

# **MENTORS' PERCEPTIONS OF THEIR ROLE IN MENTORING STUDENT TEACHERS**

**NONTOBEKO PRUDENCE KHUMALO**

**MENTORS' PERCEPTIONS OF THEIR ROLE IN MENTORING STUDENT  
TEACHERS**

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**A mini-dissertation submitted in fulfilment of the requirements for the degree of**

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**22 OCTOBER 2014**

### ORIGINALITY DECLARATION

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I acknowledge that I have read and understood the University's policies and rules applicable to postgraduate research, and I certify that I have, to the best of my knowledge and belief, complied with their requirements.

In particular, I confirm that I have obtained an ethical clearance certificate for my research Certificate Number UZREC 171110-030 PGM 2012/20 and that I have complied with the conditions set out in that certificate.

I further certify that this mini-dissertation is original, and that the material has not been published elsewhere, or submitted, either in whole or in part, for a degree at this or any other university.

I declare that this mini-dissertation is, save for the supervisory guidance received, the product of my own work and effort. I have, to the best of my knowledge and belief, complied with the University's Plagiarism Policy, and acknowledged all sources of information in line with normal academic conventions.

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<b>Date</b>	22 October 2014

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## DEDICATION

*To my mother, Rebecca Duduzile Sithole,  
and my three beautiful daughters, Nontokoza, Oyama  
and Nomnotho.*

## ABSTRACT

The purpose of this study was to investigate the role of senior teachers in mentoring student teachers. The first aim was to investigate the perceptions of the mentors when mentoring student teachers. The second aim was to establish whether certain mentors' characteristics influence their perceptions when mentoring student teachers. The third and final aim was to determine whether there is any association among ranks assigned by senior teachers to ten mentoring activities.

A questionnaire was designed and administered to achieve these aims. It was validated by means of factor analysis (FA), and administered as a pilot to a sample of fifty mentors.

Fifty-eight percent per cent (58%) of the educators were found to have positive perceptions towards mentoring student teachers. This leads to the conclusion that senior teachers like to mentor student teachers. The difference between those who hold positive (58%) and negative (42%) perceptions is statistically significant.

Results also illustrated that the variables of gender, qualification and phase of specialisation have no influence on senior teachers' perceptions towards mentoring student teachers. Years of teaching experience of senior teachers were, however, found to have significant influence on their perceptions of mentoring. Teachers with more than 13 years of teaching experience were found to be more positive towards mentoring compared to those with fewer years of experience.

The last aim was found to be significant after Kendall's  $W^a$  Coefficient of Concordance was applied to establish the association. The agreement of the mentors with reference to the ranks assigned to mentoring practices suggests that there was a strong agreement among mentors regarding the relative importance of the ten mentoring practices.

Finally, the findings were discussed in relation to relevant literature reviewed, and interpreted within the framework of mentoring in teacher education. Suggestions were made with regard to the need to train senior teachers in mentoring student teachers. More important is that teachers with more years of teaching experience can be used in evaluating student teachers because of their attitude and experience in the teaching profession. This could lessen the load on lecturers when it comes to travelling long distance to evaluate student teachers.

## TABLE OF CONTENTS

DESCRIPTION	PAGES
DECLARATION	(i)
ACKNOWLEDGEMENTS	(ii)
DEDICATION	(iii)
ABSTRACT	(iv, v)
TABLE OF CONTENTS	(vi, vii)
ANNEXURES	(viii)
LIST OF TABLES	(ix)
<b>CHAPTER ONE: MOTIVATION OF THE STUDY</b>	
1.1 Introduction	1
1.2 Statement of the problem	5
1.3 Objectives of the study	6
1.4 Formulation of hypotheses	6
1.5 Operational definition of terms	7
1.6 Research methodology	7
1.6.1 Research design	7
1.6.2 Method of sampling	8
1.6.3 Method of data collection	8
1.6.4 Procedures for the administration of the research instrument, control of confounding variables and ethical compliance	9
1.6.5 Method of data analysis	9
1.7 Plan of the study	10
<b>CHAPTER TWO: LITERATURE REVIEW</b>	
2.1 Introduction	11
2.2 Studies on the views of senior teachers in mentoring student teachers	12
2.3 Studies on the relationship between mentors' characteristics and their perceptions on mentoring	18
2.4 Studies on practices of the mentors in preparing student teachers	23
2.5 Conclusion	31
<b>CHAPTER THREE: METHODOLOGY</b>	
3.1 Introduction	39
3.2 Research design	39
3.3 Study sample	40
3.4 Research instrument	40
3.4.1 Nature	40
3.4.2 Scoring	42
3.5 Pilot study/Run	42
3.5.1 Administration of the instrument	42
3.5.2 Scoring of the instrument	43

3.5.3	Entering of data into the spreadsheet	44
3.6	Establishing validity and reliability of the instrument	44
3.7	Scoring of the instrument for the main study	50
3.8	Conclusion	50
<b>CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA</b>		
4.1	Introduction	51
4.2	The final study sample	51
4.3	Reiteration of the hypothesis	52
4.4	Results of the final study	52
4.5	Conclusion	59
<b>CHAPTER FIVE: SUMMARY AND DISCUSSION OF FINDINGS</b>		
5.1	Introduction	60
5.2	Research questions	60
5.3	The hypothesis	60
5.4	Methodology of the study	61
5.5	Findings	62
5.6	Implications in education	65
5.7	Limitation of the study	66
5.8	Recommendations	66
5.9	Avenues for future research	67
5.10	Conclusion	68
	References	69
	Annexures	78

## **ANNEXURES**

ANNEXURE A	Request for permission to conduct research	79
ANNEXURE B	Reply from the Department of Education (KZN)	85
ANNEXURE C	Letter of consent	87
ANNEXURE D	Ethical Clearance Certificate	90
ANNEXURE E	Pilot questionnaire	93
ANNEXURE F	Final Questionnaire	97
ANNEXURE G	Correlation R-Matrix	101

## LIST OF TABLES

Table 2.1:	List of research studies for literature control in the review of pervious work done in this field	33
Table 3.1:	Distribution of items in the scale	42
Table 3.2:	A Likert-type ranking scale	43
Table 3.3:	Varimax Rotated Factor Matrix	46
Table 3.4:	Reliability of the instrument	50
Table 4.1:	Distribution of participants in the final study	51
Table 4.2:	Distribution of subjects along positive and negative continuum	53
Table 4.3:	Relationship between gender and perceptions of mentoring	54
Table 4.4:	Relationship between qualifications and perceptions of mentoring	55
Table 4.5:	Relationship between teaching experience and perceptions of mentoring	56
Table 4.6:	Relationship between phases of specialisation and perceptions of mentoring	57
Table 4.7:	The association among ranks assigned by senior teachers to ten statements	58

## **CHAPTER ONE**

### **1. MOTIVATION FOR THE STUDY**

#### **1.1 INTRODUCTION**

The practice teaching period is deemed as one of the important milestones in the preparation of teachers. However, when student teachers go to schools for practice teaching they find it difficult to adjust to the school environment. They find themselves faced with many challenges which include, amongst others, fitting into the school culture, learning how to manage classroom, teaching, and evaluating a diverse group of students with varied needs and abilities (Flanagan, 2006). Some other problems that are faced by student teachers include learning how to teach (Hudson, Usak, & Savran-Gencer, 2009; Tillema, Smith, & Leshem 2011), disciplining students, motivating them, relating to parents, organizing classwork and getting materials and supplies (Krull, 2005).

Ball (2000) goes on to highlight another problem faced by student teachers as that of being left on their own to integrate subject matter knowledge and pedagogy in the context of their work. The integration is fundamental to engaging in the core tasks of teaching. Unfortunately, the challenges they meet can cause them to lose sight of why they wanted to be teachers in the first place.

Practice teaching is viewed by Blanton, Berenson and Norwood (2001) as the optimal setting in which knowledge of subject matter and pedagogy come together in the making of the teacher. It is also viewed as a collaborative effort between university supervisors and host school, with the main aim of preparing student teachers for the challenges they will encounter in the school environment.

The internship field experience plays a vital role in shaping the beliefs, values and knowledge of student teachers; it is also seen as the most significant milestone in the teacher preparation programme (Russell M., & Russell J., 2011). In addition, it provides them with opportunities to collaborate with, and be actively mentored by, senior teachers.

According to Nilssen (2010), student teachers think that teaching is connected to the visible part of teaching, which concerns performance in the classroom, as a result disregarding the invisible part, which is planning. Planning on its own is a new and rather complex task for student teachers; so they need a senior teacher to assist them in it. Student teachers need to have access to the ideas and knowledge that underpins visible performance, and that is best learned in the context where it is practised, and that's where the role of senior teachers as mentors comes in. By being involved in planning with their mentors student teachers learn to internalize methods of planning and in the end are able to construct their own planning framework. Research has so far indicated that mentoring constitutes a central element in teacher training (Halai, 2006; Iancu-Haddad & Oplatka, 2009; Tang & Choi, 2005).

McKimm, Jollie and Hatter (2007) define mentoring as a protected relationship in which learning and experimentation occur through analysis, examination, re-examination and reflection on practice, situations, problems, mistakes and successes of both the mentor and the mentee, in which to identify learning opportunities and gaps. Mentoring is also described by Iancu-Haddad and Oplatka (2009) as a relationship between an experienced person and someone who is not so experienced (Hudson, et al., 2009), with the intention to nurture and provide varying degrees of mental, emotional and pedagogical support. Mentoring is thus a nurturing relationship that is based on mutual trust that leads to the development and professional growth of both the mentor and the mentee.

Krull (2005, p.147) advises that mentoring support is most effective when it is adjusted to the needs of the student teachers. Tang and Choi, 2005 affirm that without enough preparation for mentors student teachers may have experiences that do not sufficiently prepare them for the challenging years of teaching. It is also known that the more formal preparation mentors receive the more effective they become in assisting their mentees in dealing with the various challenges they are faced with in the school environment (Iancu-Haddad & Oplatka, 2009). As a result it becomes imperative for the senior teachers to spend time with student teachers in order to ensure the successful mentoring relationship which is needed to nurture student teachers into effective practitioners (Russell & Russell, 2011). Moreover, mentoring and teaching in teacher education are seen as robust forms of teacher development. Halai (2006) claims that there is unanimous enthusiasm among researchers on the value of mentoring initiatives for promoting teacher development.

In the education context, a mentor is a senior teacher with years of experience in the field. A mentee who is a student teacher develops confidence and independence during the process of mentoring, and the role of a mentor changes from one of authority to one of a guide, and eventually a colleague and friend. In a context of “educative mentoring”, the mentor assists the student teachers in interpreting student behaviour and meaning and helps them to discover how to further their own learning (Iancu-Haddad & Oplatka, 2009). Student teachers as practising educational professional need help on three different levels, professional, social, and emotional. So unless they get help from senior mentors, they will take a long time to cope on all these levels.

Senior teachers have a role to play in making the lives of student teachers better while they are at schools. Watkins (2005) points out that effective teaching is not intuitive: student teachers need to be supported and have a sense of belonging. It is critical for the student teachers to be prepared professionally so that they establish practices they will use in future settings (Grove, Strudler, & Odell, 2004). Student teachers need to be guided by knowledgeable senior teachers so as to help them to be better prepared for their future roles. To master the art of teaching requires teachers to develop a practical knowledge base, interpersonal as well as for solving problem skills that can be incorporated effectively in the process of teaching (Onchwari & Keengwe, 2009).

The benefits of using a knowledgeable colleague in supporting teacher practices are documented by various researchers. For instance, Timperley (2001) has noted that mentors are able to socialize and enskill student teachers in a demanding profession. Mentoring also shapes the beliefs and knowledge of prospective teachers (Russell & Russell, 2011). It allows for a personalized process whereby both the mentor and mentee are open to each other, allowing student teachers to tap into the extensive knowledge of experienced teacher mentors (Onchwari & Keengwe, 2009).

Nilssen (2010) states that one of the roles for senior educators is to make tacit knowledge explicit for student teachers, and help them develop a process of pedagogical thinking that is critical to being able to teach all students well. Moreover, Halai (2006) points out that the primary role of the mentor is to provide guidance and support to the student teacher who is in need of that backing. Tillema, et al. (2011) believes that the role of mentors is in the assessment of the learning of student teachers which helps them to “understand” and interpret what is required of them.

It is also considered a keystone to enhance professional learning. Mentors fulfil a wide range of functions such as observing and assisting teachers in their school environment, conducting workshop sessions, and developing new curricula (Margolin, 2009).

According to Russell and Russell (2011), mentors should display the following characteristics: firstly, willingness, commitment and enthusiasm; secondly, the ability to collaborate with adults; and lastly, the perception of teaching as a job they enjoy. Hudson, et al. (2009) reveal that mentors' attributes include being a good listener, being flexible, being able to focus on issues to enable discussion and reflection on practice, and to open up opportunities for student teachers and broaden their experience. The mentoring relationship should be characterized by honesty, openness, sensitivity, enthusiasm, sense of humour, organization, self-awareness and reflectivity (Russell & Russell, 2011).

The relationship between student teachers and their mentors during practice teaching has a significant impact on student teachers' development as successful teachers (Simpson, Hastings, & Hill, 2007). This becomes a mutual benefit for both the student teachers and mentors. Hudson, et al, (2009) contend that student teachers are leavening agents as they bring many new ideas into the senior teachers' repertoire. Many senior teachers have been highly appreciative of these endeavours.

## **1.2 STATEMENT OF THE PROBLEM**

There is no framework given to senior teachers to do their mentoring activities. Individual mentors, therefore, make use of personal frames of reference. In other words, there are as many frameworks as there are individual senior teachers.

