STUDENT TEACHERS' PERCEPTIONS OF TEACHING PRACTICE AT THE UNIVERSITY OF ZULULAND

By

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ORIGINALITY DECLARATION

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I knowledge that I have read and understood the University 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 I had obtained an ethical clearance certificate for my research (Certificate Number UZREC 171110-030 PGM 2012/13) and that I have complied with the conditions set out in that certificate.

I further certify that this research 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, except as follows:

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Date	October 2014

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DEDICATION

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Abstract

Extensive research has been done on the importance of supervision of student teachers during teaching practice. The present study is a descriptive survey which sought to examine student teachers' perceptions of teaching practice. The sample comprised of 184 third year B.Ed students who had undergone teaching practice in 2013. To this end a questionnaire was constructed and validated through factor analysis technique by the researcher. The results revealed that student teachers hold favourable perceptions of teaching practice. The Kendall Coefficient of Concordance W^a yielded significant agreement among ranks assigned by student teachers to different teaching practice models. However there is a need for the improvement of the system of teacher education in order to prepare quality teachers. Some of the differences are the following: importance of preparing lesson plan as well as the pedagogical approach to presenting the lesson to learners. Most of the student teachers find it difficult in choosing and using teaching techniques and strategies that are suitable for the learners they teach. It is a given that there is no one strategy which can be implemented when imparting knowledge to the learners. However student teachers have to be exposed to those different strategies in order to be able to apply them depending on the lesson and the learners they are teaching. It can also be concluded that the perception of student teachers of teaching practice components of the lesson presentation is positive, irrespective of age and gender. Therefore the study has revealed that gender and age should not be necessarily concentrated on when students go out for teaching practice as reviewed by the findings. Based on the findings recommendations were made, among others, that the Faculty of Education should take into consideration the concerns of student teachers and address them before student teachers are sent to schools for teaching practice. This study is important in that it provides valuable information for the improvement of teaching practice when the perceptions of student teachers are acknowledged.

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1 MOTIVATION OF THE STUDY

1.1 INTRODUCTION

This chapter will focus on motivation of the study, statement of the problem, aims of the study, hypothesis, operational definition of the terms and plan for the organization of the research. Details of this study are presented below.

Each and every profession has its own training because learning to practise a skill is fundamental to professional careers. If one wants to pursue a professional career one has to undergo relevant training in order to prepare for that profession. The prerequisite for becoming a teacher is to undergo teaching practice (Ngidi & Sibaya, 2003). Literature has revealed the importance of teaching practice in the training programmes of student teachers for their career (Ogonor & Badmus, 2006; Kuggundu & Nayimuli, 2009; Gujjar, 2010; Goh & Matthews, 2011). In the same vein, Fry, Ketterridge and Marshall (2008:36) state that the practicum component in teacher training institutions is widely accepted all over the world. It serves as the most significant factor in the shaping of the student teachers' experiences (Rajuan, 2008). Kuggundu & Nayimuli, 2009:63 confirm these experiences as the most important aspects to the development of a student teacher.

Nwanekezi, Okoli and Mezieobi (2011:41) point out that teaching practice is the first official opportunity for student teachers to be involved in actual teaching experience. They add that it enables the student teachers to be well prepared for their assumption of duty as professional, motivated, conscientious and efficient classroom teachers who will encourage the spirit of inquiry, creativity and intellectual development among the beneficiaries of the educational system. Caires, Almeida and Vieire (2012:166) regard teaching practice sessions as a period of intense search and exploration of self, others and the new scenarios.

It is clear from the foregoing review that the role of teaching practice to the student teachers cannot be compromised because it provides them with the opportunity to 'taste' school setting and enables them to adjust and modify their expectations before starting their teaching career (Al-Mahrooqi, 2011; Spooner, Flowers, Lambert & Algozinne, 2008; Ferber & Nillas, 2010). Therefore it is most relevant and compelling to investigate the nature of the perceptions that student teachers have. Student teachers join schools for a certain time to practise teaching in order to be exposed to new perspectives of teaching in the school environment.

According to Marais and Meier (2012:221), the term "teaching practice" represents the range of experiences to which student teachers are exposed when they work in classrooms and schools. It has three major connotations: the practising of teacher skills and acquisition of the role of a teacher, the whole range of experience that students go through in school, and the practical aspects of courses as distinct from theoretical studies (Nwanekezi, Okoli & Mezieobi, and 2011:42). They further point out that teaching practice enables the student teachers to practice all the theoretical teachings they gain from their institutions of higher learning.

Caires, Almeida and Vieira (2012:172) in their study found that the perceptions of student teachers in Portugal were both positive and negative. They mention that the positive perceptions concerned student teachers' growing knowledge and skilfulness, their increasing sense of efficacy, flexibility and spontaneity in their performance and interactions, and the awareness of having achieved reasonable levels of acceptance and recognition amongst the school community. On the negative side, teaching practice is perceived as a demanding period which involves considerable amounts of distress, changes in psycho-physiological patterns, and an increasing sense of weariness and vulnerability. The study also revealed differences when it comes to gender. Female student teachers perceived teaching practice as tiring and stressful.

Contrary to the study conducted in Portugal, the study conducted by Malik and Ajmal in Pakistan (2010) found that student teachers perceive teaching practice as a stressful period. They cited the following challenges, a heavy workload, being observed and evaluated by teachers, and inadequacy in classroom management. In the Malaysian context, it was noted that student teachers felt pressure during teaching practicum which prevented them from positively engaging in theory and practice. They identified supervision, workload other than teaching, and pedagogical and content knowledge as challenges many student teachers faced during teaching practice (Goh & Matthews, 2011).

There is currently a widespread outcry about the performance of teachers who are being produced by many institutions of higher learning. One asks oneself of what the problem could be because preparation of pre-service teachers through a student teaching experience is a widely accepted practice in teacher education (Cuenca, 2011). Fry, Ketterridge and Marshall (2008:86) confirm that the school environment offers student teachers the opportunity to acquire experience of a school knowledge, which are the School Organisation Development (SOD) and to appreciate the

complex aspects of school cultures. These experiences influence both the teachers' teaching and the learners' learning. Kuggundu and Nayimuli (2009) point out that teaching practice grants student teachers experience in the actual teaching and learning environment.

Tsien and Tsui (2007:348) summarise the goal of teaching practice by saying that it is that of producing a practitioner who can integrate theory and practice sensitively, systematically and successfully; but Cheng, Cheng and Tang (2010:1) and Fry, Ketterridge and Marshall (2008:2) assert that student teachers often complain that theory in teacher education is not relevant to practice. They find theories irrelevant to the development of teacher competence. Similarly, Mutemeri and Chetty (2001:505) maintain that there is a general belief among student teachers that what happens at the university during lectures has little relationship to what happens in the classroom.

In the same vein, Goh and Matthews (2001:93) argue that during the teaching practicum, student teachers experience a learning situation that is unique and different from campus-based learning as they are called upon to respond to new circumstances. They are also overwhelmed by the numerous realities of the classroom, such as learners' expectations of spoon-feeding, which can be defined as emphasizing teaching as telling and learning as mere listening, and the challenges of mixed ability classes. Caires, Almeida and Martins (2010) refer to this complex situation which the student teachers find themselves in as the "reality shock" because they discover discrepancies between theory and practice which they have to integrate when they teach, and the shift from student to teacher has a lot of stress and challenges. They also have to revisit and adjust the personal assumptions and beliefs they had about actual practice in teaching.

Tillema, Smith and Leshem (2010) stress that supporting student teachers in learning to teach is a collaborative effort of student teachers, university supervisors and the cooperating teachers. On the other hand, Murphy (2008) says that many student teachers, university supervisors and cooperating teachers differ in their expectations of their respective roles, which means that various participants are not clear about their roles. This is confirmed by Krull (2005) when he states that teaching practice worldwide has shown that novice teachers experience enormous difficulties when starting their working careers at schools and many of them fail to survive the adaptation period.

When the universities started partnership programmes with schools, they developed their own teaching practice models to ensure that student teachers would be assisted to acquire the relevant knowledge and skills from schools (Nwanekezi, et al., 2011). They also ensured that these models were not going to interrupt the school programmes. This observation is related to the view of Tisher (Atputhasamy,1990) who argues that schools and universities should clearly understand and fulfill their respective roles, thus delivering a shared, logical programme of teacher education. It is clear that such a programme is not equally shared by the university supervisors and the cooperating teachers because student teachers spend more time doing theory in their institutions of higher learning while compromising practice in schools.

The researcher participates in the organization and coordination of the teaching practice component of the initial education and training of student teachers towards the attainment of their qualifications. Most studies focus on the importance of teaching practice and its supervision, and they exclude other concerns of student teachers, even though they are essential elements in their programme. Goh and Matthews (2011) emphasize that the type of concerns student teachers encounter should be given more attention to enable the preparation of really competent teachers. It has been noticed in this study that although student teachers are offered

opportunities to go for teaching practice, there are emerging gaps and concerns regarding its effectiveness. It became a cause of concern to the researcher to find out from the student teachers their feelings about teaching practice. This study is undertaken for the purpose of inquiring into the student teachers' perceptions of the whole exercise of the teaching practice model at the University of Zululand. It could be of assistance in making the student teachers aware of the role of teaching practice in preparing them for their career.

1.2 STATEMENT OF THE PROBLEM

Teaching practice is the vital component of teacher education and training because it provides student teachers with an opportunity to learn from experience in the work place. Tisher (Atputhasamy,1990) asserts that student teachers believe that the practical experience of observing expert teachers, receiving feedback, and practising strategies are the most important factors in their growth as teachers, but there is a widespread outcry about the quality of most of the teachers who have undergone this practice. Hence the statement of the problem is to investigate the student teachers' perceptions of the whole exercise of teaching practice.

1.3 RESEARCH QUESTIONS

This study attempts to answer the following:

1.3.1 What are the student teachers' perceptions of teaching practice?

1.3.2 How do student teachers evaluate / judge the best teaching practice components of lesson presentation?

1.3.3 Are student teachers' perceptions influenced by their biographical particulars: age and gender?

1.4 AIMS OF THE STUDY

The study aims to pursue the following objectives:

1.4.1 To establish the nature of student teachers' perceptions of teaching practice.

1.4.2 To measure the degree of correlation among ranks assigned to different teaching practice components of lesson presentation by student teachers.

1.4.3 To determine the relationship if any, between perceptions and student teachers' biographical data.

1.5 HYPOTHESES

Based on the above aims, the following hypotheses were formulated:

1.5.1 Student teachers perceptions will be favourably disposed towards teaching practice.

1.5.2 There will be agreement among ranks assigned by student teachers to different components of lesson presentation of teaching practice.

1.5.3 There will be a relationship between biographical variables and perception of teaching practice.

1.6 OPERATIONAL DEFINITION OF TERMS

1.6.1 Perception: The operational definition of this term is the impression which student teachers have about teaching practice or the attitude which the student teachers hold towards teaching practice.

1.6.2 Teaching practice: In this context it means those activities of student teachers which are preparing them for their teaching career.

1.6.3 Student teachers: It means third year B.Ed. students who are practising teaching in schools as part of their curriculum requirement.

1.7 RESEARCH METHODOLOGY

1.7.1 Research design

The study is a case study of one institution. The area was selected purposively as it is the working station of the researcher and that made it easy for data collection. Case study and descriptive research designs are used in this study.

The researcher used this design supported by the previous studies (Nwanekezi, Okoli & Mezieobi, 2011; Tabot & Mottanya, 2012; Olugbenga, 2013; Wambugu & Ng'eno, 2013) reviewed.

1.7.2 Sampling

The researcher targeted the population of the University of Zululand. Fifty (50) third year B.Ed. students were used for the pilot study to verify the reliability of the instrument that was used. Thereafter the unit of study consisted of 184 third year B.Ed. students for the final study of which 100 were females and 84 were males. The researcher targeted student teachers because she participates in the organization and co-ordination of the teaching practice component of initial education and training of student teachers towards attaining of their qualifications. Purpose sampling design was used to choose the unit of study.

1.7.3 Method of data collection

A questionnaire was used to gather information. Questions were divided into three sections. Section 1 dealt with the biographic and general information. Section 2 had structured questions. In this section the respondents were asked to rate their

responses on a Likert scale as follows: strongly agree, agree, undecided, disagree, strongly disagree. In section 3 student teachers were requested to arrange teaching practice components of lesson presentation in the order of importance to them. The most important teaching practice components of lesson presentation receive rank order number 1, the next one 2, followed by 3 and so on. The least important teaching practice components of lesson presentation receive rank order number 10.

1.7.4 Procedures for administration of the research instrument

This study used the following procedures:

1. A Formal letter requesting permission to conduct research was forwarded to the University of Zululand Authorities to conduct a study using the Faculty of Education, third year B. Ed. students as the respondents. Permission was granted.
2. Copies of the letter of approval from the University of Zululand Authorities were attached to the questionnaires as evidence that the permission was granted.
3. Administration of the research instrument was conducted in the classes of respondents.
4. The researcher visited third year B. Ed. students in their classes and requested ten students from each phase that is Early Childhood Development, Foundation and Intermediate and Intermediate and Senior. There were twenty students from the FET phase in order to have 50 participants who voluntarily form part of the pilot study because they had been engaged in continuous teaching practice for two years and were therefore likely to provide more informed responses to the questions. The names of all participants were noted to avoid using them in the actual final study.

5. The researcher explained to the third year B.Ed students the purpose of the study and emphasized the importance of the study and its benefits to the students.

1.7.5 Ethical considerations

This researcher realized the importance of ethical issues to be considered since it deals with human beings and sought the support of the students as they were the unit of analysis of the study. The respondents were assured that their responses were going to be completely confidential. They were also assured that the purpose and objectives of the study were not to mislead them. Verbal consent was obtained from the participants. They were informed that their responses were going to be confidential and they were not supposed to write their names in the questionnaire. Their privacy was maintained and they remained anonymous when answering questions. The respondents were told that participation was voluntary and an informed consent was signed by all participants.

Both the research proposal and the questionnaire were submitted to University of Zululand Ethics Committee before permission to conduct the study was granted (Appendix D).

1.7.6 Data analysis

Data was coded and analysed by using descriptive statistics. Questionnaires yielded quantitative data. The qualitative data helped the researcher to find the first-hand information from the student teachers about their perceptions of teaching practice.

1.8 PLAN OF THE STUDY

This study was organized as follows:

Chapter One

In this chapter the motivation for the study, statement of the problem, aims of the study, hypothesis, operational definition of terms, and the plan for the organization of the research are discussed.

Chapter Two

This chapter deals with the review of literature. The focus is on the student teachers' perception of teaching practice in particular, and education in general.

Chapter Three

This chapter discusses the research design and methodology of the study.

Chapter Four

In this chapter the researcher focuses on the data presentation, analysis and interpretation.

Chapter Five

This chapter presents the aims of the study, hypotheses, discussion of findings and the implications of the findings of this study.

.Chapter Six

This chapter deals with summary, conclusion, limitation of the study and recommendations

1.9 SUMMARY

The issue of teaching practice appears to be a major concern to the student teachers' profession because it provides them with the opportunity to be involved in the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques, and practice or exercise of different activities of daily school life. This, therefore, means that teaching practice is a cardinal and indispensable aspect in the preparation of teachers.

In chapter two the researcher focuses on the review relevant literature. The aim of the literature study is to gain a comprehensive understanding of the student teachers' perceptions of teaching practice. In understanding this task, related literature is presented and discussed according to the study's aims and objectives.

CHAPTER TWO

2 LITERATURE REVIEW

2.1 INTRODUCTION

This chapter deals with the review of literature. The focus is on the student teachers' perception of teaching practice in particular and education in general. Details of this chapter are presented below.

Teaching practice is of crucial importance in preparing student teachers to acquire knowledge and become professional, motivated and efficient teachers. Any teacher education programme without the collaboration of the work integrated learning (WIL) is incomplete. In other words, student teachers' training and practicum are two sides of the same coin. If students do not have teaching-and-learning experience as a continuum to their training and as an integral part of their development as teachers, they have not been properly trained. The terms/concepts 'student teachers' and 'teacher-trainees' will be used interchangeably in this study to refer to students undergoing a teacher-training programme.

