Perspectives of Post Graduate Certificate in Education (PGCE) students on the effectiveness of school based mentoring

By

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DECLARATION

I, **Nomakhaya Baartman**, hereby declare that this dissertation is my own work and that all sources that I used or quoted have been acknowledged by means of complete references. Furthermore, I declare that this body of work hasn't been submitted at any institution for any purpose, academic or otherwise.

……29 January…2015……

N. BAARTMAN DATE

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ABSTRACT

Effective mentoring is essential for the development of student-teachers. A sequential explanatory mixed method study was conducted in order to analyse the perspectives of Post Graduate Certificate of Education (PGCE) students on the effectiveness of school based mentoring. Thirty-six (36) PGCE students from a higher education institution in the Eastern Cape participated in this study. Firstly, quantitative questionnaires were used to gather data from all the participants followed by qualitative semi–structured interviews from a purposive sample of five (5) participants in order to enrich the study.

This study analysed PGCE students' perspectives of mentor teacher practices. In doing so the study evoked Hudson and Peards' Five Factor Mentoring Model. This model includes Personal Attributes, Systems Requirements, Pedagogical Knowledge, Modelling and Feedback. From the findings, PGCE students reported that Teaching Practice (TP) is a stressful period full of anxieties, excitement and fears, hence they need to be guided and supported by knowledgeable and specialist teachers (mentors). Mentors play a significant role in supporting and guiding student-teachers during TP.

From the analysis of PGCE students' perspectives, the research suggested that those who were supported and guided by their mentors experienced positive mentoring during TP. Those who experienced negative mentoring reported limited time for mentoring and unavailability of the mentors as the causes. They further expressed that they wished mentors were understanding, good models who treated them as teacher candidates not as students and gave them constructive feedback. Finally, they indicated that the partnership between host schools and the university needs to be improved.

Key concepts: Teaching Practice, mentor, PGCE student-teacher, teaching practice experience, perspective

ACRONYMS

ANA	Annual National Assessment
BA	Bachelor of Arts
BEd	Bachelor of Education
BSc	Bachelor of Sciences
BTech	Bachelor of Technology
CAPS	Curriculum and Assessment Policy Statement
FET	Further Education and Training
HEI	Higher Education Institution
ITT	Initial Teacher Training
NCE	National Certificate in Education
NMMU	Nelson Mandela Metropolitan University
NQF	National Qualifications Framework
OBE	Outcomes Based Education
PGCE	Post Graduate Certificate of Education
QUAL	Qualitative
QUAN	Quantitative
RSA	Republic of South Africa
SE	School Experience
ST	Student Teacher
TP	Teaching Practice
UFH	University of Fort Hare
UNISA	University of South Africa
WIL	Work Integrated Learning
WSU	Walter Sisulu University

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

APPENDICES

CHAPTER 1

OVERVIEW OF THE STUDY

1.0 Introduction

The main focus of the study is on the perspectives of Post Graduate Certificate of Education (PGCE) students regarding the effectiveness of school based mentoring. Maphalala (2013, p123) points out that mentors have become key players in launching student-teachers into the teaching profession. In conjunction with the university lecturers (HEI based mentors), school based-mentors are tasked with a huge responsibility of developing PGCE students into professional teachers within a year. As Teaching Practice (TP) evokes some emotions, mentor teachers are expected to minimize those emotions, such as ease the fears, anxiety, loneliness and stress experienced by student-teachers. This chapter entails the overview of the study, statement of the problem, research questions and objectives.

1.1. Overview of the study

Teaching Practice (TP) is defined by Ogonor & Badmus (2006, p1) as the period when student-teachers are aided to put the theories and principles of education they have learnt, in lectures, into practice in the classroom. From the above explanation it can be deduced that TP begins at the university where student-teachers are mentored by their lecturers when they are introduced to different theories and principles of education. The student-teachers need to put into practice the theories at school under the guidance and support of mentors. There are many terms used referring to TP although this study consistently uses Teaching Practice.

Teaching Practice is one of the various terms used in teacher development and education. There are other terms used for TP such as: Student Teaching, School Experience, Work-related Learning, Practicum, Work Integrated Learning and Field Experience, (Ngidi & Sibaya, 2003, p18; Wagenaar 2005, p1; Butler & Cuenca, 2012, p296; Marais & Meier, 2004, p220 and Kiggundu & Nayimuli, 2009, p345). All these terms

clearly indicate that TP is the final step towards entering into their careers. The South African Norms and Standards for Educators (2000, p12) suggests that TP is meant to provide an authentic context within which students are exposed to experience the complexities and richness of being a teacher. TP is an important component of becoming a teacher and every student-teacher is expected to do it. Such concepts are used in different contexts; for example, at the University of Fort Hare School Experience is the most commonly used term whereas in England they use Work Integrated Learning. In Chapter 2 these concepts are explained. It is the period when student-teachers go out to do their practical work in host schools.

Teaching Practice grants student-teachers experience in the actual teaching and learning environment (Ngidi & Sibaya 2003, p18). As Marais & Meier (2004, p221) indicated, TP presents a wide range of experiences in which the student-teachers are exposed to the realities of classroom and school dynamics. As a result, to most students TP creates a mixture of anticipation, anxiety, excitement and apprehension (Marais & Meier, 2004, p221). Student-teachers are anxious because they are going to experience the classroom environment for the first time. TP also provides student-teachers with the opportunity to try the art of teaching before actually getting into the teaching profession. Although learning to teach is highly complex, with practice it can be manageable (Major & Tiro, 2012, p65 and Kiggundu & Nayimuli, 2009, p346). This is particularly so with the guidance of a supportive mentor (Butler & Cuenca, 2012, p296).

Mentors, both at the university and at the host schools, are tasked with the formal responsibility of helping student-teachers learn how to teach (Hobson & Malderez, 2002, p1). School-based mentors act as intermediaries between the university, the student-teacher and the school. The mentors are the go-betweens hence Maphalala (2013, p123) called them key players in supporting student-teachers. The university therefore has to ensure that mentors are clear about their roles in order to effectively support the student-teachers.

Roberts (2012, p1) states that the role of the mentor is to provide critical modelling and mentoring for the student-teachers on a daily basis. They assist student-teachers in learning how to teach, manage student behaviours and plan for and deliver instructions that are appropriate for all students. Mentors therefore nurture and help student-teachers to understand how schools are organized and how to work with parents, the community and staff (Mudzielwana & Maphosa, 2014, p402). Mentors should show passion and love of teaching and be able to pass this on, hence McDonald (2009, p10) claimed that mentors are acting as "gatekeepers to the profession". In contrast to enriching experiences perceived by student-teachers, TP is also regarded as a challenging process of teacher training.

Apart from the enriching experiences, literature claims that student-teachers experience challenges during TP (Kiggundu & Nayimuli 2009, p346 and Mukeredzi & Mandrona 2013, p141). These challenges may significantly affect their ability to achieve maximum benefit from the entire exercise. Marais & Meier (2002, p221) also agree that TP is a challenging part of teacher training, especially in developing countries such as South Africa. This is where the effectiveness of TP is considered to be negatively affected by a range of challenges. The challenges include geographical distance, low and uneven levels of teacher expertise, a wide-ranging lack of resources as well as lack of discipline among a wide cross-section of learners and educators. Another pertinent factor is the quality of mentoring provided by the mentors (Butler & Cuenca, 2012, p29; Hobson, et.al, 2009, p214; Sundli, 2007, p305). Furthermore as TP is a complex process whereby both student-teachers and mentors experience challenges.

Mentoring is a nurturing process, in which a more experienced person guides the less experienced student-teachers. As the student-teacher depends upon the mentor for guidance the latter should be properly prepared for their role. In contrast to this statement, Shumba, Shumba and Maphosa (2012, p149) established that, in most cases, mentors were not trained for their roles as mentors. Research indicates that being a good or a senior teacher does not make an effective mentor (Donaldson, 2008, p9; Mudzielwana & Maphosa, 2014, p404). Literature, however, indicates that mentors are sometimes not

sure of what they are doing and what is expected of them (Butler & Cuenca, 2012, p297; Hobson et. al, 2009, p214; Sundli, 2007, p305). The challenges are also linked with the selection of mentors. As a result, research has widely questioned the capacity of mentors to serve as effective school based teacher educators (Hobson & Malderez, 2002, p4; Shumba, Shumba & Maphosa, 2012, p149; Butler & Cuenca). These may result in different mentoring practices and styles hence student-teachers may also experience TP as complex. For them it may be complex because of differing experiences for each student-teacher in terms of their own learning and the mentoring they receive (McDonald, 2009, p1).Hence this study aims to analyse the perspectives of PGCE students on the effectiveness of teachers' mentoring.

1.2 Statement of the problem

School based mentoring is a complex social interaction that mentors and student-teachers construct and negotiate (Fairbanks, Freedman & Kahn 2000, p103). This social interaction evokes emotions of stress and loneliness as it isolates student-teachers who often try to cope alone (Shumba, Shumba & Maphosa 2007, p402). As already noted, literature indicates that mentors are sometimes not sure of what they are doing and what is expected of them (Butler & Cuenca, 2012, p297; Hobson et al, 2009, p214; Sundli, 2007, p305). As a result research has widely questioned the capacity of mentors to serve as effective field based teacher educators (Hobson & Malderez, 2002, p4; Shumba, Shumba & Maphosa, 2012, p149; Butler & Cuenca). The second important role of the mentor is to assist in minimizing the emotions of isolation and anxiety. Furthermore, they assist the student teacher to gain confidence teaching in the classroom. Although there are benefits of mentoring for student-teachers, Marais & Meier (2004, p221) argue that inadequacy in the mentors' guidance and training reduces the effectiveness of TP and may lead to a negative experience of TP. This is in line with Sundli (2007, p201) who echoed that mentoring may turn out to be an obstacle to reflection rather than an enhancement. Hence this study analyses PGCE students' perspectives on the effectiveness of school teachers' mentoring.

1.3 Purpose of the study

The purpose of the study is to analyze the perspectives of PGCE students on the effectiveness of school based mentoring. To establish the student-teachers' perspectives on how helpful the school based mentors are.

1.4 Research questions

Main research question:

How do PGCE students perceive the effectiveness of school based mentoring?

Sub-questions:

1. How do the PGCE students conceive school based mentoring?
2. Which roles do mentors play, according to the PGCE students?
3. How do PGCE students experience mentoring?

1.5 Research objectives

1. To analyse PGCE students' views on the effectiveness of school based mentoring.
2. To evaluate the roles played by the mentors according to the PGCE students.
3. To assess which roles mentors are not fulfilling, according to the PGCE students.
4. To establish how the PGCE students experience school based mentoring.

1.6 Significance of the study

TP is the basis of all teacher training and no teacher will be a successful teacher without this training. This study will assist teacher education programmes to develop guidelines on mentoring so that mentors will know what is expected of them during mentoring /teaching practice. Butler & Cuenca (2012, p297) reveal that mentors are not guided on how to mentor student-teachers; as a result they rely on their own experience. Therefore, this study seeks to help student-teachers and teachers at schools, because it is through mentors' feedback during TP that student-teachers can assess their strengths and weaknesses and find ways to improve them. Furthermore, a PGCE student is a unique student who has to complete his/her Education studies within one year, while the normal

route for teachers is the BEd, which is a four year programme. Therefore, PGCE curriculum planners should consider the challenges they are faced with in a short period of time.

1.7 Scope of the study

The study only focuses on the PGCE students' analysis of their school-based mentoring experiences. Student-teachers from other programmes are not to be included in the study. Furthermore, the study only focuses on one Higher Education Institution based in the Eastern Cape Province.

1.8 Conceptualising terms

- Teaching Practice - refers to teaching of a student under the supervision of an experienced teacher and is a very important component of any teacher training programme (Kiggundu & Nayimuli, 2009, p345).
- Mentor-teacher - is a qualified subject expert with several years of appropriate experience in teaching and in giving help and advice to student-teachers. (Shumba, Shumba & Maphosa, 2007, p163).
- PGCE Student - refers to the Post Graduate Certificate in Education student also referred to as a student-teacher.
- Mentoring - is a nurturing process in which a more experienced person serves as a role model and provides professional assistance to the student-teacher (Mudzielwana & Maphosa, 2014, p402).
- Experience - is the process of learning to teach through observation and reflection upon teaching (Butler & Cuenca, 2012, p296).

1.9 Literature review

According to Gasa, Mafora and Maphalala (2015, p133) a literature review is regarded as the foundation on which a research project is built. This means that it provides a framework and also identifies gaps in existing literature. The approach to this study is informed by Hudson & Peard's (2005, p189) five factor mentoring model.

According to this model, five factors have been identified, namely: personal attributes, system requirements, pedagogical knowledge, modelling and feedback.

In relation to personal attributes, mentors need to be supportive, attentive, instil positive attitudes for teaching in their student-teachers and assist the student-teachers to reflect constructively on improving TP (Hudson & Peard, 2005, p189; Donaldson, 2008, p13; Butler & Cuenca 2012, p300). With regard to system requirements, focus is placed on the systemic part of the school and teaching that will help the student-teacher to understand the systemic part of teaching. This section includes the aims of teaching, the curriculum and school policies (Hudson & Peard, 2005, p189).

Pedagogical knowledge is one of the key factors of successful mentoring in which the mentor needs to have pedagogical knowledge of teaching and the classroom planning for teaching (Donaldson, 2008, p24 and Hudson & Peard, 2005, p189). Observing an experienced mentor model good teaching is a very effective method of mentoring. Attributes associated with modelling are enthusiasm, rapport with students and syllabus language (Hudson & Peard, 2005, p189; Richter, Kunter, Ludtke, Klusmann, Anders & Baumert, 2013, p167). How feedback is given following an observation of lessons taught by the student teacher is seen by Kullman (1998, p476) as a crucial element in mentoring (Donaldson (2008 p.13); Butler & Cuenca (2012, p300) and Hudson & Peard (2005, p189).

The review of national and international literature will be undertaken to collect relevant data - in Botswana a study by Major & Tiro (2012); in Hungary by Kullman (1998); in South Africa by Kiggundu & Nayimuli (2009); in Zimbabwe by Shumba, Shumba & Maphosa (2007); in Malawi by Mtika & Gates (2011) and in Nigeria by Danner (2014). The next section focuses on conceptualizing TP, teacher mentoring, strategies used by schools to mentor student-teachers and the conceptualization of a PGCE student.

1.9.1 Conceptualizing Teaching Practice

This section will conceptualize, TP firstly from an international perspective followed by how TP is viewed in Africa and finally South Africa. Western literature indicates that

support to student-teachers has attracted interest from education systems globally. In Scotland, for example, good quality mentoring in schools makes an important contribution to developing the professional skills of student-teachers during TP (Donaldson 2008, p1). In Norway, Sundli (2001, p201) shows how mentoring may turn out to be an obstacle to reflection rather than an enhancement. Because mentoring is a new concept that remain confused, there are problematic issues that are seldom heard when mentoring is considered. For example, elements of power, danger of dependence. These may be an obstacle rather than enhancement. Hungary is one context where the mentor is often required to perform both a developmental and a judgmental role, since the overall assessment of the student teacher's teaching lies in the hands of a school based mentor (Kullman, 1998, p475). From the three examples given above it shows that TP and mentoring are a worldwide concern for student-teachers and school based mentors.

According to African literature, teachers in any society play a vital role in the development of the individual child. Major & Tiro (2012, p63) felt that in Botswana student- teachers are taught too much theory and do less TP and as a result there is a fear that education institutions do not produce well trained teachers. In Malawi also quality teacher education programmes are a concern. Mtika & Gates (2011, p424) are also asking for policy makers to support student-teachers appropriately in their journey to professional development.

In South Africa, several studies have been conducted raising the concern about the relationship between student-teachers and school based mentors. To mention just a few, the purpose of the study by Kiggundu (2007, p26) was to examine both the positive and negative experiences faced by student-teachers during TP in the Vaal Triangle. Mukeredzi & Mandrona (2013, p141) claim that in developing countries such as South Africa, TP issues and challenges can be particularly severe especially in rural areas where lack of in-school support and guidance can reduce its effectiveness.

1.9.2 Teacher mentoring

Mentoring means guiding and supporting the trainees to ease them through difficult transitions; it is about smoothing the way, enabling, reassuring as well as directing,

managing and instructing (Sundli, 2007, p206; Kiggundu & Nayimuli, 2009, p355; Shumba, Shumba & Maphosa, 2007, p148). Mentors are expected to be the link between the university and the school which simply means a link between theory and practice. McDonald (2009, p1) and Butler and Cuenca (2012, p297) agree that it is a necessary prerequisite that student-teachers have an associate teacher (mentor) who is communicative and supportive and has clear beliefs and philosophies with regard to teaching and supervision.

Butler and Cuenca (2012, p297) assert that the role of the mentor has been questioned because of the lack of definitional clarity about their roles and responsibilities. Sundli (2007, p202) and Butler & Cuenca (2012, p305) further argue that mentors often base their conceptualization of mentoring around their own experiences as students, student-teachers and in-service teachers. Communication between the university supervisors and mentors about their roles and responsibilities is needed in preparation of student-teachers. Shumba, Shumba & Maphosa (2007, p263) claim that relations between university supervisors and mentors left a lot to be desired.

There is a need to address relationships between university supervisors and school mentors in terms of assessing and mentoring student-teachers. Both the mentor and the student-teacher should understand that the objective and purpose of their relationship is to promote professional readiness of the student. McDonald (2009, p1) acknowledges that there is need for a positive, personal and professional relationship between the mentor and the student-teacher. This involves open and frank communication. There is a clear link between a positive TP and excellence in supervision. Student-teachers often enter TP unsure of their abilities and have uncertainties about what it means to be a teacher. Butler & Cuenca (2012, p300) argue that it is the duty of the mentors to help the student-teachers move past these fears.

1.9.3 Strategies used by schools to mentor student-teachers

Student-teachers work in schools during TP under the supervision of mentors (Danner, 2014, p47). A mentor is someone who is experienced and therefore leads the less-

knowledgeable student-teacher in the correct direction. Schools select mentors who are skilled, experienced teachers, who have well developed interpersonal skills and demonstrate leadership qualities. Mentors are usually, but not always, specialists in their subjects (Donaldson, 2008, p9). Mentoring means guiding and supporting the student teacher to ease the anxieties they experience during TP and to monitor and evaluate their progress regularly (Mudzielwa & Maphosa, 2014, p402; Kiggundu, 2007, p28). There are a number of mentoring approaches, strategies and tactics that have been found to be effective across different contexts (Hobson et al., 2009, p212).

Effective mentoring strategies include holding regular meetings, open dialogue, involving them in decision making and providing emotional and psychological support. Effective mentors provide their student-teachers with emotional and psychological support and make them feel welcomed, accepted and included (Kiggundu, 2007, p28). Research indicates that mentors allow their student-teachers an appropriate degree of autonomy to make decisions and to develop their own teaching styles as indicated by (Kullman, 1998, p479; Kiggundu & Nayimuli, 2009, p348 and Shumba, Shumba & Maphosa, 2009, p149). During the mentoring process a student-mentor interaction emanates.

As the mentor and the student-teacher interact, there is exploration of strengths and weaknesses (Mukeredzi & Mandrona, 2013, p146). Through these interactions, shortcomings are rectified and suggestions made on how to overcome anxiety and how to apply a variety of strategies to improve their teaching (Ngidi & Sibaya, 2003, p21). In the process of identifying such attributes, student-teachers get nurtured into competent practitioners (Kiggundu & Nayimuli, 2009, p348 and Major & Tiro, 2012, p67). According to Maphosa, Shumba & Shumba (2007, p297) mentors should be very competent in lesson preparation and lesson delivery in order to offer effective assistance to the student-teacher and lead by example. The mentor has to model learning while the student-teacher observes and takes note. Since this section was looking at mentoring, the next section conceptualizes a PGCE student.

1.9.4 Conceptualizing a PGCE student

The Post Graduate Certificate in Education is a teacher-training programme offered over one year full time or two years part time (Higher Education Monitor no.11, 2010, p4). Kiggundu and Nayimuli (2009, p348) describe the PGCE class as a group of student-teachers from diverse backgrounds. Some are working, some have never worked, and they have spent too much time learning theory and less time on TP. The majority of the student-teachers took the PGCE programme as a stopgap while waiting for better career opportunities in other fields. Kiggundu & Nayimuli (2009, p346) further argue that these students enrolled because they had no alternatives, since they were not able to get jobs after their undergraduate qualification and because funding was available for them to enrol with the programme. There are also challenges associated with the PGCE programme.

According to Chambers, Coles & Tom (2002, p375) the PGCE programme has the challenge of a high rate of dropouts which is related to three major concerns: the mentor-student relationship, the workload expected of students and the image of the profession. Some of the student-teachers dropout because of financial problems as they accumulated debt from their undergraduate studies and find themselves unable to finance further studies. Some student-teachers are discouraged by the image of the teaching profession, poor salaries and gaining little respect from society. Some student-teachers realize that they have not made the correct choice in choosing that career and therefore cannot cope with the demands of the teaching career.

1.10 Research methodology

1.10.1 Research approach

Because of the nature of the research questions and what the study aimed to achieve, this study followed a mixed methods approach. According to Cresswell (2003, p18) a mixed method approach is one in which the researcher tends to base knowledge on pragmatic grounds (e.g. consequence oriented, problem-centered and pluralistic). It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems Teddlie & Tashakkori (2009, p16).

The data collection involves gathering both numeric information as well as text information so that the final database represents both quantitative and qualitative information. The study is a mixed research because the research questions demand the use of both quantitative and qualitative design.

1.10.2 Research paradigm

Teddlie & Tashakkori (2009, p13) view research paradigms as world views, that is, as ways of perceiving and experiencing the world. As this study followed a mixed method approach, it utilized the pragmatic research paradigm. In this paradigm both the qualitative and quantitative approaches are used.

1.10.2.1 Interpretivism

Cohen, Manion and Morrison (2000, p103) assert that the interpretive paradigm begins with the individual who sets out to understand his or her interpretation of the world. Interpretivism was used to illuminate the importance of mentoring towards professional growth and the challenges facing student-teachers in their TP.

1.10.2.2 Positivist

The post-positivist paradigm (sometimes referred to as the positivist paradigm) is associated with the 'scientific' method of carrying out an investigation in which often all involved in the research have a voice, thus the use of participatory action research and critical ethnography (Creswell, 2003, p11). This study used a pragmatic research design. Pragmatic research is not committed to any one system of philosophy or reality. The focus is on the "what" and "how" of the research problem (*Ibid)*.

1.10.3 Research design: Explanatory mixed methods design

The purpose of this design is to use the qualitative findings to help clarify the quantitative results. The quantitative data is collected and analysed first; then the researcher collects and analyses the qualitative data (Ivankova, Cresswell & Clark, 2007, p266). This study used both a survey and a case study design. The study sought to hear student-teachers'

voices on their experiences of school based mentoring. A case study design of PGCE students from one higher education institution in the Eastern Cape was utilized.

1.10.4 Data collection strategies

Both quantitative (questionnaires) and qualitative (semi-structured interviews) data collection strategies were used in this study. The questionnaire preceded the interviews because the results of the questionnaires provided a general picture of the PGCE students' views on their TP and mentoring experiences.

1.10.4.1. Questionnaires

The quantitative data collection strategy used was questionnaires. A questionnaire is a data collection instrument for eliciting the feelings, beliefs, experiences, perceptions or attitudes of some sample of individuals (Cohen, Manion & Morrison, 2004, p104). Thereafter, semi-structured interviews were used to explain and refine what was discovered in the questionnaires (Cohen, Manion & Morrison, 2000, p104). The questionnaire format for this study was adapted from Hudson (2005, p8). The pilot of the questionnaire was done with another group of students within the respective Faculty of Education. The students were at the same level of qualification with the PGCE students.

1.10.4.2. Semi-structured interviews

Qualitative data was collected through interviews. Interviewing is an effective way of gathering information during qualitative research (Cohen, Manion & Morrison, 2000, p104). An interview is a way of gaining some understanding of the person's views on topics the researcher is interested in and it is also a means of gaining an understanding about information these people may have and that they are willing to share. Five of the PGCE students were interviewed.

The semi-structured face-to-face interviews covered biographical details, and understanding of mentoring theory. By using this tool I was able to clarify the stated aims of my work, as well as being able to compare mentors both across and within schools. The framework for the interviews was flexible, not restricting me to one mode of

questioning, such that I could use a mix of direct questions and open and more flexible ones. Within the interviews I sought to minimize the extent that I influenced interviewees, thereby reducing the potential for bias within my research.

1.10.5 Sampling procedure

The sampling procedure used was random purposive sampling. Purposive sampling helps the researcher to get rich information from the PGCE student-teachers as De Vos (2013, p232) regarded them as a sample of experts. The sampled participants for the survey design were all the PGCE student-teachers from the Foundation Phase and Intermediate Phase specializations. For the case study design, purposive sampling was used which means that the 'researcher handpicks the cases to be included in the sample on the basis of their judgment of their typicality' (Cohen, Manion & Morrison, 2000, p103). In this study the participants were the PGCE student-teachers since they were involved in TP and full of information regarding the effectiveness of school based mentoring.

1.10.6 Data analysis

Ivankova, Cresswell & Clark (2007, p261) claimed that the researcher, when analysing data, uses descriptive methods to describe, analyse and summarize numerical data into major characteristics of the study. This will help to not distort or lose too much valuable information and this will help to make the information simple, manageable and more understandable. The questionnaire was analysed using descriptive statistics. The descriptive statistics included frequency counts and percentage scores. The interviews were analysed using themes drawn from the main research questions, and thereafter conclusions were drawn based on the similarities and differences of students from learning experiences on the effectiveness of teachers' mentoring (Ivankova, Creswell & Clark, 2007, p261).

1.10.7 Ethical Issues

1.10.7.1 Structural issues

University Application

Permission to conduct this study was obtained from the higher education institution in which the study was to be conducted. The researcher also explained to all the participants the purpose of the study before they started engaging in interviews.

1.10.7.2 Additional ethical principles

Confidentiality

The participants were made aware that their names and responses would be kept confidential and that the data collected would be used only for the purpose of this study. Confidentiality of participants' responses was guaranteed and they were informed that their participation was voluntary and that they could withdraw from the study at any stage.

Anonymity

The researcher gave assurance to the participants that their names would not be reflected in the results of the study. Only pseudonyms would be used as a means to protect the participants' identity

.

Protection of the dignity of the participants

The researcher is responsible for protecting the rights, dignity and welfare of the participants while conducting a study. Participants were protected from physical harm and mental discomfort and danger in this study.

Informed consent

Participants were made aware that participation was on a voluntary basis and that they would be given a consent form to sign which also stated the purpose of the study. They could withdraw from the study at any point in time.

1.10.8. Validity and reliability

McBurney & White (2007, p169) view validity as an indication of accuracy in terms of the extent to which a research conclusion corresponds with reality. According to Cohen, Manion & Morrison (2000, p151) the researcher strives to ensure reliability and validity of quantitative data by ascertaining its dependability, consistency, truthfulness and correctness. The use of the quantitative and qualitative approach in this study helped to compare the two sets of data in order to produce well-validated conclusions. Furthermore, the questionnaire was submitted to empirical research expects in education management. Additionally, a pilot study was conducted to ensure that reliable results were obtained. Finally, in order to ensure validity semi-structured interviews were used. Data that will be consistent in both the quantitative and qualitative design will validate the conclusions.

1.11 Chapter outline

Chapter 1 -	Overview of the Study

This chapter contains the background of the study and states the research questions. The chapter introduces the reader to the conceptualization of teaching practice and school-based mentoring.

Chapter 2 -	Literature Review

This chapter will be focussing on conceptualization of TP looking at international, African as well as South African perspectives. Teacher mentoring, strategies used by schools to mentor student-teachers and the conceptualization of PGCE students will also be looked at.

Chapter 3 -	Research Methodology

This chapter focuses on how the mixed research approach was conducted, starting with the quantitative design in the form of questionnaires and followed by the qualitative component in the form of interviews.

Chapter 4 -	Data Presentation & Analysis

This chapter explains how the data was analysed using themes created from the main research questions as well as the roles of mentors from the five factor mentoring model.

Chapter 5 -	Discussion of Findings, Conclusion & Recommendations

This chapter discusses the findings of the study. The conclusion and recommendations are also discussed.

1.12 Summary

In this chapter the researcher has presented an overview of this study. This included, among other things, the background to the study, statement of the problem, research questions and the significance of the study. The next chapter, which is the literature review, presents and discusses the conceptual framework and research findings based on existing literature. This chapter forms the base of the study.

CHAPTER 2
LITERATURE REVIEW

2.0 Introduction

The aim of this chapter is to unpack literature on mentoring of student-teachers during Teaching Practice. As indicated earlier in Chapter 1, the main purpose of the study is to analyse the perspectives of PGCE students on the effectiveness of school based mentoring. This will help to establish from the student-teachers' viewpoints how effective school based mentors are. Mentors play a leading role in assisting, guiding and supporting student-teachers during TP. As TP and mentoring are integrated, they will be discussed simultaneously hence this chapter explores literature nationally and internationally on TP and mentoring.

