. He opines that teachers will not be committed to organisational goals in which they have no say in formulating and if they are merely being used as tools. The model does not give supervisees the opportunity to seek assistance from the supervisor even if they have

difficulties in their work. Where the supervision of student teachers is concerned, one could say perhaps the model is good, to a certain extent, since when students begin their Teaching Practice, they should ideally learn from the supervisor how things are done as well as what is expected of a teacher in the profession. As time goes on, however, they need to be given the autonomy to be creative and showcase their own skills. They also need to ask questions on things that they do not understand or agree with so that they are assisted by the supervisor whenever the need arises. In the current study, the researcher sought to find out if the student teachers are given a chance to ask their supervisors whenever they have challenges or they are merely expected to do what their supervisors demand of them without any questioning.

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2.3.1.4.2 Human Relations Model

This model emerged in reaction to the inspectional scientific management model, which did not consider the feelings of the supervisee. The scientific model did not put emphasis on the human needs, individual differences, job satisfaction and motivation (ZOU Module EA3Dc103, 1993). The Human Relations Model has its origins in the democratic administration movement and it places emphasis on human and interpersonal factors in supervision. According to the ZOU module cited above, Mary Parker Follett called for the integration of the principles of scientific management with an understanding of individual psychology. She places emphasis on human relations and the Hawthorn study of 1922 to 1932 marked the beginning of the human relations movement. The study found that changes in levels of worker motivation, worker satisfaction and democratic patterns of supervision tend to increase production. This

study sought to establish if supervisors motivate student teachers to work by taking their needs into account.

The needs of individuals and groups of people are emphasised in this model. The underlying principle of this model is that people who are satisfied increase productivity and it is generally easier to work, lead and control individuals who are satisfied (Ndebele, 2013). The task of the supervisors is to create a feeling of satisfaction among the supervisees by showing interest in them as people (Mhlanga et al, 2012). The supervisor seeks to achieve good results from the supervisees and therefore makes an effort to ensure that they are satisfied and motivated by helping them meet their personal needs, which results in self-esteem and self-actualization. The needs of the supervisees are given due attention and a conducive climate is created so as to ultimately allow for the realization of organisational goals. The researcher in this study aimed to find out if such a conducive climate is created for student teachers.

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This model of supervision is democratic, although it is criticised for leading to laissez-faire supervision in schools. It does not follow also that if one's needs are met, one is going to work hard, so there is need for monitoring and supervision on the part of the supervisor. In the supervision of student teachers, the administration could meet their needs as stated in Maslow's hierarchy of needs so that they are motivated to work. There is need though for the supervisor to monitor the work of the student teachers because some of them will relax even if their needs have been met. In the current study, the researcher sought to find out if student teachers work hard when the institution puts on effort to meet their needs.

2.3.1.4.3 Human Resources Model

The Human Resources Model sought to integrate the positive aspects of both the scientific and human relations perspectives of supervision (Ndebele, 2013). Ndebele quotes Kasambira's (1998) assertion that human resources advocates realised the need to integrate personal needs and organisational needs. The model emphasises the full utilization of a person's capacity for continued growth, such that supervisors need to give the supervisees challenging work (Ndebele, 2013). Kasambira avers, furthermore, that in this model, the task of the supervisor is to help the supervisees develop as complete beings with individual talents and competencies. The model underlines a high regard for human needs, human potential and human satisfaction. Sergiovanni and Starrat (2006) view satisfaction as resulting from the successful accomplishment of important and meaningful work, which is also the key component of school effectiveness. Success encourages one to keep on putting effort into their work and this raises their self-esteem. This study sought to find out if student teachers are encouraged by their supervisors to utilise their full capacity so that they grow professionally.

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According to Mhlanga et al (2012), there is shared decision making in this model. If the supervisees are involved in decision making, they feel that they are part of the process and are likely to be motivated to work. The motivation to work will lead to better achievement resulting in satisfaction and enrichment. The supervisors are not patronizing or prescriptive but they are supportive in meeting the goals of the organisation. The student teacher is viewed as foremost in creating instructional change and is given some autonomy in his/her work practice. Control and coordination

are exercised through a cordial relationship with the supervisees to the goals and values of the organisation rather than rules and close supervision. The model concentrates on talents and abilities, which is likely to promote innovation and accountability (Mhlanga et al, 2012).

In the supervision of student teachers, there is simultaneously a need for organisational goals and values to be realised even while the student teachers are given the autonomy to showcase their abilities in order to gain satisfaction from their achievements. They need to be challenged to put effort in their work and to reach their full potential. The current study set to establish if student teachers are given the opportunity to display their abilities and skills so that they gain confidence to perform even better for their own professional growth and for the benefit of the organisation.

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2.3.1.4.4 Clinical Supervision

Clinical Supervision was first proposed by Robert Goldhammer and Morris Cogan at Harvard University in the 1960s, having borrowed the term ‘clinical supervision’ from the medical profession, where it has been used to describe the process for perfecting the specialized knowledge and skills required by practitioners (Pajak, 2003).Cogan (1973: 9) defines clinical supervision as:

> The rational and practice designed to improve the teacher’s classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and the leadership between teacher and supervision form the basis of the programme,

> procedures, and strategies designed to improve the student's learning by improving the teacher's classroom behaviour.

This definition the supervision is now applied in the classroom, with emphasis placed on improving the teacher's performance for the benefit of the learners. The supervisor and the supervisee work together in analysing the performance of the supervisee for the purpose of improving their work and ensuring their professional growth. Cogan opines that the ingredients of clinical supervision include the establishment of a healthy supervisory climate, a special supervisory support system called colleagueship and a cycle of supervision comprising conferences, the observation of teachers at work and pattern analysis. In the current study, the researcher sought to find out whether student teachers are supervised in a healthy environment and whether they are given support as they practise in schools.

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Goldhammer, Anderson and Krajewski (1980: 19) see clinical supervision as:

> that phase of instructional supervision which draws its data from first-hand observation of actual teaching events, and involves face-to-face (and other supervision associated) interaction between the supervisor and teacher in the analysis of teaching behaviours and activities for instructional improvement.

As a face-to-face process, clinical supervision allows the supervisor and supervisee to spend more time together discussing and analysing what is taking place in the classroom so as to come up with strategies of overcoming any challenges in a bid to improve practice (Ndebele, 2013).This is in line with the definition given by Ayeni

(2012), who asserts that clinical supervision is that aspect of instructional supervision that draws upon data from direct, first-hand observation of actual teaching, or other events, and involves face-to-face and other associated interactions between the supervisor and the supervisee in the course of analysing the observed professional behaviours and activities, seeking to define and develop the next steps towards improved performance. This definition shows that clinical supervision seeks to analyse the performance of the supervisee as observed by the supervisor, and this analysis helps the teacher to improve on his/her practice in future presentations. This allows for professional growth to take place as the supervisee improves on their performance. This is in line with the assertion of Sergiovanni (2006), who states that clinical supervision is an in-class support system designed to assist the teacher directly so as to bring about changes in classroom operation and teacher behaviour. The use of this model in supervision of students helps them to improve their instruction although it has been criticised for being time-consuming. In this study, the researcher sought to find out whether the supervisors analyse the performance of the student teachers in order to help them to improve and grow professionally.

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According to 'The Gold Guide' to specialty training (Department of Health, 2007), clinical supervision involves being available for and looking over the shoulder of the trainee, teaching on the job with developmental conversations, regular feedback and the provision of a rapid response to issues as they arise. It is clear from this definition that the supervisor should be both mentally and physically available. Emphasis is placed on the feedback given by the supervisor based on his/her observation of the supervisee's teaching. It is such feedback that could assist the supervisee in

improving their performance, contributing to professional growth. The researcher sought, in this study, to establish whether supervisors are available to observe students as they teach and whether, after such observation, feedback is given so that the students are made aware of ways in which they could improve their performance.

Butterworth (2001) defines clinical supervision as an exchange between practising professionals to enable the development of professional skills. In this case, it is clear that there is an exchange of ideas between the supervisor and the supervisee. The two work hand in hand as there are skills to be learnt from the supervisor, who also has something to learn from the supervisee, hence the use of the Social Exchange Theory. In this particular study, the researcher set to find out whether there is such healthy exchange of ideas between the student teachers and their supervisors.

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According to Pajak (2003), clinical supervision is a method of supervision whereby the supervisor is involved with the teacher in a close relationship in which a student teacher receives information from a colleague, who has observed his/her performance and who serves as a mirror and sounding board, enabling the teacher to critically examine and possibly alter his/her own professional practice. In this context, ideas are shared and help is given in order to improve the supervisee's ability through the analysis of the data collected during the observation. This calls for a supervisor who is willing to spend a considerable amount of time working with individual teachers on classroom problems. In concurrence is Ayeni's (2012) statement that clinical supervision is a practice-focused, professional relationship that enables one to reflect on his/her practice with the support of a skilled supervisor. It is through reflection that one can further develop skills, knowledge and enhance understanding of one's own

practice (Kadziya and Katanha 2014). This study established that whether there is a close relationship between the student teachers and their supervisors that enables them to reflect on their practice.

Zepeda (2007) in Kadziya and Katanha (2014) takes clinical supervision to be a leadership specialty in professional education which helps people grow and develop. Kadziya and Katanha posit that the supervisor's job is to work with people with a view to improving the educational process and encouraging the growth and development of students. Clinical supervision in this case improves the educational process while simultaneously encouraging the professional growth of the teacher and the growth of the pupils being taught. In this study, the researcher set to find out whether supervisors assist student teachers to develop and grow professionally.

Pajak (2003) comes up with four families of Clinical Supervision adapted from Pajak (2000). These are the Original Clinical Models, the Artistic/Humanistic Models, the Technical/Didactic Models and the Developmental/Reflective Models.

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a) Original Clinical Models

The original clinical models were proposed by Goldhammer (1969) and Cogan (1973), who offered a blend of empirical, behavioural, phenomenological and developmental perspectives. These approaches emphasise the importance of collegial relationships with supervisees, cooperative discovery of meaning and the development of unique teaching styles. The supervisor and the supervisee work together to come up with ideas and strategies to tackle the content they are supposed to teach as well as

coming up with teaching materials to aid pupils' understanding of the concepts to be taught. This study seeks to find out whether the student teachers and their supervisors work together to come up with strategies to deal with the work at hand for their professional growth and for the benefit of the pupils they teach.

b) Artistic/Humanistic Models

These were the perspectives of Eisner (1979) and Blumberg (1974), based on aesthetic and existential principles. These approaches forsake step-by-step procedures, placing emphasis on open interpersonal relations and personal intuition, artistry and idiosyncrasy. Supervisors are encouraged to help supervisees understand the artistic and expressive richness of teaching. With these models, the supervisee is given a chance to be creative on his/her own. The researcher in this study will establish whether the student teacher is given the opportunity to display his/her creativity so as to gain confidence in their performance.

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c) Technical/Didactic Models

These approaches to clinical supervision, which were proposed by Acheson and Gall (1980) and Hunter (1984), draw heavily on findings from process-product and effective teaching research. These approaches emphasise techniques of observation and feedback that reinforce certain behaviours or predetermined models of teaching to which teachers attempt to conform. These draw from Bandura's Social Learning Theory and teachers need to follow approved methods of teaching. This study sought to find out whether the supervisor teaches as the supervisee observes so as to give him/her the opportunity to imitate successful ways of performing the tasks.

d) Developmental/Reflective models

These models were proposed by Glickman (1985), Zeichner and Liston (1987), Costa and Garmston (1994) and others such as Garman, Smyth and Waite. These are sensitive to individual differences and the social, organisational, political and cultural contexts of teaching. These scholars call on supervisors to encourage reflection among supervisees, foster growth, and promote justice and equity. The researcher in this study examine whether the supervisors of student teachers encourage them to reflect on their work so as to promote their growth.

Pajak (2003) posits that the four families of clinical supervision emerged chronologically in the order in which they are listed and they differ from one another in terms of the purposes they seek to achieve, their relative emphasis on objectivity versus subjectivity, the type of data collected and the procedures for recording it as well as the number of stages involved, the degree of control exercised by the supervisor over the teacher, and the nature and structure of pre- and post-observation conferences. Looking at the four families, they all play a role in the development of the supervisees as they grow professionally and this study sought to find out whether the supervisors of the student teachers are conscious of these ideas as they supervise the students practising under their guidance.

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To take a closer look at clinical supervision we are going to look at the original models. Pajak (2003) states that the initial clinical supervision outlined by Goldhammer (1969) had five-stages, which are:

- The pre-observation conference;

- Observation;
- Analysis and strategy;
- Supervision conference; and
- The post-conference analysis.

Cogan (1973) elaborated on Goldhammer's work and came up with a clinical model consisting of eight steps, which are:

- Establishing the teacher-supervision relationship;
- Planning with the teacher;
- Planning the strategy of observation;
- Observing instruction;
- Analysing the teaching-learning process;
- Planning the strategy of the conference;
- The conference; and
- Renewed planning.

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It is clear that Cogan's first three steps are in line with Goldhammer's pre-observation stage, step four with the observation stage, step five with the analysis and strategy, step six with the supervision stage and steps seven and eight with the post-observation stage. Both designs were further simplified by Acheson and Gall (1987), who came up with the following three steps:

- Planning conference;
- Classroom observation; and
- Feedback conference.

Although there are many variations of clinical supervision, Pajak (2003) opines that the basic five-stage clinical supervision sequence suggested by Goldhammer (1969) remains most widely practiced. Goldhammer's stages and the tasks of the supervisee and supervisor as shown by Pajak (2003) are summarised below:

Stage 1 - Pre-observation Conference

The purpose of this conference is to establish rapport and help the supervisee plan the lesson, define his or her objectives and ways of achieving them. The supervisee needs to mentally rehearse and orally describe the upcoming lesson, including the purpose and the content, what the teacher will do and what the learners are expected to do and learn. The task of the clinical supervisor is to learn about and understand what the supervisee has in mind for the lesson to be taught by asking probing and clarifying questions. The two discuss the upcoming lesson in detail and this will assist the supervisee to be fully prepared before the presentation of the lesson. They also plan for the observation phase by discussing activities to be observed, the delivery system and the feedback that has to be given. This is a very crucial stage for the student teacher, who is learning how to plan and present lessons. The researcher would like to find out if supervisors take their time to assist student teachers before they present their lessons as this is likely to boost their confidence in the next stage.

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Stage 2- Classroom Observation

At this stage, the supervisee will teach the lesson as well as possible while the clinical supervisor records the events taking place during the lesson as accurately as possible. The supervisor should take note of all the events taking place including non-

verbal behaviour. The supervisor can record by taking down notes as the supervisee presents the lesson or the presentation can be video tapped. In the current study, the researcher would like to find out how often supervisors take time to do class observation so that they can assist the student teachers improve their presentations.

Stage3- Data Analysis and Strategy

If the supervisee is directly involved in this stage, his or her task is to help make sense of the data collected by the supervisor. The supervisor makes sense of the raw data collected by finding out patterns that are evident in the data as well as critical incidents or turning points noted. The supervisor finds out if there were techniques that were especially successful, if there were concerns about the lesson or patterns and events that are important to address. The supervisor also develops a plan for the conference, how it will begin and end. According to Goldhammer (1969), the purpose of this stage is to reconstruct the observed events, to assess the observed lesson in terms of the supervisee's own intentions and pedagogical criteria and to develop strategy to help the supervisee. The researcher sought to find out if the supervisors take time to analyse and plan for the meeting after observing the student teachers teach.

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Stage 4- Conference

The objective of this stage is to provide feedback and pointers for improvement of future teaching. The supervisee's task is to critically examine his/her own teaching with an open mind and tentatively plan for the next lesson. The clinical supervisor's task is to provide clarifications and build upon the supervisee's understanding of the behaviours and events that occurred in the classroom. If the lesson was video tapped,

the two can revisit some of the critical incidents and patterns that are evident in the data. The two may find out the relationship between these events and pupils' learning and if there were any unanticipated or unintended outcomes evident. They can also discuss what could be done differently for the next lesson in terms of new objectives, methods, content, materials, teacher behaviours, pupils' activities or assessments. Since this is the stage that helps the student teacher to improve on their presentations and so the researcher in this study sought to find out if this crucial stage is undertaken during the supervision of student teachers. As has been discussed before, the feedback is of paramount importance if the student teacher is to grow professionally.

Stage 5 – Post-conference Analysis

At this stage, the events of the conference are reconstructed, the conference is assessed, and the supervision techniques are evaluated in order to enable the supervisee to discover the importance of the conference. The supervisee can provide honest feedback to the clinical supervisor about how well the clinical supervision cycle went. The supervisor critically examines his/her own performance during the clinical supervision cycle. The two can discuss how well the clinical supervision went, what worked well and what did not. They discuss what could be done differently if the supervision was to be done again and what could be done differently in the next clinical supervision cycle. This review would allow for improvements to be made in upcoming supervision cycles. The current study sought to establish whether the supervisor and the student teacher take time to discuss how the supervision cycle went and how the next cycle could be improved.

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Atchade (2007) opines that the clinical supervision cycle adopted should be systematically followed although the supervisor may find it necessary to introduce or omit some stages according to the supervisee's needs, experiences, self-growth, motivation and the amount of time available for him/her. The supervisor is free to choose the model that suits him/her but clinical supervision can be used to assist the student teachers as it involves a formative, face-to-face interaction between the supervisor and supervisee from the planning stage, through the presentation up to the feedback. This could help the student teacher to master all the stages and be able to evaluate their performance at the end of each lesson, thereby ensuring professional development. According to Kadziya and Katanha (2014),Goldhammer (1993) identified the benefits of clinical supervision as follows:

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- It provides an opportunity and forum to reflect upon aspects of teacher supervision that may be difficult and for solving problems.
- It improves the relationship between the supervisor and the supervisee.
- It encourages evidence-based practice.
- It allows for the development of new knowledge, through the critical evaluation of practice against the research available.
- It provides a mechanism for guided reflection with a skilled supervisor to help the supervisees validate their clinical decision-making process.
- It creates confident decision makers, which in turn leads to empowerment and self-assurance, resulting in innovative and creative practice.

Kadziya and Katanha (2014) further posit that in clinical supervision, the supervisor works at two levels with the supervisee during the cycle, namely by helping the

supervisee understand and improve his/her professional practice and helping him/her to learn more about the classroom analysis skills required in supervision. If it is used in the supervision of student teachers, the model could assist in their professional growth and to become competent teachers. The current study sought to find out if the supervisors of student teachers make use of the clinical supervision model to ensure the professional growth of the students.

Of the different models of supervision discussed, one cannot say one model is better than the other. The supervisor can use whichever of the models they think will assist the student teacher reaching his/her fullest potential and grow professionally. The models can be used interchangeably to suit the situation at hand. The main research question for this study seeks to find out how student teachers are supervised during their Teaching Practice. This question can be answered by investigating the models and types of supervision applied by the school supervisors in relation to the student teachers.

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2.3.1.5 Conflict in Supervision

Conflict is an essential and unavoidable human phenomenon which arises when people interact because they have different views about life (Ghaffar, 2010). Conflict can be positive or negative, depending on how the people concerned handle it. It can arise in the supervision process between the supervisor and the supervisee as the two might have different views about things that concern their work. Ghaffar observes that the supervisee may be reluctant to obey the supervisor, or might not want to follow rules or accept extra work or the two may just fail to get along. The supervisor can

also adopt an authoritative approach that might not go well with the supervisee, resulting in conflict.

The Society for Human Resources Management (2008) indicates, as other sources of conflict, communicating to each other differently, spending large amounts of time together, depending on one another to get the job done and established expectations of one another that are not communicated and then not met. Such conflicts can arise in the supervision of student teachers, possibly affecting the working relationship between the student teacher and the mentor supervisor. The two spend a lot of time together and depend on each other a lot as they share the same class. This does not mean that the conflict has to be always negative, because new ideas are generated when employees challenge one another within a supportive environment (Society for Human Resources Management, 2008). The current study examined how student teachers are supervised and whether conflicts that arise are managed well so that they do not strain the working relationship between the student teachers and their supervisors.

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Conflict will always exist between employees but what is important is to have the skills to manage the conflict process and turn disagreements into ideas or ways of solving problems (Society for Human Resources Management, 2008). Nelson (2015) affirms that if it is not handled skilfully, conflict could affect the working relationship between the two people. However, if it is handled well, supervisory conflict could be a source of positive learning and development for the supervisee. The relationship between the student teacher and his/her supervisor could be maintained if the two learn to manage conflict that might arise between them. The Society for Human Resources

Management (2008) contends that if conflict is left to fester, it will pile on and the employees may withdraw from it but morale and productivity may be lowered if their focus is on the conflict. Where the supervision of student teachers are concerned, the mentor might stop assisting the student teacher, which could affect his/her professional development. This study set to find out whether it is not conflict that affects the performance of some students who fail to pass their Teaching Practice.

Conflict in and itself is not a problem, but it becomes one if it is poorly managed, as it hampers productivity, lowers morale, and causes more and continued conflict or inappropriate behaviours (Ghaffar 2010). The Society for Human Resources Management (2008) advances five basic ways of handling conflict in the workplace adapted from Thomas-Kilmann Conflict Mode Instrument, namely by: Competing, Collaborating, Compromising, Avoiding and Accommodating.

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a) Competing

This method involves handling the conflict through unilateral decision making. It is mainly used for situations involving quick action, instances where there is no compromise or debate, and in cases where hard and unpopular decisions have to be taken.

b) Collaborating

This method involves handling the conflict through team input and it is useful if all parties in the conflict want to find a resolution, but are unable to agree on what that resolution should be. It is primarily used to gain support from the team, to use the

different perspectives there from as an opportunity to learn or to improve relationships through collaboration.

c) Compromising

This method involves handling the conflict by reaching a resolution that involves a win for both sides of the table. It is used mainly for:

- Resolving issues of moderate to high importance;
- Finding a solution that involves equal power and strong commitment on both side;
- Situations where a temporary fix may be needed; and
- Backing up a decision that has been made using competing or collaborating methods.

d) Avoiding

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This method involves making an active decision to not handle the conflict. This is best used for situations that are not work-related and should be resolved through other means. The method is primarily used for unimportant or non-work-related issues, buying time until a resolution is reached.

e) Accommodating

This method is a way of handling conflict by allowing the other side to win. It is primarily used:

- Maintaining perspective in a conflict situation;

- Making active decisions as to what can be let go versus what requires another method;
- Keeping peace and creating good will.

From what has been discussed, it is clear that no one way of conflict resolution is the best, as supervisors can use the different methods to reach a resolution. The Society for Human Resources Management (2008) also proposes six steps to the Conflict Resolution Process by Marla Bradley, namely:

- Clarify what the disagreement is;
- Establish a common goal for both parties;
- Discuss ways of meeting the common goal;
- Determine the barriers to realising the common goal;
- Agree on the best way of resolving the conflict;
- Acknowledge the agreed solution and determine the responsibilities that each party has in the resolution.

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It has been stated that conflict will always arise when people interact, but it is important to resolve the conflicts so that the parties continue to work in harmony. Supervisors for student teachers need to handle conflict appropriately if the latter are to benefit from their practice. School Heads need to intervene if conflicts arise between student teachers and their immediate supervisors. The researcher in this study intended to find out whether the supervisors are able to manage conflict and how this affects the student teachers' performance if it is not well managed.

2.3.2 Challenges encountered by qualified teachers in the supervision of student teachers

According to Chimhenga (2016), some qualified teachers have challenges in supervising student teachers because they have not been trained in supervision. This was an observation by the mentor supervisors who were interviewed by Chimhenga. This is a clear indication that most of the qualified teachers who are supposed to supervise student teachers during their practicum lack the requisite qualifications or skills to do so, despite the fact that they are experienced teachers. Ozigi (2000) in Mapolisa and Tshabalala (2013) posits that School Heads require conceptual skills in supervision for them to ensure that they fully understand what is required of them as supervisors in schools. The lack of supervisory skills may result in conflict between the supervisors and supervisees (Ndebele, 2006; Madziyire, 2013).The current study set to find out what supervisors understand about the supervision process so as to know whether or not they are aware of their obligations towards the students they are supposed to be supervising.

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According to Zebeda (2012) in Mapolisa and Tshabalala (2013), supervisors' relationship with supervisees could be improved through supervision training as the School Heads are promoted on the merit of being good teachers although they might lack the requisite supervision skills. It is these School Heads that are tasked with the job of supervising the student teachers in schools with the help of their deputies, TICs and other senior teachers. The current study set to find out how these people supervise student teachers in their schools and to establish whether the supervisory styles have an effect on the performance of the student teachers.

The supervisors interviewed by Chimhenga (2016) also stated that they did not know what was expected of them by the colleges or universities as far as mentoring and supervision of student teachers was concerned. This is also echoed by Bechuke et al (2013) in Koross (2016), who investigated the challenges faced by student teachers during Teaching Practice in South Africa. They found that most mentor supervisors are not well informed of their responsibilities to the student teachers they supervise and lack training as to how to function as supervisors. This clearly shows that it is difficult for supervision to be carried out properly if the supervisors do not know how to do so. The current study sought to establish the challenges that supervisors face in supervising student teachers and also find out how these challenges are affecting the performance of the students during their practicum. The college under study has held some mentoring workshops where the issue of supervision has been discussed. The researcher would want to find out if the workshops have assisted the supervisors in their supervision of student teachers since they have been made aware of the college's expectations.

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The other challenge observed in Chimhenga's study is that student teachers do not show interest in their work but take Teaching Practice as a means of earning an income. If this is the way student teachers view their practicum, then it is likely to be difficult for the supervisors to work with them. Chimhenga interviewed the mentors for student teachers practising in secondary schools. The current study sought to interview the mentors for the students practising in primary schools as well as the student teachers. The researcher also sought to establish whether these students

have the same attitude towards their practicum, how the students are supervised and what other challenges supervisors encounter as they supervise student teachers.

2.3.3 Experiences of student teachers during the supervision stage of their Teaching Practice.

According to the findings by Chimhenga (2016), student teachers also had problems with their mentor supervisors, who left them alone with the class, on the pretext of being busy with other duties within the school. One of the students interviewed said that this exposed them to problems that they could not resolve alone without the assistance of the experienced teachers. An example given was of student teachers who practice under the supervision of administrators with many other duties to attend to in the school. These supervisors do not have time to supervise the student teachers, who therefore operate by trial and error without the guidance of the qualified teacher. Koross (2016) found out that even some cooperating teachers overloaded student teachers with some of their duties and this was affecting the performance of these student teachers. The current study set to find out if there are students who were practising under the supervision of administrators and to see how this could have affected their performance. This study also sought to determine whether the mentor supervisors are always available to assist the student teachers and if they are not, how this has affected the students' performance.

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In Chimhenga (2016), students also highlighted the problem of the selection of mentors. They indicated that there was no clear procedure to be followed in the selection of mentors. Samkange (2015) posits that there is no mechanism to monitor

the mentor's skills and the extent to which they are familiar with modern trends in education. This suggests that some student teachers might be practising under the supervision of mentors who are not suitably competent to do so or aware of the current trends in education. The student teachers may not therefore be benefitting from the supervision by such supervisors. The current study sought to find out whether student teachers are allocated to competent supervisors in their schools of practice and if they are not, the researcher sought to find out how this affects the performance of these student teachers.

Ngara, Ngwarai and Ngara (2013) suggest that mentors be given an incentive since they supervise more student teachers than any other supervisors. This is meant to encourage them to work harder in their supervision. In support of this suggestion, Chimhenga, (2016) concurs that it is a challenge that mentors are not paid for their services and so they do their supervision half-heartedly, not giving student teachers complete guidance and care as required of them. Supervisors might not be supervising student teachers as expected due to the fact that there is no incentive. The researcher in the current study sought to find out whether or not this is affecting the supervision of student teachers from that particular college, forming the object of the study since the supervisors are not being given any incentives for assisting the student teachers.

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Gadzirayi, Muropa and Mutandwa (2007) observed that student teachers are filled with teaching theories based on written literature by colleges but when they go to practice in schools, they are supervised by qualified teachers whose advice is traditional and based on practical experience. The gap between the practical training in colleges and

practical training in schools poses problems for the student teachers who have difficulty reconciling the two. The college forming the object of this study has held a number of mentoring workshops with schools where their students are deployed. The study sought to find out whether these have closed the gap between the college training and supervision by schools and whether the workshops have improved the way in which student teachers are supervised in schools.

Marks (2008) brings to the fore the issue of victimization in supervision, where some supervisors have a habit of making inappropriate advances towards female student teachers whom they supervise. Such supervisors tend to punish the supervisees who turn them down. According to Mapolisa and Tshabalala (2013), School Heads were also criticised for failing to plan their supervision and for delaying in giving feedback to the teachers observed. Most School Heads were said to be spending a lot of their time on administrative housekeeping issues at the expense of supervision of student teachers. Mapolisa and Tshabalala also found that some students felt that their supervisors did not give them feedback after observing them and such practices disadvantaged the student teachers, who might continue making the same mistakes which could have been corrected had they been given feedback. The current study sought to find out if the student teachers are given feedback after being supervised by School Heads and mentors. The study also learnt about the experiences of the student teachers from this particular college during their supervision since the college workshops the school supervisors from time to time. The researcher sought to find out whether there are changes in the way students are now being supervised.

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2.3.4 How the supervision of student teachers in Zimbabwean schools could be improved.

From the study by Chimhenga (2016), student teachers recommended the consideration of qualification, performance and experience in the selection of mentors to supervise them during their practicum. If student teachers could have high performers as their mentor supervisors, this might contribute to their professional development since they would have good role models to assist them. They also suggested that the criteria for the selection of mentor supervisors should be set down and implemented in the schools as a way of choosing capable supervisors for student teachers. This would ensure that student teachers are given to supervisors who will be able to effectively assist them during their practice. This study sought to find out whether this recommendation has been taken up by the School Heads, since it determines whether student teachers benefit optimally during their Teaching Practice.

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Another recommendation given by Chimhenga (2016) was that school supervisors for the student teachers should be trained so that they are aware of their duties in the supervision of students for professional growth. The supervision of student teachers in schools could be improved if the mentors and School Headswere trained or staff developed on the modern trends in education (Chimhenga, 2016). This recommendation is supported by Koross (2016), who suggests that universities and teacher training colleges train the supervisors so that they supervise student teachers from an informed angle. Ngara, Ngwarai and Ngara (2013) also suggested the idea of training supervisors as they proposed that training colleges should run workshops with T.P supervisors so that issues which affect the quality of T.P supervision are addressed. In addition to the mentoring workshops, the college in question offers a

course on supervision to qualified teachers during school holidays. The researcher purposefully selected some students being supervised by the supervisors who have been trained in such workshops to see whether they are being supervised differently and examine their general performance.

2.4 EMPIRICAL STUDIES

Mpofu (2007) carried out a study to determine how teachers in secondary schools in the Harare region perceived classroom instructional supervision. She examined the supervisory activities and how teachers perceived them. She sought to establish whether teachers were satisfied with supervisory practices in their schools and whether supervision was of any help to them. Her findings were that most teachers understood what instructional supervision is all about and that it helped them if done in the right way, that is, if it is not concerned so much with fault finding as with improving the learning process and promoting the student teacher's growth. The study differs from the current study in that it looked at the supervision of qualified secondary school teachers while this study focuses on the supervision of student teachers on Teaching Practice in primary schools. The researcher agrees that supervision is essential to improving learning and for the teacher's professional growth. The current study sought to find out how student teachers are supervised by their mentors and the school administration and how the student teachers perceive their own supervision.

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Bhebhe (2016) examined the extent to which Zimbabwe's 2-5-2 Teaching Practice utilised collegial supervision in promoting the continuous improvement of student

teachers' teaching skills and competencies. The results of this research showed that collegial supervision was utilised and benefited student teachers on Teaching Practice, but mentors were not mandated to monitor and enforce the participation of student teachers in collegial supervision, resulting in their non-participation. The researchers recommended that collegial supervision be formalised so that the mentors are mandated to monitor and compel students to participate in collegial supervision activities and that the mentors be in-serviced on collegial supervision. Collegial supervision has not been formalised as yet and only a few mentors are undergoing in-service training on supervision in one of the colleges in Harare. This occurs on a small scale and the current research sought to find out how student teachers are supervised in schools by both mentors and the school administration.

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On a similar note, Gadzirayi, Muropa and Mutandwa(2007) conducted research on the effectiveness of the Blended Supervision Model, in a bid to come up with a model of students' supervision that emancipates the student teacher and simultaneously makes the student feel that he/she has an opportunity to learn how to teach. The study was intended to make student teachers work collaboratively with the mentor, fellow students, college/university tutors using the blended model. They observed that supervision by college lecturers was based on teaching and learning theories while that of mentors and school heads was based on practical experience. This scenario led to conflict between the colleges and schools. Hence the development of the blended supervision in which the student teacher works collaboratively with the school-based mentor, fellow students and the college lecturers. The current study

sought to find out how student teachers are supervised by school-based mentors and school administrators.

Ndamba and Chabaya (2015) carried out a research on what Bachelor of Education Pre-Service student teachers considered to be good and bad mentoring. The results indicated that the student teachers valued communication where mentor supervisors would give them feedback by openly discussing with them their strengths and weaknesses. The participants also valued mentors who took into consideration the social needs of the student teachers as well as real teaching issues. The bad mentors were seen as those who neglected their expected roles of regularly guiding and facilitating the student teachers' learning. The researchers recommended the careful selection of mentors, a task lies in the hands of the school administration, as well as regular workshops on good mentoring. This study sought to establish whether the student teachers are really getting the required supervision in their schools of practice, especially considering that the college in question conducts mentoring workshops from time to time. The research also sought to find out whether student teachers are given the best mentors as their supervisors, as recommended by Ndamba and Chabaya (2015).

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Musingafi and Mafumbate (2014) carried out research on the challenges and prospects for school-based mentoring in the professional development of student teachers in Zimbabwe. They sought to establish the usefulness of school-based mentoring in the professional development of student teachers, with an emphasis on

the views of student teachers and mentors on the school-based student teachers practicum supervision. Most of the participants felt that both the college lecturer and an experienced and knowledgeable person in the school should supervise students on Teaching Practice. They agreed that school-based supervision was of great value in the development of student teachers but sufficient resources and the complementary role of the college professional supervisor were still necessary. As things stand, teacher training colleges are doing their best to supervise the students on Teaching Practice. The issue of resources is a problem in some schools but students are encouraged to improvise. The current study sought to assess the situation on the ground to find out whether the students are indeed given experienced and knowledgeable mentors to supervise them in schools and if they are being supervised as the colleges would expect for the professional development of the student teachers.