According to the study by Badenhorst and Badenhorst (2011:5), student teachers value a supportive and interactive classroom environment, especially with respect to the process of learning to teach. Student teachers' perceptions of teaching practice are determined by different factors such as class-size, relationship among student teachers, and the attitude of teaching staff and the learners towards student teachers (Beck & Kosnik, 2002; Mutemeri & Chetty, 2011; & Meyer & Mamiala, 2012). However, Cakmak (2009) highlights that student teachers report that their

perceptions and concerns regarding classroom management, teaching methods and techniques, motivation, evaluation and assessment of learners depends on the class size. According to Caires and Almeida (2007:516), student teachers are concerned about three specific roles, which are: to be observed by their cooperating teachers when teaching and be provided with feedback; to be provided with moral support and encouragement; and lastly, to be provided with instructional seminars that enhance their teaching experience.

Contrary to the above postulated views about the interest of student teachers towards teaching practice activities, Numerich (Schoeman & Mabunda, 2012) reports that student teachers are more interested in their own survival in the classroom than in learning to manage the class and teach learners.

Duffy (Talvitie, Peltokallio & Mannisto, 2000) in his study reports that most student teachers regard their peers as important sources of support in their teaching practice because they encourage them to deal with whatever challenges which they come across during their teaching experiences. Their peers also stimulate the student teachers to air their own views about teaching, and assist in providing a non-threatening environment for critical discussions. Thus Bhagava (2009) mentions that majority of student teachers report that through teaching practice they feel more confident in addressing a crowd. Caires, Almeida and Martins (2010) further report that teaching practice increases levels of performance efficiency and competence in decision making and problem solving. Most student teachers, then, regard teaching practice as the most influential factor in their professional growth.

Although various researchers have identified important factors of teaching practice, the study by Qazi, Rawat, Sharjeel and Devi (2008: 56) reveals that teaching practice programmes lack the basic and important skills like proper implementation of the

curriculum in the real classroom situation, which has to be inculcated to student teachers. Quick and Sieborger (2005:2) concur with Qazi et al. that teaching practice does not adequately prepare and equip the student teachers for the realities of the teaching profession. Schoeman and Mabunda (2012) further contend that student teachers complain that they are not given sufficient time for teaching practice. Furthermore, Spooner et al., (Hu, 2000) maintain that student teachers should have a full year's experience where they can witness the start and end of the school year. This could be of vital importance to their professional development.

Dreyer (Quick & Sieborger, 2005) stress that if student teachers can spend more time in schools they can get the opportunity to integrate the theory of education with what they are experiencing in schools. In the same vein, Ilaiyan and Zidan (2008) attest that providing a greater number of teaching practice classes can improve the practical ability of student teachers. Quick and Sieborger (Reddy, Menkveld & Bitzer, 2008) concur with Dreyer and Ilaiyan and Zidan when they posit that the vast majority of student teachers would be delighted if they could spend more time in schools because it is where they will spend most of their lives when they have completed their studies. Liaw (Schoeman & Mabunda, 2012) argues that if the duration of teaching practice could be extended, it would improve a student teacher's ability to impart knowledge. Furthermore, Tann (Schoeman & Mabunda, 2012) emphasises that student teachers suggest that if the teaching practice period can be extended, they can make rapid progress in developing their teaching skills.

According to Matoti, Junqueira and Odora (2011:143) student teachers are complaining that they complete their studies without gaining much from teacher efficacy. Furthermore, Quick and Sieborger (2005) reveal that the student teachers state that the university work should be minimised or eliminated when they are in schools. Reddy, Menkveld and Bitzer (2008) concur with Quick and Sieborger when they mention that student teachers have strong feeling that they are loaded with on-

campus work while they are still doing teaching practice. Reddy, Menkveld and Bitzer (2008) further stress that student teachers request that teaching practice should be sufficiently intensive and extensive in order for them to demonstrate proficiency in the teaching role for which they are preparing. They (Student teachers) further suggest that there should be more contact between the university and the liaison mentors before teaching practice begins, and the students should be given the schools' curriculum before they go for teaching practice (Quick & Sieborger, 2005). It is therefore reasonable to assume that if student teachers could be offered more time for teaching practice and be provided with the necessary competencies, they would become successful teachers.

Some student teachers perceive teaching practice as representing a traumatic or non-educating experience, characterised by feelings of failure, stress, loss of identity' and lack of self-esteem and self-confidence (Bhagava, 2009). The findings of the pilot study by Masztal (1994) reveal that most student teachers said that their experiences were stressful because of the learners who were lacking discipline. A study by Head, Hill and Maguire (Caires et al., 2010) emphasises that stress is caused by the absence or inadequacy of the strategies to be used to deal with the new challenges of the teacher's role. However, Mapfumo, Chitsko and Chireshe (2012) point out that not much research has been done on student teachers' stress because it is regarded as a normal part of teacher development during teaching practice.

Lock (Goh & Matthews, 2011) contends that the views of student teachers about learning to teach should be given more attention to enable better preparation of new teachers. Yourn (Goh & Matthews, 2011) further elaborates that the views of student teachers are real and they have the ability to limit and frustrate their already complex teaching situation. Moore, Sprinthall, Reiman, Thies-Sprinthll, Zeichner and Liston (Hu, 2000), in their investigation of student teachers' talks during teaching practice,

support Lock's and Yourn's notion by maintaining that those views during teaching practice are a central component in teacher education.

2.2 STUDIES OF THE EXPERIENCE OF STUDENT TEACHERS DURING TEACHING PRACTICE

Studies (Kiggundu &Nayimuli, 2009; Spooner, Flowers, Lambert & Algozzine, 2008; Badenhorst & Badenhorst, 2010; Ferber & Nillas, 2010; Hill & Christian, 2011) conducted on student teachers' experience during teaching practice are in great vogue.

According to Marais & Meier, (2008); and Badenhorst & Badenhorst, (2010) student teachers in schools come across different challenges, many of which cannot be anticipated. A study by Heeralal and Bayaga (2011:103) on "Pre-service teachers' experiences of teaching practice" groups the experiences and challenges of student teachers into three categories: complaints concerning lack of discipline in learners, who lack interest in what is taught by the student teachers; complaints about some of the mentors, who are uncooperative and do not provide the required assistance to student teachers; and lastly, complaints about themselves (student teachers) not properly doing what they are supposed to do on time owing to anxiety, stage fright and sometimes not knowing the correct approach to use when teaching. Christie, Conlon, Gemmel and Long (Badenhorst & Badenhorst, 2010); and Marais and Meier (2004) also reveal challenges which are experienced by student teachers, namely, the quality of their professional relationship with their mentors; the level of knowledge of their subject content; and the quality of their understanding of the learners.

Marais and Meier (2004) in their findings further highlight that the most outstanding positive experience which student teachers mention is the support they get from their supervisor teachers and that it is only during teaching practice when they "taste" the

realities of being teachers. They further put it categorically that student teachers view those experiences when unfamiliar roles are performed and mastered and the negative experiences which they mention include the exposure to bad discipline in the classrooms and that preclude the presentation of lessons as planned.

In the study by Quick and Sieborger (2005:4) on “What matters in practice teaching? – The perceptions of schools and students”, student teachers suggested that they would like more information from their host teachers on how to conduct assessment, marking and on how to develop a lesson. They do not feel like they have completed teaching practice if they do not know how to assess, mark the work of the learners and to develop a lesson. They even suggest that it can be better if they can be provided with the mock lessons and checklist for the effectiveness of an induction programme (school policies student teachers need to get, staff members they should meet, procedures they should be aware of and what they are entitled to in the school) and that should be completed at the end of induction day or week. Quick and Sieborger (2005) further reveal that most of the student teachers report that they go to schools and practice what they saw their teachers practising when they were still in schools learning, not to practice what they had learned at university.

Although some studies (Glenn & George, 2006; Rajuan, 2008; Mudavanhu & Zezekwa, 2009) reveal the important part played by the cooperating teachers in the lives of student teachers, Ogonor and Badmus (2006) report that a majority of student teachers is complaining that some of their cooperating teachers fail to perform the roles of mentors. The mentors are regarded as the most influential people in the lives of the student teachers during teaching practice because they are expected to guide and coach student teachers during teaching practice. That is why Karmos and Jacko (Ferber & Nillas, 2010) and Qazi et al. (2008:60) suggested that in order to remedy the improper situation between the university’s Teaching Practice Unit and partner schools is to provide extensive training for cooperating teachers

because they are the ones who have the most influential role in the eyes of the student teachers. Carnegie Task Force and the Holmes Group (Wilson, 2006) support the notion of the development of cadres of teachers who will be called “clinical master teachers” and perform the roles of both the cooperating teachers and the university supervisors. Caires, Almeida & Martins (2010) conducted a study on “Socio-emotional experiences of student teachers during practicum”. In their findings they report the vulnerability experienced in the switch from the role of student to that of a teacher.

Some of the experiences that are faced by student teachers during teaching practice are the lack of familiarity with the school culture, classes, learners, cooperating mentors and the whole staff. According to the findings of Ferber and Nillas (2010), student teachers experience problems in the internalisation of knowledge and skills obtained from the university and the school experience. Most studies report that student teachers find no balance between the theoretical and practical components of their programme. Goh and Matthews (2011) insist that during teaching practice, student teachers experience a learning situation which is unique and different from university-based learning. Al-Mahrooqi (2011: 254) reiterates Goh and Matthews’ notion when he maintains that most student teachers have some reservations about the gap between the theory they learn from the university and the practice they find in schools.

Sands and Goodwin (Rajuan, 2008) contend that student teachers often complain that according to their perception what is learnt in the university does not match with what they see being taught by their cooperating teachers. Moreover, Veenam, Benner, Stokking and Laursen (Coady, 2010), in a study conducted on “Students’ experiences and perceptions of their initial teacher education”, stress that student teachers are not happy about the training they obtain at the university which is too theoretical and which does not address the needs of the learners in todays’

classrooms. Additionally, Wilson (2006) reveals that student teachers are complaining about the lack of integration between the student teaching experience and the university coursework. In the same line Darling-Hammond (Cheng, 2011) mentions that the core dilemma in teaching practice is how to bridge the gap between theory and practice. Quick and Sieborger (2005:2) quote one liaison mentor saying that he wonders how the university lecturers meet the needs of learners in today's classroom because their training is too theoretical.

Wagenaar (2005) and Caires et al. (2010) describe this encounter experienced by the student teachers as a reality shock because student teachers come across the situation they were not expecting. It is in this regard that Wilson (2006) calls for a model which will bridge the gap between theory and practice by designing a programme that will develop an integrated curriculum and develop mentoring relationship.

Ferber and Nillas (2010:63) mention that student teachers encounter challenges when they have to acquire and apply effective feedback from their cooperating teachers during teaching post-lesson conferences because they are too many whereas the post-lesson conference is essential to the training and development of professional knowledge for student teachers. Ferber and Nillas' notion is reinforced by a study of Qazi et al. (2008) which reveals that the university supervisors are unable to achieve the objectives of teaching practice like providing constructive feedback to student teachers. They further explain that this is caused by the large number of students who are doing teaching practice at one time. As a result of that, student teachers experience practical constraints when starting their career as teachers.

2.3 STUDIES ON STUDENT TEACHERS' GENDER AND PERCEPTIONS OF TEACHING PRACTICE

There is not much research work done in South Africa on the student teachers' gender and perceptions of teaching practice. However, according to the study by Morton, Vesco, Williams and Awender (Ngidi & Sibaya, 2003) on "Student teacher anxieties related to practice teaching": Their findings indicate that female student teachers experience higher levels of anxiety than their male counterparts before they go for teaching practice. However, Preece (Ngidi & Sibaya, 2003: 19) did not observe gender-linked differences when it comes to class management but Melek (2011) argues that most of the female student teachers are more afraid of exercising discipline than their male colleagues in the classroom. Mapfumo and Chitsiko (2012) concur with Ngidi and Sibaya (2003) and Melek (2011) when they report that female student teachers are more likely to seek help from their cooperating teachers during teaching practice, whereas their male counterparts are unwilling to seek psychotherapy. Additionally, Lanyon and Hubball (Chireshe and Chireshe, 2010) report that gender differences in self-assessment was observed with female student teachers in the classrooms demonstrating lower levels of self-confidence than their male counterparts. Therefore it is understandable why Blake-Beard, Crosby and Muller (2011) report that mentoring has been shown to be important, particularly for women student teachers. They want to be with cooperating teachers all the time in their classes for security reasons.

They further reveal that female student teachers are more comfortable when they are mentored by female mentors than male mentors. Farroq (2011) conducted a study on "Perceptions of prospective teachers about factors influencing classroom management". His findings indicated that female pre-service teachers pay more attention to all the factors affecting classroom management than the male pre-service teachers. Hence it is envisaged that female pre-service teachers are more sensitive on the factors of classroom management than their male counterparts.

Conversely, Sosik and Godshalk (2005) assert that both female and male student teachers receive greater amount of psychological and general support from their cooperating teachers regardless of their gender. Similarly, in the study by Ugrin, Odom, Pearson & Bahmanziari (2008), report that most of their respondents said that they preferred mixed relationships in order to focus on the important task of being mentored. Additionally, the view postulated by Ismail et al. (2009) concurs with the above views of Sosik and Godshalk (2005) and Ugrin et al. (2008) when they attest that most student teachers perceive gender differences in mentoring programmes strongly increasing positive subsequent attitudinal and behavioural outcomes (e.g., career, psychosocial, satisfaction, commitment, performance, trust, and ethics).

2.4 STUDIES ON STUDENT TEACHERS' AGE AND PERCEPTIONS OF TEACHING PRACTICE

Little research has been done on student teachers' age and perceptions of teaching practice. However, some research attempts are being undertaken now to increase literature on the impact of student teachers' gender and age on teaching practice. Older student teachers experience few difficulties in relations with their mentors than their younger counter parts because they are easily accepted as teachers by learners in schools because they are of their parents' age (Ditchfield, 2008). This view is supported by Klausewitz (2005) when he states that older student teachers bring with them rich experiences and images into the classrooms which affect their attitudes, approaches and decision-making. He further points out (2005:1) that these factors make it possible for the older student teachers to integrate self-knowledge with practice and theory, and to avoid barriers to the development of solid teaching practice. In contrast, Hobson et al. (2006) report that it appears that the older the trainee, the less satisfied (or perhaps more critical) he/she is with the balance of elements in their programme.

Ditchfield (2008) reveals that young student teachers who embark on their studies immediately after leaving high school are influenced by their own schooling. Young student teachers encounter problems in classroom management because they are the same age as learners. However, Marais and Meier (2004) assert that what happens in the classroom is more related to the teacher's life experience.

This study will increase literature on the impact of gender and age on teaching practice because there is little research done on the student teachers' age and gender as far as teaching practice is concern.

2.5 FACTORS INFLUENCING STUDENT TEACHERS' PERCEPTION OF TEACHING PRACTICE

Nor and Tumiran (2009) claim that perception of the effectiveness of the lessons, poor class management and poor class attendance of the learners are some of the main factors that dampen the student teachers' spirit to conduct good lesson presentation thus affect their confidence. Along similar line Marais and Meier (2004) highlight three factors that influence student teachers' perception of teaching practice namely, consistency between theory and practice, the relationship between the student teacher and the supervisor teacher and critical issues in contemporary education.

Reddy et al. (2008) highlight three other factors which influence the perception of student teachers during teaching practice: shortage of resources in the universities, leading to fragmented curricula with unclear intent and low status for practicum programmes; the professional perspectives of teachers; and the malfunctioning of some partner schools.

Beck and Kosnik (2002:85) in their study on “Components of a good practicum placement” found that emotional support from the associate teacher, peer relationship with the associate teacher, collaboration with the associate teacher, flexibility in teaching content and method, feedback from the associate teacher, sound approach to teaching and learning on the part of the associate teacher and heavy but not excessive workload during teaching practicum are the main factors that influence student teachers’ perception of teaching practice.

A study by Crossman (2004) reveals a number of factors that influence student teachers’ perception of teaching practice. These factors include student-teacher relationships, personal histories, opportunities for personalisation and deep learning, notion of relevance and anxiety issues. Furthermore Mutemeri and Chetty (2011) come up with other factors that influence student teachers’ perception of teaching practice namely, organisation and supervision of teaching practice. Mutemeri and Chetty (2011) further report that student teachers are complaining that they sometimes go to schools and find that the schools were not aware of their coming. They end up not getting warm welcome from the staff and the school at large.