As this study aimed at analysing the perspectives of student-teachers on the effectiveness of school based mentoring, the first part of literature will conceptualize Teaching Practice. Secondly, an analysis of a PGCE student within TP and TP formats, issues and approaches nationally and internationally will be provided. Finally, this chapter will also unpack mentoring and the role of the mentor using Hudson's 5 Factor Mentoring Model. This literature review is responding to the following research questions:

- How do PGCE students perceive the effectiveness of teachers' mentoring?
- How do PGCE students conceive school-based mentoring?
- Which roles do mentors play according to the PGCE students?
- How do PGCE students experience mentoring?

The next section focuses on the conceptualization of TP. Such a debate is necessary because it is during TP that the mentor/student-teacher relationship becomes evident. Hence the research analyses the perspectives of PGCE students on the effectiveness of school teachers' mentoring during TP.

2.1 Conceptualizing Teaching Practice

The TP exercise is to acquaint student-teachers with practical knowledge of the teaching and learning process including lesson plan preparation, presentation, class management, communication skills, evaluation and the required personality of professional teachers. Nwanekezi et al. (2011, p45) remarked that TP is the name of the preparation of student-teachers for teaching by practical training. From the foregoing it can be inferred that TP is a school-based internship programme (Shumba et al., 2012, p149). TP consists of two sections, that is, practice and theory, of which most researchers agree that more time is spent on theory rather than practice (Major & Tiro, 2012, p65). The exercise provides trainees with the opportunity to utilize the various teaching methods in actual classroom conditions under constant supervision of competent and experienced teachers. TP thus occupies a key position in the teacher education programme.

Teaching Practice is universally accepted in the teaching profession as an integral part of preparation of student-teachers (Walkington, 2010, p177; Komba & Kira, 2013, p157). The student-teachers' training cannot be complete without undergoing the process of TP. TP is the period when student-teachers are groomed and developed into professional teachers. Furthermore, TP is a requirement in the teacher training programme because it provides the opportunity for student-teachers to integrate theory and practice (Kiggundu, 2007, p27). Student-teachers are exposed to the actual teaching and learning environment during TP. That is why Ngidi and Sibaya (2003, p18) saw it as an initiation into the real life world of the school.

Teaching Practice is defined by Ogonor & Badmus (2006, p1) as the period when student-teachers are aided to put into practice in the classroom the theories and principles of education they have learnt in lectures. During this period the student-teachers are practicing in the classrooms the theory they had been taught by the lecturers at the university. Kiggundu (2007, p26) views Teaching Practice as the period that allows the student-teachers to become 'fully integrated' learner teachers. Learner teachers refers to student-teachers when they go to host schools to do their practical work and also learn how to become teachers. The South African Norms and Standards for Educators (2000,

p12) suggested that TP is meant to provide for an authentic context within which students are exposed to experience the complexities and richness of being a teacher. Student-teachers are prepared to become potential teachers during TP. Teaching Practice is therefore a valuable component of teacher education and it prepares student-teachers to ultimately be professional competent educators. During TP, student-teachers are moulded into the craft of teaching.

Teaching is an activity performed by an individual, for example, a knowledgeable adult whose intention is to bring about learning (Shumba, Shumba & Maphosa, 2012, p149). Teaching is an exciting and rewarding activity that is also very demanding. It requires that the mentor teachers clearly understand what should be done to bring about the most desirable learning in the learners and be highly proficient in the skills necessary to carry out this task. However, according to Nwanekezi, Okoli and Mezieobi (2011, p44), the student-teacher needs to be properly educated and trained for professional efficiency and inculcated with a positive attitude that will enable him/her to go through the training properly and come out well equipped for the responsibility ahead. To provide professional education for teachers, higher education institutions (including teacher colleges) have been established almost all over the world (Chishlom, 2009, p14).

The teacher training institutions are not only imparting theoretical but also practical knowledge and skills in teaching different subjects to student-teachers (Chishlom, 2009, p14). It is an integral part of the teacher education programme which is geared towards preparation of new entrants into the teaching profession. Due to the invaluable experience of TP, it can be seen as a vital component of education.

Teaching Practice is an important component of becoming a teacher as every student teacher is expected to do TP (Kiggundu 2007, p26). It grants student-teachers experience in the actual teaching and learning environment (Ngidi & Sibaya 2003, p18). As Marais & Meier (2004, p221) state, TP represents a wide range of experiences to which the student-teachers are exposed when they work in the classrooms and school. For instance, for most students TP creates a mixture of anticipation, anxiety, excitement and

loneliness (Ibid). Lack of motivation and lack of in-school support are also factors that student-teachers encounter during TP.

(a) Excitement

Perry (2004, p2) asserts that TP can be very exciting. He further stressed that student-teachers could be excited about being part of the classroom setting, getting to know students, planning and organising classroom tasks. It is an exciting opportunity to be given an opportunity to try the art of teaching before actually getting into the teaching profession.

(b) Anxiety

It is not unusual during TP for student-teachers to experience a number of worries and anxieties which sometimes result in high levels of stress (Danner, 2014, p49). Anxiety is an important consideration in teaching particularly during TP with implications for classroom success. One source of anxiety is teaching while being observed, evaluated and assessed. Student-teachers are anxious during TP because as they are assessed, they are also awarded teaching practice marks that contribute towards their final assessment. Anxiety is also caused by teaching unsuccessful lessons and failure to discipline learners in the classroom (Ngidi & Sibaya, 2003, p19 and Danner, 2014, p49). Furthermore, they are anxious of going to experience the classroom environment for the first time (Danner, 2014, p49).

(c) Loneliness

Classroom teaching can be very lonely and very stressful (Shumba, Shumba & Maphosa, 2012, p150). Student-teachers can also be isolated from their colleagues as they are often used to team teaching with other students at the university. Being in the classroom together with the mentor and learners, the student-teachers could experience stress and loneliness.

(d) Lack of motivation

An absence of regular professional support from the mentors tended to create low motivation levels among student-teachers. All this points to a need for comprehensive and on-going mentor support and professional development. The challenges experienced by the student-teachers may have significantly affected their ability to achieve maximum benefit from the entire exercise (Kiggundu & Nayimuli, 2009, p346). Marais & Meier (2004, p221) also agree that TP is a challenging part of teacher training, especially in developing countries such as South Africa. The challenges include geographical distance, low and uneven levels of mentor teacher expertise, a wide-ranging lack of resources as well as lack of discipline among a wide cross-section of learners and educators (Kiggundu & Nayimuli, 2009, p345).

(e) Geographical distance

Another issue identified in literature, as a source of anxiety for student-teachers is that of geographical distances, the inadequate infrastructure and lack of in-school support (Marais & Meier (2004, p221). By geographical distances it means that South Africa is marked by rough topography and poor physical infrastructure, low population density, limited educational and economic opportunities and services like water, sanitation, electricity and healthcare. Those schools are typically under-resourced, overcrowded and situated in socio-economically disadvantaged areas. Working in such conditions often presents unique challenges. Competent, qualified and experienced teachers avoid working in rural areas because of geographical isolation, socio-economic conditions and cultural differences. For example, TP can be particularly severe especially in rural areas where lack of in-school support and guidance can reduce its effectiveness (Mukeredzi & Mandrona, 2013, p141).

TP also provides student-teachers with the opportunity to try the art of teaching before actually getting into the teaching profession. Although learning to teach is highly complex, with practice it can be manageable (Major & Tiro, 2012, p65 and Kiggundu & Nayimuli, 2009, p346). This is particularly so with the guidance of a skilled mentor (Butler & Cuenca,

2012, p296). Having conceptualized TP, the next section will be conceptualizing a PGCE student.

2.2 Conceptualization of a PGCE student

PGCE is a teacher-training programme offered over one year of full time study or two years of part time study (Higher Education Monitor no.11, 2010, p48). It is expected to produce teachers who have an in-depth knowledge of current national regulatory frameworks and their underlying principles and philosophies.

Kiggundu and Nayimuli (2009, p348) describe a PGCE class as a group of student-teachers from diverse backgrounds. The diversity is also indicated in terms of different degrees that they bring to the PGCE. For example, some students have graduated with a BSc majoring in geology, others in textile and design, others with a Bachelor of Arts majoring in music. In addition, some of the students are working (studying PGCE on a part-time basis), some have never worked and have spent too much time learning theory and less time on TP (Kiggundu & Nayimuli, 2009, p346). The majority of the student-teachers enrolled on the PGCE programme as a stopgap while waiting for better career opportunities in other fields. Kiggundu & Nayimuli (2009, p346) further argue that these students enrolled because they had no alternative, since they were not able to get jobs after their undergraduate qualification and because funding was available for them to enrol on the PGCE programme. PGCE students display a wide range of diversity in their undergraduate qualifications, race and home languages.

The PGCE brings into the profession individuals from particular, and often wide-ranging backgrounds, who might not have become teachers (Kiggundu & Nayimuli (2009, p346). Examples are the numerous graduates who start teaching without a professional qualification, sometimes purely out of commitment to education and children and sometimes because jobs are hard to find even for baccalaureus graduates. It also provides an opportunity for people to change professions mid-career, which again brings valuable diversity and experience into the schooling system. One of the challenges is that being a one year programme means the students need to complete all the education components within a limited space of time. The PGCE graduates learn too much theory

and do not get enough practice. They do not know what to do in the classroom because they have only two TP periods. This is not enough time in the classroom to know what to do and, as a result, they seem not fully prepared (Kiggundu & Nayimuli (2009, p346) or, if they were really committed to teaching, they would have done an education degree from the start. Successful teaching takes into account who the learners are, as well as what they are to be taught.

The Higher Education Monitor no.11 (2010, p60) outlines that a good PGCE programme is expected to have conceptual coherence, have a strong link between taught modules and work-based learning. An initial teacher development curriculum which focuses on underlying understandings and principles rather than on enormous 'methods', is another factor that makes it possible for the PGCE to be achieved in one year (Kiggundu & Nayimuli (2009, p346). The PGCE programme gives students a broad understanding of education as a practice and competence as practitioners.

According to the Higher Education Monitor no. 11 (2010, p61), the PGCE programmes should have five key features: conceptual coherence; a strong link between taught modules and work-based learning; be designed to encourage and develop critical reflection and self-reflexivity. In addition, the PGCE programme should constitute students as learners positioned to engage fruitfully in continuing professional development and adapt to changes in curricula and new trends in education. Finally, the programme should give students as novice practitioners a broad understanding of education as a practice and competence (Higher Education Monitor, 2010, p59). Despite the substantive key features of the PGCE outlined in the Higher Education Monitor no. 11, (2010, p59) the PGCE programme has its challenges.

One of the challenges highlighted by Chambers, Coles & Tom (2002, p375) is the high dropout rate. Some of the students leave the profession before finishing the programme. They leave because they were not desperate as they had another qualification. Kiggundu & Nayimuli (2009, p346) affirmed that they have used PGCE as a stopgap while waiting for jobs in their related fields of study. Kiggundu & Nayimuli (2009, p346) emphasized the

above statement by indicating that the majority of student-teachers were doing the course by default and had no intention of teaching after the course. This is related to three major concerns: the mentor-student relationship, the workload expected of students and the image of the profession (Charles, Coles & Tom, 2002, p375). In addition, student-teachers drop out because of financial problems as they accumulated debt from their undergraduate studies and found themselves unable to finance further studies.

Furthermore, student-teachers are discouraged by the image of the teaching profession, poor salaries and the little respect from the society that educators gained. Some student-teachers realized that they have not made the correct choice in choosing this career and therefore dropped out (Chambers, et.al 2002, p375). The most important factors that affect student-teachers' TP experience are the mentors and peers who spend most of the time with the student-teachers. Mentors are sometimes busy with their role as educators and pay little attention to their mentoring role. In addition to TP stress, supervision and administrative workload are examples of TP shortcoming issues. When in this situation student-teachers feel neglected, not supported nor guided (Hobson et al., (2009, p210). In this regard, Shumba, Shumba & Maphosa (2007, p402) reported that when student-teachers have high levels of pressure during TP experience they do not engage positively in the teaching process. Mentor teachers need to invest time for mentoring, involving student teachers in observation lessons.

Student-teachers need to observe mentors in several class sessions during TP, and after that they should discuss together the teaching practices experienced in the classroom. That means the student-teachers observe and critically analyse the teaching practices of their mentors. In addition, student-teachers are assigned to perform some lessons; with the guidance of expert teachers from schools they do their TP. Since mentoring experiences of student-teachers occur during TP, the following section will focus on teaching practice formats and issues from different contexts.

2.3 Global trends in TP

TP is a form of work-integrated learning that is described as a period of time when students are working in the relevant industry (Government Gazette Republic of South Africa, 2015 No. 38487). TP helps the student-teachers to receive specific in-service training in order to apply theory in practice (Mudzielwana & Maphosa, 2014, p 402). The mentoring and TP experience can also be influenced by the school and area in which the TP is taking place. TP is a major concern because the teacher education institutions have always been blamed for producing 'not well trained' teachers (Major & Tiro, 2012, p65). Hence this section focusses on European, African and South African experiences in TP.

2.3.1 European experiences in TP

Support to student-teachers is a topic that is discussed and debated in global education system (Donaldson, 2008, p1; Sundli, 2001, p201; Kullman, 1998, p475). From the studies referred to, they have the common aim regarding mentoring student-teachers of supporting and producing good quality teachers. England and Wales have a unique education system because the Initial Teacher Training (ITT) depends upon a legal and contractual partnership between schools and Higher Education Institutions (HEI) where mentors are trained.

(a) In **Scotland**, good quality mentoring in schools makes an important contribution to developing the professional skills of student-teachers during TP (Donaldson 2008, p1). The support that is provided to new teachers in Scotland has attracted interest from education systems across the world. The scope for the development of mentoring skills among teachers is identified. It is argued that current developments in Scottish education mean that this is a favourable time to begin to strengthen the links between the school and university components of PGCE programmes (Christie et.al., 2004. p112). In Scotland the importance of school/university cooperation is acknowledged but there are no contractual aspects relating to partnerships between schools and universities (*ibid*). Improvements are necessary to maximize the effectiveness of mentoring in teacher education and the quality of Scotland's future teaching force. High quality continuous professional development can only take place with commitment from schools, education

authorities and teacher education institutions to develop effective mentoring (Donaldson, 2008, p1).

(b) In **Norway**, different terms are used for the mentoring practice like supervision, tutoring, coaching and co-operative teaching. In Norway mentors attend in-service courses, and most mentors have at least thirty credits in educational mentoring. According to Sundli (2009, p209) Norwegian mentors have a double role of reflective mentoring and assessing student teachers. This is a positive indication that most mentors perform roles that they are trained for.

In Norway students are organised into groups of four to six during practicum periods (Sundli, 2001, p213). This can result in negative experience as it may raise group pressure among student-teachers and competition for mentors' favours. Mentors are mostly headhunted by the teachers' colleges on the basis of their reputation as expert teachers. Sundli (2001, p213) asserts that mentoring in the Norwegian context shows a picture of an activity dominated by mentors' plans and values as they are involved in assessing student-teachers as well. This may indicate beyond reasonable doubt that whether or not mentors are trained, mentoring has its challenges. Sundli (2001, p201) claimed that mentoring may turn out to be an obstacle to reflection rather than an enhancement.

(c) In **England** and **Wales** Initial Teacher Training, both the school and the higher education institution that trains and support the student-teacher, enter into a legal and contractual partnership (Christie, Conlon, Gemmell & Long, 2004, p109). Research shows that the partnership is based on goodwill and relationships built up over time between the university and school staff. However, school staff generally have only a weak understanding of the overall direction of the PGCE programme and they are uncertain about how best they can fulfil their role in mentoring.

Student-teachers find it hard to integrate school and university experiences and the quality of placement is very uneven. From the examples given above, it shows that TP

and mentoring are a worldwide concern for student-teachers and school-based mentors. During this period the mentors are often trained to support the development of student-teachers. Sundli (2007, p209) affirmed that part of the problem in England is that the focus is not on the education of educators but on the training of curriculum deliverers.

2.3.2. Teaching Practice experience in the African context

In this section, perspectives from the Botswana, Nigeria, and Tanzania will be explored. These countries have been randomly selected because all the countries in Africa are concerned about the training of their student-teachers.

(a) In a study conducted by Major & Tiro (2012) in **Botswana**, they felt that student-teachers are taught too much theory and do less TP. This means that student-teachers spend less time "teaching" in a real classroom and more time in lectures. The cause for concern is whether or not the education institutions in Botswana are producing well trained teachers. Major & Tiro (2012, p65) stated that teacher education institutions have always been accused of producing 'not well trained' teachers. When given ample time to practice, difficulties of teaching can be minimized. Furthermore, student-teachers can be confident to face teaching challenges and become competent teachers when they graduate from their teacher education programme.

The Botswana education was passed from one generation to another by word of mouth. It was not documented until the British through missionaries introduced 'formal' Western education (Major & Tiro, 2012, p64). Primary teacher education was of low quality because student-teachers admitted at the colleges were mostly standard seven leavers and junior certificate failures. Currently Botswana has achieved quantity of educational facilities with colleges that offer a Diploma in Primary Education and a University of Botswana that offers a Bachelor's Degree in Primary Education.

Another concern is the issue of lack of trust of male student-teachers. Mtika & Gates (2011, p431) cited a reported case in Botswana where a school teacher was dismissed for making sexual advances to female pupils. The kinds of negativity generated by a small

number of men who have abused their trust by engaging in sexual exploitation of their pupils might have caused some damage to the teaching profession. Student teachers who feel overwhelmed by the negative publicity may not enter the teaching profession though they have trained as teachers. As TP has been looked at in Botswana, the study now reveals what happens in Nigeria.

(b) In **Nigeria** the teacher education programme exists in consonance with the various levels of education, that is, National Certificate in Education (NCE) and Bachelor of Education (B.Ed.) for colleges of education and universities respectively. Currently in Nigerian universities, TP is a compulsory course in the faculties of education which forms part of the prerequisites for graduation (Nwanekezi et al., 2011, p42). Most universities in Nigeria run the concurrent route in teacher education. In that programme student-teachers take their higher education courses in a teaching subject concurrently with their education courses (Danner, 2013, p48). However, it should be noted that whatever approach that is adopted by different universities in Nigeria, TP is aimed at inducting student-teachers more fully into the professional work of teachers (Perry, 2004, p4). This implies that Nigerians are also concerned about TP. This is further indicated by several studies that have explored major aspects of TP ranging from adequacy of the programme and assessment of student-teachers' performance to the relationship of student-teachers and mentors (Ogonor & Badmus, 2004; Nwanekezi et al., 2011 and Danner, 2013).

(c) In **Tanzania,** Tea**c**hing Practice is an integral component of teacher training (Komba & Kira, 2013, p157). This is in line with other studies (Ngidi & Sibaya, 2003; Marais & Meier, 2004). In Tanzania student-teachers are obliged to attend TP blocks as part of practice in teacher training programmes. The duration of the TP varies according to the level of teacher training programme. For example, PGCE students attend TP for four to five weeks, hence it has been found that the duration spent was not enough (Komba & Kira, 2013, p158). Regarding mentoring during TP, it has been found that the current supervision was ineffective and this linked to the fact that mentors were not well informed of their roles (*ibid*).

The current situation revealed that the higher education sector in Tanzania received inadequate financial support from the government or their recurrent and development budgets (Komba & Kira, 2013, p 162). Therefore, it is not surprising that the budgets set aside by the universities for carrying out TP are also affected. Another concern in Tanzania is the timing of the TP that is done at the end of the year by all teacher training universities. This is inappropriate because this is the time when exams are administered.

From the findings above it is clear that, although the TP programme varied within different countries, the aim remains the same. From all the countries the findings indicated that TP and mentoring have challenges that can reduce their effectiveness. This means that roles should be clearly stated, and student-teachers and mentors should know their boundaries as well as the university. The international and African context has been set so now the South African experiences in TP will be looked at.

2.3.3 South African experiences in TP

Teaching is a complex activity that is conducted upon the acquisition, integration and application of different types of knowledge practices or learning (Major & Tiro, 2012, p65). In the previous section a lot has been said about TP hence the following section provides a brief history of TP in South Africa.

(a) Brief history of TP in SA

Teacher education institutions in South Africa developed in a haphazard way and had started with the introduction of mission schools. Thereafter universities and a host of local and regional initiatives from 1960s onwards were more planned (Chishlom, 2009, p14). There were high enrolments at education colleges because of subsidies from the education department. Teacher Education curriculum changes were placing stress on institutions *(Ibid*) as the curriculum continuously changes.

Pre-1994, Teacher Training Colleges in South Africa were mostly responsible for pre-service teacher education. Students were prepared for practice teaching and afforded opportunities to practise teaching in authentic environments from the very onset over the

duration of their programme. After 1994, some of these colleges were closed down, others used as multi-purpose and adult basic literacy centres; others amalgamated into universities and Further Education and Training Colleges. The aim of this action was to transform the teacher education sector, to respond to issues of quality, governance and coordination. With regards to quality, the criticism was that the subject content was inadequate. The closure of these colleges led to the decrease in output of trained teachers because few students qualified for university entrance requirements and very few could afford the cost of university education (Chishlom, 2009, p16). The different universities adopted divergent paradigms of teaching practice which impacted on the duration of teaching practice and the location of schools where teaching practice is to be conducted. The route to preservice teacher education now was the Four Year B.Ed. programme, or one year full time Postgraduate Certificate in Education (PGCE).

The PGCE programme, like all other teacher education programmes, has been subjected to several changes (Higher Education Monitor No 11, 2010, p41). One of the changes that were noted was the drop in the PGCE enrolments as a result of the removal of state bursary *(Ibid).* PGCE current enrolments are increasing with the introduction of Funza Lushaka state bursaries. The Higher Education Monitor No11, 2010, p41 also indicated another development that affected the PGCE programme was the introduction of the outcomes-based National Qualifications Framework (NQF). NQF required that programmes be reconfigured into level descriptors, outcomes, assessment criteria, and so on. The PGCE is at Level 6of the NQF which is the same level as the three-year degree programmes *(Ibid).*

TP introduced student-teachers and gave them exposure into the experiences of the real teaching world (Kiggundu & Nayimuli, 2009, p355). Perry (2004, p4) claimed that although student-teachers gain much knowledge in lectures and in doing assignments, TP adds meaning to that knowledge. It is during TP the student-teacher comes into contact with the real classroom situation. The challenges facing student-teachers started immediately as they entered the real classroom. Hence mentorship and principles guiding Teacher Education programmes came into being. According to the Government Gazette, Republic of South Africa 2015 no. 38487 there are principles underpinning the design of

programmes leading to teacher education qualifications under Work Integrated Learning (WIL). By adhering to those principles TP in South Africa can improve.

(b) In South Africa, several recent studies have been conducted raising concern about student-teachers' mentoring during TP. Firstly, Kiggundu (2007), the purpose of the study was to examine both the positive and negative experiences faced by student-teachers during TP in the Vaal Triangle. Secondly, Kiggundu and Nayimuli (2009) stated that TP can be a make or break phase for student-teachers. In addition, Mukeredzi & Madrona (2013) reported on the experiences of student-teachers who took part in a four-week TP in a rural South African school.

Kiggundu (2007, p34) accentuated that although some student teachers indicated a supportive relationship with school based mentors, some respondents felt that they were exploited by the mentor teachers. This resulted in student-teachers having lack of self-confidence. Other mentor teachers did not have confidence in the student-teachers as a result they could not leave their classes in their care. Others regarded student- teacher as delaying and wasting learners' time whom have to finish the syllabus. The results also indicated that mentors were unprofessional and did not set good example to student-teachers. Student-teachers were affected by changes in curriculum. This is in line with Kiggundu (2007, p34) when he asserted that student-teachers experienced difficulties with the implementation of OBE. Large number of learners within limited space, lack of appropriate learner support and limited time that was allocated for the lessons were reported as the causes.

Now that an explanation of TP in South Africa has been provided, an account of TP at few HEI in South Africa will be looked. From these HEI, one of the factors that will be looked at is the duration of the PGCE TP.

At the **Walter Sisulu University (WSU)** Ibika Campus the PGCE specialization is FET and the duration of the TP is 10 weeks .The first cohort is 4 weeks in the beginning of second semester and second cohort is 6 weeks in the beginning of the third semester (WSU School Based Experience Log Book 2014-2015).

At the **University of Fort Hare (UFH)** the most commonly used term is School Experience and the programme runs over 10 weeks. The programme specializes in Foundation or Intermediate or Senior Phase (GET Band) and is offered in East London. The PGCE is a 'capping' qualification for persons wanting to become qualified as professional educators. The duration of the course is one academic year of full-time study or two academic years of part-time study. (UFH Prospectus, Faculty of Education, 2014).

At the **Nelson Mandela Metropolitan University (NMMU),** the 1st and 4th term are spent on campus full time attending lectures. During the 2nd and 3rd term all PGCE students are seconded to local schools to gain practical Teaching Experience, attending lectures only on a Monday (NMMU Prospectus, Faculty of Education, 2015).

At the **University of South Africa (UNISA)**, the PGCE qualification comprises of two specialization directions, namely Intermediate and Senior Phase. Teaching Practice (10 weeks) is a compulsory component in this program and must be taken according to specific criteria as indicated in the TP guidelines (UNISA Prospectus, Faculty of Education, 2015).

As good as mentoring student-teachers during TP may be, it has many challenges as a result of the way it is approached by South African education system.

(c) Teaching Practice Challenges

The biggest problems facing teacher education in South Africa were: firstly, the poor quality of teacher education programs; secondly, the fact that the teacher education system was not cost effective; and finally, the fact that policies for the supply, utilization and development of teachers were driven by the wrong incentives. There seems to be a lot of problems facing the student-teachers in the course of carrying out the TP exercise that seem to affect the effectiveness of the student-teachers. Personal experience has shown that some of these problems are student teacher related problems while some are institution (university) related problems and some are school of TP related problems. For instance, Hobson et.al.(2009, p210) remarked that TP is beset with a multiplicity of problems and a lot of difficulties confronting student-teachers, mentors as well as the host

schools and the supervisor. Some of the problems include psychological make-up of the trainees, pedagogical preparations, classroom adaptation, and mode and means of assessment (Ibid).

Ogonor and Badmus (2006, p8) submitted that student-teachers are not often properly groomed to put into practice current pedagogy and interactive skills that has been theoretically learnt. Studies have also revealed some other problems that surrounds the TP exercise for example, (Ibid) lamented that teachers of host schools did not provide specific aid to student-teachers to improve their teaching skills and strategies.

Major & Tiro (2012, p63) agrees with Chisholm (2009, p18) that university education is too theoretical and abstract. As many former college students and lecturers indicated, colleges provided hands-on training, a practical education that today's universities and universities of technology do not provide. HEI are often considered to be inadequately capacitated to address the needs at primary school level. They do not use or provide opportunities for experienced principals and teachers to participate in training future teachers (Chisholm, 2009, p17). Whatever the past of the colleges, their past exists in the present in the memories of lecturers and their students. In memory, whether true or false, they are seen as having created teachers who taught students in disciplined environments and who can do so again. Higher education institutions have been slow to respond to the criticisms of the mismatched and poor training that they provide, often in an effort to meet departmental prescriptions (Chisholm 2009, p18).

2.4 Mentoring as an integral part of Teaching Practice

Mentors are important mediators for student-teachers' learning and experience in the classroom (Hobson & Malderez, 2002, p1). They are tasked with the formal responsibility of helping student-teachers learn how to teach (*ibid*). Mentors are given the responsibility of training student-teachers by guiding and assisting them. They act as intermediaries between the university, the student-teacher and the school. In the process of mentoring they are the go-betweens the university and the student-teachers. This means that they ought to know what the university requires.

Roberts (2012, p1) states that the role of the mentor is to provide critical modelling and mentoring for the student-teachers on a daily basis. Mentors assist teacher candidates in learning how to teach individual students, manage student behaviours and plan for and deliver instructions that are appropriate for all students. Mentors therefore nurture and help student-teachers to understand how schools are organized and how to work with parents, the community and staff (Mudzielwana & Maphosa, 2014, p402). Despite the presence of this important service of mentoring, some student-teachers reportedly experience challenges during TP (Kiggundu & Nayimuli, 2009, p346; Mukeredzi & Mandrona, 2013, p141).

Another pertinent factor is the quality of mentoring provided by the mentors (Butler & Cuenca, 2012, p29; Hobson, et al., 2009, p214; Sundli, 2007, p305). The quality of mentoring is a concern because mentors lack training and therefore use their experiences as teachers when mentoring student-teachers (*ibid*), hence this study aimed to analyse PGCE students' views on their school based mentoring experiences. As this study focuses on PGCE student teachers, the next section 'unpacks' a PGCE student.

