Exploring pre-service teachers' experiences of mentoring during teaching practice

By

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Declaration

I, <u>Lerato Hlengiwe Sokhulu,</u> declare that the research reported in this dissertation for Master's degree in Education, titled **Exploring pre-service teachers' experiences of mentoring during teaching practice,** is my own work; and all sources used have been acknowledged in- text and in the reference list accordingly.

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As the candidate's Supervisor I agree/do not agree to the submission of this dissertation.

Signature
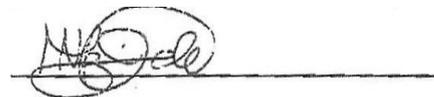
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ABSTRACT

Mentorship is a global phenomenon where a skilled individual trains a less skilled individual. This study is based on mentoring in education which takes place during teaching practice. Teaching practice is a period when pre-service teachers undergo a practical component during their training to become professional teachers. The mentor who is a school teacher, then mentors and trains the pre-service to acquire skills needed for teaching. The study employed a qualitative approach which was detailed and in-depth. Furthermore, the study made use of case study methodology where mentoring experiences of pre-services teachers were explored thoroughly. Five participants (pre-service teachers) were interviewed to generate data on their mentoring experiences. Semi-structured interviews were used as data generation instruments through which participants could answer open ended questions freely, with regards to their mentoring experiences. In addition, the study employed thematic analysis where one theme was central with seven other sub-themes emerging from the findings. The findings of the study indicated that, although pre-service teachers experienced mentoring in different schools, there were common patterns in their experiences and knowledge of mentorship as a process. For instance, four out of five mentees indicated having had a good relationship with mentor since they communicated well with each other and there was willingness to help and learn between both mentor and mentee. Other mentees indicated having had issues with their assigned mentors leading them to seeking assistance from other teachers in their practice school. The study furthermore provided recommendations for mentoring pre-service teachers such as familiarising mentors and mentees with duties of mentoring through mentoring workshops on how to mentor pre-service teachers. In addition, the study recommended that pre-service teachers in different institutions undergo similar programmes before teaching practice commences.

Keywords: pre-service teachers, mentoring, teaching practice, mentors, mentees

PREFACE

The work described in this dissertation was carried out in the School of Education,

Lerato Hlengiwe Sokhulu

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STUDY AND CONCLUSION.

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LIST OF ACRONYMS

B.Ed.	Bachelor of Education
CAT	Computer Application Technology
EMS	Economic Management Science
FET	Further Education and Training
HOD	Head of Department
IPET	Initial Professional Education of Teachers
HEQC	Higher Education Quality Council
PGCE	Post Graduate Certificate in Education
HSSREC	Humanities & Social Sciences Research Ethics Committee

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I would like to thank God, the Almighty, for providing me with strength to complete this masters dissertation. I know, I was not alone in this journey. I would also like to express my sincere appreciation to my supervisor Dr Nomkhosi Nzimande for her endless support, patience, encouragement, guidance, love and enthusiasm. You are truly inspirational. Thank you very much. You have helped me grow much academically, with your critiques on my study, and I cannot thank you enough for that. I would also like to thank and appreciate pre-service teachers who participated in this study. This study would not have been possible without their valuable input. To my family, I love you so much. Thank you for always bringing the best in me and encouraging me to strive for what I love the most (education). Lastly, my spiritual family (Father Masango's St. Johns- Amaoti) thank you for your support and prayers.

Dedication

This dissertation is dedicated to my family (the Sokhulu's and the Ngidi's), especially my mother- Pinky Sokhulu and father- Charles Ngidi. Siyamthanda and Nkazimulo Sokhulu this one is for you my babies and I hope you become motivated and inspired to strive for great heights. Thank you all for your endless love and encouragement.

CHAPTER 1

BACKGROUND AND ORIENTATION OF THE STUDY

1.1 Introduction

 Educational authorities in various countries have increasingly allowed pre-service teachers to practice in schools as a way of strengthening their initial teacher education training (Hobson, 2002). This practice training requires that policies be drafted which require experienced teachers to serve as mentors to pre-service teachers (Pillay, 2015). Hobson (2002) and Pillay (2015) observe the need for mentoring pre-service teachers to become professional teachers. Pre-service teachers learn necessary skills for their future practice and this kind of learning occurs practically in a classroom under the guidance of mentor teachers. This chapter begins by explaining the background to the study, the focus and purpose of the study, problem statement, the rationale and significance of the study, the research questions and the basic organisation of chapters of the study.

1.2 Background to the study

Pather (2010) notes that mentorship has been used as a strategy to develop professional skills and is practiced in several organisations in South Africa. Kubheka (2016) says mentoring improves pre-service teachers' teaching and professionalism. Thus, numerous countries such as United Kingdom, China, Norway and Israel employ school-based mentoring, to develop pre-service teachers professionally, to improve practice and to act as a catalyst to social change in schools (Pillay, 2012). Furthermore, Straus, Chatur and Taylor (2009) note that mentorship is usually acknowledged as a catalyst for career success, advancement and productivity.

Turner (1993) explains that a mentor is a person who advises, trains and evaluates the pre-service teacher. He further explains that a mentor should also be exemplary, demonstrating management and teaching techniques, to assist the pre-service teacher to learn. Straus et al. (2009) observes that a mentor teacher trains and connects teaching and learning to specific techniques to be used in the classroom. Whilst that was a definition for a mentor, Zerzan, Hess, Schur, Phillips and Rigotti (2009) define a mentee as one individual who is being mentored and takes ownership in his/her

work. Mentorship can then be said to be a professional experience consisting of a mentor and a mentee who work together constructively to stimulate professional development and knowledge.

A mentee pre-service teacher can be defined as a university student who is teaching under the supervision of an expert teacher in order to qualify for a degree in education (Farlex, 2008). Similarly, Gibson (2003) describes a pre-service teacher as an actively registered student who is training to become a teacher at a particular university. Wagenaar (2005) also describes a pre-service teacher as Bachelor of Education student who has not done formal teaching. Teaching practice can be described as the time whereby pre-service teachers train and experience school life under the supervision of a mentor. Wagenaar (2005) explains teaching practice as important vocational training of pre-service teachers where they are exposed to the real world of school teaching. Other scholars such as Marais and Meier (2004) and Maphosa, Shumba and Shumba (2007) describe teaching practice as a fundamental component of teaching training where pre-service teachers gain practical skills of the teaching profession. During teaching practice, pre-service teachers are mentored by experienced teachers which makes the mentorship programme of paramount importance in enhancing pre-service teacher education and upgrading the way people teach (Pather, 2010).

Teachers are the most important stakeholders in improving the quality of education. Thus, teacher training institutions are faced with the task to prepare pre-service teachers to be able to teach effectively in schools (Nhlapo, 2012). Morrow (2007) indicates that, just like other countries, South Africa needs quality teachers to implement the complex education policies. The onus is on all stakeholders in education to deliver quality education by equipping pre-service teachers with the necessary skills and knowledge to teach effectively in schools. Nhlapo (2012) explains that universities that train pre-service teachers are mandated to enable students to learn appropriate skills, knowledge, values and attitudes that equip them to perform effectively in their jobs.

1.3 Focus and purpose of the study

The purpose of the study is to explore pre-service teachers' experiences of mentoring during teaching practice. The focus of the study is on the experiences of pre-service teachers who undergo teaching practice in various primary and secondary schools around the Pinetown area. The intention is to understand the pre-service teachers' experiences of mentoring during teaching practice in their respective schools of placement. This understanding is important in helping pre-service teachers acknowledge their roles in the mentorship process as well as their mentors.

1.4 Location of the study

This study is located at an institution of higher education in the Durban area, Kwa-Zulu Natal province. This institution enrolls students in the Bachelor of Education programme. The students are placed in a number of schools (in various districts) for teaching practice. There are many potential participants to select for the study and to interview within their familiar context, which is the institution they are enrolled in.

1.5 Problem statement

Numerous studies (Johnson, 2002; Yayli, 2008; Sandholtz, 2011; Pillay, 2012; Johnson, 2015) have been conducted by scholars about general mentorship and mostly based on mentor teachers. These studies indicate how mentor teachers mentor pre-service teachers. In particular, strategies and different skills needed for the teaching profession. However, I have identified that there is still a great need for more research to be done specifically on pre-service teachers' experiences of mentoring. This is to find out the pre-service teachers side of their experiences of mentoring. Also, it has been observed that even though school-based mentoring of pre-service teachers has been happening for many years, it is still done in a haphazard manner (Du Plessis, 2013). During pre-service teacher training, a lot of skills, knowledge and correct attitudes can still be acquired for desired future practice. For that reason, this study intends on exploring significantly on mentoring experiences of pre-service teachers. This study will allow pre-service teachers to share their experiences on the mentoring phenomenon and in that way more understanding may occur underpinning mentoring realities. Once pre-service teachers mentoring experiences are understood, necessary

changes, recommendations and other progressions may be granted. This study may also contribute the current South African education system as it may impact on the current policy and shape further mentoring experiences of future teachers.

1.6 Rationale and significance of the study

It has been greatly noted by Kwan and Lopez-Real (2005) and Rice (2006) that mentoring pre-service teachers is a vital process. The study explores pre-service teacher mentorship during teaching practice, drawing from the researchers pre-service teaching experiences. From my experience, I have never fully established the core purpose of mentorship. I have also not appreciated fully, the roles played by mentees and the mentors to develop learning that will allow both the pre-service teacher and experienced mentor teacher to better their practices in schools. Also, as a practicing teacher who is constantly exposed to mentoring pre-service teachers, I need to understand how the mentorship impacts on pre-service teachers which can influence my own practice as a mentor.

According to Pillay (2015), in the early 2000s, South Africa regulated norms and standards for teachers to centralise teaching practice as part of the Initial Professional Education of Teachers (IPET). However, Pillay (2015) also notes that although this centralisation of teaching practice has been in practice, the IPET policy does not provide any guidelines on what constitutes mentoring during teaching practice. In addition, it does not provide any support for both teachers and students (Pillay, 2015). Therefore, schools do not have clear guidance for mentorship to be effective and significant to both mentors and mentees involved. This study will provide recommendations to different stakeholders involved in school-based mentoring. Providing guidance on mentoring in schools, could stimulate improvement in areas where there were possible loopholes.

Gibson (2004) notes that mentorship is a process of learning and experimentation where potential skills are developed and can be used to measure competence. Knippelmeyer and Torraco (2007) posit that mentoring allows mentors to define the overall process of mentorship. Mentorship allows one to develop specific skills desired in the teaching profession. However, this process needs clear guidance so that the relationship between mentor and mentee may not go beyond the expected professional level, thus; creating problems such as late submission of incomplete tasks

by pre-service teachers. The interest in exploring mentoring experiences of pre-service teachers was triggered by various reasons, among them the desire to see pre-service teachers prosper and learn something through mentorship during teaching practice.

According to Holloway (2001), allocating a mentor to a pre-service teacher benefits the pre-service teacher by providing professional development as well as pre-service teacher taking full responsibility in class. Coles (2011) explains that mentorship motivates pre-service teachers to achieve their learning and academic goals that include passing the teaching practice module. This study may be significant and benefit pre-service teachers by fostering an awareness of their role in the mentoring process. Furthermore, they can also be aware of what is expected of their school-based mentor. In this way, constructive learning and development may take place to advantage both mentor teacher and the pre-service teacher.

Also, Nhlapo (2012) notes that institutions of higher education that train teachers are usually blamed for producing unfit and unprepared teachers that are not well equipped for classroom realities. This study is significant as it may contribute to the body of knowledge about mentoring practices and role of pre-services teachers in South Africa and globally. It is hoped that this study will also help mentor teachers to practice effective mentorship. It may also help many about the influences and factors that affect school-based mentoring. Also, it is hoped that the finding of this study will inform pre-service teacher learning and mentoring experiences.

1.7 Research questions

A research questions is meant to be answered throughout a study. The results of a study usually answer the research question. If a researcher asks a question that cannot be addressed by the data, then it would not be a researchable question (Gay, Mills & Airasian, 2011). This study sought to answer the following main research question and sub-questions.

1. What are pre-service teachers' experiences of mentorship during teaching practice?

This question explores the experiences of pre-service teachers in schools, in relation to the following sub-questions:

Sub-questions

- What is the relationship between the pre-service teacher and the mentor teacher?

- What learning occurred during the mentoring process? What accounts for the learning?

- What strategies did mentor teachers use to mentor pre-service teachers?

- What are the pre-service teacher's feelings about mentorship during teaching practice? Why?

1.8 Organisation of chapters

Chapter one: Background and orientation of the study

In this chapter an introduction and elaboration of the background of the study, focus and purpose of the study were presented. Clear intentions of the study were laid out. The location of the study was explicitly but briefly highlighted. The rationale and significance of the study was outlined. Research questions which needed to be answered by the findings of this study also formed part of this chapter. Ending this chapter was a basic overview of the organisation of chapters of the study.

Chapter two: Literature review

This chapter presents a wide array of literature ranging from international, regional and local studies. Furthermore, the literature review is arranged by appropriate sub topics that elaborate various aspects of the explored phenomenon. The following sub topics are considered: the mentoring process, school-based mentoring, benefits of having a mentor, relationship between a mentor and a mentee, roles of a mentor in the mentoring process, roles of a mentee in the mentoring process, and mentoring experiences from studies explored on pre-service teacher s' experiences of mentoring.

Chapter three: Research design and methodology

This chapter presents the research design and methodology adopted in this study. It describes the research approach which is qualitative research, paradigm employing the interpretivist paradigm which enhanced the understanding of the phenomenon. Case study was used as a methodology in this study to provide an in-depth understanding of five pre-service teachers' experiences of mentoring during teaching practice. The selection of participants was purposeful and the data generation plan is provided. For data analysis, data were analysed using thematic analysis where the researcher created her own themes for analysing data. Trustworthiness, authenticity and validity of the study and ethical consideration and procedures followed are discussed. Lastly, limitations of the study are reviewed where some occurrences that could pose as barriers to the study are discussed. In essence, this chapter discusses different methods that were used by this study to answer the initial research question.

Chapter four: Data presentation and analysis

This chapter discusses presents data and analyses them. It begins by presenting participants' responses in relation to their mentoring experiences. One theme is created followed by seven sub-themes which further break down to provide more details on pre-service teachers' experiences, to help answer the proposed research questions. In this chapter, it is also revealed that although pre-service teachers may have experienced mentoring in different schools, there were common patterns in their experiences and knowledge of mentorship as a process.

Chapter five: Summary, recommendations, implication of the study and conclusion

This chapter presents a summary of the study in accordance with the main research questions. There is one main research question and four sub-questions. The findings of the study are set according to each research question. This chapter also provides recommendations for the study. Five recommendations based on mentoring during teaching practice are outlined. Implications for the study are also discussed in this chapter, which include implications to policy, to practice, and to future research. Ending this chapter is an overall conclusion based on the study's finding.

1.9 Conclusion

This chapter has outlined the background of the study, the focus and purpose of the study, its rationale, research questions and the basic overview. The study consists of five chapters. This chapter indicated the purpose of this study to explore pre-service teachers' experiences of mentoring. In addition, there is one main research question followed by four sub-questions to be answered by the study's finding. The subsequent chapter is a literature review which explains what has already been noted by various scholars about pre-service teachers' school-based mentoring. An outline of various scholars' argument on the notion of mentoring in school-based setting is presented and aligned and non-aligning ideas are evident to support projected statements.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature on mentoring to unpack and understand it as a phenomenon. The chapter reviews literature from international, regional and local level. Additionally, this chapter consists of the following sub topics: review of the mentoring process, school-university partnership in mentoring, benefits of mentoring, relationship between a mentor and a mentee, roles of a mentor in the mentoring process, roles of a mentee in the mentoring process, and pre-service teachers' experiences of mentoring from various studies. Concluding this review will be a discussion of the theoretical framework that was used to frame this study.

2.2 The mentoring process

According to Ambrosetti and Dekkers (2010) there is no single definition of mentoring, even in the context of pre-service teacher training; hence differing definitions are derived from varying impressions of what mentoring is. Segoe and Dreyer (2015) note that there are various interpretations of the mentoring process in education, and that the use of mentoring in practical teaching is highly recognised. Entering practice in any profession comes with major challenges to pre-service teachers and new practitioners (McKimm, Jollie, & Hatter, 2007). It is, therefore, important for one to undergo mentorship, which Premkumar (2007) describes as a learning process by which a helpful experienced person builds a relationship with an inexperienced person while focusing on achievement. Similarly, Ragins and Kram (2007) define mentorship as a relationship between an older experienced person and a less experienced person with the purpose of developing and helping the younger improve in their career. One can therefore, suggest that mentoring is based on developing a less experienced person by an experienced and knowledgeable person thus enabling professional progress. Moreover, mentoring involves assisting the less experienced individual learn from the more experienced one thus enhancing the entire learning process (McKimm et al., 2007). That will mean that mentor teachers have that role of complementing theoretical knowledge that pre-service teachers have learnt

from university (Maphalala, 2013). A study by Leshem (2012) conducted in Israel concluded that even though school-based mentoring is dynamic and based on contextual situation, more attention is needed for preparing mentors and mentees for their roles in mentoring practicum. This attention Leshem (2012) discusses is not only applicable in Israel but South Africa also. I have observed the need for mentoring experiences to be explored in an in-depth manner so that mentors and mentees may understand the mentoring process and their roles. Therefore, similarly to Israel, it is essential that the mentoring of pre-service teachers be reviewed and scrutinised in order to enhance it.