According to the study by Nor and Tumiran (2009:127) student teachers’ perception of teaching practice is influenced more positively by their relationship with their cooperating teachers than their university supervisor because of the following reasons, their cooperating teachers have more experience in teaching in the real classroom in a real school environment; they have experience in handling learners and they (student teachers) also meet and consult the cooperating teachers in school more often than their university supervisors. Contrary to Nor and Tumira’s findings, Al-Mahrroqi (2011:242) maintains that even though student teachers value cooperating teachers input and feedback, some of them have a negative impact on the student teachers’ perception of teaching practice because they do not provide them with the opportunity to discuss such feedback. Al-Mahrooqi further report that

there are cooperating teachers who look down upon student teachers, addressing them as “student teachers” in front of the learners. Addition, Badenhorst and Badenhorst (2010) and Maphosa, Shumba and Shumba (2007) reveal that some of the cooperating teachers are the main factors that influence student teachers’ perception of teaching practice because they even exploit an amicable relationship with student teachers by burdening them with an excessive workload.

Reddy, Menkveld and Bitzer (2008) further point out other factors that affect negatively on the student teachers’ perception on teaching practice which are, when some cooperating teachers or the staff as a whole are not competent to mentor student teachers; or not interested in assisting them, and do not take teaching practice seriously. These findings are in line with those of Quick and Sieborger (2005:2), who report that student teachers want to be supervised and evaluated by their university supervisors rather than the cooperating teachers because they are the ones who teach them theory in the university, so they have to practice what they teach.

Yeung and Watkins (2000) in their study of student teachers concluded that the development of teaching efficacy is one of the factors that influence student teachers’ perception of teaching practice because it attributes to the student teachers’ capability and boosting of confidence when dealing with daily matters of teaching practice. In the study by Jablonski (1995) which investigated components of pre-service training, which influence the development of expertise in teaching. The study examined whether or not perceived self-efficacy, basic teaching skills, beginning training teacher performance, knowledge of teaching, teacher work environment, cognitive skills for teaching and teacher characteristics would predict how student teachers perceive teaching practice. When he was analysing data he found that perceived self-efficacy is one of the most important factors which influence student teachers’ perception of teaching practice. Along similar lines, Poulou (2007) reveals

that when she employed the Teacher' Sense of Efficacy with Greek student teachers they revealed that they perceive themselves as better at engaging learners in school work than at implementing instructional or classroom management strategies.

Arguments have been put forward that emotional and social intelligence influence the perceptions of student teachers towards teaching practice (Caires et al, 2012). Schoeman and Mabunda (2012) stress that student teachers have to be well supported by their cooperating teachers and university supervisors in order to be comfortable with learning to teach. It is in this regard that Manzar-Abbas & Lu (2013) argues that the conclusion may be drawn that if the student teachers cannot get the support they expect from their university supervisors, the partner schools and within themselves, teaching practice will not benefit them. Ozsoy, Ozsoy, Ozkara and Memis (2010) assert that these factors are determinant of attitudes of pre-service teachers towards their profession.

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

AIMS	AUTHOR AND YEAR	TITLE OF RTICLE	PARTICIPANTS	SOURCE	RELEVANCE
1.	Al-Marooqi, R.I.(2011)	EFL student teacher perceptions of teaching practice program at SQU	Student teachers	Arab world English journal, 2(2), 243-266	Indicates most student teachers value teaching practice because it provides them with the opportunity to “taste” the school setting.
1.	Badenhorst, J. & Badenhorst, B. (2010).	What we have learned: Student teachers’ views on the quality of mentoring and teaching practice in township schools.	Student teachers	Journal for New Generation Sciences, 9 (2), 1-18.	Highlight how student teachers perceive classroom environment during teaching practice

1.	Bhagava, A. (2009).	Teaching practice for student teachers of B.Ed programmes	Student teachers	Journal of Distance Education, 10 (2), 3.	Reveals that student teachers feel more confident after they have undergone teaching practice

1.	Cakmak, M. (2009)	The perceptions of student teachers about the effects of class size with regard to effective teaching process	Student teachers	The qualitative report, 14 (3), 395-408.	Report that class management, teaching method techniques, motivation, evaluation and assessment of learners depend on the class size
1.	Caires, S. , Almeida, L. S. & Martins, C (2007)	Positive aspects of the teacher training supervision: The student teachers' perspective	Student teachers	European Journal of Psychology of Education, xxii (4), 515-528.	Provides specific roles which student teachers are interested on namely, to be observed by their cooperating teachers when teaching and be provided with feedback; to be provided with moral support and encouragement and to

					be provided with instructional seminars that enhance their teaching experience
1.	Caires, S., Almeida, L. S. & Martins, C. (2010)	The socio-emotional experiences of student teachers during practicum: A case study of reality shock?	Student teachers	The Journal of Educational Research, 103, 17-27	Report that teaching practice increases levels of performance efficiency and competence in decision making and problem solving.
1.	Cheng, E. (2011)	How lesson study develops pre-service teachers' instructional design competency?	Lesson study and pre-service teacher education	The international journal of research and review, 7(1), 67-80	Reveals the gap between theory and practice which needs to be closed by teaching practice
1.	Iliyan, S. & Zidan, R. (2008).	Teaching trainees' perception of the time dimension in practical training.	Trainees	Magis, Revista Internacional de Investigucion en Education, 1 (1), 127-145.	Report that greater number of teaching practice classes can improve the practical ability of student teachers

1.	Kaleptwa, G. & Igomu, A. C. (2013)	Assessment of attitude of education students towards teaching practice in Nasarawa State University, Keffi, Nigeria.	Education teachers	Journal of Education and practice, 4 (13), 181-188.	Provides objective of teaching practice namely, to provide prospective teachers with the opportunity of stablishing an appropriate teacher pupil relationship; to provide personal relationship with other administrators, teachers, parents and learners; to provide the future teachers with experience in school to overcome the problems of discipline; to enable student teachers effectively to plan and prepare lessons and to develop skills in the use of fundamental procedures, techniques and methods of teaching
1.	Kiggundu, E. & Nayimuli, S. (2009).	Teaching practice: A make or break phase for student teachers.	Student teachers	South African Journal of Education, 29 (3), 345-358.	Highlight perceptions of student teachers during teaching practice

1.	Mapfumo, Chitsko and Chireshe (2012)	Teaching practice generated stressors and coping mechanisms among student teachers in Zimbabwe	Student teachers	South African Journal of Education, 32 (2), 291-304.	Point out that not much research has been done on student teachers' stress because it is regarded as a normal part of teacher development during teaching practice.
1.	Nwanekezi, A. U., Okoli, N. J. & Mezieobi, S. A. (2011)	Attitude of student teachers towards teaching practice in the University of Port Harcourt, Rivers State	Student teachers	Journal of Emerging Trends in Educational Research and Policy Studies, 2 (1), 41-46	Provides the perceptions of student teachers during teaching practice
1.	Ogonor, B. O. & Badmus, M. M. (2006).	Reflective teaching practice among student teachers: The case in a tertiary institution in Nigeria.	Student teachers	Australian Journal of Teacher Education, 31 (2), 1- 12.	

1.	Reddy, C., Menkveld, H. & Bitzer, E. (2008)	The practicum in pre-service teacher education.	Student teachers	South African review of education with education production, 14(1),143-163	Provide three essential competencies which teaching practice provide to student teachers namely, fundamental, practical and reflective.
1.	Schoeman, S. & Mabunda, P. L. (2012)	Teaching practice and the personal and socio-professional development of prospective teachers	Prospective teachers	South African Journal of Education, 32 (3), 240-254.	Report that student teachers are more interested in their own survival in the classroom that in learning to manage the class and teach learners
1.	Talvitie, U., Peltokallio, L. & Mannisto, P. (2000)	Student teachers views about their relationships with University supervisors, cooperating teachers and peer student teachers	Student teachers, university supervisors and cooperating teachers and	Scandinavian Journal of Educational Research, 44 (1), 79-88.	Student teachers regard their peers as the important source of support

1.	Qazi, W., Rawat, K. J., Sharjeel, M. Y. & Devi, S. (2008)	Teacher's perceptions about implementation strategy of B.Ed teaching practice in real school classrooms: Issues and challenges	Student teachers	The U.S. Journal of Education, 2 (4), 169-279	Highlight that teaching practice lacks basic and important skills like proper implementation of the curriculum in the real classroom situation.
1.	Quick, G. & Sieborger, R. (2005).	Teaching practice in the greater Vaal Triangle area: The student teachers' experience.	Student teachers, partner schools and liaison mentors	Journal of College Teaching & Learning, 4(6), 25-36.	Reveals that teaching practice does not adequately prepare and equip the student teachers for the realities of the teaching profession.
2.	Beck, C. & Kosnik, C. (2002)	Components of a good practicum placement: Student teacher perceptions	Student teachers	Teacher Education. Quarterly, Spring, 29(2),81-98	Provide factors that influence student teachers' perceptions of teaching practice

2.	Caires, S., Almeida, L. S. & Martins, C. (2010).	The socio-emotional experiences of student teachers during practicum: A case of reality shock?	Student teachers	The Journal of Educational Research, 103, 17-27.	Report the vulnerability experiences in the switch from the role of student to that of a teacher
2.	Caires, S., Almeida, L. S. & Vieira, D. (2012).	Becoming a teacher: Student teachers' experiences and perceptions about teaching practice.	Student teachers	European Journal of Teacher Education, 35 (2), 163-178.	Reveals that emotional and social intelligence influence the perception of student teachers
2.	Coady, L. (2010).	Becoming a teacher: Students' experiences and perceptions of their initial teacher education.	Student teachers	Doctoral thesis, Department of Education & Professional Studies, University of Limerick.	Highlight that student teachers are unhappy about the training they obtain at the university which is too theoretical and which does not address the needs of the learners in today's classrooms
2.	Crossman, J. (2004).	Factors influencing the assessment perceptions of training teachers.	Training teachers	Crossman, J. (2004). Factors influencing the assessment perceptions of training teachers. International Education Journal, 5 (4), 582-590.	Provide factors that influence student teachers' perception of teaching practice namely, student teacher relationships, personal histories, opportunities for personalisation and deep learning, notion of

					relevance and anxiety issues.
2	Farooq, M. S. (2011).	Perceptions of prospective teachers about factors influencing classroom management.	Prospective teachers	Journal for Quality and Technology Management, VII (1), 23-38.	Provide insight about the perceptions of prospective teachers about influential factors of classroom management.
2.	Goh, P. S. & Matthwes, B. (2011)	Listening to the concerns of student teachers in Malaysia during teaching practice	Student teachers	Australian Journal of teacher education, 39 (3), 226-246	Report that during teaching practice student teachers experience a learning situation which is unique and different from university-based learning
2.	Heeralal, P. J. & Bayaga, A. (2011).	Pre-service teachers' experiences of teaching practice: Case of South African universities.	Pre-service teachers	Journal of Social Sciences, 28 (2), 99-105.	Group experiences and challenges of student teachers into three categories namely,
2.	Hobson, A. J. et al. (2006).	Becoming a teacher: Student teachers' experiences of initial teacher	Student teachers	University of Nottingham, Research Report RRE744: University of Leeds and Ipsos	Report that the older the trainees, the less satisfied, they are with the balance of elements in their programme

		training in England.		MORI Social Research Institute	
2.	Jablonski, A. M. (1995).	Factors influencing pre-service teachers' end-of-training teaching performance	Elementary school teachers, graduate students and pre service teachers	Institute of Education Statistics Privacy	Provides factors influencing pre service teachers' end of training teaching performance
2.	Mapfumo, J. S., Chitsiko, N. & Chireshe, R. (2012).	Teaching practice generated stressors and coping mechanisms among student teachers in Zimbabwe.	Student teachers	South African Journal of Higher Education, 21 (2), 296-307.	Reveal that not much research has been done on student teachers' stress because it is regarded as a normal part of teachers development during teaching practice
2.	Maphosa, C., Shumba, J. & Shumba, A. (2007).	Mentorship for students on teaching practice in Zimbabwe: Are student teachers getting a raw deal?	Student teachers	South African Journal of Higher Education, 21 (2), 296-307.	Highlight that some of the cooperating teachers are the main factors that influence student teachers' perception because burden student teachers with an excessive workload.

2.	Marais, P. & Meier, C. (2004).	Hear our oices: Student teachers' experiences during practical teaching	Supervisor teacher and student teachers	Africa Education Review, 1(2), 220-233	Provides factors that influence student teachers' perceptions of teaching practice namely, complaints about the lack of discipline in learners, complains about the mentors who are uncooperative and complains about themselves not doing what they are supposed to do on time owing to anxiety.
2.	Masztal, N. & Singleton, D. (1994).	Observation and opinions of student teachers while in the field.	Student teachers	Paper presented in the annual meeting of the Mid-South Educational Research Association, Nashville.	Reveal that student teachers report that their experiences were stressful in schools because of the learners who are ill discipline.
2.	Matoti, S. N., Junqueira, K. E. & Odora, R. J. (2011).	A comparative study of pre-service teachers' self-efficacy beliefs before and after	Pre-service teachers	South African Journal of Higher Education, 25 (6), 1140-1154.	Report that student teachers are complaining that they complete their studies without gaining much from teacher efficacy

		work-integrated learning.			
2.	Melek, K. E. (2011).	Factors affecting student teachers' perceptions on mentors' role: A study at distance English language teacher training program.	Student teachers	The Turkish Online Journal of Educational Technology, 10 (1), 115-124.	Highlight that the female student teachers are more afraid of exercising discipline than their male colleagues in the classroom
2.	Meyer, L. & Mamiala, T. (2012).	What inspires South African student teachers for their future profession?	South African student teachers	South African Journal of Education, 32 (2), 178-190.	Provide factors which determine the student teachers' perception of teaching practice namely, classroom management, teaching methods and techniques, motivation and assessment of learners
2.	Mudavanhu, Y. & Zezekwa, N. (2009).	Pre-service and in-service secondary Science teachers' perceptions of mentoring practices in Zimbabwe.	Pre-service and in-service secondary Science teachers and cooperating teachers	African Journal of Research in MST Education, 13 (2), 64-80.	Reveals the most important part played by cooperating teachers in the lives of student teachers

2.	Quick, G. & Sieborger, R.	Teaching practice in the greater Vaal Triangle area: The student teachers' experience	Student teachers	Journal of College Teaching & Learning, 4 (6), 25-36.	Highlight that student teachers complain that they are loaded with on-campus work while they are still doing teaching practice
2.	Ogonor, B. O. & Badmus, M. M. (2006)	Reflective teaching practice among student teachers: The case in a tertiary institution in Nigeria	Student teachers	Australian Journal of Teacher Education, 31 (2), 1-12.	Report that some of the student teachers are complaining that some of their cooperating teachers fail to perform the roles of mentors.
2.	Ozsoy, G., Ozsoy, O., Ozkara, Y. & Memis, A. D. (2010).	Factors affecting pre-service teachers' choice of teaching as a profession.	Student teachers	Elementary education online, 9(3), 910-921.	Reveals that factors influencing student teachers' perception are determinant of attitudes of them towards their profession

2.	Schoeman, S. & Mabunda, P. L. (2012)	Teaching practice and the personal and socio-professional development of prospective teachers	Prospective teachers	South African Journal of Education, 32 (3), 240-254.	Reveals that student teachers argue that the duration of teaching practice should be extended
2.	Wilson, E. K. (2006).	The impact of an alternative model of student teacher supervision: Views of the participants, University of Alabama.	Student teachers	Teaching and Teacher Education, 22 (1), 22-31.	Support the development of cooperative teachers to perform the roles of the cooperating teachers and that of the university supervisor
2.	Yeung and Watkins (2000)	Hong Kong student teachers' personal construction of teaching efficacy.	Student teachers	Educational Psychology, 20, 213-235.	Reveals that the development of teacher efficacy is one of the factors that influence student teachers' perceptions of student teachers

3.	Blake-Beard, S., Bayne, M. L., Crosby, F. & Muller, C. B. (2011).	Matching by race and gender in mentoring relationships: Keeping our eyes on the prize.	Mentors and student teachers	Journal of Social Issues, 67 (3), 622-643.	Report that female student teachers want to be with their cooperating teachers most of the time in their classes for security reasons
3.	Chireshe, R. & Chireshe, E. (2010).	Student teachers' perceptions towards teaching practice assessment.	Student teachers	Student teacher South African Journal of Higher Education, 24 (4), 511-524.	Highlight that gender differences in self-assessment during teaching practice reveals that female student teachers demonstrate lower levels of self-confidence than their male counterparts
3.	Ditchfield, C. 2008.	Implication of the different age-related experience of student teachers while on school placement.	Student teachers	Research in Education, 67, 320-450.	Report that younger student teachers who embark on their studies immediately after leaving school encounter problems in classroom management because they are of the same age

3.	Farooq, M. S. (2011).	Perceptions of prospective teachers about factors influencing classroom management.	Prospective teachers	Journal for Quality and Technology Management, VII (1), 23-38.	Report that male and female prospective teachers differs in their perception about factors affecting classroom management
3.	Ismail, A. et al. (2009).	The moderate effect of gender differences between mentoring and individuals' careers.	Student teachers and mentors	Canadian Social Sciences, 5 (3), 34-46.	Reveals that most student teachers perceive gender differences in mentoring programmes strongly increasing positive subsequent attitudinal and behavioural outcomes
3	Mapfumo, J. S., Chitsiko, N. & Chireshe, R. (2012)	Teaching practice generated stressors and coping mechanisms among student teachers in Zimbabwe	Student teachers	South African Journal of Education, 32 (2), 291-304.	Highlight that female student teachers are more likely to seek help from their cooperating teachers during teaching practice, whereas their male counterparts are unwilling to seek psychotherapy.