Mentoring of student-teachers by mentors occurs during TP, hence these two concepts are discussed simultaneously. The process of supporting student-teachers during TP is mentoring. A mentor is someone who is experienced and therefore leads the less–knowledgeable student-teacher in the correct direction towards professional development during TP (Mudzielwana & Maphosa, 2014, p402). Mentors need to show a number of personnel attributes in order to develop the student-teacher's teaching. Studies have shown that student-teachers find the period of TP very demanding and challenging (Ngidi & Sibaya, 2003; Marais & Meier, 2004; Major & Tiro, 2012). They are filled with fears of being in front of the class for the first time, and meeting new people, for example the staff of the school. During this period there is a lot of work that they are facing like preparation of lesson plans, marking attendance registers and so on. For that reason the student-teacher is attached to a mentor for support and guidance during the TP period.

Student-teachers work in schools during TP under the supervision of mentors (Danner, 2014, p47). As the mentor interacts with the student-teachers, they are expected to explore strengths and weaknesses of each student-teacher and come up with ways of improving those weaknesses. It is during the mentoring process where the mentor helps the student-teacher pass through their fears (*ibid*). The next section focuses on mentoring, how mentors are selected, their role (exploring the 5 factor mentoring model) and the strategies used by schools to mentor student-teachers.

2.4.1 Exploring mentoring in Teacher Education

Mentoring is used with other terms like coaching, training and supervision to mention just a few (Maphosa et al., 2007, p297). Mentoring means guiding and supporting the trainee to ease through difficult transitions. It is about smoothing the way, enabling, reassuring as well as directing, managing and instructing. (Sundli, 2007, p206; Kiggundu & Nayimuli, 2009, p355; Shumba, Shumba & Maphosa, 2007, p148). Mentors are expected to be the link between the university and the school which simply means a link between theory and practice. McDonald (2009, p1) and Butler and Cuenca (2012, p297) are of the same view that it is a necessary prerequisite that student-teachers have an associate teacher (mentor) who is communicative and supportive and has clear beliefs and philosophies with regard to teaching and supervision.

Butler and Cuenca (2012, p297) assert that the role of the mentor has been questioned because of the lack of definitional clarity about the roles and responsibilities. Shumba, Shumba & Maphosa (2012, p149) established that in most cases mentors were not trained for their roles as mentors. This means that mentors did not receive or received very little guidance on effective mentoring practices. As a result literature has widely questioned the role played by mentors. Literature, however, also indicates that mentors are sometimes not sure if what they are doing is what is expected of them (Butler & Cuenca, 2012, p297; Hobson et al., 2009, p214; Sundli, 2007, p305).

Research has widely questioned the capacity of mentors to serve as effective field based teacher educators (Hobson & Malderez, 2002, p4; Shumba, Shumba & Maphosa, 2012,

p149; Butler & Cuenca, 2012, p297). Sundli (2007, p202) and Butler & Cuenca (2012, p305) further argue that mentors often base their conceptualization of mentoring around their own experiences as students, student-teachers and in-service teachers. Communication between the university supervisors and mentors about their roles and responsibilities is needed in preparation of student-teachers. Shumba, Shumba & Maphosa (2007, p263) claim that relations between university supervisors and mentors left a lot to be desired.

There is a need to address relationships between university supervisors and school mentors in terms of assessing and mentoring student-teachers (Mudzielwana & Maphosa, 2014, p404). TP is a course that is assessed and there are marks awarded at the end. What the mentors are doing should be in line with the requirements of the university's way of assessment. Both the mentor and the student-teacher should understand that the objective and purpose of their relationship is to promote professional readiness of the student. This means that student-teachers should understand that what the mentors do is assisting them to become ready for the teaching profession. Mentors are not just doing all this in order to stress them. McDonald (2009, p1) acknowledges that there is need for a positive, personal and professional relationship between the mentor and the student-teacher. This involves open and frank communication. There is a clear link between a positive TP and excellence in supervision. Student-teachers often enter TP unsure of their abilities and have uncertainties about what it means to be a teacher. Butler & Cuenca (2012, p300) argue that it is the duty of the mentors to help the student-teachers move past these fears.

Hobson, Ashby, Malderez & Tomlinson (2009, p209) suggested a wide range of mentoring benefits for student-teachers. These benefits include reduced feelings of isolation, increased confidence and self-esteem, professional growth and improved self-reflection and problem solving capacities. Although there are benefits of mentoring for student-teachers, Marais & Meier (2004, p221) argue that inadequacy in the mentors' guidance and training reduces the effectiveness of TP and may lead to a negative experience of TP. This is in line with Sundli (2007, p201) who argues that mentoring may

turn out to be an obstacle to reflection rather than an enhancement. That is why Kiggundu & Nayimuli (2009, p345) named their study: Teaching practice: a make or break phase for student-teachers. It is during TP where competent teachers can be trained and it is also during TP that some student-teachers may decide to leave the profession when they feel unfit for the training.

The mentor's role is mainly to provide support to the student-teachers in the form of giving feedback. This can be done by creating a comfortable learning environment and providing an explicit representation of the job or skill that the student-teacher is learning. Research indicates that mentors do this by way of offering encouragement, using strategies such as role modelling, observing student-teachers teaching and working alongside them. (Ambrosetti & Dekkers, 2010, p47; Hudson & Peard, 2005, p189). The tension within the student-teachers is put at ease when mentors perform their supportive role.

Mentors are important mediators for student-teachers' learning and experience in the classroom (Hobson & Malderez, 2002, p1). They are tasked with the formal responsibility of helping student-teachers learn how to teach *(Ibid).* Mentors are given the responsibility of training student-teachers by guiding and assisting them. They act as intermediaries between the university, the student-teacher and the school. In the process of mentoring they are the link between the university and the student-teachers. This means that they ought to know what the university requires.

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Another pertinent factor is the quality of mentoring provided by the mentors (Butler & Cuenca, 2012, p29; Hobson, et al., 2009, p214; Sundli, 2007, p305). The quality of mentoring is a concern because mentors lack training and therefore use their experiences as teachers when mentoring student-teachers (*Ibid),* hence this study aimed to analyse PGCE students' views on their school based mentoring experience. As this study focuses on a PGCE student teacher, the next section unpacks a PGCE student.

Students refrain from making enquiries about the teaching style and methods of mentors, fearing they would incur a negative report. They would consequently rather suppress the teaching style they developed during their training and adapt to the style of the mentor. Kiggundu & Nayimuli (2009, p350) says 'students become caught in the procedures and rituals of the classroom without considering, questioning or comprehending the overall purpose of what is being done'. What matters most in student-teachers at this point in time is to be as good as their mentors and they are doing that in order to get good recommendation or marks (Shumba et al., 2012, p149).

There is also considerable debate in the literature about the multi-faceted role of the mentor (Wagenaar, 2005, p14). There is no doubt that the role of the mentor is a complex one, as the mentor has to be a mentor, model and coach among other things. Ngidi & Sibaya (2003, p21) are unequivocal that there appears to be a need for HEIs to inform student-teachers about what is expected of them during TP and that "effective supervision and guidance from subject teachers at their schools of placement can also play an important role in reducing anxiety among student-teachers". However, the study focusses on analysing the perceptions and experiences of student-teachers on the quality of their practical teacher training, as well as the extent to which the guidance they receive meets the requirements of effective mentoring. One has to acquire a set of skills which have been learnt during training in order to be an effective mentor.

2.4.2 Selection of mentors for Teaching Practice

Schools select mentors who are skilled, experienced teachers, who have well developed interpersonal skills and demonstrate leadership qualities (Kiggundu & Nayimuli, 2009,

p350). Because mentors guide, support and play a key role in developing student-teachers' teaching ability, they should possess the above attributes. Mentors are usually, but not always, specialists in their subjects (Donaldson, 2008, p9). This is true in the sense that most mentors held promotion posts and in a small number of cases the head teacher served as a mentor. However, this is in contrast with Mudzielwana & Maphosa (2014, p404) when asserting that being a good or a senior teacher does not make an effective mentor. Furthermore, mentors are selected because of their previous experience in supporting colleagues, their well-developed interpersonal qualities and skills TP (Donaldson, 2008, p1). As mentors are selected as discussed above, they receive supplementary pay for their extra responsibilities (Rowley, 1999, p21).

In Europe, mentors also receive stipends for working with student-teachers after they have completed their TP and for supporting them in successfully completing their course. This stipend is received for each student placed in her/his classroom and it depends on the number of hours the student teacher spends in the classroom as a requirement of her/his TP course. In addition to receiving a stipend for working with students, mentors are also supported for their professional development activities through a mentor in-service training component. In some cases the stipend can be provided in one of two ways: that is, monetary payment and voucher option and therefore mentors chose one form of compensation for each field experience (Rowley, 1999, p21). In the greatest majority of cases, however, mentors are unpaid for their role, neither are they likely to be allocated any extra time to conduct meetings and complete administrative tasks.

In a study conducted by Maphosa & Ndamba (2012, p79) mentors felt they should be paid as they were involved in the assessment of student teachers, which was primarily the responsibility of lecturers. Maphalala (2013, p128) recommended that incentives for mentor teachers in recognition of the responsibility they have assumed should be provided to motivate them. These can include certificates of recognition at end of the year recognition functions.

2.4.3 The role of the mentor: Exploring the 5 factor model

A major part of the mentor's role is to develop the student-teacher's teaching ability, although each mentor has individual beliefs in what is and what is not important (Hudson & Peard, 2005, p189).

2.4.3.1 Personal attributes

Mentors need to show a number of personnel attributes in order to develop student-teachers' teaching. Emotional support is cited as one of the strongest needs of student-teachers hence mentors need to be supportive (Richter et al., 2013, p168 and Butler & Cuenca, 2012, p297). Ngidi & Sibaya, (2003, p21) are of the view that effective supervision and guidance from mentors at their schools of placement can also play an important role in reducing anxiety among student-teachers. Hobson, Ashly, Malderez & Tomlinson (2009, p209) suggested a wide range of benefits of mentoring for student-teachers including reduced feeling of isolation, increased confidence and self-esteem, professional growth, improved self-reflection and problem solving capacities.

Effective mentors provide their student-teachers with psychological support and make them feel welcome, accepted and included. In relation to personal attributes mentors need to be supportive, attentive, comfortable with talking about specific teaching practices, instil positive attitudes for teaching, instil confidence and assist the student-teachers to reflect constructively on improving TP (Hudson & Peard, 2005, p189; Donaldson, 2008, p13; Butler & Cuenca , 2012, p300).

Personal attributes underscored all subsequent factors because it required the mentor to develop a relationship with a student-teacher that was positive and supportive (Hudson, 2005). A good relationship between student and mentor is essential. Research has shown that conflict between a student and a mentor is often the direct result of the mentor's inability to match his/her mentorship style to the student's capacity to perform instructional tasks (Ralph, 2000, p1). Mentors need to demonstrate good listening skills, reflective discourse, and a willingness to pursue the student-teachers' educational interests within

the context of the classroom. Nested within personal attributes, the concept of 'educative mentoring' illuminated mentors who assisted mentees "to interpret what their students said and did, and then to figure out how to move their students' learning forward" (Norman & Feiman-Nemser, 2005, p680). Educative mentoring was first described by Feiman-Nemser (1998, p66) as "mentoring that helped student-teachers learn to teach and develop skills and dispositions which encouraged continued learning in and from their practice". This shows that an effective mentor should possess numerous positive attributes that will enable him/her to work effectively in the mentoring role.

Research moreover provides strong indications that the quality of mentoring varies significantly because it appears that some mentors, for example, do not provide a 'safe' and supportive environment in which their student-teachers can learn (Danner, 2013, p49; Hobson et al., 2009, p210; Robinson, 2001, p115). Conversely, it appears as if student-teachers commonly do not explore their mentors' practical knowledge of their own accord (Malderez, 2001, p57; Zanting et al., 2003, p201). Some studies found that mentors are tough on student-teachers, they give them very heavy workloads and generate in them a considerable amount of anxiety (Hobson et al., 2009, p210). In addition to this, some student-teachers reported that they had been bullied by their school-based mentors (*Ibid).*

Although TP is regarded as the most significant section of the teacher preparation programme, there has been dissatisfaction from most of the student-teachers on how mentors guide and support them during their TP. Furthermore, studies have found that some mentors have failed to provide sufficient support for student-teachers' emotional and psychological well-being. This is characterized in many instances by general unavailability of mentors during TP (Donaldson, 2008, p15), and in many instances they left the student-teachers alone. In addition, some mentors become too busy to attend to the student-teachers' needs. Maphosa et al., (2007, p300) clearly stated that there is a problem in such kind of mentorship as the students end up taking full loads while the mentors take a back seat. Furthermore, that is contrary to the concept of mentorship, in which students do a lot of observing and learning and are not given full charge of classes when they would still be learning the trade (*Ibid)*.

2.4.3.2 System requirements

System requirements include the aims of teaching, the curriculum and school policies. It is the role of mentors to guide and assist student-teachers in achieving the aims of teaching, the curriculum and school policies.

Student-teachers are worried that their training is inadequate (Danner, 2013, p47). This is because students appear to be keenly aware of the disparity between the possibilities which teaching offers as presented by their lecturers and the realities of the conditions they find in schools. In order to guide students' learning, mentors must be familiar with the aims of teaching, the curriculum and school policies around the particular subject (Hudson & Peard, 2005, p189; Danner, 2013, p49). Student-teachers could be excited about being part of the real classroom setting, getting to know students, and planning and organizing classroom tasks. The most unfortunate part is that some mentors are reluctant to let their student-teachers take on responsibilities in the classroom and do not give their student-teachers sufficient 'freedom to innovate' (Hobson et. al. 2009, p211).

2.4.3.3 Pedagogical knowledge

Pedagogical knowledge is one of the key factors of successful mentoring. TP experiences are an integral part of student-teachers' development as teachers, and provide them with important opportunities to develop their knowledge and skills in authentic school and classroom settings. In order to guide students' learning, mentors must have sound command of the subject they teach. In addition mentors must be familiar with the pedagogical approaches best suited for topics within the subject, that is the time tabling, assessment, teaching strategies, provision of resources and problem solving strategies. Student-teachers often enter TP unsure of their abilities and have uncertainties about what it means to be a teacher. It is the duty of the mentor to help the student-teacher move past these fears (Danner, 2013, p49; Donaldson, 2008, p24 and Hudson & Peard, 2005, p189). Literature revealed that mentors have devoted little or insufficient attention to pedagogical issues such as classroom management, craft knowledge and student-teachers' teaching of subject content (Hobson, 2009, p211; Sundli, 2007, p202).

Numerous investigations indicate that mentors have a considerable influence on the development of student-teachers' orientation, disposition, conceptions and classroom practice (Marais & Meier, 2004, p223; Maphosa, Shumba & Shumba, 2007, p300; Sundli, 2007, p202). Students value a supportive, interactive classroom environment, especially with respect to the process of learning to teach (Marais & Meier, 2004, p222). A good relationship between student and mentor is essential. Research has shown that conflict between a student and a mentor is often the direct result of the mentor's inability to match his/her mentorship style to the student's capacity to perform instructional tasks (Marais & Meier, 2004, p223; Mukeredzi & Mandrona, 2013, p146).

The mentor may also exploit an amicable relationship with the student by burdening the student with an excessive workload. Mentors rarely question the correctness of the practical methods they employ in the classroom because the students do not query them. Students refrain from making enquiries about the teaching style and methods of mentors, fearing they would incur a negative report. They would consequently rather suppress the teaching style they developed during their training and adapt to the style of the mentor. Hobson et.al. (2009, p211) states that students become caught in the procedures and rituals of the classroom without considering, questioning or comprehending the overall purpose of what is being done. This means that student- teachers did not have a chance to question what is happening due to the fact that they require a good recommendation.

2.4.3.4 Modelling

Modelling is provided when student-teachers observe their mentors teaching. Observing an experienced mentor model good teaching is a very effective method of mentoring. Classroom observation serves as a basis for further discussions with the mentor and also gives them the opportunity to analyse teaching .This can help them as the most valued aspect of the work undertaken by mentors is lesson observation with subsequent analysis of the processes involved (Shumba, Shumba, & Maphosa, 2009, p154; Kullman, 1998, p474).

The pedagogical strategies included the provision of opportunities for student-teachers to shadow, observe and listen to the mentor explicating her/his own practice, engage in mentor-supported planning, set targets for development with mentor guidance, team teaching, observe teaching and participate in a short quiz (Hobson, Malderez, 2002, p2; Hudson & Peard 2005, p189; Richter, Kunter, Ludtke, Klusmann, Anders & Baumert, 2013, p167). During the TP the student-teachers are gradually involved in the teaching process. They begin as observers in the assigned classrooms where they observe to capture the context and benefit from the mentor's daily practices. Then, they start to partially teach lessons under the supervision of academic supervisors from the university in collaboration with the mentors. At the end of the TP, their performance is evaluated by mentors.

Some mentors assume that students have already been equipped by the university with the requisite knowledge and skills to teach (and they therefore deem it unnecessary to assist them with the development of much-needed basic skills). Under these circumstances students could, instead of being productive, view their practical teaching experience negatively, which could dent their self-confidence and lead to feelings of inadequacy (Marais & Meier, 2004, p221). Many studies show that inadequacy in the mentor's guidance and training reduces the effectiveness of practical teaching and can lead to a negative experience of teaching practice overall (Mukeredzi & Mandron, 2013, p141; Hobson et al., 2009, p210; Christie et al., 2004).

2.4.3.5 Feedback

Mukeredzi & Mandrona (2013, p146) claim that feedback often nurtures student-teachers into competent teachers. When the mentor gives the student-teachers feedback on their teaching, this gives them a chance to reflect and improve their TP. It is through written and oral feedback where improvements can be made, shortcomings highlighted and suggestions be made on how to overcome anxiety and how to apply a variety of strategies to improve their teaching. How feedback is communicated following an observation of lessons taught by the student-teacher is seen by Kullman (1998, p476) as crucial element

in mentoring (Donaldson, 2008, p13; Butler & Cuenca, 2012, p300; and Hudson & Peard, 2005, p189).

Although TP is a vital component in teacher preparation, the TP role is still an argued among scholars and educators. It occupies a large area in the educational literature that the new trends in teacher education programmes focus on the investigation of the problems associated with the training of student-teachers; naming just a few examples: Teaching practice exercise for education students in Nigerian universities: Challenges and the way forward; and Teaching practice: a make or break phase for student-teachers. So, the study programmes of teacher education at the university level should include interesting activities that provide students with a realistic experience for future teaching. TP experience takes place in the school environment. This gives students the chance to act and make the right decision at the right time. Consequently, TP has a positive effect on student-teachers' attitudes towards the teaching profession. This cannot be achieved without support and cooperation from mentors (Butler & Cuenca, 2012, p296).

Student-teachers feel frustrated because they do not actually know whether their performance is at the required standard or which areas need improvement. Nwanekezi et al. (2011, p45) remarked that some supervisors do not even have time to sit down and discuss their observations and comments with the student-teacher. The short discussion between the supervisor and the student-teacher just after the lesson which should afford the student-teacher the opportunity to appreciate his strengths and weaknesses is often ignored because the supervisor is often in a haste to move on to the next school. Besides, Hobson et al. (2009, p211) reported that student-teachers feel nervous and restless when they are being observed, evaluated and assessed. It has also been noticed that the behaviour of student-teachers change, their comfort levels become low and they find themselves in artificial situations where their main consideration remains how to get good remarks in their record files. Studies have also shown that status and experience greatly influenced the way a person carries out assessment.

2.5 Summary

TP has a significant and wide impact on student-teachers' personal and professional development. The transition from university training to classroom practice may be a frightening experience for which PGCE students are often inadequately prepared. Consequently, it is not strange that the roles of both host teachers as mentors and of university lecturers who liaise with schools in clarifying the expected experience for student-teachers during the TP period are emphasized.

A PGCE student is a unique and vulnerable student who is completing a teacher training programme within a year. They are supported at the university by lecturers and at schools by mentors. At times they have to adapt to the conflicting ideas of the mentor and university lecturers. Literature shows that student-teachers commonly do not explore their mentors' practical knowledge of their own accord (Sundli, 2007, p209, Maphosa et al., 2007, p297 and Christie, 2004, p116). Student-teachers are inclined to focus on their own teaching. They expect their lessons to be evaluated by mentors on the basis of their teaching experience, and to get tips, advice, and suggestions to improve their techniques.

The quality of mentoring during TP is attracting increasing attention at national and international levels. Edwards and Nicoll (2006, p118) describe the key issues that drive this trend: a student-centred ethos; increased and widened student participation, which in turn necessitates a reconceptualization of teaching and learning; curriculum changes; the changing nature of work in the global context; and the emphasis on efficiency and effectiveness, which demands institutional flexibility. These issues not only confront teacher educators, but also form the basis of their future reality. The mentor needs to be flexible within interactions in order to assist the student-teachers in connecting new ideas to existing ones. In addition, mentor coaching, using familiar language and explicit expectations promote student-teachers' confidence.

The biggest problems facing teacher education in South Africa are: firstly, the poor quality of teacher education programmes; secondly, the fact that the teacher education system is not cost effective; and, finally, the fact that policies for the supply, utilization and

development of teachers are driven by the wrong incentives. These problems make it necessary to start restructuring the country's teacher education system (Chisholm, 2009, p19). Student-teachers are concerned about the mentoring they receive during TP all over the world and most research seems to agree with that (Ngidi & Sibaya, 2003, p19). Hence this study aimed to analyse the perspectives of PGCE students on the effectiveness of school based mentoring.

CHAPTER 3

RESEARCH METHODS AND METHODOLOGY

3.0 Introduction

The aim of this chapter is to unpack the research methodology used to analyse student-teachers' views and experiences on their school-based mentoring. As indicated in chapter 2, the aim of this study was to analyse the perspectives of the PGCE students on the effectiveness of school based mentoring. A total of thirty six (36) PGCE student-teachers participated in this study. The chapter explains how a sequential mixed methods approach that incorporated both quantitative and qualitative methods was used for this study. Quantitative questionnaires gathered data from all the PGCE participants followed by qualitative semi-structured interviews from a purposive sample of five (5) participants in order to enrich the study. Entry into the field was negotiated while at the same time ethical issues, validity and trustworthiness were also taken into consideration. Permission was requested from both the faculty and student-teachers to undertake the research. As already indicated that the study was a mixed research, the research questions demanded the use of both quantitative and qualitative design. The research questions for the **quantitative** research were:

(a) How do PGCE students perceive the effectiveness of school based mentoring?
(b) How do PGCE students conceive school-based mentoring?

The research questions that underpinned the **qualitative** study were:
(a) Which roles do mentors play, according to the PGCE students?
(b) How do PGCE students experience school-based mentoring?

Following this is a description of the pragmatic research design, the mixed methods approach, the survey and the case study design and how these relate to the study.

3.1 Research design: Mixed methods

A research approach is an indication of how the research will be conducted (Kasozi 2015, p102). It outlines and informs the design of the study. As the name implies, the mixed methods research is a type of research in which the researcher combines elements of qualitative and quantitative approaches (van Wyk & Taole, 2015, p179). According to Cresswell (2014, p241), mixed methods is an approach to inquiry that combines qualitative and quantitative forms of research starting with a mix (pragmatically) of philosophical assumptions all the way to data collection, interpretation, analysis and reporting of findings.

The mixed method approach is defined as "a procedure for collecting, analyzing and 'mixing' both quantitative and qualitative data at some stage of the research process within a single study to understand a research problem more completely" (Ivankova, Cresswell & Clark, 2007, p261). According to Cresswell (2003, p18), a mixed method approach is one in which the researcher tends to base knowledge on pragmatic grounds (e.g. consequence-oriented, problem-centred and pluralistic). It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems (Teddlie & Tashakkori, 2009, p16). The data collection involves gathering both numeric information as well as text information so that the final database represents both quantitative and qualitative information.

In mixed methods, the researcher collects and analyses persuasively and rigorously both qualitative and quantitative data (based on research questions); mixes (or integrates or links) the two forms of data concurrently by combining them (or merging them), or sequentially by having one build on the other, and in a way that gives priority to one or to both; uses these procedures in a single study or in multiple phases of a programme of study; frames these procedures within philosophical worldviews and a theoretical lens; and combines the procedures into specific research designs that direct the plan for conducting the study (Creswell, 2003, p271).

This study adopted a sequential mixed methods design because of its ability to incorporate both quantitative and qualitative data collection techniques. The quantitative research was in the form of a questionnaire whereas the qualitative research used semi-structured face-to-face interviews. Because of the nature of the research questions and what the study aimed to achieve, it followed a mixed methods approach.

Van Wyk & Taole (2015, p181) outlined the benefits of using a mixed methods design:

- It allows the researcher to combine the qualitative and quantitative methods and this results in greater validity.
- The researcher employs mixed methods with the advantage of generating new findings or insights about the phenomenon under investigation.

Another advantage of the combination is that it may also help in answering different questions arising from the research. Furthermore, the use of qualitative and quantitative approaches offsets weaknesses of either approach resulting in stronger inferences (Kasozi, 2015, p103). Table 3.1 illustrates the stages that were involved in conducting research using a mixed methods research approach.

Table 3.1 Stages involved in conducting the research using a mixed methods research approach (based on Cresswell, et al., 2003; Cresswell & Plano Clark, 2007)

Research paradigm	Pragmatic	Positivist and interpretivists paradigms are combined
Research Approach	Mixed methods	Quantitative and qualitative approaches are used
Research Design	Explanatory-sequential quan → qual	The quantitative phase precedes the qualitative phase

Data Collection Methods	Surveys - interviews	A survey was conducted in the quantitative phase and thereafter semi-structured interviews of purposively selected cases were Undertaken
Data Collection Tools	Questionnaire Semi-structured interviews	A questionnaire was used to collect quantitative data. Semi-structured interviews were used to collect qualitative data

3.2 Research paradigm: pragmatic

Teddlie & Tashakkori (2009, p13) view research paradigms as world views, that is, as ways of perceiving and experiencing the world. Research paradigms are important because they are philosophical bases for researchers, and inform the researchers' choices about which research questions to address and what methodology to employ (Bakkabulindi, 2015, p21). A pragmatic research design was used in this study. Pragmatic research is not committed to any one system of philosophy or reality. The focus is on the 'what' and 'how' of the research problem (Cresswell, 2003, p11). It places the research problem at the centre of the research process and applies all approaches to understand the problem. In this way data collection and analysis methods are chosen as those most likely to provide insight into the question without any philosophical allegiance to any alternative paradigm. In this paradigm, therefore, both quantitative and qualitative approaches are utilized. It provides comprehensive answers to research questions, going beyond the limitations of a single approach (Cresswell, 2014). Since the pragmatic research design incorporates the interpretivism and positivist paradigms, they are both discussed in detail in the next section.

3.2.1 Interpretivist design

Cohen, Manion and Morrison (2003, p103) assert that the interpretive paradigm begins with the individual who sets out to understand his or her interpretation of the world. Interpretivist researchers believe that educational reality is socially constructed and that the goal of educational research is to understand what meanings people give to reality, not to determine how reality works apart from these interpretations. The interpretivists believe that people construct an image of reality based on their own preferences, prejudices and their interactions with others and that this is as true of scientists as it is for everyone else. In interpretive research human beings as participants in a research activity are capable of examining their own experiences and accurately describe them (Bakkabulindi, 2015, p47).

The interpretivism paradigm was used in this research to illuminate the importance of mentoring towards professional growth and the challenges facing student-teachers in their TP. The interpretivists are associated with subjectivity and multiple realities. They tend to research issues from a personal experience perspective. Their findings are often not generalizable to entire populations but are rather specific to particular situations and circumstances. They are often associated with the collection of qualitative data that leads to multiple interpretations (Cohen et al., 2011; Cresswell 2003, 2014). Just like positivists, the researcher first identifies a topic, reviews literature, designs the research, collects qualitative data, analyses data and further elaborates on the underlying concepts and theories and, finally, reports the findings. Interpretivists collect data through observations, document analysis and narratives, interviews, case studies and audio-visual materials. They use thick descriptions to detail their findings (Cohen et al., 2011; Cresswell, 2003, 2014).

The researcher was determined to make sense of interpreting the meanings others have about the world. Meanings are constructed by human beings as they engage with the world they are interpreting. That is why qualitative researchers tend to use open-ended questions so that participants can express their views (Cresswell, 2003, p8). The goal of the research, then, was to rely as much as possible on the participants' views of their

mentoring experiences during TP. The more open-ended the question the better, as the researcher listened carefully to what people said about in their life setting. Researchers recognize that their own backgrounds shape their interpretations, and they position themselves in the research to acknowledge how their interpretations flow from their own personal, cultural and historical experiences.

3.2.2 Post-positivist paradigm

The post-positivist paradigm (sometimes referred to as the 'positivist paradigm') is associated with the 'scientific' method of carrying out an investigation which often involves hypothesis testing through conducting surveys or experiments in order to collect quantitative or numerical data. The positivists also refer to the belief that any phenomenon is predictable and that generalizations can be made from a small sample to apply to a large population. True positivists believe that there is no reality that can be verified through observation. Positivists approach research deductively and use research designs like tests, experiments and surveys (Cohen et al., 2011; Cresswell, 2003). The positivist research design starts with the identification of a topic, reviewing previous literature, formulating a hypothesis, preparing a research design, collecting and analysing data and, finally, reporting the findings.