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Ngara and Ngwarai (2012) carried out research on mentor and mentee conceptions of mentor roles and qualities. They considered the mentor role as that of an elder, trusted loyal friend, responsible for the growth and development of the protégé, whose characteristics were integrity, wisdom and personal involvement. Their findings were that there were some differences in the way the roles and qualities of mentors were conceived by student teachers and mentors, but the key roles of an effective mentor were conceived as a guide. The most commonly identified traits of an effective mentor were being highly knowledgeable about teaching children, being warm and trustworthy. The researchers recommended that workshops be run conjointly by training colleges and appointed school mentors so that mentors and colleges could be

in agreement with regards to speak the same language on the supervision of student teachers in schools. The colleges do hold workshops with schools from time to time where issues relating to the supervision of students are discussed, but these workshops are not attended by all mentors and colleges continue to produce more teachers who are selected to be mentors without any form of training in the supervision of student teachers.

Although this research is concerned with the roles and qualities of mentors, it is related to this study in the sense that the mentors are the ones who supervise student teachers on a daily basis. The current study sought to assess the supervision of the student teachers by both the mentors and the school administration. It should also be realised that Ngara and Ngwarai's study was conducted during an era in Zimbabwe when teachers were being given incentives by parents, who were also paying for extra lessons given by the teachers. Most of the teachers were content and therefore put effort in their work. The incentives and payment of extra lessons were stopped by the government in 2014 because they were putting extra burden on the parents, who were also struggling to make ends meet. Most of the teachers are disgruntled by this move and this might be affecting the supervision of the student teachers they are mentoring. It is necessary therefore to examine the supervision of student teachers during this period in order to find out whether they are getting the assistance they are supposed to be getting from their school supervisors and to see whether the workshops conducted by the colleges have improved the way student teachers are supervised in schools.

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Maunganidze (2015) carried out a study to establish the extent to which effective dialogue between colleges and primary schools can enhance the effectiveness of the mentoring strategies in training teachers on Teaching Practice. The study concluded that lack of mutual sharing of ideas, skills, knowledge and information on mentoring between training colleges and schools has a negative impact on the quality of the graduate teacher. Maunganidze's study differs from the current study in that it examined the development of communication strategies that break the barriers between the colleges and schools so as to enhance the effectiveness of the mentoring process. This is indeed an important aspect of the supervision process and it is hoped that the mentoring workshops currently being conducted are addressing this problem. There is still need to assess if the schools are putting the ideas being given in these workshops into practice, which is what the present study sought out to do.

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Ngara, Ngwarai and Ngara (2013) studied Teaching Practice supervision and assessment as a quality assurance tool in teacher training. Their study was focused on Masvingo teachers' training colleges. The researchers found out that there were challenges associated with supervision, which included conflicting suggestions by supervisors, ill-timing of supervision and delays in the supervision process. They recommended that workshops be run by colleges for the Teaching Practice supervisors. The college in question held workshops with mentors and the school administrators on the way that the college expects them to supervise the student teachers and this research intended to assess the supervision given to student teachers following the holding of such workshops.

Munemo and Tom (2013) looked at the effectiveness of supervision of specialist teachers in special schools, resource units and special classes. They came to the conclusion that the supervision of specialist teachers was not being carried out effectively. They recommended that education colleges offer supervisory component in special needs education and that the heads be staff developed in the supervision of specialist teachers. This study looked at the supervision of student teachers generally for their professional growth.

Mapolisa and Tshabalala (2014) conducted a study on the experiences during Teaching Practice of student teachers in Zimbabwean primary schools. They found out that these experiences were both positive and negative, since some supervisors were served as guides and facilitators enabling effective Teaching Practice while others were an impediment to it. These scholars recommended further research in the area, which is why the current study sought to find out how student teachers are being supervised in schools and how those supervisory styles affect the students' performance during their Teaching Practice.

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Majoni (2014) researched on quality challenges during teaching practice in teachers' colleges. He found out that student teachers were overloaded with work and lecturers had problems in supervising students on teaching practice regularly. The study highlighted some of the challenges student teachers face during teaching practice which answered one of the research questions in this study. However the current study puts emphasis on the supervision of student teachers by the school supervisors.

Makura and Zireva (2011) carried a study on challenges to teaching practice in Zimbabwe teacher education programmes. They highlighted the challenges that involve sexual harassment of student teachers by their school supervisors. This affects the supervision of student teachers, which is the thrust of the current study.

Even though a number of studies have been carried out on supervision in Zimbabwe, there is need to assess the current trends, given that the political and economic situation is changing from time to time as are the attitudes of people towards their work. This study therefore assessed the supervision of student teachers under the current socio-economic climate to gauge how it is affecting the product of teachers currently being produced.

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2.5 CHAPTER SUMMARY

This chapter looked at the Social Learning Theory and the Social Exchange Theory as the theoretical frameworks that underpin this study. Related literature was also reviewed in this chapter. This included definitions of supervision, types of supervision, models of supervision, conflict in supervision as well as empirical studies on supervision. The next chapter will focus on the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

The chapter discusses the research methodology, which refers to the strategy or plan to be used in the study. The research methodology chosen by the researcher is justified in this chapter. It includes the description and justification of the research paradigm, the research approach, the research design, data collection instruments, population, the sample and sampling procedures. The chapter also describes how the data will be presented and analysed. Issues relating to trustworthiness and ethical issues will also be discussed.

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3.2 LOCATING THE RESEARCH PARADIGM FOR THE STUDY

A research paradigm is a model or framework that is derived from a worldview or belief system about the nature of knowledge and existence (Morgan, 2007, Rehman and Alharthi, 2016). In support of this notion, Willis (2007) posits that a paradigm is a comprehensive belief system, worldview, or framework that guides research and practice. Magwa and Magwa (2015: 15) posit that:

> [a]paradigm is a perspective based on a set of assumptions, concepts and values that are held by a community or researchers. It represents a worldview that defines, for its holder, the nature of the world and its parts. A paradigm may be viewed as a set of

> basic beliefs that deals with first principles. It provides a conceptual framework for seeing and making sense of the social world.

According to Mertens (2005), a paradigm is a way of looking at the world which is composed of certain philosophical assumptions that direct and guide thinking and action. It is clear from the two definitions that people view the world and the way knowledge is acquired in different ways. Creswell (2014) defines worldview as a basic set of beliefs that guides action. The differences in the way they perceive the world and truth has led researchers to be grouped into two research camps, which are the quantitative and the qualitative schools of thought (Magwa and Magwa, 2015). Different researchers with different sets of beliefs and feelings about the world will therefore choose different paradigms in search of knowledge. These beliefs, according to Denzin and Lincoln (2008) and Kivunja (2017), fall into three categories: ontology, epistemology and methodology. Ontology is concerned about reality and what kind of being the human being is. Epistemology looks at the nature of knowledge and how it is acquired. Methodology addresses how we come to gain knowledge about the world. In this regard, Taylor and Medina (2013) assert that from a philosophical perspective, a paradigm comprises ontology, which is the view of the nature of knowledge, whether it is internal or external to the knower; epistemology, which is a related view of the type of knowledge that can be generated and standards for justifying it and methodology, which is a disciplined approach to generating that knowledge.

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Cohen, Manion and Morrison (2007) and Shah & Al-Bargi (2013) quote Hitchcock and Hughes' (1995) assertion that ontological assumptions give rise to epistemological

assumptions, which in turn give rise to methodological considerations, and these, in turn, relate to issues of instrumentation and data collection. Our reality determines the knowledge we gain and the way we come to gain it. It is therefore up to the researcher to choose a paradigm that suits his or her belief about how knowledge is acquired. Taylor and Medina (2013) posit that there have been paradigm wars in the 20th century as supporters fiercely argued for the superiority of their chosen paradigms. However, overtime, the wars gave way to paradigm dialogue, when supporters realised that every research paradigm has its merits. Taylor and Medina (2013) therefore conclude that no single research paradigm is superior to any other but that each has a specific purpose in providing a distinct means of producing unique knowledge.

Paradigms are shared by a scientific community and they guide how a community of researchers proceed with regard to enquiry. The different paradigms that have governed researches include positivism, post positivism, critical theory, pragmatism, constructivism or interpretivism. According to Magwa and Magwa (2015), these differences between these paradigms reside in whether social reality is given out there in the world or it is created in the mind of a person. For the current study Constructivism was chosen as a paradigm and it is discussed below in detail.

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3.2.1 Constructivist paradigm and its relevance to the study

Constructivism/interpretivism are paradigms associated with qualitative research. Constructivists propose that reality is a state constructed by the mind, not perceived by it (Robson, 2011). They believe that there is no reality or objective truth out there that is external to mental activity. Robson (2011:17) further asserts that:

> people, unlike the objects of the natural world, are conscious, purposive actors who have ideas about their world and attach meaning to what is going on around them. In particular, their behaviour depends crucially on these ideas and meanings.

People as humans come to understand what takes place around them, so it is wise to seek their views on their behaviours in response to their environment. The assumptions that guide the constructivist paradigm are that knowledge is socially constructed by the participants in the study (Mertens, 2005). They construct their own meaning of situations and it arises out of social situations and is handled through interpretive processes (Cohen, Manion and Morrison, 2007). This notion is supported by Creswell (2014), who posits that constructivists believe that individuals seek understanding of the world they live and work in. People develop subjective meanings of their experiences about objects and things. Researchers rely on the views of the participants on the phenomenon under study and the behaviour of the participants needs to be interpreted based on their understanding of the phenomenon. According to Creswell (2014), subjective meanings are often formed through interaction with others and through historical and cultural norms that operate in the minds of individuals. Realities are thus multiple, constructed and holistic, as humans are deliberate, intentional and creative in their actions (Cohen, Manion and Morrison, 2007).

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Constructivists focus on the specific contexts in which people live and work in order to understand the historical and cultural settings of the participants. The researcher's intention in the current study is to interpret the meanings that study participants have

about the world. Therefore for the researcher to understand a situation, he/she needs to understand the context since behaviour is affected by situations and situations by behaviour (Cohen, Marion and Morrison, 2007). The theory or pattern of meaning is inductively developed and the researcher has to examine situations through the eyes of the participants.

The current study adopted constructivism/interpretivism as it states that each individual constructs his/her own reality, resulting in multiple interpretations of a phenomenon. The interpretive paradigms strive to understand and interpret the world in terms of its actors. They believe that the social world can only be understood from the standpoint of the individuals who are part of the on-going action being investigated (Cohen, Marion and Morrison, 2007). These scholars further state that the participants themselves define the social reality. In the current study, it is the student teachers themselves as the supervisees who can clearly articulate how they are being supervised by their supervisors at the schools where they are practising. The administration at the school and the mentors who supervise the student teachers on daily basis can clearly articulate how they are supervising the student teachers.

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Following Crotty (1998) Creswell (2014) comes up with the following assumptions about constructivism:

- Human beings construct meanings as they engage with the world they are interpreting.
- Humans engage with their world and make sense of it based on their historical and social perspectives, as people are all born into a world of

meaning bestowed upon them by their culture. Qualitative researchers therefore seek to understand the context or setting of the participants by visiting this context and gathering information personally.

- The basic generation of meaning is always social, arising in and out of interaction with a human community. The process of qualitative research is largely inductive; the researcher generates meaning from the data collected in the field.

These assumptions clearly show that constructivism is the most appropriate paradigm for the current study, as the researcher wished to find out how student teachers are supervised by their school supervisors. It took the researcher to visit the schools where the student teachers are practising and sought to understand the actions of the supervisors in relation to the environment in which they are working. The researcher had to make meaning from the context where things are happening in order to understand why the supervisors and supervisees are behaving in the manner they are doing. Constructivism is the most appropriate paradigm for the study as it relates to human behaviour and drawing meaning from what the participants do as they interact in their environments. The researcher collected data from the student teachers, who are the ones being supervised by mentors and the school administration. The mentors and the school administration were interviewed as well and they are considered as rich sources of information as far as the supervision of student teachers is concerned. This study is about human behaviour and so constructivism is the most suitable

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paradigm to use in this case as it enables the researcher to construct meaning from what the participants say about their behaviour.

3.3 RESEARCH APPROACH- QUALITATIVE

A research approach is a plan and the procedure for research that guides all the steps from the assumptions to the methods of data collection, analysis and interpretation (Creswell 2014). Creswell states, furthermore, that the researcher has to consider the philosophical assumptions he/she brings into the study, the research design and methods of data collection, analysis and interpretation as well as the nature of the research problem for him/her to decide on the approach to use. The decision to take a particular approach depends on how the researcher views the world and his/her beliefs and experiences on how knowledge is created. It is from this worldview that the researcher comes up with the approach to use as well as the research design and methods of data collection and analysis. According to Williams (2007), there are three common approaches to conducting research, namely Quantitative, Qualitative and Mixed Methods. The researcher needs to find out what kind of data is required to answer his/her research questions. If numerical data is needed, then the researcher needs to use the quantitative approach, and if the questions require textual data, the qualitative approach is chosen. If both numerical and textual data is required, the researcher can use the mixed methods approach.

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This study adopted a qualitative approach whereby the researcher interacted with the participants and learnt about the phenomenon from the perspective of those who are

in the field and those who had just come from the field. According to Creswell (2014), the qualitative research is an approach for exploring and finding meaning from individuals or groups of people about a social or human problem. Chiromo (2006: 8) defines qualitative research as a systematic, interactive and subjective approach used to describe life experiences and giving them meaning. Magwa and Magwa (2015: 19) posit that:

> qualitative research is a scientific research consisting of an investigation that seeks to answer questions, collect evidence, produce findings that are not determined in advance and produces findings that are applicable beyond the immediate boundaries of the study.

It is clear from these definitions that this approach is concerned with people's experiences and how they interpret those experiences. The researcher needed to get to those people and collect data about the phenomenon and come to understand it from the perspective of the participants. This is in line with the assertion by Sutton and Austin (2015) that qualitative research can help researchers to access the thoughts and feelings of research participants, enabling an understanding of the meaning that people ascribe to their experiences. Qualitative research thus enables the researcher to understand the participants as well as how they perceive their experiences. It helps the researcher to understand the reasons behind the behaviour of the people they are studying.

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In this approach, data is collected in the participants' natural setting (Mertens (2005). The qualitative approach is commonly called naturalistic because the researcher

hangs around where the events he/she is interested in happen naturally since they are concerned with context (Magwa and Magwa, 2015). The data is collected from people by engaging in natural behaviour. The researcher learns about the experiences of the people from their natural setting by being among them. This is in line with the assertion by Mertens (2005) that qualitative researchers attempt to make sense of the phenomena through the meanings that people bring to them. According to Creswell (2014), information is gathered by directly interacting with the participants and seeing them behave and act within their context. The researcher is therefore the key instrument as he/she gathers the information himself/herself.

In qualitative research, data can be collected through interviewing participants, observing them or through examining documents. This shows that a multiple sources of data can be used in qualitative research. Creswell (2014) posits that qualitative researchers review the data, make sense of it, organise it into themes or categories that cut across all data sources. He goes on to say that data analysis is inductive as the researcher makes meaning from particular themes to general ones. Creswell (2014) suggests that the design in qualitative research is emergent as the process may change during the collection of data. During the process of reviewing data, the researcher might see that there is need to gather additional information.

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According to Magwa and Magwa (2015), qualitative research is descriptive and the data collected is in form of words or pictures rather than numbers as in quantitative research. They go on to state that qualitative data includes interview transcripts, field notes, video tapes, personal documents, memos and other official records. In the case of the present study, the official records may include the student teachers' Schemes of

Work, lesson plans and records often used by teachers in their everyday work. These records may reveal how much supervision was given to a particular student teacher by the supervisors in the schools. Emphasis also placed in this approach on the fact that nothing is to be taken as minor or trivial. All information collected is to be carefully scrutinised.

Ochieng (2009: 13) comes up with the following assumptions of the qualitative approach to research:

- Qualitative researchers are concerned primarily with process, rather than outcomes or products.
- Qualitative researchers are interested in meaning, how people make sense of their lives, experiences and their structures of the world.
- The qualitative researcher is the primary instrument for data collection and analysis. Data are mediated through this human instrument, rather than through inventories, questionnaires or machines.
- Qualitative research involves fieldwork. The researcher physically goes to the people, setting, site or institution to observe or record behaviour in its natural setting.
- Qualitative research is descriptive in that the researcher is interested in process, meaning and understanding gained through words or pictures.
- The process of qualitative research is inductive in that the researcher builds abstractions, concepts, hypotheses and theories from details.

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Ochieng (2009) observes, furthermore, that human behaviour is influenced by the setting in which it occurs, thus highlighting the need to study behaviour in context. She mentions physical setting such as schedules, space, pay and reward and the internalised notions of norms, traditions, roles, and values as crucial contextual variables that can affect the behaviour of participants. It is vital, therefore, for the research to be conducted in the setting where all the contextual variables are operating. All the variables mentioned above might influence the supervision of student teachers in their various schools of practice.

3.3.1 Strengths of the Qualitative Approach

Anderson (2010) advances the following strengths of qualitative research, when it is properly conducted:

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- Issues can be examined in detail and in depth.
- Interviews are not restricted to specific questions and can be guided/ redirected by the researcher in real time.
- The research framework and direction can be quickly revised as new information emerges.
- The data based on human experience that is obtained is powerful and sometimes more compelling than quantitative data.
- Subtleties and complexities about the research subjects and/or topic are discovered that are often missed by more positivistic enquiries.
- Data usually are collected from a few cases or individuals so findings cannot be generalised to a larger population. Findings can however be transferable to another setting.

In addition to these strengths, Ochieng (2009) also posits that qualitative research is good at simplifying and managing data without destroying the complexity and context. As has been stated above, the context in which things happen has an effect on the behaviour of the people being studied. Qualitative research allows the researcher to capture those effects on the participants and allows the researcher to understand the phenomenon deeply and in detail.

3.3.2. Limitations of qualitative research

Anderson (2010) also highlights the following limitations of qualitative research:

- Research quality is heavily dependent on the individual skills of the researcher and more easily influenced by the researcher's personal biases and idiosyncrasies.
- Rigour is more difficult to maintain, assess, and demonstrate.
- The volume of data makes analysis and interpretation time-consuming.
- It is sometimes not as well understood and accepted as quantitative research within the scientific community.
- The researcher's presence during data gathering, which is often unavoidable in qualitative research, can affect the subject's responses.
- Issues of anonymity and confidentiality can present problems when presenting findings.
- Findings can be more difficult and time-consuming to characterise in a visual way.

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Having taken note of the limitations of the qualitative approach, the researcher made an effort to guard against biases and idiosyncrasies and tried to be as objective as possible. Although analysis and interpretation took a long time, the researcher made every effort to give herself time to do justice to the exercise. Anonymity and confidentiality would be maintained as pseudonyms will be used instead of real names. Ethical issues would be adhered to.

3.3.3. Rationale for choosing the qualitative approach

The qualitative approach was chosen for the present study due to its flexibility and the fact that it allowed for a systematic collection of data from the interviewed people and the study and identification of themes that emerge from the interviews. This approach has its merits in that the researcher develops an understanding of individuals and events in their natural state through interaction with interviewees and taking into account the relevant context (Borg, Gall and Gall, 2014). It is necessary for this study to look at the context in which events took place so as to understand the attitudes of the teachers towards the student teachers they worked with. In the same way, the environment in which the mentors operate might influence the way they supervised the student teachers, hence the need to interview student teachers and mentors working under different conditions.

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Having chosen the constructivist paradigm for this study, the researcher felt that the qualitative approach was the most suitable to use despite its limitations, some of which the researcher needed to guard against as she carried her study. The qualitative approach was chosen for this study, which focuses on a particular process of supervision of student teachers. Mertens (2005) quotes Patton's (2002) suggestion

that qualitative methods would be most appropriate if the focus of the research is on a process, implementation, or the development of a programme or its participants. The current study focuses on the supervision of student teachers on a particular programme and the supervision they are given at a particular school may ultimately determine their performance and development. The qualitative approach seemed to be the most suitable to gain an insight as to how student teachers practising under different environments are supervised. The approach was also been chosen because only a small fraction of the student teachers from a particular college and only a small sample of mentors and school administrators were interviewed.

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3.4 RESEARCH DESIGN- CASE STUDY

According to Magwa and Magwa (2015), a research design may be defined as a plan of procedures for data collection and analysis, that is, planning what to be collected and how it will be collected. It is the general plan of how one is going to conduct the research and answer the research questions. Magwa and Magwa (2015: 46) opine, furthermore, that

> the research design refers to the overall strategy that a researcher chooses to integrate the different components of the study in a coherent and logical way, thereby ensuring effective addressing of the research problem. It constitutes the blue print for the collection, measurement and analysis of data.

In a similar manner, Creswell (2014) defines research designs as types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research design. The research design depends on the research approach as there are different designs that go with different approaches as well as different paradigms. The design that a researcher chooses also depends on the aims of the study and the nature of the phenomenon (Magwa and Magwa, 2015). Different types of research designs may include experimental, survey, case study, historical or ethnographic design.

This research took the case study design as the researcher will be studying students from a particular college. Magwa and Magwa (2015) cite Muranda (2004) as suggesting that a case study is an in-depth examination of a unit of interest, which could be an individual, family, company or a small group of a population. They contend that it is a strategy of research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using sources of evidence. According to Cohen, Manion and Morrison (2007), a case study strives to portray what it is like to be in a particular situation, to catch the reality of the participant's lived experiences. These scholars opine, furthermore, that it provides a unique example of real people in real situations, enabling readers to understand more clearly how ideas and abstract principles fit together rather than just providing them with abstract theories or principles.

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This design was the best for assessing the mentoring and supervision of student teachers from a particular college, who practise under different mentors and different contexts so as to fully appreciate the reality of their experiences on Teaching Practice that might have influenced their performance. The researcher has observed that the student teachers have been given the same background information during their first residential phase at college and yet when they are on Teaching Practice, they perform differently. The experiences of the student teachers on their supervision in schools can come out clearly through the use of this design. Magwa and Magwa (2015) asserts that the purpose of a case study is to probe and analyse intensely and in depth so as to establish generalisations to the larger population to which the unit belongs. In this case, the student teachers and the supervisors who were interviewed represent the rest of the student teachers on Teaching Practice as well as the school supervisors in similar schools of practice. The supervision of the student teachers is the phenomenon that was studied in this particular case.

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There are several types of case studies identified by different scholars. Yin (1984) in Cohen, Manion and Morrison (2007) identifies three types: exploratory, descriptive and explanatory. The exploratory case study is used as a pilot to other studies or research questions, while the descriptive case study provides narrative accounts and the explanatory tests theories. Zainal (2007) postulates that exploratory case studies explore any phenomenon in the data which serves as a point of interest to the researcher and opens up the door for further examination of the phenomenon observed. The explanatory case studies examine the data closely in order to explain

the phenomenon in the data. The descriptive case studies, on the other hand, describe the natural phenomena which occur within the data in question. Data is described as they occur and in narrative form. This study used the descriptive case study and the researcher narrated the findings as they emerged.

In the definition of a case study, Harrison, Birks, Franklin and Mills (2017) cite Yin's (2014) focus on the scope, process and methodological characteristics of case study research, while STAKE (1995) places focus on what is studied (the case) instead of how it is studied (the process). Yin's definition takes a case study as both a case to be studied and a process of studying. According to Harrison et al (2017) STAKE puts emphasis on the study of one particular thing or phenomenon. The current study has the supervision of student teachers in schools as its case, hence the choice of the case study design. Emphasis is on the study of how the student teachers are supervised in the schools as they do their Teaching Practice. The phenomenon was investigated in depth as a particular case for the study. This is in keeping with the definition given by Zainal (2007), who argues that case studies in their true essence explore contemporary real-life situations through the analysis of a few events in their context. In this case, the investigation focused on the supervision of student teachers in their schools of practice.

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3.4.1. Advantages of case study design

Magwa and Magwa (2015:54) give the following advantages of using the case study design as given by Shuttleworth (2008), Muranda (2004) and Zaidah (2003):

- It is flexible; it might introduce new and unexpected results during its course, leading the research into new directions.
- A researcher focuses on specific cases. A case study pays attention to the idiosyncratic as well as pervasive aspects as it seeks uniqueness of each case.
- Numerical data can be shown.
- It focuses attention on the subjects or objects in detail as well asa large amount of rich detailed data about unit or phenomenon. Case study researchers get rich descriptions, colourful details and unusual characteristics instead of formal neutral tone associated with statistics.
- It provides sources of further research because it generates theories and hypotheses.
- It provides an opportunity for one aspect of the problem to be studied in depth within a limited time scale.
- It can be used to buttress with other approaches such as the survey design.
- It is very essential to uncover clues, insights and hypotheses into a particular problem.
- The examination of data is most often conducted in the context of its use. This is in contrast with experimental designs, which deliberately isolate a phenomenon from its context.
- When informing others of the results, case studies make more interesting topics than purely statistical surveys.

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In addition to these advantages of the case study design, Cohen, Manion and Morrison (2007) assert that one other strength is that they observe effects in real contexts, recognising that context is a powerful determinant of causes and effects. For the current study, the environment of the school where the student teacher practises may have an impact on his or her performance. The researcher therefore studied the supervision of student teachers practising in different environments.

Adelman et al (1980) in Cohen, Marion and Morrison (2007:256) advance the following possible advantages of case study:

- Case study data are strong in reality as they are down-to-earth, attention-holding, in harmony with the reader's own experience and provide a natural basis for generalisation.
- Case studies allow generalisations either about an instance or from an instance to a class. Their peculiar strength lies in their attention to the subtlety and complexity of the case in its own right.
- They recognise the complexity and the 'embeddedness' of social truths. By carefully attending to social situations, case studies can represent something of the discrepancies or conflicts between the viewpoints held by the participants.
- Case studies, when considered as products, may form an archive of descriptive material sufficiently rich to admit subsequently reinterpretation.
- Case studies begin in a world of action and they contribute to it.

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- They present research and evaluation data in a more publicly accessible form than other kinds of research reports.

Adding to this list of advantages, Nisbert and Watt (1984) in Cohen, Manion and Morrison (2007) also assert that:

- Results from case studies are easily understood by a wide audience as they are frequently written in simple language.
- They are immediately intelligible as they speak for themselves.
- They catch unique features that may otherwise be lost in larger scale data such as surveys and yet these unique features might hold the key to understanding the situation.
- They provide insights into other similar situations and cases.
- They can be undertaken by a single researcher.
- They can embrace and build on unanticipated events and uncontrollable variables.

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3.4.2. Disadvantages of the case study design

Despite the given advantages, the case study design, like any other design has its shortcomings. Magwa and Magwa (2015: 54) come up with criticisms of the advantages given by Shuttleworth (2008), Muranda (2004) and Zaidah (2003) as shown below:

- They provide very little basis for scientific generalisation, since they are based on a small number of subjects.

- They are often too long and difficult to conduct and providing a massive amount of documentation. The danger comes when the data is not managed and organised systematically.
- They are criticised for lack of rigour and the tendency for researchers to have a biased interpretation of the data.

Nisbert and Watt (1984) in Cohen, Manion and Morrison (2007: 256) advance the following weaknesses of case studies:

- The results may not be generalisable, except where other readers/ researchers see their applicability.
- They are not easily open to cross-checking and may therefore be selective, biased, personal and subjective.
- They are prone to problems of observer bias, despite attempts made to address reflexivity.

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Although there are disadvantages in using case studies, the researcher made every attempt to be objective and avoid bias in the interpretation of the data collected. The researcher attempted to ensure that data was managed and organised in a systematic manner.

3.5 SAMPLE AND SAMPLING PROCEDURES

A sample is a small proportion of the population that is selected for observation and analysis (Best and Kahn, 2006). It is a subset or a smaller group of the total population (Cohen, Marion and Morrison, 2007). Tshuma and Mafa (2013) suggest that a sample

is a group of cases or individuals selected from all the possible respondents in a population in which the study is being conducted. The population for this study was composed of all the students who were on Teaching Practice at the time of collecting data and those who had just returned to college for their final residential course. The population for the supervisors were the Heads of schools where the student teachers were practicing as well as the students' mentors. It is expensive and time-consuming to study the whole population in order to investigate a phenomenon and so researchers come up with a subset of the population that they study that will represent the population (Magwa and Magwa, 2015). According to Magwa and Magwa, there are essentially two categories of sampling, namely probability and non-probability sampling. Probability sampling is used in cases where every member of the population has a chance to be selected and the results can be generalised to the whole population. When every member of the population does not have a chance to be selected, then a non-probability sample can be used.

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For the current study, the researcher has chosen to use non-probability sampling. Castillo (2009) in Magwa and Magwa (2015: 67) posits that non-probability sampling is used when:

- demonstrating that a particular trait exists in the population
- the researcher aims to do a qualitative, pilot or exploratory study
- the researcher does not aim to generate results that will be used to create generalisations pertaining to the entire population
- randomisation is impossible like when the population is almost limitless
- the researcher has a limited budget, time and work force, and

- the technique can be used in an initial study, which will be carried out again using a randomised, probability sampling.

Non-probability sampling has been chosen for this study because it is qualitative and the researcher sought to find out if the supervision given to students contributes to their success or failure respectively. The main types of non-probability sampling include quota sampling, convenience sampling, snowball sampling and purposive sampling (Magwa and Magwa, 2015). The researcher has chosen purposive sampling so as to come up with data-rich sources. According to Oliver (2010), a purposive sample is one in which the researcher identifies certain respondents as being potentially able to provide significant data in the study. Purposive sampling was chosen because it allows the researcher to select those participants who will provide the richest information and those who manifest the characteristics of most interest to the researcher (Best and Kahn, 2006, Cohen et al, 2007).

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The target groups were the student teachers who had just completed their Teaching Practice and those who had been on Teaching Practice for over a year as they had ready information on their experiences in the schools. The selection of the participants depended on their schools of deployment and their performance in Teaching Practice. The selection included students who were practising in urban areas, peri-urban and in the rural areas. This was meant to spread the selection to different environments as the supervisors would be operating under different conditions. The selection was also spread between the high performers and those who were struggling with their Teaching Practice, including those who had had to repeat so as to see if their supervision contributed to their successes or failures respectively.

Three students who had completed their Teaching Practice in an urban set-up and another three who were still practising in the urban set-up were sampled. To get insight into the supervision done in peri-urban and poorly-resourced rural areas, the researcher purposively sampled three students who had completed their Teaching Practice in each of those areas and another three who were still practising in each of those areas. The total number of students interviewed was eighteen. Three mentors of the student teachers were also sampled from each of the same clusters of schools, giving a total of nine mentor participants. All in all, twenty seven participants were interviewed. The six student teachers from each cluster of schools were interviewed as a focus group and this enabled the researcher to establish whether the working conditions and environments had any effect on the supervision styles.

The researcher examined the Teaching Practice mark profiles to select student teachers whose performance was distinctive and those who were struggling with their work. The mark profile for the repeating student teachers was also used to select those who would be interviewed. These profiles contained information about the performance of student teachers and schools and areas where they were practising. The sample was therefore selected from those profiles.

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3.6 DATA COLLECTING INSTRUMENTS

Different instruments can be used to collect data and a researcher needs to use appropriate instruments to come up with valid results. Data collection instruments include interviews, questionnaires, observations and document analysis (Magwa and Magwa, 2015). The choice of instruments to use depends on the goals of the research

and the advantages that the instruments present in data collection. For this study, the researcher used interviews, focus groups and document inspection as data collecting instruments. The use of the multiple instruments assisted the researcher to obtain different views under different situations. Some interviewees were more comfortable when they were interviewed on their own while others were encouraged by the openness of others and they also opened up. That assisted the researcher to gain more insights on the phenomenon under study.

3.6.1 Semi-structured face-to-face interviews

Interviews are an interchange of views between two or more people on a topic of mutual interest (Cohen et al, 2015). Collins et al (2000) in Magwa and Magwa (2015 p 71) define an interview as *"*a data collection method using personal contact and interaction between an interviewer and an interviewee". Views are interchanged between two or more people on a given topic. Interviews enable participants to discuss their interpretation of the world in which they live, and to express how they regard situations from their own point of view (Cohen et al, 2007). In interviews for research purposes, emphasis is placed on the interaction of humans within their social environment. According to Magwa and Magwa (2015), an interview is a technique through which research participants get involved in the study and discuss their views with the researcher. These scholars further suggest that an interview is a powerful means of obtaining information and gaining insights into people's behaviours, beliefs and attitudes. Since the present study was examining the behaviours and attitudes of supervisors and supervisees towards the supervision process, interviews were seen as an appropriate method for data collection. Through the interviews, the researcher

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was able to gain insight into the attitudes that the supervisors and supervisees had towards the supervision process. Some supervisors had a positive attitude towards the supervision of student teachers while others had a negative attitude.

There are different types of interviews, which include contact interviews and those that are conducted using questions (Creswell, 2014). Contact interviews can be carried out through a telephone or by face-to-face contact. Telephone interviews are advantageous when the researcher is probing sensitive information to minimise the respondents' shyness in responding to the questions (Magwa and Magwa, 2015). Possible disadvantages of such interviews are that there may be network challenges, interviewer bias and no opportunity to gauge vital non-verbal communication (Creswell, 2014). Creswell identifies two types of face-to-face interviews, which may take the form of in-depth and focus group interviews. In-depth interviews are also called personal interviews, unstructured, conversational interviews and focussed interviews (Magwa and Magwa, 2015). Magwa and Magwa further assert that the strength of the in-depth interviews is in that there is immediate feedback and room for probing and clarification, although there might be interviewer bias and participants may fail to disclose the truth. In the current study, the researcher was able to probe the participants and ask for clarifications whenever it was necessary. There were instances where the researcher could tell that some participants were not disclosing the truth, especially where the supervisors had failed to do their duties as expected. In such cases, there were variances between the responses given by supervisors and those given by the student teachers. Other supervisors were honest enough to acknowledge their failures.

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According to Magwa and Magwa (2015) and Creswell (2014), interviews by questioning may be structured, semi-structured or unstructured. In structured interviews, all the participants are asked the same questions in the same order. Cohen et al (2007) refer to structured interviews as standardised open-ended interviews. The interviewer does not deviate from the questions that are prepared. Data collected from this type of interview is easy to code, compare and analyse. In the unstructured interview, the interview is like a conversation between the researcher and the respondent. The interviewer in this case does not have prepared questions and the interviewees react to general issues without specific questions being asked. Unstructured interviews are therefore different from one interview to another. They are also difficult to code and analyse (Magwa and Magwa, 2015).