3.	Melek, K. E. (2011)	Factors affecting student teachers' perceptions on mentoring' role: A study at distance English language teacher training program	Student teachers	The Turkish Online Journal of Educational Technology, 10 (1), 115-124	Highlight that most of the female student teachers are more afraid of exercising discipline than their male counterparts
3	Poulou, M. (2007)	Educational Psychology. Personal Teaching Efficacy and Its Sources: Student Teachers' Perceptions.	Student teachers	Educational Psychology, 27 (2), 191-218.	Reveals that student teachers have their personal motivation and their desire to improve their teaching performance

3	Mutemeri, J. & Chetty, R. (2011)	An examination of university-school partnership in South Africa	Mentors and student teachers	South African journal of Education, 31(2), 505-517.	Provides the perception of student teachers about the organisation and supervision of teaching practice.
3.	Ngidi, D. P. & Sibaya, P. T. (2003).	Student teachers' anxieties related to practice teaching.	Student teachers	South African Journal of Education, 23 (1), 18-22.	Female student teachers experience higher levels of anxiety than their male counterparts before they go for teaching practice
3.	Sosik and Godshalk (2005)	Examining the impact of learning communities on motivation.	Student teachers	Quarterly Review of Distance Education, 6 (2), 41-54.	Assert that both female and male student teachers receive greater amounts of psychological and general support from their cooperative teachers regardless of their age.
3.	Ugrin, J. C., Odom, M. D., Pearson, J. M. & Bahmanziari, T. R. (2008)	Exploring the effects of social exchange relationships on the scholarly productivity of new faculty members in Accounting	Student teachers	American Journal of Business Education, 5 (4), 1-6	Report that most student teachers prefer mixed relationships in order to focus on the important task of being mentored

2.6 SUMMARY

It has transpired from the preceding review of literature that teaching practice is one of the prime vehicle through which student teachers are evaluated to qualify as competent teachers. It also showed that student teachers' perceptions are influenced negatively by various factors, such as, lack of provision with feedback from both the co-operating teachers and the university supervisors; lack of provision with moral support and encouragement; and lastly, lack of provision with instructional seminars that enhance their teaching experience.

The six key pillars that have been identified towards the improvement of teaching practice are namely, more time for teaching practice; the establishment of collaboration between the teaching practice unit and partner schools in designing teaching practice programme which will bridge the gap between the theory taught in the university and the practice offered by the partner schools; extensive training of co-operative teachers in order to cope with the demands of teaching practice; student teachers to be placed in the functioning schools; student teachers to be provided with feedback by their cooperating teachers and university supervisors; and student teachers to be given moral support by both cooperating teachers and university supervisors. It is evident from the literature reviewed that institutions of higher learning have to be pivotal in the implementation of effective teaching practice.

CHAPTER THREE

3. METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on the methodology employed in order to determine the student teachers' perceptions of teaching practice. The research design, method of sampling, collection and analysing of data is discussed.

3.2 RESEARCH DESIGN

The research design took the form of a descriptive study. The researcher perceived the descriptive design as appropriate for this study because it determines to, describe achievement, attitude, behaviour and other traits of a population, which is the main goal of this study (Mcmillan & Schumacher, 2010).This study seeks to find out the perceptions of student teachers during teaching practice.

3.3 STUDY SAMPLE

The study sample was taken from a population of the University of Zululand students in the Faculty of Education. The researcher targeted to use purposive sampling design because she participates in the organization and co-ordination of the teaching practice component of initial education and training of student teachers towards attainment of their qualifications. Participants of the study comprised of 184 B.Ed student teachers who had undergone teaching practice for six weeks. They were also given an opportunity to observe their subject mentors teaching, for four weeks when they were doing second year.

3.4 RESEARCH INSTRUMENT

3.4.1 Nature

A questionnaire was used to collect data from the respondents and the data sheet was used for coding respondents' information. The questionnaire contained three sections namely, section A, section B and section C. Section A had biographical particulars, section B has Likert scale type of questions which had twenty five (25) items. Section C has components of lesson presentation of teaching practice which the student teachers were required to arrange in the order of importance to them. The most important component of lesson presentation receives rank order number 1, the next one 2, followed by 3 and so on. The least important teaching practice component of lesson presentation receives rank order number 10. (Annexure A).

The statements used in the questionnaire are divided among the three components of perception: (1) feelings, (2) beliefs and (3) action-tendency.

Table 3.1 Distribution of items in the scale

PERCEPTIONS OF STUDENT TEACHERS OF TEACHING PRACTICE

COMPONENT	POSITIVE	NEGATIVE	TOTAL
Feelings	4	10	14
Beliefs	5	-	5
Action-tendency	4	2	6
TOTAL	**13**	**12**	**25**

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 / RUN

3.5.1 Administration of the instrument

The researcher visited third year B.Ed. students in their classes to explain the purpose of the study. They were also told that permission to conduct research was written (ANNEXURE B) and a response to conduct research was attached to the questionnaires which serve as evidence that permission was granted to conduct a research at the University of Zululand in the Faculty of Education (Annexure C). The certificate of clearance was also granted by the research committee (Annexure D).

The researcher requested ten third year B.Ed students from each phase that is Early Childhood Development, Foundation and Intermediate, Intermediate and Senior to voluntarily form part of the pilot study because they had been engaged in continuous teaching practice for two years and were therefore likely to provide more informed responses to the questions. There are twenty students who volunteered from the FET phase in order to have 50 participants. Verbal consent was obtained from the participants. The respondents were given a chance to fill in the questionnaire at their own convenient time. The names of all participants were noted to avoid using them in the actual final study. They were informed that their responses will be confidential and they must not write their names in the questionnaire.

3.5.2 Scoring of the instrument

The respondents were informed to respond by making a cross in one box next to each statement. This was done to indicate their degree of agreement/disagreement with each statement.

The questionnaires were numbered after being received from the respondents. The first questionnaire was number 01 up to the last one which was number 50 because the respondents were 50. A scale was devised by assigning the values of 5,4,3,2 and1 to the statements that are positively worded and 1,2,3,4 and 5 to those which are negatively worded (reverse coding).

Table 3.2 A Likert-type ranking scale

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

3.5.3 Entering of data into the spreadsheet

The raw data obtained from questionnaire were converted to a quantitative form by coding. The questionnaire consists of 25 items. Thirteen statements were positively worded and twelve statements were negatively worded. The highest possible score in the scale used was 25 x 5 = 125 and the lowest possible score was 25 x 1 = 25. The total score for individuals was obtained by adding the values of all the individual items. Hence the high total scores indicated positive perceptions of student teachers' towards teaching practice and the lowest total scores indicated negative perceptions of teaching practice. Students who scored above the average score of 62.5 points were regarded as having positive perception of teaching practice and those students who fall below the said average were regarded as having negative perception of teaching practice.

The Computerised Programme called Statistical Package for Social Sciences (SPSS) was used to capture and to analyse data. The open-ended questions were analysed qualitatively by organising data into meaningful themes and organised according to frequency of appearance. The interpretive approach was applied to identify categories, themes and subthemes.

6 ESTABLISHING VALIDITY AND RELIABILITY OF THE INSTRUMENT

The pilot study was conducted in order to test for the validity and reliability of the questionnaire. The questionnaire was piloted with a group of 50 third year B.Ed students who have undergone teaching practice. Pilot study assisted the researcher to assess the appropriateness of the instrument and to solve unanticipated problems. The researcher was able to identify the problem areas and to 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 the reliability of the questionnaire. Internal consistency has to do with correlation among the items. If the items are linked and related to one another, is proof that there is internal consistency among them (Neuman, 2001).

An R-matrix is a correlation matrix, that is, a table of correlation coefficients between variables. The diagonal elements of a R-matrix, are all ONE (a unit) because each variable 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 between subsets of variables suggests that a large correlation coefficients of the underlying dimensions. These underlying dimensions are known as factors or latent variables. The components of the factor loading and their correlation coefficient are presented in table 3.3.

Table 3.3: **Rotated factor loading**

ITEMS	FACTORS			ESTIMATED COMMUNALITIES
	1	2	3	
ITEM 2	**.837**	.056	.052	.706
ITEM6	**.792**	.124	-.149	.664
ITEM21	**.714**	.114	-.073	.528
ITEM22	**.700**	.165	-.295	.604
ITEM1	**.623**	.301	.067	.483
ITEM19	**.593**	.145	.021	.374
ITEM4	**.571**	.259	.054	.396
ITEM8	**.556**	.049	.211	.356
ITEM11	**.547**	.276	.479	.605
ITEM7	**.523**	.165	-.134	.319
ITEM9	**.518**	.210	.295	.400
ITEM25*	-.183	.152	.128	.073
ITEM17	-.067	**.740**	-.005	.553
ITEM12	.379	**.735**	.033	.684
ITEM13	.505	**.729**	-.017	.523
ITEM20	.300	**.707**	.021	.590
ITEM14	.152	**.648**	.284	.523
ITEM23	-.241	**-.585**	.384	.548
ITEM15	-.007	**.548**	.126	.316
ITEM10	.267	**.523**	.305	.438
ITEM18	.119	**.382**	.160	.186
ITEM24	-.007	-.149	**-.670**	.472
ITEM5	.389	.019	**-.503**	.405
ITEM3	.359	.335	**.464**	.456
ITEM16	-.031	.031	**.451**	.205

Note

Bold type indicates item highest loading on factor.

Asterick indicates item deleted in the final scale.

The 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. In the table 3.3 the first column contains item numbers. 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 (5^{th}) column is an estimated communality of an 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 i.e. the term means that which can be reliably attributed to only one measure. The characteristic which is not reliably so to one measure 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 (Breakwell, Smith and Wright, 2012; Tredoux & Durreheim, 2002; Tabachnick & Fidell, 1989; Field, 2009).

Table 3.3 reveals that items 2, 6, 21, 22, 1, 19, 4, 8, 11, 7 and 9 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 17, 12, 13, 20, 14, 23, 15, 12 and 18 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 24, 5, 3 and 16 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, 24 items have grouped themselves into three factors or activities. The method of using factor analysis for item analysis is best described by Allen and Yen (1979). This was considered most suitable for determining whether a set of items was homogeneous or clustered closely around one factor, i.e. measures one factor or activity (Allen & Yen, 1979).

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 loadings 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 & Fidell, 1983; Tabachnick & Fidell, 1989). They further suggest the following descriptive model of interpretation:-

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

Using .30 as a cut-off point, item number 25 was discarded. The highest loading for this item is -.183 and estimated commonality of .073.

In the same vein 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).

Table 3.4 Reliability of the instrument

Cronbach's Alpha (Positive)	Cronbach's Alpha (Negative)	No. of Items
0.7720	0.6270	24

The number of items was split into two halves. There were twelve positively worded and twelve negatively worded items. The number of cases was 50. Cronbach Alpha was tested for each of the cases. Tested Chronbach Alpha for the positively worded items attribute was calculated as 0.7720 and for the negatively worded items was 0.6270. It means that the items are strongly consistent.

3.7 SUMMARY

In this chapter methodological aspects of the study were introduced. Conventional ways of collecting data were described. A sample of 184 student teachers was chosen for this research and purposive sampling technique was deployed. For data collection, a structured / unstructured questionnaire was used. Data presentation, data collection and interpretation will be dealt with in the next chapter (Chapter four).

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

In chapter three a detailed account of research methods used in the study were discussed. This chapter will focus on the presentation, analysis and interpretation of data as well as the statistical testing of hypotheses and the interpretation of results.

4.1 DISTRIBUTION OF SUBJECT IN THE FINAL STUDY (N=184)

CRITERIA	LEVELS			
Gender	Males			Females
	56			128
Age	17-20	21-35	36-40	41+
Frequency	37	133	10	4

4.3 DATA ANALYSIS AND RESULTS OF THE FINAL STUDY

In this section, hypotheses are tested and the data are presented in the form of tables. There are three hypotheses to be tested in this study. The presentation of data in the form of tables is preceded by the reiteration of each hypothesis. A total score of each individual was obtained by summing all individual item scores. There were twenty four items all together.

A general mean score was obtained by adding the total scores for the respondents and dividing the sum by the number of respondents. The higher the score the more positive is the perception. The lower the scores indicate negative perceptions. A frequency count was made above and below the cut-off point.

4.4 HYPOTHESIS NUMBER ONE

The perception of student teachers towards teaching practice was captured and analysed. It was hypothesised that:

> *Student teachers' perceptions are favourably disposed towards teaching practice*.

The results of the χ^2 analysis are presented in table 4.2 as follows:

TABLE 4.2: PERCEPTION OF STUDENT TEACHERS OF TEACHING PRACTICE

	PERCEPTIONS	
	Positive	**Negative**
Observed	128	56
Expected	92	92
χ^2=28.18	df=1	p=05

Table 4.2 is the presentation of the observed (128) and expected (92) perception of student teachers towards teaching practice.

The critical value of Chi-square for the distribution of the variable on perception with df = 1, and α = .05 the χ^2 28.18 is larger than the critical value of 3.84. The results are significant and therefore we reject the Ho.

We conclude that perceptions of our research participants are favourably disposed towards teaching practice. This observation confirms the research hypothesis. From the results as $\chi^2(1) = 28.18$; $p < .05$. We conclude that student teachers hold positive perception of teaching practice.

The cause of this result could be because student teachers know that they obtain professional growth in schools because they are given a chance to put theory which they have gained from the university into practice and they also get a taste of the classroom environment.

4.4: HYPOTHESIS NUMBER TWO

The perception of student teachers towards teaching practice was captured and analysed. It was hypothesised that:

There will be agreement among ranks assigned by the student teachers to different models of teaching practice.

The results of the χ^2 analysis are presented in table 4.3 as follows:

TABLE 4.3: THE ASSOCIATION AMONG RANKS ASSIGNED BY STUDENT TEACHERS TO TEN STATEMENTS (N=184): Kendall's Coefficient of Concordance W[a]

Components of lesson presentation	FA1	FA2	FA3	FA4	FA5	FA6	FA7	FA8	FA9	FA10
Mean	3.57	4.56	4.46	5.14	5.59	6.11	5.89	6.40	6.40	6.86

N	Kendall's W[a]	χ^2	df	Sig. Level
184	.120	198.528	9	0.000

Kendall's coefficient of concordance W[a] is a measure of the agreement among several judges who are assessing a set of objects (practices). This is a non-parametric test used with ordinal data to establish the degree of correlation among more than two sets of data.

The researcher computed and calculated the Kendall's W test. The answer to this analysis was converted to chi-square (χ^2) test. The conversion was made in order to obtain probability for testing significance Kendall's W. The Kendall W test does not have sampling distribution of its own.