3.3. Research design: explanatory mixed methods design

The sequential explanatory mixed design is where quantitative data is initially collected followed by qualitative data collection. This is the design that was used in this study. Quantitative data was initially collected as a form of situational analysis in order to select participants for the qualitative phase. In this way, the qualitative phase had priority over the quantitative phase (Creswell, 2003).

The mixed method approach is defined as "a procedure for collecting, analysing and 'mixing' both quantitative and qualitative data at some stage of the research process within a single study to understand a research problem more completely" (Ivankova, Cresswell & Clark, 2007, p261). The purpose of this design was to use the qualitative

findings to help clarify the quantitative results (van Wyk & Taole, 2015, p181). In this study the researcher employed a questionnaire to perceive student-teachers' views on the effectiveness of school teachers' mentoring. After that a purposive sample of five PGCE students was interviewed. The quantitative data was collected and analysed first, then the researcher collected and analysed the qualitative data (Ivankova, Cresswell & Clark, 2007, p266). The use of the interviews after the questionnaire helped to validate data (van Wyk & Taole 2015, p181). The study used both survey and case study designs.

Burton & Bartlett (2009, p63) claimed that a case study is a design where the researcher aims to study one case in-depth and the aim is to build up an in-depth knowledge of the various processes and dynamics of interaction of people in the case under investigation. The study sought to hear student-teachers' voices on their experiences of school based mentoring. A case study design of PGCE students from a higher education institution in the Eastern Cape was utilized.

The researcher used the explanatory mixed method design in order to provide extensive information about the research problem and to obtain a deeper understanding thereof. The research was conducted in two phases: the quantitative data collected and analysed in the first phase while the collection and analysis of qualitative data took place in the second phase (Cresswell, 2003, p215). In the first phase a quantitative survey questionnaire was employed to collect data because the researcher aimed at obtaining extensive data from a large and dispersed population with minimum time and costs (Maree & Pietersen, 2007, p155).

In the qualitative research phase, the researcher aimed at exploring and understanding a central phenomenon. To achieve this, the researcher selected a small sample that had most experience in the studied phenomenon (Ivankova, Cresswell & Clark, 2007, p257). By utilising the semi-structured interview, the researcher was able to ask broad, open-ended questions to allow participants to share their views about their experiences with the phenomenon. The quantitative and qualitative approaches complemented each other in that responses from the quantitative approach were used to identify major themes to

guide the individual interviews. In this way qualitative findings explained and clarified quantitative results (Cresswell, 2003, p215). Moreover, the quantitative and qualitative approaches enabled the researchers to compare the two sets of data in order to produce well-validated conclusions. The results from the two approaches were integrated at the interpretation stage of the study. The next section explains data collection strategies.

(a) How does the mixed method approach relate to this study?

In the case of this study a mixed method approach was used because in the first (quantitative) phase a survey of 36 PGCE students specializing in Foundation and Intermediate Phase education was done. Data was collected by using a questionnaire that had close-ended questions. In the second (qualitative) phase, five PGCE students from both the Foundation and Intermediate Phase were interviewed using an interview schedule with open-ended questions. In this way, the researcher fulfilled the fundamental principle of mixed research in which the researcher mixed paradigms, methods and procedures in as much as this resulted in complementing of strengths and reducing weaknesses of the individual approaches (Creswell, 2003, 2014). The mixed methods approach also offered the researcher the opportunity to corroborate and complement data collected using different data collection methods. A case in point for this study was that the researcher was able to validate data gathered through the use of questionnaires with data from semi-structured interviews.

(b) Limitations of the mixed methods approach

One limitation of the mixed methods approach is that the researcher needs to be conversant in both quantitative and qualitative research. In order to gain familiarity with the methods the researcher attended a workshop on quantitative data collection and analysis. Creswell (2003, 2014); Tashakkori and Tiddlie (2003).

The second limitation is that the mixed methods approach is multi-disciplinary in nature and is often associated with researchers with different skills working collaboratively rather than individually (Creswell et al., 2013:542). In this case, however, the researcher was able to read widely and consult colleagues and co-workers in addition to consulting the

research promoters. In addition, the researcher has been involved in a number of multi-disciplinary research assignments and therefore possessed reasonable insight into the various approaches that he used in this type of research. In spite of all these, the final decision to use the mixed method approach was informed by the nature of the study, the research questions, plus the circumstances and conditions under which the study was carried out.

Another limitation that was identified by Creswell (2003) is the fact that mixed methods research is a relatively new approach that has not been widely accepted as an authentic form of inquiry by some academics and researchers.

The other limitation of the mixed method approach is the belief among many scholars that quantitative and qualitative approaches cannot be mixed in one study since they have different ontological and epistemological origins (Creswell and Plano, 2007; Creswell, 2014).

3.4 Data collection methods

Both quantitative and qualitative data collection strategies were used in this study. The quantitative data was in the form of a questionnaire. Out of the thirty six (36) student-teachers who filled in the questionnaire, five (5) of them were also interviewed to gather more data to enrich the study. Krueger (1994) argues that the purpose of interviews is to produce qualitative data to provide insights into the attitudes, perceptions, and opinions of participants. As already indicated above that the data collection methods were both quantitative and qualitative, for the survey a questionnaire, that was piloted first, was designed.

3.4.1 Survey (questionnaire)

Survey design is a research design where the investigator selects a sample of subjects and administers a questionnaire or conducts interviews to collect data. Surveys in this study were used to describe attitudes, beliefs, opinions and perspectives of PGCE

students on the effectiveness of school based mentoring. In designing the survey for this study the researcher used what Ivankova, Cressell & Clark (2007, p258) assert that information about a large number of people can be inferred from the responses obtained from a smaller group of subjects.

(a) Piloting

The researcher tested the questionnaire on a small sample of student-teachers from another group of student-teachers from the same faculty. According to Ganga & Maphalala (2015, p330), piloting helps the researcher to check on and correct each question prior to administering the final questionnaire. In this study the pilot helped the researcher to see how clear the questions and instructions were by referring to the student-teachers' answers. In this study the pilot test was an effective tool for reducing faults in the questionnaire. After the researcher had piloted the questionnaire, the researcher started surveying the focus group, the PGCE student-teachers.

The survey was conducted in a classroom where the PGCE students held their lectures. The researcher started with a brief introduction about the study and also informed them that the information would be used only for the purposes of the study. In addition to this the researcher also informed them that participating in the research study is voluntary. Thirty six (36) PGCE students responded by filling in the questionnaire. Although the researcher was waiting for them in the classroom while they were filling in the questionnaire, the researcher did not influence the students in any form but was there to assist the process and to collect the questionnaires at the end.

(b) The questionnaire

A questionnaire is defined by Cohen, Manion & Morrison (2004, p104) as a data collection instrument for eliciting the feelings, beliefs, experiences, perceptions or attitudes of some sample of individuals. The questionnaire is a very concise, pre-planned set of questions designed to yield specific information to meet a particular need for research information about a particular topic. The questionnaire was administered to PGCE students in a classroom under the supervision of the researcher, who got

permission from the HEI and the Ethical Research Committee. The questionnaire was used as one of the instruments to explore PGCE students' views on their mentoring during TP.

For the questionnaire, biographic information was used as an 'ice breaker', to build up rapport between the interviewer and the interviewee, to gather biographical data, to seek answers to specific personal questions, as well as to inform the construction of questions for the interview (Wagenaar 2005, p26). The results of the questionnaires provided a general picture of the PGCE students' perspectives on their TP and mentoring experiences. Information regarding the students' biographical information was used to relax the participants. The second part of the questionnaire contained more information on mentoring during TP, namely, professional strengths, what was enjoyed and what was not enjoyed. (See Appendix 1). The questionnaire format for this study was adapted from Hudson's (2005, p8) Five Factor Mentoring Model. The common research designs associated with qualitative research include case studies, ethnographic studies, narrative, phenomenology and grounded theory (Cresswell, 2014, p241). In this study the research design used for the qualitative phase was the case study.

3.4.2 Case study (semi-structured interviews)

Cresswell (2014, p241) defines a case study as a qualitative design in which the researcher explores in depth a programme, activity, process, or one or more individuals. A case study is an in-depth examination of one example of a set phenomenon**.** The case is bound in time and activity and the researcher uses a variety of data collection procedures over a period of time *(Ibid*). Case studies are suitable for answering the how? and why? questions about a contemporary set of events over which the researcher has no control (Yin, 2003, p9). Punch (2011, p4) defines a case study as a study of a bounded system, emphasising the unity and wholeness of that system, but confining the attention to those aspects that are relevant to the research at the time. From the above definitions one can deduce that a case study is a description of an individual, event, group, or community.

(a) Advantages of case studies

A case study has the following advantages when compared to other forms of inquiry:

- A lot of detailed data is gathered as a result of the researcher investigating phenomena close to reality.
- A case study resonates with the researcher's experience because it is tangible and illuminative (Creswell, 2003, p15).
- The researcher learns something from what is being investigated.
- Results from a case study are not only interpreted by the researcher but also by the researched and the audience for whom the research is carried out (Ivankova, Creswell & Clark, 2007, p15).
- Case studies can deal with a full variety of evidence that may include observations, interviews, documents and artefacts. This allows the researcher to paint a fuller picture of the phenomenon under investigation (Cohen, Manion & Morrison, 2000, p104).

(b) Shortcomings of case studies

One of the shortcomings levelled against case study research relates to the length of time it takes to conduct the study and the large number of documents generated as a result. There is also another misconception that one cannot generalize from a single case; therefore a single case study cannot contribute to scientific development. Cohen (et al., 2011) also reported that case studies are prone to observer bias. That is why Cresswell (2014, p242) recommended that the researcher reflectively and explicitly identifies his or her biases, values and personal backgrounds. Qualitative data was collected through interviews.

(c) Semi-structured interviews

Interviewing is an effective way of gathering information during qualitative research (Cohen, Manion & Morrison, 2000, p104). An interview is a way of gaining some understanding of the person's views on topics the researcher is interested in and it is also a means of gaining an understanding about information these people may have and that

they are willing to share. Five of the PGCE students were purposefully sampled for the interview, two students from PGCE Foundation Phase) and three students from PGCE Intermediate Phase. The interviews were conducted immediately after their TP when everything was still new in their minds.

The semi-structured interview focused on unravelling the quantitative data obtained through the questionnaire. Semi-structured interviews were used to explain and refine what had been discovered from the questionnaires (Cohen, Manion & Morrison, 2000, p104). The interview was largely semi-structured so as to allow the student-teachers to explore the issues widely and in depth. The researcher recorded the discussions on a tape-recorder and also took extensive notes. The semi-structured interviews offered opportunities for asking, probing and response seeking which allowed the researcher to clear up misunderstandings. They were also used in order to gain a detailed picture of the participants' beliefs about, or perceptions or accounts of the effectiveness of the school teachers' mentoring. This method offered both the interviewer and interviewee much more flexibility in that the participant was able to give a fuller picture while the researcher was able to follow up particularly interesting avenues that emerged.

The semi structured face-to-face interviews covered biographical details, mentor training and understanding of mentoring theory. By using this tool the researcher was able to clarify the stated aims of the work, as well as being able to compare mentoring offered within schools. The framework for the interviews was flexible, not restricting to one mode of questioning, such that the researcher could use a mix of direct questions and open and more flexible ones. Within the interviews the researcher sought to minimize the extent that he influenced interviewees, thereby reducing the potential for bias in the research.

The interviews were held in a classroom at the HEI and were tape recorded. Permission to conduct interviews was sought from the respondents. A schedule of questions was drawn up and used to steer the interview process (See Appendix 2). Each interview session took about 30-40 minutes. Ethical considerations were explained to the interviewees including anonymity, confidentiality and that participation was voluntary and

therefore participants could withdraw from the study at any time. Another issue was that the interviews in the study were conducted in English, a formal language of teaching and learning. Another aspect of flexibility was in the use of IsiXhosa as a language by those students who were Xhosa speakers since the researcher was also a Xhosa speaker. Participants were thus able to express themselves very well.

3.5 Sampling procedure

Since two research methods were used for data collection, participants were sampled as follows. For the survey the initial plan was to have all the fifty (50) PGCE students participate from both the Foundation Phase and Intermediate Phase. But out of fifty (50), thirty-six (36) participated. Foundation Phase participants were seventeen (17), while the Intermediate Phase participants were nineteen (19). The sample participants for the survey design were PGCE student-teachers from a higher education institution. They were all given the questionnaire after the research ethics were explained to them and their informed consent obtained.

For the case study design, purposive sampling was used. In purposive sampling the researcher has sufficient knowledge of the topic to select a sample of experts and subjects who are very knowledgeable (De Vos, 2013, p232). Purposive sampling helped the researcher to get rich information from the PGCE student-teachers. From the surveyed participants, five were interviewed in order to arrive at the conclusions on how the student-teachers view school based mentoring during TP. The five PGCE students were then chosen on the basis of their willingness to participate in the study and availability. They were interviewed at times convenient to both themselves and the researcher.

The selection of the student- teachers mainly followed purposive sampling which means that the 'researcher handpicks the cases to be included in the sample on the basis of their judgment of their typicality' (Cohen, Manion & Morrison, 2000, p103). In this study, the participants were the PGCE student-teachers. Since they were involved in teaching practice, they were regarded as full of information regarding the effectiveness of school

based mentoring. Students were approached individually as to their willingness to partake in a study of this nature.

3.6 Negotiating entry into the field

When the researcher goes to the field to conduct an investigation, he/she had to negotiate for access. In many cases access is guarded by 'gatekeepers' - people who can control researchers' access to the target population (Cohen, Manion & Morrison, 2007, p55). It is critical for researchers to consider not only whether access is granted but also how access will be undertaken. This involves, among other things, to whom one has to go in order to gain access to the target group. According to Cohen, et al. (2007, p55), researchers should be prepared to answer in a general way the following questions that gatekeepers and potential participants may ask:

a) What is the purpose of the study?
b) How much will your presence disrupt this setting and activities?
c) What will you do with the findings?
d) Why did you select this setting?
e) What do we get out of this?

The researcher should be able to answer all the questions convincingly so that the gatekeeper may have trust and confidence in him/her.

The researcher in this study negotiated entry into the HEI by signing the ethical clearance consent forms for humans (See Appendix 3) since the focus group was the PGCE students. The researcher was also helped by the PGCE lecturers as well as the supervisors to negotiate entry by arranging the venue and negotiating times to meet with the PGCE students. The Dean approved the researcher's entry into the site and issued an ethical clearance certificate (see Appendix 4) as an approval to conduct the research. The PGCE students had to sign consent forms (see Appendix 5) stating that they agreed to participate in the study and that they fully understood their role in the study.

3.7 Ethical issues

The term ‘ethics’ refer to values and principles by which a determination is made of what is the right and wrong thing to do (Sotuku & Duku, 2015, p115). Ethical issues in educational research involving human beings mean establishing the values and principles that should guide researchers as they conduct research on and about human beings (Sotuku & Duku, 2015, p115). Researchers have a responsibility to recognize and protect the rights and well-being of the participants in the study (Ibid). In a research involving humans it is important that researchers identify ethical values and principles that they need to consider and adopt guidelines. Researchers need to protect their research participants, develop trust with them and promote the integrity of the research.

3.7.1. Ethical issues

Application was done and permission to conduct the study was sought from the HEI in which the study was to be conducted. The researcher applied for ethical clearance for humans since the PGCE students were to participate in this study. In this study other ethical values and principles were also considered as follows:

Confidentiality

Confidentiality is the protection of personal information. Confidentiality promises the research participants that the findings will be presented in ways that ensure that individuals cannot be identified (Sotuku & Duku, 2015, p125). The researcher made the participants aware that their names and responses were kept confidential and that the data collected would be used for the purpose of this study. Confidentiality of participants’ responses was guaranteed and they were informed that their participation was voluntary and they could withdraw from the study at any stage. As a first step, the researcher ensured confidentiality of all participants by utilising pseudonyms so that the outside reader would be exposed to names of participants only as presented in this study. This also applied to the HEI. Its name has been kept anonymous throughout the study.

Anonymity

The researcher gave assurance to the participants that their names will not be reflected in the results of the study. Only false names were used as a means to protect the participants' identities. The way in which privacy is usually kept is by keeping names anonymous and also by making sure in the report that, even if false names were used, the reader would not be able to work out from the report who was the source of the information (Sotuku & Duku, 2015, p125). Participants were told that the information they provided about themselves or even their views would not be shared with anyone besides the researchers unless they specifically wanted their names to be mentioned.

Protection of the dignity of the participants

The researcher was ethically responsible for protecting the rights, dignity and welfare of the participants while conducting the study. Participants were protected from physical harm and mental discomfort, harm and danger. Avoiding harm is another principle that seems obvious. Burton and Bartlett (2009, p29) point out that ethics should be a central consideration for all educational researchers. We need to be aware that research, if conducted without care and consideration, can have harmful effects on those taking part, even if we do not intend for that to happen. In this study, the participants were protected by using their familiar and usual environment where they were safe and during the administering of questionnaires and interviews no abusive language was used.

Informed consent

According to Sotuku & Duku, (2015, p117) informed consent is a principle which ensures that participants in a research project have the right to be informed that they are being researched. It is important to negotiate consent with the participants because participants exercise their free will and power of choice without any undue pressure (Ibid). Informed consent means that the researcher asked permission from the participants to participate in the research. The researcher needs to get their consent. This is an agreement to participate based on giving participants an idea of what the research is about and what their rights are. Participants were made aware that participation is on a voluntary basis

and they will be given a consent form to sign which also states the purpose of the study. They can withdraw from the study at any point in time. All participants in the study gave their informed consent to participate and were informed that they had the right to withdraw from the study at any time.

3.8 Validity and reliability, credibility and trustworthiness

For any research to take its place in the wider body of literature, due regard must be given to its reliability and validity, credibility and trustworthiness (Cohen et al., 2005:105).

(a) Validity

McBurney & White (2007, p169) view validity as an indication of accuracy in terms of the extent to which a research conclusion corresponds with reality. The focus in the application of reliability in educational research is to determine whether a particular technique applied repeatedly to the same object would yield the same result each time (Oluwatayo, 2012, p391). According to Cohen, Manion & Morrison (2000, p151) the researcher strives to ensure reliability and validity of quantitative data by ascertaining its dependability, consistency, truthfulness and correctness. The researcher ensured reliability and validity in this study by clear conceptualization of constructs as this is in line with Cohen et al. (2000, p152). In this study, the quantitative and qualitative approach enabled the researcher to compare the two sets of data in order to produce well-validated conclusions. By remaining aware of the researcher's role and position, the researcher collected and presented data in a way which addressed the research questions.

In order to ensure validity of the questionnaire, the questionnaire was submitted first to my supervisors and furthermore it was piloted with another group of student teachers. Furthermore, in order to ensure validity of the interviews, the transcribed copies of individual interviewees were prepared so that they could be available on request. This is what Punch (2005, p255) described as 'member checking'. This is an important element for transparency in the research as all participants had the opportunity to amend or remove the text thus reducing the possibility of mistakes during transcription as a result of researcher misinterpretation. The researcher also ensured that the interpretations of

the participants were clearly distinguished from the interpretations of the researcher. This has helped to give external validity in that it acknowledges where the research will be carried.

(b) Reliability

Reliability refers to the accuracy of research methods and techniques in the production of data (Mason, 2005, p39). Cohen et al. (2005, p119) identify 'the uniqueness and idiosyncrasy of situations, such that the study cannot be replicated' as the strength of such studies. The questionnaire was piloted with another group of students within the respective Faculty of Education. Using the pilot focus group confirmed some of the areas for investigation and highlighted others that needed to be clarified before working with the focus group. In particular, issues around definition and clarity about the TP requirements emerged as important as did the role and characteristics associated with mentors.

To ensure reliability and validity the questionnaire was submitted to the Education Department in order to evaluate whether questions would be understood by the participants. This also was done to ensure that reliable results would be obtained. The interview questions were submitted to my supervisors to check and ensure reliability.

(c) Trustworthiness

Trustworthiness refers to the manner in which qualitative data is dependable, consistent, stable, predictable and reliable, thus producing the same results or outcomes in the future as they had in the past (White, 2005, p203). Applicability refers to the degree to which the findings can be applied to other contexts and settings or with other groups (Ibid). In this study trustworthiness was used as the findings of the questionnaire were also applied in the semi-structured interviews. Unless research is valid, it is worthless (Cohen et al., 2005, p105).

(d) Credibility

This study was credible because it clearly represented the views of the participants who were given an opportunity to read the draft scripts to ensure that they were correct

versions of what participants related to the researcher. The questionnaire was pilot-tested to ensure that it really seeks the information it aimed for. Consequently, the researcher used multiple methods of collecting data to enable triangulation of the information.

3.9 Data analysis

The analysis of data is thus a continuous process in which the collection of data and the analysis are interlinked. Analysis is a cyclical process and one must be prepared to go through the stages a number of times, dropping a master theme if a more useful one appears (Wagenaar, 2005, p31). Ivankova, Cresswell & Clark, (2007, p261) claimed that when analysing data the researcher should use descriptive methods to describe, analyse and summarise numerical data into major characteristics of the study. This helped the researcher not to distort or lose too much valuable information and this helped to make the information simple, manageable and more understandable.

In this study the questionnaire was analysed based on Hudson and Peard s' Five factor Mentoring Model while the interviews were analysed using themes drawn from the research questions. As already indicated that the interviews were recorded, the first step in data analysis was to transcribe the data from the recorder. This helped the researcher to have a deep connection with the data. Written transcriptions were compiled and first-hand information from the participants helped the researcher to interpret the data.

3.10 Summary

In this chapter a mixed method design was described since the research questions required both a qualitative and a quantitative approach. The researcher used the explanatory mixed method design in order to provide extensive information about the research problem and to obtain a deeper understanding thereof. The quantitative approach, in the form of the questionnaire, was done first followed by the qualitative approach in the form of interviews. The sampling procedure, research instruments, methods of data analysis, validity and reliability were also discussed. Finally, ethical considerations were also considered. In the following chapter, the themes extracted from

the transcribed and analysed data will be put forward. A discussion of findings in relation to existing literature around the topic will conclude the chapter.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter focuses on the presentation of the data collected during the research and the discussion of the findings. The aim of the study was to analyse the perspectives of PGCE students on the effectiveness of host teachers' mentoring during teaching practice (TP). The PGCE perspectives were collected using a sequential explanatory mixed method design. Data was collected through questionnaires and interviews. In chapter 3 the researcher outlined the research methodology and methods, which consisted of both qualitative and quantitative approaches. Data presented in this chapter was collected from thirty-six (36) PGCE students who participated in the survey stage. From this cohort, five (5) of them participated in the case study design.

The quantitative data was collected and analysed using the Five Factor Mentoring Model by Hudson & Peards (2009, p66). Thereafter the qualitative data was analysed following the same pattern of profiling the participants and then presenting the data. The qualitative data was analysed using themes drawn from the research questions. The research questions the data was responding to are as follows:

- How do PGCE students perceive the effectiveness of school based mentoring?
- How do the PGCE student conceive school-based mentoring?
- Which roles do mentors play, according to the PGCE students?
- How do PGCE students experience mentoring?

A total of thirty six (36) PGCE students participated in this study, therefore the next part of this chapter focuses on profiling the participants who took part in the survey.

4.1 Profiling the participants

The following section profiles the participants who took part in the survey.

4.1.1. Profiling the participants from the survey

A total of thirty six (36) PGCE students participated in the survey and responded to the questionnaire. In order to achieve the aim of the research, the questionnaire asked respondents to indicate on a Likert scale if, in their opinion, they strongly disagree, disagree, uncertain, agree or strongly agree with each of the items (Hudson & Peards, 2009 p66). The analysis of the roles of mentors was based on Hudson's Five Factor Mentoring Model, namely: personal attributes, system requirements, modelling, pedagogical knowledge and feedback analysis.

Biographical Information of the PGCE participants

Participants in this study involved 36 PGCE student-teachers from an HEI in the Eastern Cape. For ethical reasons the real names of the participants were not used. The names that were used throughout the study were pseudonyms, Student-teachers were abbreviated as ST A, ST B, etc.

The following chart indicates the gender and ages of the participants:

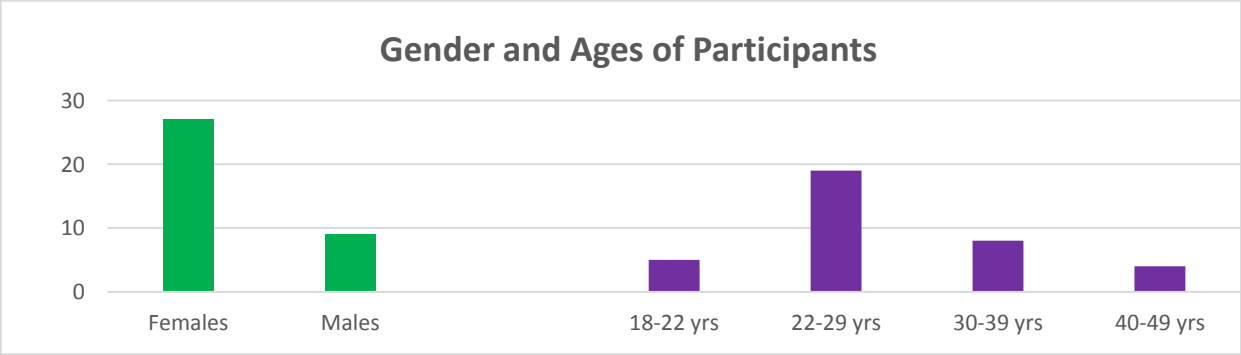

FIGURE 1 GENDER AND AGES OF THE PARTICIPANTS

Figure 1 outlines the gender and ages of the participants who took part in this study. From the 36 participants, nine were male and 27 were female. The participants' ages varied as follows: 14% between 18-22 years; 53% between 22-29 years; 22% between 30-39 years, and 11% between 40-49 years. With regards to age, the majority of the participants (53%) were between 22-29 years of age. This may indicate that these participants had enrolled for the PGCE programme immediately after they had completed their undergraduate qualification. According to the statistics above, there were fewer men as compared to women. This is in line with Danner (2014, p50) when labelling teaching as a 'feminine' profession.

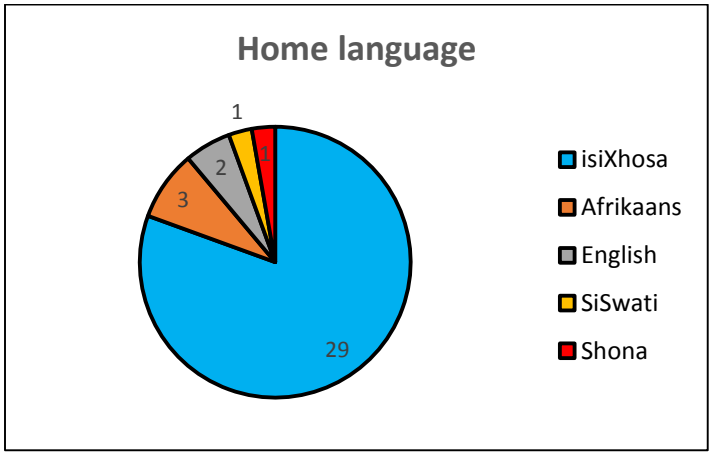

FIGURE 2 HOME LANGUAGE OF PARTICIPANTS

Figure 2 above indicates the home language of the participants. The language profiling of the students revealed that the majority (29 participants) were Xhosa speakers, three Afrikaans speakers (coloureds), two English speakers, one SiSwati speaker and one Shona speaker. The profile of the student-teachers shows a diversity in their home language and it shows that the majority of the participants were isiXhosa speakers.

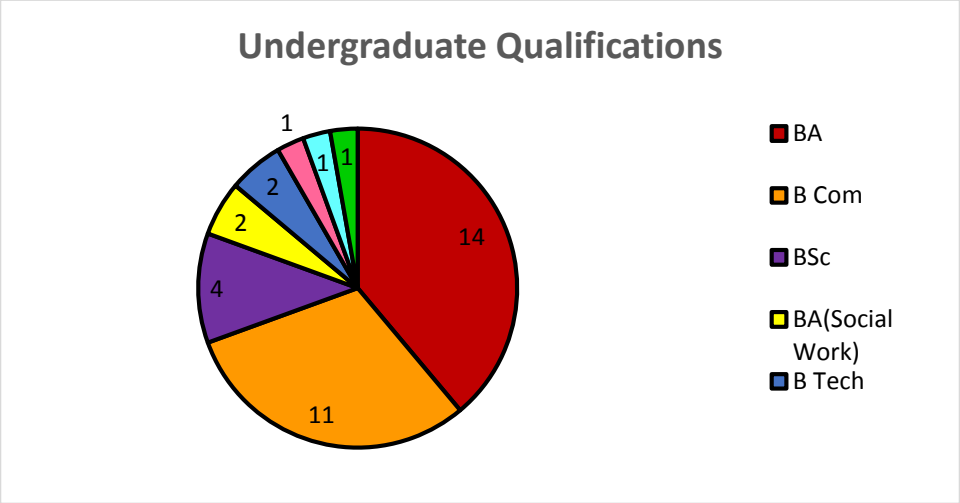

FIGURE 3 UNDERGRADUATE QUALIFICATION

Diversity in their undergraduate qualification is shown in Figure 3 as follows: the majority of the participants studied a Bachelor of Arts (14 out of 36), a Bachelor in Commerce was second in popularity (11 out of 36), followed by a Bachelor of Science (4 out of 36), then a Bachelor of Arts (Social Work) (2 out of 36) and a Bachelor in Technology (2 out of 36) and, with one participant out of 36, the following degrees: Bachelor of Arts (Honours), B Applied & Com and lastly a degree in Theology. This may imply that the participants did not have teaching as their first choice career (Kiggundu & Nayimuli, 2009, p346). This could also suggest that some came to PGCE because of no jobs in their career fields.