The University of Zululand has a clear goal of what it wants to achieve with practice teaching, therefore the present study wants to investigate mentor's perceptions

It is in view of the above that this study attempts to find answers to the following critical questions:

1.2.1 What are the perceptions of senior teachers towards on mentoring student teachers?

1.2.2 Do senior teachers' biographical data influence their perceptions on mentoring student teachers?

1.2.3 Is there an agreement among ranks assigned by senior teachers to various mentoring practices?

### **1.3 OBJECTIVES OF THE STUDY**

The aims of the study are:

1.3.1 To find out the views of senior teachers about their roles in mentoring student teachers.

1.3.2 To find out whether senior teachers' biographical data influence their perceptions on mentoring. The biographical data will include gender, qualifications, years of teaching experience, and phases of specialization i.e. Foundation, Intermediate, Senior and FET

1.3.3 To establish whether there is agreement among ranks assigned by senior teachers to various mentoring practices.

### **1.4 FORMULATION OF HYPOTHESES**

1.4.1 Senior teachers hold positive attitudes towards mentoring of student teachers.

1.4.2 Senior teachers' biographical data do influence their perceptions of mentoring student teachers.

1.4.3 There is an agreement among ranks assigned by senior teachers to various practices in mentoring student teachers.

## **1.5 OPERATIONAL DEFINITION OF TERMS**

In order to avoid ambiguity in this study, the terms have been defined operationally. They are defined as follows:

### **1.5.1 Mentoring**

Mentoring will mean the process whereby the more experienced teachers supervise, coach and guide student teachers, so that they develop professionally.

### **1.5.2 Senior teachers**

A senior teacher will mean a qualified teacher who has been in the teaching profession for three years and above.

### **1.5.3 Student- teacher**

A student teacher will mean a student who is doing his or her third year at university, and goes out to practice in schools for two months during a period known as practice teaching.

## **1.6 RESEARCH METHODOLOGY**

### **1.6.1 Research design**

A descriptive research design was used. Descriptive research summarizes the current or past status of something (McMillan & Schumacher, 2010). The researcher wanted, firstly, to find out the perceptions of senior teachers on mentoring student teachers; secondly, to find out whether senior teachers' biographical data influence their perceptions of on mentoring student teachers; lastly, to establish whether there is an agreement among ranks assigned by senior teachers to various mentoring practices.

### **1.6.2 Method of sampling**

According to Cohen, Manion and Morrison (2010), purposive sampling allows researchers to handpick the cases to be included in the sample on the judgement of their typicality or possession of the particular characteristics being sought. Purposive sampling was used to select only senior teachers who have student teachers they are mentoring, and who have more than three years of teaching experience. There were 200 senior teachers who were involved in the study.

### **1.6.3 Method of data collection**

A structured questionnaire that had mainly fixed-response-format Likert type items (27) was used as the sole instrument for collecting data in this study. It was administered only to senior teachers who were mentoring student teachers from the University of Zululand. It was divided into three sections. Section A elicited demographic data of senior teachers. Section B consisted of statements intended to solicit their perceptions on mentoring student teachers, and the items required the senior teachers to indicate whether they 'strongly agree[d]', 'agree[d]', were 'unsure', 'disagree[d]' or 'strongly disagree[d]' with the statements. Section C had statements that characterized good mentoring practices, and senior teachers were expected to arrange the statements in order of importance to them.

#### **1.6.4 Procedures for the administration of the research instrument, control of confounding variables and ethical compliance**

In line with McMillan and Schumacher (2010), consideration was given to the following ethical aspects from the beginning to the conclusion of the study. The researcher was responsible for all ethical standards that were used in the conduct of the research.

Written approval was obtained before the research study from the Head of the Department of Basic Education (KZN), and the response was submitted to the University as evidence that permission had been granted. The researcher was open and honest with participants about all aspects of the study.

Informed consent was obtained from all participants, before they participated in the study. A letter of consent was sent to all participants in which the purpose of the study was explained as well as risks or discomfort that might be encountered, and which stressed that participation was voluntary. The researcher minimized potential risk to participants that could have resulted in physical or mental discomfort or harm to the participants. The researcher ensured privacy by means of anonymity, confidentiality and appropriate storing of data.

#### **1.6.5 Proposed method of data analysis**

The quantitative method of data analysis was used to analyse the participants' responses. Descriptive statistics were used to consolidate the perceptions of the participants as captured through the use of statements that were on the Likert scale.

## **1.7 PLAN OF STUDY**

The study will be organized as follows:

### **Chapter One**

Chapter One consists of motivation for the study in this field, the statement of the problem, aims of the study, hypothesis, operational definition of terms, research methodology and the plan for the organization of the whole report.

### **Chapter Two**

This chapter deals with the literature review. The researcher looked mainly at how senior teachers viewed their role as mentors, their practices and the extent to which their biographical data influence them. The aims of the study serve as subheadings.

### **Chapter Three**

This chapter details the research design and methodology of the study. The procedures for data collection and selection of the participants and the plan for data collection and analysis will also be discussed.

### **Chapter Four**

This chapter deals with presentation, analysis and interpretation of data. The hypotheses formulated in Chapter One are also tested in this chapter.

### **Chapter Five**

This chapter comprises the findings, implications, limitations and recommendations of the study, as well as avenues for future research.

## **CHAPTER TWO**

### **2. LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter comprises a review of literature on mentoring of student teachers by senior teachers during the teaching practice session. It is a worldwide phenomenon that student teachers go to schools for real experience, or to put theory into practice during their four year four-year degree at institutions of higher learning.

While in schools, student teachers are supposed to be mentored by experienced teachers. The mentoring role is not voluntary, because depending on the subject specialization of the student teacher, any qualified teacher can be required to act as a mentor. This gives rise to a number of questions, such as what perceptions do mentors hold about their role, do biographical data influence their roles, and is there agreement among the ranks assigned by mentors to various mentoring practices? The reason for this topic is that the mentors are centrally placed in the University of Zululand teaching practice model. It is therefore important to obtain their perceptions.

The study seeks to gain an in-depth understanding of mentors' perceptions, to assess the influence of biographical data in on the mentors' perceptions, and to find out if there is agreement among the ranks assigned by mentors to various mentoring practices.

## **2.2 STUDIES ON THE VIEWS OF SENIOR TEACHERS IN MENTORING STUDENT TEACHERS**

There is no one definition of mentoring in the context of teacher-education. Mentoring is often regarded as the process that entails a relationship bound by trust between two individuals in which one trusts highly in the other's competence to achieve an objective (Weinstein, 1998; Iancu-Haddad & Oplatka, 2009; Hudson, et al., 2009). In a school context, mentoring is a strong relationship between two teachers, one experienced and the other a novice. In this case a novice means a student teacher (Rickard & Banville, 2010). The mentoring relationship demonstrates that one individual has a need. In a school situation the student teacher's need is, amongst other things to learn how to teach, discipline and motivate students, relate to parents, organize classwork and obtain materials and supplies (Krull, 2005); while the mentor has to know how to teach (Gregor, Johnson, & Geroy, 1999).

The interaction between these two people, the mentor and the mentee, results in the attainment of skills to deal with work: in this instance, the student teacher will be able to teach effectively. Teaching is a complex activity (van der Linden & Koet, 2011), which is constantly challenged by the ecology of practice and handling unexpected and unfamiliar situations (Tilema, et al., 2011). Therefore it is the mentors' task to guide student teachers into uncharted territory (Weasmer & Woods, 2003), and also to develop student teachers as professionals.

The mentors are also expected to guide, coach and teach them how to reflect on their own progress (Krull, 2005). This is supported by the study of Quick and Sieborger (2005) on the perceptions of schools and students towards practice teaching, which identified mentoring and supervision as one of the practices that make a qualitative difference to school experience in the training of teachers. The mentors provide the school-based elements of the student training, so what they communicate in terms of knowledge, attitude and concepts is crucial for the profession as a whole (Wright & Bottery, 1997); and the quality of the student teaching experience depends on the efforts of the university supervisor, the mentor and the student teacher (Weasmer & Woods, 2003).

Allen and Eby (2004) make a very important observation about research on mentoring when they say that only a few studies have been based on the reports presented by the mentors themselves. It is also noted Allen and Eby (2004), that the mentor has been a “missing person” in the mentoring literature. This notion is also supported by Mukeredzi, Ndamba and Weda (2009), who put it that there were no studies which had focused on mentor perceptions in initial in-service, school-based development in distance education. Allen and Eby (2004) go on to argue that an examination of the factors that relate to mentors’ perceptions on the effectiveness of the mentoring relationship is very important; and the fact that there is a low agreement among the mentor and mentee accounts of the mentoring relationship calls for mentors’ accounts to be examined so as to get a complete understanding of their perceptions on mentoring. The data from the study were obtained from a large research project on developmental relationships in organizations. There were 391 participants in the study, but only 249 participants were retained as they had reported to had mentorship experience.

The current study focused on the views of the mentors for the same reason stated above – that most of the studies in the mentoring relationship have been written from the mentee perspective.

The study by Luneta (2006) investigated mentorship and its relevance to continuous professional development for teachers of mathematics. It is made up of the reflections of four mentor teachers as they underwent training in mentorship and teaching practicum supervision in mathematics. The findings indicated that supervision of student teachers during the teaching practicum is viewed as a source of professional development by mentor teachers themselves, but especially if they are trained in the skills of mentorship supervision and guidance of student teachers (Maphosa & Ndamba, 2012). Supervising student teachers enabled the mentors to have time to self-reflect and self-evaluate their own instructional approaches and perspectives. The mentors reported the feelings of teacher empowerment after their training; they were also able to articulate their own practice. In this study the mentors expressed a feeling of satisfaction from the sense that they were contributing to the training of others. The training of school-based mentors not only helped them in understanding their roles deeply, but also revitalized their own instructional, analytical and guidance skills.

In a study related to the above, van der Linden and Koet (2011) researched the factors that contribute towards making a mentor teacher a successful one. The research was conducted in the Netherlands, where school-based teacher training is more common and successful in teacher education. Semi-structured interviews were used to collect data from twelve participants who were mentors and had three or more years of experience, and were trained in guiding the student teachers.

Researchers contend that teaching is complex, as is the guidance of students are learning how to teach. In order to outline this complex process there is a training model that is used by the Regional Training School West Friesland (ROWF), which is a cooperation of thirteen schools and three teacher training institutes. During the training mentors are taught how to pay attention to all aspects of student teachers' development, i.e. the professional, the personal and the learning. This assertion is supported by the study by Feiman-Nemser (2003), in which she stresses that serious mentoring that is oriented towards new teacher learning is a professional practice that can be learned. She states that in order for mentors to mentor in educative ways, they need to be given opportunities that clarify their vision of good teaching, to see and analyse effective models of mentoring, to develop skills in observing and talking about teaching in analytic and non-judgmental ways, and to learn to assess new teachers' progress and their own effectiveness as mentors.

Tilema, et al., (2011) conducted a comparative qualitative study in Norway, Israel and the Netherlands which was set to find commonality in perceptions between mentors and mentees on the nature of assessment in practice teaching across the three countries. The researchers used three criteria for comparison, i.e. the standards, the practicum arrangement and the assessment. The study used questionnaires as instruments for data collection and there were 52 mentors and 74 student teachers involved in the study across the three settings. The researchers used five open queries on topics that captured a grounded view of respondents on assessment in mentoring. One of the topics was about good mentoring, and the results for this aspect across countries and groups having good conversational skills were found to be of great importance. On the topic of student benefits, both groups in the three locations seemed to agree that learning the craft in becoming a teacher, and the support given to student teachers, were most important aspects of mentoring.

The mentors, especially in Israel and the Netherlands, view their role as that of familiarizing student teachers with the school context coupled with being a role model to them. While mentors in Norway prioritized the issue of giving feedback to student teachers, the same issue was prioritized by their students' teachers and also by the Netherlands mentors. The findings were that mentoring seems to be generic in nature. Although there are differences in the structure and position of teacher education in various countries, a shared concern and outlook exists with regard to professional preparation of student teachers. From the research it is clear that it is not only possible to develop international mentor education programmes, but also to use mentors across context as there is an agreement with regard to the "what" (what to assess) and the "how" (how is done). The implication, therefore, is that there is a core foundation to build on in developing international mentor courses with relevance to multiple settings.

The study by Weasmer and Woods (2003) investigated the perceptions of host teachers on their role as mentors, and the extent to which those perceptions were grounded in reflection on theory and practice in Indiana. Data were collected from the interviews with mentors at the completion of the student teaching experience, and a demographic survey completed before the interviews. 28 mentors participated in this study, and they were from all school levels according to the United States education system, i.e. elementary, middle school and high school. They also represented a range of disciplines, e.g. English, science and music. The findings of the research are that mentors identify their roles as being models, mentors and guides. It is therefore essential for mentors to be worthy models because student teachers are likely to adopt much of the mentors' behaviour as they sculpt their own styles. So it is vital for mentors to clarify behavioural expectations early, and continue to model that behaviour.

It is also worth noting that modelling that occurs during practice teaching often benefits not only the student but also the host teacher, as one of the mentors reported that she teaches her best with the added pressure of someone watching.

When it comes to mentoring, many of the mentors in this study use an interventional approach whereby they observe, take notes and discuss with student teachers on areas where goals should be set. The mentors also use the conferencing method with their student teachers. During the interaction between the mentor and mentee, the former can challenge his or her earlier beliefs and question techniques. As a guide the mentor has to explain basic things such as how to write exams, grade essays, conduct parent-teacher meetings, etc. However, Feiman-Nemser (2003) cautions that mentoring is an unnatural activity for teachers, because while they may be good when it comes to engaging students in important ideas, amongst other things, they do not know how to make their thinking visible, and break down complex teaching into understandable components for a beginner. Hence the issue of mentors being trained is supported by various researchers (van der Linden & Koet, 2011; Tilema, et al., 2011; Luneta, 2006).

The thread that runs through all the reviewed studies is that mentors play a vital role in the preparation of student teachers to be professional teachers. Both the mentors and student teachers perceive the role that is played by the mentor as of value. The issue of mentor training is also emphasized as that equips them with skills and knowledge necessary to mentor effectively. The perceptions of the mentors on their role are very important as they serve as the structure for the way in which they plan their mentoring activity (Weasmer and Woods, 2003).

### **2.3 STUDIES ON THE RELATIONSHIP BETWEEN MENTORS' CHARACTERISTICS AND THEIR PERCEPTIONS ON MENTORING**

The mentors' characteristics include gender, qualifications, years of teaching experience, and phases of specialization, i.e. Foundation, Intermediate, Senior & FET. Since mentors play an important role in preparing student teachers to be professional teachers, it becomes important to find out how their biographical data influence them, if they do.