Corbetta (2003) in Magwa and Magwa (2015) posits that in a semi-structured interview, the researcher has a list of key themes, issues and questions to be covered. These enable the researcher to be systematic and have order in the interview, although the order of the questions can be changed depending on the direction of the interview. An interview guide is used in a semi-structured interview but it is not strictly followed since there might be need to ask additional questions. The interviewer might need to ask for clarification if unclear answers are given or probe deeper into given responses. If the interviewee is unclear about a question, the interviewer might need to rephrase the question or further explain so that the respondent understands what is being asked. In the current study, semi-structured interviews were conducted and the researcher was able to probe the participants in a flexible way although an interview guide was prepared for the supervisors (See Appendix A) and another one for the

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student teachers (See Appendix B). The questions on the interview guides were not strictly followed as the researcher had to ask additional questions where clarifications were necessary.

3.6.1.1 Advantages of interviews

Following Gray (2004) and Collins et al (2000) Magwa and Magwa (2015:75) presented the following advantages of the interview method:

- It usually yields the richest data, details, and new insights
- It allows for face-to-face contacts with respondents
- It provides an opportunity to explore topics in depth
- The researcher can probe for more information, since there is greater flexibility
- The researcher can take into consideration the non-verbal responses, which can be observed and recorded
- There is a high response rate, and responses are immediate
- It allows the interviewer to explain or help clarify questions, increasing likelihood of useful responses
- It allows the interviewer to establish rapport, personal relationships with respondents
- The respondents do not have to be literate

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3.6.1.2 Disadvantages of interviews

Following Gray (2004) and Collins et al (2000) Magwa and Magwa (2015:75) also presented the following disadvantages of the interview method:

- Bias is a central problem, since the interviewer can hold a biased opinion toward interviewee because of respondent's demographics for example race, gender, age.
- It is expensive and time-consuming (personal interviews)
- Flexibility can result in inconsistency across interviews
- The volume of information is too large and it may therefore be difficult to transcribe and reduce data

Although there are some disadvantages in using interviews, they have been chosen because they are a flexible tool for data collection, enabling multi-sensory channels to be used, that is, verbal, non-verbal, spoken and heard (Cohen et al 2007). The researcher was able to get some information through the facial expressions as well as gestures. As a result, the researcher obtained detailed information through in-depth interviews. It is for these reasons that the researcher opted for the face-to-face interviews. Effort was made to ensure that bias was and that the large amount of data collected during interviews was dealt with in a systematic and organised manner.

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The researcher conducted interviews with three students who have completed their Teaching Practice in each of the identified areas as well as three others who are still on Teaching Practice in the three identified areas and with qualified teachers who were their mentors. Appointments were made with the participants, who were interviewed individually.

3.6.2 Focus groups

As it has been stated before, focus groups are a form of face-to-face interview. They differ from the in-depth interviews in the sense that participants are interviewed as a group whereas in personal interviews, they are interviewed individually. According to Creswell (2014), focus groups are made up of six to twelve people, who are interviewed together at the same time. This type of interview has the advantage that a variety of views can be gathered within a limited space of time. A disadvantage is that participants might influence each other and there is no confidentiality (Magwa and Magwa, 2015).

For the current study, six students from each area were interviewed as a group for triangulation purposes in order to see whether the information they give was substantially the same as that given when they were interviewed as individuals. Three focus groups of six students each were interviewed. The questions asked for the focus groups were the same as those which were asked for individual interviews. Studying the students from different standpoints helped the researcher to be confident of her findings.

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3.6.3 Document analysis

Document analysis refers to systematically examining the contents of documents so as to identify patterns, themes or biases (Leedy and Ormrod 2005). It is a non-reactive method of obtaining data whereby information is gathered without direct interaction with respondent(s) (Magwa and Magwa 2015). Maree (2007) in Magwa and Magwa (2015) suggests that document analysis is the evaluation of all documents relating to the phenomenon being studied by the researcher.

In this study, the documents that were inspected included the mark profiles for the students on T.P and their T.P documents, which included Schemes of Work, Detailed Lesson plans and class records. It is from the mark profiles that the researcher got information on the areas where good performers and poor performers were generally deployed. The mark profiles also assisted the researcher in selecting the sample of the student participants who were used in the study. The researcher was able to identify the high and low performers from the mark profiles. T.P documents were analysed so as to examine and establish the differences in performance for those students whose documents were supervised from time to time and those that were never stamped or were rarely stamped by the school supervisors. The records on their own could show the level of supervision that the student teachers were given in their schools of practice. Inspecting the documents enabled researcher to confirm the veracity of the information given by the participants during the interviews. The analysis of documents complemented the interviews in the collection of data. By looking at the documents, the researcher was able to see whether or not supervision was taking place.

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3.7 DATA INTERPRETATION AND ANALYSIS

According to Cohen, Manion and Morrison (2007), data interpretation and analysis involves, organising, accounting for and explaining the data. In short, it is making sense of the data in terms of the participant's definitions of the situation, noting patterns, themes, categories and regularities. It is the process of bringing order, structure and interpretation to the mass of collected data which would be in its raw

condition (Denscombe 2007). According to De Vos, Strydom, Fouche and Delport (2014) in Magwa and Magwa (2015, p 99), the analysis: -

> includes steps such as data collection, displaying it, reflecting on it, coding and distilling into themes, sorting data into categories and sub categories, formatting into a coherent story and writing the qualitative text story.

A thick description of the phenomenon was transcribed during the interviews. The researcher took detailed notes during the interviews and then clarified the notes immediately after the interview to ensure that all the given information was captured correctly. The data was organised and prepared (Denscombe 2007). The researcher then read and re-read the interview notes so as to become familiar with the data. Issues were summarised without necessarily identifying from whom the specific data were derived, which means that key issues emerging across the individuals and focus groups were amalgamated. Summaries were written and then matching, contrasting, comparing and ordering of notes were done. After the data had been organised, it was described. The viewpoints of the interviewees were described and then the data was interpreted.

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Data was analysed qualitatively and interpreted by evaluative description, linking it with the theoretical framework. Analysis began in the data collection process so that clarification could be sought if it was necessary. Analysis included looking for similar themes and patterns that emerged between the responses by the participants. The inductive method of analysis was used as the data was reviewed to identify patterns

and events that were worth noting. These patterns were used as coding categories for sorting and managing the descriptive data.

3.8 DATA TRUSTWORTHINESS

In qualitative research, validity and reliability are substituted by trustworthiness. Shenton (2004) posits that the trustworthiness of qualitative research is often questioned by positivists because their concepts of validity and reliability cannot be addressed in the same way in naturalistic studies. He states, however, that scholars such as Silverman (2003) and Pitts (1994) have attempted to respond to issues of validity and reliability in their qualitative studies. Guba and Lincoln (2000) in Morrow (2005) propose four criteria often used by qualitative researchers to ensure trustworthiness of their studies. The criteria, which are in keeping with that used by positivists, are as follows:

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a) Credibility, which corresponds with internal validity in quantitative research

b) Transferability, which corresponds with external validity/generalisability

c) Dependability, which corresponds with reliability

d) Conformability, which corresponds with objectivity.

3.8.1 Credibility

According to Magwa and Magwa (2015), qualitative researchers can demonstrate the appropriateness and accuracy of their data through different ways. This results in the

credibility of the data, which refers to the idea of internal consistency where the main issue is how we ensure rigor in research (Gasson 2004 in Morrow 2005). Credibility contributes to a belief in the trustworthiness of data through prolonged engagement, persistent observations, triangulation, referential adequacy, peer debriefing and member checks (De Vault 2016, Morrow 2005).

For the current study the researcher will ensure triangulation through use of different methods of data collection. The same questions asked to individuals during interviews will be asked to the focus groups and information will also be obtained from the document analysis. If the same responses are given during individual interviews and in focus groups, the information can be considered to be credible (Magwa and Magwa (2015). Shenton (2014) opines, in this regard, that the use of different methods compensates for their individual limitations and exploits their respective benefits. The researcher made sure she understood the views of the participants by using different methods of data collection.

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Member checks were also used whereby the participants were asked to review data collected by the interviewer and the researcher's interpretation of the interview data. Knowing that they would have a chance to verify their statements caused the participants to willingly fill any gaps from earlier interviews. To ensure credibility, the participants were asked to view the data for accuracy during the course of data

collection as well as at the end, as suggested by Shenton (2014). Member checking assisted the researcher to see if the data had been correctly captured and interpreted.

3.8.2 Dependability

Dependability implies that the findings of a study are consistent or similar under constant conditions (Magwa and Magwa 2015). The way the study is conducted should be consistent across time, researcher and analysis techniques (Gasson 2004 in Morrow 2005). The process through which findings are derived should be explicit and repeatable (Morrow 2005). According to Shenton (2014), trustworthiness and dependability can be achieved by using overlapping methods such as individual interviews and focus group. To ensure dependability in this study, the researcher used interviews, focus groups and document analysis. The researcher also kept the detail of the research activities and processes so that they could be examined by peer researchers.

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3.8.3 Transferability

Transferability refers to the degree to which the findings of a research can be applied to other events, settings or groups (Holloway & Wheeler 2002 in Magwa and Magwa 2015). According to Morrow (2005), transferability refers to the extent to which the reader can generalise the findings of the study to his or her on context. Transferability in this study was ensured through the use of thick description of the research findings.

3.8.4 Conformability

Conformability is concerned with whether the research findings are unbiased and how neutral the researcher is (Magwa and Magwa 2015). Indeed, the researcher's beliefs

and values might affect the findings. The researcher in this study strived to be as objective as possible as she gave a rich descriptive account of her findings.

3.9 Ethical considerations

Data collection poses various ethical problems and the researcher needs to adhere to certain code of ethics. Creswell (2014) defines the code of ethics as the ethical rules and principles drafted by professional associations that govern scholarly research in the disciplines. Magwa and Magwa (2015) define ethics as a science that deals with morals and rules of conduct. They further state that it is a system or a set of rules and standards governing the conduct of researchers carrying out investigations. Since research will always have some impact on the participants, researchers have to be sensitive to their rights.

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First and foremost, the researcher applied for an ethical clearance from the University of Fort Hare. It took sometime but a clearance certificate was finally granted. (See Appendix C). The researcher needed to obtain consent and cooperation of the participants by giving them full information so that they voluntarily took part in the research (Cohen, Manion and Morrison, 2007). The participants needed to be aware of the procedures and their purposes, risks to be expected, benefits to be expected and that they were free to withdraw from participation at any time. In this study, the researcher interviewed adults and so their consent to participate was sought. There were some mentors who refused to be interviewed, saying that they did not have the

time because their timetables were packed. The researcher only interviewed those who were willing to take part. The researcher honestly informed the participants about the purpose of the research and sought their consent before data collection so that they participated freely and willingly.

The researcher protected the interests of the participants by not revealing their names and by maintaining confidentiality since personal information could be revealed by an interviewee to the researcher. The interviewees were assured of anonymity and confidentiality and the researcher used pseudonyms instead of the actual names. There was need for the researcher to be honest, just, and fair and respect the views of the participants (Gall, Gall and Borg, 2014). Since there was inspection of Teaching Practice documents, the participants were assured that those documents would not be exposed to the public and would not be used against them. The findings were negotiated with sensitivity, confidentiality, honesty and accuracy. Sensitivity to the rights of the participants was considered and there was no betrayal on the side of the researcher. Assurance of confidentiality was necessary, especially for the student teachers who were still on Teaching Practice and who were afraid of their mentor supervisors and would not have wanted them to know what they had revealed during the interviews.

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According to Cohen, Manion and Morrison (2007), the researcher needs to seek permission to get into the institutions where they want to carry their study. Permission was sought to do the research in the institutions that were identified. The researcher

obtained a letter from the university that showed that she was undertaking the study (See Appendix D). A copy of this letter was attached to the communication that was written to seek permission to undertake the study. The researcher sought permission to undertake the study from the Principal of the teachers' college where student participants were drawn from. The permission was granted (See Appendix E). Some of the students who were interviewed are in Primary Schools and so permission was sought from the Ministry of Primary and Secondary Schools (See Appendix F). Permission of access was then sought from the heads of the institutions where the study was carried out as well as the class teachers or mentors of the students who were interviewed. Permission was also sort from the Ministry of Higher and Tertiary Education, Science and Technology Development since the Teacher Training Colleges belong to this ministry (See Appendix H). Generally, the institutions were cooperative and access was given to the researcher.

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3.10 CHAPTER SUMMARY

This chapter focused on the research methodology that will be adopted in this study. The research methodology was discussed under sub-headings, which included the research paradigm, approach, research design, sample and sampling procedures, data collecting instruments, data interpretation and analysis. The researcher's choice of research methodology was justified in this chapter. Issues of trustworthiness and ethics were also discussed. The next chapter focuses on data presentation and analysis.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The research was carried to find out how student teachers are supervised in the schools where they are doing their T. P. during the period when Zimbabwe was undergoing economic hardships. The researcher had noted that during this period there were challenges that could affect the supervision of student teachers. The aim of this chapter is to present and analyse the data generated from the interviews that the researcher had with student teachers who had just completed their Teaching Practice and those who were still on Teaching Practice in Zimbabwean primary schools as well as their supervisors at the school level. Semi-structured interviews were conducted to find out how student teachers from a particular college were/are supervised by their mentor supervisors and administrators at the schools where they did or are doing their Teaching Practice.

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The student teachers from this particular college are deployed in urban areas, peri-urban and in rural areas. The student teachers interviewed are/were deployed in the three areas mentioned above so as to see if there are differences in the way they are supervised in the different areas. The student teachers and the supervisors were first interviewed individually and later in focus groups for triangulation purposes. Document analysis was also done, first to sample the students to be interviewed and also to see the level of supervision the students received from their supervisors.

In order to present and analyse the data collected, the researcher derived themes from each of the research questions as they are presented below:

Main research question

How are student teachers supervised during their Teaching Practice in Zimbabwean primary schools?

Sub questions

- To what extent do qualified teachers assist and supervise student teachers during their Teaching Practice?
- What challenges are encountered by qualified teachers in supervising student teachers?
- What are the experiences of student teachers during the supervision stage of their Teaching Practice?
- How could the supervision of student teachers in Zimbabwean schools be improved?

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Data collected from the student teachers is presented and analysed together with that collected from their supervisors so as to find out if there are similarities or differences between the two in the way they perceive the supervision of student teachers in schools where they do their Teaching Practice. Data collected from the student teachers is referred to as **Dataset 1** and that from the supervisors as **Dataset 2.** The data collected from the participants were processed and coded by identifying the key issues that emerged and processing them under identified themes. Before presenting

and analysing the data collected, the researcher looked at the profiles of the participants interviewed.

4.2 THEMES

The data is presented under the following themes:

- Participants' understanding of the term 'supervision'. It was important for the researcher to find out what the participants understand by the term 'supervision' so that it would be easy to make sense of their views on how the student teachers were supervised by their school supervisors.
- Assistance given to new student teachers by their mentor supervisors and the school administrators.
- Supervision of student teachers by their mentor supervisors in preparation of lessons. If student teachers are to present their lessons well, they need to plan well for the lessons and so the supervision and assistance at the planning stage of lessons is of great importance.
- Assistance given to student teachers in preparation and maintenance of class records, which are of great importance to the practising teacher.
- Supervision of student teachers presenting lessons by both the mentor supervisors and the school administration.
- Feedback from the supervisors after student teachers had been supervised presenting lessons.

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- Assistance that student teachers got from the school administrators and other qualified teachers at the school.

Student teachers' relationship with their school supervisors as well as their experiences during the supervision stage of their Teaching Practice.

- Ways in which participants think the supervision of student teachers in Zimbabwean schools could be improved.

4.3 PROFILE OF THE PARTICIPANTS

4.3.1 Table 1: Profile of the student teachers interviewed

CATEGORY	URBAN	PERI-URBAN	RURAL	TOTAL
No. of students who have completed T.P.	3	3	3	**9**
No. of students still on Teaching Practice	3	3	3	**9**
TOTAL	**6**	**6**	**6**	**18**

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As shown on Table 1 above, the researcher interviewed three students who had been practising in urban areas, three practising in peri-urban areas and three practising in rural schools. From each category, the researcher sampled a distinctive student, an average one and one who seemed to be struggling with Teaching Practice, including those who failed and had to go back to the schools for another two terms. Of those still doing their Teaching Practice, the researcher sampled three students from each area in the same way as those who had completed their practice. Among the student

teachers who are still on Teaching Practice, there are two who failed their T.P. exam and are therefore repeating their Teaching Practice. All in all, eighteen student teachers were interviewed, that is, six from urban schools, six from peri-urban areas and six from rural schools. Of the eighteen student teachers, twelve were female while only six were male, since male student teachers make up less than a third of the total number of students on Teaching Practice. Nine of the students are in the third year of their training while those still on Teaching Practice are in their second year of training. The participants have been given names for easy identification. For ethical consideration, these are not their real names but pseudonyms.

4.3.2 Table 2: Profile of the supervisors interviewed

CATEGORY	URBAN	PERI-URBAN	RURAL	TOTAL
No. of mentor supervisors who were interviewed	2	2	2	**6**
No. of administrators who were interviewed	1	1	1	**3**
TOTAL	**3**	**3**	**3**	**9**

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As shown on Table 2 above, nine supervisors were interviewed. Three of them were from the rural schools, three from peri-urban and three from the urban areas. Six of the supervisors interviewed were female and three were male. Of the nine supervisors, seven had been at the schools where they had been teaching for more than ten years and the other two for five to ten years. Three of the participants had

been heads of the schools for more than ten years while the rest had been mentor supervisors for five to ten years. Of the three heads interviewed, one was female and the other two were males. Generally, they could all be said to have been experienced in working with the student teachers in schools.

4.4 PARTICIPANTS' UNDERSTANDING OF THE TERM SUPERVISION.

When student teachers were asked to say what they understood by the term 'supervision', three ideas came up: that of supervision of a process in general, that of the supervision of teachers by the administrators and that of the supervision of pupils' work by the class teacher. Nine of the eighteen participants took the general view of supervision as being the monitoring of an individual who has been given a task to see that the task has been carried out as expected. From the general view, Tapiwanashe said that supervision is the assessment done by someone in order to make sure that the assigned task is done properly. Another perspective was that supervision is monitoring any process so as to achieve a certain goal. Chipo stated that

> "…*Supervision is the process of assessing or evaluating someone's work, highlighting the strengths and weaknesses for the perfection of that particular work being assessed"* ***(Dataset 1: Chipo)****.*

Chipo's understanding of supervision is that one considers the work done by an individual and determines whether the work has been done as expected or perhaps there were some shortcomings that needed to be addressed so as to ensure a perfect job is done. This means that after assessing the work there has to be some form of

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feedback so that the individual becomes aware of their performance on the task at hand and is able to make improvements where necessary.

Another view was that it is an act of reviewing whether a person is carrying out a given task correctly and then giving the necessary correction if he/she is not. The participant was quick to add that the supervisor needs to be an expert in the area, if the supervision process is to be successful. The understanding of the above-mentioned participants was that for supervision to take place, a task has to be carried out by the supervisee and the supervisor comes in to assess if the task has been done well. If it is not done well, then the supervisor needs to recommend corrective measures so that the goals of the supervision process are achieved.

Five of the student teachers interviewed associated supervision with the assessment of teachers' work as overseen by the school, including that of student teachers, as they are part of the staff under the supervision of the school administration. One of the participants, Musa, said,

> *"…Supervision is whereby one is assessed by the head, the Deputy Head, senior teacher or mentor to see if the person being supervised is performing his/her duties as expected" (**Dataset 1: Musa**).*

According to Musa, supervision is undertaken in schools as the school administration assesses the qualified teachers or the mentor assesses the student teacher under their mentorship. This was taken from the viewpoint of a teacher being supervised by the school administration or a student teacher being supervised by the administrators or the mentor supervisor. Two of the participants who viewed supervision as relating to

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teachers even mentioned supervision by college lecturers of student teachers and that undertaken by ministry's officials when they visit schools. The same understanding of supervision is brought out, but the difference is that it is no longer general but is now specific to the school situation and these participants' understanding of the supervision process is closer to the current study which looks at the supervision of student teachers by the school supervisors.

Two of the remaining student teachers took supervision into the classroom, when the teacher supervises pupils as they learn or do the work they are assigned to do. One participant said that supervision is the monitoring of pupils during the teaching and learning process. Another one said it is the process of monitoring pupils as they do their work so as to tell if the objectives of the lesson were achieved. Further probed, the second participant said that there was need to determine whether the objectives are achieved so that if they are not, the teacher can try other methods of making pupils understand what is being taught. The last two students had a quite broad understanding of supervision, as they looked at it from a general perspective, that of teachers and that of pupils in the classroom scenario. One of them, Stella, gave the following definition:

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> *"…Supervision is a method used by someone in authority to see if his/her subordinates are doing their work as expected. This can be a supervisor at a business entity, a School Head in a school organisation or a teacher in the classroom situation. It is done to make sure that all tasks are being carried out correctly so as to attain the expected results"**(Dataset 1: Stella).***

Stella seemed to understand that the term ‘supervision’ is broad and can take different forms. She understood that it can be undertaken in different contexts, including business institutions, and is not only confined to the school. She knows that even within the school context, there are different forms of supervision involving different people as she mentions the supervision of teachers by the school administrators and that of the pupils by their teachers. Her understanding of the term ‘supervision’ is therefore quite broad.

When the mentor supervisors were asked what they understood by the term ‘supervision’, two dimensions of supervision emerged: supervision in general and that of student teachers on Teaching Practice. It is not surprising that they thought of the supervision of student teachers as they are the ones who directly work with them on daily basis. Most of the supervisors said that they understand that supervision is to watch and direct someone on how to do something. As one participant, Mrs Chirwa, stated

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> *“...Supervision is the process of monitoring and managing someone to see if things are being done in the proper way” (**Dataset 2: Mrs Chirwa**).*

Mrs Chirwa took the general perspective of supervision, that of monitoring and managing someone doing a piece of work to see whether it is being performed as expected. In monitoring and managing, the supervisor needs to be available so that they see the whole process of the task being done. This is crucial if it is a student teacher who is being supervised, because the supervisor will be there to see every step of the task at hand so that they can give advice if things are not being done

properly, resulting in professional growth. Even in the case of those respondents who associated supervision with watching and directing, one can only do that when they are available.

The School Heads made reference to the supervision of teachers in schools. It is one of their duties to supervise the teachers in their schools and so they clearly understood supervision from that perspective. Two of the participants also made reference to the supervision of the student teacher, which they associated with checking on how the student teacher teaches, makes records and makes meaningful charts. Student teachers are among the staff members who are supervised by the head of a school. This response is more relevant to the current study, which is all about the supervision of student teachers.

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Considering at the responses given by the student participants and those given by the supervisors, it is evident that they are in agreement as to their understanding of the term ‘supervision’. They both brought out the aspect of supervision in general, that of supervising teachers at the school and that of supervising student teachers. The student teachers also made reference to the supervision of pupils in a class as they perform their tasks. Generally, the participants seemed to understand what supervision entails and for the benefit of this study, it was good that they included the supervision of student teachers. Having noted that the participants understood the meaning of supervision, the researcher proceeded to interview the participants.

4.5 ASSISTANCE GIVEN TO NEW STUDENTS BY THE MENTOR SUPERVISORS AND ADMINISTRATORS

All the student teachers indicated that when they arrived at the schools, they were well received by the school administrators, who made them, feel at home. They were then allocated classes and introduced to their mentors, who in turn introduced them to the classes they were to teach. Most of the student teachers indicated that they were well received by their mentor supervisors, who oriented them on the culture of the school and how they would work together. They were given accommodation, where it was available, and topics for them to scheme for the upcoming term. For some, stationery was provided for their scheming and preparation of media.

Some student teachers, such as one called Trevor, indicated that their mentors showed a negative attitude towards them from the beginning. In his words:

> *"… My mentor introduced me as a student teacher to the class and somehow the class seemed to look down upon me and I had challenges in controlling them. The mentor told me that I was the one on training and I should work hard to pass my course. He said I did not need to rely on him because when he did his Teaching Practice, he did not have a mentor but worked on his own to pass the course"* ***(Dataset 1: Trevor).***

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From the onset of his practice, Trevor's mentor did not welcome him well. He was told to work on his own and not to expect to receive any assistance from his mentor. He felt that the way he was introduced made him fail to gain the respect of the pupils, who viewed him as a student instead of a teacher in training. Somehow, this disoriented him and affected his work and the response of pupils towards him.

Three other participants indicated that their mentors showed a negative attitude towards them from the beginning of their practice. For these participants, their Teaching Practice did not begin well and they could see that they were not likely to get much assistance from their mentor supervisors.

When interviewed, the administrators said that they welcomed the student teachers and helped to familiarise them with their environment. They were shown around the school and then given accommodation, where it was available. They were then allocated to mentors and the head took them to their classes and introduced them to their mentors. The mentors indicated that they welcomed the student teacher and introduced them to the class and to other members of staff. They then oriented them on the expectations of the school or the culture of the school so that they were not found wanting. One participant indicated that as part of their orientation, they allowed the student to observe as they taught so that they would have a rough idea of the level of the pupils and how the teacher managed the class. During this process, the student teacher would learn how to communicate with pupils. They would then be shown class records and the sides on which to put their displays, if the classroom is shared with another class. The mentor supervisor's expectations were clearly spelt out so that the two would be able to work in harmony.

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The mentor supervisors also indicated that they discussed the college's expectations on the sharing of the teaching load, since colleges differ in that aspect. They would then discuss the topics to be covered during the upcoming term in all the subject areas so that the student teacher could come up with his/her Schemes of Work in line with the topics the mentor would cover. They would give the student teacher syllabi, if they

are available, as well as the textbooks being in different subject areas so that these could be used in coming up with their Schemes of Work. Some mentor supervisors said they even exchanged phone numbers so that the student teacher could consult the mentor on things they did not understand as they schemed during the holidays. One participant said they even discussed their personal life so that they could get to know each other better and form a bond as they would be working together. Most of the participants said they tried as much as possible to build a good relationship so that the student felt welcome and free to approach them whenever they needed assistance.

The responses given by the participants suggest that there was harmony between the responses of the administrators and those of the student teachers. It was clear that the administrators received the students well and made them feel at home. Although the mentor supervisors all said they welcomed and established a good working relationship with the student teachers, it was clear from the responses given by student teachers such as Trevor that some were not well received by their mentor supervisors. The reception received might have adversely affected the students' practice from the onset.

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4.6 SUPERVISION OF STUDENT TEACHERS BY THEIR MENTOR SUPERVISORS IN PREPARATION OF LESSONS

The student teachers indicated that they drew up their lesson plans on their own. Twelve of the eighteen student teachers indicated that their mentor supervisors did not take time to look at their lesson plans every morning before they delivered their

lessons. These participants said their mentor supervisors had discussed their lesson plans with them and offered assistance in the formulation of Intended Learning Outcomes and the preparation of teaching and learning media. Some said their lesson plans were supervised and discussed on daily basis. In the words of one participant Tinashe,

> *"…My first mentor was very helpful. She would go through my lesson plans every morning, especially during the first month of my practice when I was not even sure of how much content I was supposed to plan for a thirty minute lesson. I would sometimes plan too much content for the lesson or too little content and she would assist me to cut the content or add more so that it was enough for the allocated time. This assisted me to be able to gauge enough content for each lesson. She would also assist me with selecting relevant media for the lessons and even provided some materials for media making such as manila and mighty markers. The mentor also corrected my lesson plans if there were mistakes. She would assist me in coming up with eye-catching introductions and relevant conclusions. Her assistance helped me to be creative and to be able to arrange my lesson steps in a logical manner. I was able to get a distinction when I was examined towards the end of my Teaching Practice because I was well groomed by this mentor supervisor"* ***(Dataset 1: Tinashe).***

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From Tinashe's statement, it is clear that he benefited a lot from the supervision of his lesson plans. He was assisted in including the relevant content, in ensuring that the lesson was to be completed in the allocated time and in coming up with all the steps of the lesson presentation from the set induction to the conclusions. The supervision of

his lesson plans enabled him to prepare for lesson presentation with confidence with relevant media to assist in achieving his objectives.

For the student teachers who acknowledged that their mentor supervisors checked their lesson plans every morning, it was clear that they did not struggle with their work during lesson presentations because of the assistance they received in preparing their work. As Mildred, who also received assistance in planning, stated

> *"…The mentor helped me in planning. She gave me tips on coming up with detailed lesson plans. She even went to the extent of demonstrating [the] presentation of some concepts before I taught the lessons. She gave me a chance to ask questions on things that I did not understand thereby correcting me before I could stand in front of the pupils. Lesson plans were discussed in detail and this assisted me when it came to the presentation of the lessons. I would be fully prepared. At the end, I could come up with good lesson plans with no mistakes at all"* ***(Dataset 1: Mildred)***.

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Mildred acknowledged that during the supervision of lesson plans, she was corrected where it was necessary and demonstrations were also given. She could also seek assistance if she needed it so as to be sure of what to present. After such sessions, she could confidently stand in front of the class because she was fully prepared and sure of what was to be done. Her statement suggests that the supervision groomed her to be able to develop detailed lesson plans later, even without assistance. This means that the process led to professional growth in the area of lesson preparation.

Another respondent, James, had this to say:

"…I owe my success on Teaching Practice to my mentor, who was of great assistance to me in preparing for my lessons. I was able to stand before the class with a lot of confidence because he would take time to discuss my lessons with me before I could present them to pupils. My lesson plans were checked every morning before I could take them to the Deputy Head for stamping. Through his assistance, I was enlightened to use locally available materials as media, hence teaching was quite enjoyable. My self-esteem was boosted such that I ended up being able to prepare and present good lessons even without anybody's help" ***(Dataset 1: James).***

James presented his lesson with confidence after receiving supervision in the preparation of his lesson plans. The assistance he received prepared him to be ready to stand before the class knowing that all was well. Knowing that he was presenting a well-prepared lesson with relevant media dispelled all his fears. For him the process also resulted in professional growth, such that he ended up being able to do what was required without any assistance.

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Looking at the lesson plans for these students, it was clear that their documents were checked and stamped on daily basis. In some cases, the documents were marked and mistakes were corrected with a red pen. The student teachers indicated that they were sometimes made to re-plan their lessons if these were considered to be below standard. Their mentors took time to discuss with them the lesson plans they prepared and this assisted them in the preparation of the next set of lesson plans. They improved in their planning after each discussion they had with their supervisors. The student teachers said their mentors would not allow them to teach if they had no lesson plans and this made them always put effort in preparation for their lessons. As

a result, they were never found wanting whenever the college supervisors visited their schools. The lesson plans inspected by the researcher showed that it was true that the documents were supervised and assistance was given when it was necessary. Even the administration in most of the schools where these students were/are practising assisted them in lesson preparation. Some indicated that the School Head or Deputy Head had fortnightly sessions with them and conducted workshops to teach them how to come up with good Schemes of Work and lesson plans.

There were some student teachers whose lesson plans were not supervised daily, but who were given assistance in order to groom them in lesson preparation, as indicated in Joel's statement that

> *"…The mentor used to explain to me on how to plan for the different lessons and how to deliver the lessons. She discussed the lesson plans with me at least twice a week and the Head did so fortnightly. These discussions helped me in preparation of teaching media and using the media effectively. I was also equipped with a variety of teaching methods due to those discussions. The mentor also assisted me to break down the content to the level of the pupils I taught, especially the Early Childhood Development pupils. I was nurtured to come up with meaningful lesson plans"* ***(Dataset 1: Joel).***

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Although Joel's lesson plans were not supervised every day, the supervision he received assisted him to be able to break down the content to the level of the pupils that he taught and to use relevant methods and media. He was also groomed in lesson preparation as much as those student teachers whose lesson plans were supervised daily. This shows that the frequency with which the lesson plans are

supervised was not as important as the assistance that is given to the student teacher who is still growing in the profession.

The other six student teachers had a different story to tell. Three of them said that they sent their documents to the Deputy Head or Head for stamping. The records were just stamped but no one had taken the time to read the documents or to comment on them. Looking at their documents, the researcher discovered that they were stamped, with no comments and in some cases, the stamp was on work that had errors, including spelling errors. This clearly showed that the documents were stamped without being read or checked. Their mentor supervisors were not of much help either, as one respondent, Trevor, suggests

> *"…My mentor did not help much in lesson preparation. He would just demand to see the lesson plans but he did not bother to go over the work. He wanted to see that I had the lesson plans but was not concerned about the quality of the plans. There is no evidence that the plans were read and he said he had no time to discuss the lesson plans with me as this was extra work for him and no one was paying him for that extra work. The Head would occasionally stamp the lesson plans. At times, I would notice that there were mistakes on the work that was stamped by the Head which showed that he also did not take time to look at the plans"* ***(Dataset 1: Trevor).***

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For Trevor, neither the mentor supervisor nor the school administration assisted him in lesson planning. It is clear that the mentor had a negative attitude towards the process of mentoring, which he saw as an extra burden to him which was not rewarding. Even though the availability of the lesson plans was checked, there was nothing to learn

from the process, since no one bothered to check on the quality of the lesson plans. If the student teacher was making sub-standard plans, he would continue doing so because no one was willing to correct him. Professional growth in lesson planning would be minimal or non-existent for student teachers such as Trevor.

Elizabeth indicated that the mentor supervised her lesson plans once a month or after she noted a problem in the presentation of a lesson. She said that the lack of supervision was a challenge for her as she would sometimes deliver overloaded lessons or use unsuitable methods of teaching, thereby in her failing to achieve her objectives. She stated, however, that whenever assistance was given in lesson preparation, she found it easy to deliver the lessons and the information given was of great help even in future preparations. Elizabeth did not receive much supervision, but when it was given but whenever it was, it benefited her. This shows that it was important for supervisors to check on the lesson plans more often for the professional growth of the student teachers.

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The other three student teachers indicated that they did not even take their documents for stamping. No one checked their documents and this could be seen from their lesson plans, some of which were hastily done and were of poor quality. It was clear that these students did not get any assistance in preparing for their lessons. Below is a comment from one of the participants, Tamuka, who failed the Teaching Practice examination and is currently repeating Teaching Practice:

> *"…I was never assisted in preparation of my lessons. I used to do it on my own and the mentor never asked if I had lesson plans or not. As a result, I would come to school without lesson plans and that is the reason why*

lecturers often found me without lesson plans. As a result, I failed my Teaching Practice. My current mentor is so different. She insists on seeing my lesson plans every morning and this forces me to prepare them. She takes time to read and discuss the plans with me. I am now learning a lot and I believe I will make it this time" ***(Dataset 1: Tamuka).***

Tamuka compares the lack of supervision he experienced with his first mentor supervisor with the assistance he is getting from the second one. His experiences show the importance of the supervision of lesson plans in the success of the supervisees on Teaching Practice. Further probed, this student teacher said he took advantage of the *laissez-faire* style of supervision practised by the school where he was practising and yet at the end, he was the loser as he failed Teaching Practice. He realised that the lack of supervision had made him relax and he had not gained the experience he is now gaining at the new school where he is currently repeating his Teaching Practice. He said the assistance he is now getting in lesson preparation has opened up his mind such that he is now able to be creative and think outside the box. He is now able to come up with good quality lesson plans, which makes it easy for him even to present the lessons.