Teacher mentoring initiatives have significantly increased as a vehicle to support and develop pre-service teachers, since the early 1980s (Huling & Resta, 2001). Segoe and Dreyer (2015) note that mentoring is an activity that originated decades ago but is as relevant nowadays as at any time in history. According to McKimm et al. (2007), mentorship is about building significant transition in knowledge between a mentor and a mentee. This means that in the context of teaching practice, when one is still training to become a teacher, he or she needs mentoring where skills, knowledge and correct attitudes are acquired and can be applied in future practice. Therefore, mentoring pre-service teachers means assisting them to learn how to teach in school context. For example, a pre-service teacher is taught by the experienced mentor teacher how to manage a classroom and create a conducive learning environment. Also, according to Ambrosetti and Dekkers (2010), in education, mentoring occurs when pre-service teachers are placed within a school with experienced teachers to learn from. Thus, it can be argued that mentoring is unavoidable and plays an important role in the professional development of pre-service teachers (Campbell & Brummett, 2007)

The mentoring process consists of two parties; a mentor and a mentee. According to McKimm et al. (2007), a mentor is a person who helps another in an important learning process, whereas a mentee is a person who is helped to learn something. Wai-Packard (2009) simply describes a mentor as a person who is more experienced and a mentee as the less experienced individual. Equally, Wong and Premkumar (2007) say that mentoring involves a relationship between two people, a mentee who learns through the support and help of the mentor, who in turn shares knowledge and provides professional assistance. Mentoring during teaching practice is pivotal and

aids in the role of preparing pre-service teachers for their upcoming work environment (Segoe & Dreyer, 2015).

Berk, Berg, Mortimer, Walton-Moss and Yeo (2005) note that the term mentor has been defined extremely diversely. Furthermore, Berk et al. (2005) explain that the term mentor should be used only when referring to a context of professional development, role modeling and psychological and academic development. These contexts usually occur where both the mentor and mentee benefit. Mentoring therefore, consists of a mentor and a mentee, whom Berk et al. (2005); McKimm et al. (2007) and Wai-Packard (2009) have identified and explained. In the context of teaching, when pre-service teachers undergo the teaching practicum they are, in this regard, mentees that are mentored by experienced teachers referred to as mentors. During teaching practice, the mentee (pre-service teacher) vastly learns from the mentor teacher with the aim to gain specific skills required in the education profession

2.3 School-based mentoring

Effective mentoring is fundamental to the development of pre-service teachers (Du Plessis, 2013). Pre-service teachers undergo teaching practice in schools where school-based mentors, who are the experienced teachers, mentor them. Most teacher education institutions rely on school-based mentors to help and guide pre-service teachers during teaching practice (Segoe, & Dreyer, 2015). South African universities that offer the Bachelor of Education programme use teaching practice to train and expose their students to life in a classroom under the guidance of mentor teachers. It is believed that bringing the academic programme into close alignment with its practical application in the actual classroom is crucial (Wilson & Demetriou, 2007).

A study by Furlong and Maynard (1995) conducted in the United Kingdom acknowledge that there is an increasing partnership between schools and institutions of higher education with regards to training pre-service teachers. This statement by Furlong and Maynard (1995) means that, over the years, pre-service teachers have been provided with an opportunity to be mentored by experienced teachers in schools. This has also been a similar occurrence in South Africa. More institutions of higher education work with local schools to mentor pre-service teachers, hence the significance of this study. Pre-service teachers have to do courses in schools where

they practice teaching and are assigned to a mentor teacher to support them attain specified teaching competences (Hobson, Ashby, Malderez &Tomlinson, 2009). This mentoring that has been observed by various scholars (Furlong and Maynard 1995; Hobson, Ashby, Malderez &Tomlinson, 2009) has stimulated a need for this study. This is whereby the researcher seeks for more understanding of the mentoring experiences of pre-services teachers in the South African context.

Wilson and Demetriou (2007) state that teaching practice is whereby pre-service teachers deliver learning programme in a way that theoretical knowledge is combined with practical experience. Furthermore, teaching practice is required as a catalyst for reflective thinking, identifying problems and resolving issues that can be encountered in current and future practice (Sempowicz & Hudson, 2012). The importance of pre-service teachers having to practice teaching in order for the theory gained at university to be unpacked practically in the school contexts cannot be overemphasised. Thus, by practical teaching, certain skills are gained and knowledge learnt theoretically is further enhanced. Teaching practice is the most important component of any teacher education programme where practical knowledge is obtained and nurtured (Mukeredzi, Mthiyane & Bertram, 2015).

Du Plessis (2013) observes that, although teaching practice has been researched greatly internationally, in South Africa, it is in a crisis. Therefore, as argued by Rademeyer (as cited by Du Plessis, 2013), restructuring teaching practice to improve pre-service teachers' experiences of mentoring is essential. This study may inform both experienced teachers and pre-service teachers on the appropriate mentor-mentee relationship which may also enhance the experience of pre-service teachers. Du Plessis (2013) further notes that although schools are willing to accommodate pre-service teachers, poor management, non-existent school timetables, lack of staff and mentorship all impact negatively on the teaching practice experience, leaving some students demotivated and disappointed. These are some of the issues experienced in teaching practice that are regarded as a crisis experienced by pre-service teachers in mentoring during teaching practice. The presence of a crisis implies that mentoring still needs much attention for improvement purposes. This study intends on understanding experiences and identifying "crisis" that pre-service face in schools thus addressing it with relevant recommendations. This improvement will prevent students from being discouraged from entering the field of education. Hence,

restructuring and exploring more on teaching practice in schools is very much essential. Improving pre-service teachers experience of mentoring, can help resolve the teaching practice crisis identified by Du Plessis (2013).

The emergence of formalised school-based mentoring programme for pre-service teachers was also encouraged by the substantial increase in development for teaching skill (Hobson et al., 2009). As a consequence, Du Plessis (2013) notes that lecturers at certain universities in South Africa Higher Education Quality Council (HEQC) review mentoring programmes in schools to try and improve pre-service teachers' experiences during teaching practice. By reviewing and monitoring pre-service teachers' teaching practice experiences they are able to depict loopholes and thereafter recommend strategies to improve the mentoring of pre-service teachers during teaching practice. The findings of this study can be useful in aiding the HEQC research leading to the enhancement of pre-service teachers' experiences of mentoring during teaching practice. Data generated from this study may be useful in enhancing the analysis (in the HEQC) of pre-service teachers mentoring experiences during teaching practice. Du Plessis (2013) notes that various authors have argued for an improved relationship between pre-service teachers and mentor teachers to improve the overall mentoring process.

Maphosa, Shumba, and Shumba (2007) suggest that mentor teachers need to work together to ensure their efforts are aligned to improve the quality of mentoring in schools. The notion of mentor teacher unity by Maphosa et al. (2007) means that if mentor teachers' in schools work together and form uniform goals and aims for teaching practice to ensure that pre-service teacher are treated equally, it could improve pre-service teachers' overall mentoring experiences. Du Plessis (2013) observes that there are still major improvements to be done for the enhancement of pre-service teachers mentoring experiences during teaching practice. By studying the relationship and learning that occur between pre-service teachers and their mentors, a conducive experience for both parties may be established.

Standards for mentoring need to be founded on both the literature and empirical evidence of effective mentoring practices (Du Plessis, 2013). Hobson et al. (2009) observe that research finding on empirical studies of mentoring indicate what kind of mentoring and support pre-service teachers experience in schools. This study adds to

other empirical studies on pre-service teachers mentoring experiences. In addition, the findings of this study may improve the mentoring experiences of pre-service teachers during teaching practice. Hobson et al. (2009) and Du Plessis (2013) indicate the importance of empirical studies.

2.4 Benefits of mentoring

2.4.1 Benefits for mentees

According to Du Plessis (2013), effective mentoring is essential to the development of pre-service teachers. Moreover, mentoring is an important and effective form of supporting the professional development of pre-service teachers (Hobson et al., 2009). For mentoring to be effective, pre-service teachers need to benefit from the process. Their benefit will allow them to grow professionally. Kelly and Tannehill (2012) note that mentor's role is to provide guidance and assistance to the pre-service teacher for improving pupil learning during teaching practice. Huling and Resta (2001) say mentor teachers benefit the mentee by assisting them improve their teaching as well as their professional competence. Moreover, Kelly and Tannehill (2012) note that the benefit of having a mentor as a pre-service teacher includes having a person to offer you guidance and listen to concerns.

Mentor teachers are role models who provide inspiration, emotional and career support and help mentees avoid incompetence and burn out (Zerzan, Hess, Schur, Phillips, & Rigotti, 2009). The availability of mentors during teaching practice helps pre-service teachers meet their professional needs. The presence of mentor teachers will ensure that pre-service teachers experience smooth teaching practice knowing that they have somebody to rely on whenever they are uncertain about what is expected of them (Zerzan et. al, 2009). Premkumar (2007) notes, that instead of the mentor taking full responsibility for benefiting the mentee's learning experience, the mentee should learn to set priorities and become self-directed. This means that if the mentee is not ready to take responsibility and learn constructively, it will be difficult for him or her to recognise the benefit of having a mentor teacher.

Essentially, mentoring benefits the pre-service teachers by them acquiring greater professional competence, greater acceptance in a school, and enhanced employability (Segoe & Dreyer, 2015). Segoe and Dreyer (2015) indicates that there are various

advantages that come along with mentorship enabling pre-service teachers to have the necessary skills for their work. Thus, experiences of pre-service teachers during teaching practice may determine their future as effective teachers and are inevitably important.

2.4.2 Benefits for mentors

As mentor teachers assist their mentees in improving their teaching, they also improve their own professional competence. Huling and Resta (2001) note that there are positive effects of mentoring on the mentors themselves derived from a satisfaction of having an input on pre-service teachers training. Similarly, Hobson et al. (2009) affirm that mentoring pre-service teachers has a positive impact on the personal and professional development of mentors themselves. Hobson (2002) further indicates that mentor teachers derive satisfaction and pride from undertaking the mentoring role, noticing the evidence of their own positive impact on mentees development. It is not only mentees that may benefit in the mentoring process but mentors also find the experience as a learning curve and a rewarding experience. During mentoring, mentors are recognised for their valuable knowledge and expertise in their field (Huling & Resta, 2001).

2.5 Relationship between a mentor and a mentee

Working with other human beings will develop a relationship derived from constant interaction. Hence, in mentoring, mentors and mentees should have a specific desired relationship for a favourable mentoring process. According to Straus, Chatur and Taylor (2009), mentoring relationships are important in boosting mentees' productivity and satisfaction. Thus, a positive mentor-mentee relationship is essential for mentees' development of teaching practices (Hudson, 2016). Hobson et al. (2009) note that pre-service teachers learn about relationships between different stakeholders as well as relationship building within the teaching profession. Mentoring relationship begin within school contexts when the mentor accepts a mentee into their classroom. The relationship is constructed socially and professionally (Hudson, 2016).

 Straus, Chatur, and Taylor (2009) argue that in order for mentors and mentees to have a good working relationship, they need to respect each other and also have open communication where clear expectations are outlined for both parties. Straus et al.

(2009) posit that meaningful mentoring consists of constant contact between the mentor and the mentee. However, Sudzina, Giebelhaus and Coolican (1997) note that misunderstanding and miscommunication between mentor and mentee may "torment" relationships. Nonetheless, it is still acknowledged that one of the most crucial experiences of teaching practice is the relationship created between a mentor and a mentee (Kelly & Tannehill, 2012). For these reasons, it is important for both of the mentor and the mentee to maintain an academically driven and professional relationship. A study by Du Plessis, Marais, Van Schalkwyk and Weeks (2010) revealed that pre-service teachers preferred that mentoring relationships be dually supportive, and appreciated experienced teachers that accepted and guided them truthfully.

 Hobson (2002) observed that the mentor-mentee relationship usually does not work out because of mentors' lack of training for their roles. As a result, Mukeredzi (2015) suggests that mentors need more comprehensive and focused training in preparation for their roles. This unpreparedness may lead to a mentor not adhering to admired roles that a mentor should perform, thus inhibiting what may be referred to as a good relationship between a mentor and a mentee. Therefore, at least at the beginning of any mentoring process a mentor and mentee should discuss the degree of mutuality and the range of appropriate interactions (Johnson, 2002). Furthermore, Johnson (2002) suggests that when there are any issues encountered as the mentor-mentee relationship unfolds, a mentor and a mentee should revisit their initial goal and relationship outline, and resolve the encountered issue. Thus, in the face of any developmental issues and crisis, good mentors display patience and provide unconditional acceptance for mentees. Mentees should also display a character of eagerness to learn regardless of a negative circumstance. This is to avoid any issues of a mentor stealing the mentee's ideas and work or vice versa (Straus et al., 2009).

According to Du Plessis, Marais and Van Schalkwyk (2011) mentor teachers should build a strong relationship of trusts and goodwill with their mentees. Also, much depends upon the pre-service teacher being able to regard the mentor as a 'friend' in whom he or she has to trust (Adey, 1997). Nonetheless, without fully establishing a concrete relationship between a mentor and a mentee, some pre-service teachers may take for granted what is expected of them in the mentoring process thus becoming too social and less professional. This can be due to the pre-service teacher regarding their

mentor too much of a 'friend' Adey (1997) observes. It has been observed that the relationship between the mentor and pre-service teacher may be exploited. The present study seeks to understand the experiences of students/ pre-service teachers from mentorship and the kind of relationship they had with their school-based mentors.

According to Hudson (2013), although universities provide guidelines and expected outcomes for pre-service teachers engagement in schools, it is important to view the qualities and practices of mentees from the perception of the mentors too. This is done to avoid tension between mentor and mentee, in the form of what Hudson (2013) sees as lack of open communication and contrasting beliefs about teaching which can jeopardise the relationship between the two parties. However, maintaining a good relationship between a mentor teacher and a pre-service teacher is important to ensure that effective mentoring takes place. A positive mentor- mentee relationship can result in a successful teaching practice. It should be acknowledged that mentoring relationships are ever evolving and require time and attention and where challenges are faced, they need to be overcome and successes celebrated and enhanced (Zerzan et al., 2009).

2.6 Role of a mentor in the mentoring process

The role of a mentor in ensuring meaningful teaching experience cannot be undervalued. According to Hudson (2010), effective mentor teachers communicate the plan for teaching, provide scheduled timetable for mentees, and discuss preparation for teaching needs. Hudson (2013) suggests that mentor teachers should see themselves as lifelong learners and acknowledge that learning how to teach does not end after completing a university degree. By doing so, mentor teachers also learn from the pre-service teachers, as well and gain useful and unique teaching strategies. Wong and Premkumar (2007) state that as mentor teachers help their mentees improve in teaching, they also improve in their professional competence.

The other roles mentor teachers should play include assigning tasks and providing oral feedback to the mentee, in the form of a two-way dialogue on a range of topics, prior to teaching a class (Sempowicz & Hudson, 2012). Mentors should sit down with their mentees to provide feedback, oral and written, so that the mentees can reflect on their classroom experience and identify loopholes that need fixing to improve their

practice. Written feedback is used to reinforce oral feedback so mentor teachers should provide teachers with written notes for pre-service teachers to use to supplement oral feedback (Sempowicz & Hudson, 2012). Having good interpersonal skills will enable the mentor to give constructive feedback to their mentees thus sustaining a good relationship. However, Zeichner (2005) notes that the importance of these roles is often undermined as studying to become a teacher is perceived as an uncomplicated and a self- manifest activity. This gives an impression that mentoring of pre-service teachers is irrelevant and thus mentor teachers are not provided with necessary training for their role.

Kelly and Tannehill (2012) advise that a mentor teacher should observe the mentee and provide support and advice to them. This will impact greatly on the mentee as they will keep up to expectations and also realise that they have a shoulder to lean on whenever they need to. Kilburg (2007) adds that mentors should have as much input to their mentees classroom practice so that they do not repeat the same mistake again. This means that there should be constant interaction between a mentor and a mentee as means to provide guidance in practice so that mentees learn from whatever mistake they make. Zerzan et al (2009) further assert that a mentor should guide, teach and develop pre-service teachers on a day to day basis. Hobson (2002) emphasises that all mentor teachers should recognise the importance of mentoring and be aware of how to perform their roles as mentors effectively. When mentor teachers acknowledge the roles they must play as mentors during teaching practice, it makes it easier for mentees to follow instruction and experience teaching practice as a positive experience.

According to Ambrosetti and Dekkers (2010, p.46), the roles of a mentor during teaching practice can be summarised to:

- providing support and feedback, sharing of ideas and encouragement, guiding pre-service teachers, directing, modelling and demonstrating,

- providing support for assigned tasks where he/she gives pre-service teachers opportunities for observations, place to teach and complete assessment tasks,

- being a critical evaluator who gives constructive criticism, encouraging reflection and problem solving, and

- Being a team teacher who collaborates and teaches together with the pre-service teacher as a team.