The probability associated with the Chi-square of 198.528 (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 is agreement among ranks assigned by students (N=184) to ten best practices in teaching practice. Students' evaluations were based on the same criteria.

The reason for this significance could be that most student teachers understand what is expected of them when delivering a lesson. They regard wrapping up lesson ideas is essential. The second most important expectation as shown by student teachers is the difficulty of using appropriate teaching strategies as well as methods and techniques that involve and motivate learners.

4.5 HYPOTHESIS NUMBER THREE

The perception of student teachers towards teaching practice was captured and analysed. It was hypothesised that:

> *Student teachers' biographical factors such as gender and age have no significant influence on perception of teaching practice.*

The results of the χ^2 analysis are presented in table 4.4 and table 4.5.

TABLE 4.4: SUMMARY IN DETERMINING EFFECTS WHICH MAKE THE LEAST SIGNIFICANT CHANGE IN THE LIKELIHOOD RATION CHI-SQUARE.

Step	Effects	Chi-Square[c]	df	Sig	Number Of Iterations
0 Generation Class	Age +gender+ perceptions	.000	0		
Deleted Effect 1	Age+ gender+ perceptions	.296	2	.862	3
1 Generating class	Age + gender, Age Perception, gender perceptions	.296	2	.862	
Deleted Effect 1	Age +gender,	3.242	2	.198	2
2	Age perceptions,	1.132	2	.568	2
3	Gender perceptions	2.470	1	.116	2
2 Generating class	Age +Gender, Gender+ Perceptions	1.429	4	.839	
Deleted effect 1	Age +Gender,	3.530	2	.171	2
2	Gender+ Perceptions	2.758	1	.097	2
3 Generating class	Gender + Perceptions, Age	4.958	6	.549	
Deleted effect 1	Gender + Perceptions, Age	2.758	1	.097	2
2		135.288	2	.000	2
4 Generating Class	Age, Gender , Perceptions	7.716	7	.358	
Deleted Effect 1	Age + Perception	135.288	2	.000	2
2	Gender + Perceptions	71.221	1	.000	2
3	Age + Gender + Perception	9.671	1	.002	2
5 Generating Class	Age, Gender , Perceptions	7.716	7	.358	

In table 4.4, the five (5) steps of likelihood ratio chi-square is illustrated

Step 0: This is a complex model of A*G*P. Its elimination produces a chi-square value which is significant at 0.000. Since it is greater than 0.05, it is deleted or removed.

Step 1: All 2-way interactions (AG*AP*GP) among the three variables are being tested:

Removal of AG produced a chi-square value of 3.242
Removal of AP produced a chi-square value of 1.132
Removal of GP produced a chi-square value of 2.470
The P Values for these interactions are greater than 0.05.
A significant P will lead to retention of the factor.

Step 2 and 3:

The procedure is repeated for these steps with similar results. Each time an estimate / calculation is made it is called iterations.

Step 4:

The final model gives the second order interaction of Age, Gender and perception; the chi-square values for these estimates are all significant (0.002).

Step 5:

This is the change in the chi-square (7.716) after the effect is deleted from the model.

In step five (5) the best-fitting model is presented. The analysis included the interaction of gender, perception and age. This model has a likelihood ration Chi-square of 7.716 and 7 degrees of freedom and a probability level of 0.358. In other words, it is not significant, which means that the observed data can be reproduced with these three effects.

The preceding steps before step 5 have shown the contribution of each component to the final model. These three entries essentially indicate the change (reduction) in the goodness-of-fit chi-square when each of the components is taken away. Thus the interaction of age with the two (gender, perception) variables has a likelihood ratio chi-square change of 135.288 which is significant (.000). Interaction of gender, age and perception, produces a value of 71.221 which is very significant (0.000). The interaction of the variable of perception with age and gender produces a likelihood ration chi-square change of 9.671 which is significant (0.002). Obviously these three effects cannot be eliminated from the model because of their significant contribution in explaining their independent interaction with each other.

LOG LINEAR MODEL FOR TESTING OF HYPOTHESIS NUMBER THREE REQUIRES REVIEW OF THE ASSUMPTIONS.

The introduction of Log Linear Models dates back to 1970's (Jeansonne, 2002:190). These models came in as the extensions of the chi-square, where the purpose was to determine if associations and / or interactions were taking place among the variables being investigated. Thus the introduction of the log linear provides a formal and rigorous method for selecting model(s) for describing associations among variables, qualitative as well as a quantitative.

In order to test for the relationship among biographical data and perception of teaching practice among student teachers the log linear analysis was performed. The choice of the log linear models was as a result of the limitation of the chi-square test in terms of testing of association between two independent nominal or categorical variables. The log linear analysis allows the researcher to test for association among many variables. Instead of running many two by two contingency, tables, the log linear accommodates all variables and their levels at once. Log linear analysis can be regarded as the extension of the chi-square (Field, 2011:710; Howitt & Cramer, 2008:280).

In this form of analysis we emphasis the term model. It is the term we use to describe data obtained through empirical investigation. Another term frequently used is goodness-of-fit. It refers to the extent to which the observed frequencies are modelled (predicted) by the variables in the model.

There is justification for the use of log linear models.

Log Linear analysis is very much like three-way Analysis of Variance (ANOVA). Anova is used when dealing with scores while the Log linear deals with frequencies.

The assumptions underlying the use of log linear analysis are summarised as follows:

(a) It is a specialized case of Generalized Linear Models (GLM).

(b) It can be used to analyse the relationship between two or more categorical variables (i.e. fitting models to the observed frequencies).

(c) It is most appropriate to evaluate multi way contingency tables involving three or more variables.

(d) It is applicable to response variables (i.e. no distinction is made between independent and dependent variables). Thus, this model only demonstrates the association among variables being investigated.

(e) If one or more variables are treated as explicitly dependent and other as independent, then LOGIT or LOGISTIC REGRESSION should be used.

(f) If the variables being investigated are continuous and cannot be broken down into discrete categories, logit or logistic regression would again be appropriate for analysis (Tabachnick & Fidell, 1996).

(g) The choice of a model based on a formal comparison of goodness of-fit statistic(s).

(h) Models are related hierarchically and in some instances they are structured to demonstrate the association.

(i) Models contain higher order terms and also implicitly lower order terms.

(j) The preferred model should also distinguish the distribution of data in a variable and sampling distribution as well as variability.

(k) In order to get the most stringent model, we isolate the effects best demonstrating some patterns i.e. a non-saturated model. This can be achieved by setting some of the effect parameters at zero. Assuming that variables are not related. Hence the name Independence Model which is analogous to the chi-square analysis through testing the hypothesis of independence.

(l) Independent distribution of frequencies across the number of cells.

(m) About 20% of cells in the distribution with more than two variables could have frequencies less than five (5) but greater than one (1).

(n) To avoid violation of these assumptions, collapse adjacent cells or levels of one variable are collapsed.

(o) These manipulations however, result in reduction of test power.

Table 4.5 is a summary of the hierarchical steps used to find unsaturated model that could provide the best fit to the data. At each step, the effect with the largest

significance level for the Likelihood Ratio Change is deleted, provided the significance level is larger than 0.05.

TABLE 4.5: FREQUENCY DISTRIBUTION IN THIS UNSATURATED MODEL

			Observed		Expected			
Age	Gender	Perception	Count	%	Count	%	Residuals	Std Residuals
17-20 years	Female	Positive	16.000	7.6%	18.975	9.0%	-2.975	-.683
		Negative	11.000	5.2	12.304	5.8%	-1.304	-.372
	Male	Above	7.000	3.3%	5.290	2.5%	1.710	743
		Below	6.000	2.8%	3.430	1.6%	2.570	1.387
21-35 Years	Female	Above	81.000	38.4%	71.632	33.9%	9.368	1.107
		Below	42.000	19.9%	46.449	22.0%	-4.449	-.653
	Male	Above	14.000	6.6%	19.970	9.5%	-5.970	-1.336
		Below	14.000	6.6%	12.949	6.1%	1.051	.292
36-40 Years	Female	Above	8.000	3.8%	9.488	4.5%	-1.488	-.483
		Below	7.000	3.3%	6.152	2.9%	.848	.342
	Male	Above	2.000	0.9%	2.645	1.3%	-.645	-.397
		Below	3.000	1.4%	1.715	0.8%	1.285	.981

The residuals are the difference between the observed and expected frequencies Table 4.4 is generated from these observed and expected frequencies (Table 4.5). Table 4.5 has a preponderance of students, largely female positively disposed to teaching practice than their counterparts.

It is evident from table 4.5 that both female and male student teachers are more favourably disposed to teaching practice. The homogeneity of the findings is not surprising as it demonstrates the pedagogical similarity in teaching practice. Although both male and female student teachers' perception to teaching practice is the same, some female student teachers feel more vulnerable when it comes to security.

Most female student teachers seek help from their subject mentors when it comes to disciplining the learners in the classroom. There is that stereo type factor in terms of feminine and masculine and at the same time female student teachers are mostly favoured by the learners and the permanent staff because of their socialisation character and the learners have a tendency to associate female teachers with a caring, motherly, compassionate and approachable disposition and all these are variability in gender mind set could further explain the extent student teachers are favourably disposed to teaching practice.

In this context these two statistics test the hypothesis that the difference between the observed and expected frequencies (Table 4.5) is not significant. In their model of the results is indeed a good-fit-of the observed and expected frequencies and hence should be very similar (i.e. not significant) (Table 4.6).

TABLE 4.6: GOODNESS-OF-FIT TESTS

	Chi-Square	df	Sig
Likelihood Ratio	7.716	7	358
Pearson	8.074	7	326

The results of the analysis (Table4.6) reveal insignificant results, meaning that the model is a good-fit-of the data and therefore the statistics are not significant.

It is evident from table 4.5 that both female and male student teachers are more favourably disposed to teaching practice. The homogeneity of the findings is not surprising as it demonstrates the similarity in teaching practice.

The two statistics used to test the goodness-of-fit of the final model are the likelihood ratio chi-square and Pearson Chi-square. The likelihood is the test more commonly used because it has the advantage of being linear. The model is of best fit because the chi-square values are not significant.

In table 4.7 the association between biographical data and perception is presented, while table 4.8 shows the K-way and higher order effects among student teachers' gender, age and attitudes towards teaching practice.

TABLE 4.7: RELATIONSHIP (PARTIAL ASSOCIATION) BETWEEN BIOGRAPHICAL DATA AND PERCEPTION.

Effect	df	Partial Chi-Square	Significance Level	Numbers of Iterations
Age x gender	2	3.242	0.198	2
Age x perception	2	1.132	0.568	2
Gender x perception	1	2.470	0.116	2
Age	2	135.288	0.000	2
Gender	1	71.221	0.000	2
Perception	1	9.671	0.002	2

From table 4.7, the influence of biographical data (age and gender) on perception is presented and is all insignificant in influencing perception in teaching practice model. However one-way effects (i.e. the main effects of age, gender and perception) are all significant. We cannot remove them because it would seriously affect the model.

Based on the findings, the hypothesis that the biographical data (age and gender) are associated with perception of teaching practice has been confirmed. This is further confirmed from the previous results in table 4.4, 4.5 and 4.6 that there is an association among the age, gender and perception of student teachers. Table 4.8 attempts to explore the biographical predictors of the model behavior, and explains more the relationship shown in table 4.7.

TABLE 4.8: K-WAY AND HIGHER-ORDER EFFECTS AMONG STUDENT TEACHERS GENDER, AGE AND ATTITUDES TOWARDS TEACHING PRACTICE.

			Likelihood Ratio		Pearson		Number
	K	dk	Chi-Square	Sig.	Chi-Square	Sig.	of Iterations
K-way and Higher Order Effects[a]	1	11	223.897	.000	318.194	.000	0
	2	7	7.716	.358	8.074	.0326	2
	3	2	.296	.862	.297	.862	3
K-way Effects[b]	1	4	216.181	.000	310.121	.000	0
	2	5	7.420	.191	7.777	.169	0
	3	2	.296	.862	.297	.862	0

Note

a. Tests that K-way and higher order effects are zero.

b. Tests that K-way effects are zero.

NOW A WORD ABOUT THE K-WAY AND HIGHER ORDER EFFECTS

(i) The results from the table 4.8 indicate that age, gender and perception are significant predictors of the behaviour of the model. This has further been demonstrated by the interactions of the two way variables.

(ii) The results in row (K=2) show that removing the two-way interactions (age x gender) and higher-order-effect (age and gender) has no detriment effect on the model

(iii) Finally, in row (K=3) removing the three-way effects (age x gender x perception / attitude) and higher-order-effects has not significantly affected the fit of the model.

NOW A WORD ABOUT THE K-WAY EFFECTS

(i) The results from the table (see table 4 7) indicate that age, gender and perception are significant predictors of the behaviour of the model.

(ii) This has further been demonstrated by the interactions of the two way variables.

(iii) The test for the significance of the three-way interactions is further confirmed by the probability values for K=2 and K=3 which are greater than 0.05. This indicates that removal of the said components would not affect how well the model fits the data.

From the results log linear model is a good fit of the data set that is confirmed of gender, age and perceptions.

4.6 SUMMARY

In this chapter a detailed analysis and interpretation of data has been presented. It can be concluded from this study that the perception of student teachers of teaching practice model is positive, irrespective of age and gender. However there is a need for the improvement of the system of teacher education in order to prepare quality teachers. The concerns are mainly based on the high level of different responsibilities by the student teachers in the ten statements captured in table 4.1 in terms of the association of ranks. Some of the differences are: importance of preparing lesson plan as well as the pedagogical approach to presenting the lesson to learners.

CHAPTER FIVE

5. DISCUSSION OF FINDINGS AND IMPLICATIONS OF FINDINGS

5.1 INTRODUCTION

This chapter presents the discussion of the results. The discussion is based on the following three objectives that the study set out to achieve:

(a) To investigate the nature of student teachers' perceptions of teaching practice.

(b) To find out whether there will be agreement among ranks assigned by student teachers to different components of lesson presentation of teaching practice.

(c) To ascertain whether or not student teachers' perceptions are influenced by their biographical particulars.

Besides, three sets of hypothesis were formulated and tested in order to answer the problem being investigated. It was hypothesized that:

(a) Student teachers' perceptions are favourably disposed towards teaching practice

(b) There will be agreement among ranks assigned by student teachers to different components of lesson presentation of teaching practice

(c) Student teachers' biographical factors such as gender and age have no influence on perception of teaching practice

5.2 DISCUSSION OF FINDINGS

5.2.1. Findings with regard to the nature of student teachers' perceptions of teaching practice.

Student teachers' perceptions are favourably disposed towards teaching practice. This result is not surprising since many studies (Al- Mahrroqi, 2011; Spoorner, Flowers, Lambert & Algozinne, 2008; Ferber & Nillas, 2010; Nwanekezi, Okoli & Mezieobi, 2011) have revealed that student teachers value teaching practice because it provides them with the opportunity to 'taste' school setting and enables them to adjust and modify their expectations before starting their teaching career. It also enables them to adjust and modify expectations before starting their career. Heeralal and Bayaga (2011) state that student teachers report that teaching practice brought considerable amount of experience to their study. Similarly, Allison (Nwanekezi, Okoli & Mezieobi, 2011) asserts that trainee teachers see themselves grow through experience and they begin to like a culture of teaching. Al-Mahrroqi (2011: 247) and Wambugu, Barmao and Ng'eno (2013:170) reiterate that research indicates that trainees value the practice teaching component the most in their education programme. One cannot, however, make predictions on the basis of such findings that student teachers will, in future, value teaching practice.

5.2.2. Findings with regard to agreement among the ranks assigned by the student teachers to different components of lesson presentation of teaching practice.

One of the research aims was to find out whether or not there will be agreement among ranks assigned by student teachers to different models of teaching practice.

The findings reveal that student teachers were basing their judgments of the best teaching practices on the same criteria.

There were agreements among ranks. Although a majority of student teachers has consensus on with respect to the order of importance to the different models of teaching practices, we cannot ignore those student teachers who were not in

agreement with others. The reason for their difference may be caused by the following: the shortage of resources in the university or in the school, leading to fragmented curricular with unclear intent and low status for practicum programmes, the malfunctioning of partner schools, the shortage of qualified teachers who are mentoring the student teachers, flexibility in teaching content and method and sound approach to teaching and learning on the part of the associate teacher and excessive workload given by the cooperating teachers.