The first variable that is going to be discussed is that of gender. Mentoring relationships are shaped by the unique qualities each partner contributes to the dyad (Darling, Bogat, Cavell, Murphy, & Sanchez, 2006). The authors' view is that the social identities of boys and girls are not the same, so it is likely that these differences affect their experiences with mentoring. Of significance in the study is the fact that males may derive more benefit than females in terms of instrumental mentoring, which is problem-focused and tends to help individuals to reach a particular goal; whereas females may benefit more from psychological mentoring, which focuses on modifying the personal qualities of the mentee, and is process-oriented. It is thus important for mentors to be trained as they will have a better understanding of the different types of mentoring strategies that student teachers are likely to benefit from. This assertion is supported by the study by Opayemi (2012), which found that gender plays a very important role in the mentoring dyad. Of significance in this study is that it is believed that women mentors may be especially prone to give psychosocial help, whereas male mentors usually provide more work-related help than female mentors. Ragins (1997a), states that gender has an insurmountable influence on mentoring relationships.

Afolibi (2001) investigated the roles of different personality traits and gender types in the formation and maintenance of the mentoring relationship. He found that demographic characteristics such as gender, race, ethnicity, education and socio-economic class and age shape all aspects of the mentoring relationship. He argued that it is easier for individuals to establish a mentoring relationship with others who are similar to them rather than different. Conversely, he cautioned that there is no reason not to consider individuals outside their demographic characteristics as a mentor or mentee. So from the research it is evident that males and females have different approaches when it comes to mentoring relationships.

The study by Allen and Eby (2004) investigated the relationship between mentor gender, mentee gender and mentorship characteristics (which include mentorship type, duration and experience), and mentorship provided as reported by mentors. The findings in the study were that female mentors reported providing more psychosocial mentoring than male mentors. This is supported by the feminine gender role, which encourages women to be caring and nurturing. Male mentors were reported as providing more career mentoring than female mentors. However, there was no proof that mentors who are involved in same-gender relationships provided more psychosocial mentoring than those in cross-gender mentoring relationships. The mentors also provided more psychosocial mentoring to female mentees than male mentees. It should be noted that no difference was observed in career mentoring. The study had a large and heterogeneous sample with 249 respondents. 162 of these were males, 85 were females, and two people did not report their gender. The interesting part of this study is that it was based on the reports of the mentors themselves about the kind of mentoring they provide based on their gender. From the above study it can be concluded that a mentoring relationship is indeed affected by the gender of the mentor.

There are, however, other studies which claimed contradictory results on the role played by gender in the mentoring relationship. For instance, the study by Fowler, Gudmundsson and O’Gorman (2007) explored the perceptions of both mentees and mentors on gender differences in mentoring functions provided, using a mentoring instrument designed on a gender representative sample. In doing so, they used a sample that represents all four combinations of mentor-mentee from a range of organizations representing all four gender combinations, and they investigated the issue from the perspectives of both mentees and mentors. The participants in the study were 272 mentors and 228 mentees from eight public-sector and five private-sector organizations. The study had dual findings. Firstly, that few statistically significant relationships occur between gender and mentoring functions; and secondly, that there are some particular functions that are indeed affected by the gender of mentee or mentor. So it can be said that gender may not be an influencing factor across the spectrum of mentoring functions. Hence there is a need to examine distinct rather than broad categories of “psychosocial” and “career” functions which might have led to the generalized conclusions about the distinct functions that make up those categories. So it can be deduced from this study that gender may not be as influential, with regard to mentoring functions, as has previously been proffered. Also, in one of the studies reviewed by Allen (2007 who examined the relationship between gender and mentoring, there was no difference found across mentor gender and their mentor’s reports of mentoring (Mullen, 1998; Lankua, Riordan, & Thomas, 2005). In the above studies there is some agreement that gender does play a role in mentoring student teachers. Future studies need to focus more on the impact mentor gender has on mentoring student teachers.

The variables of mentor experience and qualifications will be discussed together, because most senior teachers are qualified and experienced, as they have been teaching for some time. The study by Maphosa and Ndamba (2012) revealed that teachers with long years of teaching experience (more than six years) were confident in the assessment of student teachers even if they were not trained, and had not attended any workshop on mentoring. This contention is supported by the study by Shumba, Shumba and Maphosa (2007), which, among other things, wanted to determine the extent to which mentors understand their roles. The mentor teachers (120) who were involved in the study were all qualified and experienced; the majority of the mentors (99) had more than three years' teaching experience. The researchers argue that mentors who have experience in teaching have more to offer than those who do not. This shows that teachers with more years of teaching experience are confident of handling most issues around teaching and learning, including assessing student teachers.

In the study by Russell and Russell (2011) purposive sampling was used, which allowed researchers to learn about issues that were important to the purpose of the study, which, among other things, was to explore the role of the mentor from the mentor's perspective. The mentors who participated had from three to 15 years of teaching experience, and also had prior experience in mentoring. It is worth highlighting that only female teachers showed interest in participating throughout the duration of the study. The current study also used purposive sampling, using only senior teachers who had three years and above of teaching experience.

Mukeredzi, et al., (2009) carried out a study which aimed to explore perceptions of mentors of students doing a Postgraduate Diploma in Education (PGDE). The mentors in this study had at least five years' teaching experience, and therefore could reflect on the positioned nature of their mentoring. They point out that the selection of the mentor is the responsibility of the school head, and Zimbabwe Open University (ZOU) specifies that the mentor should be professionally qualified and teach the same specialization as the student teacher.

The same applies at the University of Zululand. In its student teachers' handbook, it is stated that in placing student teachers a combination of factors will be used, such as subject specializations, phase grades, availability of qualified and experienced subject mentors, etc. (University of Zululand, Faculty of Education, *Student Teaching Handbook*, 2011).

In the study by Hall, Draper, Smith and Bullough, Jr., (2007), the mentors described the experience they brought to the mentoring relationship in two ways. Firstly, they described it in terms of years in the profession; and secondly, they described it in terms of knowledge of pedagogy, curriculum, and/or content. They talked of understanding the curriculum well and having experience in the most difficult classrooms. Out of 264 mentors who were involved in the study, the majority (55%) of the responding mentors had taught for more than 15 years.

To the best of my knowledge there seems to have been no study conducted which examined the relationship between phases of specialization and perceptions of senior teachers on mentoring student teachers. This could be attributed to the fact that the other studies reviewed were conducted in totally different settings and environments, and this study has been conducted in South Africa, also in a different setting and environment. This study, then, is contributing to the body of knowledge by exploring new areas that might affect senior teachers' perceptions when mentoring student teachers.

#### **2.4 STUDIES ON PRACTICES OF THE MENTORS IN PREPARING STUDENT TEACHERS**

The study by Maphosa and Ndamba (2012) examined the views of mentors on their supervision and assessment roles for student teachers on teaching practice in the Bulawayo urban primary schools. In this study a questionnaire was a major instrument used, and statements in the questionnaire were in closed form, which made the quantification and data analysis easy. Ninety-five (95%) mentors were used in the study, and 81% of them were asked by the school head to become mentors, as in my study. Mentors did not have a choice: students were allocated according to their subject specialisation. As in other studies, mentors were not trained, but benefited professionally from mentoring student teachers.

In this study 64% of mentors agreed that they had prescribed teaching methods and media that were to be used by student teachers on lesson delivery. The mentors were expected to assess student teachers, and their mark contributed 33.3% of the total assessment grade. An overwhelming majority of mentors 96% said they were very confident in their assessments. The study Tilema, et al., (2011) in Norway, Israel and the Netherlands found that a shared perception on assessment in mentoring is considered a keystone to enhance learning. Stakeholders acknowledge that the process sharing similar view when it comes to assessment is a matter of specifying “mutual understanding” between the mentor and the mentee, and being precise on the nature of assessment.

Timperley (2001) carried out a study that reported on the training programmes in mentoring conversation that was designed to help mentors and student teachers to deal with issues of practical performance. The researcher believes that mentors are given a challenging task when they are asked to mentor student teachers, because they are expected to integrate two complex skills. Firstly, they are expected to articulate principles of teaching as they arise in practical contexts for student teachers (Feiman-Nemser 2003). Secondly, they are expected to articulate knowledge in ways that facilitate student teachers’ learning about their own practice, and how to improve on it. So In Timperley’s study mentors were trained in mentoring conversation to develop their understanding of the theory of effective teaching underpinning the teacher education programme so that they could assist the student teachers to translate the theory into practice.

A mentor's role is seen as that of practising the art of socializing and enskilling student teachers in a demanding profession. In this research it is clear that training helps mentors to improve the quality of their conversation with their student teachers in ways that are likely to enhance the professional learning of the student teachers.

Russell and Russell (2011) identify the role of the mentor as one of the salient factors that influence the mentoring relationship. In their view there are three major roles in mentoring, namely personal support, role modelling (van der Linden & Koet, 2011), and professional development. The main aim of the study was to develop a deep understanding of how mentors view their role as mentors, the expectations for the mentoring relationship, and mentors' motivation for serving as a mentor. The primary source of data used came from demographic surveys and open-ended questionnaires designed to elicit participants' lived experience. Purposive sampling was used in the study, as in the present one, and that allowed for gaining insight into the phenomenon in question. The mentors viewed their roles as resource persons, guides, role models, friends and experienced professionals. The issue of mentoring workshops was highlighted in the study because mentors felt that the workshops better prepared them for the mentoring of student teachers. They recommended that those workshops should be part of ongoing, mandatory professional development, especially for teachers who plan to mentor student teachers. The workshops also helped mentors in raising their awareness of the importance of the mentoring relationship, and in developing their mentoring skills. Of importance in this study is the fact that mentor teachers understand their role in facilitating the student teachers' experience.

Maphosa, Shumba and Shumba (2007) affirm that being a mentor is no mean task because of the multiplicity of roles that need to be played by him or her. Among other things, mentors are expected to lead, guide, direct and supervise the student teachers teachers' learning process. The study highlights two areas that mentors need to help student teachers to be competent with : they are lesson preparation and lesson delivery. Lesson planning encompasses documents like scheme of work, lesson plans, teaching notes, etc. These documents aid in the teaching and learning process. In the matter of lesson delivery, mentors should lead by example by delivering a number of lessons with the student teacher observing and taking notes. Sixty-two (62) mentors and two hundred and twenty-two (222) student teachers took part in the study. Questionnaires and interviews were used to triangulate the findings. According to the student teachers' responses concerning the two aspects that are important in teacher training, i.e. lesson preparation and lesson delivery, 83% of the mentors did not help the students in preparing lessons, and 89% did not give effective assistance in delivering them. From the mentors perspective, 81% of them reveal that they were aware of their role as mentors, which involves guiding and helping student teachers. When the researchers interviewed the mentors it was surprising to find that they assumed that the students had already been exposed to the issue of lesson planning in college. They were also not sure how they were expected to help student teachers in delivering lessons. This calls for training of mentors so that they can better understand their role in guiding student teachers.

Hudson, Skamp and Brooks (2005) developed a Mentoring for Effective Primary Science Teaching (MEPST) instrument. The instrument was developed through an extensive literature search on mentoring and science education and it was critiqued by experts in the field. The instrument was used in a study of 331 final-year pre-service primary teachers from nearly half of the Australian universities involved in primary teacher education. Of significance in the study are five factors underpinning effective mentoring in primary science education. Firstly, mentors' personal attributes, which include, among other things that mentors need to be attentive to and supportive mentees. Secondly, system requirements, which require that mentors need to be familiar with the content of the current system in terms of the curriculum, its aims and related school policies. Thirdly, pedagogical knowledge which enables mentors to guide the mentee so as to improve their teaching practice, focusing on aspects such as questioning skills, teaching strategies, classroom management strategies, etc. Fourthly, modelling: the mentor must model planning and teaching, and teach effectively, using well designed, hands-on lessons. Moreover, modelling needs to be consistent with system requirements. Lastly, feedback: the mentor should give oral and written feedback on the mentee's teaching. Although this instrument was developed for science teachers, it touches on all the important considerations when it comes to mentoring, especially on what mentors need to do to be effective.

According to Frick, Carl and Beets (2010), the value of a mentor is not only on in developing appropriate competencies, but it also has a strong humanist element as it concentrates on the person of the student teacher. The mentor should be able to let the student teacher develop his or her own teaching style. Mentors should also work together with student teachers in creating a rich learning experience for them.

The mentors have a responsibility to look at various aspects of a student teacher's development, i.e. that of the person, the learner and the professional. One of the competencies needed from the mentor is to know how to establish a comfortable relationship with the student teacher, with enough challenge (van der Linden & Koet, 2011).

Quick and Sieborger (2005) found that effective mentors collaborate rather than dictate: they have a partnered relationship, and work as equals with their student teachers.

In the study by van der Linden and Koet (2011), in which they wanted to find out what makes a mentor teacher successful, they used semi-structured interviews with twelve participants to collect data. They maintain that there are specific competencies required for a successful mentor teacher which are different from those required from a successful teacher. Their findings were that successful mentors always pay attention to the person (Frick, , et al., 2010) so as to make their guidance of the student teacher successful. This is of crucial importance as it makes the student teacher feel safe and comfortable, thus able to teach more effectively.

In the study conducted by Tilema, et al., (2011), good teaching means that the teacher knows his or her subject, is proficient in teaching methods, and can act as a role model to his or her students. They also found that mentoring seems to be generic in nature. Although there are differences in the structure and position of teacher education in various countries, a shared concern and outlook exists with regard to the professional preparation of student teachers.

Wright and Bottery (1997) conducted a study to explore and examine the perceptions which mentors bring to their training of the new entrants to the teaching profession. The findings were that mentors focus on classroom techniques which involve classroom management, planning, a clear focus strategy for lessons, and dealing with special educational needs. The other matters they focus on are developing relationships with pupils, encouraging a professional approach, and providing a professional role model to students.

According to Weinstein (2008), the goal of most teacher programmes is to help the mentee become a reflective practitioner, that is, an educational professional constantly concerned with developing his or her knowledge of the subject, and the pedagogy employed. However, he cautions that although teacher mentoring is an aid to teacher education, it is not an all-encompassing approach. He endorses the idea that feedback is important (Tripp & Eick, 2008) in the mentoring relationship. It is, moreover, supposed to be non-judgmental so that the mentee who is responding to mentor queries is assured a safe reception for statements of puzzlement and vulnerability.

Philippou and Charalambous (2005) found that student teachers regarded mentors as more effective individuals than other persons involved in their teacher preparation programme. Mentors can inform student beliefs and teaching practices by their own teaching and by providing feedback to students. Mentors assist mentees in facilitating the development of their classroom management abilities and skills in maintaining discipline and helping them apply a variety of teaching methods. Feedback, was deemed to be more influential if it was provided after students' teaching. These authors caution that the training given to mentors should put more emphasis on the potential impact mentors have on the professional development of student teachers.