2.7 Role of a mentee in the mentoring process

A qualitative study by Du Plessis et al. (2010) indicates that all roles players in mentoring need to receive clarity on what is expected of them. A mentee, like a mentor has numerous roles to play during the mentoring process. A mentee is not an empty vessel which takes whatever advice the mentor gives, but an active member who contributes to the relationship too (Zerzan et al, 2009). Moreover, Zerzan et al. (2009) explain that a motivated mentee completes all assigned tasks, requests feedback from mentor, asks questions, listens and takes useful advice from mentors. This makes the mentor-mentee relationship more satisfying and successful for both parties. Sambunjak, Straus, and Marusic (2010) posit that mentees need to show commitment, and willingness to learn, and have passion to succeed. By adhering to these roles, they may experience less challenges throughout their teaching practice and enjoy a fulfilling experience.

Hudson (2013) also explains that mentees should seek professional advice and gain qualities and skills their mentors have demonstrated to them such as being reflective. Zerzan et al. (2009) explain that ideal mentees engage in self- assessment, are responsible, and receptivity and appreciate their mentors. Mentees should take ownership of their own learning and positively direct the relationship of mentor-mentee so that the latter's induction in teaching can be professional. Pre-service teachers should also show strong interest in their subject and be competent (Kelly and Tannehill, 2012). An empirical study on mentoring by Hudson (2006) indicates that more than 90% mentors agreed that their mentees modelled teaching, classroom management and enthusiasm for education which made them work well with their mentees. Mentees that having good characteristics and who meet the mentor half way make the mentoring process much effective.

A mentee should be able to write an agenda for each meeting with their mentor, and keep track of goals and progress (Zerzan et al., 2009). This will result in the mentee knowing the amount of guidance needed and the challenges they need to tackle. Also, it will show that a mentee has direction regarding their learning. Ambrosetti and Dekkers (2010, p. 48) also note the roles of a mentee during teaching practice to be:

- to engage in professional conversations and perform all required tasks,

- to work with the mentor in developing skills and knowledge as well as setting personal goals,

- to be open to communication with the mentor teacher and learn appropriate skills and knowledge about daily work from the mentor,

- to become involved in daily routine of the classroom and observe the mentor in practice, and

- to teach lessons and evaluate and reflect on own practice.

2.8 Teachers' feelings about mentoring

Mentors and mentees are human beings that respond to emotion hence they may have some feelings about the mentoring process. According to Poulou (2007), teacher emotion is a very important aspect to consider in improving the quality of teacher education and training. Poulou (2007) further attest that during school-based mentoring pre-service teachers can be highly emotional and the process can generate both positive and negative emotions. In a similar way, Nguyen (2014) noted that the great influence that emotions have on teacher learning have stimulated a growing body of research to seek understanding on the relationships between emotions and teacher development. A study conducted by Sutton and Wheatley (2003) in Cleveland, United States concluded that positive emotions observed in pre-service teachers, support teacher learning and trigger enhanced problem solving skills while negative emotions were powerful in attracting focus and attention. These emotions can help pre-service teachers prepare and became aware of similar occurrences in future.

In the past, numerous studies conducted in Australia: Nguyen (2014); Pillen, Beijaard and den Brok (2013); Farrell (2007) have noted that negative emotions and feelings may have major consequences for teaching and learning. Consequences include, pre-service teachers failing to practice because of anxiety that is due to being observed by mentor teacher. The findings of these studies are in total contrast to Sutton and Wheatley (2003) findings. One can therefore suggest that the effect of negative

emotion can be judged according to each distinct situation and experience. Pillen et al. (2013) adds that tensions and frustration that may be experienced by pre-service teachers during school-based mentoring may delay pre-service teachers learning process as they may seek to change their practice school. In South Africa also, pre-service teachers have the right to change their practice school provided that they inform their institution with reasons for the change. The institution the pre-service teacher is training at may also find an alternative school for their student if there were issues with the initial school of practice (Mugabo, 2010). Lastly, Nguyen (2014) explains that helplessness of pre-service teachers may emanate from an authoritarian mentor teacher that does not allow for autonomy, thus preventing them from applying theoretical knowledge during their teaching practice.

2.9 Pre-service teachers mentoring experiences in various studies

A qualitative and empirical study conducted by Rice (2006) in England observes that individuals who do not undergo the mentoring process are more vulnerable than individuals who were mentored and may suffer from consequences such as educational failure. It has also been noted by Rice (2006), that pre-service teachers enter a classroom without extensive knowledge about the school and teaching skills, and needing mentoring. Likewise, Stanulis and Russell (2000) argue that mentor teachers and pre-service teachers should have strong interaction that will bring about enhanced teaching and learning as well as great educational value. The process of mentoring helps pre-service teachers to become professional teachers (Kwan & Lopez-Real, 2005). However, sometimes pre-service teachers do not receive the professional help that they ought to receive from their mentors to an extent that some complete the mentorship programme without acquiring the necessary skills they should have. Kelly (2012) explains that school-based mentor teachers usually monitor the performance of pre-service teachers without any intervention, and provide little or no feedback to them. This study explores the experiences of pre-service teachers' mentorship in some South African schools in the Durban area. This may improve interaction between the pre-service teacher and the experienced teacher.

 Another qualitative study conducted by Hobson (2001) in England using in-depth interviews indicated that prior to their school based training, pre-service teachers expected school-based mentoring to be crucial to their learning of teaching. He further

noted that out of 277 questionnaire responses from Post Graduate Certificate in Education (PGCE) pre-service teachers, 92.4% indicated that they thought it would be important to plan their lessons with their school mentor, and 95.3% indicated that it is essential to have their mentors observing their lessons for constructive feedback. Pre-service teachers rely on their school-based mentors for assistance in learning effective teaching. However, that can be done with the establishment of a good relationship between a pre-service teacher and a mentor teacher. The findings in Hobson's (2001) qualitative study suggest that experiences of pre-service teachers during their school-based experiences are of major importance in laying the foundation for longer-term development and progression. Studies by Hobson (2001) and Rice (2006) were both conducted in England, providing global perspective. This study is conducted in South Africa, giving a local perspective of pre-service experiences of mentoring of the southern African context. Furthermore, this study empirically explores pre-service teachers' experiences of mentoring with the aim to improve the relationship between a mentor and a mentee, and tackle problems experienced during teaching.

Du Plessis (2011) indicates that teacher training for pre-service teachers presents both logistical and educational challenges. These challenges may be derived from not having a communicative relation between a mentor and a mentee. Johnson (2002), Adey (2007) and Hudson (2013) note that, if both the mentor and mentee do not communicate effectively, there are greater chances of problems arising from that lack of interaction and communication. Ntuli (2009) identifies issues faced by pre-service teachers during teaching practice like hardships in building relationships with their mentors, summative and formative understanding assessment, and feedback problems. In addition, one of the biggest issues facing pre-service teachers during practicum involves transactional gaps where there is misunderstanding between mentee and the mentor causing a learning barrier (Du Plessis, 2011). Hobson et al. (2009) argue that these barriers have a negative effect on mentors themselves, inhibiting self-reflection on their own practice.

A qualitative study conducted by Straus et al. (2009) in Canada, through semi structured interviews indicated that nine mentees out of fifteen experienced mentorship difficulties such as mentors stealing their work and plagiarising it as if it were their own, perceived competition with their mentors and lack of mentorship. This could be attributed to experienced teachers regarding mentorship as an

unnecessary extra burden on them and lacking willingness to help the pre-service teachers. These difficulties impact negatively on the pre-service teacher's career, progress and productivity. Another qualitative empirical study by Kelly and Tannehill (2012), based on a case study of one pre-service teacher, revealed that, sometimes pre-service teachers face failure that is triggered by lack of acceptance by their mentors, misunderstanding by learners and poor classroom management strategies. Kelly and Tannehill (2012) further note that context of a school also impacts on the overall teaching experience of the pre-service teacher. If a pre-service teacher practices their teaching at a resourceful school, they are more prone to be successful than one that practice at an under-resourced school. This argument is supported by Du Plessis et al. (2010) who note that pre-service teachers who go to schools with insufficient infrastructure experience teaching practice as an obligation and a burden.

A qualitative study by Du Plessis (2011), on mentoring PGCE pre-service teachers through semi- structured interviews in South Africa, noted that more than 80% of mentors provided the pre-service teachers assigned to them with constructive criticism and encouragement before directing change. It is clear in some empirical studies conducted, there were, not only challenges found, but also some positive aspects that progressed the mentoring experiences of pre-service teachers effectively. Mentors who provided constructive criticism and direction displayed characteristic of a good relationship between a mentor and mentee which enhanced the mentorship experience of pre-service teachers. Sempowicz and Hudson (2012) state that standards of mentoring need to be based on empirical evidence in order to improve mentoring.

Teaching practice may come with challenges for both pre-service and mentor teachers. Zerzan et al. (2009) explain that when problems are encountered in mentoring, both the mentor and mentee can suggest change solve the problem. A mentor may want for a mentee who will be a clone of their teaching styles whereas pre-service teachers come with their own ideas which need to be cultivated. Other problems include mentor teachers having difficulties in articulating to the pre-service teachers how to teach in classrooms and why use that approach rather than the other (Hobson, 2006).

 Hobson et al. (2009) indicate that sometimes pre-service teachers are not sufficiently challenged by their mentors which inhibits their autonomy and decreases the

opportunity for pre-service teachers to reflect on their own teaching since they are always being told what to do next. A quantitative study on mentoring, by Du Plessis (2013) on PGCE pre-service teachers in South Africa revealed that 80% of pre-service teachers indicated that their mentoring was based on all aspects of teaching, 44% indicated having had daily meetings with their mentors to discuss issues and provide feedback, 42% indicated that feedback from their mentors was written and oral. Another study by Hobson et al (2009) indicates that interaction between mentor and a mentee is essential, it keeps the relationship alive. Hudson (2010) further explains that active interaction between a mentor and a mentee leads to effective feedback and help the pre-service teacher to grow significantly in subject area. Most of the studies reviewed above (Hobson, 2001; Du Plessis, 2011; Du Plessis, 2013) were conducted using PGCE pre-service teachers as a sample. However, this study specifically targets pre-service teachers who are doing undergraduate Bachelor of Education- third year and fourth year, who have been theoretically grounded to practice and have also been exposed from second year in practicing teaching in schools. In that way more insight can be gleaned about mentoring experiences during teaching.

Hudson's (2010), quantitative study done in Australia, shows that only 55% mentors provided written feedback to pre-service teachers teaching and 57% expressed expectations about teaching in a classroom. The present study seeks to contribute to the improvement of pre-service teacher mentoring experiences and professional development which may influence the quality of education. Additionally, acknowledging the expectations of one's career is important because one knows how to play ones' role. This study may sensitise pre-service teachers on what awaits them in their profession. This study could also be used to inform South African education (policy makers) of the challenges that are encountered during the mentoring experiences of pre-service teachers.

According to Darling- Hammond (2006), the teaching profession has been previously viewed as one which requires little formal study and practice, this is due to unrelated courses and traditional models that reinforce this low regard. This study reconsiders this notion by supporting pre-service teacher education. This will also reinforce the appropriate kind of learning pre-service teachers require before entering the complex field of education. It is unavoidable to acknowledge the importance of addressing the

needs of pre-service teachers during teaching practice which stimulate their professional growth (Campbell & Brummett, 2007).

Campbell and Brummett (2007) further argue that pre-service teachers enter schools with hopes and desires of creating transformational teaching practice. However, a qualitative case study by Freese (2006) indicates that pre-service teachers enter the classroom to find conflict with what they had hoped to find, that their teaching strategies are based on lecturing, and disorganisation is evident. The study also looked at the involvement of pre-service teachers as well as the involvement of assisting pre-service teacher during teaching practice. A mentor teacher helps mentees acquire methods of effective teaching. Many studies (Freese, 2006; Campbell and Brummett, 2007) are based on experiences of pre-service teachers without specifying their level of study but the present study focuses on pre-service teachers who are in their third and fourth level of study. Furthermore, these students are advanced when it comes to educational theories unlike PGCE pre-service teachers who are theoretically grounded by theories of their initial specialisation.

Another study conducted by Maphosa et al (2007) in Zimbabwean schools revealed that the majority of pre-service teachers noted that they had not benefited from mentoring during teaching practice since their mentor teachers were not aware of their roles in the mentoring process. This study takes a similar scrutiny in the mentoring experiences of pre-service teachers to discover whether mentees acknowledge their roles that they should play in the mentoring process. This will be done by unpacking the experiences of pre-service teachers during their teaching practice in South Africa.

A qualitative study by Straus et al. (2009) about mentoring, conducted on both mentors and mentees, noted that mentees that were assigned mentors indicated that assigned mentorship led to a negative impact on their experiences due to mentorship being a forced relationship can lead to failure. Mentor teachers also revealed that assigned mentorship led to artificial relationship. Sudzina et al. (1997) observe that scant literature has been reviewed on the dynamics that relate to pre-service teachers mentoring experiences. This study addresses this gap by exploring the mentoring experiences of pre-service teachers during teaching practice to evaluate the quality of mentoring relationships and experiences for possible professional growth and development.

According to Segoe and Dreyer (2015), the best way to understand mentoring and develop pre-service teachers is to understand their challenges during teaching practice. One can therefore be able to impact on the process of mentoring.

2.10 Theoretical framework

Rice (2006) notes that there are various theoretical frameworks that can be used to analyse mentorship, such as the Adult learning theory, Socio cultural perspectives and Cultural knowledge model. Creemers (2005) further observes that these frameworks for educational effectiveness gain support and continuation of use from empirical research. One of the theoretical frameworks selected for this empirical study is the Cognitive Apprenticeship Model, which focuses on a more experienced person helping the less experienced one by developing them professionally. This framework consists of six key features, namely: 1. Modeling 2. Coaching 3. Scaffolding 4. Articulation 5. Reflection 6. Exploration. Dennen and Burner (2008) postulate that the Cognitive Apprenticeship Model focuses on social learning where an experienced teacher assists a pre-service teacher in becoming an expert by providing structures and examples to achieve desired goals. Dennen and Burner (2008) further, explain that the experienced teacher interacts socially with the pre-service teacher focusing on developing cognitive skills, through the participation in authentic learning experiences.

The Cognitive Apprenticeship Model was established by Collins (1987), and explains how an experienced teacher assists the pre-service teacher in attaining physical, cognitive and metacognitive skills. Dennen and Burner (2008) state that the Cognitive Apprenticeship Model offers learning in a form of guidance, and has its roots in social theories where one is dependent on an expert to demonstrate and guide phases of learning. The main aim of the Cognitive Apprenticeship Model, as argued by Steedman (2011), is to improve pre-service teachers' experiences in their careers by raising skill levels and instilling valuable professional skills desired by employers.

It is important to note that during teaching practice, pre-service teachers may experience some hardships in performing certain tasks. However, with the assistance of a mentor teacher they can accomplish assigned tasks. This form of learning through assistance of an elder is what Collins (1987) termed as the Cognitive Apprentice Model. Practices within the Cognitive Apprentice Model enculturate pre-

service teachers to perform authentic practices through the social interaction with the mentor teacher (Brown, Collins & Duguid, 1989). The Cognitive Apprenticeship Model operates best in paradigms which fall under the qualitative approach, since it explains textually, without the aid of numbers, how a pre-service teacher can learn from a mentor teacher. Below I explain briefly the six key features of the Cognitive Apprenticeship Model.

Collins, Brown and Holum (1991) posit that *Modeling* involves the apprentice observing the master how to do different tasks. The master in the context of mentorship would refer to the experienced teacher (mentor), the apprentice being the pre-service teacher (mentee). The three stages to be discussed elaborate on how an experienced individual would assist the less experienced one to learn. Modeling, coaching and scaffolding are designed to help pre-service teachers acquire various skills through observation, support and guided practice (Parscal & Hencmann, 2008).

Modeling involves the experienced teacher (master) performing activities and a pre-service teacher (the apprentice) observing closely (Collins, 1991). The master explicitly demonstrates what is to be done so that the apprentice can learn and understand how the task is accomplished. Collins (1991) also argues that *Coaching* involves the experienced teacher observing the pre-service teacher thereafter offering guidance. Creemers (2005) similarly explains that coaching allows pre-service teachers to solve problems on their own and find ways to accomplish tasks while the mentor teacher actively offers guidance where needed. For example, after the experienced teacher has modelled what is to be done, the pre-service teacher can thereafter practice the teaching, under the guidance of the experienced teacher. Additionally, Collins et al. (1991) note that Scaffolding is when the master/ mentor provides the apprentice tasks and hints on how to perform the tasks and responsibility.

Collins (1991) observes that *Articulation* involves allowing pre-service teachers to show their own thinking based on what they know. According to Creemers (2005), *Reflection* is a process by which the pre-service teacher compares his/her solution against that of their mentor. This is done for pre-service teachers to test their own thinking with alternative views. Furthermore, Parscal and Hencmann (2008) note that articulation and reflection deal with helping the pre-service teacher observe the expert and acquire problem solving skills.

Exploration encourages pre-service teachers' autonomy in solving problems and identifying different problems to be solved. According to Wilson and Cole (1991), during exploration, pre-service teachers learn to solve various problems, try out different strategies and set achievable goals. Creemers (2005) notes that exploration occurs by means of a pre-service teacher solving a variety of problems and engaging in assigned activities. This model is ideal for understanding the pre-service teachers' experiences of mentoring. The six stages/ key features explained by the Cognitive Apprenticeship Model will be used as an analytical tool to understand the pre-service teachers' experiences of mentoring during their teaching.