5.2.3 Findings with regard to association between student teachers' perceptions and their biographical particulars.

One of the research aims was to find out whether biographical data of the student teachers such as age and gender have any influence on their perceptions of teaching practice. Our research hypothesis that the biographic data of age and gender are associated with perceptions of teaching practice has been confirmed.

5.2.3.1 The relationship between age and perception on teaching practice

From the analysis of the data it was revealed that age as an isolated variable did not have any significant effect. This also concurs with literature about the effects of age as isolated indication of student teachers perceptions (Wambugu, Barmao & Ng'eno, 2013).

The findings of this study indicated that age has an influence on the participants' perception of teaching practice.

The influence of age was chronological; beginning from the younger to old age of the student teachers Younger student teachers showed that they were not excited about the whole exercise. However, the rate of excitement increases as the student teachers get older; with the most older age group (36+) expressing a huge excitement and passion relating to teaching practice. This excitement and passion

was expressed in the form of keeping their files updated, always being punctual to school and in their various classrooms for teaching. The most notable one was that they did not express any complaint with respect to their workload whereas; this was a constant expression in the younger students (17-20). This findings support the existing study conducted by Ditchfield (2010) at St Martin's College in Britain. Furthermore, the findings also corroborated with Opayemi (2012) who reported that younger student teachers are less likely to open themselves more from mentoring relationship than their older counterparts.

The explanation for this differences in excitement between the age groups, could be that the younger student teachers naivety in expressing themselves and the entire process of adaptation into the school context. On the other hand, the older student teachers are mature and as a result of this, they are perhaps capable of managing their teaching practice challenges without relying so much on their mentors.

5.2.3.2 The relationship between gender and perception

From the analysis of the data it was revealed that gender as an isolated variable has significant effect. This also concurs with literature about the effects of gender as isolated indications of student teachers' perceptions.

The findings of this study indicated that gender has an influence on the participants' perception of teaching practice. This findings support the existing study conducted by Lekamge, (2004) at the Open University of Sri Lanka in Israel. It stresses that female student teachers have higher self-rating than male student teachers with regard to some important aspects, such as understanding of Child-centred Education, Professional development and Relationship with community and understanding of Theoretical Knowledge.

Contrary to the above findings, Ngidi and Sibaya, (2003:21) alluded that most of the female student teachers experience greater anxiety with regard to class control than their male counterparts. This anxiety may be caused by a stereotype factor related to masculinity and also by nervousness of coming to a new environment. As revealed by the study most of the female student teachers seek help from their male counterparts when it comes to disciplining the learners when they are unruly in the classroom. These findings seem to agree with Wambugu, Barmao and Ng'eno (2013:175) who argue that male student teachers are field independent than the female student teachers. This means that male student teachers do not feel threatened by the ill-discipline of the learners in the classrooms because they know how to deal with it.

Although there are some minor differences between the female and male student teachers' perceptions, the overall perception was generally insignificant as revealed by the study.

5.3 IMPLICATIONS OF FINDINGS

(a) Based on finding number one, student teachers value the importance of teaching practice. They appreciate spending more time in schools in order to improve proficiencies in their professionalism. Teaching practice should be encouraged and maintained because student teachers like it.

(b) Based on finding number two, student teachers have consensus with respect to the order of importance to the different components of lesson presentation of teaching practice. The transition from being a student to a teacher is a huge task, and adjustments are to be expected. Most of student teachers are

struggling with the wrapping up lesson ideas or giving learners an opportunity to summarise main ideas gained in the lesson. They also find it demanding to maintain learning environment that is challenging, orderly, safe, supportive and purposeful. Student teachers have some personal challenges.

(c) Based on finding number three, gender and age have no influence on the student teachers' perception of teaching practice. Therefore the study has revealed that gender and age should not be necessarily concentrated on when students go out for teaching practice as reviewed by the findings.

5.4 SUMMARY

This chapter has highlighted three emerging issues (i) that a significant number of student teachers are positive towards teaching practice; (ii) similar criteria was observed in ranking different components of lesson presentation of teaching practice (iii) age and gender have a significant association in terms of perception to teaching practice, and a slight difference was observed in age category and gender where female student teachers raised their security as a major concern. An issue that expresses the high level of vulnerability of female student teachers in rural schools.

CHAPTER SIX

6. SUMMARY, CONCLUSION, LIMITATION OF THE STUDY AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter focuses on the conclusion and recommendations. The conclusion is mainly focusing on important findings that are captured in the previous chapter. The outline and presentation of the conclusion is as below.

6.2 RESEARCH QUESTIONS

The researcher intends to investigate the student teachers' perceptions of teaching practice.

The following three (3) research questions were investigated:

(a) What is the nature of student teachers' perceptions of teaching practice?
(b) How do student teachers evaluate / judge the best teaching practice components of lesson presentation?
(c) Are student teachers' perceptions influenced by their biographical particulars: age and gender?

6.3 CONCLUSION

This study investigated the student teachers' perceptions of teaching practice. Similar to what several previous studies (Atputhasamy, 2005; Rajuan, 2008; Nwanekezi, Okoli & Mezieobi (2011) have shown, The findings of this study also indicate that teaching practice gives student teachers the opportunity to learn from

their subject mentors in real classroom situation. This study indicates that although teaching practice is essential to the development of the student teachers, there is a need for the improvement of the system of teacher education in order to prepare high quality of student teachers.

It can also be concluded that the perceptions of student teachers of teaching practice components of lesson presentation is positive, irrespective of age and gender. Therefore the study has revealed that gender and age should not be considered as a major factor when students go out for teaching practice.

6.4 LIMITATION OF THE STUDY

Although this study has achieved its objectives, several limitations exist with regard to sampling, instrument used and research design.

(a) While the study focused on the sample of 184 student teachers in the University of Zululand, it fell short of cross-universities assessment of student teachers' perceptions of teaching practice. This was mainly because of the time constraints.

(b) Although the instrument was piloted before given to the participants, interpretation of the instrument was however limited due to the researcher's bias. The report in the findings was therefore influenced by the researcher's understanding of the participants' response; accounting for the bias.

(c) Although the findings were limited to the University of Zululand participants, the researcher however acknowledge that the findings may not be applicable to other areas. Never the less they may be applicable where there are similar characteristics (economic, political and social).

6.5 RECOMMENDATIONS

On the basis of this finding it is recommended that:

(a) The Faculty of Education should take into consideration the concerns of student teachers and address them before student teachers are sent to schools for teaching practice to enable the preparation of really competent teachers.

(b) A study on cross-universities assessment of student teachers' perceptions of teaching practice is necessary.

(c) The number of students who register for teaching at the university should be proportional to the lecturer student ratio. This will increase lecturer-student contact; improve coherent and quick feedback, and enhance overall supervision as well as teacher training

(d) University supervisors, cooperating teachers and student teachers should clearly understand and fulfill their respective roles, thus delivering a shared, logical programme of teacher education.

(e) Student teachers should be given the schools' curriculum before they go for teaching practice.

(f) Faculty of Education should devise the model which will bridge the gap between theory and practice, e.g. designing a programme that will develop an integrated curriculum and develop mentoring relationship.

(g) This study investigated student teachers' perceptions of teaching practice and it concentrated on the student teachers who are doing third year only. There is a need for the study of all student teachers' perceptions towards teaching practice that have undergone teaching practice regardless of their year of study.

(h) A survey of the experience of student teachers concerning a support they get from their cooperating teacher / subject mentors needs to be investigated. The researcher find it vital for this survey to be undertaken because there are schools which the student teachers feel that they are not worth going because of various reasons, for instance if the subject mentors do not have the content, they are not devoted to their work, they do not share their teaching experiences with their mentee and they do not step in when the mentee needs to be capacitated.

(i) A study on the perceptions of students' mentors on the performance of student teachers is necessary and vice versa in order to intensify their understanding of each other.

6. 6. REFERENCES

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Annexure : A

CORRELATION MATRIX

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.000	.554	.222	.444	.111	.511	.284	.345	.350	.343	.443	.402	.466	.253	.214
2	.554	1.000	.353	.467	.343	.647	.383	.434	.495	.131	.450	.278	.479	.273	.065
3	.222	.353	1.000	.244	-.024	.194	.238	.242	.301	.336	.420	.352	.445	.376	.120
4	.444	.467	.244	1.000	.080	.439	.332	.258	.382	.374	.293	.429	.482	.186	.121
5	.111	.343	-.024	.080	1.000	.418	.343	.029	-.068	.109	-.103	.112	.183	.027	.021
6	.511	.647	.194	.439	.418	1.000	.594	.380	.395	.251	.276	.292	.403	.166	.202
7	.284	.383	.238	.332	.343	.594	1.000	.003	.231	.255	.163	.161	.288	.252	.155
8	.345	.434	.242	.258	.029	.380	.003	1.000	.309	.201	.522	.319	.416	.199	.039
9	.350	.495	.301	.382	-.068	.395	.231	.309	1.000	.383	.530	.481	.445	.095	.210
10	.343	.131	.336	.374	.109	.251	.255	.201	.383	1.000	.513	.561	.496	.312	.323
11	.443	.450	.420	.293	-.103	.276	.163	.522	.530	.513	1.000	.481	.490	.339	.149
12	.402	.278	.352	.429	.112	.292	.161	.319	.481	.516	.481	1.000	.809	.521	.387
13	.466	.479	.445	.482	.183	.403	.288	.416	.445	.496	.490	.809	1.000	.492	.342
14	.253	.273	.376	.186	.027	.166	.252	.199	.095	.312	.339	.521	.492	1.000	.298
15	.214	.065	.120	.121	.021	.202	.155	-.039	.210	.323	.149	.387	.342	.298	1.00
16	-.012	.085	.227	-.078	.038	.008	-.182	.047	-.120	.122	.050	.021	.011	.206	.257
17	.132	.086	.267	.051	-.060	.062	.026	.062	.108	.210	.172	.401	.594	.427	.274
28	.131	.018	.181	.403	-.133	.156	.308	-.018	.092	.223	.085	.208	.191	.350	.004
19	.561	.436	.317	.314	.110	.488	.234	.165	.194	.183	.338	.279	.282	.217	.057
20	.451	.289	.313	.283	.066	.356	.178	.220	.315	.375	.347	.559	.569	.402	.456
21	.297	.537	.378	.392	.343	.482	.353	.427	.236	.085	.351	.373	.503	.218	.040
22	.375	.537	.145	.314	.347	.523	.413	.294	.223	.135	.326	.387	.512	.145	.008
23	-.384	-.262	-.201	-.253	-.134	-.307	-.273	-.125	-.112	-.225	-.203	-.418	-.470	-.327	-.127
24	-.114	-.061	-.301	-.042	.203	-.024	-.212	.087	-.091	-.207	-.225	.015	-.032	-.397	-.175
25	.002	-.094	.144	-.026	.096	-.153	-.049	.040	-.003	.092	-.020	-.065	-.019	.170	-.085

Annexure : A

CORRELATION MATRIX

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.000	.554	.222	.444	.111	.511	.284	.345	.350	.343	.443	.402	.466	.253	.214
2	.554	1.000	.353	.467	.343	.647	.383	.434	.495	.131	.450	.278	.479	.273	.065
3	.222	.353	1.000	.244	-.024	.194	.238	.242	.301	.336	.420	.352	.445	.376	.120
4	.444	.467	.244	1.000	.080	.439	.332	.258	.382	.374	.293	.429	.482	.186	.121
5	.111	.343	-.024	.080	1.000	.418	.343	.029	-.068	.109	-.103	.112	.183	.027	.021
6	.511	.647	.194	.439	.418	1.000	.594	.380	.395	.251	.276	.292	.403	.166	.202
7	.284	.383	.238	.332	.343	.594	1.000	.003	.231	.255	.163	.161	.288	.252	.155
8	.345	.434	.242	.258	.029	.380	.003	1.000	.309	.201	.522	.319	.416	.199	.039
9	.350	.495	.301	.382	-.068	.395	.231	.309	1.000	.383	.530	.481	.445	.095	.210
10	.343	.131	.336	.374	.109	.251	.255	.201	.383	1.000	.513	.561	.496	.312	.323
11	.443	.450	.420	.293	-.103	.276	.163	.522	.530	.513	1.000	.481	.490	.339	.149
12	.402	.278	.352	.429	.112	.292	.161	.319	.481	.516	.481	1.000	.809	.521	.387
13	.466	.479	.445	.482	.183	.403	.288	.416	.445	.496	.490	.809	1.000	.492	.342
14	.253	.273	.376	.186	.027	.166	.252	.199	.095	.312	.339	.521	.492	1.000	.298
15	.214	.065	.120	.121	.021	.202	.155	-.039	.210	.323	.149	.387	.342	.298	1.000
16	-.012	.085	.227	-.078	.038	.008	-.182	.047	-.120	.122	.050	.021	.011	.206	.257
17	.132	.086	.267	.051	-.060	.062	.026	.062	.108	.210	.172	.401	.594	.427	.274
28	.131	.018	.181	.403	-.133	.156	.308	-.018	.092	.223	.085	.208	.191	.350	.004
19	.561	.436	.317	.314	.110	.488	.234	.165	.194	.183	.338	.279	.282	.217	.057
20	.451	.289	.313	.283	.066	.356	.178	.220	.315	.375	.347	.559	.569	.402	.456
21	.297	.537	.378	.392	.343	.482	.353	.427	.236	.085	.351	.373	.503	.218	.040
22	.375	.537	.145	.314	.347	.523	.413	.294	.223	.135	.326	.387	.512	.145	.008

23	-.384	-.262	-.201	-.253	-.134	-.307	-.273	-.125	-.112	-.225	-.203	-.418	-.470	-.327	-.127	.181	-.352
24	-.114	-.061	-.301	-.042	.203	-.024	-.212	.087	-.091	-.207	-.225	.015	-.032	-.397	-.175	-.243	-.171
25	.002	-.094	.144	-.026	.096	-.153	-.049	.040	-.003	.092	-.020	-.065	-.019	.170	-.085	-.138	-.033

Annexure B

QUESTIONNAIRE

Introduction

This is a study on student teachers' views about teaching practice. Kindly respond to this questionnaire as directed. There is no right or wrong answers. Your responses will be treated confidentially. Do not indicate your identity.

Please answer the following questions by putting a cross (x) in the appropriate box

SECTION A: Biographical information

1. Gender

F	
M	

2. Age group

17-20 years	
21-35 years	

36-40 years	
41+ years	

SECTION B: Questionnaire

(i) Please respond to each statement by making a cross [X] in the appropriate box

(ii) Meaning of abbreviations: SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

The following questions seek information based on your perceptions\views about teaching practice. Please indicate your agreement or disagreement with each statement by crossing the appropriate box.

	Strongly Agree	**Agree**	**Undecided**	**Disagree**
1. Teaching practice influences professional growth of the student teachers.	SA	A	U	D
2. I develop leadership skills when doing teaching practice.	SA	A	U	D
3. I perform well in spite of all odds	SA	A	U	D
4. Teaching practice is unnecessary burden.	SA	A	U	D
5. Self-satisfaction is derived from the teaching practice	SA	A	U	D

6. Teaching practice molds me	SA	A	U	D	SD
7. A sense of responsibility is inculcated in me during teaching practice	SA	A	U	D	SD
8. I do not commit myself whole-heartedly during teaching practice	SA	A	U	D	SD
9. Teaching practice is not a worthwhile undertaking	SA	A	U	D	SD
10. I am unable to apply the knowledge I gained to school during teaching practice	SA	A	U	D	SD
11. There is not much knowledge gained during teaching practice	SA	A	U	D	AD
12. If there can be other ways of doing teaching practice without going to schools I would prefer them	SA	A	U	D`	SD
13. I prefer to do demonstration lessons than going to schools for teaching practice	SA	A	U	D	SD
14. I enjoy being evaluated in the classroom	SA	A	U	D	SD
15. I hardly find any interest in teaching practice	SA	A	U	D	SD

16. Lecture periods will be incomplete without doing teaching practice in schools	SA	A	U	D	SD
17. Evaluation by mentors in school during teaching practice gives me the most satisfaction	SA	A	U	D	SD
18. Evaluation by university lecturers during teaching practice is stressful	SA	A	U	D	SD
19. With or without mentoring assistance I enjoy teaching practice	SA	A	U	D	SD
20. I appreciate given feedback by the mentor after lesson presentation	SA	A	U	D	SD
21. Teaching practice does not help me to improve my moral standards	SA	A	U	D	SD
22. I gain syllabus language when I am doing teaching practice	SA	A	U	D	SD
23. It is upsetting to go for teaching practice without being evaluated by the university lecturer	SA	A	U	D	SD
24. It is cumbersome to keep teaching practice records	SA	A	U	D	SD

SECTIONC

Arrange the following statements in the order of importance to you. Write the numbers in the boxes provided. 1 is rated as very important and 10 is least important

To plan lessons with a mentor is very essential

To introduce the topic and achieve the outcomes at the end of the lesson is difficult

To motivate and arouse interest to learners when teaching is fulfilling

To use main language of instruction to explain, describe and discuss key concept is difficult

To create and maintain learning environments that is interesting, challenging, orderly, safe, purposeful and supportive

To use a variety of discipline strategies well-matched to the situation and the learner is not easy to apply.