Tang and Choi (2005) examined the theory-and-practice connection model in the context of 30- and 60-hour mentoring support development (MSD) programmes in Hong Kong. This programme came about as a result of a quest for a quality teaching force. The main aim of training was to prepare teachers to become agents of change in teaching and learning. They found that during the training there was evidence that mentors constructed professional knowledge in mentoring by connecting the research-based knowledge with the practices of mentoring. The training helped mentor trainees to develop deep understanding of the concept of mentoring, competence in mentoring, and empathy for beginner or student teachers by integrating research-based knowledge and their own mentoring experience. During the mentors' training, lesson planning and reflection on teaching were amongst the topics covered as they were considered important when mentoring student teachers.

Anderson (2007) examined the influence and power the mentor has over the student teacher. This study also looked at the mentoring relationship from the perspective of the mentors. The findings were that mentors have a multifaceted impact on student teachers. The most important thing is that the mentors should be made aware of the power they wield to shape not only their actions but the intentions and beliefs of student teachers. Thorough mentorship programmes should be provided for mentor teachers so as to maximize the learning opportunities for student teachers. Mentors also need to be shown how to combine pressure and support so as to give student teachers the feedback and guidance they need to develop their teaching abilities. The mentors in the study were committed to helping student teachers, yet they lacked the skills and knowledge to do so. The population for this study were 56 student teachers and 48 mentor teachers.

To support the above study, Cheng (2012) conducted a study that explored the relationship between supporting factors and learning outcomes of a teaching practicum model in Hong Kong. On school mentor support, the researcher cautioned that mentors should master the subject knowledge and should be experienced in teaching. Mentors are expected to share effective teaching skills with student teachers, and provide effective feedback so that they can improve their teaching.

In the study by Hall, et al., (2008) mentors were asked to rank specific aspects of mentoring (critical feedback, personal relationship, experience, standards, personal characteristics, modelling/demonstration, emotional support and opportunities to teach). Modelling/demonstration was chosen as the most important component by 15 of 34 mentors (44%), and 11 of 34 (32%) chose opportunities to teach as the second most important. In this study mentors were also asked to rank 10 mentoring activities in order of importance to them. These findings show that the mentors listed many roles and various abilities they bring to their work with pre-service teachers and that they include providing professional and emotional support. The primary role of the mentor was perceived as that of acquainting pre-service teachers with the profession, and providing them with opportunities to teach.

## **2.5 CONCLUSION**

The literature review in this study gave a conceptual framework on mentoring as a concept, the views mentors have on it, the influence their biographical data have on the mentoring relationship, and mentors' practices when mentoring student teachers. Research studies on the concept of mentoring were analysed, together with studies relating to the influence of biographical data on the mentoring relationship. Mentors' practices as seen in the literature were also discussed. The views the mentors have on their role are not in line with their

practices. Although they know that their role is vital to student teachers, most of the studies indicate that they were not doing as expected. The above point can be attributed to the lack of training and the lack of communication between the schools and the institutions of higher learning where student teachers are trained. In future there is a need for mentors to be trained in order to equip them with skills and knowledge so that they can mentor effectively.

**Table 2.1: List of research studies for literature control in the review of previous work done in this field**

AIM #	AUTHOR AND YEAR	TITLE OF ARTICLE	PARTICIPANTS	SOURCE	RELEVANCE
	Allen, T. (2007).	Mentoring relationships from the perspective of the mentor.	Review of previous literature by the author	The handbook of mentoring at work: Theory, research and practice	Provides understanding about the mentors' demographic variables, like age, gender and experience.
One	Iancu-Haddad, D., & Oplatka. (2009).	Mentoring novice teachers: Motives, process, and outcomes from the mentor's point of view.	Twelve experienced teachers	<i>The New Educator Journal</i>	Enhancement of mentoring understanding
	Hudson, P., Usak, M., & Savran-Gencer, A. (2009)	Employing the five - factor mentoring instrument: Analysing mentoring practices for teaching primary science	Two hundred and eleven student teachers	<i>European Journal of Teacher Education</i>	Provides definition of mentoring
	Weinstein, M. (2008).	Pre-service teacher's expectations about the first year of teaching.	Mentees	<i>Teaching and Teacher Education</i>	Gives the definition of the term mentoring
	Anderson, D. (2007).	The role of the cooperating teachers' power in student teaching	56 student teachers and 48 mentors	<i>Education</i>	Highlights the importance of mentor's power and influence toward student teachers
	Busby, J., & Mupinga, D. (2007).	Requirements, benefits and concerns of technology education cooperating teachers: An exploratory study among nine Midwest universities	Eight cooperating teachers	<i>Journal of Technological Studies</i>	It gives information about requirements for becoming a cooperative teacher, the rewards and challenges
	Krull, E. (2005)	Mentoring as a means for supporting student and beginning teachers' practice-based learning	None (based on the theoretical	<i>A Journal of the Humanities</i>	Highlights the role of mentor teachers in

			review of education research)	<i>and Social Sciences</i>	supporting both student and beginning teachers
One	Weasmer, J., & Woods, A. (2003)	The role of the host teacher in the student teaching experience	Mentors	<i>Role of the Host Teacher</i>	Provides the role of the mentors
	Nilssen, V. (2010).	Guided planning in first-year student teachers' teaching.	One mentor teacher and five student teachers in Norway	<i>Scandinavian Journal of Educational Research</i>	Highlights cooperating teachers' role mentoring in mentoring student teachers
	Edwards, A., & Protheroe, L. (2004).	Teaching by proxy: Understanding how mentors are positioned in partnership.	24 teacher mentors and 125 student teachers in England and Wales	<i>Oxford Review of Education</i>	Looks at the role played by mentors in mediating knowledge for students
	Van der Linden, H., & Koet, T. (2011).	What makes a mentor teacher a successful mentor?	Three mentors and three student teachers	<i>Teacher's Life-Cycle from Initial Teacher Education to Experienced Professional</i>	Emphasizes the importance of training mentor teachers
	Rickard, G., & Banville, D. (2010)	Effective mentoring: Critical to the professional development of first-year physical educators.	20 student teachers	<i>Journal of Teaching in Physical Education</i>	It looks at experiences of student teachers in a mentoring induction programme
	Gregor, V., Johnson, D., & Geroy, K. (1999).	The mentoring model theory: Dimensions in mentoring protocol	Mentors and mentees	<i>Career Development International</i>	It recognizes three interactive mentoring dimensions.
	Quick, G., & Sieborger, R. (2005).	What matters in practice teaching? The perceptions of schools and students	Mentors and mentees	<i>South African Journal of Education</i>	Focuses on the perceptions of mentors
	Wright, N., & Bottery, M. (1997).	Perceptions of professionalism by the mentors of student teachers.	Mentor teachers and student teachers	<i>Journal of Education for Teaching</i>	Importance of the role that is played by mentors
	Allen, T., & Eby, L.	Factors related to mentor reports of mentoring	Pre-service teachers in the	<i>Sex Roles</i>	The influence of gender on

	(2004).	functions provided: Gender and relational characteristics	first, third and fourth year of study.		mentoring relationship
	Christie, F., Conlon, T., & Gemmell, T. (2004).	Effective partnership? Perceptions of PGCE student teacher supervision	54 mentor teachers, 10 university staff members, and 36 student teachers.	<i>European Journal of Teacher Education</i>	Looks at the role that is played by mentors, lecturers and students during student teachers placements, how they perceive their roles, how other participants perceive their roles
	Luneta, K. (2006).	Mentoring as professional development in mathematics education: A teaching practicum perspective	Four mentor teachers	<i>Education as Change</i>	Gives the advantages of mentoring
	Tilema, H., Smith, K., & Leshemi, S. (2011).	Dual roles – conflicting purposes: a comparative study of perceptions on assessment in mentoring relations during practicum.	Mentors and student teachers	<i>European Journal of Teacher Education</i>	Offers commonality between perceptions of mentors and mentees on assessment
	Fischer, D., & van Andel, L. (2002)	Mentoring in teacher education: Towards innovative school development	24 students at the University of Kassel, Germany.	<i>Paper presented at the 27<sup>th</sup> annual Conference of ATEE September 2002 in Warsaw/ Poland</i>	Looks at mentoring in teacher education: towards innovative school development
	Feiman - Nemser, S. (2003).	What new teachers need to learn	Experienced teachers who attended the workshop on new teacher induction	<i>Educational Leadership</i>	Accentuates the importance of mentor training
Two	Afolibi, O. (2001).	Personality and gender type as factors in mentor-protégé relationship: Psychologist's insight	Mentors and mentees	<i>An International Journal: Mentoring: A</i>	Research the effects of gender in a mentoring

				<i>Key Issue in Human Resource Management</i>	relationship
	Blake-Beard, S., Bayne, M., Crosby, F., & Muller, C.	Matching by race and gender in mentoring relationships: Keeping our eyes on the prize	1103 undergraduate, graduate students	<i>Journal of Social Issues</i>	Influence of gender on mentoring relationships
	Darling, N., Bogat, G., Cavell, T., Murphy, S., & Sanchez, B. (2006).	Gender, ethnicity, development and risk: Mentoring and the consideration of individual differences	Mentors and mentees	<i>Journal of Community Psychology</i>	Highlights the influence of gender, ethnicity and age on mentoring
	Fowler, J., Gudmundson, A., & O’Gorman, J. (2007),	The relationship between mentee-mentor gender combination and the provision of distinct mentoring functions	Mentors and mentees	<i>Women in Management Review</i>	It discusses the relationships between specific gender combinations of mentor-mentee and distinct mentoring functions.
Two	Opayemi, R. (2012).	Psychosocial factors predisposing university undergraduates to mentoring relationships	Mentors of different gender	<i>Ife Psychologia</i>	Gives understanding of factors predisposing university undergraduates to mentoring relationships
	Ismael, A., Ibrahim, Z., Jusoff, K., Jui, M., Jaya, I., & Mahdi, A. (2009).	The moderating effect of gender differences between mentor and an individual career	Mentors and mentees of different gender	<i>Canadian Social Science</i>	Apprises us on gender differences when it comes to mentoring relationships
	Maphosa, C.,	Mentorship for students on teaching practice in	222 student teachers and	<i>South African Journal of</i>	Probes factors that

	Shumba, J., & Shumba, A. (2007).	Zimbabwe: Are student teachers getting a raw deal?	31 mentor teachers	<i>Higher Education</i>	determine mentors' level of preparedness as they guide student teachers under their care
	Russell, M., & Russell, J. (2011)	Mentoring relationships: Cooperating teachers' perspectives on mentoring student interns	Nine mentors who had from 3 to 15 years of teaching experience	<i>The Professional Educator</i>	Identifies the salient factors impacting the mentoring relationship
	Maphosa, R., & Ndamba, G. (2012).	Supervision and assessment of student teachers: A journey of discovery for mentors in Bulawayo, Zimbabwe	95 school mentors from Zimbabwe	<i>Journal for New Generation Sciences</i>	Presents views of the mentors on their supervision and assessment roles
	Timperley, H. (2001).	Mentoring conversation designed to promote student teaching and learning	22 mentors and their student teachers	<i>Asia-Pacific Journal of Teacher Education</i>	Highlights issues of practical importance for mentors and mentees
Three	Hudson, P., Skamp, K., & Brooks, L. (2005).	Mentoring for effective primary science teaching (MEPST).	211 student teachers	<i>Science Education</i>	Discusses five factors underpinning effective mentoring in primary science education
	Frick, L., Carl, A., & Beets, P. (2010).	Reflection as learning about the self in context: Mentoring as a catalyst for reflective development in pre-service teachers	Mentors and eight student teachers	<i>South African Journal of Education</i>	Highlights the importance of self-reflection in the mentoring process
	Philippou, G., & Charalambous, C.	Disentangling mentors' role in the development of prospective teachers' efficacy beliefs in teaching	Mentors and student teachers	<i>Conference of the International Group for the</i>	Discusses mentoring goals

	(2005)	mathematics		<i>Psychology of Mathematics Education</i>	
	Wright, N., & Bottery, M. (1997).	Perceptions of professionalism by the mentors of student teachers.	90 secondary teacher mentors	<i>Journal of Education for Teaching</i>	Examines the perceptions brought by mentors into the mentoring relationship
	Tang, S. Y. F., & Choi, P. L. (2005).	Connecting theory and practice in mentor preparation: Mentoring for the improvement of teaching and learning.	Mentor teachers who underwent 30- and 60-hour mentoring programmes	<i>Mentoring and Tutoring</i>	Suggest that structured practical work in mentoring facilitates the connection of theory and practice in mentoring
	Cheng, E. (2012).	Enhancing the quality of pre-service teachers' learning in teaching practicum.	School mentors	Hong Kong	Exploring relationship between factors and learning factors of a teaching practicum model in Hong Kong

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

The chapter deals with research and sampling designs, the research instrument, method of scoring and methods of data analysis. The main aim of the study is to find out about the views of senior teachers about their roles in mentoring student teachers, the influence their biographical data have on mentoring student teachers, and if there is agreement among the ranks assigned by senior teachers on mentoring practices.

#### **3.2 RESEARCH DESIGN**

The researcher, in this study used survey design, which is descriptive in nature, as it summarizes the current or past status of something or events (McMillan & Schumacker, 2010). Descriptive research design is also known as ex post facto research. It does not manipulate independent variables. Maphosa and Ndamba (2012), in their study of mentors' views on their supervision and assessment roles, also used the descriptive design.

### **3.3 STUDY SAMPLE**

- The researcher used purposive sampling to select participants or respondents in this study. According to Cohen, Manion and Morrison, (2010), in purposive sampling researchers handpick the cases to be included in the sample on the judgement of their typicality or possession of the particular characteristics being sought. Purposive sampling was used to select only senior teachers who have more than three years of teaching experience and who had student teachers they mentored.

### **3.4 RESEARCH INSTRUMENT**

#### **3.4.1 Nature**

In this study a questionnaire which was structured, and had a mainly fixed-response-format Likert scale of twenty-seven items, was used. It was constructed in “strongly agree”, “agree”, “unsure”, “disagree” and “strongly disagree” categories of responses. The questionnaire was divided into three sections. The first section asks for the respondents’ biographical details, namely gender, qualifications, teaching experience and level of specialization, i.e. Foundation, Intermediate, Senior, or FET. The second section consists of statements that were intended to measure the attitudes of senior teachers to mentoring student teachers. Respondents were expected to choose statements that appealed to them; thus there were no right or wrong answers. The third section consisted of mentoring activities that characterize good practice in mentoring student teachers.