This theoretical framework was selected to guide and underpin this study as it breaks down into simpler steps how a pre-service teacher can learn socially from an experienced teacher. It fits to this study as exploring the mentoring experiences of pre-service teachers is a social phenomenon and a pre-service teacher learns from the experienced teacher significantly. Through the use of the Cognitive Apprenticeship Model, I will be able to understand how pre-service teachers experienced mentoring and learning during their teaching practice. Specifically, this theoretical framework will be used in chapter four of the study to analyse findings of the study. This theoretical framework thus, provides a lens to guide the generation and analysis of data.

Table 1: illustrating brief summary of the six key features for the Cognitive Apprenticeship Model.

Key features	Explanation
Modeling	The mentor teacher models/ demonstrates what it is to be done and the pre-service teacher observes.
Coaching	Pre-service teacher performs tasks as modelled by the mentor teacher.
Scaffolding	Pre-service teacher is provided with tasks by the mentor teacher and the mentor offers guidance on how to do the specific tasks.
Articulation	The pre-service teacher articulates their own independent thinking in relation to what they have learnt.
Reflection	The pre-service teacher reflects on their own practices and compare to that of their mentor to monitor progress and learning.
Exploration	Mentee/ Pre-service teacher engage in practical activities to develop autonomy and be able to learn certain skills without seeking for help from the mentor.

This model is also ideal for the study since contextually, in South Africa, teaching practice offered in B.Ed. programmes consists of a mentor and mentee who is the pre-service teacher. I will be interviewing pre-service teachers to establish their mentoring experience. This theoretical framework is also relevant to this study since the model greatly focuses on the two stakeholders (school-based mentor and pre-service teacher). Furthermore, the model specifically elaborates on the mentorship process in education that consists of a pre-service teacher and an experienced teacher exploring the learning process. A weakness that can be encountered whilst exploring mentorship using this model as discussed by Stalmeijer, Dolmans, Wolfhagen and Scherpbier

(2009), is that there may be divergence of use of the key features from the actual model steps whereas these steps follow each other sequentially. However, the model remains ideal for this study since it helps to analyse pre-service teachers' mentorship experiences during their teaching practice, to understand and unpack their context rather than generalising. This model will assist in structuring and thematically analyzing the mentoring experiences of pre-service teachers during teaching practice. It can thus, be noted that this study's findings are analysed using the Cognitive Apprenticeship Model. The adopted model covers various aspects of experiential learning that pre-service teachers undergo during teaching practice.
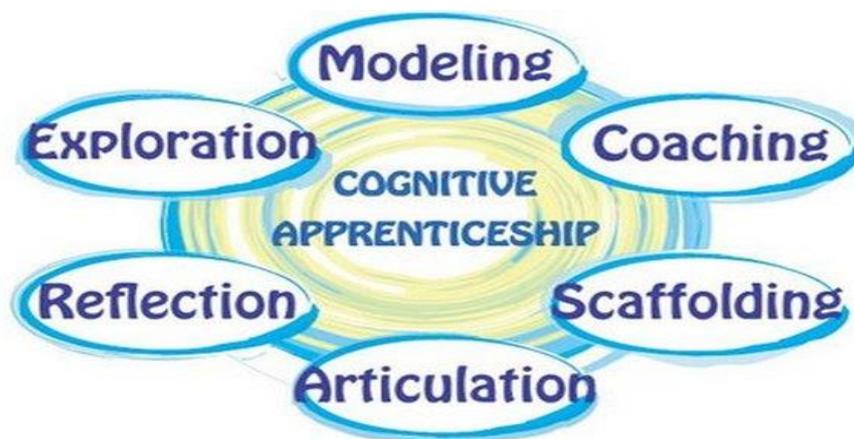
Figure 1: stages of the Cognitive Apprentice Model. Extracted from Collins (1987).

2.11 Conclusion

This chapter has explained different aspects of mentoring drawing from what has been cited by various scholars, thus, enhancing the significance of this study. Literature (Straus et al 2009; Du Plessis 2010; Du Plessis 2011) indicates that there is still a lot that needs to be reviewed regarding the mentoring of pre-service teacher, hence the relevance of this study. Literature has also revealed that some mentors and mentees are still unsure of their roles in the mentoring process. The subsequent chapter discusses research design and methodology employed in this study which seeks to understand the pre-service teachers' experiences of mentorship.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the methodology employed in this study. According to Chikoko (2015), research design is a plan which guides the researcher in generating and analysing data. Fomunyam (2016) explains research methodology as approaches employed by the researcher to generate data which reflects the research questions. Therefore, research methodology refers to methods used in the study and explains why those methods were used, whereas the research design looks at the entire plan of the research that guides the researcher in every step during the study. This chapter is divided into sub-sections which include research approach, research paradigm, case study methodology, selection of participants, data generation plan, data analysis method, trustworthiness and authenticity, ethical considerations, and possible limitations of the study.

This study employed the qualitative research and the interpretive paradigm which allowed the study to generate in-depth textual data thereby promoting an understanding of pre-service teachers' experiences of mentoring during teaching practice. Semi-structured interviews were used as an instrument to obtain data from participants. Analysing interviews helped in answering initial research questions. Participants were selected purposively. Further justification for using these methods is given below. Ending this section are ethical considerations made and an outline of limitations of this study.

Data in this study was generated to answer the following questions:

1. What are pre-service teachers' experiences of mentoring during teaching practice?

This question explores the experiences of pre-service teachers in schools, in relation to the following sub-questions:

- What is the relationship between the pre-service teacher and the mentor teacher?

- What learning occurred during the mentoring process? What accounts for the learning?

- What strategies did mentor teachers use to mentor pre-service teachers?

- What are the pre-service teachers' feelings about mentorship during teaching practice? Why?

3.2 Research approach

This study employed the qualitative research approach which can be described as an approach that provides in-depth understanding about the social world of the participants, drawing from their experiences (Moriarty, 2011). Moreover, Golafshani (2003) explains that a qualitative approach opposes statistical procedures of quantification of data, and produces findings that arise from the real world where the phenomenon explored unfolds naturally, and provides detailed data. The qualitative approach provides deep understanding of the world as seen through people's experiences (Wilmot, 2005). These descriptions (Golafshani, 2003; Wilmot, 2005; Moriarty, 2011) show that the qualitative approach generates data using descriptive ways and yielding textual data. In this study, the qualitative approach was employed to understand pre-service teachers' experiences of mentoring. Since this is an approach that generates in-depth understanding about a phenomenon, it allowed the researcher to gather sufficient textual data to understand the mentoring experiences of pre-service teachers.

According to Nzimande (2011), qualitative research allows the researcher to generate data through interacting with participants contextually in their natural settings. This results in data that is vastly detailed and descriptive. In this study, I also interacted with participants in their context, and interviewed participants to generate descriptive data. This study emphasised generating quality data and in-depth information. Nieuwenhuis (2007) explains that qualitative research emphasise quality over quantity. The researcher could gain a deep holistic view from a small number of participants than a broad view derived from a large number of participants.

According to Ismail (2013) qualitative research presents descriptive and detailed view of the topic explored. Manion and Morrison (2009) argue that qualitative research deliberately emphasise on individuals and their views on a specific scenario. This

approach suited to my study which explored the mentoring experiences of pre-service teachers through interactive ways which allowed me to generate in-depth descriptive data. This descriptive data triggered understanding of the specific experiences of mentoring from participants.

3.3 Research paradigm

This study utilised the interpretevist paradigm since it aimed at generating qualitative data that is in-depth. The study wanted to understand the mentoring experiences of pre-service teachers rather than produce numerical data. According to Bertram and Christiansen (2014), a research paradigm characterises a specific worldview that describes what is suitable for the research and determines data collection methods and other research strategies. Wright and Losekoot (2010) note that the interpretevist paradigm suggests that the researcher's values are important at all the stages of the research, and data is usually portrayed in dialogue. In addition, Bertram and Christiansen (2014) explain that the interpretevist paradigm aims at getting an understanding about the explored phenomenon and how people make sense out of a context; thus, it is naturally descriptive. Bertram and Christiansen (2014) indicate that the interpretivist paradigm views a phenomenon from the perspective of understanding, in detail what the phenomenon underpins.

Krauss (2005) says that epistemology deals with how truth is known. He further reveals that engaging in qualitative research is a powerful and unique epistemological tool for understanding a phenomenon in the interpretevist paradigm. The interpretevist paradigm does not question ideologies but understands and accepts them (Scotland, 2012). This notion by Scotland (2012) about subjectivism suggests that exploring and knowing the experiences of participants can allow one to understand what is just or real about a phenomenon; in this study, pre-service teachers mentoring experiences. Also, by seeking to understand the mentoring experiences of the pre-service teacher, one understands their subjective world (Cohen et al., 2009). I therefore, understood how the participants defined and gave meaning to their situation, thus unpacking the truth about their mentoring realities.

 Mack (2010) argues that ontology elaborates on the claims and assumptions that are made about reality; that is what exists and what it looks like. Ontology can be regarded as an ideology of reality. Scotland (2012) explains that the ontology of the

interpretevist paradigm is based on relativism, where reality is subjective and differs from person to person. Hence, this study aimed at understanding the reality of pre-service teachers' experiences from their own perspectives. In addition, Nzimande (2011) suggests that subjectivity of the researcher also influences the constant involvement of participants in the generation and interpretation of qualitative data. The researcher critically and reflectively assesses participants' comments. This crucial analysis is done to get meaningful interpretation of data. Interpretevist paradigm also brings out the subjectivity of the researcher as well as that of the participants as data is generated from participants' experiences and a researcher interprets it from a specific point of view. By exploring pre-service teachers' mentoring experiences under the interpretive paradigm, it allows insight into mentoring realities during teaching practice thus understanding participants' subjective perspective of their experiences.

3.4 Case study methodology

This section outlines the type of methodology used in this study. Case study methodology was considered suitable and employed by this study. Zainal (2007) explains that case study methodology is used to explore and understand complex real life issues. He further elaborate that case study methodology has become more prominent in the social sciences and education studies to provide a more holistic and in-depth understanding of real life phenomena. In this study, case study methodology was employed as it also intended on understanding the experiences of pre-service teachers in an in-depth manner. Each pre-service teachers' case unpacked their particular mentoring experience during teaching practice period.

Zainal (2007) suggests that case study methods looks beyond quantitative and statistical results and aims at understanding participants experiences through their perspectives. Similarly, Baxter and Jack (2008) case study methodology is useful when seeking to answer real life phenomena that are too complex for survey experimentation. Likewise, in this study, qualitative approach was used which is more exploratory and in-depth. Case study methodology thus became more suitable to be used aligned with qualitative approaches of this study.

Johansson (2007) discusses that case studies should explore complex "cases" which become the object of the study. In this study, there were cases of five pre-service teachers from Durban, South Africa that were explored. The mentoring experiences of these pre-service teachers occurred in different schools around the Pinetown area in KwaZulu-Natal province.

3.5 Selection of participants

Maree (2007) explains that sampling accounts for the selection of participants in a study. In qualitative research, participants are selected by the researcher to obtain rich and comprehensive information to answer the research questions. In this study, participants were purposively selected. According to Teddlie and Yu (2007), purposive sampling is usually used in qualitative studies and is defined by selecting individuals based on specific purposes associated with answering the study's questions. Maxwell (1997) notes that purposive sampling deliberately makes use of selected individuals for the important information they can provide for a study.

Using purposive sampling, pre-service teachers who were placed at primary and secondary schools for their teaching practices were chosen. These participants were selected to provide deep insight and perspective about mentoring experiences from both basic levels of education (primary and secondary). Five pre-service teachers (at a third and fourth level of study) were purposefully selected to participate in this study. In addition, pre-service teachers were selected across disciplines, that is, including science, commerce and the humanities. Students / pre-service teachers were selected based on their experiences of having done their teaching practice in various school contexts such as township, rural and urban schools. Also, only a small sample of five pre-service teachers were selected on the basis of aligning to qualitative approaches to research where studies are detailed and in-depth, thus, opposing statistical approaches. This means that only a few participants were needed to provide thorough, in-depth data.

Cohen et al. (2009) observe that in purposive sampling, the participants are selected using specific characteristics. The researcher deliberately selects specific individuals as knowledgeable sources of the desired topic, so as to produce in-depth knowledge about that particular topic (Nzimande, 2011). Hence, in selecting participants for the study, pre-service teachers who had been exposed to teaching practice were chosen,

and were likely to have rich experiences of mentoring in schools. In the selection of these participants, gender diversity was also considered. Gender diversity enabled the experiences of mentoring of pre-services teachers from both genders and not one gender to be heard.

3.6 Data generation plan

Table 2: data generation plan for this study.

Questions	Reasons/ objectives
Research question	What are pre-service teachers' experiences of mentoring during teaching practice?
Why are the data being generated	To record and understand pre-service teachers' experiences of mentorship during teaching practice
Who are the participants?	Pre-service teachers.
How many participants will there be?	Five pre-service teachers.
What research methods will be used to generate data?	**Semi- structured interviews** Each participant will be interviewed once only.
Where will the study take place	At an institution of higher education: A university that enrolls students for Bachelor of Education each year.
Justify the plan for data generation (why is this the best data generation method)	Semi structured interviews will allow for qualitative and in-depth data to be generated. This will enable gathering of thorough information that will enhance the understanding of the explored phenomenon: pre-service teachers' experiences of mentorship.

3.7 Participants' profiles

To adhere to ethical considerations each participant was provided with a pseudonym. The following is a presentation of participants' profiles and brief biography. Schools that participants were placed in are also briefly described.

3.7.1 Participant one (Dineo)

Dineo was a third year female student doing her Bachelor of Education degree at a higher institution in South Africa. She was specialising in Senior and FET (Further Education and Training) phase, majoring in Accounting and Technology. Senior FET phase includes both primary and secondary school education i.e. from grade 7-12. She had experienced mentoring in her second year of study during teaching practice which lasted for four weeks. She was practicing in a primary school thus she taught EMS and technology. For the interview, she represented her experiences solely from second year level mentoring experience. Dineo practiced her teaching at a township school in Umlazi. It was an under-resourced school with Black/African learners only. The school was managed by a female principal.

3.7.2 Participant two (Thabo)

Thabo was a male fourth year, Bachelor of Education student. He was specialising in the FET phase and majoring in Computer Application Technology (CAT) and Accounting. He had experienced mentoring during teaching practice twice in his second and third level of study which both lasted for four weeks each. He also taught both his major subjects in each school. He had practiced in secondary schools only since he was registered for the FET. He drew his experiences from both the mentoring experienced during his second year and third year. Thabo's first school of practice was at a rural area around the outskirts of Pinetown. It was an under-resourced school with all Black/African learners. The Principal of the school was male. The second school he went to was located in a township area around Pinetown and it was also under-resourced with all Black/African learners. The principal of the school was male.

3.7.3 Participant three (Rori)

Rori was a female fourth year, Bachelor of Education student. She was specialising in FET phase, majoring in English and Travel and Tourism. She taught both English and Tourism in both schools. She had also experienced mentoring twice; during her second and third year teaching practice. For her second and third year teaching practice she was placed at high schools. In her interview, she represented her experiences from both teaching practice experiences. Rori's first school of practice was a coloured school, located in Durban outskirts. The school was moderately-resourced and enrolled Coloured, African and a few Indian learners. The principal who managed the school was female. The second school she practiced at was located in a township in Mayville. It was an under resourced school with all Black/African learners. The principal in this schools was a male.

3.7.4 Participant four (Lebo)

Lebo was a female third year, Bachelor of Education student. She was specialising in Senior and FET (grade 7-12) phase and majoring in Accounting and Technology. She experienced mentoring during teaching practice in her second year of study which lasted for four weeks. She practiced at a primary school thus taught EMS and technology. The school that Lebo was placed in was located in a township school in Thornwood area, which was also a primary school she attended. Furthermore, she was mentored by one of her former teachers. The school was an under-resourced school with only Black/African learners. The principal that managed the school was a female.

3.7.5 Participant five (Tumelo)

Tumelo was a female third year, Bachelor of Education student. She specialised in FET phase, majoring in Dramatic arts and Travel and Tourism. She had experienced mentoring during teaching practice in her second year of study which lasted for four weeks, she therefore, drew from that experience. She practiced at a secondary school. Tumelo was placed at a secondary school she attended so she was also mentored by some of her former teachers. The school was a former Indian school located in Phoenix. It was a moderately resourced school and enrolled both Black/African and Indian learners. The principal that managed the school was a male.

3.8 Data generation method

Data were generated by using semi-structured interviews as an instrument. Maree (2007) sees an interview as a conversation between two people where the interviewer asks questions and the interviewee answers by providing information about the topic under discussion. Creswell (2009) adds that through interviews, researchers can gather rich, descriptive and comprehensive data that can be used to stimulate an understanding about participants' world and their construction of knowledge. Whiting (2008) notes that semi-structured interviews allow a researcher to ask open-ended questions and participants respond freely, either face-to face or telephonically. Cohen and Crabtree (2006) note that semi-structured interviews should be transcribed and the researcher should jot notes to capture answers provided by the participants. In addition, Edwards and Holland (2013) explain that researchers must brief the participants about the interview so that they understand what the research is about.