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One of the other two student teachers who did not get assistance from their mentor supervisors was able to pass her Teaching Practice, albeit with a mark of 56%. Asked how she managed to scratch a passing mark, Chipo said that she once worked as an associate teacher before she came for training. That had assisted her to gain experience but she was quick to note that the supervision of lesson preparation was crucial and if she had had an attentive supervisor, she could have done even better.

Chipo said she was aware of what was expected of her but she needed someone to push her to do the right things. The lack of supervision had made her relax and put less effort in her work, resulting in a low pass mark.

The third student in this category is still on Teaching Practice and seems to be doing well. When asked how she was coping, Jane indicated that she is getting assistance from the other students who are constantly supervised by their mentors. By sharing ideas with her colleagues, the student teacher came to be aware of her shortcomings and with their assistance, her work is improving. The researcher was able to look at her lesson plans and realised that she had improved a lot from the time when she started her practice.

When the researcher arrived at the school, which is in the peri-urban area, she realised that the teachers did not reside at the school. They were commuting from the city and often arrived late. The student teachers, who stay at the school, were therefore the ones manning the classes although it was thirty minutes after school had started. Pupils were making a lot of noise in the classes where there were no student teachers. The Head was there, but from the student teachers' documents the researcher realised that they were not supervised at all. The Schemes of Work and lesson plans had not been stamped at all. It was up to the mentors to supervise and assist the student teachers. The administration did not seem to care at all and they only supervised student teachers when the college requested for the school-based marks which is usually towards the end of their Teaching Practice. It is clear that student teachers at the school lacked the required supervision.

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All the mentor supervisors pointed out that when the students begin their Teaching Practice, they have challenges in planning their lessons and so they need a lot of assistance. The mentor supervisors indicated that they initially allowed the student teachers to draw up lesson plans, which they would go through, indicating areas in which the student needed to improve. In the words of Mr Moyo:

> *"…Student teachers need assistance in planning when they begin their Teaching Practice. Most have challenges in coming up with relevant introductions. They tend to resort to rhymes, which, in most cases, are not relevant to the content to be taught. In most cases the same rhyme is used again as the conclusion. If the student teacher is assisted in planning for good introductions and conclusions as they begin their Teaching Practice, they would be able to be more creative as they continue preparing for their lessons"* ***(Dataset 2: Mr Moyo).***

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According to Mr Moyo, the student teachers needed to be assisted in lesson planning at the onset of their Teaching Practice so that as they develop, they became creative enough as to come up with relevant introductions and conclusions of their lessons. As the set induction, the introductions are crucial in establishing a conducive environment for the mastery of concepts to be taught. The conclusions are also very important as they show the teacher whether the concept taught was understood by the pupils. Supervision at the planning stage would assist the student teachers in mastering these important components of lesson delivery.

Another participant said that since student teachers failed to come up with sufficient content to cover the lesson or they planned for too much content that they failed to

cover in a lesson, they needed assistance, especially during the first few weeks of their practice. The supervisors said they assisted the students in coming up with the relevant content for the allocated lesson time. Checking for appropriateness of the content during the planning stage would assist the student teachers as they deliver their lessons.

The mentor supervisors indicated that they also assisted student teachers in putting their lesson steps in the correct order because most of them did not know what is to be taught first. If student teachers were assisted in ordering their steps during the planning stage, they would then be able to deliver well-structured lessons. The supervisors said they found out what the student wanted to achieve by the end of the lesson and then provided guidance on how to achieve their objectives. They said they also advised on the media that is needed, which is also crucial if the lessons are to be successfully delivered.

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Contrary to what some students said, the majority of the mentors claimed to have provided assistance to student teachers in drawing up lesson plans in order to ensure that lesson goals were achieved. One participant said she availed her own scheme-plan so that the student could see how the work should be done even though the format of this scheme-plan might have differed from those required by the college.

Asked how often they discussed the lesson plans with the student teachers before they present their lessons, Mrs Nhamo had this to say,

> *"…During the first few weeks of their practice, we discuss the lesson plans on daily basis because the discussions are necessary if the student teacher is to*

be groomed to be able to do the lesson plans on their own later. Once they master how this is done, then I let them plan on their own and just make random checks to ensure that they are still on track" ***(Dataset 2: Mrs Nhamo).***

Mrs Nhamo stressed that the supervision of lesson plans groomed the student teacher to be able to produce equally good lesson plans on their own later. Once the concept was mastered, she saw no point in checking the lesson plans daily but occasionally checked them so that the student teacher did not relax. Mrs Chirwa, another mentor supervisor, indicated that they discuss the lesson plans every morning so that the student teacher could make corrections where necessary before he/she stood in front of the pupils. She was quick to add that it is very difficult to reverse wrong tendencies that had been taught and mastered by pupils. To avoid such mishaps, it was important to ensure the student had prepared the relevant material beforehand. Most of the supervisors indicated if they noticed that the student had mastered the skill of drawing up good lesson plans, they eventually stopped these discussions.

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Only two participants acknowledged that they rarely discussed the lesson plans with student teachers because the process was time-consuming. They said they only did that if the student asked for assistance in teaching a certain concept. Those two supervisors said they believed that the student teachers knew what they were doing and so they would ask if they were not sure of what to do. If they did not ask, they believed that the lessons are in order, so there was no need for those discussions. The two participants seemed to have a negative attitude towards assisting student teachers in lesson planning.

As to the Heads of schools who did not work with the student teachers on daily basis, they indicated they did not assist student teachers in drawing up their lesson plans but did ensure that the lesson plans were done and stamped them on daily basis. The only exception was Mrs Sibanda, who stated

> *"…I take time to go over the lesson plans and correct them if need be. In the process, I take note of the weaknesses the student teachers have in lesson preparation and once in a while, I would have a session with all the students and highlight the good points and weaknesses I would have noted in their planning"* ***(Dataset 2: Mrs Sibanda).***

Mrs Sibanda was one of the few School Heads who took their time to supervise the lesson plans produced by the student teachers. Besides checking the lesson plans, she would go a step further and discuss her observations with the whole body of student teachers. Looking at the lesson plans produced by the student teachers at that school, the researcher noted that they were of good quality and corrections were indicated on the documents seen. The supervision provided by the mentor supervisors was complemented by that of the School Head, resulting in high performance by the student teachers.

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Mr Shoko, another School Head, admitted that he did not get time to read the lesson plans but he stamped them every morning. The two heads said that the constant checking of the lesson plans forced student teachers to make sure they write and submit their lesson plans every day. Where Mrs Sibanda put emphasis on the quality of the lesson plans, for Mr Shoko, it was enough that the student teachers produced

their lesson plans everyday such that the issue of the quality of the plans was ignored..

The third School Head, Mr Chuma, said he told the student teachers to bring their lesson plans for stamping everyday but he had no time to follow them up if they did not comply. He said it was their responsibility to do so. Asked if all the student teachers at the school submitted their lesson plans every morning, he said they were always some who failed to do so and, in most cases, those were the ones who fail to make it on Teaching Practice. According to this participant, such students were not teacher material and he did not see any reason why they should be pushed to pass the course because they would cause even more problems when they qualified.

Although it is true that student teachers who need to be pushed are likely to become problem teachers if they qualify, there is need to support them to develop into effective teachers. One would expect School Heads like Mr Chuma to ensure that all students comply with school expectations rather than to let them do what they want. With a little push, some student teachers could change their attitude towards their work. There is need, therefore, for the supervision of students' lesson plans.

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The researcher found out that twelve of the student teachers had their lesson plans supervised by their mentor supervisors before they presented their lessons, although there were variations as to the frequency of this supervision. Regardless of how often the supervision was done, the participants acknowledged that they benefited from this form of supervision. Those whose lesson plans were not supervised admitted that this

affected their progress in lesson preparation and presentation, resulting in low or failing marks, in some cases.

Some of the supervisors, on the other side, indicated they took time to assist student teachers in coming up with relevant lesson plans. Only four out of the nine supervisors admitted that they did not do so, although some heads did stamp the lesson plans. For these supervisors, it was a question of attitude as they said the process was time-consuming while others felt the student teachers needed to take the responsibility for their own work if they wanted to be successful.

4.7 ASSISTANCE GIVEN TO STUDENT TEACHERS IN THE PREPARATION AND MAINTENANCE OF RECORDS

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While on Teaching Practice, students need to prepare and keep record books as they teach. These include records such as the attendance register, the Social Record, the Reading Record, the Progress Record, the Tests Record, the Remedial and Extension Records. Although students are taught at college how to prepare and keep these records, it is at the school that they come to actually prepare and keep the records. It is the mentor supervisors and the school administrators who assist student teachers in preparing and maintaining these records.

Of the eighteen student teachers interviewed, ten indicated that they were assisted by their mentor supervisors in preparing their records and keeping them up to date. Although the student teachers were expected to follow the college format, they indicated that their mentors assisted them a lot in maintaining neat records, providing

some of the information needed for the records. As Thembi, one of the interviewees, stated,

> *"…My mentor helped me to understand the use of each record that I had to prepare as well as the requirements of each record. For some records, such as the class register and the Social record, there was need to get information from the pupils and some of them were not co-operative. The mentor assisted me in getting that information from the pupils as well as their parents. Without her assistance, it would not have been easy for me to get the young pupils to cooperate. At times it was difficult to keep the records up to date because of the pressure of other activities at the school. With the help of my supervisor, I was able to update my records always. Some of the records such as the Attendance register and the Developmental Checklist were checked on daily basis by the mentor and the rest were checked fortnightly. This assisted me to have my records up to date all the time. The Teacher-in-Charge checked my records fortnightly while the Head checked them twice a term"* ***(Dataset 1:Thembie).***

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Thembie appreciated that the mentor supervisor assisted her in accessing the data she needed to complete some of her records and keep them up to date. With the assistance of her mentor supervisor, she came to understand the functions of each of the records she had to keep. Although student teachers were taught about these records, Thembie revealed that they did not always understand why they have to keep those records and keep them updated and her mentor supervisor explained. Another participant who came to understand the function of some of the records said that her mentor assisted her in structuring her records and accessing the required information. She also said she was assisted in using the information found in some of the records

in giving feedback to parents on the performance of their children when they visited the school on open days. The student teacher said she was assisted in being organised in preparing the records. She said her mentor checked the records once a week to make sure that she was updating her records frequently. Tapiwanashe said the School Head also checked the records at least once a month. She said this constant checking of records always kept her on her toes and her records were always up to date.

Generally, the ten students indicated that their supervisors assisted them in producing records and ensuring that they were maintained and kept up to date. These students had their records checked from time to time by both the mentor supervisors and the administration, although the administrators did not check on the records as frequently as the mentors did. In the process of supervising the records, the student teachers said the mentor supervisors corrected their mistakes and assisted them in improving on their lesson presentations as well. Of note was the assistance the students were given in balancing their attendance registers at the end of the term.

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One of the participants, Musa, indicated that through the supervision of the class records especially the Social record and the remedial record, she learnt about dealing with individual learners and understanding their differences. She said with the help of the mentor supervisor, she was able to deal with the individual learners, at the same time understanding their differences and how to identify the actual problems pupils had before coming up with the interventions to assist individual learners who needed remedial work. The researcher had a chance to look at some of the records, which showed that some supervision was being done and the administrators stamped the

records. Most of these student teachers, especially the distinctive ones, had good quality, up-to-date records.

Of the students who were assisted by their mentor supervisors in record preparation and record keeping, some indicated that even if the school administration stamped their records, there was no evidence that their records were checked before they were stamped. Joel had this to say:

> *"…The school administration stamped my records when schools opened and when they came for class observation. Although the records were stamped, there was no proof that they were read because at times I would note some mistakes on the page that is stamped. The administration did not even take time to discuss the records or give any feedback for me to benefit from their supervision"* ***(Dataset 1: Joel).***

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Joel was aware that the administration did not check his records before stamping them, and this may well have affected the effort that he put in the preparation of his records, compromising the quality of these records. The fact that he was not given any feedback made Joel think that he was not benefitting anything even if the administration did stamp his records. Actually, he would make effort to update his records without necessarily looking at the quality of the work in the records.

Two other students also indicated that they had benefited from the supervision of their records by their mentors who gave them feedback so that they could improve the quality of their records, but they had not received any feedback from the School Head, Deputy Head or Teacher-in-Charge, although the administrators did stamp their records once or twice a term.

Eight of the student teachers interviewed said that they did not get any assistance from their mentor supervisors on how to prepare their record books. In the words of Stella,

> *"…The mentor did not help me in the preparation of my records. She simply told me to prepare my records as I was taught at college. She could not even help me in getting information I required from the pupils and the parents. Instead she would wait for me to gather all the information and then she would use my records to come up with her own. Having prepared the records, the mentor did not take her time to check if they were well maintained and up to date. I had to come up with my records and made sure they were up to date. Whenever I got stuck, I had to ask for help from my colleague's mentor, who was more cooperative. The records were supervised by the administration once a term"* ***(Dataset 1: Stella).***

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In Stella's view, the mentor supervisor was a lazy one who did not assist the student teacher in coming up with the class records, but instead relied on the student to come up with her own records. The student had to seek assistance elsewhere for her to be successful.

Two of these student teachers indicated that although their mentors did not assist in the preparation of the records, they did check them occasionally to see if they were up to date. The student teachers therefore had to ensure that the records were up to date since they did not know when the mentor supervisors would check them. They indicated that they did not receive feedback on the contents of the records but the mentors just checked the dates and they would tell them to update their records if they

were not updated. It was evident from the quality of the student teachers' records that supervision and assistance was lacking.

In some cases, the supervision of records was not consistent and the student could not tell whether or not their records were checked by their supervisors. As Jane stated,

> *"…I do not know whether to say that my records were checked by the mentor or the school administration because the supervision of the records was not systematic. The process could be avoided by both the mentor supervisor and the administration for the whole term and yet in another term they did look at them, though it was occasionally done. Whenever the supervision was done, it was an eye opener, as advice was given and mistakes were corrected. Motivation was also provided in cases where the work was said to be well done. This encouraged me to strive to keep my records up to date"* ***(Dataset 1: Jane).***

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Jane indicated that she had benefitted from the supervision of her records whenever it was done, but the supervision was not consistent. She could go for some time without the supervision but she always had to be prepared, since she did not know when they would be checked.

In another case, the student teacher stated that the mentor did not assist her in the preparation of records but just offered his own records for the student to look at and come up with her own records. The student teacher said this gave her an idea as to what the records were all about, although she was not given a chance to ask questions or seek clarification on things that were not clear to her. After that, no one checked her records.

When the mentor supervisors were asked if they assisted student teachers in preparation of their records, two of the participants said that they did, especially when they were new so that they would be able to prepare their own records in the future. These participants said that student teachers would not be sure of what is required to come up with each of the records, so they assisted them. The students who were supervised by these mentors benefitted from the assistance they were given in coming up with meaningful records.

Two other mentor supervisors indicated they do offer assistance if they are approached by the students. They said that they believed that the students are given guidelines on record preparation at their colleges and so they let them work on their own and only offered help when they are asked to assist. In such cases, the student teachers were expected to take an initiative of approaching their mentor supervisors for assistance. The student teachers were further probed to find out if the assistance was provided if they asked for it, and they said from the attitude they were given by these mentor supervisors they did not even dare to approach the mentors.

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The rest of the participants said that they do not assist the student teachers at all in drawing up with their records. They said they expected them to follow the college format. One of the participants, Miss Tembo, had the following to say:

> *"…Colleges have different formats for their records, although the records are generally the same. For that reason, I cannot assist the student in coming up with their records. They know better on what is*

*expected of them. I can only check that the records have been prepared and are being updated" (**Dataset 2: Miss Tembo).***

Although the student teachers are taught how to prepare the records at college, this is done theoretically and so it takes a good mentor to demonstrate the practical preparation of these records for the benefit of the student teacher. However, it is good that Miss Tembo took time to check that the records had been prepared and were being updated from time to time.

The administrators said they left the preparation of records to the mentor supervisors to assist the student teachers. They said they expected the mentor supervisors to assist the students if they had any problems in accessing information required to draw up their records since they both needed to prepare their records using the same information. Further probed on whether they as administrators checked if the mentor supervisors assisted the student teachers to come up with relevant records, the Heads acknowledged that they did not check. This clearly shows that the lack of supervision started from the administrators and cascaded down to the mentors. If the administrators checked on the performance of the mentors as far as the supervision of student teachers was concerned, perhaps the mentor supervisors would have assisted the students in coming up with the records and keeping them up to date.

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Asked if they took time to assess the students' records, two of the School Heads indicated that they assessed the student teachers' records when they assessed those of the qualified teachers. They said they did so a few weeks after the opening of schools to ensure that the records had been prepared. Then they sometimes checked

them if they happened to observe the student teachers presenting lessons. They were checked again at the end of term to make sure they were up to date. One of them teachers tended to ignore the class records as soon as end of term tests started and so he checked if the records had been updated at the end of term. Some records, for example, the progress record needed comments at the end of term and he checked if these had been done. Registers also needed to be balanced and he said he checked on those before schools closed. Checking on the records, the researcher found that they were stamped about twice or three times a term.

Asked if they took time to read the records before stamping, the two School Heads said they had a large staff to supervise and did not therefore get time to closely monitor what was written on the records, but they did check if they were updated. Of note, in one of the records, the researcher noted that on the stamped page, the student teacher had written the problem the learner had in the remedial record, the remedial action, remedial work and evaluation, but the name of the learner was not indicated. The supervisor had not seen the anomaly and just stamped on that particular page. This was a sign that the administrators just stamped without closely checking on what was recorded.

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The third School Head indicated that she checked the records fortnightly to make sure that they were updated. She also made a follow up and reprimanded the student teachers if the records were not brought to her office fortnightly. The records for the students at this particular school were updated, stamped and corrections made where necessary. It was clear that this School Head took the supervision of the records seriously and did not just make a formality of stamping the records. She indicated that

the supervision of the records was to ensure that the student teachers were correctly managing the records so it was necessary to read the records and ensure that everything was in order.

The mentor supervisors had varying responses on the checking student teachers' records. Two respondents said that they checked on the records fortnightly to make sure the student kept their records up to date. Three others said that they checked the class records once a month. The sixth respondent said it was the duty of the School Head to supervise the class records. Mrs Tembo indicated that she did not check on the records at all. Looking at the records for this particular student teacher, the researcher found out that they were in shambles. They clearly showed that they were not well done and they were not up to date.

Both the School Heads and the mentor supervisors agreed that it was essential to supervise the student teachers' records. As Mrs Nyathi said,

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> *"…Teachers do not just have to come up with records for the sake of it but because those records have a role in the functions of the teacher. Records assist the teacher to have a better understanding of the learners, for example the Individual Social Record gives the teacher information on the home background of the child, their social and intellectual development. The information assists the teacher to know how to deal with the learners' individual differences so that they benefit from the learning situation. In most cases, if the supervisors do not supervise the records, the supervisees do not work on them and this affects the children's learning"* ***(Dataset 2: Mrs Nyathi).***

Mrs Nyathi emphasised the importance of the records that teachers needed to keep and why they needed to keep them. She highlighted the importance of the Individual Social Record, which helped the teacher to understand the pupils being taught. Once the teacher understood the pupils, he/she would be able to assist them better.

The participants agreed unanimously that it was essential to supervise the records of their supervisees if they were to maintain them as required for the benefit of the learners. The supervisors indicated that student teachers on Teaching Practice needed to know how to maintain these records for their professional growth, hence the need to supervise them and ensure they were maintained properly. There is no way the student teachers could pass their course if they could not maintain their records as expected. The participants said that the supervision of records improved the student teachers' performance as the y practised their teaching.

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In view of what the participants stated, it is clear that there were mentor supervisors who took time to assist student teachers in drawing up their records and there were others who did not assist them at all. Both parties concurred to this practice. Those who assisted and those who were assisted agreed that the student teachers needed assistance in drawing up records, as they faced some challenges in the process. Administrators also acknowledged that there was need for the student teachers to be given such assistance, even though they did not do provide it themselves but expected the mentors to assist.

On the aspect of constantly checking that the records are kept up to date the student teachers and the mentor supervisors acknowledged that some took time to supervise

these while others did not. The participants agreed that the student teachers whose records were supervised benefited from the exercise as they produced records of good quality and kept them up to date. The student teachers who were not constantly supervised did not put effort in the quality of records and in most cases the records were not kept up to date. The majority of administrators agreed with the student participants that they did not check on the quality of records although they stamped them whenever they could.

4.8 SUPERVISION OF STUDENT TEACHERS PRESENTING LESSONS BY BOTH THE MENTOR SUPERVISORS AND THE SCHOOL ADMINISTRATION

Ideally, the mentor supervisor is required to be available and observe the student teacher as they presented their lessons daily so that they can be corrected or given advice when necessary. It is also important for the student teachers to observe the mentor as he/she presents his/her lessons so that the student learns from the expertise of the mentor. Twelve of the student teacher participants indicated that their mentor supervisors had observed their lessons though there were differences as to how often this was done. Seven participants indicated their mentors observed them presenting their lessons on a daily basis and for these students; it was a learning process as they were given fruitful feedback on all of their presentations. Following is the response from Monica on this issue:

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> *"…The mentor supervised every lesson that I delivered and this was very fruitful, because once she realised an error I was corrected and assisted in areas of weakness. I was assisted in giving adequate content to the learners*

and to use child-centred methods of teaching. At times, I would be assisted in coming up with relevant introductions that would catch the pupils' attention. The mentor would sit down with me after supervision and discuss the strengths and weaknesses in my lesson. It was encouraging to be told that I had done well in the lesson presentation. I was also given strategies on how to improve in areas of weaknesses. The feedback would help me in planning for the next lessons" ***(Dataset 1: Monica).***

Monica was one of the fortunate student teachers whose lessons were supervised and received feedback that contributed to her professional growth. The supervision assisted her in terms of using appropriate methods in lesson presentations and presenting adequate amount of work for the allocated time. Through the discussions held after being observed presenting the lessons, Monica gained confidence when positive comments were given. At the same time, weak points were identified and suggestions given, resulting in improvement in the next presentations for the benefit of the pupils she taught and her own development.

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The other five students said that their mentors did not observe all the lessons they presented but chose to observe them teach at least one lesson per day. In some cases, the mentors would observe the student teacher while they were teaching a new concept. The mentor supervisors would be there in the classroom as the student teachers taught other lessons and would only comment on those if there were incidents that were of concern to the mentor and could not be ignored. If all was well, the mentors would be busy doing other things such as marking books as the student teachers presented their lessons and then took time to closely observe one lesson a

day. After those observations, the supervisors took time to discuss the observed lessons and those discussions were beneficial in the presentation of the future lessons as indicated by Stella, who stated that

> *"…Yes, my mentor sat down with me after observing me teach a lesson. She would first of all highlight the strengths in my presentation, followed by areas of concern and then we would together suggest ways of improving on the weak points. These discussions assisted me to be able to evaluate my strengths and weaknesses in lesson presentations as well as come up with suggestions on improving my work. The discussions helped me in lesson preparation and in presenting lessons that had a flow, that is a relevant introduction that linked well with the lesson steps leading to a resounding conclusion"* ***(Dataset 1: Stella).***

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Although her mentor supervisor observed Stella teaching one lesson a day, it is clear that she felt that she benefitted a lot from these supervision processes. Students are required to evaluate their lessons after delivery, highlighting the strengths and weaknesses and giving suggestions as to how to improve on the weak points. Through the discussions she had with the mentor supervisor, Stella was able to evaluate the rest of her lessons without difficulty. She was also assisted in lesson presentation from introduction to conclusion, resulting in her professional growth. Since the student teachers are being trained to be able to teach the pupils, the mastery of lesson presentation is essential to the production of efficient teachers.

The twelve respondents said they were able to improve on their presentations because of the discussions they had with their mentors after each supervision

process. They said they were also assisted in media making and in the selection of relevant media for their lessons. Their self-reflection also improved as they held their discussions with their mentor supervisors. However, the student teachers were supervised differently by the administration. Three of the twelve student teachers said that they were supervised by the administration once a month. These indicated that the administrators held discussions about their lessons with them and the feedback helped them to improve on their future presentations. In addition, the administrators would invite the mentor supervisors to these discussions so that they would closely monitor their student teachers in areas of concern as they were the immediate supervisors. The other four students said that they were supervised once a term by the School Head and once by either the Deputy Head or one of the senior teachers and they had also benefitted from the feedback they were given after the supervision sessions.

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The other five said they were supervised once a term by one of the administrators and in some cases, the lesson presentations were not discussed and no written reports were given. The administrators kept on promising to give them feedback when they got free time but in most cases, the feedback was not given. As a result, the supervision did not benefit the student teachers. Some indicated that at times, feedback would be given through the written reports, but the administrators did not take time to discuss the observed lessons with them. Whenever feedback was given, the student teachers acknowledged that they benefitted considerably from their supervisors. They emphasised that the most productive supervision came more from

their mentor supervisors than from the school administrators, as the mentors spent more time with them and concentrated on supervising one student teacher only.

The other six student teacher participants indicated that they were hardly supervised by their mentors. Two of these student teachers stated that their mentors handed the classes over to them completely and told them that they were student teachers who needed to work hard in order to pass their Teaching Practice. Tanaka, for example, had this to say

> *"…My mentor introduced me to the class and told the pupils that the new teacher would be teaching them as from that day. I had to struggle on my own from that very first day and the mentor was hardly available for me to ask whenever I had challenges. It was just trial and error for me until I was able to come up with meaningful lessons with the help of my colleagues, who were also practising at the school and were being supervised by their own mentors. The pupils were not easy to control at first until I came up with ways of managing the class. The mentor did not supervise my work at all nor sit to observe me teach. He would spend the day visiting the other teachers in the school and having conversations with them. Whenever he stayed in the classroom, he would be busy on his phone and paid no attention to what I was teaching"* ***(Dataset 1: Tanaka).***

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This student teacher did not benefit anything from his mentor. It is clear that the mentor was a lazy one, who did not even care to find out what the pupils were being taught. He took advantage of the presence of the student teacher to leave all the work to the student teacher, who was overwhelmed by this. The student had to experiment

and find ways of coping with the situation he found himself in, without a role model to emulate.

The second student was attached to the Sports Director at the school where she was practising. She stated that the mentor supervisor was hardly available since he had to attend meetings and sporting activities to organise at the school. For him, having the student teacher was therefore a relief and so he completely handed the class over to her and did not bother even to check what the student was doing with the pupils. Even if he was available, he did not care to check on the progress of the class. It was up to the student to see to it that the pupils were learning. The mentor would only pay attention to the student teacher when college lecturers visited the school and he would sit throughout the lesson as if that was the norm. If the lecturers pointed on areas of concern, the mentor would promise to assist the student teacher and yet when they left the school, he was no longer available. The student teacher stated that even though she managed to pass the Teaching Practice examinations, it was through her own effort and the assistance she got from her colleagues.

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For the other two student teachers, the mentors were always available but they did not supervise the students at all. They would teach their own lessons and then give the student teachers time to teach their lessons. When the students were teaching, they were busy with their marking or updating their records. They did not take their time to observe the student teachers teaching so that they could assist them in areas of weakness. In the words of Elizabeth, one of the participants,

> *"…My mentor only observed me teach once a term because the head required them to submit a report once a term and so that is when I would be*

supervised. After the supervision the mentor did not even discuss the lesson presentation with me. The only feedback I got was a copy of the report he would have written that would be submitted to the school administration. I cannot say I benefitted much from such feedback. I would have preferred a situation whereby my presentation was discussed, good points highlighted as encouragement and weak points discussed so that I could strive to do better" ***(Dataset 1: Elizabeth).***

The comments of the student teacher show that she was someone with a positive attitude who was willing to learn but did not get assistance from her mentor supervisor. The supervision that Elizabeth received was merely a formality in the form of report submitted to meet the requirements of the administration at the school. The mentor supervisor did not show concern for the development about the development of the student teacher. He did not take time to discuss the lesson(s) observed for the benefit of the student teacher.

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The fifth student teacher was mentored by a Deputy Head. She says the mentor was hardly available as he spent most of his time doing administrative work. The Deputy Head spent more of his time in his office than in the classroom. This student therefore operated without a mentor or supervisor. She said she was only supervised when the Deputy Head was supervising the other teachers in the school and this could be only once a term. This meant that the student teacher did not benefit from the supervision that others received from their mentor supervisors.

The sixth student felt that her case was exceptional in the sense that her mentor did not give her a chance to teach, saying she lacked the experience and would spoil her

pupils. The mentor would do the teaching and just tell the student teacher to mark the books. The participant indicated that she would prepare her lesson plans but would be denied the chance to teach. As a result, no supervision was taking place except when the head came to observe the student teach, and that was only once a term. This student teacher was denied a chance to practise and did not benefit much from the supervision process.

It was unfortunate that the above-mentioned student teachers who were not well supervised either by their mentor supervisors or by the school administration as well. Three of these six student teachers indicated that they were not supervised at all by the school administration during the first three terms of their practice. They were only observed teaching lessons during their fourth term of their practice when the college requested them to submit their school-based marks. Since the college asked the students to submit three sets of marks, the lesson observations were done one after the other in a manner that did not leave room for the student to improve on their presentation although they were observed by different administrators. The student would be observed teaching by three administrators, one after the other or on successive days. Since the observations were done hurriedly, the school administrators did not even have time to discuss the presentations with the student teachers. Reports were just written and sent to the college and in some cases, the dates were changed to suit the expectations of the college. The college encouraged the frequent supervision of student teachers so that the reports showed the professional growth of the individual over a period. However, it is clear that the

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supervision these student teachers got was summative instead of being formative and those did not benefit much from this kind of supervision.

The other three student teachers were observed teaching lessons once a term by the administration, but they indicated that in some cases, no feedback was given to the student teachers as the administrators told them that they would write the reports when they got time but nothing ever came of it. In some cases, the reports came so long after the lesson presentations that the student teachers would have forgotten what happened therein. As a result, these students did not benefit much if no feedback was given to them immediately or shortly after lesson observations or if it was given after a long period. They did admit, however, that they benefited a lot whenever this feedback was given on time as good advice was offered which assisted them in future presentations. They indicated that their practice would have benefitted more if more of their lessons had been supervised and relevant feedback given to them.

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From the supervisors' perspective, one of the administrators, Mrs Sibanda, indicated that she made a point of supervising the student teachers as they presented their lessons at least once a month so that she knew how they were performing and whether they were improving in their practice. She said if ever she failed to supervise the student teachers, she would task the Deputy Head or the Teacher-in-Charge of the infant classes to observe the student teachers teach. If the other administrators could not observe the student teachers presenting their lessons either due to pressure of administrative work or meetings, she would delegate that duty to one of the senior teachers. In her words,

"…It is crucial for a student to be supervised regularly so that they know of their strengths and weaknesses. This will make them strive to improve on their performance as they will be aware of their shortcomings. If they are not supervised, they might think that they are on the right track when perhaps they are totally lost. It takes an experienced person to show them how things are to be done and they can only be corrected if the supervisor is aware of the areas in which they need assistance" ***(Dataset 2: Mrs Sibanda).***

This administrator supervisor saw value in supervising the student teachers teaching so that they could improve on their practice. She observed that if they were not supervised, they would not know what they were doing wrongly and needed correction. Supervision was therefore crucial as it resulted in professional growth.

The second administrator, Mr Shoko, said that he tried to observe the student teachers teach at least once a term although at times he failed to do so due to the pressure of administrative work. This means that at times, the student teachers at the school were supervised once a term and at only once in two terms. He said he observed the student teachers when he observed the rest of the staff together with the other administrators. That meant the student teachers might be supervised by the Deputy Head for those attached to junior classes and by the Teacher-in-Charge for those attached to infant and ECD classes. In this case, at least the school made an effort to observe the student teachers presenting lessons.

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The third administrator, Mr Chuma, had a different approach to the supervision of student teachers. In his words,

"…I do not force my way into a student teacher's class for lesson observation. I wait to be invited by the student teacher. When they arrive at the school, I tell them that they need to invite me to come and supervise them. I do not want to just go there as if I am on a fault-finding mission. I want them to prepare for the class visits and come to invite me when they are ready for the supervision. If I am not invited, I do not go there. Those who want to be supervised come to invite me" ***(Dataset 2: Mr Chuma).***

Asked why he wanted to be invited, this School Head said that he believed that it was the responsibility of the student teacher to see to it that they passed their course. He said he supervised them as much as they wanted to be supervised. Mr Chuma's system of supervision benefitted those students who were self-starters and hard workers. The lazy ones would take advantage of the system and go unsupervised and ultimately be disadvantaged. For interest's sake, the researcher asked each of the five student teachers practising at the school how many times they had been supervised by the School Head teaching lessons. She found out that some had been seen more than three times during the three terms they had been practising at the school. Others had not been seen teaching even once during this period. It is clear that the student teachers at this school were not supervised equally the same. Their professional growth depended on how seriously they took these supervision sessions. The lazy ones took advantage of the situation and sat back without the supervision from the administration.

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Four of the mentor supervisors said they observed student teachers presenting lessons daily and would be present in the classroom as the student teachers teach the

pupils. These mentors said it was necessary to observe the student teachers so that they could help them to grow professionally. Mrs Chirwa, for example, said

> *"…As long as I am there in the classroom, I supervise the student teacher presenting his lessons on daily basis, especially when they have just started their Teaching Practice. In most cases, at the beginning of their practice the student teachers face a lot of difficulties in controlling the class or in explaining the concepts they would be teaching. As they teach, I would be taking note of the good points as well as weaknesses so that I could assist them improve their practice"* ***(Dataset 2: Mrs Chirwa).***

Mrs Chirwa is one of the mentor supervisors who observed the student teacher teaching their daily lessons. She made a point of taking note of the strong points and the weaknesses so that she could assist the student accordingly. For such mentor supervisors, the supervision of the student teacher presenting their lessons was part of their daily work. They said although they supervised the presentation of the lessons, they did not write detailed reports everyday but they did take note of the positive aspects as well as the areas of concern, which they brought to the attention of the student teacher.

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The other two mentor supervisors said they chose to supervise one lesson a week, although they would be present in the classroom when the student teachers presented their daily lessons. They said they allowed the student teachers to teach the lessons freely while they were marking or updating their records. Then they would take time to just observe one lesson a week with the intention of closely supervising how the student presented the lesson and seeing whether the student teacher was improving

in their practice. Asked why they could not supervise the students daily since they worked with them every day, the mentors said they could not afford to do so because they had a lot of work to do. They also said they wanted to give the student teacher time to prepare themselves for the next supervision by experimenting on some methods without the interference of the supervisor. They wanted to give them the freedom to work on their own as the mentors were busy on other things.