In the study by Maphosa and Ndamba (2012) the questionnaire was a major instrument used in the examination of the role of the mentor in the supervision and assessment of student teachers in practice teaching. The statements used in the questionnaire of this study are divided among the three components of attitudes/perceptions, i.e. feelings, beliefs and action-tendency.

The fixed-response format ensures that respondents respond to the statements in the same context, hence the answers will be standard and comparable between respondents, which will allow for ease of analysis.

**Table 3.1 Distributions of items in the scale**

PERCEPTIONS

COMPONENTS	POSITIVE	NEGATIVE	TOTAL
Feelings	04	08	12
Beliefs	11	-	11
Action-tendency	03	04	07
<b>TOTAL</b>	<b>18</b>	<b>12</b>	<b>30</b>

**3.4.2 Scoring**

A Likert scale type of rating with five response categories, namely: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) was used.

**3.5 PILOT STUDY**

**3.5.1 Administration of the instrument during pilot study**

The researcher got permission to conduct research from the Department of Basic Education. The questionnaire was pre-tested before it was distributed to the respondents in its final form. Pilot testing has its advantages, which include assisting the researcher to assess the appropriateness of the instrument, and solve unanticipated problems. The names of all five schools used in the pilot were noted to avoid using them in the final study. Appointments were then made telephonically with the schools which were going to be part of the main study, and the purpose of the study was explained.

The questionnaires were distributed to schools on the agreed date by the researcher and her colleagues who were going out to schools for teaching practice supervision. Most of the schools put the deputy principals in charge of the questionnaire distribution within the school. The respondents were required to respond by making a cross in one box next to each statement of their choice. This was done to indicate their degree of agreement or disagreement with each statement. The schools were given five working days to complete the questionnaires. The researcher, helped by her colleagues, collected questionnaires on the agreed date from schools.

### 3.5.2 Scoring of the instrument

The questionnaires were numbered after being received from the respondents. The first questionnaires which formed part of the pilot study were numbered 1 to 50 according to the number of respondents.

**Table 3.2 A Likert-type rating scale**

<b>RESPONSE</b>	<b>Strongly Agree (SA)</b>	<b>Agree (A)</b>	<b>Undecided (U)</b>	<b>Disagree (D)</b>	<b>Strongly Disagree (SD)</b>
Positively worded	5	4	3	2	1
Negatively worded	1	2	3	4	5

### **3.5.3 Entering of data into the spreadsheet for pilot study**

The raw data obtained from the questionnaire were converted to a quantitative form by coding. The questionnaire consisted of **30** items. **13** statements were **positively** worded and **12 statements** were **negatively** worded. The highest possible score in this scale was **30 x 5 = 150**, and the lowest possible score was **30 x 1 = 30**. The total score for individuals was obtained by adding the values of all the individual items. Hence the high total scores will indicate a positive attitude or perception of the senior teachers' role in mentoring student teachers, and the lowest total scores will indicate a negative attitude of the senior teachers towards mentoring student teachers. Senior teachers who score above the average score of **62.5** points will be regarded as having a positive perception of mentoring, and those senior teachers who fall below the said average will be regarded as having a negative perception.

The Computerized Programme called Statistical Package for Social Sciences (SPSS) was used to capture and analyse data. Another statistical research test used was the Chi-square test for one sample test of significance, in particular for the first and second research aims. The test which was chosen to measure if there was agreement among the ranks assigned by senior teachers to ten mentoring activities was the Kendall  $W^a$  for Coefficient of Concordance.

## **3.6 ESTABLISHING VALIDITY AND RELIABILITY OF THE INSTRUMENT**

The pilot study was conducted in order to test the validity and reliability of the questionnaire. The questionnaire was piloted with a group of 50 senior teachers who had mentored the student teachers from the University of Zululand. The pilot study assisted the researcher to assess the appropriateness of the instrument and solve unanticipated problems. The researcher was able to identify the problem areas, and select items for use in the final study.

An internal consistency method of item analysis was used in a test run to check the validity and reliability of the questionnaire. Internal consistency has to do with correlation among the items. If the items are linked to one another, this will prove that there is internal consistency among them (Neumann, 2001).

An R-matrix is a correlation matrix, i.e. a table of correlation coefficients between items. The diagonal elements of an R-matrix, are all ONE (a unit) because each item will correlate perfectly with itself. The matrix is called an R-matrix because it contains correlation coefficients and  $r$  usually denotes Pearson's correlation – the  $r$  turns into a capital letter when it denotes a matrix. The existence of clusters of large correlation coefficients between subsets of items suggests that those items could be measuring aspects of the underlying dimensions. These underlying dimensions are known as factors or latent variables.

### **3.6.1 Validity of the instrument**

In order to determine whether items were homogeneous, factor analysis (FA) was used. This was a necessary step since the items were selected on the basis of face validity and some items might have been invalid. By carefully choosing items with particular factor-loading items, a sophisticated form of content validity was established. Moreover, this form of analysis yielded the internal consistency of the scale. The scale was then regarded as a valid and reliable instrument (Sibaya, 1992; Tabachnick & Fidell, 1983).

Preliminary lists of items are factor- analysed and refined until a reliable and sensitive instrument that measures several factors is constructed. The following table has the results of factor analysis:

**Table 3.3 Varimax Rotated Factor Matrix**

ITEM NUMBER	FACTOR LOADINGS			ESTIMATED COMMUNALITIES
	1	2	3	
ITEM 1	<b>.732</b>	.120	.336	.662
ITEM6	<b>.691</b>	.048	-.042	.481
ITEM3	<b>.606</b>	.049	-.179	.401
ITEM12	<b>.601</b>	.079	-.211	.412
ITEM4	<b>.594</b>	.125	.242	.427
ITEM5	<b>.574</b>	.083	.135	.353
ITEM15	<b>.546</b>	.193	.102	.345
ITEM2	<b>.512</b>	.012	.113	.275
ITEM11	<b>.512</b>	.364	.337	.508
ITEM22	<b>.497</b>	.092	-.210	.299
ITEM8	<b>.345</b>	.040	.084	.127
ITEM28*	-.103	.011	.054	.136
ITEM24	-.055	<b>.774</b>	-.260	.669
ITEM19	.084	<b>.695</b>	.075	.495
ITEM21	.127	<b>.667</b>	-.015	.461
ITEM25	.402	<b>.601</b>	.198	.562
ITEM10	.313	<b>.545</b>	.133	.412
ITEM14	-.007	<b>-.468</b>	.318	.320
ITEM13	-.101	<b>-.303</b>	.117	.116
ITEM26*	-.062	.231	.106	.068
ITEM30	.151	.033	<b>.775</b>	.625
ITEM27	.079	.153	<b>.545</b>	.326
ITEM9	-.086	-.146	<b>-.530</b>	.309
ITEM29	.016	.040	<b>-.522</b>	.274
ITEM18	.035	.405	<b>.513</b>	.428
ITEM7	-.337	.252	<b>.436</b>	.366

ITEM NUMBER	FACTOR LOADINGS			ESTIMATED COMMUNALITIES
	1	2	3	
ITEM20	-.190	-.215	<b>.364</b>	.214
ITEM16	-.224	-.240	<b>.355</b>	.233
ITEM17	-.189	-.037	<b>.341</b>	.153
ITEM23*	-.033	-.044	.291	.087

NB: Bold type indicates item with the highest loading on factor.

Asterisk indicates item deleted in the final scale

Table 3.3 for factor loadings contains correlation coefficients between factors and items. These coefficients represent factor loadings of the items on the factors, i.e. the degree to which an item is associated with a certain factor. The first column contains item numbers, which enumerate items themselves. The second column contains loadings between factor 1 and each item in turn.

The third column contains loadings between factor 2 and each item in turn. The fourth column contains loadings between factor 3 and each item in turn. Each entry in the last (5th) column is an estimated communality of each item. This is the sum of squared loadings with an item across factors. Hence the estimated communality represents the proportion of variance in an item that is predictable from the factors underlying it.

The total variance for a particular variable will have two components, namely some characteristics shared with variables/measures, i.e. common variance and unique variance, i.e. elements specific to that measure, variable or item. The term means that each can be reliably attributed to only one measure. The characteristic which is not thus attributed is called error/random variance.

The proportion of common variance present in a variable is known as the COMMUNALITY. A variable that has no specific variance or random variance would have a communality of 1.00. A variable that shares none of its variance with any other variable would have a communality of 0.00 (zero). If communality is near zero the variable can be removed from the scale of measurement (Fidell, 1989; Tredoux & Durreheim, 2002; Tabachnick & Field, 2009; Breakwell, Smith & Wright, 2012)

Table 3.3 reveals that items 1, 6, 3, 12, 4, 5, 15, 2, 11, 22 and 8 have relatively the highest loadings on the first factor and relatively lower loadings on the second and third factors. These items are considered homogeneous, and the factor which they measure is labelled belief component. Item numbers 24, 19, 21, 25, 10, 14 and 13 have relatively the highest loadings on the second factor, and relatively lower loadings on the first and third factors; therefore the second factor could be labelled an action-tendency factor. Items 30, 27, 9, 29, 18, 7, 20, 16 and 17 all have relatively the highest loadings on the third factor, and relatively lower loadings on the second and first factors. The third factor could be labelled a feeling component factor.

Through the use of factor analysis, 27 items have grouped themselves into three factors or activities. The method of using factor analysis for item analysis is best described by Allen and Wendy (1979). This was considered most suitable for determining whether a set of items was homogeneous or clustered closely around one factor, i.e. measuring one factor or activity (Allen & Wendy, 1979; Sibaya, 1992).

Having worked out the factor analysis, the next task is to determine the significance of the (loading) correlation coefficient of each item.

Establishing a cut-off point for interpretation of a correlation coefficient is somewhat a matter of taste. If the absolute value for a correlation coefficient is .30 or more it is significant at the conventional levels of significance (Tabachnick & Fidell, 1983; Tabachnick & Fidell, 1989). As a rule of thumb, loadings in excess of .30 are eligible for interpretation; whereas lower ones are not, because a factor loading of .30 indicates at least a 9% overlap in variance between the variable and the factor. The greater the overlap between a variable and a factor, the more that variable is a pure measure of the factor. Tabachnick and Fidell (1983), and Tabachnick and Fidell, (1989) suggest the following descriptive model of interpretation:-

- that loadings in excess of .71 (50% variance) are considered excellent.
- that loadings in excess of .63 (40% variance) are considered very good.
- that loadings in excess of .55 (30% variance) are considered very good.
- that loadings in excess of .45 (20% variance) are considered very fair.
- that loadings in excess of .32 (10% variance) are considered very poor.

Therefore, using .30 as a cut-off point, item numbers 23, 26 and 28 were discarded. Thus in the final instrument there were 27 items. A cut-off point of .30 has the same meaning for correlation coefficient as it has for factor loading. A correlation coefficient in this context is a measure of the amount of information we have about Y variable from our information about X variable. It is more meaningful to conceptualize the index of association represented by a correlation coefficient in terms of the square of the correlation coefficient instead of the correlation coefficient itself (Ferguson, 1959, p.108).

### 3.6.2 Reliability of the instrument

The reliability of the questionnaire was calculated using the SPSS Cronbach's Alpha Correlation technique. This technique requires entering in the spreadsheet the raw data of the 27 validated items. Table 3. 4 is generated:

**Table 3.4 Reliability of the scale**

Cronbach's Alpha	Cronbach's Alpha Standardized item	No of items
.691	.721	27

### 3.7 SCORING OF THE INSTRUMENT FOR THE MAIN STUDY

The questionnaires for the final study were numbers from 1 to 200 as there were 200 respondents. A scale was devised by assigning the values of 5, 4, 3, 2 and 1 to the statements that were positively worded, and 1, 2, 3, 4 and 5 to those that were negatively worded

### 3.8 CONCLUSION

This chapter dealt with the planning of the research design and methodology used in soliciting the perceptions of senior teachers in mentoring student teachers. The research methods used in this study were tested to yield the expected best results. The following chapter will deal with presentation, analysis and interpretation of data. The hypotheses formulated in Chapter 1 were also tested.

## CHAPTER FOUR

### 4. CHAPTER FOUR

#### 4. PRESENTATION AND ANALYSIS OF DATA

##### 4.1 INTRODUCTION.

This chapter will deal with the presentation, analysis and interpretation of data. Moreover, the hypotheses postulated in Chapter One of this study are tested in this chapter.

##### 4.2 THE FINAL STUDY SAMPLE

About 200 questionnaires were completed and returned by senior teachers.

**Table 4.1 Distribution of participants in the final study (N=200)**

VARIABLES		LEVELS			
Gender		Males	Females		
		50	150		
Qualifications	Bachelor's Degree	Honours	Master's	Diploma & Other	
	82	54	38	26	
Teaching (years)	3	4-6	7-9	10-12	+13
	16	33	33	27	91
Phases	Foundation	Intermediate	Senior	FET	
	37	29	57	77	

### **4.3 REITERATION OF THE HYPOTHESES**

The following research hypotheses were formulated and are designed to fulfil the aims of the study.

- (i) Senior teachers hold positive attitudes towards mentoring of student teachers.
- (ii) There is a relationship between biographical data of senior teachers and their perceptions of mentoring student teachers.
- (iii) There is an agreement among ranks assigned by the respondents to various practices of mentoring student teachers.

### **4.4 RESULTS OF THE FINAL STUDY**

In the analysis of data, hypotheses are tested and the results are presented in the tables. The reiteration of hypothesis to be tested comes before data presentation in the form of tables.

#### **4.4.1 ANALYSIS OF DATA**

A total score for each individual was obtained by summing all his/her scores to individual items. There were twenty seven items altogether. A general mean score was obtained by adding the total scores for the respondents and dividing this sum by the number of respondents.

### Reiteration of hypothesis number 1.

“Senior teachers hold positive attitudes towards mentoring of student teachers”

To test this hypothesis a chi-square test will be used.