To show evidence of having contacted various sources in preparation for the lesson is essential.

To frame questions that provide opportunities for reasoning, logic and other higher

order of thinking skills

To use appropriate teaching strategies, methods and techniques that involve and motivate learners is always forgotten'info@psyssa.com'

To wrap up lesson ideas or giving learners an opportunity to summarise main ideas gained is essential

Annexure C

UNIVERSITY OF ZULULAND
Faculty of Education
Private Bag X1001
KwaDlangezwa
3886
tt 035-9026517
email: mkhasiber@unizulu.ac.za
Internal Box Number: 33
18March2013

Dear Professor

REQUEST -FOR PERMISSION -TO CONDUCT RESEARCH WITH B. ED. LEVEL THREE STUDENTS AS SUBJECTS

I am registered for Masters of Education degree in the Faculty of Education and a staff member at the University of Zululand. I am writing this letter to request permission to conduct a research at this university.My research project is entitled "Student teachers' perceptions of teaching practice".

The proposed research is intended to achieve the following objectives:

1. To investigate the nature of student teachers' perceptions of teaching practice
2. To find out whether there will be agreement among ranks assigned by student teachers to different models of teaching practice.
3. To ascertain whether or not student teachers' perceptions are influenced by their biographical particulars.

A copy of a questionnaire is attached. I hope it meets your approval. The names of the participants in the study will be treated as confidential.

Your permission to conduct research in this university will be highly appreciated.

Yours faithfully

_____

Rachel Gugu Mkasibe

(Student)

OR ptSibaya

(SUPERVISOR)

ANNEXTURE D

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

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2012/13	
Project title	**Student teachers' perceptions of teaching practice at the University of Zululand**	
Principal Researcher / Investigator	RGN Mkhasibe	
Supervisor and Co-supervisor	Prof PT Sibaya	Prof DR Nzima
Department	Educational	Psychology
Nature of project	Masters	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives 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
11 January 2013

CHAPTER ONE

1 MOTIVATION OF THE STUDY

1.1 INTRODUCTION

This chapter will focus on motivation of the study, statement of the problem, aims of the study, hypothesis, operational definition of the terms and plan for the organization of the research. Details of this study are presented below.

Each and every profession has its own training because learning to practise a skill is fundamental to professional careers. If one wants to pursue a professional career one has to undergo relevant training in order to prepare for that profession. The prerequisite for becoming a teacher is to undergo teaching practice (Ngidi & Sibaya, 2003). Literature has revealed the importance of teaching practice in the training programmes of student teachers for their career (Ogonor & Badmus, 2006; Kuggundu & Nayimuli, 2009; Gujjar, 2010; Goh & Matthews, 2011). In the same vein, Fry, Ketterridge and Marshall (2008:36) state that the practicum component in teacher training institutions is widely accepted all over the world. It serves as the most significant factor in the shaping of the student teachers' experiences (Rajuan, 2008). Kuggundu & Nayimuli, 2009:63 confirm these experiences as the most important aspects to the development of a student teacher.

Nwanekezi, Okoli and Mezieobi (2011:41) point out that teaching practice is the first official opportunity for student teachers to be involved in actual teaching experience. They add that it enables the student teachers to be well prepared for their assumption of duty as professional, motivated, conscientious and efficient classroom teachers who will encourage the spirit of inquiry, creativity and intellectual development among the beneficiaries of the educational system. Caires, Almeida and Vieire (2012:166) regard teaching practice sessions as a period of intense search and exploration of self, others and the new scenarios.

It is clear from the foregoing review that the role of teaching practice to the student teachers cannot be compromised because it provides them with the opportunity to 'taste' school setting and enables them to adjust and modify their expectations before starting their teaching career (Al-Mahrooqi, 2011; Spooner, Flowers, Lambert & Algozinne, 2008; Ferber & Nillas, 2010). Therefore it is most relevant and compelling to investigate the nature of the perceptions that student teachers have. Student teachers join schools for a certain time to practise teaching in order to be exposed to new perspectives of teaching in the school environment.

According to Marais and Meier (2012:221), the term "teaching practice" represents the range of experiences to which student teachers are exposed when they work in classrooms and schools. It has three major connotations: the practising of teacher skills and acquisition of the role of a teacher, the whole range of experience that students go through in school, and the practical aspects of courses as distinct from theoretical studies (Nwanekezi, Okoli & Mezieobi, and 2011:42). They further point out that teaching practice enables the student teachers to practice all the theoretical teachings they gain from their institutions of higher learning.

Caires, Almeida and Vieira (2012:172) in their study found that the perceptions of student teachers in Portugal were both positive and negative. They mention that the positive perceptions concerned student teachers' growing knowledge and skilfulness, their increasing sense of efficacy, flexibility and spontaneity in their performance and interactions, and the awareness of having achieved reasonable levels of acceptance and recognition amongst the school community. On the negative side, teaching practice is perceived as a demanding period which involves considerable amounts of distress, changes in psycho-physiological patterns, and an increasing sense of weariness and vulnerability. The study also revealed differences when it comes to gender. Female student teachers perceived teaching practice as tiring and stressful.

Contrary to the study conducted in Portugal, the study conducted by Malik and Ajmal in Pakistan (2010) found that student teachers perceive teaching practice as a stressful period. They cited the following challenges, a heavy workload, being observed and evaluated by teachers, and inadequacy in classroom management. In the Malaysian context, it was noted that student teachers felt pressure during teaching practicum which prevented them from positively engaging in theory and practice. They identified supervision, workload other than teaching, and pedagogical and content knowledge as challenges many student teachers faced during teaching practice (Goh & Matthews, 2011).

There is currently a widespread outcry about the performance of teachers who are being produced by many institutions of higher learning. One asks oneself of what the problem could be because preparation of pre-service teachers through a student teaching experience is a widely accepted practice in teacher education (Cuenca, 2011). Fry, Ketterridge and Marshall (2008:86) confirm that the school environment offers student teachers the opportunity to acquire experience of a school knowledge, which are the School Organisation Development (SOD) and to appreciate the

complex aspects of school cultures. These experiences influence both the teachers' teaching and the learners' learning. Kuggundu and Nayimuli (2009) point out that teaching practice grants student teachers experience in the actual teaching and learning environment.

Tsien and Tsui (2007:348) summarise the goal of teaching practice by saying that it is that of producing a practitioner who can integrate theory and practice sensitively, systematically and successfully; but Cheng, Cheng and Tang (2010:1) and Fry, Ketterridge and Marshall (2008:2) assert that student teachers often complain that theory in teacher education is not relevant to practice. They find theories irrelevant to the development of teacher competence. Similarly, Mutemeri and Chetty (2001:505) maintain that there is a general belief among student teachers that what happens at the university during lectures has little relationship to what happens in the classroom.

In the same vein, Goh and Matthews (2001:93) argue that during the teaching practicum, student teachers experience a learning situation that is unique and different from campus-based learning as they are called upon to respond to new circumstances. They are also overwhelmed by the numerous realities of the classroom, such as learners' expectations of spoon-feeding, which can be defined as emphasizing teaching as telling and learning as mere listening, and the challenges of mixed ability classes. Caires, Almeida and Martins (2010) refer to this complex situation which the student teachers find themselves in as the "reality shock" because they discover discrepancies between theory and practice which they have to integrate when they teach, and the shift from student to teacher has a lot of stress and challenges. They also have to revisit and adjust the personal assumptions and beliefs they had about actual practice in teaching.

Tillema, Smith and Leshem (2010) stress that supporting student teachers in learning to teach is a collaborative effort of student teachers, university supervisors and the cooperating teachers. On the other hand, Murphy (2008) says that many student teachers, university supervisors and cooperating teachers differ in their expectations of their respective roles, which means that various participants are not clear about their roles. This is confirmed by Krull (2005) when he states that teaching practice worldwide has shown that novice teachers experience enormous difficulties when starting their working careers at schools and many of them fail to survive the adaptation period.

When the universities started partnership programmes with schools, they developed their own teaching practice models to ensure that student teachers would be assisted to acquire the relevant knowledge and skills from schools (Nwanekezi, et al., 2011). They also ensured that these models were not going to interrupt the school programmes. This observation is related to the view of Tisher (Atputhasamy,1990) who argues that schools and universities should clearly understand and fulfill their respective roles, thus delivering a shared, logical programme of teacher education. It is clear that such a programme is not equally shared by the university supervisors and the cooperating teachers because student teachers spend more time doing theory in their institutions of higher learning while compromising practice in schools.

The researcher participates in the organization and coordination of the teaching practice component of the initial education and training of student teachers towards the attainment of their qualifications. Most studies focus on the importance of teaching practice and its supervision, and they exclude other concerns of student teachers, even though they are essential elements in their programme. Goh and Matthews (2011) emphasize that the type of concerns student teachers encounter should be given more attention to enable the preparation of really competent teachers. It has been noticed in this study that although student teachers are offered

opportunities to go for teaching practice, there are emerging gaps and concerns regarding its effectiveness. It became a cause of concern to the researcher to find out from the student teachers their feelings about teaching practice. This study is undertaken for the purpose of inquiring into the student teachers' perceptions of the whole exercise of the teaching practice model at the University of Zululand. It could be of assistance in making the student teachers aware of the role of teaching practice in preparing them for their career.

1.2 STATEMENT OF THE PROBLEM

Teaching practice is the vital component of teacher education and training because it provides student teachers with an opportunity to learn from experience in the work place. Tisher (Atputhasamy,1990) asserts that student teachers believe that the practical experience of observing expert teachers, receiving feedback, and practising strategies are the most important factors in their growth as teachers, but there is a widespread outcry about the quality of most of the teachers who have undergone this practice. Hence the statement of the problem is to investigate the student teachers' perceptions of the whole exercise of teaching practice.

1.3 RESEARCH QUESTIONS

This study attempts to answer the following:

1.3.1 What are the student teachers' perceptions of teaching practice?

1.3.2 How do student teachers evaluate / judge the best teaching practice components of lesson presentation?

1.3.3 Are student teachers' perceptions influenced by their biographical particulars: age and gender?

1.4 AIMS OF THE STUDY

The study aims to pursue the following objectives:

1.4.1 To establish the nature of student teachers' perceptions of teaching practice.

1.4.2 To measure the degree of correlation among ranks assigned to different teaching practice components of lesson presentation by student teachers.

1.4.3 To determine the relationship if any, between perceptions and student teachers' biographical data.

1.5 HYPOTHESES

Based on the above aims, the following hypotheses were formulated:

1.5.1 Student teachers perceptions will be favourably disposed towards teaching practice.

1.5.2 There will be agreement among ranks assigned by student teachers to different components of lesson presentation of teaching practice.

1.5.3 There will be a relationship between biographical variables and perception of teaching practice.

1.6 OPERATIONAL DEFINITION OF TERMS

1.6.1 Perception: The operational definition of this term is the impression which student teachers have about teaching practice or the attitude which the student teachers hold towards teaching practice.

1.6.2 Teaching practice: In this context it means those activities of student teachers which are preparing them for their teaching career.

1.6.3 Student teachers: It means third year B.Ed. students who are practising teaching in schools as part of their curriculum requirement.

1.7 RESEARCH METHODOLOGY

1.7.1 Research design

The study is a case study of one institution. The area was selected purposively as it is the working station of the researcher and that made it easy for data collection. Case study and descriptive research designs are used in this study.

The researcher used this design supported by the previous studies (Nwanekezi, Okoli & Mezieobi, 2011; Tabot & Mottanya, 2012; Olugbenga, 2013; Wambugu & Ng'eno, 2013) reviewed.

1.7.2 Sampling

The researcher targeted the population of the University of Zululand. Fifty (50) third year B.Ed. students were used for the pilot study to verify the reliability of the instrument that was used. Thereafter the unit of study consisted of 184 third year B.Ed. students for the final study of which 100 were females and 84 were males. The researcher targeted student teachers because she participates in the organization and co-ordination of the teaching practice component of initial education and training of student teachers towards attaining of their qualifications. Purpose sampling design was used to choose the unit of study.

1.7.3 Method of data collection

A questionnaire was used to gather information. Questions were divided into three sections. Section 1 dealt with the biographic and general information. Section 2 had structured questions. In this section the respondents were asked to rate their

responses on a Likert scale as follows: strongly agree, agree, undecided, disagree, strongly disagree. In section 3 student teachers were requested to arrange teaching practice components of lesson presentation in the order of importance to them. The most important teaching practice components of lesson presentation receive rank order number 1, the next one 2, followed by 3 and so on. The least important teaching practice components of lesson presentation receive rank order number 10.

1.7.4 Procedures for administration of the research instrument

This study used the following procedures:

1. A Formal letter requesting permission to conduct research was forwarded to the University of Zululand Authorities to conduct a study using the Faculty of Education, third year B. Ed. students as the respondents. Permission was granted.
2. Copies of the letter of approval from the University of Zululand Authorities were attached to the questionnaires as evidence that the permission was granted.
3. Administration of the research instrument was conducted in the classes of respondents.
4. The researcher visited third year B. Ed. students in their classes and requested ten students from each phase that is Early Childhood Development, Foundation and Intermediate and Intermediate and Senior. There were twenty students from the FET phase in order to have 50 participants who voluntarily form part of the pilot study because they had been engaged in continuous teaching practice for two years and were therefore likely to provide more informed responses to the questions. The names of all participants were noted to avoid using them in the actual final study.

5. The researcher explained to the third year B.Ed students the purpose of the study and emphasized the importance of the study and its benefits to the students.

1.7.5 Ethical considerations

This researcher realized the importance of ethical issues to be considered since it deals with human beings and sought the support of the students as they were the unit of analysis of the study. The respondents were assured that their responses were going to be completely confidential. They were also assured that the purpose and objectives of the study were not to mislead them. Verbal consent was obtained from the participants. They were informed that their responses were going to be confidential and they were not supposed to write their names in the questionnaire. Their privacy was maintained and they remained anonymous when answering questions. The respondents were told that participation was voluntary and an informed consent was signed by all participants.

Both the research proposal and the questionnaire were submitted to University of Zululand Ethics Committee before permission to conduct the study was granted (Appendix D).

1.7.6 Data analysis

Data was coded and analysed by using descriptive statistics. Questionnaires yielded quantitative data. The qualitative data helped the researcher to find the first-hand information from the student teachers about their perceptions of teaching practice.

1.8 PLAN OF THE STUDY

This study was organized as follows:

Chapter One

In this chapter the motivation for the study, statement of the problem, aims of the study, hypothesis, operational definition of terms, and the plan for the organization of the research are discussed.

Chapter Two

This chapter deals with the review of literature. The focus is on the student teachers' perception of teaching practice in particular, and education in general.

Chapter Three

This chapter discusses the research design and methodology of the study.

Chapter Four

In this chapter the researcher focuses on the data presentation, analysis and interpretation.

Chapter Five

This chapter presents the aims of the study, hypotheses, discussion of findings and the implications of the findings of this study.

.Chapter Six

This chapter deals with summary, conclusion, limitation of the study and recommendations

1.9 SUMMARY

The issue of teaching practice appears to be a major concern to the student teachers' profession because it provides them with the opportunity to be involved in the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques, and practice or exercise of different activities of daily school life. This, therefore, means that teaching practice is a cardinal and indispensable aspect in the preparation of teachers.