Asked if they gave feedback to the student teacher after class observation, the first administrator supervisor, Mrs Sibanda, stated that after the supervision sessions, she took time to discuss the lessons observed with the supervisee. She said it was of no use to make class visits and fail to give the feedback to the supervisees. She said she discussed the lessons with the individual student teachers and then later grouped them and gave comments on the strengths and weaknesses observed from those observations. She also said for the benefit of the other student teachers, she would ask those who presented very good lessons to give demonstration lessons to the rest of the student teachers or the whole staff. She said that this helped the poor performers to get ideas from their colleagues and she felt that these demonstration lessons benefitted the student teachers considerably as they also strove to excel.

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The second administrator, Mr Shoko, said that he was aware of the importance of discussing the observed lessons with the supervisees, but he said at times he failed to do so because of pressure from work. He said there were a large number of qualified teachers under his supervision in addition to a large number of student teachers. He said that at times, he failed to discuss the lessons but the supervisees were given feedback through the narrative reports that he wrote. When the student teachers from

the school were asked if they discussed the lesson observed with their supervisors, they said that the School Head did not discuss the presentations with them and when the narrative reports were given, they came after a long time, after they had even forgotten what transpired during the supervision process. Delayed feedback was/is as good as being denied feedback because the observed student teacher is very likely to have forgotten what happened during the presentation.

The third administrator who supervised the student teachers only when they invited him indicated that in most cases, he discussed the lessons he observed as the student teachers taught, although at times he failed to do so because of the pressure of work. He was quick to add that if he failed to discuss the lessons observed with the student teachers as individuals, he made sure that feedback was given through the written reports and then held discussions with the students as a group. He said that this saved him time but the student teachers did benefit from the discussions and the ideas that came from their colleagues. The student teachers who were supervised as they presented Lessons were able to produce the written reports that the head had given them as feedback. These reports were quite detailed and informative.

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The mentor supervisors who said that they supervised student teachers as they presented their lessons on daily basis said that at the onset of the student's practice, they discussed all the lessons they observed, because most of them usually had a lot of flaws that needed to be corrected. They said they discussed every stage of the presentation from the introduction to the conclusion for the benefit and growth of the student teacher. Even though the discussions are done, the mentor supervisors said their feedback was usually verbal, as they left the writing of the narrative reports to the

school administrators. They said they would only write those reports if they would have been tasked to do so by the School Head. As the student teacher grew professionally and were able to handle different concepts and control the learners well, fewer discussions were held. They would only discuss the lessons when there were concerns to be addressed. If things were going on well, they did supervise but did not discuss the lessons as often as they did at the onset of the student's practice.

Some of the mentor supervisors who supervised the lesson presentation by the student once a week said they could afford to discuss seriously these lessons in detail with the supervisees. They felt that the supervisees seemed to benefit a lot from these discussions as they seemed to improve in their lesson presentation after each supervision cycle. They indicated that from their experience, the student teacher had time to attend to the concerns raised during the supervision cycle and internalise them before the next supervision cycle which would focus on other areas. They said that the development and growth of the student was notable and they seemed to be benefitting from that arrangement, which gave them time to try other methods in preparation for the next supervision cycle.

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There were other mentor supervisors, however, who indicated that after observing the lessons, they sometimes failed to find time to discuss their observations during the lesson presentations with the supervisee because of their other commitments in the school. They acknowledged although that it was important for them to have these discussions with the student teachers, they sometimes found themselves having to observe the next lesson before the first one had been discussed. One of the respondents Mr Moyo had this to say,

"…While we understand the importance of having to discuss these lessons with the student teachers, we sometimes fail to do so because of the pressure of work that we have. The revised curriculum is so demanding on the part of the teacher such that you just find yourself failing to get time for those discussions. Whenever time permits, I do discuss the lessons" ***(Dataset 2: Mr Moyo).***

From this comment, it is evident that these mentors did observe the student teachers teaching once a week as routine but at times, no feedback was given to the student teacher. The mentors are aware of the importance of the feedback for the supervisee but at times they did not give it. The failure to give the feedback was rather attitudinal because the other mentor supervisors who had the same amount of work were able to give it.

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Comparing the responses of the student participants and that of their supervisors, the researcher noted that there is some consensus in the sense that there were some supervisors who took their time to observe student teachers presenting lessons. The differences lay in the frequency with which this was done and in the way that feedback was given. Some observed the lessons and gave feedback timeously, while others delayed in giving it. Discussions were sometimes done without written reports, especially from the mentor supervisors. The administrators preferred giving narrative reports although they sometimes delayed in doing so. From both sets of participants, it was established that some supervisors failed to give feedback, and some of them came up with reasons to defend their failure to do so.

Based on the responses of the student teachers, a greater percentage of them stated that they lacked supervision than was acknowledged by the supervisors. This suggests that there are quite a number of student teachers who worked unsupervised, which could contribute to their failure on Teaching Practice. Some supervisors may have been unwilling to acknowledge that they do not supervise the student teachers because they were aware that they were supposed to be doing so and they therefore sought to justify their behaviour.

4.9 ASSISTANCE GIVEN TO THE STUDENT TEACHER BY THE SCHOOL ADMINISTRATION AND OTHER QUALIFIED TEACHERS AT THE SCHOOL DURING THEIR PRACTICE

All the student teachers indicated that the school administration offered a lot of assistance to them during their practice, regardless of where they were practising. It was clear that the assistance rendered differed depending on the schools and the availability of resources. Those who were practising in urban schools that were better resourced were provided with more materials than those who practised in rural schools. All the student teachers appreciated the efforts of their schools in assisting them to practice in conducive environments.

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For students who practised in the in urban areas they were provided with all the stationery they required for their practice. Those in well-resourced schools were even offered computers or laptops and printing facilities. This enabled them to type their Schemes of Work and lesson plans and to produce good quality work. They could also print the work to be used by pupils during their lessons, for example pictures which are

painted by the Early Childhood Development (ECD) pupils. In some instances, the student teachers could even use advanced technologies such as interactive boards, and had attractive classroom displays and neat records.

The students practising in some of the peri-urban schools had access to these technologies which also enabled them to produce quality work. Not to be outdone, the rural schools provided the student teachers with accommodation and other physiological needs as stated in Maslow's hierarchy of needs. Although some schools are poorly resourced, efforts were made by the administration to make sure the student teachers were comfortable and their basic needs for their work were provided for. This made the student teachers feel welcome and they appreciated the efforts of the administration in their schools of practice. All the participants indicated that they were provided with books for their Schemes of Work, lesson plans and class records. They were also provided with manila sheets and mighty markers to prepare charts and the media they used in their teaching.

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Some of the student teachers said that the administration organised staff development workshops during which they learnt a lot about the teaching profession. At times, demonstration lessons were organised during which qualified teachers taught before the whole staff followed by discussions which were quite beneficial for the student teachers, who viewed these as part of the learning process. The student teachers were also given a chance to give demonstration lessons in areas where the administration had noted they showed strength. These demonstration lessons helped the student teachers to develop confidence as they felt that it was not easy at first to teach in front of the whole staff, but as time went on, they could do so with ease. The

discussions that followed the demonstration lessons were beneficial to the student teachers, for whom they were also an eye opener to them.

In four of the schools where the student teachers practised, the School Heads had sessions with the student teachers weekly or fortnightly, during which they were given assistance on scheming, lesson planning, lesson presentations, record keeping and media construction. The participants said they gained a lot from these sessions, which were quite interactive and they were able to grow professionally. They said at times the School Head would invite some qualified teachers to give them lectures or share their experiences in the teaching profession. Student teachers said those sessions were really beneficial as the School Heads selected good teachers who would contribute to their professional growth.

Nine of the student participants said that they got a lot of assistance from other members of the staff besides their own mentors. As Tinashe stated,

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> *"…At the school where I did Teaching Practice, all the teachers assisted me in one way or another. Some qualified teachers would come into our classroom with the aim of visiting my mentor. If they found me teaching, they would at times sit and listen to my presentation. After that, they would give positive comments and assistance where they saw it fit. Their contributions assisted in shaping me into a teacher that I am now. Most of the qualified teachers were approachable and I could seek assistance from any of them without fear. Some even offered their own stationery, especially when we were approaching Examination. Others offered help in the co-curricular activities and by the end of my Teaching Practice, I could train quite a number of*

sporting disciplines which I did not know when I started my Teaching Practice" ***(Dataset 1: Tinashe).***

Tinashe benefitted from the assistance given by the other qualified teachers besides his mentor supervisor. It is clear that there was a spirit of cooperation at the school and this benefitted the student teachers, who could get ideas from different sources both in and outside the classroom. This contributed to the comprehensive grooming of the student teacher.

There were some cases where the mentors for the student teachers were not very helpful but some other qualified teachers were willing to assist whenever the student teachers approached them for any kind of assistance. Some even indicated that the other qualified teachers willingly gave them assistance whenever they saw them struggling with teaching a concept. They were even given assistance in shaping of letters on their displays. Others were assisted in displaying their charts and in class arrangement. Assistance was even offered outside the classroom to secure food and toiletries during their practice, which some student teachers had difficulty finding. Some said they were given moral support when they felt discouraged or had personal problems. Muzi, for example, said

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"…My mentor is not very supportive but other qualified teachers help me with moral support when the going gets tough. They often give me encouragement that I would definitely pass if I kept on working hard. Their encouragement gives me hope whenever I feel like giving up and I would rise up and put more effort in my work. Some would give me stationery and their assistance makes it easier for me to do my work as a practising teacher. I am looking forward to

making it in the Teaching Practice examinations because of the support I am getting from the qualified teachers at the school" ***(Dataset 1: Muzi).***

The participant seems to have a mentor supervisor who is not willing to assist him but seems to be getting help from the other members of staff at the school, from whom he gets material and the moral support that keeps him going. Most of the student teachers stated that the other members of staff counselled and encouraged them whenever they had challenges. The student teachers therefore appreciated the different forms of assistance they received from the members of staff during their practice.

Some student teachers practised in schools where the School Head showed some favouritism in the allocation of student teachers to mentors. As a result, those who were not given student teachers were somewhat jealous, and this leads to some conflict among the staff. In such cases, those teachers who were not chosen as mentors were unwilling to assist the student teachers and they would stand aside and laugh when they saw them struggling during their practice. Two of the student teachers indicated that they did not get much help from the other members of staff, and that those members of staff who were not friendly to their mentors also showed a negative attitude towards them. Joyce, for example, made the following observation:

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"…My mentor is always privy to all the information that comes to the school because she is a close ally to the head. She is given the first preference in all the things that are beneficial to the members of staff. As a result, the other members of staff are not happy to have her around. When we got to the school, she was the first to be allocated a student teacher. The other

members of staff are not friendly to me as they think that I would tell her what they would be discussing about her. They prefer to keep their distance and so it is difficult for me to ask for any assistance from any of them. I have also learnt to keep my distance" ***(Dataset 1: Joyce).***

Joyce seemed to have received negative treatment from the other members of staff because of the relationship between her mentor and the other teachers. Such students do not benefit from the services of the other qualified teachers because of the conflicts that took place in their schools of practice.

The administrators said they assist the student teachers by providing stationery that they use to make their media and class records. One of the heads, Mr Shoko had this to say,

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"…Whenever we buy stationery as a school, the first people we think of are the student teachers, because we know that they need it and they would put it into good use. They need counter books for their Schemes of Work, exercise books for their class records, writing paper for their daily lesson plans and manila sheets for their charts and for preparing other media for the lessons. We do provide all those things so that their practice becomes easier" ***(Dataset 2: Mrs Chirwa).***

Mrs Chirwa's statement suggests that the student teachers are given preference when it comes to the distribution of stationery at that particular practising school. This helps them as they scheme, plan for their lessons and prepare their media. Those who have the means said they allow the student teachers to use the computers at the school to type their lesson plans and prepare their media. The administrators said they also

organise staff development programmes which contribute to the student teachers' professional growth. One of the School Heads, Mrs Sibanda, said that she holds sessions with the student teachers by themselves, enabling them to share experiences with student teachers from other colleges who were practising at the same school.

The mentor supervisors said they supported the student teachers in different ways. At the onset of their practice the mentor supervisors indicated that at times they advised student teachers on how to conduct themselves and dress professionally. Some said that they give the student teachers their own stationery to enable them to carry out their work. Others said they give moral support and counselling when necessary. Mrs Tazviona said that at times, student teachers have some family or work-related challenges that affect their practice. The mentors said they provided counselling assistance if the student teacher opens up on what is affecting them. At times they give moral support when student teachers find the going tough during their Teaching Practice. One of the participants, Mrs Chirwa, said

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> *"…At times, life becomes difficult for those students who fail to cope with the pressure of balancing their Teaching Practice with the college assignments and co-curricular activities at the school. Once the student fails more than twice when supervised by the college lecturers, they tend to give up and consider quitting their teacher training. In such cases, it takes the support of the mentor supervisor, the school administration, the other qualified teachers and colleagues for the student teacher to stand and put more effort in their work. If*

they do take this support positively, they usually pick up and improve their performance" ***(Dataset 2: Mrs Chirwa).***

Mrs Chirwa believes that student teachers need the support of their mentors, colleagues, administration and the rest of staff especially when they get discouraged. With this kind of support, the students feel encouraged and improve on their practice. The mentor supervisors said they also assist the student teachers with physiological needs including food provisions. There are student teachers who find it difficult to get these basic needs and this affects their performance even in the classroom. The mentor supervisors said they assist them when necessary so that they can make ends meet. Of note in this category are repeating students, who are no longer getting allowances from the government. They usually fail to get funds to meet their basic needs and the mentor supervisors said they sometimes make contributions to assist these students whenever they can.

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Generally, student teachers seemed to be getting assistance from the other members of staff even when they were not getting much assistance from their own mentors. Student participants seemed to appreciate the assistance they got from the other qualified teachers in their schools of practice. However, there were some who did not get assistance from the other teachers because of circumstances that were not of their making. This highlights the need for mentors to have a good working relationship with their colleagues so as to ensure their support. It was unfortunate that the mentor's working relationship with colleagues also affected the student teacher under their mentorship.

The supervisors acknowledged that they offered assistance to student teachers during their practice. They said they assisted with material things and provided moral support and counselling where it was needed. The student participants and supervisors were in agreement when it comes to the assistance given to student teachers. The supervisors did not bring out the fact that at times they did not assist student teachers because of conflicts amongst themselves. That assertion only came from the student teachers.

4.10 THE STUDENT TEACHERS' RELATIONSHIP WITH THEIR SCHOOL SUPERVISORS AS WELL AS THEIR EXPERIENCES DURING THE SUPERVISION STAGE OF THEIR TEACHING PRACTICE

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The twelve student teachers who were supervised daily by their supervisors seemed to have a good working relationship with their mentor supervisors. The participants said that they benefitted considerably from their mentors because they were free to discuss with them and even ask for help whenever necessary because of the good working relationship. Monica, for example, stated

> *"…The welcome I got from my mentor was wonderful. She was motherly and easy to approach such that I could ask her for anything at any time. She was willing to assist me whenever she saw it necessary even without me asking for assistance. I was not sure of what to do when I first got to the school but she was so full of understanding and could even sense that something was wrong without me saying anything. She came to my rescue in so many situations. She was professional in her approach and let me say I was well groomed by my mentor supervisor"* ***(Dataset 1: Monica).***

Monica seemed to have a good working relationship with her mentor and felt free to consult her at any time about anything that was of concern to her. The student teachers such as Monica who had friendly supervisors said they benefited a lot from the good relationship with their supervisors. They were able to develop a good working relationship with their mentors because they were always available and they spent most of their time together. They contributed to their professional development, from lesson preparation to presentation, evaluation of work, class management, record keeping and in sporting activities. The student teachers, in turn, showed respect to their supervisors and went out of their way to see to it that they reciprocated the assistance given by helping their supervisors whenever they could. They indicated that they took an active part in sporting activities and made a point of carrying the school flags high by producing good results. Owing to the supervision they got in the schools, they were able to grow into effective teachers and to perform well during their Teaching Practice. The schools benefited also from the efforts put by the student teachers and this strengthened the working relationship between the students and their supervisors.

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Those whose supervisors were not available felt that there was a distance between them and they were afraid to approach their supervisors even if they had a need or a problem. The student teachers felt that their supervisors did not care about them and they were not concerned whether they were benefitting from their practice or not. One of these student participants had the following to say:

> *I do not think that the School Head offered us a place to practise at the school so that we could be groomed into professional teachers. He just*

wanted to use us to cover up for the lazy teachers and those who have other duties to perform in the schools. Qualified teachers are too lazy to take up the co-curricular activities and so at times we are used to cover up for the gap. ***(Dataset 1: Butho)***

Such students in turn became somewhat resentful towards their supervisors and stated that they did not enjoy their Teaching Practice. They were some, however, who did not retaliate to the bad reception they received and whose working relationships did improve when their supervisors realised that they did not retaliate even when badly treated.

Asked about the challenges they experienced during the supervision stage of their Teaching Practice, most of the student teachers stated that they were affected by the economic situation in the country. Their allowances were cut by more than fifty percent and so it was difficult for them to make ends meet. This mainly affected those who practised in the urban areas and had to board buses to and from work. To supplement their earnings, the student teachers said they had to turn to vending after school and this affected their work as they did not have enough time to prepare for the following day's lessons. Some had to cross borders during weekends to order the goods that they sold for their upkeep and that of their families. The worst affected by this move were the male student teachers, especially those who had families to fend for. Most of the ladies were supported by their husbands while they concentrated on their school work. One male student said

"I had to work as a security guard overnight and went to school during the day to supplement my allowance. The extra money helped me to take

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care of my family, but this greatly affected my performance and I almost failed my Teaching Practice Examination. I had no time to rest and prepare for the next day's work. I had no choice, even though I knew that it was an act of misconduct". ***(Dataset 1: Muzi)***

An additional challenge was that the government also suspended the employment of new teachers, such that student teachers had to deal with large classes. Those teachers who went on retirement were not replaced and their classes were shared among the other teachers in that particular grade. As Tanaka stated,

"…During my third term of practice one of the grade five teachers fell ill and went on indefinite sick leave. Her class was divided into the other grade five classes and the class I was attached to was given extra twenty-five pupils on top of the fifty we had in our class. It was very difficult for me to manage a class of seventy-five pupils, not to mention preparing teaching and learning media for them as well as marking the large volumes of exercise books after giving them written work. This was a challenge for me and for some time I struggled to cope with the extra load. My grade fell when I was supervised due to the pressure of work and failing to control the class well. The extra load made it difficult for my mentor to supervise me as often as she used to do" ***(Dataset 1: Tanaka).***

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Tanaka's performance was affected by this government freeze on replacing ill or retired teachers. He had difficulties in coping with the extra work that was created by this move. Quite a number of student teachers were affected by this move by the government. Another participant, for example, said that when his mentor reached his retirement age, he had to practise alone up to the end of his attachment. Having been

used to a situation whereby the student teacher shared the teaching load with the mentor, it was difficult for him to cope on his own. This also affected his supervision as he had to wait for the supervision by the school administration, and this took place after a long period. When he had a mentor, he was supervised on daily basis. Without anyone to keep a close eye on his work, he would sometimes come to school without lesson plans. His records were also lagging behind since there was no one to check on them all the time and he relaxed. He also indicated that he had a lot of work to do than he used to when he had a mentor. As a result, his work had deteriorated and he did not score a good mark when he was examined.

The third respondent who was affected by this predicament said that he was moved from his class and was given the class which belonged to a teacher who had gone on maternity leave for three months and had not been replaced. The student teacher had to operate without a mentor for the three months and no one supervised him during that period. This lack of supervision made his performance to go down when the lecturers supervised him. He said that whenever the lecturers visited the school, the class teacher next door would quickly move in as if she was the mentor and then go back to her class as soon as the lecturers left the school.

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Those student teachers whose mentors did not supervise them often found this as a challenge because they lacked the guidance that their colleagues whose mentors supervising them benefitted from. These students said that they did not learn much during their Teaching Practice because they were hardly supervised and corrected whenever they made mistakes. At times, supervision would occur right at the end of their practice and that did not benefit them much. They indicated that those who got a

lot of supervision within the first two terms of their practice benefitted from the exercise and as they moved on they were better focussed. The lack of constant supervision was therefore cited as a serious challenge to most of the student teachers interviewed. The respondents also cited lack of feedback or delayed feedback as a serious challenge because the supervision was pointless if the supervisor did not discuss the outcome with the supervisee and they did not know what their short comings were and which areas needed improvement.

Some participants indicated that another challenge during supervision was that the supervisors tended to be fault finding, and did not mention the good things they observed as the student teachers presented their lessons. The student teachers found this focus on what they had done wrong very discouraging. One student teacher said that his mentor would stop him in the middle of the lesson and correct his mistakes right in front of the pupils, who would in turn laugh at him. The student teacher found this humiliating and said that it made him lose confidence. Another said some mentors would introduce the mentee as a student to the pupils, who would in turn fail to accept him/her as a teacher and not treat him/her with respect. This was a challenge as the pupils would not take instructions from the student teacher and he/she would have problems in controlling the class, especially when he/she was being supervised.

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Most of the student teachers indicated that their mentor supervisors placed an emphasis on the subjects that were examinable and ignored the rest of the subjects, especially the practical subjects. The student teachers said this was a challenge to them since the college expected them to teach all the subjects as they appeared on the timetables and yet the mentor supervisors would deny them the time to take pupils

for those subjects. The students said that they were sometimes found by college supervisors with inadequate lesson plans for subjects such as Physical Education, Music and Art and Design. The mentor supervisors did not take these subjects seriously since they were not examined and preferred to teach English and Mathematics instead. The student teachers found this as a challenge especially when they were supervised by college supervisors or examiners who expected them to teach the subject on the timetable. Pupils became excited when they were taken out for a Physical Education lesson after a very long time, and it would not be easy to control them in front of a visiting supervisor. The resultant lack of practice in presenting the practical subjects greatly affected the result of that supervision lesson. Asked how they had to overcome the problem, some student teachers said they had to cover these practical subjects at the end of the day or tell pupils to come early so as to cover work in practical subjects.

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The Early Childhood Development (ECD) student teachers revealed that they had challenges with some of their mentors, who were not qualified to teach those classes. Most of the ECD classes in schools are being taught by para-professionals and untrained teachers. Some ECD student teachers were attached to those teachers who were not even sure of how to handle the classes. These teachers would actually be learning from the student teachers instead of the student teachers learning from them! Those mentors found it difficult to supervise the student teachers as they lacked the expertise and confidence to do so. In such situations, student teachers said they would only benefit from the supervision by the Teacher-in-Charge, but in most cases, the administrator would only visit them occasionally. For student teachers in some

rural schools, an additional challenge was that their practising schools did not have the necessary infrastructure for the ECD classes. The student teachers indicated that they therefore had to improvise to make their lessons successful.

The student teachers who were practising in private ECD centres had also challenges during the supervision stage of their practice. At times, the expectations of the colleges were different from those of the directors of the private institutions. If the student teachers followed the requirements of these institutions, they were criticised by their college supervisors and if they followed what they were taught at colleges, their supervisors at the institutions gave them low marks. This was a challenge to the student teachers, who ended up requesting to be moved from the private institutions.

Some participants, furthermore, expressed the view that the introduction of the revised curriculum was another challenge to the student teachers. The mentors were not sure of how to go about the changes that were being introduced and so the student teachers could not get the necessary guidance from them during the supervision stage of their practice. It was a question of the blind leading the blind and a process of trial and error for both the supervisor and the supervisee. The supervision process became difficult if the supervisor was also not sure of what was to be done. To make matters worse, there was lack of textbooks for the revised curriculum when it was introduced and so student teachers had challenges in getting content to teach.

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A few participants, however, stated their practice and supervision had gone smoothly without any challenges whatsoever. Their schools were well resourced and they were well supervised by both their mentor supervisors and the school administration. For

them, Teaching Practice was an enjoyable period where they were well groomed and they managed to attain distinctions. Those still on practice from this category of student teachers indicated that they were also expecting to attain distinctions as they were not facing any challenges during their supervision.

When the supervisors were asked on the challenges that they encountered in supervising student teachers, one of the participants from the mentor supervisors said that they faced challenges because the colleges were not playing their part well. Mr Moyo, for example, noted that

> *"…When the students come from colleges, they say they do not know anything and expect the mentor supervisors to teach them everything. This shows that the colleges do not fully prepare student teachers for practice before they deploy them. They look forward to the mentors to show the student teachers how the work is to be done. The colleges need to play their part and fully prepare the student teachers for practice so that we only supervise them instead of teaching them how to do their work"* ***(Dataset 2: Mr Moyo).***

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Mr Moyo felt that the student teachers were not well prepared at their colleges for practice and relied on the mentor supervisors to do so. To overcome this challenge, the mentor supervisors suggested that the colleges should do their part in the training of students and make sure that they are fully equipped for the tasks that they would be expected to carry out in schools. The mentor supervisors also welcomed the changes brought by the ministry in the training of Primary School teachers, whereby the programme had been changed from the 2:5:2 to 3:3:3model as from 2018. This meant that students would now be at college for the initial three terms, then go for Teaching

Practice for three terms and then go back to college for the last three terms. Students would now be spending more time in colleges than in schools and mentors believed that this would give students more contact with their lecturers, and would hopefully be better prepared for Teaching Practice.

Another challenge mentioned by the mentor supervisors was that some student teachers were lazy and did not do their work. Mrs Nhamo actually felt that some had no passion for teaching and only came for training so that they could get employment in these hard times. Others seemed to have been forced by parents to join the profession when they did not have any interest in it. The mentor supervisors said it was very difficult for them to supervise such students because they were not self-motivated and needed to be pushed throughout their Teaching Practice in order to pass the course. The supervisors said it was a challenge to supervise someone who needed to be followed all the time. To overcome this challenge, they suggested that colleges improve on the way they select students for teacher training and they devise a system of ensuring that those to be deployed for Teaching Practice were well prepared and equipped for this.

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The other challenge raised by the mentor supervisors was that some students would not take advice from them, as they thought that mentors' ideas and practices were out-dated. As a result, they would refuse the mentor's suggestions and say that they were not in keeping with what they had been taught at college. Mentors found it difficult to work with such students and ended up letting them do what they want. They said that these were the students who tended fail when examined and the student's failure became the mentor supervisor's failure too. They said the administration would see

them as failures and in some cases; they would not be given student teachers to supervise again. They also indicated that the working relationship between such students and their mentors was always strained as they would be pulling towards different directions. They said some students were naturally lazy and failed to cope with the workload in the schools. Mrs Nyathi, however, felt that mentor supervisors should not give up on such student teachers. They needed to keep on counselling and encouraging them to work harder. Through counselling, some would change their attitudes towards their work and take it seriously.

Some supervisors stated that some student teachers did not welcome constructive criticism. When the supervisor commented on things that were not done well, they felt belittled and they took the criticism badly. The supervisors said such students therefore failed to benefit from the comments given by the supervisor and continued making the same mistakes. They said student teachers needed to know that they were undergoing a learning process and accept the criticism from supervisors in order to improve in their practice. A change of attitude in this case could therefore help such student teachers to take constructive criticism positively. One of the participants pointed out that perhaps the supervisors should also make their criticism in an encouraging manner. Mrs Chirwa, for example, said

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> *"…Some supervisors do not discuss lesson presentations with students in a friendly atmosphere. They never mention the good things they observed but they just see the negatives only and this discourages the student who will view the supervision process as a fault-finding mission"* ***(Dataset 2: Mrs Chirwa).***

Mrs Chirwa felt that at times student teachers took criticism badly because of the way the supervisor approached the discussion of the observed lesson. Student teachers needed to gain encouragement from the positive aspects of their presentations and the negative ones should be approached in an appropriate manner.

The administrators said they generally did not have challenges with student teachers save for a few who did not follow instructions, did not comply when they were instructed to bring their records to the School Head's office and were difficult to supervise. The administrators said that they had a large staff body to supervise so it was difficult for them to keep on following those who did not comply when an instruction was issued. They said all the efforts made by the school were for the benefit of the student teachers and they therefore needed to be cooperative so that their supervision went smoothly. The administrators also mentioned the issue of absenteeism, indicating that the student teachers would not attend lessons without seeking the necessary permission from the School Head. A few of them would come to work drunk and fail to discharge their duties. They stated that they often sent such student teachers back home and tried to give counselling when they were sober.

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Based on the data collected from the student teachers, it is clear that they faced certain challenges during their Teaching Practice. Some were due to the kind of supervisors they are given and the attitude of these supervisors towards the supervision of student teachers. Most of the challenges were related to the economic situation in Zimbabwe and government policies. Schools could not provide solutions to such challenges, although they seemed to assist whenever they could.

From the viewpoint of the mentor supervisors, the challenges were related to the student teachers' attitudes towards their work, bad behaviour and lack of proper grooming of students by colleges before their deployment to practising schools. The other challenge stated by mentor supervisors is that of the student teachers' attitudes towards and failure to take advice and positive criticism, which was intended to contribute to their professional growth.

4.11 WAYS IN WHICH PARTICIPANTS THINK THE SUPERVISION OF STUDENT TEACHERS IN ZIMBABWEAN SCHOOLS CAN BE IMPROVED

The majority of the student teachers interviewed felt that their supervision could be improved if the school administration did not have ulterior motives when taking in the student teachers to practise in their schools. These students felt that some School Heads took in student teachers so as to take advantage of them. These were the schools where students were not supervised at all nor groomed to become effective teachers, but where, the participants said that the school administration took in students to take care of their classes while they concentrated on administrative duties. Other student teachers said that the students were taken in to fill in vacant places in the schools or to cover up for the lazy teachers or to help out with co-curricular activities. The interviewees said that if the school administrators really understood the reasons why the student teachers were deployed to schools for Teaching Practice, they would improve the way they were supervising them. The correct attitude by the school administrators would improve the supervision process, as they would focus on grooming the students into effective teachers that the country needs. The participants

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felt that the school administrators should therefore take it upon themselves to ensure that the student teachers were well supervised and play an active role in the supervision process.

The student teachers felt that if school administrators had the correct attitude, they would be able to select the best mentors for the mentees. Students felt that they needed good role models if they were to benefit from their mentor supervisors. They believed that student teachers should be attached to hard working mentors, who would ensure they worked hard and strictly supervise them to ensure good results. As Tinashe said,

> *"…If a student is attached to a no-nonsense supervisor, they tend to work hard also to maintain the good working relationship. I had the privilege of being supervised by two mentors during my practice. The first one was lazy and did not care what I was teaching the pupils as long as they were occupied. I also adopted the laissez-faire attitude he portrayed and worked as a person who had no supervisor to ensure work was done. My second mentor was a hard worker and supervised me every day from the planning to the presentation of lessons. I realised that for me to have a good working relationship with my mentor, I had to pull up my socks and make sure all my work was in order. This kind of supervision assisted me to do well in my Teaching Practice."* ***(Dataset 1: Tinashe).***

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Tinashe's statement reveals that he did not put much effort when he worked with the first mentor who did not supervise his work. His attitude towards work changed when he was attached to the second mentor, who was a hard worker. This forced him to put

more effort in his work so as to meet the requirements of his second mentor. This participant felt that the supervision of student teachers could be improved if all the student teachers were attached to mentor supervisors who were self-starters and hard workers. In most cases, such mentor supervisors closely monitored the performance of the supervisees so that they did not adversely affect the performance of their classes. The other participants supported the notion that supervision could be improved if student teachers were attached to the best mentors in the school. They felt that with the assistance of effective administrators, the supervision would achieve the intended objectives.

One of the student participants said that the responsible ministry was also not supervising the qualified teachers, most of who have taken a back seat and let student teachers do the work for them. If the qualified teachers themselves were supervised more often by their supervisors, they would work even harder and in turn supervise the student teachers appropriately. It was also noted that School Heads needed to demonstrate their competence because the experience of student teachers was dependent on the school environment. The participants said that students should be given enough support by the schools in the form of workshops, outreaches and staff development. They also said mentors should also allow student teachers ample time to interact with the pupils while teaching all subjects so that they would be confident when being supervised teaching any subject.

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The ECD student teachers felt that their supervision could be improved if they were mentored by qualified ECD teachers rather than para-professionals. Another student participant felt that the supervision of student teachers could be improved by ensuring

that there was adequate infrastructure in the schools, especially in the ECD classes. This would enable the student teachers to practise with ease and produce better results. The participants stated that the condition of the infrastructure in some schools hindered their progress as they failed to perform to their fullest potential. The participants said that it was easier for students to produce good results when they worked in well-resourced schools, which could provide stationery and technological gadgets that facilitated their work.

The student participants called on the government to improve the working conditions of the qualified teachers so as to motivate them to work. Most of them seemed to be demoralised and the student teachers thought that could be one of the reasons why some of them were not eager to supervise them. The participants felt that even the offer of incentives to mentors could boost their morale to supervise the students.

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The student participants also felt that some mentors lacked the supervision skills and were not sure of what was expected of them. As Elizabeth commented,

> *"…Mentors need to know of their role before they are given student teachers to supervise. Mentoring workshops should be done to improve their mentoring and supervision skills. These will also enable the mentors to ensure that they establish a good working relationship with the student teacher. The supervision of student teachers can be improved if the supervisors know what is expected of them"* ***(Dataset 1: Elizabeth).***

Elizabeth felt that some mentor supervisors did not know what was expected of them as far as the supervision of student teachers was concerned. She suggested that workshops be held for the mentors or they be oriented before they are given the task

so that they do it from an informed perspective. She thought that if the mentors knew what they were expected to do, then the supervision of student teachers could be improved.

Another participant said that student teachers should be well equipped to be able to handle pupils and how to teach all the subjects. Joel felt that colleges should fully prepare student teachers before they were deployed into schools. The participant said that some things were left for the schools to do and yet colleges could fully equip the students before deployment to ensure effective supervision. Most of the student teachers felt that the colleges did not fully prepare them for practice, making it difficult for them if they were attached to mentors who were not keen to assist them. One participant even suggested that the colleges needed to say how many times the students should be supervised during a term and then ensure that this is done by the schools. This would force the schools to supervise student teachers more regularly than what was happening in some schools.