Semi-structured interviews allowed participants to answer freely with some questions being limited to structured answers. The interview allowed this study to generate textual detailed data with the aim of understanding the pre-service teachers' experiences of mentoring. Also, semi-structured interviews enabled participants to answer questions without being limited to certain responses and so they could pour out their thoughts and feelings about the topic discussed. Interviews in qualitative research are used as a lens in which the researcher establishes the subjective experiences of participants (Creswell, 2009).

According to Cohen et al. (2009), semi-structured interviews consist of pre-determined questions which allow for further clarification. Cohen et al. (2009) observe that, with the utilisation of semi-structured interviews, there is no limitation of asking questions sequentially to participants. Questions can be asked in a random manner from the interview schedule depending on how the participant answers the question posed. I could ask other questions relevant to answering the research question to trigger clarification of statements. Participants had a chance to respond freely to questions drawing from their mentoring experiences during teaching practice, with further questions asked for clarification of points.

Each participant was interviewed individually, face to face to avoid them having to answer in the same pattern. Interviewing participants individually allows for different responses and experiences (Pillay, 2015). The venue for interviews was on the campus and institution that the pre-service teachers attended, within their own familiar context. The interview schedule had a set of questions (see Appendix C) and the interviews took about 25 minutes each. In addition, all interview sessions encouraged participants to elaborate on their mentoring experiences in a space comfortable to them, with no intimidation or disturbances. Each interview was recorded and later transcribed by the researcher. The transcriptions of the interviews were then handed back to participants for further verification of statements to ensure that trustworthiness is maintained (Maree, 2007).

In this study, semi-structured interviews were identified as a positive instrument to help gather data about pre-service teachers' experiences of mentoring. Pillay (2012) notes that there are two disadvantages to recording semi-structured interviews. Audio tapes do not capture the body language of participants and sometimes audio tapes intimidate participants. I overcame the first limitation by mentioning participants' body language (facial expressions and bodily movement that depicted their emotions) on their transcripts. The second limitation was overcame by clearly explaining the audio recording procedure to participants that they will remain anonymous and the recording would be kept in a safe place. It was also assured by the researcher that the recordings would be solely used for the research study and nothing else. Explaining this to the participants served as relief that the audiotapes will only be used for this study and no other exposure. In addition, the audio tape was placed in an area that would not keep reminding the participant that they were being audio recorded. To minimise disturbance on student's academic programmes, the interview took place during weekends when there were no classes to attend. In that way, participants were interviewed during their spare time.

Table 3: sequence of interviews with participants

Participants	Date of interview	Time of day	Venue
Participant one (**Dineo**)	04-05-2017	15h00	At a particular Institution of higher education
Participant two (**Thabo**)	10-05-2017	16:00	At a particular Institution of higher education
Participant three (**Rori**)	10-05-17	16:30	At a particular Institution of higher education
Participant four (**Lebo**)	10-05-17	17:00	At a particular Institution of higher education
Participant five (**Tumelo**)	10-05-17	17:30	At a particular Institution of higher education

3.9 Data analysis

Data in this study was analysed using the Thematic Analysis. One theme was formulated from the study findings followed by seven sub-themes. According to Vaismoradi, Turunen and Bondas (2013), thematic analysis is a qualitative and descriptive approach used to identify, analyse and report patterns (themes) within the data. Alhojailan (2012) explains that thematic analysis allows the researcher to draw interpretations consistent with data generated from the study. By employing thematic analysis, this study broke down texts into simpler units for data to be easily understood. Furthermore, various factors that influence the experiences of participants were identified.

Jones, Coviello and Tang (2011) argue that themes represent fundamental ideas that describe the researcher's subject matter of a study. Vaismoradi et al. (2013) explain that thematic analysis is a process by which the researcher interprets data inductively, emphasising context of experiences. Alhojailan (2012) note that thematic is when data is generated with precise content to ensure that themes are effectively linked with data and experiences of participants. Thomas (2006) posits that inductive approach is a systematic procedure for analysing qualitative data which produces reliable and valid findings. He further notes that, with inductive analysis, interpretations are derived from raw data that comes from detailed research. In this study, only inductive approach was used for analysing raw data from semi-structured interviews thematically and interpreting it. Semi-structured interviews were generated and analysed in an inductive manner using the chosen theoretical framework and themes. The thematic analysis is appropriate for this study since the study aimed at understanding context and experiences of participants stimulated by the qualitative approach. The thematic analysis is considered to be the most effective analysis for studies that seek to discover interpretations. It also provides systematic data analysis which allows the researcher to link analysis with specific themes; thus, ensuring accuracy (Alhojailan, 2012).

1. Familiarising yourself with the data

2. Generating Initial Codes

3. Searching for themes

4. Reviewing themes

5. Defining and naming themes

6. Producing the report

*Analysis involves back and forth process through the six stages*
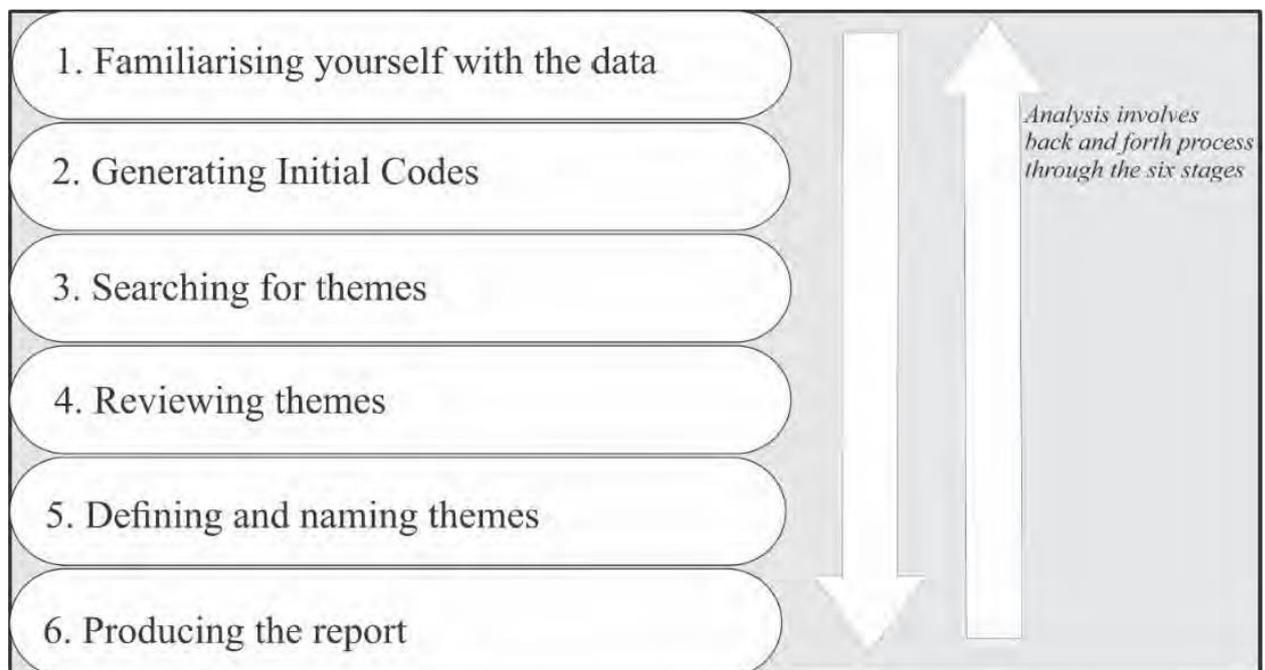
Figure 2: the process of generating themes for data analysis purposes. Adapted from Braun and Clarke (as cited in Msiza, 2016, p.41)

3.10 Trustworthiness and Authenticity

Morrow (2005) acknowledges that qualitative studies embrace quality research that is enhanced by validity, trustworthiness and authenticity. Authenticity focuses on how true and fair the findings are. According to Jones (2013) authenticity in qualitative research depends on whether the researcher has presented a clear argument. Trustworthiness focuses on truth-value and how confident a researcher can be with the truth derived from their study, which greatly considers credibility (McGloin, 2008). Baxter and Jack (2008) argue that in order to ensure trustworthiness in qualitative research the researcher has to provide enough descriptive detail for the reader, which includes clearly written research question and appropriate propositions.

It is therefore important to highlight that there are four processes of trustworthiness that were involved in this study .i.e. credibility, confirmability, dependability and transferability. According to Wildemuth (2009), **credibility** refers to adequate representation of reality of the social world under one's study. This means that in order for my study to maintain credibility I had to extend my engagement in the field of study to generate adequate data, for example the interview times were extended due to further probing. In this way, more engagement was experienced with participants of this study where further probing was involved in getting participants to respond more. Interviews were transcribed then sent back to the participants to confirm precise representation of data.

Wildemuth (2009) explains that **Confirmability** refers to when participants review data generated from a study. According to Kubheka (2016), confirmability is a process by which data generated in a study can be confirmed through consultation with participants. Furthermore, the researcher has the responsibility to link own interpretations with participants' experiences. In the context of this study, confirmability was ensured by making sure that all transcribed interviews were sent back to participants individually, to check whether what was written down was correct. All claims and interpretations were noted in the data analysis section and availed to participants so that they could review the meaning of their experiences.

According to Zuma (2016), **dependability** is the extent to which a study can generate similar results if the study is repeated in the same context using the same methods. Methods used in one study must have the ability to overlap (used in a similar way) in another study. To ensure dependability in this study, methods common in qualitative approach were used. This entailed the use of semi-structured interviews and thematic analysis applicable in other similar qualitative studies. **Transferability** refers to the extent to which the study can be applied to another context (Wildemuth, 2009). To achieve transferability, data generated from this study may be used in similar contexts of pre-service teacher' mentoring experiences. This was done by interviewing only pre-service teachers who could provide insights about their mentoring experiences. Although mentoring experiences of pre-service teachers varied according to different contexts, data generated from this study was only transferable to pre-service teachers of similar context to this study.

3.11 Ethical considerations

Ethics in research ensures that the study does not conflict with research values therefore, various ethical considerations were made. According to Kvale and Brinkmann (2009), ethical issues need to be considered throughout the duration of a study and concerns should be taken to account from the beginning of the study to the final publication. Meriam (1998) advises that all research studies should be conducted in an ethical manner for ensure validity and reliability. I had to undergo specific ethical consideration before conducting this study and thereafter abide by those ethics. Ethical issues consist of the behaviours and rules the researcher has to consider before conducting a study (Cohen, Manion & Morrison, 2007).

Before conducting this study, I ensured that consent was sought from relevant and appropriate structures of the university in which the pre-service teachers were currently studying. According to Ismail (2013) in educational research, necessary permission should be obtained from specific gatekeepers. In this study, ethical approval was granted by the Humanities and Social Sciences Research Ethics Committee -HSSREC (see appendix B). Permission letters were drafted and sent to relevant authority structures of the university. After a month, these letters together with the participants' consent letters, interview schedule and ethical clearance form with detailed scope about the study were sent to the postgraduate research office and

final ethical approval (see appendix B) was granted by the institution of higher education where the pre-service teachers were studying. Data from this study was going to be kept for a period of 5 years and thereafter be destroyed.

When working with human beings in research it is very important to seek ethical clearance from appropriate committees (Jamrozik, 2004). Furthermore, to ensure that participants were not harmed or forced to participate, I also allowed them to sign consent forms agreeing to be part of the study (see appendix A). The consent form also indicated clearly what the study was about. To protect participants from public exposure, I used pseudonyms (Dineo, Thabo, Rori, Lebo and Tumelo) in reporting the findings of the study, thereby ensuring confidentiality and anonymity. Pillay (2015) states that participants need to be protected by the researcher by ensuring their anonymity through giving them pseudonyms.

3.12 Limitations of the study

According to Simon and Goes (2013), limitations are occurrences in a study that are beyond the researcher's control and can sometimes affect the conclusion of a study. This study is limited to only five pre-service teachers' experiences of mentoring and so cannot be generalised to every pre-service teacher's experiences. It should be noted that experiences differ from context to context. However, Cafun (2012) argues that generalisation is not a major characteristic of qualitative studies. The basic aim of qualitative research is to generate deep understanding about a phenomenon. Furthermore, Cafun (2012) suggests that large scale studies with various participants from across countries could account for more generalisable findings.

3.13 Conclusion

In this chapter, I have described the research design and methodology employed in this study. In addition, the explanation and justification for using these methods was presented. The research approach, paradigm, selection of participants, data generation plan, data generation method, data analysis, ethical considerations and limitations of the study were described. This study used the interpretivist paradigm and employed semi-structured interviews as data generation method. The following chapter presents and analyses data from the study.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

The previous chapter discussed the methodology employed in this study. Data were generated using semi-structured interviews, where participants were interviewed individually by the researcher. This chapter therefore, presents and analyses the data. Samaras (2011) notes that data analysis is a process of understanding and interpreting data of a study. The purpose of this study was to explore pre-service teachers' experiences of mentoring during teaching practice. Data obtained from the semi-structured interviews were transcribed and analysed. According to Niewenhuis (2007), analysing data qualitatively uses the interpretive approach that describes data about participants' knowledge, based on the phenomenon explored and their experiences. Direct quotes from the data were used. Pseudonyms for participants were also used to protect their identities. Direct quotes from participants contain alphanumerical codes at the end that identify where precisely from the transcript the quote was taken. In this chapter, thematic analysis was used. According to Cohen, Manion and Morrison (2011), qualitative research involves making sense of data generated from participants, using themes. In addition, Braun and Clarke (2006) explain that thematic analysis is a technique used mostly by qualitative researchers to identify themes that emerge from the data generated. Thus, the theme and sub-themes captured in this study were used to analyse data in relation to research questions. The Cognitive Apprenticeship Model, as a theoretical framework, is also used in this section to unpack pre-service teachers' experiences of mentoring. One theme and seven sub-themes are discussed below.

Data in this study was generated to answer the following questions:

2. What are pre-service teachers' experiences of mentoring during teaching practice?

This question explores the experiences of pre-service teachers in schools, in relation to the following sub-questions:

- What is the relationship between the pre-service teacher and the mentor teacher?

- What learning occurred during the mentoring process? What accounts for the learning?

- What strategies did mentor teachers use to mentor the pre-service teacher?

- What are the pre-service teachers' feelings about mentorship during teaching practice? Why?

4.2 Thematic analysis of qualitative data of the study.

This section discusses participants' responses by means of a theme and sub-themes generated from the study findings. One theme was generated from the data which was then followed by seven sub-themes which resulted in a much longer discussion and analysis. In addition, the themes created linked to the research question which is unpacked by four sub-questions. The themes were created after the back and forth rigorous reading of the data.

Table 4: theme and seven sub-themes

Study title	Theme	Sub- themes
Exploring pre- service teachers' experiences of mentoring during teaching practice	Mentoring experiences of pre-service teachers.	1. Mentors readiness to have a mentee
		2. Relationship between mentor and mentee in school-based teaching
		3. Experience of learning through guided demonstration
		4. Experiences of being observed by the mentor teachers
		5. Different forms of learning experienced by mentees
		6. Challenges or benefits encountered during mentoring
		7. Pre-service teachers' overall thoughts and feelings about mentoring

4.2.1 Theme 1- Mentoring experiences of pre-service teachers

This broad theme is derived from data generated in this study, and is sub divided into seven sub-themes. These sub-themes are: mentors' readiness to have a mentee, relationship between mentor and mentee in school-based teaching, experience of learning through guided demonstration, experiences of being observed by the mentor teachers, different forms of learning experienced by mentees, challenges/benefits encountered during mentoring, and pre-service teachers' overall thoughts and feelings about mentoring. The sub-themes provide further analysis and interpretation of data.

4.2.2 Sub-theme 1- Mentors readiness to have a mentee.

This sub-theme emanated from the responses of participants in relation to their mentor's readiness to have them as mentees. The following responses were given:

Dineo shared:

> *She was definitely ready because I had come before they closed for June vacation so I came during the first day of the term. She was ready for me. (D1)*

Rori similarly added:

> *In the Coloured school, I think they were ready because I had come before time. When I was there (at school), she gave me work that I would be teaching umasengifikile (when I get to the school during teaching practice). (R5)*

Lebo and Tumelo supported the views of the other participants by saying:

Lebo*:*

> *Okay, the Technology mentor was ready because prior to the teaching practice, we were instructed to go there [practice school] just to meet the mentor and so that they can give us the resources so he was there [practice school] and he saw me. (L3)*

Tumelo*:*

> *Well, I had previously gone to the school before my practice there to I ntroduce myself to her so when I came she was expecting me. (Tu2)*

From the above responses, four out of five participants noted that their mentor teachers were ready for them as they had been introduced to them prior to teaching practice. The prior meeting meant that pre-service teachers would be expected by mentor teachers as they come before teaching practice commences for introductions. Also, a mentor teacher is assigned a pre-service teacher for mentoring by the principal of the school beforehand, hence; there should be readiness and willingness from a mentor teacher to guide the pre-service teacher when teaching practice begins. In addition, it can be noted that the readiness of mentors may stemmed from previously meeting the mentees before teaching practice commenced. When they arrived for mentoring, it was assumed that their mentors were ready for them. However, while this experience of having mentor teachers ready for them and expecting their presence for the next four weeks was a reality for most pre-service teachers, other pre-service teachers like Lebo were not fortunate enough to experience the same. Lebo was appointed two mentors, one for the Technology subject and another for Economic Management Science (EMS).