All of the participants had undergraduate degrees that allowed them to be admitted in the PGCE programme. Diversity in their undergraduate qualification was also observed. Figure 3 above indicates the participants' undergraduate qualifications which varied from Commerce to Theology.

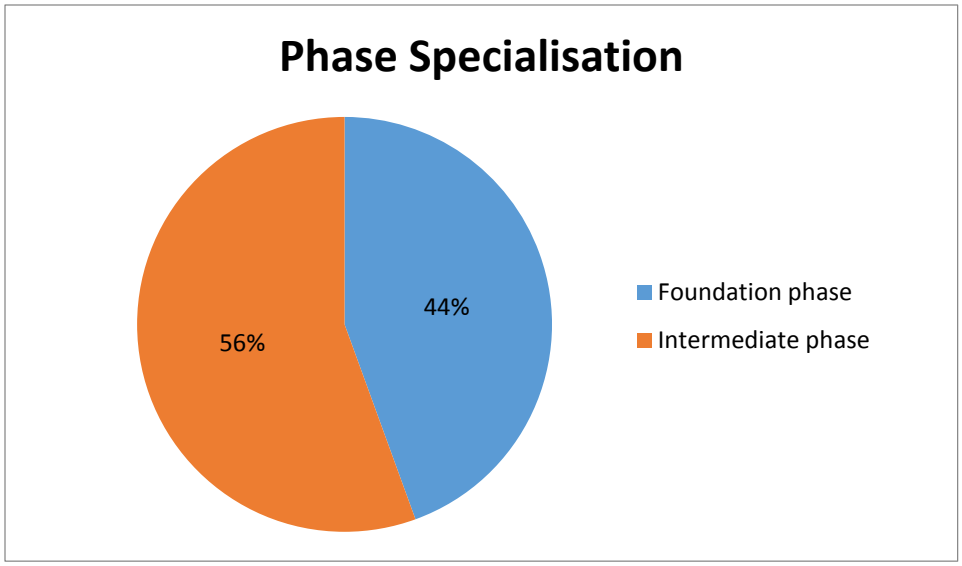

FIGURE 4 PHASE SPECIALIZATION

Figure 4 above shows the phase specialisation of the participants. The participants specialised in Foundation Phase and Intermediate Phase and there were no participants from the Further Education and Training (FET) phase.

Sixteen (16) of the participants had Foundation Phase as their specialization and 20 participants had Intermediate Phase as their specialization. All the participants from the Foundation Phase were females. This predominance of women in this phase has led to the labelling of teaching as a “feminine” profession (Danner, 2014, p50). This could be because of the motherly, nurturing and caring attributes of females *(Ibid).* Now that the profiling of the survey participants has been done, the following section profiles the PGCE participants who participated in the case study.

4.1.2 Profiling the case study participants

The profiles of the participants are presented in the form of a table. Out of the thirty-six (36) participants who participated in the questionnaire, five (5) were interviewed. The interviews helped to gather qualitative data which enriched the study.

Table 4.1.2. Biographic information of case study participants

Pseudonym	Gender	Age group	Race	Phase group	Home language	Qualification attained	Type of school (Teaching Practice)
1.ST A	F	20-22	African	Foundation Phase	IsiXhosa	BA	Township
2.ST B	M	22-25	African	Intermediate Phase	IsiXhosa	BSc (Geology)	Township
3.ST C	F	22-25	White	Foundation Phase	English	BTech (Textile)	Former Model C
4.ST D	F	20-22	African	Intermediate Phase	IsiXhosa	BA (Music)	Former Model C
5.ST E	M	25-30	African	Intermediate Phase	IsiXhosa	BTech (Marketing)	Former model C

Table 4.1.2 indicates that five (5) PGCE student-teachers participated in the case study. Of these five (5) participants, two (2) were male and three (3) were female. Furthermore, two (2) female students have Foundation Phase as their areas of specialization. However, the other three (two male and a female) have Intermediate Phase as their area of specialization. So this study used a mixture of PGCE of phase specialization participants.

The participants' ages range between twenty and thirty years, with the majority (4 out of 5) below twenty-five (25) years of age. With regards to race, four (4) were African and one (1) was White (all were South African). With regard to home language, all the Africans reported isiXhosa as their mother tongue, whilst the white South African reported English as her mother tongue. In terms of their undergraduate qualifications, the participants reported varying degrees that included BA, BSc, B Tech Textile and Marketing; this makes them unique and vulnerable. Although the participants displayed diversity in their undergraduate qualifications, they had in some cases similar reasons that inspired them to register for the PGCE programme. For example, availability of funding in the PGCE programme and lack of jobs in the field of their undergraduate studies, to mention just a few. The next section explains data presentation and discussion of findings.

4.2 Quantitative data presentation and discussion of findings

The quantitative participants provided valuable insights into their experiences of mentorship during their TP. As the researcher has mentioned above, their responses were registered in accordance with Hudson and Peards' Five Factor Mentoring Model, namely: Personal Attributes, Systems Requirements, Pedagogical Knowledge, Modelling and Feedback. The participants' responses to these roles were on a five-part Likert scale as follows: SD-strongly disagree, D-disagree, U-uncertain, A-agree and SA-strongly agree. To present a clearer picture of participants' responses the percentages under strongly agree (SA) and agree (A) were summed up as agree (A), while that of strongly disagree (SD) and disagree (D) were summed up as disagree (D) on interpretation using quantitative analysis. The next section of the questionnaire focussed on the roles of the mentors.

4.2.1 Personal attributes

A mentor should display certain personal attributes when mentoring student-teachers. The questionnaire asked the participants to rate the personal attributes that the mentors displayed. Figures 5 and 6 outline the personal attributes that Hudson & Peards (2009, p66) said that a mentor should have. In Figure 5, four (4) attributes are shown and in Figure 6 the other four (4) attributes are shown. These figures also show the personal attributes in a mentor that the students prize most highly. There were eight (8) personal attributes that were used to rate the host teachers (as these terms are used interchangeably).

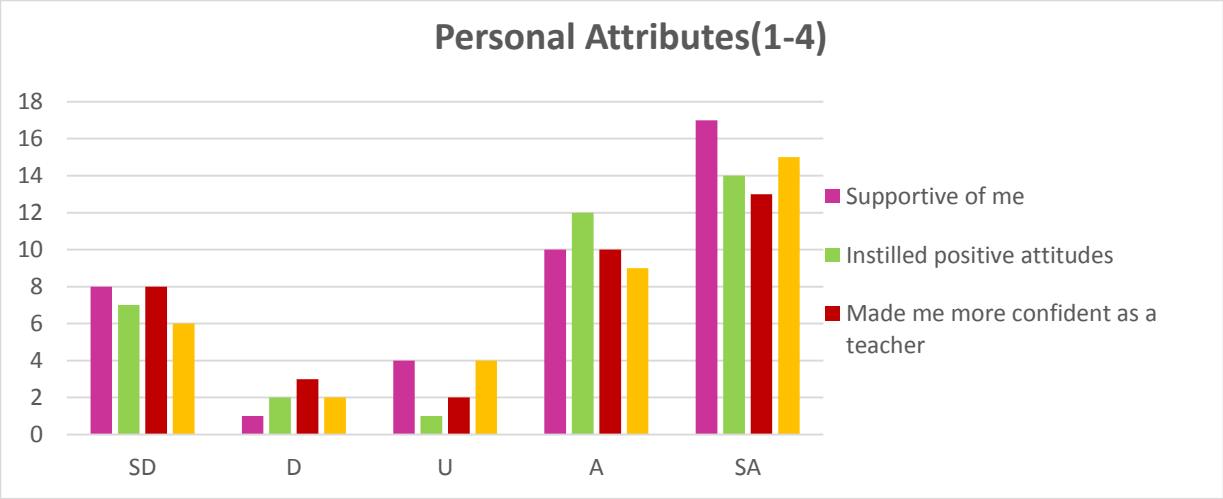

FIGURE 5 INDICATES PERSONAL ATTRIBUTES 1-4.

The majority of the participants agreed that their mentors exhibited positive personal attributes (53%-78%). This indicated that the participants rated their mentors' experiences in personal attributes as generally good. The majority of the participants (64%) experienced their mentors as being very supportive, felt part of the school and felt great about being involved in practical teaching. About 72% of the participants agreed that mentors instilled positive attitudes towards their teaching and 64% agreed that their mentors made them more confident as teachers. The majority of the mentors (67%) listened attentively to student-teachers on teaching matters while 37% of the participants disagreed with this personal attribute.

Mentors need to show a number of personal attributes in order to develop student-teachers' teaching skills. With regards to personal attributes, mentors need to be supportive, attentive and comfortable with talking about specific teaching practices, instil confidence, instil positive attitudes and assist the student-teachers to reflect constructively on improving TP (Donaldson, 2008, p13). The students' comments complement Hudson's mentoring model (2010, p32) which indicates that, where mentors were supportive and contributed towards positive attitudes, the participants felt less stress. In addition student-teachers participate well enough in teaching when they are supported and treated as colleagues (Ngidi & Sibaya 2003, p21).

Figure 6 is a continuation of personal attributes 5-8

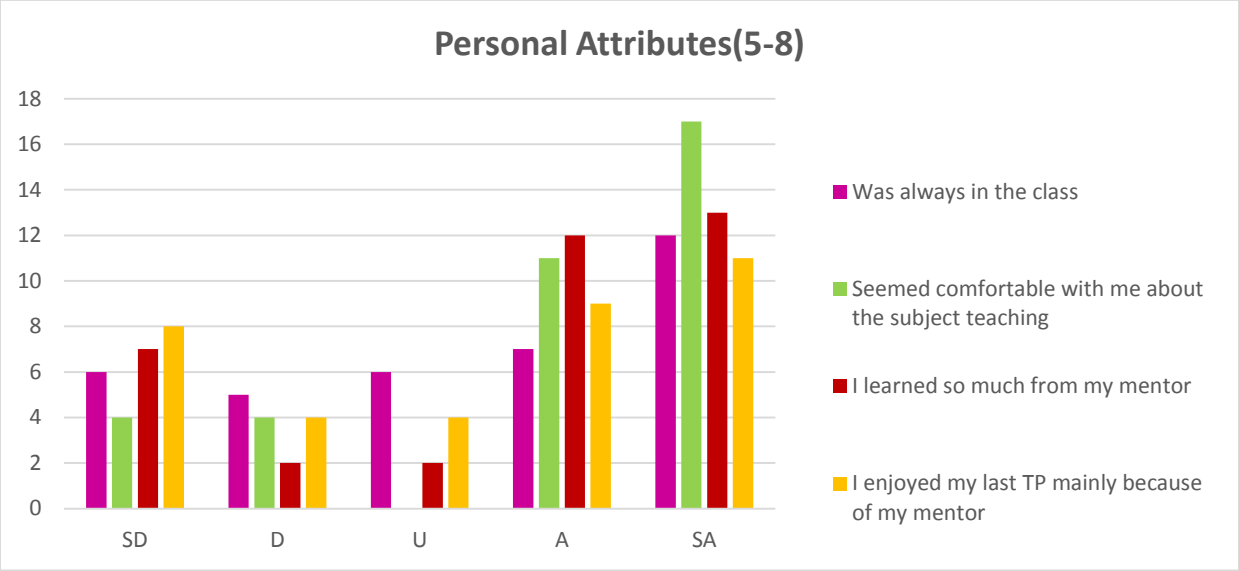

FIGURE 6 PERSONAL ATTRIBUTES 5-8

Almost half of the participants (52%) declared that the mentors were always in class when student-teachers taught. This meant that mentors were always in class to support and guide PGCE students, while the other 48% of the participants were left to teach on their own. They were not guided and supported all the time and this may have resulted in negative TP experience. The majority of the mentors were experienced in their subjects and they seemed comfortable in talking with the participants about subject teaching (78%). As a result the majority of the participants reported that they learnt so much from their mentors (69%). The participants have reportedly enjoyed their last TP mainly because of their mentors (56%) while 44% of the participants did not enjoy their TP. This could be an indication of the effectiveness of the role played by the mentors during TP (Shumba et al., 2012, p149).

Mentors should concentrate on the significant impact that their personal attributes have on the mentoring relationship. This is indicated in Hudson's model that mentors have to encourage student-teachers and instil positive attitudes and confidence. The fact that 75% of the participants agreed that their mentors were supportive means that 25% of the

participants disagreed with that statement. This reflects that some of the mentors did not perform their role of supporting participants well and therefore may have had no or little experience in mentoring student-teachers.

Providing support to student-teachers is one of the major roles played by mentors (Maphosa et al. 2007, p303). The participants reported that support and guidance provided by mentors helped ease their fears. They further stated that they experienced the host schools as being very supportive, felt part of the school and felt respectable about being involved in TP. This is significant as it means that student-teachers got on well with the host teachers and gained knowledge.

4.2.2 System requirements

System requirements include the aims of teaching, the curriculum and school policies. The systemic part of teaching deals with the teaching in totality. Figure 7 represents four (4) system requirements.

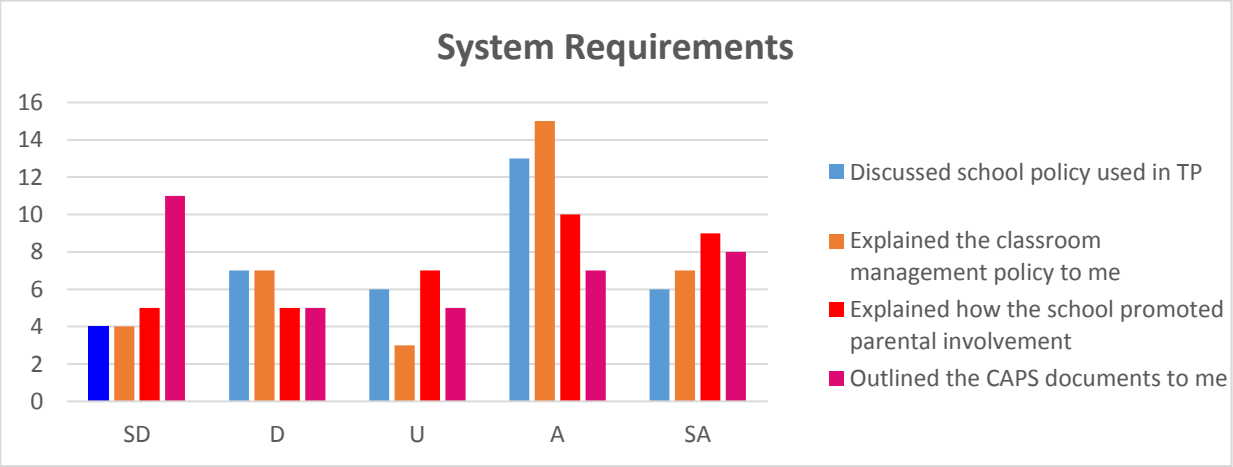

FIGURE 7 SYSTEM REQUIREMENTS

With regard to system requirement, nineteen (19) out of thirty-six (36) participants agreed that their mentors discussed the school policy with them. This is important because it helps students to understand the code of conduct as well as work ethics (Government Gazette RSA, 2015, No. 38487). The majority of the participants (61%) also indicated that

their mentors explained the classroom management policy to them. This is important because it helps students to be effective classroom managers (Rupert & Woodcock, 2010, p1261). This is important as this may indicate a bright future in their career.

One of the most crucial parts to TP is the use of the South African grade appropriate curriculum. The curriculum provides students with a guide, framework and planning. Despite the importance of the student knowing about the curriculum and where the class is in relation to the curriculum, the students reported that the role of outlining the Curriculum and Assessment Policy Statement (CAPS) documents to participants was not performed well by mentors. Fifty eight (58%) of the participants disagreed that their mentors outlined the CAPS documents to them while only 42% agreed. This means that the student-teachers could possibly come to the end of the TP without knowing the curriculum specifications. University mentors should provide student-teachers with the CAPS documents, then it is the responsibility of the student-teacher to read the document.

Mentors did not perform the system requirements role very well. This role deals mostly with the policies, for example the school policy, classroom management policy, policy around parent involvement in their children's education and CAPS documents. It seems that mentors did not discuss or explain the above mentioned policies to the participants. Thirty one per cent (31%) of the participants did not agree with the statement that mentors discussed the school policy used for teaching practice and 16% of the participants were uncertain regarding this statement. Only 53% of the participants agreed.

The majority of the participants (44%) disagreed with the fact that their mentors outlined CAPS documents to them, 41% agreed and 14% were uncertain regarding this statement. The CAPS document should be the starting point of the first meeting between the mentor and the participant as it is a document that guides teachers regarding annual teaching plans, time allocation and work schedules and so forth. (Maphosa et al., 2007, p303). It is the duty of the mentor to introduce the student-teachers to the CAPS document since it is the policy around the teaching of the subject. System requirements focus on the

systemic part of the school and teaching that will help the student-teachers to understand the systemic part of teaching (Hudson & Peard, 2005, p189).

4.2.3 Modelling

Modelling means observing an experienced mentor model good teaching practice (Hudson & Peard, 2010, p189). Attributes associated with modelling are enthusiasm, effective teaching, a good rapport with students, well designed lessons, classroom management and subject curriculum. Figure 8 and 9 represents six aspects of modelling. Three aspects are displayed in Figure 8 as numbers 13-15 and the other three in Figure 9 as numbers 16-18 in the questionnaire.

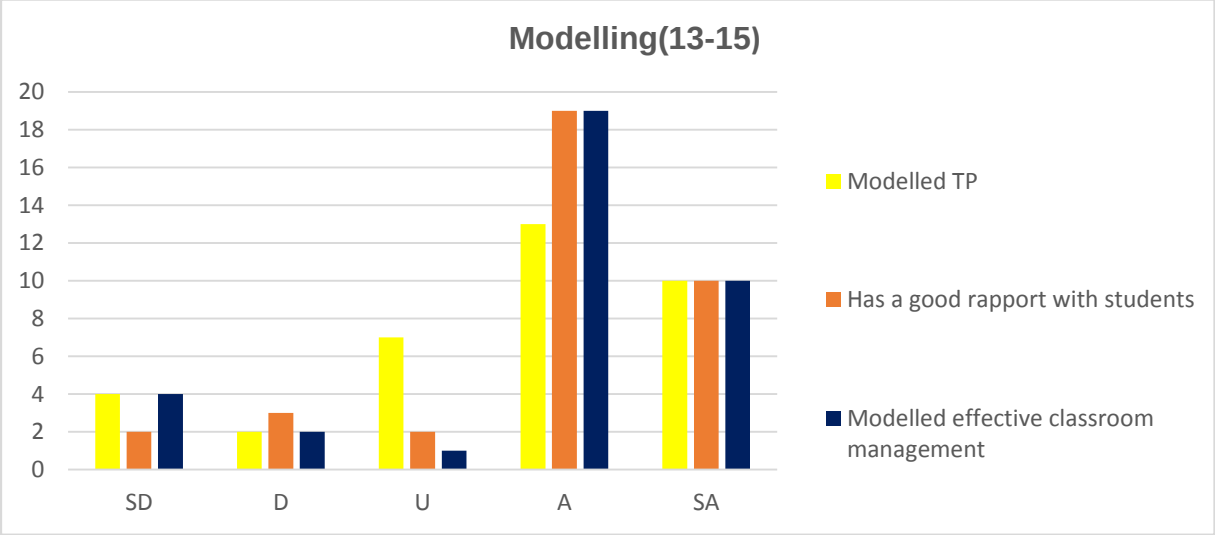

FIGURE 8 MODELLING (13-15)

With regards to figure 8, the majority of the participants (23 out of 36) agreed that their mentors modelled teaching practice while 13 out of 36 indicated that their mentors did not. Eighty one per cent (81%) of the participants agreed that their mentors had a good rapport with students and also agreed that their mentors modelled effective classroom management. This means that the students indicated that they were able to see how to start their lessons after observation.

Figure 9 is a continuation of the other three aspects of modelling.

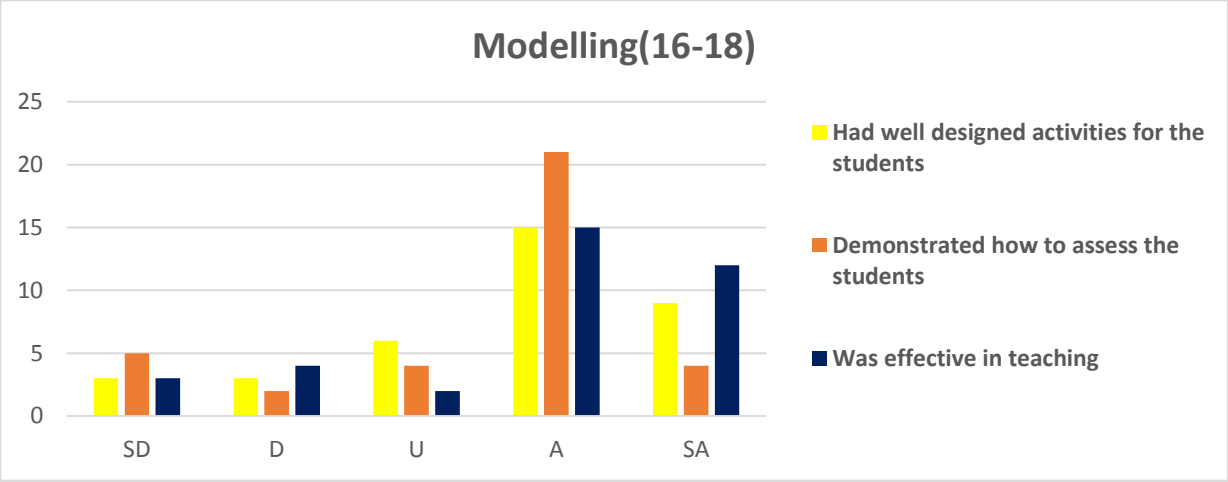

FIGURE 9 MODELLING (16-19)

The majority of the participants (66%) agreed that their mentors had well designed activities for the students. Also, the majority of the student-teachers (69%) agreed that mentors demonstrated how to assess the students. This demonstrates that learning and assessment work hand in hand and, furthermore, assessment is informed by planning (Department of Education, 2008, p159). Although 75% of the participants felt that their mentors were effective in teaching, 25% disagreed with that statement. The ineffectiveness of the mentor teachers may result in negative modelling experiences.

Modelling is amongst the well performed roles by mentors according to the participants. The skills of teaching are learnt more effectively through modelling (Hudson, 2009, p67). The majority of the participants rated the modelling role of the mentors between 56% and 81%. The majority of the participants agreed that their mentors modelled effective classroom management. The mentors' enthusiasm as a teacher can present desirable teaching traits (Mudzielwana & Maphosa, 2014, p409). Importantly, the mentor-student teacher relationship is central to teaching, and demonstrating a positive rapport with students can show the student teacher how these behaviours can facilitate learning (du Plessis, 2013, p34).

The mentor also needs to model appropriate classroom language suitable for teaching, effective teaching, classroom management, hands-on lessons and well-designed lessons

(Ibid). According to the ratings of the participants, they indicated a positive experience of modelling. Good teaching is a very effective method of mentoring (Shumba, Shumba & Maphosa, 2009, p154). Teaching practice is meant to expose student-teachers to classroom management strategies and it is a crucial component in teacher training (Mudzielwana & Maphosa, 2014, p409). Effective classroom management is so important because it contributes to student learning and development. It is the most significant cause of concern for student-teachers, particularly during TP. Although all teacher training courses include classroom management, there are no clearly set strategies to build student-teachers' confidence (Reupert & Woodcock, 2010, p1261). This means that there must be strategies guiding the building of student-teachers' confidence. Since modelling has been discussed, the next section focuses on pedagogical knowledge.

4.2.4. Pedagogical knowledge

Pedagogical knowledge deals mainly with the core business that the participants had to perform in host schools. Core business means that the student-teachers visited the host schools for reasons such as to be guided in lesson preparation, assisted in classroom management, etc. Figures 10-12 represent participant's responses to pedagogical knowledge. Four aspects are displayed in Figure 10, another four in Figure 11 and the last three aspects in figure 12.

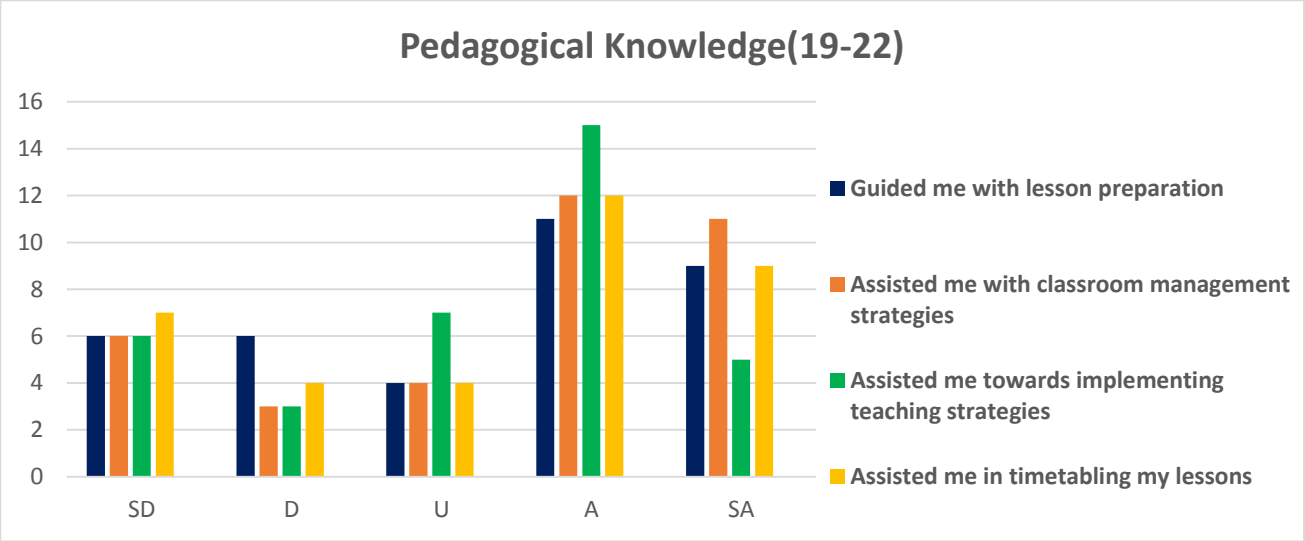

FIGURE 10 PEDAGOGICAL KNOWLEDGE (19-22)

With regards to lesson preparation, 56% of the participants agreed that their mentors guided them with lesson preparation while 33% disagreed and 11% were uncertain about this statement. The majority of the participants (56%) agreed that their mentors assisted them with classroom management strategies and also agreed that their mentors assisted them towards implementing different teaching strategies. Forty-four percent (44%), including those who were uncertain, of the participants felt that their mentors did not assist them in classroom management and implementing different teaching strategies. Mentor teachers need to assist mentor teachers in timetabling their lessons.

With regard to timetabling their lessons the majority of the participants, 21, out of thirty-six (36) agreed that their mentors assisted them in timetabling their lessons, while 11 out of 36 disagreed and four (4) were uncertain. This will help them to be good in timetabling their lessons in future.

Thus is very important for mentors to be very competent in lesson preparation and lesson delivery in order to offer effective assistance to student-teachers and lead by example (Mudzielwana & Maphosa, 2014, p403). Mentors should help student-teachers in

preparation of documents like schemes of work, lesson plans, teaching notes, record of marks and remedial work in order to develop competent teachers.