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One of the supervisor participants said that the supervision of student teachers could be improved if the colleges had a good working relationship with the schools. Mr Moyo, for example, pointed out that

> *"…The colleges should maintain a good working relationship with the schools such that they inform the schools of all changes that take place. We need to be of the same understanding as we supervise the student teachers together. There are cases where you think you are giving good advice and when the lecturer comes, they reverse what you would have told the student. We need more of those mentoring workshops so that as the school supervisors we are*

aware of what the colleges want us to do as we supervise the students. If ever there are any changes, we need to be aware of those so that we do not confuse the student teacher" ***(Dataset 2: Mr Moyo).***

According to Mr Moyo, the colleges were not giving the school supervisors enough information for them to supervise the student teachers as the colleges expected. He felt that the schools should be informed of all the changes that took place so that all supervisors gave the student teacher the same advice. Giving conflicting ideas as supervisors was confusing for the student teacher. Concurring with this participant, the mentor supervisors said that they were just given student teachers to mentor and supervise and yet no one took time to teach them how to do this. They said during their own training, they were not trained to supervise and yet they were being given students to supervise. They felt that they needed to undergo some kind of training in supervision if they were to carry out supervision well. They suggested that supervision could be improved if supervisors were trained on the process of supervision and if colleges made them aware of their expectations.

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Miss Tembo, another participant, felt that colleges needed to give student teachers more practice on lesson delivery in the form of peer teaching so that when they were deployed to schools, they were more confident. The respondent noted that when students start their Teaching Practice, they were nervous and unsure of the content they want to teach. She said more practical lessons practised at college could assist the students in confidently presenting a lesson with sufficient content. The participant said that the supervision of student teachers would be easier for the mentor supervisor if student teachers had sufficient content and were sure of what they were doing.

Colleges needed to play their part in grooming the students for the practical aspects of Teaching Practice rather than focussing on theoretical aspects. They said student teachers should at least come to schools equipped with the knowledge on how to tackle some of the activities to be done during their Teaching Practice.

Mentor supervisors expressed the view that the supervision of student teachers could be improved if the college lecturers and the school administrators could support the mentor supervisors' efforts in supervising the student teachers. They complained that sometimes colleges left the student teachers under the supervision of schools for a long time without them visiting the schools. At the school, some administrators also did not supervise the student teachers, who were left under the supervision of the mentor supervisors alone. The mentor supervisors said the supervision of student teachers could be improved if it is shared among the mentor supervisors, the school administrators and the college lecturers, and if all the stakeholders could effectively play their respective parts.

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The mentor supervisors also said supervising the student teachers was an additional load to their everyday work and yet the government did not recognise their effort in the teacher training programme. They felt that they were being used to train the student teachers although they had nothing to gain from the exercise. These participants said that if they were given some incentives for their services, perhaps they might be better motivated to improve on their supervision of the student teachers. As Mrs Tazviona noted,

> *"…If the government could recognise and remunerate mentors, they would put effort in supervising and mentoring the student teachers. Teachers do put on*

effort in the work that benefits them at the end of the day. Once they are given money teachers would do the work perfectly well" ***(Dataset 2: Mrs Tazviona).***

The participant felt that if the school supervisors were paid for their part in supervising student teachers, they would put on effort in the exercise. They felt that there had to be some form of recognition for their effort. The mentor supervisors said that some of them were not putting maximum effort in supervising student teachers because they had nothing to gain from the exercise. They unanimously agreed that the supervision could be improved if some incentives were given for their effort.

The school administrators placed their focus on the student teachers themselves, noting that their supervision could be more meaningful if the student teachers had their priorities right. They said to complement the effort that the school made to see them succeed in their Teaching Practice, student teachers needed to be more focused and have the correct attitude towards their work. They said their supervision could only be improved if they, in turn, took their practice more seriously and had a positive attitude towards their work. They also echoed the idea that collaboration between the schools and the colleges was necessary if the supervision of student teachers was to improve. They felt that colleges should not dump their students in schools and leave them for a long time without college supervision. The two institutions needed to work together for the benefit of the student teachers.

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The student participants, meanwhile, felt that their supervision could be improved if schools accepted them and groomed them to become effective teachers instead of using them to cover up for lazy teachers or those who had other responsibilities in the schools. They also felt that the qualified teachers needed to be supervised constantly

so that they did their work instead of handing their classes over to the student teachers. They thought that if they were attached to the best teachers in the schools, their supervision was likely to improve and also called on the government to improve the working conditions of qualified teachers so as to motivate them to work.

The supervisors felt that they needed to be remunerated for their role in teacher training. The mentor supervisors called on the college supervisors and school administrators to complement their efforts by doing their part in supervising student teachers. They also said the student teachers themselves should take their training seriously and put effort in their work.

The two groups of study participants were in agreement in that the colleges should fully prepare the students for Teaching Practice before they deployed them to schools. They both felt that there was need for the school supervisors to be trained in supervision as some of the supervisors are not sure what was expected of them. If more mentoring workshops could be organised by the colleges it was possible that the supervision of student teachers could improve. They agreed that giving incentives to the qualified teachers could improve the way student teachers were supervised in schools.

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4.12 CHAPTER SUMMARY

This chapter has presented and analysed the data that was collected from the student teachers who are\were practising in the urban schools, peri-urban and rural schools as well as from their respective mentor supervisors and school administrators. The

student teachers interviewed were drawn from a particular college in Harare. The data presented was collected through interviews conducted on the supervision of student teachers in Zimbabwean primary schools. The participants also brought out the challenges encountered during the supervision process and also came up with suggestions as to how the supervision of student teachers in schools could be improved. The data presented will be discussed in the next chapter.

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CHAPTER 5

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

In the previous chapter, data collected from the participants was presented and analysed. In this chapter, the findings are discussed in detail, linking them with the literature review and the theoretical framework. The findings that emerged from the responses of student participants are discussed first under each theme, followed by those obtained from their supervisors. The supervisors are divided into two groups: the mentor supervisors and the school administrators.

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5.2 MULTIPLE PERSPECTIVES OF STUDENTS ON SUPERVISION

When asked about what they understood about the term supervision, the student teachers had three ideas of supervision. The first one is that of supervision in general, which was indicated by ten of the eighteen student teachers. These participants saw supervision as a general assessment of work done by someone so as to see if the work has been done correctly. This is in line with the definition given by Mavundutse, Chivore and Luthuli (2014), who state that supervision is management by overseeing performance or operation of a person or a group whereby the supervisor watches a person or an activity and makes sure that everything is done correctly and safely. For the supervisors to be able to oversee the operation of the supervisee, they need to be available, both physically and mentally so that they see everything that takes place

during the supervision process. That way the supervisor is able to correct any mistake that takes place.

One of the participants, Chipo, noted that supervision is the process of assessing or evaluating someone's work, highlighting the strengths and weaknesses for the perfection of the work that is being assessed. Her definition of supervision is supported by Lindhard, 2008 in Mapolisa and Tshabalala (2014), who posits that one of the primary responsibilities of trained teachers in the supervision of student teachers is to give guidance relating to the immediate challenges faced by the mentee. Looking at the supervision of student teachers, one would say that it is the assessment of their daily work so as to establish if things are being done in the correct way or as expected. If not, then the supervisor has the responsibility of assisting the supervisee to do the work as expected. One participant even suggested that the supervisor needs to be an expert in the area if the supervision process is to be successful. One would, therefore, say that these participants' understanding of supervision is relevant to the current study as it is based on the supervision of student teachers who are in the process of learning how to teach and be groomed into becoming effective teachers. The participant's understanding of supervision was not closely related to educational supervision, which is the thrust of the current study. Educational supervision does not take the general view of supervision but applies it within the school set-up, where education takes place. It is the supervision of teachers in the school set up. Student teachers form part of the teaching staff when they are on Teaching Practice in schools.

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The second perspective of supervision which was provided by five of the interviewees was that of the assessment of teachers' work by the school administrators. This view takes supervision even closer to the current study, as it is associated with educational management leading to professional growth of those being supervised. Quite a number of authorities cited in this study defined supervision in line with this perspective. These include Mhlanga, Wadesango and Kurebwa (2012), who posit that supervision encompasses interaction between a supervisor and supervisee to facilitate the professional growth of teachers and effective teaching. Where the supervision of student teachers is concerned, emphasis is in grooming them into effective teachers and their professional growth is of great importance. If the student teachers are well groomed, they will be able to perform their work better, as asserted by Wadesango (2009), who contends that the supervisor works with the supervisee to improve instruction. This is in line with Musa's understanding (Database 1) that supervision is the assessment of someone by one of the school administrators to see if they are performing their duties as expected.

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Two of the remaining student teachers gave the third idea of supervision, which they associated with the supervision of children's work in the classroom situation. From their understanding, the teacher needs to supervise the pupils as they learn so that they are able to reflect and evaluate their performance during the presentation of their lessons. Indeed, this is part of the teacher's work. Student teachers are also required to supervise the pupils that they teach to ensure that learning is taking place. This understanding matches the definition given by Ndebele (2013), who states that supervision consists of all the activities leading to the improvement of instruction. As

the school administrators observe the student teachers present their lessons, they also check how they manage the pupils' learning process. If the pupils are not well supervised by the teacher, the learning process is interrupted and pupils do not perform to their best. This kind of supervision is therefore important, but differs from that which forms the object of this study in the sense that the student teacher, in this case, acts as the supervisor and not the supervisee. To put these participants into the correct thrust of the current study, the researcher had to explain that the supervision of children's work was indeed part of their work but in this study, emphasis is on their own supervision by their mentors and the school administration. This is in agreement with the definition given by Bernard and Goodyear (2004), who posit that supervision is an intervention provided by a senior member of a profession to a more junior member with the purposes of enhancing the professional functioning of the more junior person; monitoring the quality of professional services offered to the clients. In the case of the student teachers, the pupils they teach are the clients and so the supervisors have to see to it that they are attended to well by the teachers. The current study sought to find out if they, as student teachers, are getting that kind of supervision from their school supervisors.

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The three perspectives of supervision were well summed up by the last two participants, who combined the three ideas in their understanding of supervision. Based on the definition given by Stella(Dataset 1), one can say supervision is broad and can take different forms. Supervision in this perspective can be applied in different areas of people's lives including, of course, the classroom situation where we find the student teachers, who are targeted in the present study. Generally, all the student

teachers showed that they understood what supervision was all about. It was important for the researcher to make sure that the participants understood what she was talking about before getting deeper into the interviews.

The mentor supervisors brought out two dimensions of supervision, that of supervision in general and that of the supervision of student teachers on Teaching Practice. They mainly understood supervision as assessing, managing, watching and directing someone performing a task so as to see if the task is being done as expected. To do this, the supervisor has to be available and pay attention to every detail of the performance so that they can assist or correct the supervisee if things are not being done in the expected way. This assertion agrees with the definition given by Sidhu and Fook (2010), who contend that supervision is observing, nurturing and giving feedback to the supervisee as they perform a task. The supervisor has to observe the supervisee in action to be able to assist or nurture him/her, resulting in professional growth if they follow the direction of the supervisor. This is of great importance in the supervision of student teachers on Teaching Practice. They are sent to the schools so that they learn how the teaching is done practically. Therefore, they need supervisors who will closely monitor and nurture them as they grow professionally.

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The School Heads mentioned the supervision of teachers as well as the student teachers, as they are part of the staff they supervise in the school. Their understanding of supervision is in line with the definition given by Burton, Carper and Wilburn (2011), who state that supervision includes efforts taken by the principal to support teachers, provide resources, including professional development so as to facilitate teacher improvement. The School Heads are the principals in their schools

and they need to support teachers, including the student teachers practising at their schools. They need to provide the resources and ensure that professional development is taking place through staff development programmes so that there is improvement in the way the teachers perform their duties. If the School Heads understand supervision from this perspective, they should be able to assist the student teachers to grow in the profession.

From the responses given by student teachers, mentor supervisors and the school administrators, the researcher was satisfied that all the participants understood the meaning of the word supervision since their understanding was in line with the definitions given by some authorities. Satisfied that the participants were on the same footing with her, the researcher then proceeded with the interviews.

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5.3 DYNAMICS OF STUDENT TEACHER SUPERVISION DURING TEACHING PRACTICE

The dynamics of student teacher supervision during Teaching Practice include the beneficial experience that students get by being supervised and assessed by the school supervisors. These help to groom student teachers into efficient teachers by the time they complete their training. The supervision begins with drawing up Schemes of Work for each term, which is used to come up with detailed lesson plans for each day. The lesson plans are used as a guide as they present their lessons for the day. It is important to come up with the detailed lesson plans if the student teachers are to present well-sequenced lessons The supervision of the lesson planning is important a sit has been observed that at the onset of their practice most of

the student teachers find it difficult to come up with the lesson plans. At times, the content planned for a lesson becomes too much for the allocated time and in some cases, the content is completed before the given time. It takes an experienced teacher to gauge the amount of content to be presented in the allocated time. Hobson, Ashby, Malderez and Tomlison (2008) posit that mentors support a novice or less experienced practitioner to develop expertise and facilitate their induction into the culture of the profession. The student teachers therefore needed to be assisted and guided by their mentor supervisors in coming up with relevant, well-sequenced lesson plans.

Asked if they were assisted in coming up with their lesson plans the student teachers interviewed indicated that they wrote their lesson plans on their own. Two thirds of them noted that their mentor supervisors took time to go over their lesson plans every morning before they could deliver their lessons. Student teachers such as Tinashe acknowledged that when they started their Teaching Practice, they were not even sure how much content they needed to plan in keeping with the given time but with the supervision and assistance given by their mentor supervisors, they were able to develop into the kind of teachers who are able to produce high quality lesson plans. This is supported by the clinical model of supervision, which involves pre-observation conference, which is the first stage of the clinical supervision model proposed by Goldhammer (1969), the planning with the teacher stage by Cogan (1973) and the planning conference by Acheson and Gall (1987). All these stages place an emphasis on assisting the supervisee to come up with a well-prepared lesson plan. In clinical supervision, the supervisee comes up with his/her lesson plans. The supervisor would

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then discuss the upcoming lesson with the supervisee, who in turn rehearses the lesson to be presented. In other words, the supervisor comes to understand what is in the mind of the supervisee and the two work on the plan together to make sure that the lesson comes out very well.

One of the participants, Tinashe (Dataset 1), indicated that the supervision of lesson plans assisted him in coming up with relevant introductions, Intended Learning Outcomes and conclusions. Mildred also acknowledged that discussions of her lesson plans made it possible to make corrections before she stood in front of the pupils. It is worth noting that the majority of the student teachers said that their supervisors took time to assist them in drawing up their lesson plans. Student teachers certainly felt confident standing in front of the class after ensuring that their plans were approved by their supervisors. One of the student participants, James, acknowledged that with the supervision of his lesson plans, teaching became enjoyable and his self-esteem was boosted.

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Student teachers whose lesson plans were supervised on daily basis noted that they quickly mastered the ability to draw up with good lesson plans, which enabled them to present their lessons well. Successful presentations were more likely if there was good preparation. Student teachers took their time to plan, knowing that the supervisors would ask for their lesson plans. If they knew that no one would ask for their lesson plans, the lazy ones would come to work without this very essential tool. Since student teachers are still learning, it is very important for them to prepare and rehearse their presentations beforehand as suggested in clinical supervision so that the lessons flow smoothly. This kind of supervision helps them as they plan for future lessons as

indicated by Mhlanga, Wadesango and Kurebwa (2012), for whom supervision encompasses interaction to facilitate the professional growth of the student teachers and effective teaching. It is indeed a learning process and the supervision helps them to master the process as they grow in the profession.

Some student teachers, such as Joel, revealed that their mentors did not check their lesson plans everyday but they checked them at least twice a week. If the student teacher knew that the supervisor would check the lesson plans, he/she would always be ready since supervision would not be on specific days. Random checking would keep the student teachers on their toes. Joel acknowledged that the supervisor helped him to come up with relevant media and appropriate teaching methods. All these factors positively contributed to drawing up good lesson plans. Once the student teacher was assisted on the most important features of a lesson plan at the onset of their practice, they were likely to retain what they have been taught and try to even improve on what had been learnt in the preparation of future lesson plans.

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If the supervision of the student's lesson plans to be effective, it involves thoroughly checking on the documents and coming up with suggestions on how to improve practice and correcting those areas that needed to be improved. If the lesson plans are just stamped without checking and discussions that are given as feedback, then no supervision has taken place. Three of the participants revealed that their lesson plans were just stamped without any evidence that the supervisors read them and there was no feedback to show the supervisees if there were any shortcomings in their work. Mhlanga, Wadesango and Kurebwa (2013) quote Eder and Harris (1999) as stating that feedback facilitates the professional growth of a teacher. For these student

teachers, the supervision rendered was of no use as no feedback was given to help them to improve on their practice. Ndebele (2013) posits that clinical supervision is used to assist student teachers as it involves a formative face-to-face interaction between the supervisor and the supervisee from the planning stage. For the student teachers in the current study who lacked that face-to-face interaction to discuss their lesson plans, the supervision process forced them to prepare the plans but the quality of the plans may have been compromised.

Ndebele (2013) quotes Katyuruba (2003) as positing that supervision enhances teachers' professional growth through the provision of feedback on classroom practices. If there is no feedback, then no learning has effectively taken place and there is therefore no change in behaviour. For student teachers like Trevor who knew that none of the supervisors read their lesson plans, planning was merely a routine they had to follow but they did not take time to draw up good quality lesson plans. Ultimately, the lesson plans did not benefit them much during the presentation of their lessons. It required a student teacher who was keen to perform well to strive to draw up high quality lesson plans even when he/she knew that no one was going to check their work. For the majority of student teachers, once they knew that their work would not be supervised, they would just make sure something was written for the supervisor to stamp. One of the participants, Elizabeth, stated that the lack of supervision of her lesson plans resulted in her failing to achieve her objectives when it came to lesson delivery, but it was easy to present the lessons if assistance was given during the planning stage.

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The lack of supervision of the lesson plans resulted in Tamuka failing his Teaching Practice as he would sometimes go to school without the lesson plans. This was never the case with those student teachers whose plans were well supervised and Tamuka acknowledges the change of attitude he had with his second supervisor, who checked his plans on daily basis. Tamuka's comments highlight the need for the supervision of lesson plans if the student teachers are to develop in the profession. This is in keeping with Abdulla's (2008) view that the supervisor is responsible for providing adequate support to the trainee for the development of their learning requirements and ensuring that appropriate training opportunities are available so that they acquire the necessary competencies.

Although some students indicated that they were not being supervised at all during the preparation of their lesson plans, the researcher noted that student teachers like Jane and Chipo showed that they were self-driven, which helped them to cope even under unfavourable environments. The student teachers showed that they had to make an effort to succeed having realised that the supervision they were getting was below standard. Chipo used her past experience as an untrained teacher to ensure that she succeeded in her Teaching Practice, although she felt that with proper supervision, she could have attained a better result. Jane had to seek assistance from elsewhere because she was also driven to succeed. While supervision is essential for the success of an individual, there is need for one to show interest in their work by putting in effort and seeking assistance where necessary. It was mentioned in Chapter Two that for one to succeed they should show interest in their work. Jane had to share

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ideas and experiences with colleagues who were being well supervised by their mentors and her self-motivation helped her to come up with meaningful lesson plans.

The mentor supervisors acknowledged that some let student teachers draw up their own lesson plans. They would then sit down with the student teachers and discuss these lesson plans, as proposed in the Original Clinical model of supervision (Pajak, 2003). In the process of these discussions, the student teachers were equipped with skills that enabled them to be able to come up with quality lesson plans even when assistance was not given by the mentors. The mentors revealed that at the beginning of their Teaching Practice, most student teachers had challenges in drawing up well-structured lesson plans. This is the stage when they needed the supervision of lesson plans most. The supervision at this stage helped the student teachers to master those important components to be considered in the production of lesson plans. According to the mentor supervisors, these components include planning for captivating introductions, well-sequenced lesson steps, appropriate methods and media as well as conclusions that could determine whether the pupils had grasped the concept(s) taught.

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All the mentor supervisors said that they assisted the student teachers come up with their lesson plans save for two, who admitted that they did not supervise the lesson planning because it was time-consuming. For these two mentors, it was a question of their attitude towards the supervision of student teachers. The rest of the mentor supervisors indicated that they discussed the lesson plans with the supervisees as suggested in the clinical model of supervision proposed by Goldhammer (1969), Cogan (1973) and Acheson and Gall (1987). The mentors acknowledged that they

had noted the improvements that resulted from those discussions. They indicated that the supervision of lesson plans was done more frequently at the onset of Teaching Practice and as the student teachers mastered the exercise, they reduced the supervision. In this respect, the mentor supervisors were in agreement with what some of the student teachers said. They were in variance where some student teachers said they were not supervised at all in the preparation of their lesson plans.

Only one out of the three School Heads saw any value in discussing the lesson plans with the student teachers, although this Head would at times do it with the whole group rather than with individuals student teachers. Most of the Heads seemed to ignore this crucial stage of the clinical supervision model in the professional growth of a teacher. For those student teachers who were also not supervised by their mentor supervisors at this stage they seemed to be missing out on an important exercise in their professional development. This goes against what Kadziya and Katanha's (2014) view that the supervisor's job is to work with people to improve the educational process and to contribute to the growth and development of students. For some School Heads, it is enough to just stamp the lesson plans without checking on their quality, as indicated by Mr. Shoko (Dataset 2).

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One can argue that School Heads such as Mr Chuma trained students to take responsibility for their work and ensure that they sent their lesson plans for stamping but the reality on the ground showed that most of the student teachers took advantage of the lack of supervision. Most of the student teachers at the school did not send their lesson plans to the School Head's office as expected and the lack of supervision derailed their progress as the Head supervised those who complied with his

instructions. The student teachers demonstrated the indiscipline that is referred to by Musingafi and Mafumbate (2014) as diminishing the effectiveness of Teaching Practice.

5.4 SUPERVISION UNDERSTOOD AS CHECKING AND CONTROL OF STUDENT TEACHERS WORK

Besides the Schemes of Work and lesson plans, there are other secondary records that have to be kept by teachers. These records are said to be of great importance in the performance of a teacher's work. It is the duty of the student teacher's supervisor to make sure that these are prepared and maintained as required. A teacher who fails to prepare and maintain these as required is deemed to be a failure and to be unprofessional. Different colleges may have their own formats but student teachers all need to have these records. Although they are taught how to draw up these records in their colleges, it is their mentor supervisors who help them produce these records and school supervisors need to check from time to time that they are maintained.

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Ten of the eighteen student teachers interviewed said that they were assisted in drawing up their records and their supervisors checked to see that the records were maintained. These are the supervisors that are referred to in Mapolisa and Tshabalala (2014) as serving as guides and facilitators for effective Teaching Practice. Thembie indicated that her supervisor assisted her in accessing the information needed to draw up her records. She acknowledged that with the assistance of her mentor supervisor, she came to understand how to use and maintain these records. The student teachers who had their records supervised from time to time kept them up to date and they

were not found wanting whenever they were supervised by other supervisors such as the college supervisors and the external examiners. This shows that the supervision at the school was of great assistance to them.

As indicated in the Social Learning Theory (McLeod, 2011), these student teachers had role models in their mentor supervisors. They were shown how to come up with the relevant records and they emulated their mentor supervisors. As a result, the student teachers made remarkable progress in their record keeping. The student participants indicated that the mentor supervisors supervised their records and gave them feedback. The feedback helped the student teachers to improve on their record keeping and correct mistakes if there were any. Bandura (1977) argues that feedback acts as reinforcement which serves both informative and motivational functions. It gives the student information on their performance and knowing how they are performing encourages them to work even harder to improve their practice. The student teachers benefitted from the supervision process. Amongst the student teachers whose records were checked regularly, there were some who noted that these were checked by their mentor supervisors but school administrators did not take time to read what was recorded in them, which might have affected the quality of the records. These administrators merely checked that the records were there despite the importance of supervising the contents of those records to ensure that the students were recording the correct information.

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The administrators also did not give any feedback to the student teachers as they just stamped the records. In such cases the stamping of the records was just a routine and it did not help the student teachers improve to their record keeping as they were not

informed of their shortfalls. If the administrators had read what was recorded, they may have found things that needed to be improved and may have helped the supervisees to improve their record keeping. The importance of the feedback cannot be overemphasised since the student teachers could have benefitted considerably from it. The behaviour of such school supervisors showed that they did not understand the importance of the supervision growth process of the supervisee. Knowing the weaknesses of the supervisees pushed the administration to organise staff development programmes that could help the student teachers to improve own their practice.

The other eight student teachers interviewed noted that they did not get any assistance from their supervisors. Such behaviour is not in keeping with Lindhard's assertion in Mapolisa and Tshabalala (2014) that the primary responsibility of trained teachers in the supervision process is to give guidance on the immediate challenges faced by the student teacher. The student teachers were forced to work without supervision, and some, such as Stella, had to seek assistance from other qualified teachers who were willing to help. For such students to be successful, they therefore had to be the kind who did not need the scaffolding suggested by Zimmerman and Schunk (2008) to do their work. In most cases, student teachers tended to relax if no one was making a follow up of their work. They put on effort to update their records when they knew that their supervisors would check on them as was the case with the two participants whose mentors checked to see if their records were up to date even though they did not give them any feedback. The fact that their mentor supervisors checked if the records were being updated forced the student teachers keep their

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records updated. The students could have benefitted from the feedback if it had been given and could have improved on the quality of their records.

Killian and Wilkins (2009) assert that mentor supervisors are the most influential individuals in shaping student teacher's practices and beliefs. For student teachers like Jane, for whom the supervision of records was inconsistent, there were times when she would make sure the records were updated, but if none of her supervisors checked on the records, she would relax and could be found with a lot of gaps in her records. She acknowledged that whenever the supervision of her records was done, she benefitted from the exercise. This clearly shows that it was necessary to have someone who would check that one's records were well maintained. In most cases, the examiners do not take time to observe the student teachers present their lessons during the process of examining. They only look at the records and award marks. The student teachers who fail on Teaching Practice do so because of records that would be found not updated. It is therefore important for the school supervisors to ensure that the records are always kept up to date.

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Based on what Stella said, it is clear that her mentor was not a good role model referred to in the Social Learning Theory (McLeod, 2011). The supervisor waited for the student to come up with records that she would use as her own. If the student teacher was given assistance and he/she, in turn, gave the mentor supervisor the information he/she had gathered, then one could say they exchanged ideas as proposed by Jahanian and Abrahim (2013), who posit that in educational supervision, there is exchange of knowledge and skills between a skilled person and a trainee. In this case, the researcher noted that the mentor supervisor was a lazy one and waited

for the student teacher to gather the information she would use to make her own records. She did not put on any effort to supervise the student teacher in coming up with her records but intended to use her. The student teacher therefore had nothing to gain in terms of supervision from the supervisor, who was like those supervisors referred to by Mapolisa and Tshabalala (2014) as being a drawback to the students' practice. Such supervisors do not seem to understand what their supervisory role entails.

The student teacher who was given the records by the mentor to look at and then come up with her own, she was able to see what the records were supposed to look like, to take note of the format, but since she was not given a chance to seek clarification where she needed guidance, she did not benefit much. Such behaviour is not in agreement with the assertion by Mapolisa and Tshabalala (2014) that it is the responsibility of the trained teachers in the supervision process to give guidance on the immediate challenges faced by the student teacher. The mentor supervisor, in this case, seemed to have a negative attitude towards her duties as a supervisor.

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The mentor supervisors expected the student teachers prepare their own records, save for two, who indicated that they assisted them in the preparation of those records. The two mentor supervisors checked the records so that they were kept up to date. The other mentor supervisors argued that the student teachers were taught how to prepare records at college level, so they did not require any assistance. While this is true, one would note that the colleges do this theoretical as indicated by Ngara et al. (2013) in Rembe, Shumba and Mavuso (2016), and in preparing records practically, most of the students face some challenges. They need to be guided for them to

understand how the records were to be prepared. In some cases, the students do not really understand the purpose of some of the records. It takes an understanding supervisor to assist the student teacher and enable him/her to grow in the profession. For most of the supervisors, the supervision process did not go beyond just checking that the records were done.

Two of the mentor supervisors said they only provided assistance if the student teacher asked for it. However, for a student teacher to approach the supervisor for assistance there has to be rapport between the supervisor and the supervisee. Tshuma and Bhebhe (2016) state that student teachers who operate in a collegial, open and non-threatening relationship freely question their mentors on things that they do not understand. It is not all the supervisors who are able to establish such a conducive atmosphere that would make the student teacher to feel free to ask the supervisor for assistance, especially if the student has just arrived at the school. It is when the student teacher has just started their Teaching Practice that he/she needs the assistance most and yet he/she might not yet be sure what kind of mentor he/she is attached to and may have difficulty in approaching the mentor supervisor for assistance. If the working relationship is not all that friendly, it becomes difficult for the student teacher to approach the supervisor even if the two have been working together for some time. Although the rest of the mentor supervisors did not assist the student teachers in preparing their records, some of them took time to check if the records were being updated from time to time and this forced the student teachers maintain their records.

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The administrators said that they did not assist the student teachers in preparing their records because they expected their mentor supervisors to assist them. Although the administrators expected the mentor supervisors to assist student teachers in the preparation of their records, none of them took time to check whether that was done. That could be the reason why some mentors do not assist the student teachers. While the mentors were expected to supervise the student teachers, the administration needed to check if that was happening. This clearly shows that the lack of supervision started with the administrators who, according to Oghubvu (2001) have the duty of carrying out an inspective action aimed at achieving organisational goals. If the administrators played their role of supervising the mentors, it is possible that the mentors would have all supervised the student teachers assigned to them.

Two of the School Heads stamped the student teachers' records together with the rest of the teachers' records whenever they checked on these. The heads admitted that they only checked if the records were updated but did not take time to check on the quality of the records, since they did not get time to read what was recorded therein. With that kind of supervision, student teachers could not improve the quality of their records. There was no feedback from the School Heads to help the student teachers to improve on their records. Only one administrator indicated that she checked on the records and gave feedback to the student teachers, which served as reinforcement, resulting in improved practice.

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5.5 SUPERVISION AS FOCUSING ON TEACHING AND LEARNING, AND NEGLECTING OTHER PROFESSIONAL ASPECTS

Ayeni (2012) defines clinical supervision as that aspect of instructional supervision, which draws its data from the first-hand observation of the actual teaching. Clinical supervision thus places an emphasis on the observation of lesson presentation by the supervisor. The first stages of the model involve lesson planning and preparation for the observation stage and the last stages are on the discussion of the lesson that was presented by the supervisee as the supervisor observes (Pajak, 2003). All the other stages are based on the lesson to be observed. This reveals that the observation stage is of great importance in clinical supervision.

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Two thirds of the student participants noted that their mentor supervisors supervised them presenting their lessons although there were differences in terms of how often this was done. Seven participants indicated that their mentors supervised them presenting lessons on daily basis. This shows that these mentors were always available for the student teachers. Such supervision is supported by the definition, given by Mavundutse, Chivore and Luthuli (2014), of supervision as management by overseeing performance or operation of a person or a group whereby the supervisor watches a person or an activity and makes sure that everything is done correctly and safely. Mentor supervisors are supposed to work with the student teachers every day, supervising every lesson that the student teacher presents. By doing so, they can ensure that the students are presenting their lessons well and are developing professionally. Ayeni (2012) posits that supervision involves face-to-face and other interactions between the supervisor and the supervisee, which result in improved

performance. Such supervisors are able to note the development of the student teachers and they can easily identify areas that need improvement so that they work on those. As indicated in the Social Exchange Theory (SET), such supervisors interact with the supervisees in such a way that the student teachers become well groomed and the supervisors would also benefit from the services of the student teachers as they share their load.

Student teachers such as Monica indicated that their mentors supervised all the lessons they presented and relevant feedback was given after the presentation, which is in line with the stages of clinical supervision as given by Goldhammer (1969), Cogan (1973) and Acheson and Gall (1987). Although they came up with different stages of clinical supervision, they agree that the supervisor should observe the supervisee teach and then have a conference afterwards whereby the lesson is discussed in detail, highlighting the good and weak points. The discussion of the lesson presentation is very important for the supervisee as he/she is given the kind of feedback that would determine the improvement of the next presentation. This kind of supervision is said to encompass interaction intended to facilitate the professional growth of the teacher and effective teaching (Mhlanga, Wadesango and Kurebwa, 2012). The positive comments given by the supervisor encourage the supervisee, who would strive to do even better while working on the highlighted weaknesses, resulting in improved performance.

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Although twelve of the student participants indicated that they were observed teaching lessons, it is noted that emphasis of the supervision process was placed on the teaching and learning while ignoring other aspects of the student's professional growth

that the student teachers needed to acquire if they were to be said to be well groomed as teachers. These aspects include behaviour and conduct, punctuality, media making, class displays, class management and others. The supervision of student teachers is meant to produce a professional person who is able to stand on his/her own after completing the teacher training course.

Pajak (2003) states that during clinical supervision, the supervisor is involved with the teacher in a close relationship, where a student teacher receives information from a colleague who has observed the student teacher teaching and acts as a mirror and sounding board to enable the student teacher to critically examine and possibly change his/her own professional practice. That was not the case for the other six student teacher participants, who were hardly observed presenting lessons by their mentor supervisors. They did not benefit much during their practice. For Tanaka and the other student whose supervisor was the Sports Director at the practising school, there was no role model for them to learn from. The classes were handed over to the student teachers and the mentor supervisors were not available at all. That is in variance with one of the theoretical frameworks that guide this study, the Social Learning Theory, places emphasis on a role model that is imitated by the learner. The theory states that people learn from one another through observation, imitation and modelling. McLeod (2011) indicates that the learner observes behaviour from another person who acts as a role model. Then the behaviour is encoded and later imitated. For these student teachers, there was no one to learn from since the mentor supervisors were hardly available.

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The Social Learning Theory also emphasises reinforcement, which has to come from the people around the learner whose behaviour he/she has imitated (McLeod, 2011). The reinforcement will inform the learner whether to repeat the behaviour or to discard it. Student teachers need to learn from their immediate supervisors and then put into practice what has been learnt. The supervisors have to react to their performances in order to see if they are on the right track. For the student teachers in the current study who operated on their own, unsupervised, there was no one to learn from and since the supervisors did not even observe them teach, there was no feedback to give them direction. There was no learning taking place for these student teachers, neither was there any exchange of ideas, as suggested by the Social Exchange Theory (Cropazano and Mitchell, 2005).

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The fifth participant in this category had the Deputy Head as the mentor supervisor. Like the first two participants this student teacher operated on her own as the supervisor was busy with administrative work. She was only observed teaching a lesson when the Deputy Head visited the other teachers in the school. This was a routine visit that benefited the whole school and is defined by Oghubvu (2001) as an inspective action aimed at achieving organisational goals. On a daily basis, this participant had no role model to imitate and consult whenever she had problems. The participant's experiences were echoed by Chimhenga (2016), who found out that student teachers attached to administrators faced challenges as they operated on their own. Such student teachers lacked the assistance that could groom them to be effective teachers and being professional even in other aspects besides teaching and learning.