Lebo presented a rather negative and different response from the other participants when asked if she thought her mentor EMS was ready to have her as a mentee.

> *My EMS (Economic Management Science) mentor was not there, so for the technology, he was happy to see me and then the EMS arrrggggg!!!!....... She only came back the second week and I was introduced to her. (**L4**).*

When she was further probed on what her mentor did when she finally arrived at school, she explained:

Lebo…

> *(When she finally arrived on the second week of teaching practice) She just gave me the textbook and that I should do revision of the previous term and then I was the EMS teacher throughout the teaching practice. (**L5**)*

She added:

> *She just sat in her car or went out to the shopping centre near the school (**L6**).*

The sentiments shared by Lebo show that in some instances, mentor teachers are either not ready to have a mentee (pre-service teacher) or they are not willing to help or mentor a pre-service teacher acquire the experience of teaching before becoming a fully qualified teacher. This lack of readiness to assist the mentee was evident in how Lebo's mentor responded to her arrival as a pre-service teacher. What can be noted here is that Lebo's mentor did not offer her guidance from the initial encounter, and the mentee ended up teaching learners without any guidance on how to teach EMS. Even though the reason of the mentor's absence was unknown, when she finally arrived, she still did not show any willingness and readiness to mentor the pre-service teacher as she just sat in her car and left the school premises to do other things, other than mentoring the mentee.

4.2.3 Sub-theme 2 Relationship between mentor and mentee in school-based mentoring.

This sub-theme was formulated from responses about participants' relationships with their mentor teachers. Two participants felt that their relationship with their female mentor teachers was of a mother-daughter nature. Their responses are as follows:

Tumelo said:

> *I think it was mother-daughter relationship… (Sudden glow).* **(Tu4)**

> *She was really excited that one of her former students was coming to teach what she was teaching* **… (Tu2)** *.... She is the reason in the first place why I became a teacher. (smiles)* **(Tu3)**

Dineo shared a similar view:

> *it was motherly. That was the best part about her. She guided me through everything. She just had that mother love.* **(D2)**

With regards to Tumelo's experience, what emerged from her response was that the mother-daughter relationship could have come out from that fact that the mentor was excited for her former student and they knew each other very well. The excitement from the mentor meant that the mentor was happy to see her ex- student give back to the school by practicing in it. Their encounter as mentor and mentee therefore, brought about the mother-daughter relationship. Even before Tumelo chose to become a teacher she was already inspired by her teacher and this may be the reason why she chose to teach dramatic arts which was taught by her mentor. The emotions (*the sudden glow and smile*) she showed when she explained the mother-daughter relationship indicated that she was happy to have had her previous teacher as her assigned mentor and that she cherished the kind of relationship she had with her mentor. In Dineo's case, the motherly relationship could have been stimulated by the love she received from her mentor, who guided her in every step of the way throughout the teaching practice period. She, also was smiled throughout when she spoke about the motherly relationship she had with her mentor. The emotions (*smiles*) expressed by Dineo exhibit the good motherly relationship she had with her mentor. Essentially, statements by Tumelo and Dineo also indicate that they had a good and positive relationship with their mentors.

 In a similar, way when Thabo was interviewed on the relationship he had with his mentors, what emanated from his responses about the relationship with his mentor was that he also experienced good relation with his mentors as well.

Thabo:

> *I was able to go to them (mentors) whenever I had a problem with my lesson plan or had problem with the content. They would help me. (T4)*

He further added.

> *They were flexible people; people you can talk to you know. (T2)*

Thabo was mentored by both male and female mentors for his two subjects. Thabo's response shows that he communicated well with his mentors and he could rely on them whenever he needed help. Good communication is stressed by Straus et al (2009) as beneficial for both mentee and mentors. Therefore, being able to seek assistance from mentors at any time indicates that the mentor teachers availed themselves to the mentee for any form of assistance, hence the relationship was a good one. The *flexibility* of mentors showed that these mentors could attend to their mentee whenever needed. Thabo could easily approach them without fear whenever he needed help. In addition, they assisted him in various tasks such as lesson planning etc.

However, Lebo experienced an unfavourable mentoring relationship from her EMS mentor. She revealed the following…***Lebo: "The EMS mentor was …I don't know whether to say problematic, when the term started, that is, when my teaching practice started, she was not there" (L4).*** This remark by Lebo shows that some mentor teachers were not available to assist their mentees. Because at the initial stage, this mentoring relationship began with the absence of a mentor, it led to a "problematic" or misunderstood relationship**. Lebo** further alluded that when her mentor finally arrived: "*she told me I'll be taking over her class……then I was the EMS teacher throughout my teaching practice" (L5).* Her immediate classroom takeover revealed that there was not clear communication, instruction or mentoring received by the pre-service teacher from her EMS mentor, as she resumed duty immediately without being shown what to do. This experience could have left Lebo confused and discouraged about teaching and learning.

Rori was a participant in her fourth year of study who had experienced teaching practice twice; at a Black School and at a Coloured School. Hence, she separated her mentoring experiences according to racial demographics. **Rori** expressed that*:*

> *In the Black school, it was like I am done! I am done! I am not coming back unless I forgot a form or signature or something like that. (**R7**)*

She further explained that in the Black school:

> *I was mentored by a male teacher and that was very uncomfortable because he was just…no it wasn't alright (frowns). He started having an attitude of when the kids are there he would be like, guys this is Rori. (**R1**)*

Rori further explained:

> *He'd touch me. And say aah she's so young guys and she's beautiful. Yea so he was like that… It was not a good experience shame! (**R2**)*

These statements by Rori suggested that gender may also have an impact on how pre-service teachers are mentored. Responses provided by Dineo and Tumelo indicate that they had good relationships with their mentors, hence a motherly experience. However, Rori, a female pre-service teacher who was mentored by a male mentor in one of her practice schools, felt uncomfortable. Her discomfort was evidently depicted, by the way she frowned throughout her dialogue when she spoke about her male mentor. This uncomfortable experience could cause the pre-service teacher to fear their mentors and possibly inhibit them from seeking help from their mentor, thus leading to a less open mentor-mentee relationship.

Whilst this was the experience for Rori, other participants (Thabo and Lebo) attested that gender did not affect their mentoring relationship negatively despite their mentors being of the opposite sex. They did not receive any favours or experience any ill treatment due to gender.

Lebo explained (with regard to her Technology mentor):

> *Normally others would say having a male mentor is nice because he would be lenient and all of that, but then having both (genders) for me was good. They were the same, no big gap between them. (**L1**)*

When he was asked if he thought gender has an impacted on how a pre-service teacher is mentored **Thabo** said,

> *I think I'm lucky they were all the same. (**T10**)*

*They were grannies some of them so no. (**T11**).*

Nonetheless, the experiences of Lebo, Tumelo, Dineo and Thabo actually mask the effect that gender may influence mentoring relationships as it is apparent on the above discussion of sub-theme two.

4.2.4 Sub-theme 3 Experience of learning through guided demonstration

This sub-theme was created to establish the kinds of demonstrations and guidance pre-service teachers experienced during mentoring. The following response from one of the participants shows that this pre-service teacher was not guided sufficiently. **Rori** explained: *"Okay, so for Tourism in the Black school, I used to go to class and the mentor teacher would leave immediately. She would tell me this is what I want you to do, I'm marking papers, uhm…call me at the staffroom when you're done…. she would just say, tell me what to write [in the assessment paper of pre-service teachers] and I will write it because I'm busy" (**R3**).* Rori's experience indicates that her mentor did not offer any assistance, guidance or demonstration to her. Even when it came to assessing the mentee, she did not show any keenness to do so. The unavailability of the mentor suggests that she did not have time to assist her mentee and this caused a rather painful and not so educational experience for the mentee. As there were no demonstrations in this experience, Rori could have gone to class without any clear direction of how to begin teaching her subject Travel and Tourism. In this way, little or no meaningful learning could be said to have occurred during her teaching practice.

Lebo did not receive any mentoring from her assigned EMS mentor as she noted. **Lebo** *"I received guidance from the other teacher who wasn't even my mentor" (**L9**).* Her experience confirms that mentoring does not really need to be formalised; it can be done by any teacher who is experienced.

Nonetheless, some participants echoed what can be regarded as good experiences when it comes to guidance which were displayed by their mentors. According to **Thabo,** *"They (mentors) used to come to our staff room and assist us when we needed help. Even during the day, they would come… They sat down with me and told me where I lacked and I worked on it" (**T5**).*

Thabo added:

> *At first she showed me what to do, whenever I was done with something, I would show it to her, I would ask questions, and she would tell me what to do (**T9**).*

It is apparent that Thabo's mentor demonstrated to him what exactly was expected of him. This is highly advocated by Collins' (1991) Cognitive Apprenticeship Model where the mentor teacher models/ demonstrates what it is to be done by the pre-service teacher. Essentially, during this process, the pre-service teacher learns and understands expectations of his/her field.

Furthermore, on the concept of guidance, other pre-service teachers expressed that they received thorough informative guidance from their mentors. The following responses were provided:

Dineo said,

> *she gave me one lesson to go and prepare, and she told me the resources that I should use, that I should make use of teaching aids and I should involve my learners during discussions because most of the times I would just go on explaining and explaining.... She said I should stop and give an opportunity for learners to ask questions....She also came early and made sure that the class was clean... She made sure the classroom was clean so we could learn properly and she made sure homework was done. (**D4**)*

Lebo also responded:

> *It was about giving me guidance (technology mentor). He gave me guidance before I did a lesson .... He would look into my lesson plans and chart and ask me to do a mini presentation on how I will make the chart interactive in class. (**L16**).*

This ensured that Lebo went to class with confidence after she had already briefly presented her lesson to her mentor. Even though Lebo did not mention where she used to do her mini presentations, doing those mini presentations implied that she went to class more prepared because she had briefly practiced her lesson with her mentor teacher.

When **Rori** was asked about any guidance from her mentor, she explained:

*In the Coloured school, I was doing comprehension (a section in the English curriculum that has to do with understanding the main points of what has been read) with grade 8 learners …. I was reading comprehension as if I was reading to my peers…she was like 'no, awufundi kanjalo!' (You do not read in that manner), she was just like 'be alive'…. And she used to take my lesson plans and mark them (**R11**).*

It can be said that in the Coloured school, more appropriate mentoring took place. Secondly, when Rori's mentor marked her lesson plans, it may have helped her to always come prepared to teach. Her file could always be updated so she would keep up with the syllabus. These kinds of skills could also help her in her future practice. In addition, the above mentioned responses varied in terms of the aspects in which guidance was offered to pre-service teachers. However, it can be noted that these participants seemed satisfied with their mentor teachers' availability to provide guidance and assistance where needed. These experiences could assist pre-service teachers improve their practice in future and enhance their ability to teach in an advanced manner. Capturing words such as 'guidance before doing a lesson' which are expounded by Lebo, it is clear that this pre-service teacher knew beforehand what to do in class because she was shown direction on how to carry out a lesson in class by her mentor.

4.2.5 Sub-theme 4 Experiences of being observed by mentor teachers

This sub-theme was derived from pre-service teachers' responses with regards to their observation experiences. The participants were asked the following question: In your opinion, do you think the amount of time spent by mentor teachers in observing pre-service teachers' lessons is important? In what way is it important?

Tumelo explained:

*It is important because when we get observed, they [mentors] get to see how…. ikephi la u lack(a) khona (where it is that you are lacking) ikephi la ungachazisisanga khona kahle (where is it that you did not explain adequately) then explain to you at the end of that lesson and tell where you went wrong. (**Tu18**)*

Dineo echoed a closely related response and said:

*Yes it is important. Definitely, if she observes my lessons she can then come back and tell where to rectify areas of concern; that this is wrong and you should tackle this issue in this manner. I think it's very important that he or she observes then give feedback in terms... so that you can grow. (**D11**)*

Observing an apprentice (mentee or pre-service teacher) is what Collins (1991) describes as coaching in the Cognitive Apprenticeship Model, whereby the mentor teacher observes the mentee and then offers guidance. There may be guidance offered to pre-service teachers underpinned by the feedback noted from observations. Also, what emerged from Tumelo and Dineo was that, when a pre-service teacher is being observed by mentors, mentors then provide him or her with feedback about own classroom practice. Feedback is very important in the process of learning, as one is able to reflect on their own practice, and work on improving. From what was mentioned by Dineo '*rectifying areas where wrong was done*' gave the impression that the pre-service teacher was willing to learn and acknowledged the guidance she received from her mentor. The feedback from the mentor would allow the mentee not to repeat the same mistakes in the future. Also, by finding out where about you '*lack*' as stated by Tumelo, you can then understand your weakness and focus more on your strong abilities.

Again, on the notion of feedback, **Tumelo** said: *"Yes wanginikeza i-feedback(Yes, she provided me with feedback) When the end of my teaching practice approached, she told me she loved the way I was teaching ....she told me my strong points and also my weak points and she gave me suggestions on how I would work on that. She explained it verbally and also wrote it down on the document that I was to give back to the university"* (**Tu10**). From such reflection on strong and weak points of individuals, the pre-service teacher could use that feedback to strengthen her teaching. In addition, being enlightened on own weaknesses and strengths, Tumelo could evaluate herself and her teaching, and also use the advice provided by her mentor to grow in her teaching abilities.

Lebo shared that,

the technology teacher gave me pointers on the way engikhuluma ngayo (about the way I speak), and to move around while I was teaching. He filled in the form then gave me feedback...Towards the end of my teaching practice,

*learners understood me more because they were able to follow the pace I was teaching at....the other mentor asked what marks I wanted and she made me fill in the forms give her to sign where applicable (**L17**).*

In other words, there are things that one does during their teaching which he/she cannot easily identify but with the aid of a mentor, one can always improve on those actions. This observation could help improve the mentees overall teaching practice. It can be noted that Lebo had two kinds of mentors; one who offered guidance and fulfilled his duties as a mentor and another one as not keen on assisting her on anything. There was nothing tangible Lebo could say she had learnt from her one mentor, because she initially abandoned her for almost two weeks, then when it came to assessing her, she created the marks without basing them on Lebo's practice, and asked from the pre-service teacher what ratings she would like, which is not allowed. If one compares both Lebo's mentors, it shows that there was a huge gap between them. Even though they were in the same school, they had different ideas and ways of mentoring a pre-service teacher.

Lastly, Thabo and Rori also attested to have had feedback sessions with their mentors.

Thabo*:*

*Usually when they are done observing me they would give me feedback (**T6**).*

Rori*:*

*At the Coloured school, ngangifike ngifundise ngifundise ngiqede (I'd teach and teach and finish teaching) then avule I file zihambe izingane (the kids would go then he would open the file) if we had a free period we would sit and she would tell me, this is what you didn't do, this is what you should do and improve. At the Black school ngangifike ngifundise (I would teach) and then aphume yena amemeze abantu emnyango (he would go outside and call for learners) then he would give me feedback afterwards (**R18**).*

Rori, in her experience, also reflected on the feedback session with her mentor. It is noted that her mentor made time to provide her with essential feedback from the way she taught to the way she planned her work (assessing her file). One may argue that this encouraged Rori to be always up to date with her file and also to come well-

prepared to teach at school, since her mentor was very thorough with her. It is evident that these participants (Thabo, Rori, Lebo, and Tumelo) experienced feedback from their mentors after observations, which helped them reflect on their practice. The feedback based on the observation further shaped their future teaching. Again, once the pre-service teacher has assimilated the feedback their mentor teacher has provided, they can reflect and aim at improving their practice. This is when they can get a chance to explore their autonomy to identify changes in their practice. This experience of a pre-service teacher exploring their autonomous state is what Collins (1991) regarded as exploration. Exploration is when pre-service teachers solve problems and engage in other assigned activities (Creemers, 2005). The problems being solved could refer to the identified weaknesses in the pre-services teachers' classroom practice, which then would need to be attended to for improvement.

Thabo also noted:

> *at the end of second year level, the mentor needs to write a letter to the university; and if they have never observed you, it will be difficult for him to write that letter about you…so that they can see your teaching and correct you." (T17)*

Dineo:

> *She did in a formal way when she had to sign the documents from the university (D8).*

The responses by Thabo and Dineo indicate that, not only did the participants receive verbal feedback, but feedback was also written, thereby benefitting from two kinds of feedback. According to the Cognitive Apprenticeship Model discussed by Collins (1991), reflection is when the pre-service teacher reflects on their own practice. This reflection can occur right after or during the time when the pre-service teacher is offered feedback by the mentor teacher based on observations. He/she can then compare own teaching with that of the mentor teacher, to improve from their previous practice.

Whilst this was the experience of some pre-service teachers, others were having a hard time with their mentors co-operating with them to meet the demands of mentorship. Of her mentor, **Lebo** indicated that, *"She (mentor) only came to observe*

*me only when she was asked to do so by her head of department (HOD) because there were some forms that she had to fill, so she had to observe me" (**L9**).* This shows desperate conditions that other pre-service teachers had to survive under during teaching practice, where they had to beg for their mentors to observe them so they could get feedback. If a pre-service teacher has to go through such an experience for a mentor to play their role in the process of mentoring, then it paints the picture that perhaps this mentor did not acknowledge her roles and it seems as if she was lazy to do her assigned duties as a mentor.