The assumptions underlying the use of the chi-square test are:

- (i) We have nominal data
- (ii) We are dealing with non-parametric measures
- (iii) We have frequencies and statistics (samples)

**Table 4.2 Distribution of subjects along positive and negative continuum (N=200)**

	Perceptions of mentoring	
	Positive	Negative
Frequency	115	85
Percentage	58	42
	$\chi^2 = 4.5$	df= 1 p< .05

The chi-square value of 4.5 at df =1 is significant (p <.05). We reject the Ho. Since we have significant results, it means the theory under test is true. Therefore the research hypothesis has been confirmed. The conclusion is that senior teachers like to mentor student teachers. The difference between those who hold positive and negative perceptions are statistically significant. The cause of this significance could be that senior teachers are also benefiting from student teachers. They acquire and practise new teaching and learning strategies which help them improve their own teaching techniques. They also get extra help in the classroom, and enrich their teaching repertoire by reflecting on their teaching skills when they explain to the student teachers what is being done and why.

## Reiteration of hypothesis number 2.

“There is a relationship between perceptions and biographical data of senior teachers such as gender, qualifications, teaching experience and phases of specialization”.

To test this hypothesis the chi-square test was used for all these variables.

Reiteration of research hypothesis number 2.1: “There is a relationship between senior teachers’ gender and perception in mentoring student teachers.”

**Table 4.3 Relationship between gender and perceptions of mentoring (N=200)**

Gender	Perceptions of mentoring	
	Positive	Negative
Male	29	21
Female	86	64

$\chi^2 = .007$       df=1      p> 0.05

A  $\chi^2$  of .007 does not exceed the tabled value at the level of significance, which is 0.05 (3.84). Therefore the calculated value is less than the tabled value, where df=1. This means that we uphold the  $H_0$ . Results are not significant. Male and female senior teachers do not differ significantly when it comes to their perceptions of mentoring student teachers. This finding could be rationalized because the pedagogy teachers are exposed to is the same irrespective of their gender, and thus their approach to teaching becomes similar. So a difference is not expected in the way in which they perceive mentoring student teachers.

## Reiteration of research hypothesis number 2.2

“There is a relationship between senior teachers’ qualifications and perception in mentoring student teachers”.

**Table 4.4 Relationship between qualifications and perceptions of mentoring (N=200)**

Qualifications	Perceptions of mentoring	
	Positive	Negative
Bachelor's	43	39
Honours	30	24
Master's	24	14
Diploma and other	13	11

$\chi^2 = 1.247$       df=3      p > .05

The chi – square value of 1.247 at df 3 is not significant. We therefore uphold the  $H_0$ . The conclusion is that teacher’s qualifications do not have an influence on senior teachers’ perceptions towards mentoring student teachers. There is no relationship between teacher’s qualifications and their perceptions of mentoring student teachers. This finding could be justified because the prerequisite for all mentors is that they have to be qualified, and because they benefit from mentoring student teachers their qualifications could not have an impact on the way they view their mentoring roles.

### Reiteration of research hypothesis number 2.3

“There is a relationship between senior teachers’ teaching experience and perception in mentoring student teachers”.

**Table 4.5 Relationship between teaching experience and perceptions of mentoring (N=200)**

Teaching experience	Perceptions of mentoring	
	Positive	Negative
3	8	8
4-6	13	20
7-9	9	24
10-12	11	16
+13	71	20

$\chi^2 = 35.442$        $df=4$        $p<.05$

The chi-square value of 35.442 at  $df=4$  is highly significant ( $p<.05$ ). The calculated value is greater than the tabled value at  $df=4$ . We reject the  $H_0$  and uphold the  $H_1$ . We conclude that there is a relationship between teaching experience and the perceptions of the business of mentoring student teachers. The cause of this significance could be that teachers with more years of teaching experience are more willing to share their knowledge and skills with student teachers. This is supported by the fact that teachers with more than 13 years of teaching experience are more positive than those with experience of four years and below.

## Reiteration of research hypothesis number 2.4

“There is a relationship between senior teachers’ phase of specialization and their perceptions on mentoring student teachers”.

**Table 4.6 Relationship between phases of specialization and perceptions of mentoring (N=200)**

Phases of specialization	Perceptions of mentoring	
	Positive	Negative
Foundation Phase	19	18
Intermediate Phase	19	10
Senior Phase	28	29
FET Phase	46	31

$\chi^2$  .2992 df = 3 p > .05

The chi-square value of 2.992 at df = 3 is not significant ( $p > .05$ ). We cannot reject the null hypothesis. We conclude that there is no relationship between senior teachers’ phases of specialization and their mentoring perceptions. Different phases do not influence perceptions of senior teachers differently. Irrespective of the phases they teach, senior teachers are positive towards mentoring. The reason could be that student teachers are paired or matched with mentors who are in the same phases as they are; it thus becomes enjoyable for mentors to mentor student teachers in these phases.

### Reiteration of hypothesis number 3

“There is an agreement among ranks assigned by the respondents to various instances of mentoring student teachers.”

In this study the 200 respondents were asked to rank the mentoring practices on a scale ranging from 1 for the most important to 10 for the least important. The research question is “What is the degree of agreement, if any, among the ranks assigned by respondents (mentors) to these practices?” To put the question differently, “Is there a correlation among the ranks assigned by 200 respondents or mentors? Are mentors basing their judgement on the same criterion or variable, or on different ones?”

**Table 4.7 The association among ranks assigned by senior teachers to ten statements (N=200): Kendall’s Coefficient of Concordance  $W^a$**

Mean rank	FA1	FA2	FA3	FA4	FA5	FA6	FA7	FA8	FA9	FA10
Friedman Test	5.3	4.2	6.2	5.2	3.6	5.6	4.1	6.4	7.4	7.1
Kendall’s W	5.3	4.2	6.2	5.2	3.6	5.6	4.1	6.4	7.4	7.1
N	Kendall’s $W^a$				$\chi^2$			df		
200	0.180				323.771			9		

Kendall’s coefficient of concordance  $W^a$  is a measure of the agreement among several judges who are assessing a set of objects (practices). These two tests, i.e Friedman and Kendall  $W^a$ , are the non-parametric tests used with ordinal data to establish the degree of correlation among more than two sets of data.

We computed and calculated the Friedman or Kendall’s  $W^a$  tests. The answer to this analysis was converted to a chi-square ( $\chi^2$ ) test.

The conversion was made in order to obtain probability for testing significance. Friedman and Kendall’s  $W$  do not have sampling distribution of themselves.

The probability associated with the chi-square of 323.771(9) can occur by chance at a level of significance greater than .000, and therefore it is highly significant at 0.5. The null hypothesis is therefore rejected. There was strong agreement among the two hundred mentors regarding the relative importance of

the ten mentoring activities. The reason for this high significance could be that there is a high level of uniformity in terms of senior teachers' approach to mentoring practices. They understand what is expected of them in terms of mentoring student teachers. Mentors regarded evaluating student teachers as the most important practice, followed by providing feedback and team teaching.

#### **4.5 CONCLUSION**

This chapter concerned itself with the presentation, analysis and interpretation of empirical data. One of the results of the analysis was that senior teachers hold positive perceptions towards mentoring student teachers. Relationships between schools and the university need to be strengthened so as to keep the teachers prepared to mentor student teachers. Different variables yielded different results. There were no statistically significant differences in senior teachers' perceptions of mentoring student teachers based on their gender, qualifications and phase of specialization. Years of teaching experience of senior teachers were, however, found to have a significant influence in their perceptions of mentoring. Teachers with more than 13 years of teaching experience were found to be more positive towards mentoring compared to those with fewer years of teaching experience. The implication is that the more experienced teachers are the more they are willing to share their knowledge and skills with the student teachers. Lastly, senior teachers showed a real correlation in the ranking of mentoring practices. This reveals that teachers have the same understanding when it comes to the activities that are involved in mentoring student teachers. In the next chapter, a detailed discussion of the findings, recommendations and limitations is presented.

## CHAPTER FIVE

### 5. SUMMARY AND DISCUSSION OF FINDINGS

#### 5.1 INTRODUCTION

In this chapter findings from the data collected and analysed are discussed. The chapter is organized as presented in the subsections below. In order to determine whether the objectives of the study have been realized, the research questions and aims of the study will be examined in relation to findings.

#### 5.2 RESEARCH QUESTIONS:

The study was aimed at providing answers to the following research questions:

- (a) What are the perceptions of senior teachers towards mentoring student teachers?
- (b) Do senior teachers' biographical data have an influence on their perceptions of mentoring student teachers?
- (c) Is there an agreement among ranks assigned by the respondents to various mentoring practices?

#### 5.3 THE FOLLOWING HYPOTHESES WERE FORMULATED

- (a) Senior teachers hold positive perceptions on mentoring student teachers.
- (b) There is a relationship between perceptions and the following variables: gender, qualifications, teaching experience in years, level of specialization.
- (c) There is an agreement among ranks assigned by the respondents to various activities/practices of **in** mentoring student teachers.

## **5.4 METHODOLOGY OF THE STUDY**

Chapter One consisted of motivation for investigation in this field, while Chapter Two comprised a review of previous work done in this area. Chapter Three detailed the method of study used in this research. The measuring instrument was a Likert-type scale constructed and standardized by the writer. Chapter Four contained the analysis of data, and Chapter Five a summary and discussion of findings.

## **5.5 FINDINGS OF THE PRESENT STUDY**

### ***5.5.1 Findings with regard to senior teachers' attitudes toward student teachers***

The first aim of the study was to find out how senior teachers view their role of mentoring student teachers. The findings of the present study reveal that most of the senior teachers are positively inclined towards mentoring student teachers. Mentoring and supervision are identified as factors that make a qualitative difference to school experience in the training of teachers (Quick & Sieborger, 2005). This finding supports the existing theory and previous findings that senior teachers (mentors) have a positive attitude towards mentoring student teachers (Maphosa & Ndamba, 2012; Weasmer & Woods, 2003). One of the reasons for mentors to hold positive perceptions of mentoring student teachers could be that they perceive their role as being of great importance; and so they value the mentoring experience. Mentors can find a lot of satisfaction in having contributed to the professional growth of others, and also in updating their teaching skills (Mukeredzi, et al., 2009). Mentors who have volunteered to mentor student teachers, among other reasons for volunteering find that they have a desire to share teaching skills with student teachers, and learn from them (Maphosa & Ndamba, 2012).

Senior teachers acquire new teaching and learning strategies from student teachers, which in turn help them improve their own teaching techniques. They get extra help in the classroom, and enrich their teaching repertoire by reflecting on their teaching skills when they explain to the student teachers what is being done and why.

### ***5.5.2 Findings with regard to mentors' biographical data and their perception***

One of the aims of the present study was to find out whether biographical data of senior teachers such as gender, qualifications, years of teaching experience and phases of specialization have an influence on the perceptions of senior teachers towards mentoring student teachers. Findings pertaining to these are discussed in separate categories:

#### ***5.5.2.1 Association between gender and perceptions of senior teachers***

The findings of this study show that male and female senior teachers do not differ significantly when it comes to their perceptions of mentoring student teachers. This study supports Lankua, et al., (2005), who found no difference in the way mentors viewed their mentees, irrespective of their gender. On the contrary, the finding of the present study differs from those of Allen and Eby (2004); Afolibi (2001); and Blake-Beard, Bayne, Crosby and Muller (2011). These studies reveal that mentors of different gender differ in their perceptions of their mentees, and as a result use different approaches to mentoring. One reason for the result of the current study could be the fact that the pedagogy that teachers are exposed to is the same, irrespective of their gender, and thus their approach to teaching becomes similar. So a difference is not expected in the way in which they perceive their mentoring of student teachers.

### **5.5.2.2 Association between qualifications and perceptions of senior teachers**

The findings of this study show that teacher's qualifications do not have an influence on senior teachers' perceptions of mentoring student teachers. All ninety five (95) mentors who participated in the study by Maphosa and Ndamba (2012) were qualified, and the majority of them (87%) had positive attitudes towards mentoring student teachers as they helped them with lesson planning. Busby and Mupinga (2007) believe that mentor teachers need to be qualified so as to be able to supervise student teachers effectively. Taboti and Motanya (2012) concur with this view. This finding could be justified because the prerequisite for all mentors is that they have to be qualified, and because they benefit from mentoring student teachers their qualifications would not adversely influence the way they view their mentoring roles.

### **5.5.2.3 Association between teaching experience and perceptions of senior teachers**

The findings of this study show that that there is a relationship between teaching experience and the perceptions of senior teachers of mentoring student teachers. This is in line with findings by Maphosa and Ndamba (2012), who found that teachers with more than six years of teaching experience were more confident in assessing student teachers than those with fewer years, irrespective of the fact that they had not attended any workshop on mentoring. This was also the case in the study conducted by Russell and Russell (2011), in which teaching experience was used as one of the requirements for becoming a mentor: the mentors who participated in the study had three to 15 years of teaching experience. Maphosa, et al., (2007) argue that the mentors who have experience in teaching have more to offer than those who do not.

In other institutions for instance in Wisconsin, which is one of the universities in the five upper Midwestern states of the United States, one of the requirements for being a mentor is to have three years of teaching experience (Busby & Mupinga, 2007). One reason for this result could be that teachers with experience are at a the stage where they are comfortable with transmitting knowledge, and have acquired classroom management skills that they are willing to share with other teachers, especially student teachers.

#### **5.5.2.4 Association between phases of specialization and perceptions of senior teachers**

The findings of this study show that that there is no relationship between senior teachers' phases of specialization and their mentoring perceptions. Different phases do not influence perceptions of senior teachers differently. No previous studies were found that dealt with a relationship between phases of specialization and perceptions of senior teachers of mentoring student teachers. This could be attributed to the fact that the other studies reviewed were conducted in totally different settings and environments from those of the present study conducted in South Africa.

#### ***5.5.3 Findings with regard to agreement among the ranks assigned by senior teachers to the ten mentoring activities.***

The aim of the study was to find out whether or not there is agreement among the ranks assigned by senior teachers to ten mentoring practices. The findings of this study reveal that there is an agreement or association among ranks assigned by 200 senior teachers (the respondents). In most studies mentors agree on their role in mentoring student teachers, which involves, amongst other things, observing lessons, giving both oral and written feedback, and helping student teachers with regard to lesson planning (Maphosa, et al., 2007; Tilema, et al., 2011; Wright and Bottery, 1997).