The sixth participant was denied the chance to teach by the mentor supervisor, who thought that she would spoil the pupils since she lacked the teaching experience. Student teachers are sent to schools to learn how to teach and manage a class. It is the mentor supervisor's duty to see to it that the student teacher learns how to do this effectively. As they begin their practice, most of the student teachers have challenges which they overcome as they are assisted through the developmental stages. According to Pierce and Rowell (2005), supervision is a developmental process designed to support and enhances an individual's acquisition of the motivation, autonomy, self-awareness and skills necessary to effectively accomplish the job at hand. This participant was denied the opportunity to develop those skills that were necessary for her to become an effective teacher. She did not gain the requisite experience and could not perform well when she was observed teaching by the administration and the other supervisors.

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The other three participants noted that they were observed teaching lessons by members of the school administration at least once a term. They had the capacity to grow if only they had active mentor supervisors and were given feedback after being observed. Unfortunately, they are the ones who operated on their own, unsupervised, and in most cases, feedback was not forthcoming when they were supervised by the school administrators. Generally, the researcher noted that those student teachers who had discussions after their presentations were able to gain even more ideas from the different administrators for their professional growth. Those who were not given feedback did not benefit much from the supervision by the administrators as they did

not know what needed to be improved on in their presentations. Delayed feedback did not benefit the student teachers much either.

When asked if they observed student teachers teaching lessons, the administrators said they did supervise the student teachers occasionally. One of the administrators, Mrs Sibanda, said that she observed the student teachers presenting lessons at least once a month or tasked the other administrators to do it whenever she was tied up. The researcher noticed that she was one of the administrators who took their roles seriously and placed value on supervising teachers in the school. It could be said that if all the student teachers had supervisors of Mrs Sibanda's calibre, the colleges would produce well-groomed teachers. Zepeda (2007) in Kadziya and Katanha (2014) posit that clinical supervision is a leadership specialty in professional education, which helps people to grow. If student teachers could practice in schools where the administrators take clinical supervision seriously, it is very likely that they would grow professionally.

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The second administrator, Mr Shoko, indicated that the student teachers were observed teaching lessons once in one or two terms. This compromised their opportunities for professional growth, especially for those who also lacked supervision from the mentor supervisors. According to Pajak (2003),there is need for the supervisor to be involved with the teacher in a close relationship where the student teacher receives feedback from a colleague who has observed the student teacher's performance and who serves as a mirror and sounding board to enable the teacher to critically examine and possibly alter his/her own professional practice. If the student teachers are not constantly supervised, their chances of growing professionally are very slim. While the researcher appreciates that the administrators have a lot of work

to do in the schools, she felt, nonetheless, that a close monitoring of the students by the school management was essential for their professional growth.

The third administrator, Mr Chuma, indicated that he waits for the student teachers to invite him to observe the lessons. While this method of supervision benefited the student teachers who were focused, it did not benefit those who needed a bit of a push for them to do their work. Most of the supervisees tend to adopt this *laissez-faire* type of supervision and allow themselves the freedom to do what they want. The system resulted in some students going through their practice without supervision. They would only call the administrator to observe them when the college called for the school-based marks. One would note that these students would be lagging behind and they would lack the grooming received by those who were supervised throughout their practice. This behaviour also shows a lack of discipline on the part of the student teachers. As indicated in the theoretical framework, the student teachers need to be self-driven if they are to grow professionally.

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When the mentor supervisors were asked if they observed the student teachers presenting lessons, four of them indicated that they observed the students teach on daily basis. According to Mrs Chirwa, one of the mentor supervisors, they observed the lessons presented by student teachers on daily basis, although they did not write reports on all the lessons presented. They would take note of the good points and areas of concerns, which they would later discuss with the student teacher. In this way, the student teachers were given feedback which enhanced their professional growth, as indicated by Ndebele (2013). The other two mentor supervisors said they let the students teach their lessons and then take time to closely observe one lesson a

week. They said this gave the student teacher time to practise and improve on the areas of concern discussed after the presentation before the next observation was done.

Asked if they gave the student teachers feedback after observing them teach, one of the administrators, Mrs Sibanda, noted that she did. The clinical model of supervision has a stage whereby the supervisor has a conference with the supervisee after observation of the lesson (Pajak, 2013). This conference is meant to give feedback to the teacher who was observed teaching so that the supervisee can improve in their future presentations, resulting in professional growth. If the student teachers are to improve in their lesson presentation, they need this feedback, which serves as reinforcement to them. Mhlanga, Wadesango and Kurebwa (2012) quote Eder and Harris' (1999) assertion that supervision is a process of facilitating the professional growth of a teacher principally by giving feedback about classroom interactions and helping the teacher make use of the feedback to make teaching more effective. Feedback is therefore of importance if the student teachers are to benefit from the supervision, but it should not only be focussed on teaching and learning only. All aspects of development should be considered if the student teachers are to grow professionally.

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5.6 DYNAMICS OF SCHOOL-BASED STUDENT TEACHER SUPERVISION AND MENTORING

This section discusses the dynamics of supervision and mentoring of student teachers in schools they were placed for Teaching Practice. All the students who were interviewed indicated that they were given a lot of assistance by the school

management and the other qualified teachers at their schools of practice. The assistance given by the school enabled the student teachers to effectively carry out their duties during their Teaching Practice. According to Burton, Carper and Wilburn (2011), supervision includes efforts given by the head of the institution to support teachers, provide resources, including professional development so as to facilitate teacher improvement. The student teachers who are practising in the urban, peri-urban and rural areas all acknowledged that the school management made an effort to make them feel comfortable during their practice period, although they were provided with different resources depending on availability of those resources.

Ndebele (2013) posits that the Human Relations model of supervision places emphasis on the satisfaction of the supervisees to motivate them to apply themselves in their work. The student teachers in rural areas said they were provided with accommodation, which motivated them to work hard. Although most of the rural schools in Zimbabwe are not well resourced, the student teachers appreciated that the schools assisted them in the best way they could. The student teachers in urban areas were provided with resources that made their work easier, motivating them to work. Meeting the physiological needs of the student teachers motivated them to move on to the next stages of Maslow's hierarchy of needs, resulting in self-actualization (ZOU Module EA3Dc103, 1993). The student teachers were given assistance by the school administration and the other teachers, and this gave them some sense of belonging to the institutions. The student teachers were also supported through staff development programmes and demonstration lessons that helped them grow professionally, as indicated by Burton, Carper and Wilburn (2011).

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Most of the student teachers acknowledged the assistance they received from the staff members other than their own mentor supervisors. They noted that some offered their own stationery as stated by Tinashe (Dataset 1), others provided moral support, counselling or training in co-curricular activities. Some assisted the student teachers as they saw a need whenever they entered the student teacher's classroom even when they were not asked to assist. This suggests that in most schools, there was a desire to see the student teachers pass their Teaching Practice course. All the assistance that was provided by the other qualified teachers helped the student teachers to grow professionally and attain their goals.

It has been said that some mentor supervisors did not assist student teachers who were practising under them and so the student teachers would sometimes seek assistance from the other qualified teachers in the school who were approachable and willing to assist. From the comments given by participants such as Muzi (Dataset 1), the researcher realised that in some cases, the administration let down student teachers by assigning them to lazy mentors or ones who had a negative attitude towards students and yet they had qualified teachers who have the interests of student teachers at heart. Ndamba and Chabaya (2015) recommended careful selection of mentor supervisors for the benefit of the student teachers. It is possible that students would benefit if they were assigned to mentors who had a positive attitude towards their practice. Administrators need to know who among their staff members would be best able to assist student teachers rather than using the student teachers to cover for those who have other duties or the lazy ones who are not willing

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to work. If the student teachers covering for such teachers, they do not have much to learn from their mentor supervisors and their professional growth is compromised.

Some student teachers indicated that they were unable to get assistance from certain staff members owing to conflicts in their schools of practice. Most of the qualified teachers prefer to be allocated student teachers to work with as they would take half of the load they have to carry. Therefore, those who were not allocated student teachers felt that the school management favoured such teachers at their expense. Once the teachers developed this kind of attitude they were not willing to assist the student teachers and wanted to see them fail to prove that they had been assigned to the wrong people. From such cases, the researcher noted that the politics within the school could adversely affect the grooming of the student teachers and their professional growth.

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Once the administration shows favouritism towards certain members of staff, conflicts are certain to arise within the institution. The Society for Human Resources Management (2008) posits that conflict will always arise between employees but what is important is to have skills to manage it. Joyce, one of the participants (Dataset 1), indicated that she could not get assistance from the other qualified teachers because of conflicts that existed between her mentor supervisor and the other teachers who they felt was being favoured by the school administration. Due to this conflict, she was deprived of the assistance that the other student teachers received from the other qualified teachers. Nelson (2013) affirms that if conflict is not skilfully handled, it can be passed on to the working relationship as was the case in this instance. It is important, therefore, for the administration to avoid behaviour that could give rise to

conflicts or try and manage the situation so that student teachers benefit from all the qualified teachers in the school.

The administration and the mentor supervisors were agreed as to the different forms of assistance that was provided to student teachers, as stated above. They said they gave them the first preference in the distribution of stationery and other resources, ahead of all the other staff members to facilitate their work. The mentor supervisors also said they provided for the student teachers' physiological needs, provided moral support, encouragement and counselling when necessary, as propounded by McKimm and Jollie (2003) in their assertion that the supervisors need to adopt a counselling role if the students are facing some difficulties and need guidance and direction. The supervisors did not acknowledge that conflicts amongst staff members at the schools sometimes made them unwilling to assist student teachers who are not assigned to them. This assertion only came from the student teachers. The supervisors indicated that they did the best they could to assist all the student teachers at the school.

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5.7 THE STUDENT TEACHERS' RELATIONSHIP WITH THEIR SUPERVISORS

Atchade (2007) states that a good relationship will grow and be maintained if the supervisor and the supervisee work together as colleagues and as co-sharers of expertise, leading to collaborative clinical supervision. As stated in the Social Exchange Theory, there is need for the supervisee and the supervisor to work together and exchange their knowledge for the benefit of the learners (Blau, 1983). This can only happen if there is a good working relationship between them, as

proposed by Cropanzano and Mitchell (2005), who posit that distinguishable social exchange relationships between the two have implications for behaviour. Those student teachers who were well supervised by their mentor supervisors on daily basis indicated that they were well received and had a good working relationship with their supervisors. Due to this conducive relationship, the student teachers could ask for assistance at any time as their supervisors were approachable and willing to help them. As indicated by Monica (Dataset 1), the student teachers were well groomed and were able to grow professionally because of the support they got from their mentor supervisors. They, in turn, showed respect to their supervisors resulting in a good working relationship, as indicated by Cropanzano and Mitchell (2005), who contend that because individuals tend to reciprocate the benefits they receive, they are likely to match the goodwill and helpfulness toward the party with whom they have social exchange relationship.

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For those student teachers whose supervisors were not readily available and those who were not getting the support from their supervisors, the working relationship was strained and the student teachers also developed a negative attitude towards their supervisors. This is in keeping with the assertion of Zhang and Epley (2009) that if one does not get the favour they expect from a social exchange, they can develop some resentment, which can compromise the stability and trust of their relationship with the other person. The student teachers in this study with negative attitudes tended not to be motivated to work, as the environment was not be conducive and the necessary collegial relationship between them and their supervisors did not exist. Tshuma and Bhebhe (2016) quote Shin (2009) as asserting that collegiality is the sharing of ideas

and responsibilities among colleagues pursuing a common goal. The mentor supervisor and the student teacher have a common goal to pursue and therefore need to work together in a good relationship so that they exchange ideas, as suggested in the Social Exchange Theory (Cropanzano and Mitchell, 2005).

Lu (2012) in Maphosa and Ndamba (2012) argues that collegial relationship boosts the morale and confidence of the student teacher so much that the two are free to critique each other's lessons. In such a relationship, the student teacher feels free to ask for assistance whenever he/she needs it and to consult their supervisor, gaining experience in the process. Owesu-Mensah (2014) posits that a collegial relationship helps to remove stress and anxiety that is often associated with supervision as it encourages the student teacher to work under an environment that is supportive and non-threatening. It is important, therefore, for the mentor supervisors to create an environment that is non-threatening so that students do not feel anxious whenever they are to be supervised. Such anxiety causes them to make a lot of mistakes in the process.

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Among the challenges they faced during their practice, student teachers cited the economic situation in the country. When their allowances were cut, most of them could not make ends meet. They needed money for transport, food, payment of fees and buying manila sheets, mighty markers and the other things they needed to make media for teaching purposes. Supervisors expected them to have media for the lessons they presented and at times, they needed to buy some of the things. Some of the student teachers also had families to take care of and indicated that these social problems adversely affected their performance in the classroom.

Due to the situation in the country, the government could not afford to employ more teachers for the growing numbers of pupils enrolled in public schools. Teachers who went on sick leave or retirement were not replaced and this placed more strain on the teachers who already had large numbers of pupils to teach. This was even more difficult for the inexperienced student teachers. They had challenges in controlling these large classes and coping with the heavy marking load. This same challenge was highlighted by Musingafi and Mafumbate (2014), when they indicated that some students have full loads because their mentors are on vacation or study leave. According to Tanaka (Dataset 1), the extra load also had its toll on the mentor supervisor, who could no longer supervise him as often as he used to do. This affected his supervision as well as his performance. Some student teachers had to practise without mentors due to those challenges resulting in lack of supervision.

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The student teachers who were not constantly supervised felt that they lagged behind their colleagues who received that supervision. Those who were constantly supervised were being groomed at an early stage of their practice and experience rapid professional development. Those who were left to practise on their own did not get that grooming and supervision. Chimhenga (2016) and Koross (2016) both found out that some mentor supervisors surrendered their classes to the student teachers and this affected the performance of those student teachers as they lacked the requisite supervision. This was the case for some of the student teachers interviewed for the present study. Others were supervised but they were not given feedback, and therefore felt that they did not benefit from the supervision process. Mapolisa and

Tshabalala (2013) also noted this weakness in the supervision process and that some supervisors appeared not to give feedback or delayed in giving it.

Some student teachers indicated that their mentor supervisors discouraged them by only commenting on their shortcomings without mentioning the positive aspects they had observed during the student teachers' lesson presentations. Highlighting the positive aspects would have served as the positive reinforcement mentioned in the Social Learning Theory, which encourages the student teachers to repeat the positive behaviour (McLeod, 2011). A student teacher is more likely to take his/her weaknesses well if they are mentioned after the supervisor has praised him/her for the positive aspects. If the supervisor only concentrates on the weak aspects, the student teachers take the supervision process as fault finding and the stress and anxiety mentioned by Owesu-Mensah (2014) set in, resulting in discouragement. As mentioned in the clinical supervision model of supervision, the supervisor needs to sit down with the supervisee highlighting both the positive and negative things observed (Pajak, 2003). The two would then come up with ways of improving on the weak points.

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Some student teachers indicated that they had challenges in controlling the learners after the mentor supervisors introduced them to the class as student teachers and pupils did not view them as actual teachers. This resulted in them losing credibility and confidence as pupils looked down upon them. Others said they were even corrected in front of the pupils, making them vulnerable to the pupils they were supposed to teach. In such cases, it is the working relationship that needed to be developed so that the supervisors could treat the student teachers as colleagues. The supervisors need to

create a collegial relationship with the supervisee so that the two can work in a free, open and non-threatening environment, as posited by Tshuma and Bhebhe (2016). Student teachers working in such an environment tend to feel free to experiment with new teaching ideas and methods that can build their confidence and improve their teaching skills.

Student teachers are expected to teach all the subjects as they appear on the timetable. However, some of the participants indicated that their mentor supervisors denied them time to teach some subjects they viewed as being insignificant because they were not examined at the end of the pupils' primary education. Students saw this as a challenge because when the lecturers and external examiners came to supervise them, they expected to find them with lesson plans which are evaluated for all subjects on the timetable. The mentor supervisors did not view the teaching of those subjects as a priority and preferred to use the time to drill pupils for examination, as is the case in the scientific model of supervision (Mhlanga, Wadesango and Kurebwa, 2011). The researcher believes that those subjects were included in the curriculum for a reason and should be given the attention they deserve. Moreover, it is possible that there will be a change of attitude towards the subjects as the revised curriculum that has been introduced in the country places emphasis in the subjects and some of them will now be examinable.

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The Early Childhood Development (ECD) student teachers faced challenges associated with being supervised by people who are not qualified to be teaching ECD. This is a challenge, since the supervisors are not sure of how they have to assist the student teachers. They, in turn, are learning from the student teachers who have been

taught how to handle ECD pupils. Most of the ECD classes are manned by para-professionals who have less knowledge than the student teachers that they have to supervise. The problem is highlighted by Samkange (2015), who posits that some student teachers are practising under the supervision of mentors who are not capable or those who are not aware of the current trends in education. The colleges have trained a lot of ECD teachers who are waiting to be employed by the government when the funds permit. If these qualified teachers are absorbed into the system, this challenge would be resolved.

There are student teachers who practised in private ECD centres. These centres have expectations which are different from those of the college. The students had challenges in meeting the requirements of both the college and those of the centres where they were practising, resulting in some requesting to be moved from those centres. Those who practised in the rural areas had a challenge of infrastructure, which they said was not suitable for the ECD classes. In some schools, there were not enough classrooms and pupils spent most of their time outdoors. For their outdoor activities, these schools did not have play centres. The student teachers had to improvise and come up with structures although these were not up to standard.

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Most of the participants had challenges associated with the revised curriculum and could not seek assistance from their mentor supervisors because they were also facing similar challenges. These challenges were aggravated by the lack of resource materials from where they could get the necessary content. Colleges have since held workshops for mentors and a few textbooks are now available to assist the teachers. Perhaps this particular challenge will be overcome as mentor supervisors get used to

the revised curriculum and are able to assist the student teachers. The main challenge was that the revised curriculum was introduced when the participants were already in the field. Those who are deployed to the field now have been taught at college using the revised curriculum and are therefore not likely to have any challenges and more textbooks are being produced.

A few participants indicated that they had had no challenges at all during the supervision stage of their Teaching Practice. These student teachers indicated that they had been well received in their schools of practice and given all the resources they required. Their environment was conducive for practice and the supervisors were willing to assist them at any point. Those student teachers said they were regularly supervised by both the mentors and administration. After the observation lessons, discussion conferences were held, as stated in the Goldhammer's model of supervision and they benefitted from the feedback, resulting in professional growth Goldhammer, Anderson and Krajewski (1980). The student teachers were supervised throughout their practice such that they developed and matured professionally.

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The mentor supervisors were also asked if they had any challenges in supervising student teachers. One of the participants, Mr Moyo, said when the students arrived at the schools they expected the mentors to teach them everything as they say they do not know anything. The mentor supervisors therefore assumed that the colleges were not fully equipping the student teachers for the task that lay ahead of them in schools. The researcher felt that perhaps the concerned mentor supervisor worked with the lazy student teachers because the colleges attempt to prepare student teachers, even though most of the work done at college level is theoretical. The college where the

student teachers came from does a little practical work through peer and micro teaching. They are given time to teach their peers and two weeks to get the feel of teaching pupils in schools under the supervision of their lecturers. The government has since changed the model of teacher training and students will now spend more time in colleges than in schools. This might allow for greater preparation of students for the tasks that lie ahead during Teaching Practice.

The other challenge raised by mentor supervisors was that of lazy or disinterested student teachers. The supervisors suspected that some students were forced to study at teacher training colleges by their guardians or parents when they were not actually interested in the course themselves. This assertion supports the observation by Chimhenga (2016), who observed that some student teachers do not show interest in their work but take Teaching Practice as a way of earning an income. As has been said in the Social Exchange Theory, mentor supervisors expect student teachers to work diligently after they have been given assistance (Zhang and Epley, 2009). It is discouraging for one to make an effort to assist someone who does not show interest in their work. There are student teachers who do not take their work seriously although they have mentor supervisors who are willing to assist them. It is such students who find themselves failing to pass in Teaching Practice even if they are being supervised constantly. Some supervisors were of the view that this was a question of attitude and not of selection of students for training. Such students might have scored high marks when they were interviewed and were therefore eligible for selection to be trained as teachers.

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The same applies to the student teachers who fail to take advice from their supervisors thinking that they are out-dated. Although Samkange (2015) states that some student teachers could be practising under supervisors who are not aware of the current trends in education, the researcher feels that the student needs to tap from the experience that the mentor has in the teaching profession. Combining that experience with the modern methods they may have learnt would produce even better results. Student teachers need to change their attitudes if they are to learn from their supervisors who serve as their role models. Some student teachers are said to be taking constructive criticism negatively and this is also a question of attitude. A change of attitude would be necessary in such cases and it might help to follow the suggestion given by Mrs Chirwa (Dataset 2)that the supervisor mention the student teacher's strengths first before moving on to the weak points so that the supervisee does not view the supervision process as a fault finding exercise. The supervisor needs to mention the strengths first before moving on to the weak points so that the supervisee does not view the supervision process as a fault finding exercise. The way the criticism is expressed might help or discourage the supervisee. The reception of constructive criticism also depends on the working relationship between the two. If the working relationship is good, then the supervisee is unlikely to take constructive criticism badly.

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School administrators also indicated that they have challenges with those students who fail to comply when they are given instructions. Since the students are at the school so that they can be groomed to be effective teachers, it is therefore crucial that they cooperate if they are to be assisted in achieving their goals. If they are asked to

submit their records, they need to comply because it is done for their own benefit. The other challenge mentioned by the administrators is that of absenteeism without the knowledge of the School Head. This is a question of lack of discipline cited by Musingafi and Mafumbate (2014) as one of the challenges derailing the progress of student teachers on Teaching Practice. Some mischievous student teachers absent themselves without seeking the necessary permission from the School Head, and this is once again a question of attitude that needs to be corrected.

Most of the challenges that students face during their Teaching Practice are linked to the prevailing economic situation in the country. Such challenges may be said to be temporary and are likely to be solved if things improve. The researcher is more concerned with challenges that involve the supervision of the student teachers in schools. Mentor supervisors need to be available in the classroom and be role models to the student teachers and to supervise the student teachers and give feedback on time for the benefit of the student. A friendly, conducive atmosphere needs to be created so that criticism is well received by the student teacher. The students need to be positive and take their work seriously so that their supervisors are motivated to assist them.

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5.8 ENHANCING THE SUPERVISION OF STUDENT TEACHERS IN ZIMBABWEAN SCHOOLS

Most of the student teachers felt that some School Heads had ulterior reasons for taking them to practise in their schools other than grooming them to become effective teachers. Some student teachers reported that their mentors who were school

administration were hardly available in the classrooms. They therefore worked on their own as the administrators were busy with the administrative work, as was indicated by Samkange (2015). Mapolisa and Tshabalala (2013) also acknowledged that School Heads were said to be spending a lot of time on administrative and housekeeping issues at the expense of supervision of teachers. The participant whose mentor was the sports coordinator practised without supervision, as the supervisor was also busy elsewhere. Student teachers felt that, at times, they were taken in for practice to cover up for the lazy mentor supervisors, who handed their classes over to the student teachers. The student teachers felt that their supervision was likely to improve if the School Heads were sincere in their desire to groom them for the profession.

The student teachers felt that if the School Heads had the right intentions, they would choose the best mentors for them so that they have good role models to imitate. As stated by Tinashe (Dataset 1), if a student teacher is attached to a hard working supervisor, he/she likely to work harder and to be supervised more constantly. This is supported by the findings in the study by Chimhenga (2016),in which student teachers recommended that mentor supervisors be selected according to qualification, performance and experience. The careful selection of mentor supervisors was also recommended by Ndamba and Chabaya (2015). Student teachers said that their supervision was likely to improve if they were attached to high performing mentor supervisors. It appears that this recommendation has not been taken up by most administrators, since student teachers are still raising the issue of selection of mentor supervisors.

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Student teachers also felt that if the qualified teachers could be supervised by their own supervisors and the ministry, perhaps those who surrender the classes to student teachers would actually do their work, thereby improving the supervision of student teachers attached to them. If the School Heads could ensure that all the qualified teachers in the school were working and those who had student teachers attached to them were actually supervising them, then the supervision process might improve. The School Heads needed to work on creating a conducive environment within the school as this had a bearing on the supervision that student teachers received. If the environment showed that everyone meant business, then it was likely that the student teachers would be properly supervised. If the school adopted the *laissez-faire* type of supervision, it would cascade down to the student teachers as well. The supervision of student teachers depended a lot on the tone set within the school. The School Heads needed to work on it if the supervision of students was to be improved.

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The ECD student teachers were of the view that their supervision could be improved if the schools provided adequate infrastructure so that they could practice under a more conducive environment. The researcher realised that some student teachers performed well during their practice because they worked in well-resourced schools while others were struggling due to the environments in which they operated. Musingafi and Mafumbate (2014) cited Marais and Meier (2004) as indicating that effectiveness of Teaching Practice is eroded by lack of resources. While that is true, the researcher believes that the schools and student teachers need to improvise where necessary to make up for the infrastructure that they lack at their practising

school. With proper supervision, students who practise in those rural areas are just as able as those who practice in well-resourced urban schools to attain good results.

The student teachers observed that most of the qualified teachers seemed to be demoralised because of the working conditions in the country. Student teachers thought that this may have been one of the reasons why some of the mentor supervisors were not eager to supervise them. They felt that if the government could improve the working conditions, there might be an improvement in the way they supervised student teachers. The issue of working conditions may have demoralised some teachers, especially given the fact that some had once received incentives by schools, which had since been cut. Ngara, Ngwarai and Ngara (2013) recommended that teachers be given incentives for their services in mentoring and supervising student teachers. The mentor supervisors also felt that they should be paid for this role. Mrs Tazviona (Dataset 2), for example, stated if the mentors were paid for their services, they might improve the way they supervised students. The same recommendation was mentioned from the findings by Maphosa and Ndamba, (2012).Chimhenga (2016) concurred with this recommendation, which has not been taken up by the government. The improvement by government of the working conditions of qualified teachers could boost their morale and they might work harder and be good role models to the student teachers.

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Some student participants also suggested that their supervision might improve if the mentor supervisors were given an incentive for their role in the training of teachers. While the researcher agrees that the supervision of student teachers could be an extra burden on the mentor supervisor such that they might need an incentive, the fact that

the student takes half of the load that the mentor is supposed to take should be an incentive in itself. The mentor supervisors just need to groom the students and benefit from the extra help that the student teacher provides as their load is lessoned. As the Social Exchange Theory puts it, the two are set to benefit from each other as they interact and exchange ideas.

The researcher does not dispute, however, that the mentor supervisors be remunerated if the funds permit. This would go a long way in improving the supervision of students, as the participants suggested. In fact, Homans (1961) posits that in the Social Exchange Theory, people are more comfortable in a situation where they perceive that they are getting benefits that are almost equal to the effort they put in a relationship. If there are no benefits, people tend to avoid the costs that can be in form of time, energy investment or other structural costs that may be associated with the exchange. The lack of the incentives might be the reasons why some student teachers are not being supervised by their mentor supervisors.

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The ECD student teachers interviewed felt that their supervision could be improved if they had qualified ECD teachers as their mentor supervisors. Most of the teachers in ECD classes in schools and ECD centres are not qualified to teach these classes and yet they are the mentors to whom the students are attached. The very people who are supposed to be supervising them on daily basis are less knowledgeable than the student teachers themselves. This is in variance with the definition of supervision given by Mavundutse, Chivore and Luthuli (2014),who posit that supervision is management by overseeing the performance or operation of a person or a group. One could say that it is not easy to manage the performance of a person who has more

knowledge than you have. Students expressed the view that they were not learning much from those supervisors and so they thought that having qualified ECD teachers as their supervisors would improve their supervision process. The researcher totally agrees with the sentiments of the student teachers and hopes that the problem would be solved if the government employs those ECD teachers who were trained by colleges but have not been employed due to the financial challenges the country is currently facing.

Student participants also suggested that their supervision could improve if their supervisors knew what was expected of them. The mentor supervisors also acknowledged not having been trained to supervise students. Chimhenga (2016) contends that some qualified teachers have challenges in supervising student teachers because they have not been trained in supervision. The college in question conducts in-service training of teachers on mentoring and supervision but this is on a small scale and only a few come for this course. The researcher agrees that supervision could have be improved if the supervisors had undergone some form of training so that they knew what was expected of them. Musingafi and Mafumbate (2014)identified the lack of expertise as one of the challenges in the supervision of student teachers. As Elizabeth (Dataset 1) suggested, mentoring workshops might help to improve the supervision of student teachers. The college in the current study holds these workshops but only one mentor and one administrator are invited from each school. The question now is whether those who attend those workshops report back to the rest of the staff members from their respective schools. If they do, then the

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supervision of student teachers could be improved if the skills acquired are put into practice.

According to Mr Moyo (Dataset 2), the supervision of student teachers could be improved if the school and the college supervisors could speak with one voice so that they do not confuse the students. Admittedly, there are differences in the way the schools and colleges supervise student teachers and this is echoed by Ngara, Ngwarai and Ngara (2013), who found out that there were challenges associated with supervision, which included conflicting suggestions by supervisors. These differences could also be addressed through mentoring workshops. Constant dialogue between schools and colleges is necessary if the supervision of student teachers in schools is to improve. This is supported by Maunganidze (2015), who concluded that lack of mutual sharing of ideas, skills, knowledge and information between training colleges and schools has an adverse effect on the quality of the student teacher produced. Through the mentoring workshops, the colleges could make known their expectations on the supervision of student teachers to the mentor supervisors and administrators, even if it is not easy for the colleges to ensure that their expectations are adhered to. Colleges can only see to it that they do not deploy students to schools where they are not supervised to their expectation. Gadzirayi, Muropa and Mutandwa (2007) recommended the development of the blended supervision, in which the student teacher works in collaboration with the mentor, fellow students and college lecturers. This could perhaps make schools and colleges work together for the benefit of the student teacher.

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Like the mentor supervisors the student teachers noted that their supervision could be improved if colleges could fully prepare them for Teaching Practice before deployment. This would be particularly beneficial for those student teachers attached to mentor supervisors who are not keen to supervise them. As has already been noted, students will now have an extra term in colleges to prepare them for Teaching Practice and perhaps they will be better prepared when they are deployed. It would be easier for the mentor supervisors to work with the student teachers who have been well groomed at college than supervising those who are ill prepared. As suggested by Miss Tembo (Dataset 2), more peer teaching could better prepare student teachers for practice.

Mentor supervisors also said that they felt let down by the school management and the college supervisors who sometimes leave all the supervision to them. It is true from the findings that some administrators do not constantly supervise the student teachers, who are left under the supervision of the mentor supervisors only. Such behaviour is at variance with the suggestion given by Jahanian and Ebrahim (2013) that educational supervision and guidance are some of the most important duties required for the administration of a desirable educational system. The supervision of student teachers by the school management is essential if professional growth is to be achieved. Since colleges at times fail to send lecturers to visit some schools for the whole term, some mentor supervisors felt that students are sometimes dumped on them. The supervision of students could be improved if all the stakeholders in the supervision process do their part. In support of this assertion are Ngara, Ngwarai and Ngara (2013), who discovered that ill-timing and delays in the supervision process had

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a negative impact on the performance of student teachers. Perhaps the Blended Supervision Model suggested by Gadzirayi, Mutopa and Mutandwa (2007) could bring all the stakeholders in the supervision of students together, thereby improving their supervision.

The administrators indicated that the supervision of student teachers could improve if the students themselves took their work seriously and had their priorities right. Musingafi and Mafumbate (2014) observed that lack of discipline by the students as one of the challenges in the supervision of student teachers. As indicated by one of the administrators, Mr Chuma, students should take full responsibility for their work. The researcher agrees with these scholars that it is easier to supervise someone who is self-motivated than the one who needs to be pushed all the time. They also echoed the view of mentor supervisors that the colleges sometimes leave the student teachers unsupervised for a long time, appearing to dump their students in schools and not visiting them regularly. If the colleges do not show concern for their students, schools are likely to also have the same attitude. Colleges therefore need to lead by example if the schools are to improve in the supervision of student teachers.

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The findings are that the school supervisors feel that the colleges were not preparing student teachers enough before they are deployed into schools for Teaching Practice. This might be true, since the student teachers have, up until recently, spent only two terms at colleges before deployment into schools for Teaching Practice. The Ministry has since changed the primary teacher training programme from the 2-5-2 model to a 3-3-3 one, in which the initial residential phase is now three terms, Teaching Practice is three terms and the final residential phase is three terms. While this model gives

students an extra term to prepare them for Teaching Practice, the researcher feels that the Teaching Practice period is now too short to effectively groom student teachers. The researcher would suggest a 3-4-2 model, whereby student teachers would be at the college for the initial three terms so that they are well prepared before going for Teaching Practice. They would then do Teaching Practice for four terms so that they are well groomed in the profession and then return to sit for their academic examinations for the last two terms. The researcher has noted that when students return to college for the final residential phase, emphasis is placed on Theory of Education, Professional Studies and the main study subjects. Since students would no longer be showing interest in applied subject areas, she feels that three terms are too long a period for the final residential phase.

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The researcher has also observed that most of the qualified teachers lack the requisite skills in supervision and yet they are the people who are expected to supervise the student teachers. Even those who are promoted to be School Heads are not trained in supervision and yet they are supposed to supervise the teachers in schools. The researcher would therefore suggest that training in supervision be introduced in colleges during the final residential phase of teacher training so that all the qualified teachers have the supervision skills by the time they complete their training.

5.9 CHAPTER SUMMARY

The chapter discussed the data collected from student teachers, mentor supervisors and school administrators through interviews, focus groups and documents. The study

was meant to assess the supervision of student teachers in Zimbabwean primary schools. The researcher began by discussing the participants' understanding of the term supervision and then proceeded to discuss their responses to the questions asked. Most of the student teachers showed that they were supervised in lesson planning, record keeping and lesson presentation although there were variations in the frequency and provision of feedback. Others were hardly supervised as their mentor supervisors were not available and the administrators occasionally supervised them. At times the administrators did not give feedback or delayed in giving it.

Generally, schools gave the student teachers assistance during their practice. Student teachers received assistance from qualified teachers other than their own mentor supervisors. The student teachers highlighted the challenges they faced during the supervision stage of their practice which included lack of supervision, the lack of feedback or delayed feedback and social problems. The supervisors also made reference to the challenges they face in supervising students which included the lack of commitment by some student teachers, the failure to accept constructive criticism positively and to heed advice offered. Finally, the suggestions as to how supervision of student teachers in schools could be improved were discussed and the researcher suggested a model that could be considered for the teacher training course.