4.2.6 Sub-theme 5: Different forms of learning experienced by mentees

One of the purposes of mentoring is for pre-service teachers to learn appropriate skills and knowledge suitable for their chosen field. It was noted that each participant learnt differently according to their experiences. The following responses were given:

Rori: *"I learnt a lot of things. I discovered my teaching style…. She had this active vibe about her that everything should be exciting… I have to be interactive, allow students to question me and I should also know my work" (**R8**).* What is apparent from this particular response is that, through the experience of mentoring during teaching practice, this pre-service teacher was able to figure her teaching method which one cannot obtain from learning theoretically. Being granted the chance to be in a real school and interact with an experienced person who shares their experiences enables a pre-service teacher to discover various skills that can be useful for his or her current and future practice. Also, having obtained a particular teaching style, s/he can make learning interesting as learners' natural inquiry is satisfied when they are given an opportunity to ask questions during classroom discussion.

Likewise, Thabo learnt skills of allowing for more learner centered pedagogy. **Thabo:** "*I learnt that you should let your students' voice out. You shouldn't be the one who is always talking" (**T7**).* Learner centered pedagogy is described by Garrett (2008) as constructive learning where knowledge is constructed by both the teacher and the learner rather than transmitted by the teacher directly. This form of pedagogy means that the teacher does not always have to be the one talking but learners should also be allowed to participate in classroom discussion. It is vital for a pre-service teacher to learn and understand learner centered pedagogy, so having a mentor teacher

is advantageous to learning such methods of teaching and many others. During mentoring, the pre-service teacher reflects on their practice and learns something.

Another form of learning that occurred to one of the pre-service teacher was classroom control. **Dineo** says, *"I learnt a lot. She taught me some class control techniques that I did not know of, and guided me from her critiques and told me to learn learners' names so that I don't confuse them" (**D3**)*. As a teacher, it is very important to have the ability to control the class and facilitate teaching and learning. Mentorship on good classroom control meant Dineo carried out her lessons according to her lesson plan without focusing more on keeping the learners quiet than delivering content.

A very crucial point was made by Tumelo on the way that a teacher prepares for their teaching prior to classroom encounter. **Tumelo** said, *"Into engiyfundile (what I learnt was) that before you teach something, you must know it and understand it and you mustn't base all your teaching on what is written in the textbook. You must go all out and find out more about the topic. Yo*u *must find different ways of teaching, find innovative ways like articles, videos for your learners to understand your topic better" (**Tu5**)*. This statement by Tumelo emphasises the need for teachers to prepare thoroughly before going to class. This in-depth preparedness can allow teaching to be drawn from various sources, thus; enhancing learning. All the above learning occurrences mentioned by Rori, Thabo, Dineo and Tumelo are part of what Collins (1991) refers to as scaffolding whereby pre-service teachers are provided with responsibilities (in this case teaching learners), thereafter mentor teacher offer guidance based on the given responsibility. This is when the learning occurs when both the mentor teacher and pre-service teacher discuss areas of concern to improve practice.

Lebo said of the mentor teacher;

> *He was there to guide and help me understand what I was doing and to have a better relationship with my learners (**L8**).*

She further explained

> *I came to teaching practice and I observed that they (mentor teachers) never used charts they just used chalkboards so I used their teaching style (using chalkboards) and I also used charts (**L20**).*

 It is important for pre-service teachers to learn something during mentoring experiences in schools because it influences the kinds of teacher they become. Samaras (2002) explains that the kind of teacher a pre-service teacher becomes is mainly based on the kind of mentoring he or she receives.

Collins (1991) sees Articulation as a feature of his model of learning- the Cognitive Apprenticeship Model, whereby the pre-service teacher articulates their independent thinking in relation to that of their mentors. Lebo explained how she infused two styles of teaching to make learning clearer and more interesting. One instrument (chalkboard usage) which she employed was taken from her mentor and the other one she came up with on her own. This shows that she had articulated her independent thinking by making use of two learning styles and not conforming to one which she learnt from her mentor teacher.

4.2.7 Sub-theme 6 Challenges or benefits encountered during mentoring

During the course of mentoring, pre-service teachers may experience some beneficial experiences. However, sometimes these may be accompanied by some challenges. This sub-theme response to data from the interviews that indicated that some of them encountered challenges during their mentoring course. Pre-service teachers were also asked of benefits encountered during mentoring. The following responses were noted.

Tumelo said,

> *I can say only one challenge. There was this teacher, also my former teacher… I offered to teach her class this one time. Okay, the class was destructive and undisciplined. I taught, the learners were quiet and listened, when she taught the class was disruptive. She then looked at me in a bad way….My mentor told me not to pay attention to what she was doing and not to focus on other things (**Tu14**).*

In this situation, the mentor teacher was not just a mentor but an advisor too, to her mentee. She was able to advise her not to pay attention to social relations with other

teachers but rather on being developed academically and professionally as a pre-service teacher. So essentially, her mentor did not only help her grow professionally, but also advised her on how to deal with matters that could affect her presence at the school.

Lebo seemed to have had continuous problems with her mentor as she explained:

> *My EMS mentor during the first week when we had to do observations, she was not there ...so I had to observe an English teacher and pretend as if she was my EMS mentor (looks down in dismay) (**L4**).*

She further explained:

> *My EMS mentor was always not there and I couldn't go to the HoD and just say my mentor has just gone AWOL (**L9**).*

For Lebo, there was an ongoing challenge whereby she obtained mentoring from other teachers other than her assigned mentor. It is evident that she struggled to receive appropriate mentoring from one of her mentor teachers during teaching practice. She therefore, missed guidance in terms of solving challenges as she was also afraid of reporting her mentor to higher structures of the school. It was very brave of her to think of observing another teacher so that she could have something to reflect and write about, observing someone teach, even though it was in another subject. As a mentee, she intended to have good problem solving skills. Lebo in her during her speech kept *looking down* in a sad way. The emotions and non-verbal actions showed by Lebo could also indicate the disappointing experience she had with one of her mentors

When ***Dineo*** was asked about any challenge encounter during mentorship she replied:

> *Yes. I definitely experienced some challenges controlling the class, I wasn't used to it and it was my first time and I had to control a class of 60-70 learners. So she taught me some techniques in terms of how to control and the manner to speak to grade seven learners (**D9**).*

The above finding presented by Dineo indicates that she experienced a challenge of classroom control. Her mentor was there to guide her on how to manage the class. The assistance Dineo received from her mentor regarding classroom control shows

that the mentor was able to do her duty as a mentor and guide her. Unlike Lebo's experience, she did not have to find solutions on her own but she had someone to lean on whenever she needed help. It clear that pre-service teachers experienced different challenges, to which some received assistance from their mentor to overcome the challenge, others did not receive assistance as they were abandoned by their very own mentors as was experienced by Lebo. Nonetheless, these challenges could have prepared them for their next practice and they would possibly know how to deal with these particular issues.

When participants were asked about the benefits received during mentoring, the following were their responses:

Tumelo explained:

> *Whatever lesson you prepare, you must show it to your mentor and see how they suggest ways that you can improve that lesson plan and how you present that lesson plan to your next class…. Basically (with mentoring), you can improve what you've done (**Tu8**).*

Here, Tumelo seemed to have learnt to improve her practice. A teacher can always do better than their previous lesson. Mentoring during teaching practice provides pre-service teachers with the platform to improve their teaching.

On a similar note, **Lebo** explained:

> *Being mentored makes you know more about what you do. You have someone to help uma unenkinga (if you encounter any problem)…. Apparently, I talk too fast and my mentor teacher told me that, so if I hadn't done teaching practice, I would have continued talking fast while I am teaching (**L14**).*

Lebo's response indicates that to her, mentoring offered her a chance to reflect on her weaknesses in which she tried to improve in. She further outlined: *"having a mentor teacher helped because I now know I have to teach at a slower pace" (**L15**).* Through mentoring, she then got a chance to improve her teaching pace to suit learners' understanding during her lessons. In addition, even in future she will know that when she teaches, she will need to teach at a slower pace that learners understand better.

Although she naturally talked fast, she had to adjust and adapt the way she talked and taught to accommodate learners.

Lastly, Rori spoke of content learnt by pupils in schools. She noted that content learnt in university by pre-service teachers was slightly different from that used by the schools. It is therefore, important for pre-service to be exposed to the kind of content that is actually taught in schools to familiarise themselves with it.

Rori remarked:

> *Thing is the university is too theoretical whereas when you get there (in schools) the situation is different (R15).*

She further noted that,

> *besides helping find i-teaching yakho (discovering your teaching style), mentors introduce new content which we do not study here at university. They also demonstrate methods to use for every different class (R13).*

Similarly, **Thabo** said, *"We go to different schools so we learn different ways of teaching"*. Thabo suggests that through mentoring in schools there are various teaching methods that are acquired by pre-service teachers which the can apply to different learners. Yayli (2008) discusses that pairing up pre-service teachers with successful experienced teachers in schools, results in positively influenced teachers.

4.2.8 Sub-theme 7 Pre-service teachers' overall thoughts and feelings about mentoring

This sub-theme was created from participants' responses based on their feelings towards mentoring and what they thought were the core elements of successful mentoring. What emerged from the responses was that four out of five participants noted that for mentoring to be successful, both mentors and mentees should respect each other. Along with the notion of respect, three participants highlighted communication as important for mentoring to be successful. The following responses were noted:

Rori explained that,

*Mentee and mentor should respect each other, I'm a learner you're a teacher, we have boundaries, and we work together. There's a line yokuthi siyahloniphana (that we respect each other) because you've been where I am (**R24**).*

Lebo said,

*Also respect and a healthy relationship and to know your place ...mutual respect (**L21**).*

Dineo supported Rori and Lebo's statement by commenting:

*respect and being able to share, allow for successful mentoring (**D11**).*

Tumelo;

*What's needed in a mentoring relationship is respect and being able to understand each other. Kufanele sikwazi ukuxoxisana (be able to communicate) si bond (be able to bond) and build this relationship enothando, ene care (with love and care) (**Tu 17**).*

Thabo:

*I think it is communication and time part. A mentor should give a mentee time and a mentee should allow time for the mentor. The more you have time for each other, the more you communicate (**T16**).*

In a relationship where there is mutual respect and open communication, there are less chances of conflict and misunderstanding. Hence it is important for both pre-service teachers and mentor teacher to respect each other and communicate well. In other words, respect means you understand, listen and communicate professionally with the other person in such a way that no one feels inferior and fearful in the relationship. Respect, in this regard, could also mean one acknowledges their duties and those of the others as well. In that way, there will be no one stepping on each other. Allowing time for each other as mentor and mentee as alluded by Thabo shows that both parties are willing to work with each other.

When participants were asked to elaborate on how they felt about the overall mentoring phenomenon, these responses were noted.

Rori indicated that

> *Mentoring is needed because teaching is hands on. You need to practice it.*
> *You can't go there and fumble and not make sense. Theory is not enough.*
> *Some of it iya applaya ezikoleni (applicable in schools) some of it doesn't.*
> *Through practice, you find a way to apply it in the classroom (R22).*

Similarly, *Thabo* explained:

> *I think mentoring is necessary because here at university you are only taught*
> *the content part but at schools we are taught the practical part (T18).*

Both these two participants agree that theoretical studies learnt in university is not sufficient to prepare them for teaching practically in schools, hence the need for mentoring during teaching practice which allows pre-service teachers to undergo the practical component which enhances their studies. This means that by undergoing mentoring, pre-service teachers are groomed and are exposed to what occurs in schools, to prepare them for future practice. The comments by Rori and Thabo also show how much they value mentoring as they learn certain practical skills that they will need for future practice. What these two participants did not acknowledge is what was discussed by Nguyen (2014) that there is a link between theory and practice, whereby pre-service teachers can practice teaching using their prior knowledge learnt at university. Essentially, knowledge leant in universities and practice in school are not completely separate entities, however, both can be done in an integrated way.

Dineo:

> *Mentorship is good. We need mentors because I can't just go out there and*
> *start teaching learners while I've only just started my teaching degree. I need*
> *guidance… You gain some experience before you go and finish your degree*
> *and apply (D14).*

Dineo stressed the idea of guidance. It is noted that guidance is needed for inexperienced individuals as it provides direction on how things are done in that particular field. Her response also shows that mentoring is a need for pre-service teachers as it helps them become equipped for teaching.

Tumelo noted that mentoring is important since a pre-service teacher can always learn to improve in their practice. ***Tumelo*** said, ***"Mentoring is very important because a mentee learns where they went wrong and how they can improve. They gain pointers from their mentors on how to approach certain topic and how to use various resources in their teaching" (Tu18).*** Improvement is important for individuals to grow in their practice as they would not repeat the same mistakes but look for better ways to teach learners. Essentially, what Tumelo meant was that, it is not easy to improve without identifying the wrong in practice, hence, mentoring during teaching practice provides a platform for pre-service teachers to practice, do wrong (possibly), learn from their mistakes and improve.

4.3 Conclusion

This chapter drew from semi-structured interview responses obtained from five participants of this study. One theme and seven sub-themes emerged from data and were discussed in this chapter. Data from participants' quotes were analysed and interpreted using themes and sub-themes. Moreover, it was outlined in this chapter that the participants had some similarities in their experiences of mentoring even though they practiced in different schools. However, some experiences were unique to each individual. It was also vivid that four of five participants commonly understood the core elements of successful mentorship as having respect and good communication. This understanding then indicated that when pre-service teachers went for teaching practice mentoring, they had an idea about the relationship between a mentor and a mentee. The next chapter has summary of study findings and recommendations and conclusion.

CHAPTER 5

SUMMARY, RECOMMENDATIONS, IMPLICATION OF THE STUDY AND CONCLUSION

5.1 Introduction

The study aimed at exploring pre-service teachers' experiences of mentoring during teaching practice. It intended to understand the mentoring experiences of five pre-service teachers during their teaching practice. The previous chapter presented, analysed and interpreted data from this study. This chapter provides a summary of the data gathered in this study. The summary of the study is outlined according to the main research questions. This is to ensure that the initial research question and its sub-questions were addressed by the findings of this study. Following the summary is an outline of five recommendations for this study, implications of this study to policy, practice and future research, and a conclusion.

5.2 Summary

The summary of this study is outlined according to the main research question. One main research question was created, followed by four sub-questions. The data generated from this study aimed at answering the main research question as well as the four sub-questions. The following section summarises the main findings of the study by referring to the main research question and sub-questions.

5.2.1 What are pre-service teachers' experiences of mentoring during teaching practice?

The experiences of each pre-service teacher varied according to the schools they were deployed to. The learning experiences indicated by participants suggested that no pre-service teacher learnt the same thing. They each individually learnt different things in their respective schools. Nonetheless, there were similarities in some of their experiences. These similarities included pre-service teachers being observed by their mentors. On this experience, four out of five pre-service teachers (Dineo, Thabo, Tumelo and Rori) indicated that their mentors observed their teaching and provided them with feedback about their teaching. Each participant also explained similarly,

that observations by their mentors was important as it helped them improve their practice. More details on pre-service teachers' experiences of mentoring are given in the subsequent sub-questions.

5.2.2 What is the relationship between the pre-service teacher and the mentor teacher?

In this study, it was discovered that two participants similarly felt that their relationship with their female mentor teachers was of a motherly/ mother-daughter nature. Various factors contributed to this motherly relationship between the mentees and their mentors. This motherly/ mother and daughter relationship occurred in different ways for the two pre-service teachers (Tumelo and Dineo). For example, Tumelo's mother and daughter relationship was stimulated by being a former learner of her mentor. Dineo however, experienced the motherly relationship triggered by how her mentor treated her throughout her teaching practice (*as her own daughter*, *with love*), by the way she made time for her and guided her throughout the mentorship process.

Thabo added that he had a good relationship with both his mentors who were male and female as he could easily communicate with them. He furthermore noted that they were approachable and he could go to them whenever he needed assistance. It was rather fulfilling to note that some pre-service teachers experienced healthy relationships with their mentors which allowed them to learn effectively and grow in their practices. This is the kind of positive mentoring noted by Hudson (2016), which is essential for the development of mentees during their teaching practice. One of the participant (Lebo) felt that she did not have a relationship with one of her mentors as the mentor was not available most of the times. Lebo explained from her experience that her mentor was absent for two weeks, and when she arrived, they still did not communicate well with each other. Mentoring relationships between pre-service teachers and their mentors were not similar depending on experiences. For some pre-service teachers, the relationships were good but for others, they were not.

5.2.3 What learning occurred during the mentoring process? What accounts for the learning?

From the findings of the study, what emerged was that pre-service teachers experienced different learning occurrences since they went to different schools and were mentored by different mentors. Rori for example, through mentorship, discovered a teaching style which was participatory learning. Participatory learning is when a teacher involves learners during the lesson and allows them to participate in different classroom activities. She adopted this style from the way her mentor mentored and demonstrated teaching to her. Thabo similarly learnt to use learner centered pedagogy whereby the teacher involved learners in classroom discussion and learning. As a teacher, it is vital to acknowledge different styles of teaching so that one can use these style for different learners. In line with the idea of acquiring teaching styles, Felder and Brent (2005) note that learners assimilate knowledge differently hence, as a teacher, it is important to know and use different teaching styles on different learners so that they understand what is delivered to them. Another fundamental learning took place for Tumelo who indicated having learnt thorough preparation for a lesson without depending on only one source for information. She explained that a teacher should go all out to find information using either a library, internet or the textbook. Tumelo's explanation indicates that she did not go astray to what John (2006) discussed, that teachers should select appropriate knowledge using different resources to plan for their organised lesson.