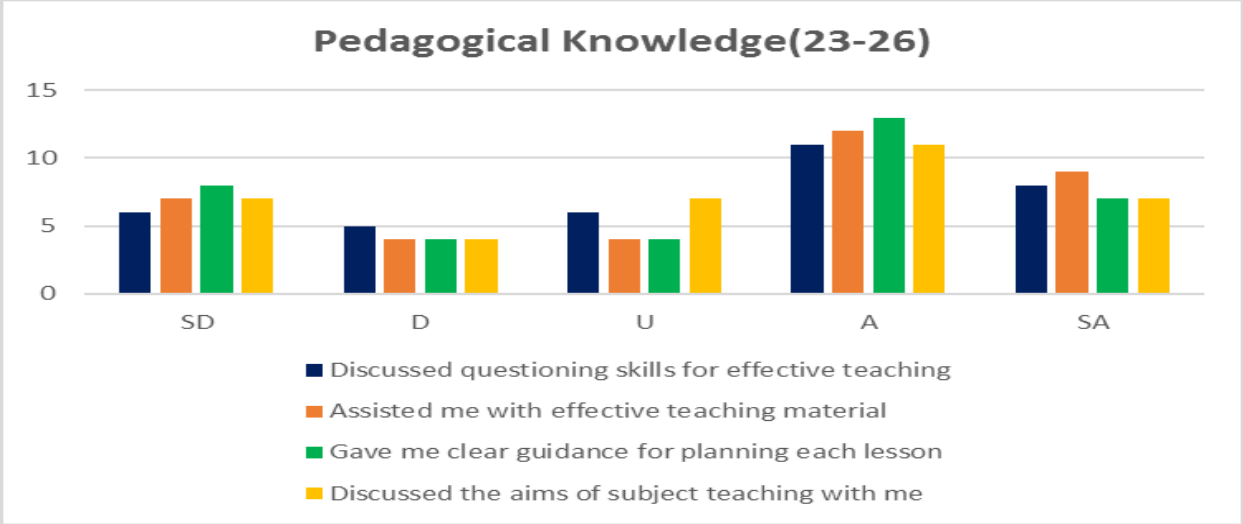

FIGURE 11 PEDAGOGICAL KNOWLEDGE (23-26)

With regard to Figure 11, 19 out of thirty-six (36) participants agreed that mentors discussed questioning skills for effective teaching. This clearly indicated that almost half of the mentors did not perform well the role of discussing questioning skills for effective teaching because seventeen (17) out of thirty-six (36) participants disagreed including those that were uncertain. Questioning was very important during TP as student-teachers' concerns were clarified by mentor teachers.

Questioning skills are very important for student-teachers as they are going to assist the student-teachers have a variety of questions ranging from lower order to middle order and higher order questions. According to Bloom's taxonomy, questioning is the most common form of teacher-student interaction, a key element of every lesson, a way of challenging all students and an influence on the progress (Eder, 2004, p157). The purpose of questioning is to interest and challenge all students, to lead students through a planned sequence of learning and to promote reasoning, problem solving, evaluation and the formation of hypotheses (Eder, 2004, p157).

The majority of the participants, fifty-three per cent (53%), agreed that their mentors assisted them with effective teaching material, while 31% disagreed and 16% were uncertain. This indicates that an alarming number (47%) of student-teachers had to prepare their own teaching material without assistance from mentors. The effectiveness of these materials is questionable as no guidance was provided. Fifty-six per cent (56%) also agreed that they were given clear guidance for planning each lesson while 33% disagreed and 11% were uncertain. About discussing with their mentors the aims of subject teaching, fifty per cent agreed (50%), while 31% disagreed and 19% were uncertain.

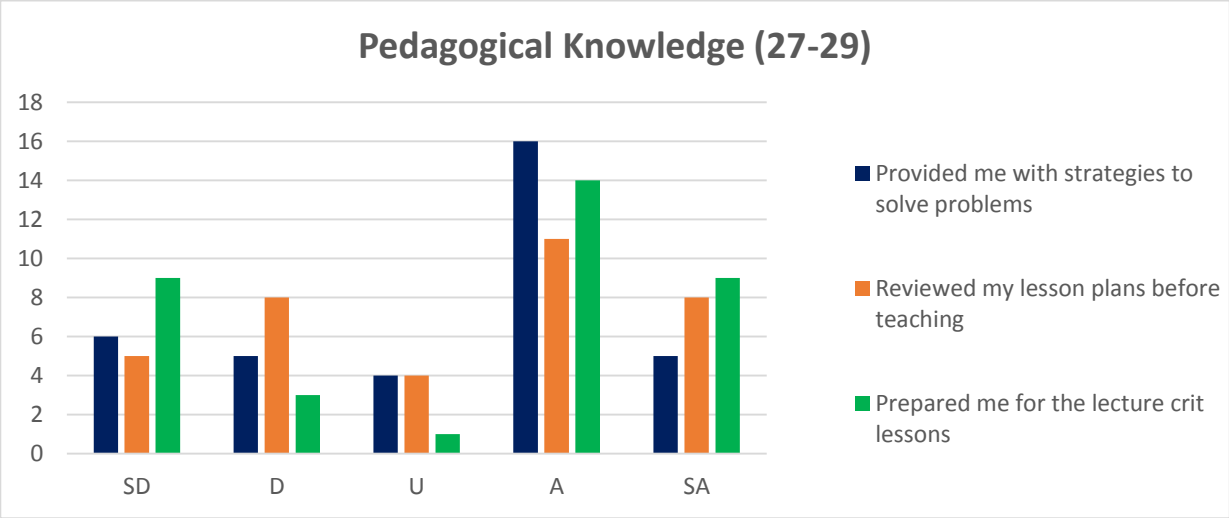

FIGURE 12 PEDAGOGICAL KNOWLEDGE (27-29)

Figure 12 displayed that fifty-eight per cent (58%) also agreed that they were provided with strategies to solve their problems. Fifty-three percent (53%) of the participants agreed that their mentors reviewed their lesson plans before they taught and sixty-four per cent (64%) finally agreed that their mentors prepared them for the lecture crit lessons.

Pedagogical knowledge dealt with the actual teaching in the classroom starting from lesson planning and preparation to organisation of teaching resources and the presentation in the classroom. Although the majority of the participants agreed with most aspects of pedagogical knowledge, there were 11-12 out of 36 participants that disagreed

with most of the statements. It is disappointing to find that some mentors did not give proper guidance to the participants with regard to pedagogical knowledge. Those fundamental system requirements can provide participants with knowledge about the education system related to school systems and form the basis of classroom teaching because from the period of TP the student-teachers realised that they have to understand those fundamental teaching realities.

4.2.5 Feedback

Feedback in the questionnaire was composed of seven aspects, hence Figure 12 displays four aspects and Figure 13 displays three aspects. With regard to feedback provided by mentors during TP, the majority of the participants (64%) agreed that mentors discussed evaluation of their teaching while 36% disagreed with this statement. The majority of the mentors preferred to give their participants oral feedback (75%) rather than written feedback (69%) and that is reflected in the participants' responses. Sixty-three per cent (63%) of the participants agreed that mentors articulated what they needed to do to improve their teaching.

Figure 13, below, displays four aspects related to feedback as perceived by participants during school based mentoring.

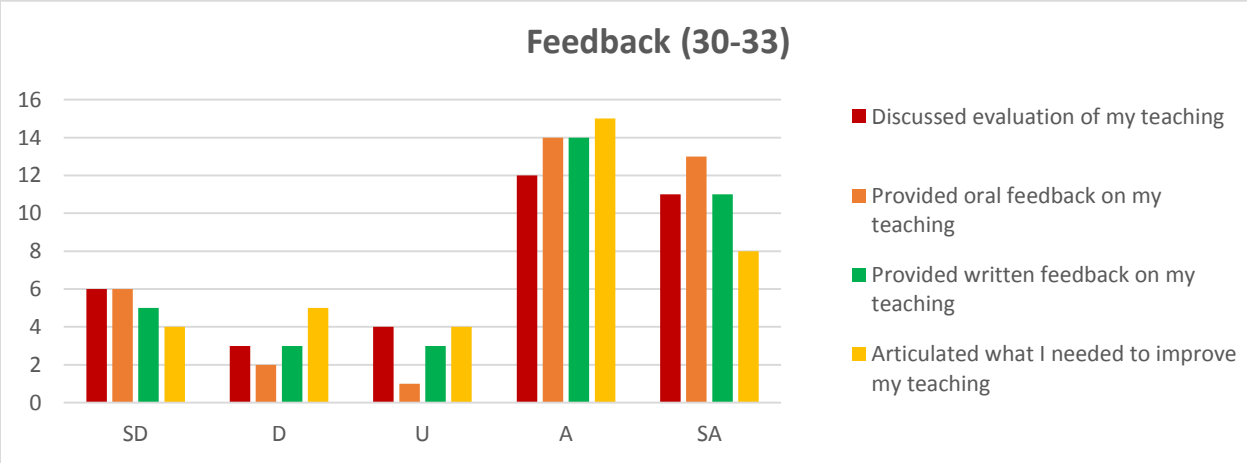

FIGURE 13 FEEDBACK (30-33)

Figure 14 is a continuation with another three aspects of feedback.

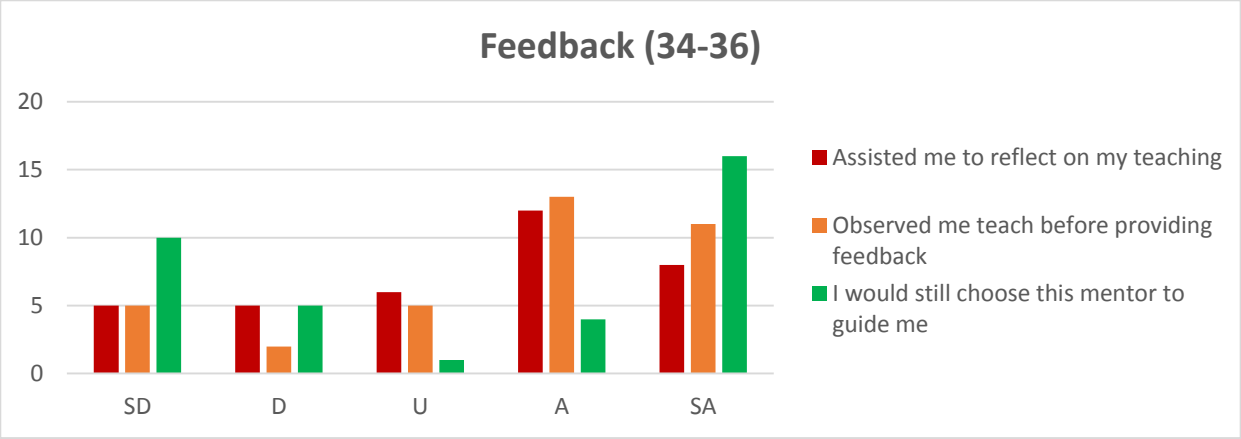

FIGURE 14 FEEDBACK (34-36)

Fifty six per cent (56%) of the participants agreed that their mentors assisted them to reflect on their teaching while 27% disagreed and 17% were uncertain. According to 67% of the participants, the mentors observed them teaching before they provided feedback while 19% of the participants disagreed and 14% were uncertain. The majority of the participants, twenty (20) out of thirty six (36) would still choose the same mentor to guide them while sixteen (16) out of thirty-six (36) participants would not like to have the same mentor again and one participant was uncertain about choosing the same mentor for a next TP. Oral feedback on the participants' teaching was rated much higher by seventy-five percent (75%) than written feedback which was rated at 69%.

Kiggundu & Nayimuli (2009, p348) and Major & Tiro (2012, p67) suggested that feedback offered by mentors often nurtures student-teachers into competent teachers. The mentors need to clearly express what they want the student-teachers to do when they review lesson plans, observe practice, provide oral feedback, provide written feedback and assist the student-teachers to evaluate teaching practice.

According to Ngidi & Sibaya, (2003, p21) constructive feedback in student-teachers' education is a vital ingredient in the mentoring process. The data indicated that the majority of participants agreed that their mentors provided feedback as part of their

mentoring practice. The manner in which feedback was communicated by mentors may impact negatively leaving some participants demotivated whereas it should be the period when the participants know their weaknesses and focus on improving them. Students also described having to be proactive in getting feedback on their teaching, and were sometimes frustrated by the nature of the feedback they received, being told 'everything is fine', when it was not.

This is in line with what Maphalala (2013, p125) claimed as the purpose of feedback. The purpose of feedback is to provide suggestions on how to improve instruction, increase student learning and encourage the classroom teacher. Like students, teachers need continual support, and feedback should celebrate their successes as well as address their challenges. By visiting classrooms, seeing teachers in action, and providing ongoing feedback and support, mentors help student-teachers grow professionally (*Ibid).*

In most cases student-teachers reported that university mentors always gave brief feedback in a hurry while rushing to see another student. Some mentors did not even bother giving oral feedback to students but gave it as comments in the lesson plans as per requirement. At best, participants reported mentors offered help with day-to-day teaching and lesson planning and provided mostly oral feedback. At the worst, participants literally received little support on systems requirements, which means the majority of the participants left the host school without being introduced to the policies of the school around TP, discipline policy, code of conduct of teachers and students, assessment, etc.

With regards to observation, participants were observed mostly 100% of the time while others were left on their own for the majority of the time. It became worse when one participant had to be responsible to teach two classes simultaneously. This goes hand in hand with what Christie et al., (2004, p109) state, "… school staff generally have only a weak understanding of the overall direction of the PGCE programme and they are uncertain about how best to fulfil their role in placement supervision". It means that mentors and HEI tutors should work together in planning and discussing professional

issues regarding mentoring during TP. HEI tutors are expected to liaise closely with their partnership schools and to maintain regular and supportive contact with the principal, teachers and with mentors. Mentors also provide feedback to students on lessons observed and on levels of professional competence attained (Levers, Aingleis & Cummins, 2010, p 2).

To summarize, the quantitative data was analysed using the Five Factor Mentoring Model. It was captured from the student-teachers' questionnaires that in some cases mentors were not providing enough support and guidance. This was shown in lesson planning and preparation, as stated by PGCE students. Mentors need to be hands on in helping student-teachers from the first day they enter the classroom. As student-teachers experienced mentoring during TP, mentors had to model effective teaching and provide constructive feedback. Student-teachers were not satisfied with the manner in which feedback was communicated, and found it inadequate.

4.3 Qualitative data presentation and analysis

Qualitative data was collected through semi-structured interviews. The interviews were analysed using themes drawn from the main research questions. Thereafter, conclusions based on the similarities and differences of students' learning experiences on school based mentoring were drawn (Ivankova, Creswell & Clark, 2007, p261). The use of the recorder allowed more reflective responses to what was under discussion in the interview and the transcription of the tapes became the second step in the analysis of data. Apart from the fact that the transcription provided a rich source of information, it also allowed the researcher to re-visit the scene as many times as necessary. These were guided by Hudson and Peard's Five Factor Mentoring Model. From the interviews a number of interesting reasons were outlined as to why they registered for the PGCE.

4.3.1 Reasons for enrolling for PGCE programme

The participants reported various reasons for enrolling for the PGCE programme. The majority of the student-teachers took the PGCE programme as a stopgap while waiting for better career opportunities in other fields. Kiggundu & Nayimuli (2009, p346) further argue that these students enrolled because they had no alternative, since they were not able to get jobs after their undergraduate qualification and because funding was available for them to enrol with the programme. Participant ST A explained:

> *After my first degree I applied for jobs but was unsuccessful though some institutions promised to hire me. My brother suggested that I must register for PGCE.*

Participant ST B also attested the same:

> *I applied for jobs with my BSc but didn't get it and I am still applying for jobs in the field of GIS and Geology.*

Although Participant ST E was employed in his career field, he became interested in teaching because of the better salary offered. He confirmed*:*

> *I got jobs in marketing and earned less money than I expected and I heard that teaching has a better salary. My parents are also teachers and they also inspired me.*

The participants reported various reasons that included: having a passion for teaching, inspiration by their family members, teaching being a professional paying job, unemployment after the first qualification, love for children and the benefits associated with being a teacher such as being a life-long learner. Many of the participants reported that they could not find jobs in the fields of specialisation in which they chose to do their undergraduate degrees. This statement is in line with Kiggundu & Nayimuli (2009, p346) when they argue that PGCE students enrolled because they had no alternative, since they were unable to get jobs after their undergraduate qualifications. Those who reported to have a passion for teaching stated;

Participant ST B:

> *When I grew up I always wanted to be an English teacher* and*, I like to be around children and to see them being so active.*

Participant ST C*:*

> *I always wanted to be a teacher because members of my family are teachers.*

Three out of the five respondents reported having a passion for teaching. For instance, Student B, a BSc graduate, who had majored in geology, reported that he had education as one of his passions. They reported teaching as their first choice in the job market. Some of the participants reported that they enjoyed working with young children. The next section explores the participants' experiences in the PGCE programme.

4.3.2 How the participants experienced PGCE

(a) A summary of the emotions experienced

Teaching practice is the period when student-teachers experience a number of emotions which sometimes result in high levels of stress (Danner, 2014, p49). Respondents reported that these emotions range from fears, anxiety to excitement. PGCE triggered a number of emotions, which at times were even contradictory. Concerning fears, anxiety and excitement that student-teachers experienced during TP, Participant ST E responded:

> *It was intimidating to stand in front of the class only for the first 10-15 minutes. I had to ask them questions although I was nervous.*

Participant ST C reported leaving the host school stressed and traumatised:

> *I didn't fear being in class with the children because I have been involved with kids in meetings at church, hospitals etc. I came out of TP very traumatised and hurt to see the way children were treated by my mentor.*

Some of the things that made student-teachers nervous was the first meeting with their mentor; what kind of a person the mentor will be, being in front of the classroom for the first time and the fear of teaching in front of the university supervisor (crit lessons). Participant ST A attested the following sentiments with regard to the expectations of the mentor:

I did not have any expectations since I did not go for TP before, and at university we were told that some of the host teachers are hard workers although some were not mentoring adequately.

Mentors are another factor that causes anxiety (Danner, 2014, p50). The participants in some host schools reported receiving a warm welcome by the school principal and the SMT but in the staffrooms is where the problem begun. Another factor that caused anxiety is the fact that TP forms part of assessment.

One of the participants reported teaching to have a better salary whereas, according to ETDP Seta Schooling Sector Skills plan (2013/2014, p65), there is a considerable proportion of high attrition. The high rate of teacher attrition is caused by job dissatisfaction and amongst those factors that cause dissatisfaction is poor salary. Apart from the experiences reported by student-teachers, PGCE has challenges as well.

(b) PGCE, a challenging programme

The majority of the participants (3 out of 5) experienced PGCE as a challenging programme, and reported that the work load is overwhelming for a year. Participant ST B also echoed the following sentiments when reporting, regarding the challenging nature of the PGCE programme,

PGCE is a one year programme but it feels like ten years because we have to do theory and practical in the same year. We are always busy.

Hence Participant ST C declared the following:

The course is very challenging because of the way it is organised. She further argued that*: ...furthermore PGCE students are always busy. Another challenge was doing lesson preparation because in PGCE we did one lesson plan and all of us in my class contributed to that lesson plan.*

One of the factors that results in this challenge is the one year duration of the course. During this period they are expected to cover both theory at the university and practice teaching in schools (Kiggundu, 2007, p27). The nature of the qualification, however,

presents particular challenges. Firstly, students entering the programme are assumed to have acquired the appropriate level and content knowledge in the bachelor's degree (Higher Education Monitor, 2010, p41). One of the participants felt that TP in the first term occurred within a short period of time. PGCE students reported that they go out for TP without being taught some of the subjects they are about to teach and as a result they were not ready. Furthermore, the workload they experience makes them always busy.

Secondly, because the PGCE is a one-year professional qualification, programme designers are under pressure to make the course as intensive as possible. This is done in order to develop students into competent novice practitioners in the very limited time available (Higher Education Monitor, (2010, p59).

Factors that the participants reported as challenging included a lot of work for a year which included theory and TP at schools, the way PGCE is organised, cancelled lectures, strikes, more engagement with the students, being professional at all times and lesson preparation. This is line with Christie et al. (2004, p120) when stating that, even in the best host schools, the ability of the staff to support students in linking of theory and practice is limited by the teachers' lack of knowledge of PGCE course content.

Participant ST A found that in the PGCE programme one has to act in a professional manner, engage with the students and be their mentor. In fact, she found teaching different from the way she thought it was:

> *I thought I knew a lot but I found that there's lot that I don't know. When I was doing my Bachelor's degree I thought that as a teacher you just go to school, teach and go out but I have found that you have to be more engaged with the students, you have to be professional and to be like a mentor to the students.*

Participant ST B echoed the same sentiments about professionalism, so as to maintain good working relationships:

> *At times I needed my mentor to assist me but I couldn't find her as she was busy running everything in the institution. It was annoying but I learnt to understand and be professional at all times and avoid conflict.*

During TP student-teachers had to be professional since teaching was and is still regarded as a noble profession whenever they present themselves. In the next section student-teachers reported on their experiences of TP.

c) The experiences of TP

The PGCE students perceived the role of the mentor as helpful with regard to teaching methodologies. They further reported that they benefited from TP. Their mentors were supportive but in other cases they were too busy to guide the PGCE students. During the first week of TP, the PGCE students were expected to observe their mentors model effective teaching. However, in some instances the PGCE students were given a class to teach on the first day. This resulted in a negative TP experience as the student-teacher was unprepared. PGCE students had similar challenges like doing lesson preparation, limited duration of TP, inadequate communication of feedback and lack of teaching resources.

With regards to how the participants felt about their first lessons during TP, some of the participants reported that they were able to engage learners in the lesson. But participant ST A reported the opposite,

This is how Participant ST A felt after the first lesson,

> *The first lesson was focussing on me rather than learners. I got more knowledge on how to teach language and how to become a better student-teacher. I learnt how to engage learners more in the lesson and I was assisted by the other teacher on how to involve the learners*.

And Participant ST C felt that TP had many challenges and that was felt on the very first day of the TP:

> *It was a bad thing to go for TP in that school; my mentor on the first day said, 'Here is the class of grade twos, go for it, teach them, look after them, I will be next door'. I choose the topic to teach on the first day on my own. My first day of TP was challenging, to look after*

thirty (30) learners for 5-7 hours. Another challenge was doing lesson preparation because in PGCE we did only one lesson plan and the whole class contributed to that lesson plan.

The student-teachers perceived the role of the mentor as being helpful with regard to teaching methodologies. As reported by participant A above, the host teachers helped them move from a teacher-centred approach to a learner-centred approach. Furthermore, as mentors model effective teaching student-teachers follow suit.

From the above sentiment the participant was challenged by teaching thirty (30) learners for 5-7 hours on the very first day. That means that the participant did not have a chance to observe the mentor for the first week of TP. The above participant had a negative experience of TP on the first day. The participant was supposed to observe the mentor model effective learning but was thrown in the deep end. This resulted in a negative TP experience for ST C; however, it was beneficial to other PGCE students.

Some host teachers seemed reluctant to hand over their classes to student-teachers; as a result they would make up excuses to prohibit student-teachers from taking over their classes. This is what Participant ST E experienced on the first day:

In my case I was allocated to teach two classes. When I was about to start teaching I was told to teach in Afrikaans, those are the Afrikaans speaking students. I asked to be removed from those classes since I cannot teach in Afrikaans and it was agreed. But as time went by I discovered that they are teaching in English in those classes not Afrikaans and that was just a strategy the host teacher used not to have a student-teacher in her classes.

In contrast to the above statement, participant ST C commented:

I had a class of 42 children and even more because when teachers were going somewhere or when they were busy doing something, they included their class in my class. My lesson was interrupted.

From the above statement, ST C reported that some of the mentors felt relieved on the arrival of student-teachers because their work load would be reduced. This concurs with

what Marais & Meier (2004, p222) saw as an exploitation and abuse by mentors who imposed excessive demands on student-teachers in terms of workload.

The next section responds to the main research question which probes how the student-teachers perceived teachers' mentoring.

4.3.3 PGCE students' perception of school based mentoring experience

PGCE student-teachers perceived school based mentoring as a necessary exercise that helps student-teachers practice to become good teachers, but the exercise requires mentors who are keen and know exactly what they are doing. Some of the participants had problems relating to their mentors. Participants were sometimes disappointed when they realised that their mentors were not always quite the experts the participants expected them to be, and at times they learnt from the participants. The following remarks were captured from participant ST C:

At times I sensed my mentor felt unhappy to learn from me yet I was keen to learn a lot from her.

Most of the participants experienced the schools as being very supportive, felt part of the school and felt great about being involved in practical teaching. The participants also felt that school based mentoring was beneficial and positive as they gained a lot of ideas from their mentors. They got more knowledge on how to teach and how to become better student-teachers. Despite those positive sentiments, student-teachers felt challenged as well.

Student-teachers felt that there were challenges like doing lesson preparation and teaching students on the very first day without observing the mentor modelling teaching. It is the duty of the mentor to ease the student-teachers' fears and make teaching enjoyable. The results show that the mentors did not hold regular meetings with student-teachers to discuss the challenges that faced them during the TP. ST A stated:

There were no meetings between PGCE students and mentors, except for the general meeting where the school staff equipped us with the ethics. This meeting was not constructive, as it was wasn't TP based.

However, Kiggundu & Nayimuli (2009, p345) studied the factors that positively or negatively affect the preparation of student-teachers. The results show that there are gaps in the preparation of student-teachers, and that there are six out of ten factors that affect the preparation of student-teachers negatively. Some of the most important factors were: the duration of the TP, reflection time spent by student-teachers, communication of feedback and the provision of learning resources.

Most participants felt that the duration of the TP was short and should be extended or theory be made more practical. Participants further argued that the university should give PGCE students more time in schools as they need to acquaint themselves with the realities of being a teacher. ST E suggested:

It would be better if we observe during the first week, then start practising on the second week and on the third week start being evaluated by the university supervisors. TP period should be extended.

With regards to communication of feedback, participants reported different views. Some were comfortable with oral feedback as compared to written feedback. Their concern was the way the feedback was communicated. In some cases the participants really wanted to have critical feedback because they needed to know areas of improvement. Participants indicated that mentors did not really sit down and watch the participants' lessons and this may be caused by the extra load of being a mentor. In most cases, the participants were given books but not provided with the teaching resources, and did preparation without any supervision. Apart from the above perspectives reported by student-teachers, they also reported the experiences they conceived during TP.

4.3.4 The ways in which student-teachers conceive school based mentoring

Participants conceived school based mentoring in various ways. The major aspects of the mentors they reported about include good working relationship, helpfulness, problems encountered, compliments, availability of the mentors. Participant ST D conceived school based mentoring as beneficial and experienced a good working relationship with the mentor:

> *She was very helpful, correcting me when I was wrong, advised me on how to make children respect me, helped me in lesson planning and complimented me when I did well. She showed me different approaches to teach children. She went through my lesson plans. Hence I can say that our working relationship was good.*

Participant ST E felt the same way about his working relationships with his mentor:

> *There were no problems, no racism, no gender issues and I wasn't treated as a new comer. She just threw me in the deep, gave me work and when she came back, she checked whether I had problems but fortunately I did not have problems. My working relationship with my mentor was good because she was nice.*

The overall impression for some mentors as conceived by the participants was positive. This indicated positive working relationships which is important because it made them feel accepted and part of the school. The majority of student-teachers conceived school-based mentoring as beneficial and experienced good working relationships with their mentors. In some cases, student-teachers felt that the host teachers were reluctant to hand over their classes to them; as a result they would look for reasons to avoid them. In addition, student-teachers reported, 1) inadequate encouragement from the host teachers for their work, 2) inadequate assistance in getting teaching resources, 3) inadequate explanation of the required TP skills, and 4) inappropriate guidance to motivate them to implement classroom activities.

The results show that the highest factors that affects the TP experience were related to the mentors while the lowest factors were related to the university. The results showed that the problems related to the student-teacher characters were ranked first. In addition,

student-teachers faced several problems such as 1) not given money for TP by the university, 2) the lack of guidance provided by school principals regarding the school systems, regulations, and the participation in the school activities. One of the participants reported that they need to be treated like real teachers of the placement school, be involved in extramural training, library training, etc.

One of the most important factors that affected student-teachers negatively was the lack of guidance provided by mentors and academic supervisors. A good relationship between schools and the university with shared responsibility for teacher professional development is vital if the teaching practice is to be a worthwhile learning experience integrated with the taught modules.

However, the review showed that there are not many solid partnerships between schools and universities in South Africa (Shumba, Shumba & Maphosa 2007, p263). One of the participants claimed that they discovered that the university at times failed to communicate with host schools. In some instances student-teachers arrive at host schools while the school was not ready and unaware. The participants also figured out that at times there weren't good relationships between the school and the university.

4.3.5 The roles played by mentors, according to the PGCE students

Although this part was looking at mentors' roles, the interviews indicated that some of the roles that they were supposed to play were not played. Participant ST C felt that although lots of books were given to her the mentor's role of assisting in lesson preparation was missing. The following expressions serve as evidence from ST C and ST A respectively,

> *She did not take me through lesson preparation. She had lots of books and gave me a bunch of books to use.*

Participant ST A declared:

> *My mentor was not supportive she would come to class while I taught and ask, 'What are you doing?' She didn't even look at what I was doing, she was not always there and if she was looking she wasn't saying a thing. I was assisted by another teacher not my mentor.*

With regards to guidance during lesson planning and preparation, three (3) out of five (5) student-teachers were not guided during lesson planning as they had to plan on their own. One of the participants who reported to be of the same age with her mentor did not feel negative although he was not assisted. Some participants were negative about the supportive role of the mentors and this was mostly due to their unavailability.