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CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents the summary of the study, the conclusions as well as the recommendations drawn from the findings. A summary of the key ideas from the first five chapters is given first, followed by a summary of the findings drawn from the study.

The aim of the study was to assess the supervision of student teachers in Zimbabwean primary schools and its effects on the pre-service programmes. The main research question that guided this study was: How are student teachers supervised during their Teaching Practice in Zimbabwean primary schools? The sub-questions were as follows:

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- To what extent do qualified teachers assist and supervise student teachers during their Teaching Practice?
- What challenges are encountered by qualified teachers in supervising student teachers?
- What are the experiences of student teachers during the supervision stage of their Teaching Practice?
- How could the supervision of student teachers in Zimbabwean schools be improved?

6.2 SUMMARY OF KEY IDEAS FROM EACH CHAPTER

Chapter 1: presented the background of the study, whereby the researcher examined Teaching Practice on the international scene, the regional scene and the Zimbabwean context, since this is where the study was carried out. The supervision of student teachers and some of the challenges they face during this stage of their training were discussed. The statement of the problem was highlighted and research questions were stated, followed by the research objectives. The purpose, significance, delimitation and limitations of the study were outlined. A brief methodology was presented as well as the definition of key terms used in the study. The organisation of the study was also outlined in this chapter.

Chapter 2: focused on the literature review, which included the theoretical framework underpinning the study, the review of related literature on supervision and empirical studies. The theories that underpinned this study were the Social Learning Theory proposed by Bandura (1977) and the Social Exchange Theory proposed by different theorists including Homans (1958), Blau (1964) and Emerson (1976). The Social Learning Theory proposes that people learn from each other through interactions in a social context. By observing the behaviour of others people develop similar behaviours (Smith and Berge, 2009). In this theory, behaviour can be acquired through direct experience and by observing the behaviour of others (Bandura, 1977). Learning that is rooted in direct experience is governed by reinforcement, which serves both informative and incentive functions. Informative feedback leads to thoughts that influence future plans while behaviour can be influenced by future consequences. People learn from one another through observation, imitation and modelling (McLeod,

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2011). This is relevant to the current study as the student teacher observes the mentor supervisor who acts as a role model, imitates the behaviour of the supervisor, who observes and gives feedback, influencing future behaviour.

In Social Exchange Theory, there is exchange of activity which is more or less rewarding or costly between two persons (Homans, 1958). As people interact, they experience the need to reciprocate the assistance of the other person (Blau, 1983). In the classroom situation, there is an exchange of ideas between the student teacher and the supervisor. For the exchange to go well, there needs to be a good working relationship between the two (Cropanzano and Mitchell (2005).

The chapter defined supervision in general as well as educational supervision. It also highlights the relationship within the supervision arrangement, types of supervision, models of supervision and conflict in supervision. What other researchers have found out about the challenges and experiences associated with the supervision of student teachers were discussed, as were the recommendations for the improvement of the supervision process. Finally, the chapter looked at other studies related to the current study.

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Chapter 3: focused on the research methodology, which includes the research paradigm, research approach, research design, population, sampling and sampling procedures, data collection instruments, issues of trustworthiness, data collection procedures, data interpretation and analysis and ethical consideration. The Constructivist paradigm, which guided this study, was discussed as was the qualitative approach, which was found to be the most suitable for the present study, which

focussed on the behaviour of humans. The case study design was chosen for the study and data were collected through interviews, focus groups and documentation. Data analysis and interpretation procedures were also highlighted in the chapter.

Chapter 4: presented the data that was collected through interviews. The data, collected through focus groups and document analysis, was used to augment the collected data for triangulation purposes. The data collected from the student teacher participants (Dataset 1) was discussed first, followed by that collected from the supervisors (Dataset 2) for each of the identified themes. The themes were drawn from the research sub-questions. The profile of the participants was provided first, as the participants were drawn from three areas: urban, peri-urban and rural areas. Some student participants had just completed their Teaching Practice while others were still practising. Some supervisors were mentors while others were school administrators. The data presented was also analysed in this chapter.

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Chapter 5: discussed the data collected from the participants that had been presented and analysed in Chapter Four. The findings were discussed and linked with the theoretical framework and literature review. The discussion was based on the themes that emerged from the findings.

Chapter 6:is the last chapter of the study. It provides the summary of each chapter followed by the summary of the findings, presented in line with the research questions. The implications of the findings on the pre-service programmes are also highlighted. The chapter also presents the conclusions drawn from the findings as well as the

recommendations for practice and policy implementation and those for future research.

6.3 SUMMARY OF FINDINGS

The aim of the study was to assess the supervision of student teachers in their schools of practice in Zimbabwe. The researcher had to establish participants' understanding of the term supervision. Three perspectives of supervision came up. The first one was the general view of supervision as a way of monitoring or assessing someone who has been given a task to see if it has been done as expected. This view agreed with the definition given by a number of authorities, including Mavundutse, Chivore and Luthuli (2014), who posit that supervision is management by overseeing performance or operation of a person whereby the supervisor watches the person to see if everything has been done correctly. The second one was that of the assessment of teachers at a school (Mhlanga, Wadesango and Kurebwa, 2012) and this was closer to the current study, which focused on the supervision of student teachers, who are part of the teaching staff in a school. The third view was that of the supervision of pupils as they perform their tasks in the classroom. In this view, the student teacher is the supervisor. The researcher had to make clear to the participants that the current study focussed on the supervision of the student teachers by the school supervisors. Generally, all participants seemed to understand the concept of supervision.

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The first research sub-question aimed at finding out the extent to which qualified teachers assisted and supervised student teachers during their Teaching Practice. Successful lesson presentations by student teacher begin with the preparation of the primary and secondary records. The results of the study revealed that the majority of student teachers were helped to draw up with their lesson plans, as suggested by the clinical model supervision proposed by Goldhammer (1969), Cogan (1973) and Acheson and Gall (1987). As stated in the clinical model, most of the participants indicated that the student teachers drew up their lesson plans and the mentor supervisors went over the plans with them, correcting and giving advice where necessary so that the students were well groomed in preparing detailed lesson plans on their own. Most of those mentor supervisors also assisted in the secondary records and in seeing to it that they were kept up to date.

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A few mentor supervisors, however, did not assist students in the planning and preparation of their records, resulting in the production of sub-standard records. It also emerged from the study that the administrators stamp the students' lesson plans and records from time to time but do not always take time to read what is written in them. This compromised the quality of the records produced by the student teachers.

In the supervision of lesson delivery, the study found that the majority of mentor supervisors supervised student teachers although there were variances in how often that was done. Some were supervised on daily basis especially at the onset of their practice while others were supervised once a week. It emerged from the findings that the areas in which the student teachers were practising had nothing to do with how often the students were supervised. Students from the same school were supervised

differently, depending on the attitude of the supervisors. The findings revealed that the majority of the student teachers were well supervised by their mentor supervisors although the frequency differed. The mentor supervisors who observed students teaching gave them feedback, which is important for their professional growth (Katyuruba, 2003 in Ndebele, 2013). The administrators occasionally observed students teaching but some of them did not give feedback or delayed in doing so, which affected the professional growth of the student teachers (Tshabalala and Mapolisa, 2015). It emerged from the findings that generally the student teachers were given assistance by the administration and other qualified teachers in the form of accommodation, stationery, encouragement, counselling and moral support.

The study revealed that some student teachers were not supervised because their supervisors were hardly available, resulting in them failing to pass or do well in Teaching Practice. Those who passed, though with low marks, did so because they sought assistance from their colleagues or other qualified teachers in the school.

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The second sub- question sought to establish the challenges encountered by qualified teachers in supervising student teachers. It was revealed from the study that some students were deployed to schools ill equipped for practice. Participants said that those student teachers claimed that they did not know what they were supposed to do and so mentor supervisors were obliged to teach them everything. The supervisor participants felt that colleges were not fully preparing student teachers for practice, making it a challenge for them to supervise such students. The other challenge mentioned was that of lazy student teachers who were unwilling to do their work. Supervisors felt that such students had other reasons for joining the programme other

than to be trained to become effective teachers. This assertion was also revealed by Chimhenga (2016), who found out that some student teachers do not show interest in their work but take Teaching Practice as a means of getting an income.

It also emerged from the study that some student teachers were not willing to take advice from their supervisors, as they thought that they had out-dated information, failing to appreciate that there is a lot to be learnt from the experience of the qualified teachers. Such attitudes strained the relationship between the student teacher and the supervisor. The study also revealed that some student teachers failed to welcome constructive criticism that could help them improve their performance and those with such an attitude were not easy to supervise. It was suggested, however, that the supervisors needed to work on their working relationship with the supervisees and improve their approach when presenting criticism.

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Administrators expressed the view that some student teachers did not readily take instructions that are given to them, making it difficult to work with such student teachers, and straining their relationship. The issue of absenteeism without informing the administration also came out, as did that of student teachers who came to work drunk. Although such cases were said to be few,, dealing with them presented administrators with additional challenges.

The third sub-question focused on the experiences of student teachers on the supervision stage of their Teaching Practice. The study revealed that student teachers had different experiences which affected their practice positively or negatively. Two thirds of the student teacher participants revealed having been well received by their

supervisors and having a good working relationship. These student teachers indicated that they were well supervised and given feedback after the supervision process, which helped to groom them in the profession. The other third of the student teacher participants seemed to have had an unpleasant experience, as their mentor supervisors were not always available, and they were not supervised or hardly supervised, resulting in poor performance. Whenever they were supervised some were not given feedback. Below are some of the challenges that emerged from the study:

- Financial challenges

  The allowance given to student teachers was cut by the government and most of them were now having financial challenges that adversely affected their practice. The study found that some had turned to vending and cross border trading during their free time but this was adversely affecting their lesson preparation.

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- Large classes

  It was found that due to the economic challenges that the country is going through, teachers who retired or fell sick were not replaced, resulting in their classes being shared by those teaching the same grade. Teachers ended up with large classes, making it a challenge for student teachers to manage those classes. In some cases, the student teacher was given the class of the teacher who had left and would have to operate without a mentor.

- Lack of supervision

The study revealed that some student teachers were not supervised by their mentors, who were either busy with other things in the school or were too lazy and surrendered their classes to the student teacher. This challenge was also unearthed by Chimhenga (2016), who found out that some student teachers were left alone with the class as the qualified teachers pretended to be busy with other duties within the school. Koross (2016) also revealed that some qualified teachers overloaded student teachers with some of their duties, thereby adversely affecting their performance. Some student teachers therefore lacked the supervision and guidance received by their colleagues who had hard working mentor supervisors.

- Lack of feedback

  It was established from the study that some supervisors did not give the student teachers feedback after observing them teach. Mhlanga, Wadesango and Kurebwa quote Eder and Harris (1999) as positing that supervision is a process of facilitating growth in the profession primarily by giving feedback about classroom interactions and helping the teacher use that feedback to make teaching more effective. Therefore, the lack of feedback or delays in giving feedback would result in the student teacher failing to grow professionally.

- Fault finding tendencies by supervisors

  The study found that some supervisors tended to be fault finding as they only mentioned the weak points whenever they supervised the student teachers. The students found this to be discouraging, as they thought they were not going pass their Teaching Practice. Some participants were humiliated when they

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were corrected in front of pupils and others thought that pupils did not respect them after they were introduced as student teachers to the class. This made them lack confidence in front of the pupils they taught.

- Being denied time to teach some practical subjects

  The study found that some supervisors refused to let students teach practical subjects such as Art, Music and Physical Education because the subjects were not examined at the end of primary education. Time allocated to those subjects was spent teaching examinable subjects despite the fact that colleges expected student teachers to teach all the subjects on the timetable. The lack of practice in teaching practical subjects adversely affected student teachers when they were asked to present those lessons by lecturers and examiners.

- Being mentored by non-qualified teachers

  It was found that most of the Early Childhood Development (ECD) classes were manned by para-professionals or untrained teachers. Although these teachers who were supposed to supervise the student teachers during their Teaching Practice, the student teachers felt that they were better equipped than the very people who were supposed to supervise them to handle the classes than. That was indeed a challenge to most of the student participants, who felt that they were not benefitting much from those supervisors.

- Differences in expectations of private ECD centres and colleges

  Student teachers who practised in private ECD centres found themselves in a dilemma because of the differences between the expectations of the centres

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and those of the college. It was a challenge for them to meet the requirements of both institutions and this adversely affected their practice.

- The revised curriculum

  It was found that the introduction of the revised curriculum was an additional challenge because it came when the students were already in schools and they did not know how to teach it. Even the mentor supervisors faced challenges with this curriculum. The challenges were aggravated by lack of resources and textbooks when the curriculum was introduced.

A few participants indicated that they had had no challenges as their practice was going smoothly and they managed to do well on Teaching Practice.

The last research sub-question aimed to find out how the supervision of student teachers could be improved in Zimbabwean schools. Some participants felt that the supervision could be improved if School Heads had the right motives when taking in student teachers and sincerely intended to groom them into effective teachers. The participants felt that in some cases, they were taken in to cover up for the lazy teachers or for those who were busy with other activities in the school, as indicated by Mapolisa and Tshabalala (2013). If the School Heads prioritise the grooming of student teachers, the supervision of these student teachers could improve, as they would select the best mentor supervisors for them as suggested by Chimhenga (2016).

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It was also found that if the mentor supervisors were well supervised by their own supervisors, they, in turn, could supervise the student teachers. It emerged from the

study that School Heads just allocate student teachers to the mentor supervisors but most of them do not check if they are supervising and assisting the student teachers. Student teachers felt that if the ministry officials and the School Heads could supervise qualified teachers more frequently, the latter would perform their duties and see to it that students are supervised as well. The schools could also assist by organising workshops and staff development programmes. It also emerged that the improvement of infrastructure, especially for ECD, could help students to improve on their practice.

Participants felt that the supervision of student teachers could also be improved if the working conditions for qualified teachers were improved or if they were given incentives or paid for their role in teacher training to boost their morale, which appeared to be low. The supervision of ECD students could be improved if they were mentored and supervised by teachers who are qualified to teach ECD. Since it also emerged from the study that some supervisors did not know what was expected of them, the supervision of student teachers could be improved if workshops were organised for the supervisors or they were trained on how to supervise the student teachers.

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It also emerged that colleges need to fully equip students for practice before deploying them to schools and they need to be in constant communication with schools in terms of their expectations. A good working relationship between schools and colleges could improve the supervision of student teachers. It was found that at times, lecturers and the school administration left the supervision of student teachers to the mentor supervisors. The supervision process could improve if all the stakeholders played their

part in the supervision process, including the student teachers themselves, who need to take their work seriously.

The findings have implications on the pre-service teacher training programme in Zimbabwe. It has been seen that most of the student teachers are being supervised well in their schools of practice. This is potentially beneficial for pre-service programmes as the colleges would produce well groomed manpower for the country's education sector. The opposite can be said to be true for those who lacked the requisite supervision, as they are likely to come out of the course half baked. The implication, in that case, is that the product produced after the training would be of poor quality.

Results from this study suggest that colleges deploy students for Teaching Practice before they are ready for the exercise. This means that there is need to fully equip students before they are released for T.P. Colleges, for example, need to review their programmes for the initial residential phase. Colleges and schools of practice need to work hand in hand as co-partners in the teacher training programme. Constant communication is essential as the two institutions need to work together to produce the quality of the teacher that the nation needs. Moreover, since it was found that some students are lazy and seem to have joined the programme to get remuneration, colleges need to be more rigorous and discerning on their selection of candidates who are to train as teachers, so that they do not select people who need to be pushed all the way through their training.

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6.4 CONCLUSIONS

From the findings of the study, the researcher concluded that most of the student teachers were supervised by their mentor supervisors in Zimbabwean primary schools, although there were differences in the frequency of the supervision process. Many of the student teachers who were supervised by their mentor supervisors more often were groomed into effective teachers as they were given feedback which contributed to the professional growth. There were some mentor supervisors, however, who had a negative attitude towards student teachers. Such supervisors surrendered their classes to the student teachers and did not take time to supervise them. Student teachers who found themselves in this predicament failed to make it on Teaching Practice or passed with low marks.

The results revealed that the administrators do supervise student teachers occasionally. Some do so monthly while others do it once or twice a term. It was found that some School Heads give student teachers feedback which assists them to grow in the profession while others do not give the feedback or delay in giving it such that students do not benefit much from the supervision process. Some School Heads checked the availability of records without checking the quality and this compromised the quality of work produced. It was established from the study that there are administrators who do not supervise students at all and only do so when colleges call for school-based marks, which for this college constitutes 25% of the final internal mark. These are the School Heads that have reasons for taking in student teachers other than grooming them, as stated by Mapolisa and Tshabalala (2013).

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Although schools have different infrastructures and resources, the study found that, irrespective of where the student is practising, the attitude of the supervisors and the student teacher towards their work plays a role. Supervisors who have a positive attitude towards grooming student teachers do their best to assist and supervise the student teachers so that they grow into effective teachers, as expected by the colleges. However, the researcher concluded that some training in supervision was necessary if the schools were to properly groom student teachers into professionals. Supervisors who have a negative attitude do not supervise student teachers and this affects their grooming. It was established that the morale of the supervisors could be boosted if their working conditions could be improved or perhaps they are remunerated for their role in the teacher training process. In addition to the effort by the supervisors, it emerged from the findings that the student teachers themselves need to put effort in their work so that it is easy to supervise them.

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The findings unveiled that the schools offer assistance to the student teachers in the form of material, moral and emotional support when it is needed and available. The other challenges student teachers faced had to do with the adverse economic conditions prevailing within the country. Schools cannot solve these economic challenges, which can be said to be temporary.

6.5 RECOMMENDATIONS BASED ON THE FINDINGS OF THE STUDY

6.4.1 Recommendations for practice and policy implementation:

- Education authorities to select well-qualified, experienced and competent teachers that would serve as role models for student teachers.

- Teacher training colleges need to adequately prepare student teachers for practice before deploying them to schools. They should also workshop and communicate with schools about their expectations as far as the supervision of student teachers is concerned.
- Clear supervision guidelines should be developed to achieve uniformity in the supervision of student teachers.
- Teacher training colleges need to include supervision as a component of their curricula so that the teachers who qualify are equipped to supervise student teachers.
- School Heads need to select the best teachers as mentor supervisors for student teachers.
- School administrators need to check if the mentor supervisors are mentoring and supervising student teachers attached to them.
- The government needs to consider remunerating mentor supervisors for their role in teacher training.
- Student teachers need to take their practice seriously and view their supervisors positively.

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6.4.2 Recommendations for future research

The current study looked at the supervision of student teachers by the school supervisors. The researcher recommends that future researchers could perhaps look at the supervision of student teachers by the college lecturers, who are part of the people who supervise student teachers during their practicum. This might help to

address the concern raised that at times, colleges appear to dump the students in schools and they take time to follow them up.

Since there are cases during the students' Teaching Practice where the school supervisors and college lecturers are in agreement that the student is doing well but external examiners consider the student to be failing, this grey area might be another possible area for future research.

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APPENDIX A

INTERVIEW SCHEDULE FOR STUDENT TEACHERS

PART ONE

1. INTRODUCTION

I. Gender: Female .....Male.....

II. In which year of training are you? .....

III. Where is your school of practice? .....

IV. For how long have you been practising at the school? .....

PART TWO

2. To what extent do qualified teachers assist and supervise student teachers during their teaching practice?

2.1 What do you understand by the term supervision?

.....

.....

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2.2 How are/were you assisted by the mentor in preparing for your lessons?

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2.3 How often were your lesson plans discussed with the supervisor before lesson presentation? How do/did these discussions assist you? (Probe) Why?

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.....

2.4 How were you assisted by the mentor supervisor in preparation of class records?

.....

.....

2.5 Did you find this preparation fruitful? (Probe) Why?

……

……

……

2.6 How often were your records checked by your mentor supervisor and the school administration? Is there any evidence that the records were read before they were stamped? How do you think the supervision of your class records assisted you during your practice? (Probe) Why?

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.....

2.7 How often were you supervised presenting lessons by your mentor and the school administration?

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2.8 Were there any discussions with the supervisor after being observed teaching a lesson? If so how did you benefit from the supervisor's feedback? (Probe) Why?

.....

.....

2.9 What assistance did you get from the school administration and the other qualified teachers at the school during your practice?

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.....

2.10 How did you benefit from this assistance? (Probe) Why?

……

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……

3. What are the experiences of student teachers on supervision stage of their teaching practice?

3.1 How would you describe your relationship with your supervisors?

.....

.....

.....

3.2 How did you benefit from the supervision you got at the school? (Probe) Why?

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.....

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3.3 What challenges did you experience during the supervision stage of your teaching practice?

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3.4 How did you manage to overcome those challenges? (Probe) Why?

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3.5What would you say are your experiences during the supervision stage of your Teaching Practice?.....

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4. How can supervision of student teachers in Zimbabwean schools be improved?

4.1 How do you think supervision of student teachers can be improved in schools? (Probe) Why?

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4.3 Is there anything that you wish to share with me on the supervision of student teachers during their Teaching Practice?

.....

.....

THANK YOU FOR YOUR CO-OPERATION

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APPENDIX B

INTERVIEW SCHEDULE FOR SUPERVISORS

PART ONE

1. INTRODUCTION

I. Gender: Female .....Male .....

II. What position do you occupy in the institution?

.....

III. For how long have you been at the school?

.....

IV. For how long have you served as a mentor/ administrator at the school?

.....

PART TWO

2. To what extent do qualified teachers assist and supervise student teachers during their Teaching Practice?

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2.1 What do you understand by the term supervision?

.....

.....

2.2 What assistance do you give to the student teacher when they are new to your class? (Probe) Why?

.....

.....

2.3 How do you assist the student teacher in preparing for their lessons? (Probe) Why?

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2.4 How often do you discuss lesson plans with the student teacher before he/she presents his/her lessons? Do you think these discussions are necessary? Why?

.....

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.....

2.5 Do you assist the student teacher in preparation of class records? (Probe) Why?

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2.6 How often do you check the student teacher's class records? (Probe) Why?.

……

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2.7 Do you read the class records before stamping them? (Probe) Why?

……

……

……

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2.8 How do you think the supervision of class records assists the student teacher during their practice?

.....

.....

..... 2.9 How often do you supervise the student teacher presenting lessons? (Probe) Why?

.....

.....

.....

2.8 Do you discuss with the student teacher after observing them teaching a lesson? If so how do you think they benefit from your feedback?

.....

.....

2.9 What other assistance do you give to the student teacher during their practice?

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3. What challenges are encountered by qualified teachers in supervising student teachers?

3.1 What challenges do you face in the supervision of student teachers?

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3.2 What are the causes of those challenges?

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3.3 What can be done to overcome those challenges?

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4. How can supervision of student teachers in Zimbabwean schools be improved?

4.1 From your own experiences, how do you think supervision of student teachers can be improved in schools? (Probe) Why?

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.....

4.3 Is there anything that you wish to share with me on the supervision of student teachers during their Teaching Practice?

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.....

THANK YOU FOR YOUR CO-OPERATION

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APPENDIX C

CLEARANCE CERTIFICATE

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ETHICAL CLEARANCE CERTIFICATE
REC-270710-028-RA Level 01

Certificate Reference Number:	MAP201SMAT01
Project title:	**Supervision of student teachers in Zimbabwean Primary Schools: Implications for teacher pre-service programmes.**
Nature of Project	PhD in Education
Principal Researcher:	Trezia Ndlovu
Supervisor:	Prof M.P Mavuso
Co-supervisor:	N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document;
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research.

Special conditions: *Research that includes children as per the official regulations of the act must take the following into account:*

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
  - Any unethical principal or practices are revealed or suspected;
  - Relevant information has been withheld or misrepresented;
  - Regulatory changes of whatsoever nature so require;
  - The conditions contained in the Certificate have not been adhered to.
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office.

The Ethics Committee wished you well in your research.

Yours sincerely

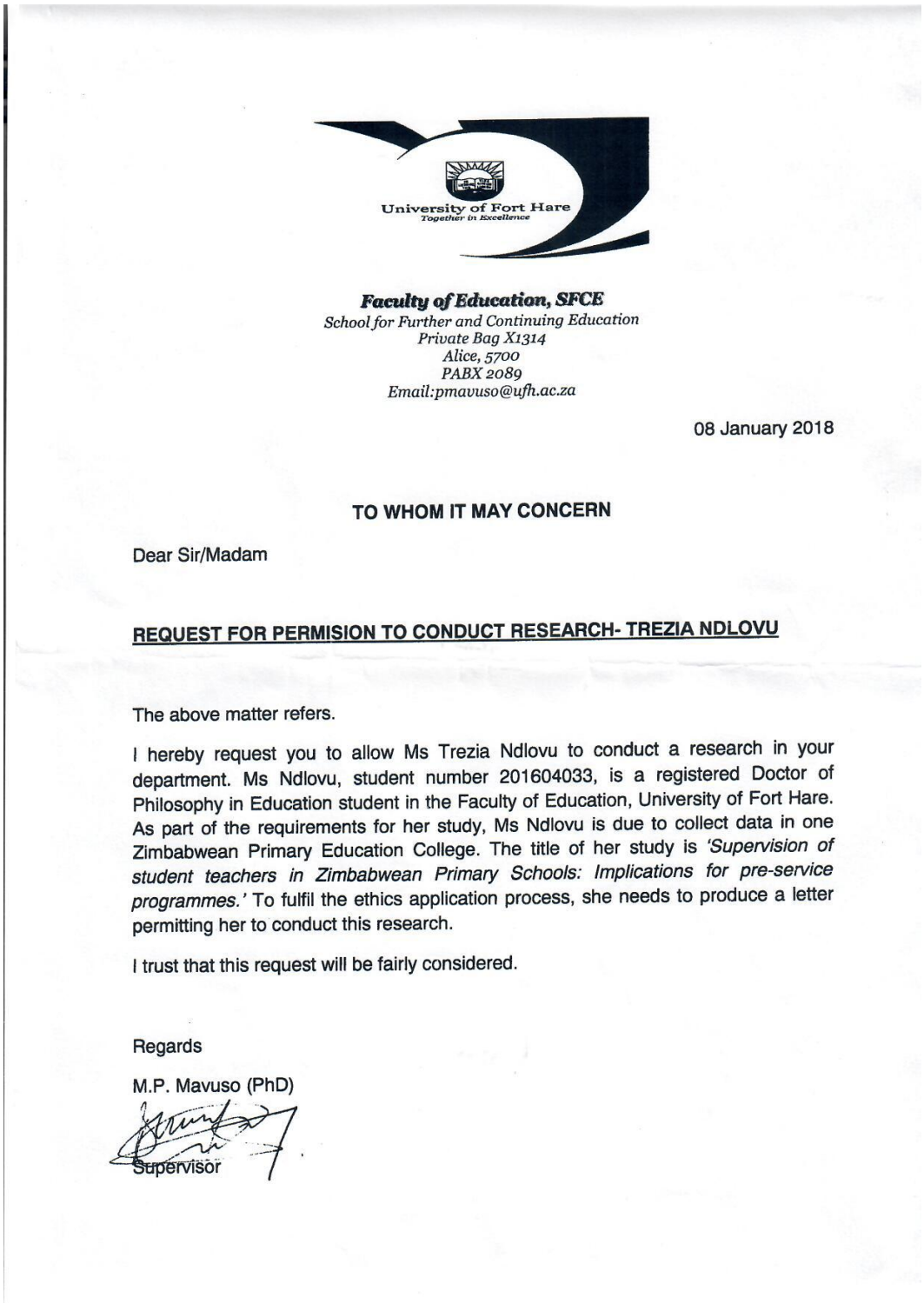
11/07/2018

Professor Pumla Dineo Gqola
Dean of Research

05 July 2018

APPENDIX D

LETTER FROM THE UNIVERSITY



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08 January 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam

REQUEST FOR PERMISION TO CONDUCT RESEARCH- TREZIA NDLOVU

The above matter refers.

I hereby request you to allow Ms Trezia Ndlovu to conduct a research in your department. Ms Ndlovu, student number 201604033, is a registered Doctor of Philosophy in Education student in the Faculty of Education, University of Fort Hare. As part of the requirements for her study, Ms Ndlovu is due to collect data in one Zimbabwean Primary Education College. The title of her study is *'Supervision of student teachers in Zimbabwean Primary Schools: Implications for pre-service programmes.'* To fulfil the ethics application process, she needs to produce a letter permitting her to conduct this research.

I trust that this request will be fairly considered.

Regards

M.P. Mavuso (PhD)

Supervisor

APPENDIX E

LETTER FROM THE COLLEGE PRINCIPAL

ZIMBABWE

MINISTRY OF HIGHER AND TERTIARY EDUCATION,
SCIENCE AND TECHNOLOGY DEVELOPMENT

All official communications should be directed "The Principal"

Telephone: 770534,771190, 781285/6, 752303

Reference:
MORGAN ZINTEC COLLEGE
P.O. Box 1700, Harare
ZIMBABWE

15 January 2018

The Supervisor

University of Fort Hare

Faculty of Education, SFCE

School of Further and Continuing Education

Private Bag X1314

Alice, 5700

Dear Sir

REQUEST FOR PERMISSION FOR TREZIA NDLOVU TO CONDUCT RESEARCH

In reply to your request dated 08 January for Ndlovu Trezia to conduct research at this college, I would like to inform you that permission has been granted for her to go ahead with her research. The college is willing to assist her in the best way it can as she carries her study.

Regards

Kaseke S.

Principal

MORGAN ZINTEC COLLEGE
MINISTRY OF HIGHER & TERTIARY EDUCATION,
SCIENCE & TECHNOLOGY DEVELOPMENT
15 JAN 2018
THE PRINCIPAL

APPENDIX F

PERMISSION LETTER FROM THE MINISTRY OF PRIMARY AND SECONDARY EDUCATION

All communications should be addressed to "The Secretary for Primary and Secondary Education
Telephone: 732006
Telegraphic address : "EDUCATION"
Fax: 794505

ZIMBABWE

Reference: C/426/Mash East/Mash West/Harare
Ministry of Primary and
Secondary Education
P.O Box CY 121
Causeway
HARARE
12 February 2019

Ndlovu Trezia
Morgan Zintec College
P O Box 1700
Harare

Re: **PERMISSION TO CARRY OUT DOCTORAL RESEARCH IN THE NAMED PROVINCES, DISTRICTS AND PRIMARY SCHOOLS**

Reference is made to your **application to visit** the primary schools **listed below for the purposes to collect data** on the research titled:

"SUPERVISION OF STUDENT TEACHERS IN ZIMBABWEAN PRIMARY SCHOOLS: IMPLICATIONS FOR TEACHER PRE-SERVICE PROGRAMMES"

Province	District	Schools
Harare	Mbare/Hatfield	Nettleton, Moffat, St Peters
Mashonaland East	Goromonzi	Chishawasha,
Mashonaland West	Zvimba	Kumbowedza, Kuwadzana Salvation Army
	Chegutu	Ameva

Permission is hereby granted. However, you are required to liaise with the respective Provincial Education Directors, who are responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the schools. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education.

MIN. OF PRY & SEC. EDUCATION
22 FEB 2019
P.O. BOX CY 121, CAUSEWAY
ZIMBABWE

T. Mhabela (Mrs.)
SECRETARY FOR PRIMARY AND SECONDARY EDUCATION
Cc: PED - Mashonaland East Province
Mashonaland West Province
Harare Metropolitan Province

APPENDIX G

CERTIFICATE FROM THE LANGUAGE EDITOR

Department of Foreign Languages and Literature
University of Zimbabwe
P.O. Box MP167
Mount Pleasant
Harare
Phone +263-4-303211 Ext 13006
E-mail foreignlanguagesuz@gmail.com

FOREIGN LANGUAGES & LITERATURE DEPARTMENT

TO WHOM IT MAY CONCERN

CONFIRMATION OF (LANGUAGE) EDITING OF DOCTORAL DISSERTATION ENTITLED

"Supervision of student teachers in Zimbabwean primary schools: Implications for teacher pre-service programmes" by Trezia Ndlovu

My name is Margret Chipara, and I work as a lecturer in the Department of Foreign Languages and Literature of the University of Zimbabwe and as a freelance translator using the Portuguese-English and French-English language pairs. I am also a language editor and a member of the editorial board of the Faculty of Arts Language Consultancy Unit of the University of Zimbabwe (FALCONS-UZ).

I was tasked to language edit a draft of the above-titled dissertation. This entailed:

- reading through the entire draft of the dissertation;
- making changes or suggesting changes to phrases/sentences therein or to their position so as to improve the readability and coherence of the draft;
- simplifying convoluted sentences, where I was able to make sense of them, or pointing them out for Ms Ndlovu to simplify;
- highlighting or eliminating the unnecessary repetition of words, phrases or ideas/points, etc;
- making changes to or adding punctuation, grammar, etc where necessary;

1

- incorporating missing words where it was possible to deduce what these were; and
- spell checking the entire document.

All changes and comments made or suggested were tracked to allow Ms Ndlovu to reject or accept them as she sees fit.

Produced by: Margret Chipara

Signature: Chipara

Date: 13/6/2019

APPENDIX H

PERMISSION LETTER FROM THE MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

All official communications should be addressed to:

"The Secretary for Higher & Tertiary Education
Telephones: 795891-5, 796441-9, 730055-9
Fax Numbers: 792109, 728730, 703957
E-mail: thesecretary@mhet.ac.zw
Telegraphic address: "EDUCATION"

ZIMBABWE

Reference:

MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

P. BAG CY 7732
CAUSEWAY

Mrs T Ndlovu
Morgan Zintec College
P O Box 1700
HARARE

29 March 2019

Mrs Ndlovu

RE: REQUEST FOR AUTHORITY TO DO RESEACH ON: SUPERVISION OF STUDENT TEACHERS IN ZIMBABWEAN PRIMARY SCHOOLS: IMPLICATIONS FOR PRE-SERVICE PROGRAMMES: MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

Reference is made to your letter in which you requested for permission to carry out a research on **"SUPERVISION OF STUDENT TEACHERS IN ZIMBABWEAN PRIMARY SCHOOLS: IMPLICATIONS FOR PRE-SERVICE PROGRAMMES."**

Accordingly, please be advised that the Head of Ministry has granted you permission to carry-out the research.

It is hoped that your research will benefit the Ministry and it would be appreciated if you could supply the office of the Permanent Secretary with a final copy of your study, as the findings would be relevant to the Ministry's strategic planning process.

Nhenjana S. (Mr.)
Deputy Director Human Resources
FOR: Permanent Secretary

MINISTRY OF HIGHER & TERTIARY EDU, SCIENCE & TECHNOLOGY DEV
DEPUTY DIRECTOR HUMAN RESOURCES
2 9 MAR 2019
P. BAG 7732, CAUSEWAY
ZIMBABWE

cc: File