Lebo explained how she infused her mentors' resources with her resources as instruments for teaching and learning. She initiated the use of charts which she learnt at university with the usage of the chalkboard which she adopted from her mentor as teaching aids. Here, Lebo articulated her thinking about the use of different resources during learning against her mentor's. In the Cognitive Apprenticeship Model, Collins (1991) explains this as Articulation, where the pre-service teacher shows her independent thinking in relation to their mentor's thinking. In this case, Lebo acted upon her thoughts and did not neglect her mentor teacher's way of teaching using the chalkboard. She also used it with the charts that she came up with herself, without her mentor having to tell her.

Dineo alluded to have learnt how to control the classroom as she did not know how to do on her first teaching practice. It has been identified by Bondy, Ross, Gallingane and Hambacher (2007) in their qualitative study about mentoring, that teachers' major concern was classroom control which still needed attention. In this study, Dineo similarly indicated to having issues with controlling the class as it consisted of a large of number of learners. Her mentor then taught her different techniques on classroom control and management. She needed this so that she could teach her lessons without disruptions and control the large of learners she was exposed to at that particular school. Mundschenk, Miner and Nastally (2011), in their qualitative study on guidance for first time teachers, revealed that one of the primary tools to effective classroom control for pre-service and novice teachers is guidance from a mentor. In this study, it was evident that Dineo did receive guidance from her mentor on how to control her classroom so that she could teach in a conducive environment. Once a teacher cannot control their classroom, it leads to total chaos and minimal learning can be achieved (Huth, 2015). Although learning experiences were unique to each individual, they were, however, all important skills needed in the teaching profession.

5.2.4 What strategies did mentor teachers use to mentor pre-service teachers?

During the mentoring process, pre-service teachers explained that their mentors observed them during some lessons. Others indicated that their mentors demonstrated to them what is expected during lessons and teaching. Therefore, observations, feedback and guidance could be offered by the mentor to their mentee. Thabo and Dineo similarly explained that their mentor teachers provided them with feedback about their classroom practice after observing them. Dineo elaborated that the feedback allowed her to rectify certain errors so that she would not repeat them in future. Tumelo also stated that her mentor observed her and explained to her where she lacked, thus; she was able to work on that. Lebo also explained that her Technology mentor mentored her in similar way as Tumelo's mentor; that he provided her with verbal and written feedback. Lebo further explained that her mentor sat down with her to discuss her lesson planning to the extent of doing a mini presentation of what she would teach. Rori indicated that her mentor teacher at the Coloured school used to mark her lesson plans and checked her file every day. Her mentor also provided her with a detailed critique of her lessons. The constant

monitoring from her mentor ensured that she always came prepared to school and performed to the best of her abilities.

Rori said that her mentor at the Black school did not mentor her in any way as she (Rori) resumed duty the day she came for teaching practice. Rori further alluded that her mentor indicated she was busy marking. Lebo shared similar sentiments that her EMS mentor was a bit problematic as she (mentor) did not guide her on anything which resulted in her seeking guidance from another teacher who was not her mentor. Thabo and Dineo similarly indicated, in their individual interviews, that their mentor demonstrated to them what was expected of them and they followed on those similar patterns.

5.2.5 What are the pre-service teacher's feelings about mentorship during teaching practice? Why?

As important as mentoring can be, people may have different feelings about it. Therefore, in this study, four out of five participants explained that for mentorship to be successful, both mentors and mentees should respect each other to work effectively. In addition, along with the notion of respect, three participants also elaborated on communication being important for mentoring to be successful. Thabo and Rori explained that theoretical studies learnt in university were not enough to prepare pre-service teachers for teaching practically in schools, hence, the need for mentorship during teaching practice to allow pre-service teachers to undergo the practical component to enhance their teaching. The sentiments shared by Thabo and Rori showed that they valued mentoring and perhaps felt it should be a continuously implemented programme. Other participants (Dineo, Lebo and Tumelo) also indicated that mentorship was a good and important process as it equipped them to become better teachers.

5.3 Recommendations

Mentoring is an important process in the development of a pre-service teachers in their envisaged career. Therefore, constant improvement of the programme is essential. The improvement is drawn from recommendations put forward by various stakeholders in education such as teachers, educational researchers and policy makers.

From the findings of this study about pre-service teachers' experiences of mentoring, five recommendations for mentorship are proffered.

5.3.1 Recommendation one: *Formal meeting and introduction*

Before teaching practice commences, the pre-service teacher and mentor teacher should meet in a formal meeting in the presence of a principal or any official person to formally introduce the mentor to a mentee. In that way, the seriousness of the mentorship programme can be enforced.

5.3.2 Recommendation two: *familiarise mentors and mentees with duties of mentoring*

 Mentors need to undergo mentoring workshop to equip them on how to mentor pre-service teachers. In addition, pre-service teachers in their respective institutions could undergo a similar programme before teaching practice commences. This may help eliminate the conflict of duties between mentor and mentee. Maphosa et al. (2007) suggest that mentor teachers be continuously empowered through workshops on how to work effectively guiding and leading mentees. Gagen and Bowie (2005) further explain that mentors who are trained through workshops increase the quality of mentoring effectively.

5.3.3 Recommendation three: *Report platform*

In this study, while some pre-service teachers pointed out that their mentors were supportive and always willing to share valuable skills, advice, knowledge and guidance, others faced challenges of being abandoned and receiving minimal guidance from their mentors. Scholars such as Marais and Meier (2004) and Mavhunga (2004) concur that in their qualitative studies, pre-service teachers indicated having experienced having mentors that are unwilling to help, lacked competence to enhance learning experiences and were unaware of their roles thus ineffectively mentoring them. Therefore, this study suggests that there be a platform for pre-service teachers to report their mentors in case of any ill treatment received from their mentors. This may help a mentee to be assigned to another mentor or even change the practice school to avoid such experiences.

5.3.4 Recommendation four: *Extending time for mentoring*

Mentoring which occurs during teaching practice is allocated insufficient time (four weeks per year) as indicated by Thabo and Tumelo in this study. Hence a pre-service teacher may not have enough time to grasp some important skills. As they get used to the context, it is usually the time when they are supposed to leave. This study therefore, suggests that teaching practice duration be increased to at least six weeks or more. This may enhance the relationships between mentors and mentees as they will have more time to work with each other.

5.3.5 Recommendation five: *Teacher-scholar collaboration on mentoring*

Teachers can involve themselves in issues that affect their schools and the curriculum. For example, teachers can research more on mentoring as a process, through higher degree studies such as honours, masters and PhD in education. Alternatively, both teachers and scholars (educational professors and educational researchers) can work together sharing and implementing ideas that may better the mentoring process.

5.4 Implications for the study

5.4.1 Implication for policy

It has been noted from this study that pre-service teachers experienced mentoring in different ways, in their schools and from mentors assigned to them. It is then suggested that, in the implementation of teaching practice, both mentors and mentees are guided by a particular policy. A policy from the institution of higher education that trains pre-service teachers to become professional teachers must be formulated to guide both pre-service teachers and mentor teachers during teaching practice, so that they can be aware of their duties. On the first day of teaching practice, this policy can be provided to both mentor and mentee to go through it together, to avoid issues that may occur during mentoring.

5.4.2 Implication for practice

The main aim of this study was to explore pre-service teachers' experiences of mentoring during teaching practice. The study interviewed five pre-service teachers (semi-structured) at a particular institution of higher education. The experiences of these pre-service teachers were presented, analysed, interpreted and understood.

However, it is suggested that after pre-service teachers come back from their teaching practice, their respective institutions employ a programme that will allow them to provide in-depth feedback about their mentoring experiences. A study by Pillay (2015) similarly suggests that after teaching practice, universities should have feedback sessions with pre-service teachers and information from the feedback be relayed back to mentors for betterment of future practices. In that way, the institution can take a decision after evaluating pre-service teachers' feedback on whether to continue working with that particular school and mentor to train their students. This can be done to safeguard the mentoring process. The institutions can ensure that their partnership is only with those schools who adhere to policy.

5.4.3 Implication for future research

As discussed in Chapter 3 on the limitations of the study, further research is necessary to explore the experiences of mentorship during teaching practice. It should be noted that this was a small Master's degree study that only consisted of five participants in the Pinetown area. More research should be done on mentoring of pre-service teachers using more participants. In addition, more research should also be done in-depth in others areas of South Africa, not only in the Pinetown area. More research is needed, not only for masters studies, but also for publications and PhD studies. It will potentially assist in generation of more insight about experiences of mentorship during teaching practice. This insight would allow more scaffolding on the phenomenon of mentoring and more understanding regarding the process.

5.5 Conclusion

The purpose of the study was to explore pre-service teachers' experiences of mentoring during teaching practice. The interest was to find out what mentoring experience pre-service teachers had during their teaching practice, in terms of their learning occurrences, relationships with their mentors and their overall feelings about the mentoring programme. The findings of the study indicated that pre-service teachers felt that mentoring was important in preparing them to become qualified, professional teachers. It also exposed them to the practical teaching in which they could contextualise and practice the theoretical studies learnt at university, with real life pupils. Some pre-service teachers indicated having enjoyed and learnt numerous skills and others experienced challenges which they had to act upon on their own

without sufficient mentorship received. This study concluded with five recommendations with the hope that the recommendation may aid improve the mentoring process.

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Appendix A

Information Sheet and Consent to Participate in Research

Date: 20 February 2017

Dear Sir/ Madam

My name is Lerato Hlengiwe Sokhulu from University of KwaZulu-Natal (Edgewood campus) in South Africa. I am a coursework Master's degree candidate. My email address is 211518808@stu.ukzn.ac.za or leratorocks@gmail.com. My contact number is 0787174899 and I reside at Inanda in northern outskirts of Durban.

You are being invited to consider participating in a study that involves research on pre-service teachers' experiences of mentoring during teaching practice. The aim and purpose of this research is to gain an in depth understanding about the phenomenon of mentorship. The study is expected to select five participants from a particular university. It will involve the following procedures: interviewing these participants as acquisition of data. The duration of your participation, if you choose to participate and remain in the study, is expected to be two months. The study is funded by myself as a masters student due to lack of sponsorship.

The study may involve only one discomfort; lengthy interview that may consume time. I hope that the study will lead to the following benefits: develop pre-service teachers' knowledge about mentorship and the relationship they have with their mentors, enhance constructive learning between mentor and pre-service teachers that will be derived from the understanding of the roles that both parties should play.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number **HSS/0327/017M**).

In the event of any problems or concerns/questions, you may contact the researcher at 0787174899 and email 211518808@stu.ukzn.ac.za / leratorocks@gmail.com or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows: Research Office, Westville Campus

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You may also feel free to contact my supervisor at 0312603357 and/ or Nzimandem2@ukzn.ac.za

Please note that participation in this research is entirely voluntary and participants are allowed to withdraw at any point if they wish to do so. Moreover, no penalties will incur in any withdrawals done by participants. There will be no costs that participants will have to incur for participation in the study. Furthermore, no incentives will be provided to participants for their participation in the study. The following steps will be employed to ensure confidentiality of participants: the use of pseudonyms and anonymity of context of the study. Participants are entitled to review the data of audio records and transcripts for feedback and precision purposes. All data derived from the study will be kept safely in the supervisor's office in a coded computer. After a period of five years, data will be shredded and destroyed to ensure no further usage.

CONSENT

I _____ have been informed about the study entitled: **Pre-service teachers experiences of mentoring during teaching practice** by **Lerato Hlengiwe Sokhulu**

I understand the purpose and procedures of the study.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at leratorocks@gmail.com or 0787174899

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact: Dr Nzimande at Nzimandem2@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview   YES / NO

Signature of Participant   **Date**

Appendix B

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

12 April 2017

Ms Lerato Hlengiwe Sokhulu (211518808)
School of Education
Edgewood Campus

Dear Ms Sokhulu,

Protocol reference number: HSS/0327/017M
Project title: Pre-service teachers' experiences of mentoring during teaching **practice**

Approval notification – Expedited Application
In response to your application received on 04 April 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Nomkhosi Nzimande
cc Academic Leader: Dr SB Khoza
cc School Admin: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee
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Website: www.ukzn.ac.za
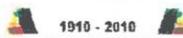
1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE
Founding Campuses: ▬ Edgewood   ▬ Howard College   ▬ Medical School   ▬ Pietermaritzburg   ▬ Westville

Appendix C

<u>Interview schedule</u>

I will introduce myself

I will thank the participant for agreeing to be part of the study; and then I will explain the purpose of the research which is to understand the pre-service teachers' experiences of mentoring during teaching practice and I will ask the participant to sign the consent form. I will also remind the participants that their participation is voluntary and they can withdraw anytime whenever they wish to do so.

<u>Major research question</u>

There is only **one** major research question which is followed by four sub questions to help answer the critical research question.

1. **What are pre-service teachers' experiences of mentoring during teaching practice? Why?**

This question explores the experiences of pre-service teachers in schools in relation to the following sub- questions

Sub-questions

- What is the relationship between the pre-service teacher and the mentor teacher?

- What learning occurred during the mentoring process? Why?

- What strategies did mentor teachers use to mentor the pre-service teacher?

- What are the pre-service teacher's feelings about mentorship during teaching practice? Why

_____

<u>Interview questions</u>

Warm up questions

- In which year of study are you in?

- What kind of schools have you attended during your teaching practice?

   How was your experience in these schools?

- What are your major subjects?

In relation to sub question 1.1 -What is the relationship between the pre-service teacher and the mentor teacher?

- 1.1.1 Was your mentor teacher a male or a female?

- 1.1.2 Do you feel your mentor teacher was ready to have you as a mentee? Explain

  - o 1.1.3 What was his/ her reaction when you were introduced to them as a mentee?

  - o 1.1.4 Explain how was your relationship with your mentor teacher afterwards?

In relation to sub question 1.2 -What learning occurred during the mentoring process? What accounts for the learning?

1.2.1 From engaging with the mentor teacher/s during teaching practice, what kind of learning would you say occurred to you as a pre-service teacher?

1.2.2 Can you recall incident/s whereby your mentor teacher offered guidance to you as a pre-service teacher? What kind of guidance was it?

1.2.3 What do think the benefits of mentoring are to a mentee? Do you think you received?

In relation to sub question 1.3- What strategies did mentor teachers use to mentor the pre-service teacher?

1.3.1 How did the mentor teacher assist you to ensure learning took place constructively in class?

1.3.2 Did the mentor teacher provide you with feedback of your classroom practice and support? Explain you answer

1.3.3 Have you ever encountered any challenges during teaching practice and how did your mentor assist you to overcome them?

1.3.4 Explain what do you think are the roles of a pre-service teacher and mentor teacher during teaching practice?

-

In relation to sub question 1.4 **-What are the pre-service teacher's feelings about mentorship during teaching practice? Why?**

1.9.1 In your opinion, what do you think are elements of successful mentoring relationship?

1.9.2 In your opinion, do you think the amount of time spent by mentor teachers in observing pre-service teachers' lessons is important? in what way

1.4.4 What are your feelings about the overall mentorship experience during teaching practice? Explain your feelings about the teaching practice as a module.

-

****Thank you for your time. ***

Appendix D

SOL P L A A T J E

UNIVERSITY
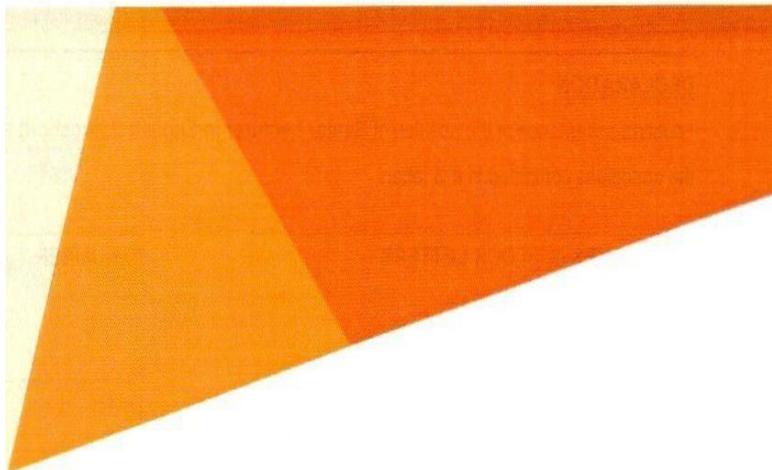
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10 February 2018

TO WHOM IT MAY CONCERN

I hereby confirm that I have proof read and edited the following Master's thesis using
Windows 'Tracking' System to reflect my comments and suggested corrections for the author(s) to action:

Exploring pre-service teachers' experiences of mentoring during teaching practice
 By
Lerato Hlengiwe Sokhulu

Although the greatest care was taken in the editing of this document, the final responsibility for the product rests
with the author.

Sincerely

10.02.2018
SIGNATURE   DATE

Appendix E- turnitin certificate