The participant D reported that she would first go through her lesson plan before going to class and observe her teach, then comment. Participant ST D felt good about the way the mentor handled her work:

> *She would first go through my lesson plan before I go to class and observe me teach and then put remarks. She'd compliment me in those areas where I did well and advise me where I needed improvement. My mentor advised and guided me in lesson planning and presentation. I learned a lot from her.*

Participant ST C reported the opposite:

> *Not really, I used the workbook themes from CAPS. She didn't take me through the lesson preparation but I took it home and looked for activities and pictures and songs that I sung with the learners.*

Participant ST A reported that she had to ask for help from other host teachers who seemed more knowledgeable than her mentor. This is in line with Donaldson (2008, p1), when articulating that mentors are usually, but not always, specialists in their subjects. That means not all good teachers make good mentors. To be a good mentor there must be personal and professional engagement (Sundli, 2007, p205 and Maphalala, 2013, p127).

All (5 out of 5) the participants' responses were positive about their mentors' ability to listen to them attentively. The participants reportedly had no problems asking questions from their mentors. Mentors listened to their questions, answered and gave clarity where possible. Participant ST A felt:

> *I had no problems asking questions from my mentor, she liste*ned to me attentively and answered *me.*

Participant ST B attested the same sentiments:

> *Although my mentor was busy running everything in the institution, when I called her for questions and clarity she listened and responded to my questions positively. She gave the impression that she would be available when I requested her but she was always busy.*

With regards to modelling effective teaching, two (2) out of five (5) participants reported that their mentors modelled effective teaching while the other three participants did not agree with their mentors' role. This indicates that student-teachers did not observe their mentors teaching before having to teach themselves. Those participants who did not agree were participants A, B and C. Participant A indicated that she observed her mentor but she would teach only for two to fifteen minutes and let the participant take over the lesson. This means that the duration of observation was too short for one to decide whether the lesson was effective or not. Participant B claimed that she observed her mentor teaching on the first week but what was disappointing was that the mentor conducted an English lesson in Xhosa. Both participants ST D and E also experienced effective teaching models, their mentors' classes were quiet, attentive, and asking questions while mentors answered tirelessly.

Participant D attested by making the following statement:

> *My mentor modelled effective teaching because learners were listening attentively and asking questions in areas where they did not understand. She answered them tirelessly instead and explained more clearly.*

With regard to feedback, student-teachers gave a variety of responses with two (2) out of five (5) participants declaring that they did not receive feedback from their mentors. The other three participants received oral feedback even though one participant did not receive enough feedback and was dissatisfied with the way her mentor communicated feedback with her. Participant ST B responded:

> *There were no comments in the form of feedback, only circled numbers from the tool. Most of the time I got feedback from other teachers. She would go for oral feedback but hardly written feedback.*

Participant ST C was not comfortable by the way her mentor communicated feedback. She wanted to have critical feedback and that would assist her to know her weaknesses and improve:

> *I really wanted to have critical feedback because I need to know how I can do better and I was not in a motivated state by the way she communicated feedback.*

Participant ST D remarked*:*

> *Feedback was communicated orally most of the time, during lunch and when students were busy. I preferred oral feedback because it gave me a chance to ask questions. Feedback was constructive and she made comments on what she saw and didn't talk out of the blue.*

In some cases the mentors responded by saying everything was fine whereas the participants felt that their performance could be improved. By having proper feedback the participants felt that they would improve their teaching skills. Participant ST A reported that one of the mentors wrote the feedback on a side piece of paper and asked the participants to choose those comments that suited her so that she could write them on the lesson plan.

In most cases mentors always gave feedback in a hurry while rushing to see another participant or during break time. Some mentors did not even bother giving feedback to student-teachers. In such instances students reported feelings of frustration. According to the participants, what was frustrating was that they did not know whether their performance was good or bad. In some cases the participants said that they preferred oral feedback since it gave them a chance to ask questions. Participant ST E reported that the compliments made by her mentor gave her confidence. This made her always work for positive feedback.

Mentors are supposed to play as many roles as possible during TP as indicated by Hudson and Peards (2005, p18) in the Five Factor Mentoring Model. To mention just a few, they are supposed to guide, support, show personal attributes, have pedagogical knowledge, model effective teaching and offer constructive feedback. But in some

instances the PGCE students reported negative experiences such as their mentors were not always available; they were busy with something else while the participants needed them most.

4.3.6 PGCE students' experience of mentoring during TP

PGCE student-teachers experienced mentoring as a positive way of developing their teaching expertise, despite some student-teachers who experienced a negative mentoring experience. In some cases the participants reported positively on their TP experience whereas in some cases they reported a negative TP experience.

4.3.6.1 Positive experiences

Those participants who had supportive mentors claimed that they enjoyed TP. Participant ST A reported:

> *The positive part was that I experienced how to teach and how to adjust in a school environment and also how to manage my anger. The negative part was that I did not get monitored, my host teacher was not really involved in my lessons.*

Two (2) out of five (5) felt comfortable working with their mentors since they worked as a team and the mentors were supportive. Participant D had this to say:

> *Yes I would love to have the same mentor because we worked very well together, we understood each other and she was supportive of me. We worked in a team. I benefited from the mentoring experience through the fact that I am more confident and came out a teacher. It was good to hear from experienced teachers that I am good.*

Other participants said that everything was fine in the presence of the mentor. When student-teachers were asked whether they enjoyed TP by the researcher, their responses varied. The majority of the participants (4 out of 5) enjoyed TP. Participant ST A claimed that she did not really enjoy TP because her mentor was not always around. The majority of the participants enjoyed TP although they felt it had its ups and downs. They enjoyed being practising teachers. Participant ST B responded:

TP was enjoyable although it has its ups and downs. I enjoy to be a teacher, to be in the classroom. I feel good to be in the school environment, to be creative, very nice and enjoyable to see learners active. What was enjoyable was to engage with the learners mostly.

Participant E reported the same sentiments as she claimed:

I did enjoy to work with young children. I got to experience the way they think and my expectations of them before I go for TP were not entirely accurate. I figured out why teachers acted the way they did when I was at school, and I understand them now since I was exposed. I also have answers to some of the questions I used to ask myself.

4.3.6.2 Negative experiences

The TP experience was negative to those participants who were not supported by their mentors. Participant ST B perceived the following TP experience as a result of the unavailability of the mentor:

No, my mentor was rigid and busy running everything in the institution and I had to look for her everywhere when I needed help or asked help from other teachers, even from the principal.

In the process of guiding and supporting student-teachers, some mentors were reported to have a tendency of discouraging the student-teachers, as reported by participant ST B:

My mentor usually says when looking at my lesson plans, 'This is too much for the learner's age, start again, I like this one, the introduction is ok' but most of the time my mentor thought I was preparing above the ability of the learners.

That is the justification the mentor gave for teaching an English lesson in Xhosa.

The majority of the student-teachers, three (3) out of five (5), would not like to be given the same mentor if they could go back to the same host schools for TP. This is due to many reasons such as unavailability of the mentor, lack of support and guidance etc. Participant ST C affirmed thus:

No I would not like to be given the same mentor. I would like to have a mentor who respects children and children respect her. My host teacher did not encourage a learning environment especially with the grade R class.

From the above sentiment, it means that PGCE students had expectations of how a mentor teacher should be.

Some of the participants (2 out of 5) felt that mentors were threatened by PGCE students and had fears that they had come to take their jobs. Furthermore, they made them feel 'abandoned by their first degree'.

Participant ST A has this to say:

...the student-teachers were expecting to be supported by the host teachers but they seemed to be threatened by the fact that we already have degrees. Whenever they said something they knocked on the fact that we have degrees as if they were intimidated. They made us feel that we are doing PGCE because we were abandoned by our first degree.

Participant student E declared:

From experiences that I heard although I didn't experience some of these, is that, host teachers are threatened by PGCE students, the methodology they bring, new ideas which undermine their methods.

He further argued in connection with this*:*

From what we have heard from other students and B Ed students, host teachers are harsh, they give student-teachers work without coaching, others are jealous, I don't know whether they think student-teachers are there to take their jobs.

With regard to the relationship between the university and the school, participant ST A revealed the following:

The university seems to have abandon us, we go there on our own and should check whether what we are there for is really happening. The university should accompany us on the first day and do check-ups two to three times a week. We need to be treated like real teachers of the school, be involved in extramural training , library training, etc. and not call us 'children from the university'.

Participant ST E responded in the following ways with regard to ties between the university and host schools:

The university at times failed to communicate with host schools, in some instances student-teachers arrive in host schools with the school is unaware. This proves that at times there are no good relationships between the school and the university.

The participants felt abandoned by the university during TP because in some schools nobody knew even if they were coming except the school principal. Participants also reported that they were not involved in extramural activities by host schools and didn't like the way the host teachers treated them (calling them 'children from the university'). One of the participants reported that the university liaises with the school principal to have students for TP, but there was a problem when it comes to individual teachers or staff who were not informed. Other mentors were reported as open hearted and willing to assist while others seemed not to be so, whereas they were the key person in the process. Communication between mentor teacher and PGCE student should be through a meeting.

With regard to holding meetings with their mentors, participants did not know that they were supposed to discuss some of the TP issues with their mentors. Participant ST A declared:

There were no meetings between me and my mentor, she didn't get to know me, and she just came into my class and said she will be there. Even on the first day when we were introduced to our mentors we were told your mentor is Ms /Mr So and So and in some cases when the mentor was absent the student teacher was 'babysat' by another host teacher.

Participant ST B reported:

Even when my mentor was giving feedback, she gave it very quick while standing during break time, there was no formal meeting.

In many cases the participants reported that they were not provided with teaching resources; they had to prepare the resources on their own. Participant A reported,

> *I asked for them but there were no resources except the magazines they buy, furthermore my lessons were not demanding such teaching resources.*

Participant C also reported the same sentiments and that she decided to use the workbook themes from CAPS.

> *She did not take me through the CAPS document but I took it home and looked for activities and pictures and songs that she sang with the learners.*

The teaching resource that was often readily available were the textbooks. They reported that they were not even introduced to the policy document (CAPS) that guides the teaching of the subject. In most cases, they reported that the available teaching resource given to them was the textbook, while other participants reported that they prepared and bought resources on their own without any help.

PGCE students experienced mentoring as a positive way of developing their teaching expertise, although some student-teachers encountered a negative mentoring experience. For example, the positive part was that participants experienced how to teach and how to behave around the school environment, and the negative part was they did not get monitored because the host teachers were not available. Participants indicated the helpfulness of the mentors as they helped them pass through their fears. About sixty per cent of the participants would not like to be given the same mentor if they could go for TP again. One of the reasons they did not want their mentors again was that they were not present most of the time and student-teachers had to cope alone.

Some mentors felt that the participants were preparing their lessons above the learners' level of understanding, hence one of the participants reported that one of the mentors was teaching an English lesson using IsiXhosa right through the lesson. About forty per cent of the participants felt that the mentors were threatened by PGCE students and feared that they had

come to take their jobs. Furthermore they made them feel dumped by their first degree. PGCE students were also not comfortable with the TP duration.

The PGCE students reported that they required more time for TP and that would mean more time with their mentor teachers. For them TP added to the workload they experienced in the PGCE programme and this being done for a year. Participant ST D made the following comment on the TP duration:

The university should give PGCE students more time in schools. They need about a year to go for TP so as to acquaint themselves with the realities of being a teacher. Practical work should be given more time than theory.

Participant ST E echoed the same sentiments:

It is a short period because you have to observe for a week. We had to be evaluated on the second week. The problem is with the crit lessons.

From the above sentiments the participants reported that they need more time for practice than theory. They also made it clear that things are worse in the first TP since they had not done all the content they were going to present at schools. In other words they said that they went unprepared. Some of the participants felt that TP required more time so that the students get acquainted with the realities of becoming a teacher. The participants revealed that TP should be given more time than theory and the fact that they went for TP in the first quarter not ready. Although the length of time is certainly no guarantee of quality, there would seem to be a minimum effective length especially with a supportive mentor.

The researcher benefited from using a mixed method approach as it helped him to gain clear understanding of the PGCE students' perspectives on school teachers' mentoring. As Ganga & Maphalala (2015, p322) claimed, questionnaires do not provide flexibility therefore it is sometimes valuable to use it in conjunction with interviews. They further argued that this helps in validating data. This is true in the fact as the semi-structured interviews gave clearer meaning to the questionnaires. For example, as the PGCE students disagreed in a statement from the questionnaire, they were able to give reasons validating their disagreement.

Although some of the PGCE students indicated in the questionnaire that they agreed with the supportive role of the mentor teacher, some of the PGCE students disagreed. It emerged from

the interviews that among the other reasons that the PGCE students felt not supported was the unavailability of the mentor teacher. This is in line with Maphosa et.al. (2007, p303) when indicating that mentor teachers were taking this as business as usual where they did their duties regardless that the PGCE students needed their guidance. According to the PGCE students, the availability of the mentor teacher would lessen the stress associated with TP. Because student teachers needed support they had to ask other teachers for assistance.

From the questionnaires, PGCE students claimed that they were not assisted hundred per cent (100%) in lesson preparation and from the interviews. Lesson preparation was indicated as one of the challenges. One of the PGCE students reported from the interviews that they were not well prepared by the university in lesson preparation. The student-teachers reported that they expect mentor teachers and university mentors to model effective teaching as they introduce them to the classroom realities.

It emerged from the questionnaire that some mentor teachers did not model effective teaching and furthermore did not provide constructive feedback. This was endorsed in the interviews when the PGCE students claimed that they were not provided constructive feedback and some were given classes on the first day. According to the PGCE students they needed feedback in order to rectify their mistakes and this frustrated them.

The PGCE participants, who did not get enough support from their mentors reported that they had negative TP experiences and were stressed. This resulted in some of them declaring that if they can be taken for TP they would not select the same mentor. Some of the participants had to move around looking for help from other host teachers because the mentor was busy with Annual National Assessment (ANA) examinations and running everything in the institution. Annual National Assessment (ANA) are standardised National assessments for languages and Mathematics in the senior phase (grades 7-9), intermediate phase (grades 4-6) and in numeracy and literacy for the foundation phase (grade 1-3). ANA is monitored by the National Department of Basic education. (Annual National Assessments 2014: Report on the ANA of 2014). The following section is a summary of this chapter.

4.4 Summary

This chapter demonstrated different opinions of research participants on various themes drawn from the main research questions as indicated in the introductory section of this chapter. There were different perspectives and conceptions regarding student-teachers' views on school-based mentoring. Student-teachers also voiced their views on the roles played by mentors and, in the process, the roles that they do not perform were also identified. Finally, the PGCE students reported their overall experience of mentoring. The majority of the student-teachers reported mentoring as necessary to help support and guide them to ease through the difficult transitions. It is about smoothing the way, enabling, reassuring as well as directing, managing and instructing (Sundli, 2007, p206). Hence Butler & Cuenca (2012, p297) echoed that it is a necessary prerequisite that student-teachers have an associate teacher (mentor) who is communicative and supportive.

The next chapter discusses the findings, recommendations and conclusions.

CHAPTER 5

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0. Introduction

The study aimed to analyse PGCE students' perspectives on the effectiveness of school based mentoring. The problem that inspired the researcher to undertake this study was stated in chapter 1. In order to support the arguments that could come out of this study, a review of literature was done in chapter 2. Chapter 3 considered the methodology that was undertaken, the approach, the paradigm and the design of this study. Chapter 3 also detailed the methods that were used for collecting data such as questionnaires and semi-structured interviews. The sampling strategy, site selection and the size of the sample and the research participants were also identified. In Chapter four, the data were tabled and discussed. After that it was analysed so as to make sense of what was said by the participants.

The purpose of this chapter is to present the general overview and to reflect on this study. Even though the participants were not numerically a large population, it was representative of both the Foundation Phase and Intermediate Phase. The sample population allowed the researcher to probe more deeply in order to understand their personal perceptions, experiences and opinions. While presenting the general overview of the study and reflecting on the main findings, conclusions from the data were drawn and recommendations were made. Finally, some suggestions were made on the basis of this study.

The following section discusses the summary of the findings that have emerged from this study.

5.1 Summary of the chapters

This section is a summary of the findings which triggered certain emotions that emerged from PGCE students. These findings are in agreement with the findings of Kiggundu and Nayimuli (2009); Marais & Meier (2004) and Ngidi & Sibaya (2003) whose studies revealed that student-

teachers were faced with lots of challenges including lack of instructional materials, and resources in schools, excess workload and lack of respect for student-teachers.

5.1.1 Summary of chapter 1

This chapter introduced the reader to the concepts of ‘mentoring’ and ‘teaching practice’ in the PGCE programme. This chapter builds the foundation of what is to be expected in the rest of the study. The problem statement indicated that TP is a stressful journey that needs support from the mentor teachers. Literature, however, questioned the capacity of the mentors to serve as effective school-based teacher educators. Hence this study analyses the perspectives of PGCE students on the effectiveness of school based mentoring.

5.1.2 Summary of chapter 2

This chapter summarised literature by conceptualising TP, mentoring and a PGCE student. The roles played by mentor teachers according to Hudson & Peards’ Five Factor Mentoring Model were also summarised. The five roles were personal attributes, pedagogical knowledge, systems requirements, modelling and feedback. Mentoring of student-teachers occurs during TP.

Teaching Practice has a significant and wide impact on student-teachers’ personal and professional development. The transition from university training to classroom practice may be a frightening experience for which PGCE students are often inadequately prepared. Consequently, it is not strange that the roles of both host teachers as mentors and of university lecturers who liaise with schools in clarifying the expected experience for student-teachers during the TP period is emphasized.

A PGCE student is a regarded as unique and a vulnerable student who is completing a teacher training programme within a year, what other student-teachers, for example B.Ed. students do over a period of four years. They are supported at the university by lecturers and at schools by mentors. At times they have to adapt to the conflicting ideas of the mentors and university lecturers. They register for PGCE as a stopgap but very few have aspirations to be a teacher.

The quality of mentoring during TP is attracting increasing attention at national and international levels. The mentor needs to be flexible within interactions in order to assist the student-teachers in connecting new ideas to existing ones. In addition, mentor coaching, using familiar language and explicit expectations promote student-teachers' confidence. Hence, this study aimed to analyse the perspectives of PGCE students on the effectiveness of teachers' mentoring.

5.1.3 Summary of chapter 3

A sequential mixed method approach was used, which incorporated the use of qualitative and quantitative data. Quantitative data was collected from thirty-six (36) PGCE students through the use of a questionnaire. Qualitative data was collected from a purposive sample of five (5) students through semi-structured interviews. The interviews were audio-taped and transcription was done at the next stage. Ethical considerations were also considered as the participants' real names were not used and they were asked permission to participate in the study. Permission was also obtained from the HEI.

5.1.4 Summary of chapter 4

The profile of the participants was presented first from both the quantitative and qualitative design and then the analysis and interpretation followed. The data was analysed based on the themes drawn from the main research questions. The themes answered the research questions. The data from the audio-tape was transcribed and analysed. The next section consisted of the findings from the literature.

5.2. Summary of findings from the research

The following is a summary of findings per research questions.

5.2.1 How do PGCE students perceive the experience of school based mentoring?

- Research indicated that student-teachers, being those who primarily benefit from pre-service teacher training courses, perceive school based mentoring to be a key element

of their teacher training course (Hobson, 2002, p16-18; Maphosa et al., 2007, p303; Donaldson, 2008, p1; Sundli, 2007, p201 and Danner, 2014, p50).

- Furthermore, it was clearly indicated which elements of school based mentoring students value most, i.e. having supportive, reassuring mentors who were able and prepared to invest time in them, who offered practical advice and ideas relating to their teaching, and who provide constructive feedback on their teaching attempts.

- Results indicated that the majority of the mentors did not perform well or provide specific mentoring in teaching practices associated with the system requirements, pedagogical knowledge and modelling. This kind of situation resulted in student-teachers being dissatisfied with the kind of mentoring they received.

5.2.2 How did the PGCE students conceive school-based mentoring?

- PGCE students reported having various emotions regarding mentoring during TP. Although the majority of four out of five claimed that they were not having expectations of their mentor teachers but they reported feelings of frustration when their mentors could not avail themselves. It was frustrating to move around looking for them.

- By the look of things, most of the student-teachers felt that their mentors did not realize the importance of the mentoring process. The PGCE students reported that their mentors were a bit distant from them, which means that they were not always around and were busy with something else. That was the reason why some of the student-teachers did not enjoy TP; in the absence of the mentor they have to find their own way. Hence one of the participants recommended that the restructuring of TP at schools is essential.

- Student-teachers described having to be proactive in getting feedback on their teaching, and were sometimes frustrated by the nature of feedback they received, being told ‘everything is fine’, when it was actually not.

- The PGCE students saw themselves not just as recipients of support and guidance, objects of observation, feedback and inexperienced teachers but also as intermediaries between the university and schools. What made them see themselves as intermediaries was their perceived role as interpreters of ‘university terminology’ for mentors. Research, moreover, provides strong indications that the quality of mentoring varies significantly because it appears that some mentors, for example, do not provide a 'safe' and supportive environment in which their student-teachers can learn how to teach (Robinson, 2001, p105).

- PGCE students expected their lessons to be evaluated by experienced mentors, and thereafter to get tips, advice, and suggestions to improve their teaching techniques. They focus on the mentors’ teaching skills to a lesser extent. The observation of mentors' lessons provides student-teachers with the opportunity to accumulate useful information on TP.

5.2.3 Which roles do mentors play according to the PGCE students?

There were five roles that mentor teachers were expected to display during TP when mentoring student-teachers. The five roles as identified by Hudson (2010) were Personal Attributes, Pedagogical knowledge, System Requirements, Modelling and Feedback.

- The majority (64%) of the student-teachers felt that the majority of mentors performed their supportive role well.

- Some (64%) student-teachers were not comfortable about the way the feedback was communicated. They felt like the mentors were doing them a favour by asking from them which comments to give but this didn’t enrich their learning.

- Feedback, observation and pedagogical knowledge emerged from the questionnaires as the major concerns for the student-teachers and experiences in these area varied widely. School-based supervisory support with regular lesson supervisions,

constructive criticism and feedback often nurtures student-teachers into competent educators.

- Without classroom initiation by mentor teachers, PGCE students reported that they were struggling to cope.

5.2.4 How do PGCE students experienced mentoring?

- Although some PGCE students (2 out of 5) felt that they had been 'thrown in at the deep end', they recognized that this was a good and positive experience. PGCE student-teachers claimed that they perceived school-based mentoring as a necessary exercise that help their practice to become good teachers.

- The majority (4 out of 5) of the PGCE students had a positive mentoring experience while one participant was left traumatized after TP. They also felt that the exercise requires mentors that are keen and know exactly what they are doing.

- Those participants (4 out of 5) who were guided and supported by their mentor teachers reported a positive mentoring experience and that they enjoyed teaching. They also reported that both lecturers and host teacher were positive and the feedback was well communicated. Those participants who were not guided and supported reported that they did not enjoy TP. After student-teachers have reported on their perspectives on the effectiveness of school based mentoring, the researcher came out with the following suggestions and recommendations.

5.3 Suggestions and recommendations

Teaching Practice is the period when student teachers are involved in the actual classroom setting. They need to have support and guidance through the whole process. It is the duty of the mentor teachers to guide and support student-teachers. At times mentor teachers may fail

to perform the mentioned roles as they were reported by PGCE students. Hence the following recommendations are made:

- This study argues that mentors may require further education to learn how to mentor student-teachers. This may also help them to be clear of which roles to play when mentoring student-teachers. Just as teachers can always improve their methods of teaching, so too can mentors improve their methods of mentoring (Hudson, 2005, p4). The Department of Education can offer educational opportunities to mentors through workshops, seminars and courses with specific mentoring skills being taught.

- As curricula continually changes, teachers are required to develop further knowledge and skills in order to advance their practice. Similarly, mentors need to ensure that their knowledge and skills are current. Another recommendation is that mentor teachers' workload should be reduced as they had an extra load of assisting and guiding student teachers. This will help them to invest time in the mentors.

- University lecturers and mentors have to work hand-in-hand in order to ensure their efforts are coordinated, thus improving the quality of mentorship in schools. Universities should involve mentors in the assessment of students by ensuring that their input is considered in the final teaching practice assessment. Furthermore, at universities, micro-teaching should be continuously done so as to acquaint the student-teachers with the actual teaching even before actually practising at the host schools.

- Student-teachers need assistance to overcome the challenges during the process of learning to teach, which requires mentors' sustainable guidance and support. Student-teachers need to be trained and educated to deal as effectively as possible with the complex reality of being a teacher (Butler & Cuenca, 2012, p296).

- In order to fulfil their role, mentors have to apply a variety of approaches and strategies. These include holding regular meetings, open dialogue, involving them in decision making and providing emotional and psychological support.

- Finally, the researcher suggests that mentor teachers should be given incentives for their work as Maphalala (2013, p127) has also recommended.

5.4 Recommendations for further research

Follow-up studies need to be conducted which could contribute to the empowerment of teachers as mentors of student-teachers. It appears that if teachers were better equipped for their role as mentors they would be motivated to revitalize their own instructional and guidance skills. What is more, such an endeavour would also advance the professional development of student-teachers. Further research should be conducted on the voices of mentor teachers with regards to their mentoring roles.

5.5 SUMMARY

This chapter demonstrated different opinions of research participants on various themes drawn from the main research questions as indicated in the introductory section of this chapter. There were different perspectives and conceptions regarding student-teachers' views on school-based mentoring. Student-teachers also voiced their views on the roles played by mentors and, in the process, the roles that they did not perform well were also identified. Finally, the PGCE students reported their overall experience of mentoring. The majority of the student-teachers reported mentoring as necessary to help support and guide them to ease through the difficult transitions of TP. It is about smoothing the way, enabling, reassuring as well as directing, managing and instructing (Sundli, 2007, p206). Hence Butler & Cuenca (2012, p297) echoed that it is a necessary prerequisite that student-teachers have an associate teacher (mentor) who is communicative and supportive.

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APPENDIX 1

A SURVEY OF PGCE STUDENTS

Title of the research: PGCE students' perspectives on the effectiveness of school based mentoring

Code for the participant: ST A, ST B,

This survey consists of three sections, please respond to all sections.

SECTION 1: Your biographical Information

This section aims to find information about you. Please respond to the answers that apply to you.

(a) What is your sex?

Response	Code
Male	1
Female	2
Any other, please specify	3

(b) Home Language

Response	Code
IsiXhosa	1
English	2
Afrikaans	3
Any other, please specify	4

(c) Race

Response	Code
Black	1
White	2
Coloured	3
Any other, please specify	4

(d) Nationality

Response	Code
South African	1
African	2
European	3
Any other, please specify	4

(e) What is your age?

Response	Code
18 – 22 years	1
22 – 29 years	2
30 – 39 years	3
40 and above	4

(f) What is your marital status?

Response	Code
Married	1
Single	2
Divorced	3

Any other, please specify	4

(g) What is your first qualification?

Response	Code
BA	1
BSc	2
BCom	3
National Diploma	4
Any other, please specify	5

(h) Do you have children of your own?

Response	Code
Yes	1
No	2

SECTION 2: Your mentor's biographical information.

a) In your previous Teaching Practice, what was your mentor's sex?

Response	Code
Male	1
Female	2
Any other, please specify	3

b) What was your mentor's approximate age?

Response	Code
22 - 30 years	1

31 - 40 years	2
41- 50 years	3
Over 50 years	4
Any other, please specify	5

c) What was your mentor's Race?

Response	Code
Black	1
White	2
Coloured	3
Any other, please specify	4

d) Nationality

Response	Code
South African	1
African	2
European	3
Any other please specify	4

e) Home Language

Response	Code
IsiXhosa	1
English	2
Afrikaans	3
Any other , please specify	4

f) Type of school

Response	Code
Township	1
Rural	2
Former Model C	3
Any other , please specify	4

SECTION 3: The following statements are concerned with your school based mentoring experiences during your last school experience. Please indicate the degree to which you agree or disagree with each statement below by circling the appropriate number.