The agreement of the mentors with regard to the ranks assigned to mentoring practices suggests that there was a strong agreement among mentors regarding the relative importance of the ten mentoring practices. It therefore means there is a high level of uniformity in terms of senior teachers' approach to mentoring practices. They understand what is expected of them in mentoring student teachers. Most mentors regarded evaluating student teachers as the most important practice, followed by providing feedback and team teaching. This agreement among mentors might lead to a possible collaboration among them, making for a more fruitful and satisfying mentoring experience

## **5.6 IMPLICATIONS OF FINDINGS**

The research findings indicate that most senior teachers hold positive attitudes or perceptions towards mentoring student teachers. It is believed that it is because mentors benefit from mentoring student teachers that some mentors view it as a source of professional development (Luneta, 2006). Mentoring student teachers helps mentors to reflect on and evaluate their own instructional approaches and perspectives. They find gratification in knowing that they were are contributing to the training of others (Maphosa & Ndamba, 2012).

The research findings also indicate that different variables yielded different results. It was found that gender, qualifications and phase of specialization had no significant influence on senior teachers' perceptions of mentoring student teachers. While on the other hand, teaching experience was found to have a significant influence on their perceptions of mentoring student teachers. It is clear, then, that gender, qualifications and phase of specialization do not affect the perceptions of senior teachers on mentoring student teachers, but teaching experience does; and the implication is that senior teachers who have more years of teaching experience are more positive towards mentoring than those with fewer years.

## **5.7 LIMITATIONS OF THE STUDY**

Although the study has achieved its objectives, several limitations exist with regard to sampling, the administration of the research instrument and the non - return of some completed questionnaires. Data were also collected using a mono-method approach to data-gathering; so the trustworthiness of findings would be enhanced if data were collected through more than one source.

The sampling method that was used in the study, i.e. purposive sampling, caused had some drawbacks in that the researcher did not have a breakdown of the number of senior teachers per school. This resulted in the instrument not being administered in other some schools as there were no experienced or senior teachers there. Some schools returned the instruments long after the stipulated time. The sample size was not very large. If the researcher had money she would have doubled the sample size.

## **5.8 RECOMMENDATIONS**

The main aim of the study was to investigate the perceptions of senior teachers towards on mentoring student teachers. The findings show that their perceptions are positive. In order to enhance and sustain these positive perceptions, workshops and meetings need to be held involving the university and the host schools. This could be achieved by more formal and organized arrangements. The relationship between schools where students practise and the university should be collegial. Supervisors from the university should acknowledge the work done by mentors in schools by having mini-conferences with mentors on the day of student teacher evaluation, so as to get reports on progress and areas of concern regarding student teachers.

The findings also lead to the recommendation that senior teachers need to be trained in mentoring student teachers, because although they are positive towards about mentoring, they may lack the necessary skills and knowledge to do it well.

The findings also lead to the recommendation that experienced teachers can be of great assistance in evaluating student teachers precisely because of that experience, and their positive attitude to their work. This could lessen the load on lecturers when it comes to travelling long distances to evaluate student teachers. Experienced teachers can co-mentor with teachers who have less experience, and who might feel uncomfortable and not ready to share their knowledge and skills, as they are still struggling with understanding the classroom terrain themselves.

## **5.9 AVENUES FOR FUTURE RESEARCH**

The following reflects the scope for future research:

- (a) Only senior teachers were targets of the study. Novice teachers should also be involved in order to reveal their attitudes towards mentoring student teachers.
- (c) The sample of this study consisted of 200 senior teachers. More research, with a bigger sample, would be ideal so that findings can be generalized nationally and internationally with greater confidence.
- (d) It is also necessary to study student teachers' perceptions towards mentors in KwaZulu-Natal so as to know their attitudes towards mentoring.
- (e) A comparative study between mentors mentoring full-time students and those students involved in distance education is a necessity in order to see which group favours mentoring student teachers more, and the reasons for that.

- (f) A study whereby three factors, i.e. feelings, beliefs and action-tendency as tapped by the questionnaire is conducted to further explore the mentors' perceptions.
- (g) To conduct a study that can use the actual scores obtained from the questionnaire so as to employ multivariate statistics.

## **5.10 CONCLUSION**

This chapter discussed the findings of the study and established that the aims of the study were achieved. Recommendations for future studies were made and limitations of the study were listed.

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ANNEXURE A  
REQUEST FOR PERMISSION TO CONDUCT RESEARCH

## Application for Permission to Conduct Research in KwaZulu Natal Department of Education Institutions

### 1. Applicants Details

**Name Of Applicant:** Nontobeko Prudence Khumalo

**Tel No:** 073 6111 973/ 035 902 6851      Fax: N/A

**Email:** [khumalonp@unizulu.ac.za](mailto:khumalonp@unizulu.ac.za)

**Address:** 28 Monterey Flat, 6 Launder Lane, Richards Bay, 3901

2. **Proposed Research Title:** The role of senior teachers in mentoring student- teachers

3. **Have you applied for permission to conduct this research or any other research within the KZNDoE institutions?**

Yes	No
<input type="checkbox"/>	<input checked="" type="checkbox"/>

If “yes”, please state reference Number: N/A

4. **Is the proposed research part of a tertiary qualification?**

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

If “yes”

**Name of tertiary institution:** University of Zululand

**Faculty and or School:** Faculty of Education

**Qualification:** Masters in Educational Research

**Name of Supervisor:** Prof P.T Sibaya

**Supervisors Signature** \_\_\_\_\_

If “no”, state purpose of research: N/A

**5. Research Background:** There is no framework given to senior teachers to do their mentoring activities. Individual mentors, therefore, make use of a personal frame's of reference. In other words there are as many frameworks as they are individual senior teachers. The University of Zululand has a clear goal of what it wants to achieve with practice teaching, therefore, the present study wants to bridge the gap between the two.

**6. What is the main research question(s) :**

- (i) Are there any biographical data influencing the views of senior teachers about their roles of mentoring?
- (ii) How senior teachers view their roles of mentoring student teacher s?
- (iii) What are mentoring practices of senior teachers in preparing student -teachers?

**8. What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?:** The study wants to bridge the gap between the expectations that the University of Zululand has of mentor teacher and what they are doing during the practice teaching session. As mentors play a prominent role during practice teaching ,knowing their views or perceptions will contribute immensely to the mentoring relationships and make the relationships more beneficial for both the mentors and the mentees

**9. KZN Department of Education Districts from which sample will be drawn (please tick) – Please attach the list of all schools**

Amajuba		Umlazi		Sisonke	
Othukela		Pinetown		Ugu	
Zululand		Ilembe		Umgungundlovu	
Obonjeni		Empangeni	X	Umzinyathi	

**10. Research data collection instruments:** *(Note: a list and only a brief description is required here - the actual instruments must be attached):* Questionnaires will be used as a main instrument to collect data in this study. Questionnaires will have both structured and open ended questions. A 5-point Likert scale will be constructed consisting of ‘strongly agree’ ‘agree’ ‘unsure’ ‘disagree’ and ‘strongly disagree’ categories of responses.

**11. Procedure for obtaining consent of participants and where appropriate parents or guardians:**

The researcher will be responsible for all ethical standards that will be used in the conduct of the research. Written approval will be obtained prior to the commencement of the research study from the Head of Department (HOD) Department of Basic Education (KZN) and the response will then be submitted to the University as evidence that permission has been granted. The researcher will be open and honest with participants about all aspects of the study.

Informed consent will be obtained from all participants, before they participate in the study. A letter of consent will be sent to all participants, in which the purpose of the study will be explained as well as issues pertaining to risks or discomfort that may be encountered and that participation will be voluntary. The researcher will minimize potential risk to participants that can result in physical, mental discomfort, harm or injury to the participants.

**12. Procedure to maintain confidentiality (if applicable):** The researcher will ensure privacy by using three practices that is anonymity, confidentiality and appropriate storing of data.

**13. Questions or issues with the potential to be intrusive, upsetting or incriminating to participants (if applicable):** N/A

**14. Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable):** N/A

**15. Research Timelines : One month**

**16. Declaration**

I \_\_\_\_\_ declare that the above information is true and correct

\_\_\_\_\_  
**Signature of Applicant**

\_\_\_\_\_  
**Date**

**17. Agreement to provide and to grant the KwaZulu Natal Department of Education the right to publish a summary of the report.**

**I/We agree to provide the KwaZulu Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.**

**I/We grant the KwaZulu Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.**

\_\_\_\_\_  
**Signature of Applicant**

\_\_\_\_\_  
**Date**

**Return a completed form to:**  
Sibusiso Alwar  
Research Unit  
Resource Planning  
KwaZulu Natal Department of Education  
**Hand Delivered:**  
Office G25; 188 Pietermaritz Street  
Pietermaritzburg 3201

**Or**

**Ordinary Mail**

Private Bag X9137

Pietermaritzburg

3200

**Or**

**Email:** [sibusiso.alwar@kzndoe.gov.za](mailto:sibusiso.alwar@kzndoe.gov.za) or [smiso.sikhakhane@kzndoe.gov.za](mailto:smiso.sikhakhane@kzndoe.gov.za)

**ANNEXURE B**  
**REPLY FROM DEPARTMENT OF EDUCATION**



**ANNEXURE C  
LETTER OF CONSENT**

University of Zululand  
Private Bag x1001  
Kwa Dlangezwa  
3886  
08 April 2013

Dear Respondent

**RE: Request for your participation in completing a questionnaire**

I am currently registered for Master's degree (Educational Psychology) at the University of Zululand.

My research topic is: **Mentors' perceptions of their role in mentoring student teachers**

You are kindly requested to complete the attached questionnaire which attempts to establish the factors that causes learners poor performance in primary schools. It will take **15-20 minutes** to complete it.

You are also requested to be totally frank in providing your response to the questionnaire, as these will be treated in strict confidence.

Your participation is highly appreciated and completely voluntary.

Please note that this study has been approved by the High Degrees Committee at UNIZULU. Should you need more information about the study, please do not hesitate to contact my study research supervisor who will readily respond to your inquiry. Here are his contact details:

Prof PT Sibaya  
Faculty of Education-UNIZULU  
Telephone: 035 902 6628  
E-mail: [psibaya@pan.uzulu.ac.za](mailto:psibaya@pan.uzulu.ac.za)

I am most grateful to your time and effort.

Yours sincerely

NP Khumalo (Miss)

.....  
My contact details are:

Tel: 035 902 6851 / Cell: 073 6111 973: E-mail: [khumalonp@unizulu.ac.za](mailto:khumalonp@unizulu.ac.za)

## CONSENT FORM

**Please read this consent agreement carefully before you decide to participate in the study.**

**Title of the research study: Mentors' perceptions of their role in mentoring student teachers**

1. I understand:

- that I have been asked to take part in the University of Zululand research project specified above. I have had the project explained to me.
- that the questionnaire I will complete will be handled anonymously and will contain no identifying codes.
- that my participation is voluntary ,that I can choose not to participate in part or all of the project, and that I can withdraw at any stage of the project without being penalised or disadvantaged in any way.
- no payment or any kind of remuneration will be given to me.

2. I confirm that I have read and understood the information sheet for the above study and have had the opportunity to ask questions

.....

Name of Participant

.....

Signature

.....

Date

**ANNEXURE D  
ETHICAL CLEARANCE**

**UNIVERSITY RESEARCH ETHICS  
COMMITTEE**

(Reg No: UZREC 171110-30)



**UNIVERSITY OF ZULULAND**

Website: <http://www.uzulu.ac.za>

Private Bag X1001  
KwaDlangezwa 3886

Tel: 035 902 6645  
Fax: 035 902 6222  
Email: [dviljoen@pan.uzulu.ac.za](mailto:dviljoen@pan.uzulu.ac.za)

**ETHICAL CLEARANCE CERTIFICATE**

<b>Certificate Number</b>	UZREC 171110-030 PGM 2012/20					
<b>Project Title</b>	The role of senior teachers in mentoring student-teachers					
<b>Principal Researcher/ Investigator</b>	NP Khumalo					
<b>Supervisor and Co- supervisor</b>	Prof. PT Sibaya			Prof. MM Hlongwane		
<b>Department</b>	Educational Psychology & Special Education					
<b>Nature of Project</b>	Honours/4 <sup>th</sup> Year		Master's	x	Doctoral	Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives **FULL** ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate. Special conditions, if any, are also listed on page 2.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

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

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these may also require approval.)


Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian	X		
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

**Special conditions:** Documents marked "To be submitted" must be presented for ethical clearance before any data collection can commence.

The UZREC retains the right to

- Withdraw or amend this Certificate if
  - Any unethical principles or practices are revealed or suspected
  - Relevant information has been withheld or misrepresented
  - Regulatory changes of whatsoever nature so require
  - The conditions contained in this Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.

  
 Professor Rob Midgley  
 Deputy Vice-Chancellor, Research and Innovation  
 Chairperson: University Research Ethics Committee  
 06 May 2013

**PROF. JR MIDGLEY**  
 DEPUTY VICE-CHANCELLOR  
 RESEARCH & INNOVATION

06 MAY 2013

UNIVERSITY OF ZULULAND  
 PRIVATE BAG X1001  
 KWADLANGEZWA, 3886

**ANNEXURE E**  
**THE INSTRUMENT USED IN THE PILOT SAMPLE**

## QUESTIONNAIRE ON THE ROLE OF SENIOR TEACHERS IN MENTORING STUDENT TEACHERS

This questionnaire consists of three sections. Section A consists of your biographical information, section B consist of your views on mentoring student teachers and section C consists of your mentoring practices. There is no need for you to write your name on the questionnaire .This will help ensure a high level of confidentiality.

### SECTION A

#### PERSONAL INFORMATION

This section seeks information based on your biographical data. Please put an "X "on the appropriate box.

1. Gender

Male	Female

2.1 Qualifications: Indicate your highest academic qualification.

Bachelor's Degree	Honours Degree	Masters Degree	Doctoral Degree	Other(Specify)

2.2 Write the highest qualification you hold

3 Teaching experience

3	4-6	7-9	10-12	12-15

4 Level of specialization

Foundation Phase	Intermediate Phase	Senior Phase	FET Phase

**SESECTION B**

In this section you are to make a cross (“X”) in the box of your choice once you have read each statement carefully. The cross (“X”) will reflect how you feel about each statement made. You are reminded that there are no right and wrong answers.