SD Strongly Disagree, D Disagree, U Uncertain, A Agree, SA Strongly Agree

3.1. Personal attributes of the mentor

During my final TP my mentor:

1. Was supportive of me.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

2. Instilled positive attitudes towards my teaching.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

3. Made me more confident as a teacher.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

4. Listened to me attentively on teaching matters.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

5. Was always in class when I was teaching.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

6. Seemed comfortable in talking with me about the subject teaching.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

7. I learnt so much from my mentor.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

8. I enjoyed my last teaching practice mainly because of my mentor.

Response	Code
SD	1
D	2

U	3
A	4
SA	5

3.2 System Requirements

9. Discussed with me the school policy used for teaching practice.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

10. Explained the classroom management policy to me.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

11. Explained how the school promoted parental involvement in their children's education.

Response	Code
SD	
D	2
U	3
A	4
SA	5

12. Outlined the CAPS documents to me.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

3.3. Modelling

13. Modelled teaching practice.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

14. Had a good rapport with students.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

15. Modelled effective classroom management when teaching

Response	Code

SD	1
D	2
U	3
A	4
SA	5

16. Had well designed activities for his/her students.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

17. Demonstrated how to assess the students' learning effectively.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

18. Was effective in teaching.

Response	Code
SD	1
D	2

U	3
A	4
SA	5

3.3 Pedagogical Knowledge

19. Guided me with lesson preparation.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

20. Assisted me with classroom management strategies.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

21. Assisted me towards implementing different teaching strategies.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

22. Assisted me in timetabling my lessons.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

23. Discussed with me questioning skills for effective teaching.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

24. Assisted me with effective teaching materials.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

25. Gave me clear guidance for planning each lesson.

Response	Co de
SD	1

D	2
U	3
A	4
SA	5

26. Discussed with me the aims of subject teaching.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

27. Provided me with strategies to solve problems that I encountered.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

28. Reviewed my lesson plans before teaching.

Response	Code
SD	1
D	2
U	3

A	4
SA	5

29. Prepared me for the lecturer crit lessons.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

3.5 Feedback

30. Discussed evaluation of my teaching.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

31. Provided oral feedback on my teaching.

Response	Code
SD	1
D	2
U	3
A	4

SA	5

32. Provided written feedback on my teaching.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

33. Clearly articulated what I needed to do to improve my subject teaching.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

34. Assisted me to reflect on my teaching.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

35. Observed me teach before providing feedback.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

36. If I were to go back to the same school, I would still choose this mentor to guide me.

Response	Code
SD	1
D	2
U	3
A	4
SA	5

Thank you for your valuable participation!!!!!

APPENDIX 2

INTERVIEW SCHEDULE

The aim of this study: Is to analyze the Perspectives of Post Graduate Certificate in Education (PGCE) students on the effectiveness of school based mentoring,

Please tell me more about yourself as a PGCE student. Your age, gender, type of school you attended, why you registered for PGCE, the relationship with the school you went to for School Experience/ Teaching Practice.

Biographical information of the mentor / host teacher:

- Describe your mentor / host teacher.
  (for example : in terms of gender/ race / home language/ years' teaching experience)
- In your view, how did the profile of your mentor teacher affect your working relationship?
  (for example : if you different Home languages…….)
- Before you went on SE, what were your expectations of your mentor teacher? (What were you expecting of your mentor teacher?)

Was your mentor teacher supportive? Explain-whether YES or NO. (for example : Did s/he listen to you attentively ?

Give you the opportunity to ask questions?

Was s/he present in the classroom when you were teaching?

Did s/he provide you with guidance and ideas for your lessons?

- What were some of the benefits from the mentoring experience?

Modelling:

- Did you have enough opportunities to observe your mentor teacher teaching?
- In your view, did your host teacher model *effective* teaching? What made teaching effective / ineffective?

Pedagogical:

- What kind of help did your mentor teacher provide in terms of your lesson preparation and the quality of your lesson planning?
- What kind of assistance did your mentor provide in terms of classroom management?
- What guidance did your host teacher provide in terms of your creation of classroom/ teaching resources?

Feedback:

- Did your mentor observe you teach before providing feedback? Please explain.

- How did your host teacher communicate feedback on your teaching with you? (for example :orally/ written/ scaffolded your reflections).

- Did you feel that your mentor's feedback was honest and constructive and sufficiently detailed? Why or why not?

Closing:

What do you think should be done by the University and the schools to further strengthen school-based mentoring?

If you were to go back to the same school for your next SE, would you like to have the same mentor teacher? Why or why not?

Thank you for your valuable time!

APPENDIX 3

INFORMED CONSENT FORM FOR PARTICIPANTS

RESEARCH CONDUCTED BY: Nomakhaya Baartman

I write to request your consent to interview you about the Perspectives of PGCE students on the effectiveness of school teachers' mentoring. I am a student at the University of Fort Hare and the research is in fulfillment of the Master of Education degree.

Participation in this research will be voluntary and you are free to choose not to participate. You can withdraw at any time without consequences of any kind. As a participant you will remain anonymous in the study and the raw data from the interviews will remain confidential.

In terms of the University of Fort Hare ethical requirements I humbly request you to complete the form below as an indication of your voluntary acceptance to participate.

INFORMED CONSENT

I hereby agree to participate in research regarding an analysis of PGCE student teacher's views on their school based mentoring experience. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

……..

Signature of participant **Date**:……..

I hereby agree to the tape recording of my participation in the study

……..

Signature of participant **Date**:……..

APPENDIX 4

SAMPLES OF PARTICIPANTS' RESPONSES

ME (M)

STUDENT TEACHER A (ST A) and STUDENT TEACHER C (ST C)

Student A (ST A)	
M	Tell me about yourself as a PGCE student
A	I am trying to get more knowledge about education since I am coming from another different degree I am not familiar with the education situation. I thought I knew a lot but I found that there's lot that I don't know. When I was doing my Bachelor's degree I thought that as a teacher you just go to school, teach and go out but I have found that you have to be more engaged with the students , you have to be professional and to be like a mentor.
M	What was your first qualification?
A	Bachelor of Arts
M	What type of school did you attend?
A	Roman Catholic Christian school which is different from other schools because everything is about God .There is time for church , bible studies ,quiet times as well as curriculum
M	Why did you register for PGCE?
A	In my first degree I applied for jobs but didn't get any job although some institutions promised to hire me. My brother suggested that I must register for PGCE because

	there are people that he knew who did PGCE they will employ me since he had connections.
M	What type of school did you attend during TP?
A	Public school in township.
M	Is it the same school that you attended when you were studying?
A	No
M	Did you enjoy teaching practice?
A	Not really
M	Why?
A	My host teacher was not always around. She was busy with magazines, selling them in the Foundation phase classes since they have to write comprehensions. My mentor was making profit out of those magazines. Everyday she would always say: “It is time for buying now, buying, buying”. Those were old magazines ranging between 50^{c} and R2.
M	How was the relationship between you and you mentor teacher?
A	She was fine, welcoming, good lady but she is not good in educating learners. She always bounce around not doing her work.
M	Define your mentor in terms of age, race, home language and average teaching experience.

A	A black female, Xhosa speaking, 59 years of age and has more than #) years teaching experience.
M	What were your expectations of your mentor teacher before starting TP?
A	I did not have any expectations since I did not went for TP before and furthermore at the university we were told that some teachers are hard workers although some are lazy.
M	Was the mentor teacher supportive?
A	No, my mentor was not supportive she would come to class while I teach and ask: “what are you doing?” She didn’t even look at what I am doing, she was not always there and if she was looking she wasn’t saying a thing.
M	How many times did you hold meetings with your mentor teacher?
A	There were no meetings between me and my mentor, didn’t get to know me, just came into my class and said she will be there. Even on the first day when we were introduced to our mentor teachers we were told your mentor teacher is Ms /Mr So and So and in some cases when the mentor was absent the student teacher was babysitted by another host teacher.
M	Was there any guidance given by the mentor teacher?
A	Not from my mentor. The only guidance I got was from another teacher who seem more knowledgeable than my host teacher. I asked her to help with my lesson plan since I was preparing for my second crit lesson. She wrote the whole lesson plan for me ,go through it with me and how to present it as a result I got better marks than the first one .I was assisted by another teacher not my mentor.

M	Did you benefit from the mentoring experience?
A	I got more knowledge, how to engage learners more in the lesson, I was assisted by the other teacher how to involve the learners. The first lesson was focussing on me rather than learners. I got more knowledge on how to teach language and how to become a better student teacher.
M	Did you observe your mentor teacher modelling teaching?
A	I have observed but she would teach for 2- 15 minutes and let me take over the lesson.
M	Did she ever looked at your lesson plans?
A	My host teacher did not understand the purpose of lesson planning. She wrote comments aside in a piece of paper and ask me to choose those comments that I like.
M	Did you choose the comments?
A	No, I said she must write those she feel are suitable for my lesson.
M	In terms of Classroom management, how did your mentor teacher assist you?
A	She used to shout at them. I engage them in my lesson so that they can be busy and not make noise. I rearranged the class and let the noisy ones sit with the quiet ones.
M	Was she assisting you with teaching resources?
A	I asked for them but there were no resources except the magazines they buy furthermore my lessons were not demanding such teaching resources.

M	Did your mentor teacher give you feedback after your lesson presentation?
A	No feedback was communicated with me. It seems as if she was doing me a favour when writing comments. She wrote the comments aside and ask me to choose which comments must she write. Feedback should be on one-one.
A	There was a meeting held when we were about to leave which involved the entire school teachers. The feedback was general not focussing on the subjects we taught, how do we performed and so on¸ it was not curriculum related. They told us how to behave when we are at school. I can simple say the meeting was not constructive because we, the student teachers were expecting to be supported by the host teachers but they seem to be threatened by the fact that we already have degrees. Whenever they said something they knocked on the fact that we have degrees as if they were intimidated .They made us feel that we are doing PGCE because we were abandoned by our first degree.
M	What can be done by the University to further strengthen school based mentoring?
A	The University seems to abandon us, we go there on our own and should check whether what we are there for is really happening .The University should accompany us on the first day and do check- ups 2 to 3 times a week. We need to be treated like real teachers of the school , be involved in extramural training ,library training etc. and not call us ‘children from the university’.
M	If you were to go to the same school for TP would you like to have the same mentor teacher?
A	No, because she was not there most of the time I was alone.
M	Generally what can you say about mentoring during TP?

A	I experienced how to teach and how to behave around the school environment and also how to manage my anger. The negative part is that I did not get monitored, my host teacher was not really involved in my lessons.

Student No C	
M	Can you please tell me more about yourself as a PGCE student.
C	I am a white female of 25 years of age. I studied my first qualification, certificate in textile design through SAT university and after that I did B Tech at NMMU, last year I worked. This year I registered with UFH, PGCE .The course is very challenging.
M	What are the challenges?
C	Not that the work is hard, what is challenging is that, it is a one year course and most of the time lectures are cancelled , and some are late, lecturers lack information andthe reshuffling and strikes (toy-toying).It is challenging because of the way it is organised.
M	What type of school did you attend?
C	I attended a model c school with English first language and Afrikaans as second language.
M	What type of school did you attend during TP?

C	Public school in town.
M	Why did you register for PGCE?
C	I always wanted to be a teacher because members of family are teachers. I wanted to be in the same industry where they serve human beings and building up the community.
M	Did you enjoy TP?
C	I enjoyed teaching children, exercising, dancing, jumping and interacting with the children (grade R). But I didn't enjoy the school, the structure and they had strike for a week so I didn't go to school. The school is understaffed (11 teachers) and they accepted 25 student teachers. It was a bad thing to go for TP in that school, my mentor teacher on the first day said "Here is the class of grade 2's, go for it, teach them, look after them, I will be next door." I choose the topic to teach on the first day .My first day of TP was challenging, to look for 30 learners for 5- 7 hours. Another challenge was doing lesson preparation because in PGCE we did one lesson plan and all of in my class contributed to that lesson plan.
M	Describe your mentor teacher.
C	My mentor teacher was a 30 year old coloured lady preferred language is Afrikaans and she can speak very little IsiXhosa. She has taught for years but not qualified in anything she is teaching because she never finished her studies.
M	How was reception by the host school on the first day?
C	The atmosphere was negative and the staff frustrated since they were not subsidized by the government. As a result some educators have left and those remaining had to teach extra classes at the same time .For example a teacher in grade 2 had to look

	after the class next door. Teachers were angry since they were not paid by the government.
M	Why did you not look for a job in textile designing?
C	I did for a while but couldn't detach from humanity, uplifting the community through creativity. Grade R is a creative environment, tell stories and that was a good way to use my creativity.
M	Before you went on TP, what were your expectations of your mentor teacher?
C	I didn't have any expectations. I heard that they hit the children therefore I didn't hope to get a package deal. Furthermore PGCE students are always busy, I didn't have a lot of time to reflect or think through what TP would be.
M	Was your mentor teacher supportive?
C	She was very supportive, offered a lot of resources she had. I offered to clean and tidy the cupboards and tidy the workroom. She said I can use any resources. At times she felt unhappy to learn from me but I also learn from her. We had a very open relationship in a way such that I can use her resources, I even ask from her what kind of poster to use.
M	Were you reluctant to ask questions from her?
C	No, but I often ask questions. She was a talkative lady with lots of energy.
M	Did she provide you with guidance and ideas for your lessons?

C	Not really, I used the workbook themes from CAPS. She didn't took me through it but I took it home and look for activities and pictures and songs that she sing with the learners.
M	What were some of the benefits from the mentoring experience?
C	I learn more and I don't want to be negative. I found that at times teaching and learning did not take place because she had to fight with the children, hitting them and smashing them. She used at times to interrupt me in the middle of the lesson, for example when I was telling children stories.
M	Did you have enough opportunities to observe your mentor teacher teaching?
C	Yes I did, but I never saw her introducing a new theme. She didn't even use posters for something visual. In the true sense I never saw her teaching them, they sing songs but no new content.
M	In your view, did your host teacher model effective teaching?
C	No, she did not model effective teaching because the children were always stressed, fearing to be hit. I observed that she hit them more than they hit each other. They didn't felt safe in her presence. She didn't sign children's workbooks, and the quality of your lesson preparation no stars or even motivating words.
M	What kind of help did your mentor teacher provide in terms of lesson preparation and the quality of your lesson preparation?
C	She did not take me through lesson preparation. She has lots of books and gave me a bunch of books to use.
M	What kind of assistance did your mentor provide in terms of classroom management?

C	I had a class of 42 children and even more because when teachers were going somewhere or when they were busy doing something, they included their class in my class. My lesson was interrupted. At times the children from the primary came to give her a notice, and she would immediately stop me and announce the message. She would stop me in the middle of the lesson. Children were hungry and eager to learn. She would stop and say children are not listening and made comments and that disrupted my children and my lesson. My heart was broken by the way she treated the learners, she took them in a naughty corner, smashing, hitting them and close the door on him. As I am a soft person, this broke my heart.
M	Did your mentor teacher observe you teach?
C	She did not observe the whole lesson, she would be in the classroom and be busy with something else.
M	Did your mentor observe you teach before providing feedback?
C	She would observe in order to fill in my form. She wasn't critical but she said she was busy. She did not really sit down and watch my lesson.
M	How was feedback communicated?
C	I really wanted to have critical feedback because I need to know how can I do better. She didn't gave a lot of verbal criticism or feedback. She gave me written feedback and I was not in a motivated state by the way she communicated feedback.
M	If you were to go back to the same school for your next TP, would you like to have the same mentor teacher?

C	No not the same mentor teacher. I would like to have a mentor teacher who respect children and children respect her. My host teacher did not encourage a learning environment especially with the grade R class.
M	Generally, what can you say about your experience during TP?
C	Teaching Practice is very important, you learn to teach, the university give us theory and the host schools give us the practical part. It is the period when a lot of students start realising that they are teachers. I enjoy children especially from disadvantaged background, they were over enthusiastic when I brought a game, they were very excited. But I came out of TP very traumatised and hurt to see the way children were treated by my mentor teacher. I didn't fear being in class with children because I have been involved in meeting children in church, hospitals etc. I was stressed by TP because I enjoyed children and I feel school is a great place for them. They look at all people as role models.

APPENDIX 5

UNIVERSITY ETHICAL CLEARANCE APPLICATION FORMS

University of Fort Hare
Together in Excellence

UNIVERSITY RESEARCH ETHICS COMMITTEE

APPLICATION FOR ETHICAL CLEARANCE: HUMANS

Please indicate (x)

New application	X
Re-submission	
Renewal application	

SECTION 1: DETAILS OF APPLICANT/PRINCIPAL INVESTIGATOR		
Name: Nomakhaya	Surname: Baartman	Professional Status: Educator
University Division / Faculty and Department: Education		
Complete Postal Address: P.O. Box 570	Butterworth	4960

Telephone No:		Cell No: 0839919688
E-mail address: nomakhayabaartman@gmail.com		
SECTION 2: TITLE OF STUDY		
Title of Research Project:		
Perspectives of Post Graduate Certificate in Education (PGCE) students on the effectiveness of School teachers' mentoring.		
Sponsor's Protocol No (if applicable)		
Sponsor's Details (if applicable)		
SECTION 3: STUDY FOR DEGREE PURPOSES	Not applicable	
Name of Degree: Master in Education	Supervisor: Ms K. Hackmack	
Division/Department: Education	E-mail: Khackmack@ufh.ac.za	
Contact No: 0737664516		

SECTION 4: DETAILS OF SUB-INVESTIGATORS		
Name and Title	Position	Division/Department
1.		
2.		
3.		
4.		

5.		

SECTION 5: DETAILS OF COLLABORATING INVESTIGATORS		
Name and Title	Position	Division/Department
1.		
2.		
3.		
4.		
5.		

SECTION 6: WHERE WILL THE STUDY BE CONDUCTED?	
1. University of Fort Hare	
2.	
3.	
4.	
5.	

SECTION 7: STUDY TYPE			
1. Industry Sponsored		2. Self Initiated	
3. Retrospective Record Review		4. Laboratory-Based Research	
5. Qualitative Research		6. Prospective Descriptive Study	

7. Other	X	8. Please state type if 'Other':	Mixed
SECTION 8: HOW IS THIS RESEARCH FUNDED? STATE APROXIMATE TOTAL BUDGET			
1. Industry	R	2. NIH Gmrdc grant	R
3. Internal/Self	R	4. Other/ US Fed Agency	R
5. External SA Grant	R	6. Internat. Grant	R
SECTION 9: SIGNING OF APPLICATION			

Applicant: ……

Supervisor: ……

*Departmental Head: ……

* Or the Dean of the Faculty or the Chairperson of the Faculty Research Ethics Committee

The following obligatory documentation must be attached to this application form:

PROTOCOL SUMMARY / SYNOPSIS (Obligatory)
Please provide a protocol synopsis or summary of the proposed research, in addition to the full Protocol, that is between 800 and 1 000 words long. The Protocol Synopsis or summary should contain the following: ▪ Title ▪ A short introduction, motivation and literature overview (1 paragraph only) ▪ Research question or hypothesis ▪ Aims and Objectives ▪ A concise summary of the methodology

▪ Description of subject population including characteristics, age range and number of subjects ▪ Anticipated risks as well as the precautions taken to minimize risk ▪ Anticipated benefits ▪ Ethical Considerations ▪ Intellectual Propert Rights Considerations (IP)

Checklist (Obligatory):	
Investigator Declaration for principal, co- and sub investigators (Obligatory)	X
Investigator CVs	X
Protocol	X
Supervisor's declaration, where applicable	X
Questionnaire / list of questions	X

Recommendation from the Faculty Research Ethics Committee

……

……

……

……

……..

Chairperson:…….. Date:……

Recommendation from the University Research Committee

……
……
……
……
……

Chairperson:…….. Date:……

OFFICE USE ONLY

Approved by UREC				Project ID
Conditional				
Provisional				
Final				

University of Fort Hare
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UNIVERSITY RESEARCH ETHICS COMMITTEE

The completed form must be submitted with the application. An incomplete checklist form will result in the return of the whole application to the originator

CHECKLIST-GENERAL

Section A. To be completed by Applicant and checked by GMRDC Office

PROTOCOL TITLE: The perspectives of Post Graduate Certificate in Education (PGCE) student on the effectiveness of school-based mentoring.

PROTOCOL NUMBER	PROTOCOL VERSION	PROTOCOL DATE	29-10-14

	C V	Investigator Declaration	Conflict of Interest statement signed.	Admin Office Comments
PRINCIPAL INVESTIGATOR: N. Baartman	X	X	X	
SUPERVISOR: Ms K. Hackmack Prof. N. Duku				
CO-INVESTIGATORS				
1.				
2.				
3.				
4.				
5.				
6.				
OTHER STAFF				

		Applicant	Comments	Admin Office
Applicant Signature				
Supervisor Signature				
HOD Signature				
Protocol synopsis				
Full protocol				
Page numbers on protocol?				
Budget				
Informed Consent Form				
Questionnaires				
Other measuring tools/instruments				
Recruitment material/ Advertisement(s)				
DoH or other letters of approval to conduct research				

Material Transfer Agreement				

Section B: *To be completed by Applicant. The Reviewer will cross check*

INFORMED CONSENT FOR RESEARCH CHECKLIST

1. That consent is being sought from the participant to participate in research.		
2. The purpose of the research and where it will be conducted.		
3. The expected duration of the participant's involvement in the research.		
4. The total number of participants that will be involved at this site and/or South Africa and worldwide.		
5. A description of all the processes and procedures to which the participant will be subjected,		
6. The principal investigator's name and contact details.		
Explanation of participants' responsibilities.		
7. Explanation of any randomization process if applicable).		
8. Circumstances that may result in the project being terminated or the participant being withdrawn.		
9. A description of foreseeable risks and discomforts.		
10. A description of benefits to the participant or others both during and after the research. If there are no expected benefits, the participant must specifically be made aware of this.		

11. Disclosure of alternative procedures and course of treatments available if applicable		
12. Description of extent to which confidentiality will be maintained and protected.		
13. Statement that sponsors of the study, study monitors or auditors or UREC members may need to inspect research records.		
14. Statement that the UREC has approved the research.		
15. Contact details of the committee.		
16. Explanation of how research related injury will be managed and details of insurance if applicable.		
17. Explanation as to whom to contact in the event of research related injury.		
18. Participation in the study is entirely voluntary		
19. Participants are free to withdraw at any point without explanation or any negative consequences. Their routine health care will not be adversely affected.		
20. Participants must be informed of their rights to be told any new relevant information that arises during the course of the trial and the ICF should be revised, where appropriate to incorporate this information.		
21. That the study will be conducted according to the International Declaration of Helsinki and other applicable international ethical codes for research on human subject.		
22. Any expense to which the participant may be liable.		
23. Explanation regarding payment for participation or out of pocket expenses		
24. Identity of the funder , where applicable and any potential conflict of interests.		

25. Where appropriate, the participant should also be requested/advised to inform his general practitioner and life insurance company or medical aid of his/her participation. □ Not considered appropriate/necessary		
26. Simple, clear language has been used (Maximum Grade 8 reading level) and all medical and technical terms have been explained.		

Section C. To be completed by <u>Applicant</u>

1. Does the study have relevance and scientific or clinical value and applicability to the proposed research population?		
2. Does the protocol include an adequate literature review?		
3. Is the selection of subjects equitable and appropriate; adequate consideration and protection of vulnerable research populations.		
4. Is the design and methodology appropriate to answer the research question?		
5. Is the methodology clearly described, in sufficient detail?		
6. Is the statistical analysis plan, including sample size calculations, clearly outlined and justified?		
7. Are the inclusion and exclusion criteria clearly defined and appropriate?		
8. Have risks been minimized and is there an acceptable balance between potential risks and benefits?		

9. Does the PI have the necessary qualifications, expertise, facilities, and time and support staff, to carry out the proposed research?		
10. Has a section on 'Ethical Considerations' been included in the protocol?		
11. Has the informed consent process been clearly explained in the protocol?		
12. Are issues relating to protection of privacy and confidentiality of data adequately addressed, especially if the study involves a retrospective review of clinical records?		
13. Has a waiver of informed consent been requested if the study involves a retrospective review of clinical records?		
14. Does the study involve collection of DNA/RNA and, if so, has consent been adequately sought for this?		

University of Fort Hare
Together in Excellence

RESEARCH ETHICS COMMITTEE

RESEARCHER'S DECLARATION AND CONFLICT OF INTEREST DECLARATION

(To be completed in typescript)

The principal investigator, as well as all sub- & co-investigators must each sign a separate declaration.

A. RESEARCHER

Surna	Baartman					I		N		T	M
Capac	Principal		X	Sub-				Co-			
Depart	Education										
Prese	Educator					E	nomakhaybaartman@				
Telep h	(w			C e	0839919688			F a			

B. PROJECT TITLE (MAXIMUM OF 250 CHARACTERS FOR DATABASE PURPOSES)

Perspectives of Post Graduate Certificate in Education (PGCE) students on the effectiveness of school based mentoring

I, (Title, Full name) Mrs Nomakhaya Baartman declare that

- I have read through the submitted version of the research protocol and all supporting documents and am satisfied with their contents
- I am suitably qualified and experienced to perform and/or supervise the above research study.
- I agree to conduct or supervise the described study personally in accordance with the relevant, current protocol and will only change the protocol after approval by the UREC, except when urgently necessary to protect the safety, rights, or welfare of subjects. In such a case, I am aware that I should notify the UREC without delay.
- I agree to timeously report to the UREC serious adverse events that may occur in the course of the investigation.
- I agree to maintain adequate and accurate records and to make those records available for inspection by the appropriate authorised agents when and if necessary.
- I agree to comply with all other requirements regarding the obligations of clinical investigators and all other pertinent requirements in the Declaration of Helsinki, as well as South African and ICH GCP Guidelines and the Ethical Guidelines of the Department of Health as well as applicable regulations pertaining to health and other research.
- I agree to comply with all regulatory and monitoring requirements of the UREC.
- I agree that I am conversant with the above guidelines.
- I will ensure that every research subject or other involved persons, such as relatives, shall at all times be treated in a dignified manner and with respect.
- I will submit all required reports within the stipulated time frames.

Principal / Sub- / Co-investigator /Supervisor : Nomakhaya Baartman

(print name)

Signature :

Date : 10/ 11/ 2014

CONFLICT OF INTEREST DECLARATION (OBLIGATORY)

The researcher is expected to declare to the University Research Ethics Committee (UREC) the presence of any potential or existing conflict of interest that may potentially pose a threat to the scientific integrity and ethical conduct of any research in the University.

The UREC will decide whether such conflicts are sufficient as to warrant consideration of their impact on the ethical conduct of the study.

Disclosure of conflict of interest does not imply that a study will be deemed unethical, as the mere existence of a conflict of interest does not mean that a study cannot be conducted ethically. However, failure to declare to the UREC a conflict of interest known to the researcher at the outset of the study will be deemed to be unethical conduct.

Researchers are therefore expected to sign *either* of the two declarations below:

a) As the Principal Researcher in this study (name:_Nomakhaya Baartman_)

I hereby declare that I am not aware of any potential conflict of interest which may influence my ethical conduct of this study.

Signature: _____ Date: 10 11/14

b) As the Principal Researcher in this study (name: _____)

I hereby declare that I am aware of potential conflicts of interest which

should be considered by the UREC:

Signature: _____ Date:_____

University of Fort Hare
Together in Excellence

Ethics Research Confidentiality and Informed Consent Form

Please note:

This form is to be completed by the researcher(s) as well as by the interviewee before the commencement of the research. Copies of the signed form must be filed and kept on record

(To be adapted for individual circumstances/needs)

I, Nomakhaya Baartman, am asking sample PGCE students to answer some questions, which I hope will benefit your community and possibly other communities in the future. I, am conducting research regarding Perspectives of Post Graduate Certificate in Education (PGCE) students on the effectiveness of school teachers' mentoring. I am interested in finding out more about the challenges

student teachers experience during school based mentoring. I am carrying out this research to help the university, the schools in which TP is done as well as the student teachers.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, I would really appreciate it if you do share your thoughts with me. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the questionnaire and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no "come-backs" from the answers you give.

The interview will last around 25 minutes *(this is to be tested through a pilot).* I will be asking you questions and ask that you are as open and honest as possible in answering these questions. Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before, and which also involve thinking about the past or the future. I know that you cannot be absolutely certain about the answers to these questions but I ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers. When I ask questions about the future I am not interested in what you think the best thing would be to do, but what you think would actually happen.

If possible, I would like to come back to this area once I have completed my study to inform you and your community of what the results are and discuss my findings and proposals around the research and what this means for people in this area

APPENDIX 6 ETHICAL CLEARANCE CERTIFICATE

University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE
REC-270710-028-RA Level 01

Certificate Reference Number:	DUK051SBAA01
Project title:	**An analysis of Post Graduate Certificate in Education (PGCE) student teachers' views on their school based mentoring experience.**
Nature of Project:	Masters
Principal Researcher:	Nomakhaya Baartman
Supervisor:	Prof N Duku
Co-supervisor:	Ms K Hackmack

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

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

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

Professor Gideon de Wet
Dean of Research

APPENDIX 7

EDITING CERTIFICATE

8 Nahoon Valley Place

Nahoon Valley

East London

5241

26 January 2016

TO WHOM IT MAY CONCERN

I hereby confirm that I have proofread and edited the following master's thesis using the Windows "Tracking" system to reflect my comments and suggested corrections for the student to action:

Perspectives of Post Graduate Certificate in Education (PGCE) students on the effectiveness of school based mentoring by Nomakhaya Baartman, a dissertation submitted in fulfilment of the requirements for the degree of Master of Education at the UNIVERSITY OF FORT HARE.

BkCarlson
Brian Carlson (B.A., M.Ed.)
Professional Editor
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Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the author in the first instance and not with myself as the editor.

BK & AJ Carlson Professional Editing Services