**KEYS**

**SA = Strongly Agree**

**A = Agree**

**U = Undecided**

**D = Disagree**

**SD = Strongly Disagree**

STATEMENT		RATING				
1.	I believe a mentor has to instill positive attitude to student teachers	SA	A	U	D	SD
2.	A good relationship between student teacher and the mentor is the key in preparing these students	SA	A	U	D	SD
3.	There is nothing as interesting as seeing student teachers showing understanding of what they have learnt	SA	A	U	D	SD
4.	It doesn't worry me to be observed by student teachers while teaching	SA	A	U	D	SD
5.	It does not upset me to mentor student teachers	SA	A	U	D	SD
6.	A mentor is someone who is a good shepherd	SA	A	U	D	SD
7.	It is fun to be joined by student teachers in sports	SA	A	U	D	SD
8.	It does not worry me to deal with inactive student- teachers	SA	A	U	D	SD
9.	Discussion of code of conduct with student teachers is a waste of time	SA	A	U	D	SD
10.	The responsibility of the mentor is to outline the teaching plan to the student teachers	SA	A	U	D	SD
11.	I feel that workload sharing should be clearly defined between the mentor and the student teacher	SA	A	U	D	SD
12.	With or without prior training I like mentoring student teachers	SA	A	U	D	SD
13.	I avoid assisting student teachers when planning their lessons	SA	A	U	D	SD
14.	Discussing subject specific content knowledge with student teachers is burdensome to me	SA	A	U	D	SD
15.	Mentors should support classroom management since it influences the betterment of student teachers progress	SA	A	U	D	SD
16.	Very little if any can be accomplished in discussing assessment with student teachers	SA	A	U	D	SD
17.	It is not feasible to be a mentor and an assessor for the same student teachers	SA	A	U	D	SD
18.	It is not in the interest of progress that we should be willing to give our undivided support to the business of mentoring student teachers	SA	A	U	D	SD
19.	It does not impress me to see mentors modeling effective teaching	SA	A	U	D	SD
20.	The use of syllabus language should be appreciated since it is put to	SA	A	U	D	SD

	the best mentoring service of student teachers					
21.	I think that mentoring responsibility has grown up for the primary purpose of refining student teachers' skills in lesson planning	SA	A	U	D	SD
22.	Creating an effective environment for student teachers is the responsibility of the mentor	SA	A	U	D	SD
23.	It is upsetting to help student teachers who look down upon mentors	SA	A	U	D	SD
24.	Feedback to student teachers should not be ignored because it does not generate pride	SA	A	U	D	SD
25.	Keeping records of student teachers is burdensome	SA	A	U	D	SD
26.	It is very fulfilling to help student teachers with lesson plans	SA	A	U	D	SD
27.	I dislike evaluating student teachers while teaching	SA	A	U	D	SD
28.	It does not bother me whether the student –teacher is a slow learner	SA	A	U	D	SD
29.	Mentoring process does not improve the moral standards of student teachers	SA	A	U	D	SD
30.	Mentors should not provide written feedback to the student teachers	SA	A	U	D	SD

### SECTION C

**This section seeks your mentoring practices in preparing student teachers to be effective teachers.**

The following characterize good practice in mentoring student – teachers .Arrange them in order of importance to you. Assign 1 to the most important and 2 to the next important ..... and 10 to the least important

Mentoring Practice	Number in order of importance to you
• Lesson review	
• Assist in lesson planning	
• Hold post – lesson conference	
• Lesson observation	
• Outline curriculum	
• Discuss assessment	
• Discuss content knowledge	
• Team teach	
• Provided feedback	
• Evaluate teaching	

**THANK YOU FOR PARTICIPATING IN THIS STUDY.YOUR TIME AND EFFORT IS GREATLY APPRECIATED.**

**ANNEXURE F**  
**THE INSTRUMENT USED IN THE FINAL SAMPLE**

**QUESTIONNAIRE ON THE ROLE OF SENIOR TEACHERS IN MENTORING STUDENT TEACHERS**

This questionnaire consists of three sections. Section A consists of your biographical information, section B consist of your views on mentoring student teachers and section C consists of your mentoring practices. There is no need for you to write your name on the questionnaire .This will help ensure a high level of confidentiality.

**SECTION A**

**PERSONAL INFORMATION**

This section seeks information based on your biographical data. Please put an “X “on the appropriate box.

2. Gender

Male	Female

4.1 Qualifications: Indicate your highest academic qualification.

Bachelor’s Degree	Honours Degree	Masters Degree	Doctoral Degree	Other(Specify)

4.2 Write the highest qualification you hold

--

5 Teaching experience

3	4-6	7-9	10-12	12-15

6 Level of specialization

Foundation Phase	Intermediate Phase	Senior Phase	FET Phase

**SECTION B**

In this section you are to make a cross (“X”) in the box of your choice once you have read each statement carefully. The cross (“X”) will reflect how you feel about each statement made. You are reminded that there are no right and wrong answers.

**KEYS**

**SA = Strongly Agree**

**A = Agree**

**U = Undecided**

**D = Disagree**

**SD = Strongly Disagree**

STATEMENT		RATING				
1.	I believe a mentor has to instill positive attitude to student teachers	SA	A	U	D	SD
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11.	I feel that workload sharing should be clearly defined between the mentor and the student teacher	SA	A	U	D	SD
12.	With or without prior training I like mentoring student teachers	SA	A	U	D	SD
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14.	Discussing subject specific content knowledge with student teachers is burdensome to me	SA	A	U	D	SD
15.	Mentors should support classroom management since it influences the betterment of student teachers progress	SA	A	U	D	SD
16.	Very little if any can be accomplished in discussing assessment with student teachers	SA	A	U	D	SD
17.	It is not feasible to be a mentor and an assessor for the same student teachers	SA	A	U	D	SD
18.	It is not in the interest of progress that we should be willing to give our undivided support to the business of mentoring student teachers	SA	A	U	D	SD
19.	It does not impress me to see mentors modeling effective teaching	SA	A	U	D	SD

20.	The use of syllabus language should be appreciated since it is put to the best mentoring service of student teachers	SA	A	U	D	SD
21.	I think that mentoring responsibility has grown up for the primary purpose of refining student teachers' skills in lesson planning	SA	A	U	D	SD
22.	Creating an effective environment for student teachers is the responsibility of the mentor	SA	A	U	D	SD
23.	It is upsetting to help student teachers who look down upon mentors	SA	A	U	D	SD
24.	Feedback to student teachers should not be ignored because it does not generate pride	SA	A	U	D	SD
25.	Keeping records of student teachers is burdensome	SA	A	U	D	SD
26.	It is very fulfilling to help student teachers with lesson plans	SA	A	U	D	SD
27.	I dislike evaluating student teachers while teaching	SA	A	U	D	SD
28.	It does not bother me whether the student –teacher is a slow learner	SA	A	U	D	SD
29.	Mentoring process does not improve the moral standards of student teachers	SA	A	U	D	SD
30.	Mentors should not provide written feedback to the student teachers	SA	A	U	D	SD

**SECTION C**

**This section seeks your mentoring practices in preparing student teachers to be effective teachers.**

The following characterize good practice in mentoring student – teachers .Arrange them in order of importance to you. Assign 1 to the most important and 2 to the next important ..... and 10 to the least important

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• Lesson observation	
• Outline curriculum	
• Discuss assessment	
• Discuss content knowledge	
• Team teach	
• Provided feedback	
• Evaluate teaching	

**THANK YOU FOR PARTICIPATING IN THIS STUDY.YOUR TIME AND EFFORT IS GREATLLY APPRECIATED.**

## **ANNEXURE G ROTATED MATRIX**

### Rotated Matrix

	ITEM 1	VAR02	VAR03	VAR04	VAR05	VAR06	VAR07	VAR08	VAR09	VAR10	VAR11	VAR12	VAR13	VAR14	VAR15	VAR16	VAR17	VAR18	VAR19	VAR20	VAR21	VAR22	VAR24	VAR25	VAR27	VAR29	VAR30
VAR01	1.000	.465	.583	.590	.284	.340	.017	.200	.214	.036	.103	.436	-.019	.213	.510	.223	-.017	.134	.022	.117	-.041	.225	-.026	.362	.165	.080	.301
VAR02	.465	1.000	.414	.078	.258	.262	.024	.177	.106	.164	.146	.376	-.027	-.069	.259	.199	.016	-.100	-.019	-.036	-.011	.130	-.037	.143	.235	.066	.039
VAR03	.583	.414	1.000	.396	.207	.294	.044	.259	.149	.154	.152	.170	-.067	.008	.389	.216	-.045	-.093	-.127	.017	.071	.266	.041	.063	.050	.019	.163
VAR04	.590	.078	.396	1.000	.313	.424	.095	.017	.073	.175	.106	.275	.185	.082	.410	-.068	.024	.005	-.041	.323	.148	.232	-.006	.121	.046	-.009	.349
VAR05	.284	.258	.207	.313	1.000	.538	.372	-.053	.011	.084	.246	.405	-.188	-.130	.230	.065	-.102	.202	.066	.182	.012	.008	.037	.127	-.128	-.008	-.044
VAR06	.340	.262	.294	.424	.538	1.000	.284	.117	-.080	.138	.433	.380	.068	-.191	.191	.236	.004	.115	.060	.222	-.062	.219	.153	.219	.035	.018	.162
VAR07	.017	.024	.044	.095	.372	.284	1.000	.095	-.048	.026	.416	.091	.099	-.154	.113	-.104	-.189	-.182	-.180	.014	.248	.404	-.108	-.090	-.194	-.098	-.200
VAR08	.200	.177	.259	.017	-.053	.117	.095	1.000	-.073	.249	.437	.139	-.047	-.165	-.027	.166	.172	-.126	.110	.001	.125	.238	.034	.238	.032	-.088	.012
VAR09	.214	.106	.149	.073	.011	-.080	-.048	-.073	1.000	-.008	-.260	-.050	-.016	.440	.069	.086	-.073	.235	.151	.130	.004	.096	-.101	.213	.126	.274	.313
VAR10	.036	.164	.154	.175	.084	.138	.026	.249	-.008	1.000	.426	.137	.061	-.207	.273	-.050	-.054	-.030	-.064	.384	.467	.131	-.363	-.020	.091	.029	.078
VAR11	.103	.146	.152	.106	.246	.433	.416	.437	-.260	.426	1.000	.374	.225	-.274	.185	.108	-.081	-.118	-.136	.006	.328	.231	-.180	-.025	-.202	-.151	-.103
VAR12	.436	.376	.170	.275	.405	.380	.091	.139	-.050	.137	.374	1.000	-.042	.027	.221	-.097	-.209	-.041	-.091	-.098	.287	.240	-.081	.135	-.162	-.032	-.080
VAR13	-.019	-.027	-.067	.185	-.188	.068	.099	-.047	-.016	.061	.225	-.042	1.000	-.031	.115	.291	-.029	-.183	-.156	-.061	.121	.362	-.256	.047	-.003	.147	.243
VAR14	.213	-.069	.008	.082	-.130	-.191	-.154	-.165	.440	-.207	-.274	.027	-.031	1.000	.091	.199	-.035	.355	.319	-.121	.006	-.029	.204	.308	-.178	.079	.216
VAR15	.510	.259	.389	.410	.230	.191	.113	-.027	.069	.273	.185	.221	.115	.091	1.000	-.064	-.049	-.042	-.105	.320	.143	.205	-.107	.136	-.006	-.085	-.043
VAR16	.223	.199	.216	-.068	.065	.236	-.104	.166	.086	-.050	.108	-.097	.291	.199	-.064	1.000	.106	.256	.250	-.082	-.092	.070	.010	.235	-.033	.412	.399
VAR17	-.017	.016	-.045	.024	-.102	.004	-.189	.172	-.073	-.054	-.081	-.209	-.029	-.035	-.049	.106	1.000	.107	-.010	.226	-.095	-.303	.072	-.138	.567	-.036	.148
VAR18	.134	-.100	-.093	.005	.202	.115	-.182	-.126	.235	-.030	-.118	-.041	-.183	.355	-.042	.256	.107	1.000	.417	.224	-.084	-.299	.149	.385	.158	.332	.380
VAR19	.022	-.019	-.127	-.041	.066	.060	-.180	.110	.151	-.064	-.136	-.091	-.156	.319	-.105	.250	-.010	.417	1.000	.094	-.310	.017	.469	.474	-.158	-.028	.023
VAR20	.117	-.036	.017	.323	.182	.222	.014	.001	.130	.384	.006	-.098	-.061	-.121	.320	-.082	.226	.224	.094	1.000	.021	.032	-.152	.041	.283	-.003	.162
VAR21	-.041	-.011	.071	.148	.012	-.062	.248	.125	.004	.467	.328	.287	.121	.006	.143	-.092	-.095	-.084	-.310	.021	1.000	.095	-.543	-.367	-.118	-.001	.065
VAR22	.225	.130	.266	.232	.008	.219	.404	.238	.096	.131	.231	.240	.362	-.029	.205	.070	-.303	-.299	.017	.032	.095	1.000	.087	.188	-.160	-.038	.035
VAR24	-.026	-.037	.041	-.006	.037	.153	-.108	.034	-.101	-.363	-.180	-.081	-.256	.204	-.107	.010	.072	.149	.469	-.152	-.543	.087	1.000	.412	-.118	-.264	-.201
VAR25	.362	.143	.063	.121	.127	.219	-.090	.238	.213	-.020	-.025	.135	.047	.308	.136	.235	-.138	.385	.474	.041	-.367	.188	.412	1.000	.089	.013	.204
VAR27	.165	.235	.050	.046	-.128	.035	-.194	.032	.126	.091	-.202	-.162	-.003	-.178	-.006	-.033	.567	.158	-.158	.283	-.118	-.160	-.118	.089	1.000	-.018	.322
VAR29	.080	.066	.019	-.009	-.008	.018	-.098	-.088	.274	.029	-.151	-.032	.147	.079	-.085	.412	-.036	.332	-.028	-.003	-.001	-.038	-.264	.013	-.018	1.000	.483
VAR30	.301	.039	.163	.349	-.044	.162	-.200	.012	.313	.078	-.103	-.080	.243	.216	-.043	.399	.148	.380	.023	.162	.065	.035	-.201	.204	.322	.483	1.000



Ms NP Khumalo  
28 Monterey Flat  
6 Launder Lane  
RICHARDS BAY  
3901

Dear Ms Khumalo

## PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“THE ROLE OF SENIOR TEACHERS IN MENTORING STUDENT-TEACHERS”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 16 February 2015 to 28 February 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Uthungulu District

**Nkosinathi S.P. Sishi, PhD**  
**Head of Department: Education**  
**Date: 12 February 2015**

**KWAZULU-NATAL DEPARTMENT OF EDUCATION**