In chapter two the researcher focuses on the review relevant literature. The aim of the literature study is to gain a comprehensive understanding of the student teachers' perceptions of teaching practice. In understanding this task, related literature is presented and discussed according to the study's aims and objectives.

CHAPTER TWO

2 LITERATURE REVIEW

2.1 INTRODUCTION

This chapter deals with the review of literature. The focus is on the student teachers' perception of teaching practice in particular and education in general. Details of this chapter are presented below.

Teaching practice is of crucial importance in preparing student teachers to acquire knowledge and become professional, motivated and efficient teachers. Any teacher education programme without the collaboration of the work integrated learning (WIL) is incomplete. In other words, student teachers' training and practicum are two sides of the same coin. If students do not have teaching-and-learning experience as a continuum to their training and as an integral part of their development as teachers, they have not been properly trained. The terms/concepts 'student teachers' and 'teacher-trainees' will be used interchangeably in this study to refer to students undergoing a teacher-training programme.

According to the study by Badenhorst and Badenhorst (2011:5), student teachers value a supportive and interactive classroom environment, especially with respect to the process of learning to teach. Student teachers' perceptions of teaching practice are determined by different factors such as class-size, relationship among student teachers, and the attitude of teaching staff and the learners towards student teachers (Beck & Kosnik, 2002; Mutemeri & Chetty, 2011; & Meyer & Mamiala, 2012). However, Cakmak (2009) highlights that student teachers report that their

perceptions and concerns regarding classroom management, teaching methods and techniques, motivation, evaluation and assessment of learners depends on the class size. According to Caires and Almeida (2007:516), student teachers are concerned about three specific roles, which are: to be observed by their cooperating teachers when teaching and be provided with feedback; to be provided with moral support and encouragement; and lastly, to be provided with instructional seminars that enhance their teaching experience.

Contrary to the above postulated views about the interest of student teachers towards teaching practice activities, Numerich (Schoeman & Mabunda, 2012) reports that student teachers are more interested in their own survival in the classroom than in learning to manage the class and teach learners.

Duffy (Talvitie, Peltokallio & Mannisto, 2000) in his study reports that most student teachers regard their peers as important sources of support in their teaching practice because they encourage them to deal with whatever challenges which they come across during their teaching experiences. Their peers also stimulate the student teachers to air their own views about teaching, and assist in providing a non-threatening environment for critical discussions. Thus Bhagava (2009) mentions that majority of student teachers report that through teaching practice they feel more confident in addressing a crowd. Caires, Almeida and Martins (2010) further report that teaching practice increases levels of performance efficiency and competence in decision making and problem solving. Most student teachers, then, regard teaching practice as the most influential factor in their professional growth.

Although various researchers have identified important factors of teaching practice, the study by Qazi, Rawat, Sharjeel and Devi (2008: 56) reveals that teaching practice programmes lack the basic and important skills like proper implementation of the

curriculum in the real classroom situation, which has to be inculcated to student teachers. Quick and Sieborger (2005:2) concur with Qazi et al. that teaching practice does not adequately prepare and equip the student teachers for the realities of the teaching profession. Schoeman and Mabunda (2012) further contend that student teachers complain that they are not given sufficient time for teaching practice. Furthermore, Spooner et al., (Hu, 2000) maintain that student teachers should have a full year's experience where they can witness the start and end of the school year. This could be of vital importance to their professional development.

Dreyer (Quick & Sieborger, 2005) stress that if student teachers can spend more time in schools they can get the opportunity to integrate the theory of education with what they are experiencing in schools. In the same vein, Ilaiyan and Zidan (2008) attest that providing a greater number of teaching practice classes can improve the practical ability of student teachers. Quick and Sieborger (Reddy, Menkveld & Bitzer, 2008) concur with Dreyer and Ilaiyan and Zidan when they posit that the vast majority of student teachers would be delighted if they could spend more time in schools because it is where they will spend most of their lives when they have completed their studies. Liaw (Schoeman & Mabunda, 2012) argues that if the duration of teaching practice could be extended, it would improve a student teacher's ability to impart knowledge. Furthermore, Tann (Schoeman & Mabunda, 2012) emphasises that student teachers suggest that if the teaching practice period can be extended, they can make rapid progress in developing their teaching skills.

According to Matoti, Junqueira and Odora (2011:143) student teachers are complaining that they complete their studies without gaining much from teacher efficacy. Furthermore, Quick and Sieborger (2005) reveal that the student teachers state that the university work should be minimised or eliminated when they are in schools. Reddy, Menkveld and Bitzer (2008) concur with Quick and Sieborger when they mention that student teachers have strong feeling that they are loaded with on-

campus work while they are still doing teaching practice. Reddy, Menkveld and Bitzer (2008) further stress that student teachers request that teaching practice should be sufficiently intensive and extensive in order for them to demonstrate proficiency in the teaching role for which they are preparing. They (Student teachers) further suggest that there should be more contact between the university and the liaison mentors before teaching practice begins, and the students should be given the schools' curriculum before they go for teaching practice (Quick & Sieborger, 2005). It is therefore reasonable to assume that if student teachers could be offered more time for teaching practice and be provided with the necessary competencies, they would become successful teachers.

Some student teachers perceive teaching practice as representing a traumatic or non-educating experience, characterised by feelings of failure, stress, loss of identity' and lack of self-esteem and self-confidence (Bhagava, 2009). The findings of the pilot study by Masztal (1994) reveal that most student teachers said that their experiences were stressful because of the learners who were lacking discipline. A study by Head, Hill and Maguire (Caires et al., 2010) emphasises that stress is caused by the absence or inadequacy of the strategies to be used to deal with the new challenges of the teacher's role. However, Mapfumo, Chitsko and Chireshe (2012) point out that not much research has been done on student teachers' stress because it is regarded as a normal part of teacher development during teaching practice.

Lock (Goh & Matthews, 2011) contends that the views of student teachers about learning to teach should be given more attention to enable better preparation of new teachers. Yourn (Goh & Matthews, 2011) further elaborates that the views of student teachers are real and they have the ability to limit and frustrate their already complex teaching situation. Moore, Sprinthall, Reiman, Thies-Sprinthll, Zeichner and Liston (Hu, 2000), in their investigation of student teachers' talks during teaching practice,

support Lock's and Yourn's notion by maintaining that those views during teaching practice are a central component in teacher education.

2.2 STUDIES OF THE EXPERIENCE OF STUDENT TEACHERS DURING TEACHING PRACTICE

Studies (Kiggundu &Nayimuli, 2009; Spooner, Flowers, Lambert & Algozzine, 2008; Badenhorst & Badenhorst, 2010; Ferber & Nillas, 2010; Hill & Christian, 2011) conducted on student teachers' experience during teaching practice are in great vogue.

According to Marais & Meier, (2008); and Badenhorst & Badenhorst, (2010) student teachers in schools come across different challenges, many of which cannot be anticipated. A study by Heeralal and Bayaga (2011:103) on "Pre-service teachers' experiences of teaching practice" groups the experiences and challenges of student teachers into three categories: complaints concerning lack of discipline in learners, who lack interest in what is taught by the student teachers; complaints about some of the mentors, who are uncooperative and do not provide the required assistance to student teachers; and lastly, complaints about themselves (student teachers) not properly doing what they are supposed to do on time owing to anxiety, stage fright and sometimes not knowing the correct approach to use when teaching. Christie, Conlon, Gemmel and Long (Badenhorst & Badenhorst, 2010); and Marais and Meier (2004) also reveal challenges which are experienced by student teachers, namely, the quality of their professional relationship with their mentors; the level of knowledge of their subject content; and the quality of their understanding of the learners.

Marais and Meier (2004) in their findings further highlight that the most outstanding positive experience which student teachers mention is the support they get from their supervisor teachers and that it is only during teaching practice when they "taste" the

realities of being teachers. They further put it categorically that student teachers view those experiences when unfamiliar roles are performed and mastered and the negative experiences which they mention include the exposure to bad discipline in the classrooms and that preclude the presentation of lessons as planned.

In the study by Quick and Sieborger (2005:4) on “What matters in practice teaching? – The perceptions of schools and students”, student teachers suggested that they would like more information from their host teachers on how to conduct assessment, marking and on how to develop a lesson. They do not feel like they have completed teaching practice if they do not know how to assess, mark the work of the learners and to develop a lesson. They even suggest that it can be better if they can be provided with the mock lessons and checklist for the effectiveness of an induction programme (school policies student teachers need to get, staff members they should meet, procedures they should be aware of and what they are entitled to in the school) and that should be completed at the end of induction day or week. Quick and Sieborger (2005) further reveal that most of the student teachers report that they go to schools and practice what they saw their teachers practising when they were still in schools learning, not to practice what they had learned at university.

Although some studies (Glenn & George, 2006; Rajuan, 2008; Mudavanhu & Zezekwa, 2009) reveal the important part played by the cooperating teachers in the lives of student teachers, Ogonor and Badmus (2006) report that a majority of student teachers is complaining that some of their cooperating teachers fail to perform the roles of mentors. The mentors are regarded as the most influential people in the lives of the student teachers during teaching practice because they are expected to guide and coach student teachers during teaching practice. That is why Karmos and Jacko (Ferber & Nillas, 2010) and Qazi et al. (2008:60) suggested that in order to remedy the improper situation between the university’s Teaching Practice Unit and partner schools is to provide extensive training for cooperating teachers

because they are the ones who have the most influential role in the eyes of the student teachers. Carnegie Task Force and the Holmes Group (Wilson, 2006) support the notion of the development of cadres of teachers who will be called “clinical master teachers” and perform the roles of both the cooperating teachers and the university supervisors. Caires, Almeida & Martins (2010) conducted a study on “Socio-emotional experiences of student teachers during practicum”. In their findings they report the vulnerability experienced in the switch from the role of student to that of a teacher.

Some of the experiences that are faced by student teachers during teaching practice are the lack of familiarity with the school culture, classes, learners, cooperating mentors and the whole staff. According to the findings of Ferber and Nillas (2010), student teachers experience problems in the internalisation of knowledge and skills obtained from the university and the school experience. Most studies report that student teachers find no balance between the theoretical and practical components of their programme. Goh and Matthews (2011) insist that during teaching practice, student teachers experience a learning situation which is unique and different from university-based learning. Al-Mahrooqi (2011: 254) reiterates Goh and Matthews’ notion when he maintains that most student teachers have some reservations about the gap between the theory they learn from the university and the practice they find in schools.

Sands and Goodwin (Rajuan, 2008) contend that student teachers often complain that according to their perception what is learnt in the university does not match with what they see being taught by their cooperating teachers. Moreover, Veenam, Benner, Stokking and Laursen (Coady, 2010), in a study conducted on “Students’ experiences and perceptions of their initial teacher education”, stress that student teachers are not happy about the training they obtain at the university which is too theoretical and which does not address the needs of the learners in todays’

classrooms. Additionally, Wilson (2006) reveals that student teachers are complaining about the lack of integration between the student teaching experience and the university coursework. In the same line Darling-Hammond (Cheng, 2011) mentions that the core dilemma in teaching practice is how to bridge the gap between theory and practice. Quick and Sieborger (2005:2) quote one liaison mentor saying that he wonders how the university lecturers meet the needs of learners in today's classroom because their training is too theoretical.

Wagenaar (2005) and Caires et al. (2010) describe this encounter experienced by the student teachers as a reality shock because student teachers come across the situation they were not expecting. It is in this regard that Wilson (2006) calls for a model which will bridge the gap between theory and practice by designing a programme that will develop an integrated curriculum and develop mentoring relationship.

Ferber and Nillas (2010:63) mention that student teachers encounter challenges when they have to acquire and apply effective feedback from their cooperating teachers during teaching post-lesson conferences because they are too many whereas the post-lesson conference is essential to the training and development of professional knowledge for student teachers. Ferber and Nillas' notion is reinforced by a study of Qazi et al. (2008) which reveals that the university supervisors are unable to achieve the objectives of teaching practice like providing constructive feedback to student teachers. They further explain that this is caused by the large number of students who are doing teaching practice at one time. As a result of that, student teachers experience practical constraints when starting their career as teachers.

2.3 STUDIES ON STUDENT TEACHERS' GENDER AND PERCEPTIONS OF TEACHING PRACTICE

There is not much research work done in South Africa on the student teachers' gender and perceptions of teaching practice. However, according to the study by Morton, Vesco, Williams and Awender (Ngidi & Sibaya, 2003) on "Student teacher anxieties related to practice teaching": Their findings indicate that female student teachers experience higher levels of anxiety than their male counterparts before they go for teaching practice. However, Preece (Ngidi & Sibaya, 2003: 19) did not observe gender-linked differences when it comes to class management but Melek (2011) argues that most of the female student teachers are more afraid of exercising discipline than their male colleagues in the classroom. Mapfumo and Chitsiko (2012) concur with Ngidi and Sibaya (2003) and Melek (2011) when they report that female student teachers are more likely to seek help from their cooperating teachers during teaching practice, whereas their male counterparts are unwilling to seek psychotherapy. Additionally, Lanyon and Hubball (Chireshe and Chireshe, 2010) report that gender differences in self-assessment was observed with female student teachers in the classrooms demonstrating lower levels of self-confidence than their male counterparts. Therefore it is understandable why Blake-Beard, Crosby and Muller (2011) report that mentoring has been shown to be important, particularly for women student teachers. They want to be with cooperating teachers all the time in their classes for security reasons.

They further reveal that female student teachers are more comfortable when they are mentored by female mentors than male mentors. Farroq (2011) conducted a study on "Perceptions of prospective teachers about factors influencing classroom management". His findings indicated that female pre-service teachers pay more attention to all the factors affecting classroom management than the male pre-service teachers. Hence it is envisaged that female pre-service teachers are more sensitive on the factors of classroom management than their male counterparts.

Conversely, Sosik and Godshalk (2005) assert that both female and male student teachers receive greater amount of psychological and general support from their cooperating teachers regardless of their gender. Similarly, in the study by Ugrin, Odom, Pearson & Bahmanziari (2008), report that most of their respondents said that they preferred mixed relationships in order to focus on the important task of being mentored. Additionally, the view postulated by Ismail et al. (2009) concurs with the above views of Sosik and Godshalk (2005) and Ugrin et al. (2008) when they attest that most student teachers perceive gender differences in mentoring programmes strongly increasing positive subsequent attitudinal and behavioural outcomes (e.g., career, psychosocial, satisfaction, commitment, performance, trust, and ethics).

2.4 STUDIES ON STUDENT TEACHERS' AGE AND PERCEPTIONS OF TEACHING PRACTICE

Little research has been done on student teachers' age and perceptions of teaching practice. However, some research attempts are being undertaken now to increase literature on the impact of student teachers' gender and age on teaching practice. Older student teachers experience few difficulties in relations with their mentors than their younger counter parts because they are easily accepted as teachers by learners in schools because they are of their parents' age (Ditchfield, 2008). This view is supported by Klausewitz (2005) when he states that older student teachers bring with them rich experiences and images into the classrooms which affect their attitudes, approaches and decision-making. He further points out (2005:1) that these factors make it possible for the older student teachers to integrate self-knowledge with practice and theory, and to avoid barriers to the development of solid teaching practice. In contrast, Hobson et al. (2006) report that it appears that the older the trainee, the less satisfied (or perhaps more critical) he/she is with the balance of elements in their programme.

Ditchfield (2008) reveals that young student teachers who embark on their studies immediately after leaving high school are influenced by their own schooling. Young student teachers encounter problems in classroom management because they are the same age as learners. However, Marais and Meier (2004) assert that what happens in the classroom is more related to the teacher's life experience.

This study will increase literature on the impact of gender and age on teaching practice because there is little research done on the student teachers' age and gender as far as teaching practice is concern.

2.5 FACTORS INFLUENCING STUDENT TEACHERS' PERCEPTION OF TEACHING PRACTICE

Nor and Tumiran (2009) claim that perception of the effectiveness of the lessons, poor class management and poor class attendance of the learners are some of the main factors that dampen the student teachers' spirit to conduct good lesson presentation thus affect their confidence. Along similar line Marais and Meier (2004) highlight three factors that influence student teachers' perception of teaching practice namely, consistency between theory and practice, the relationship between the student teacher and the supervisor teacher and critical issues in contemporary education.

Reddy et al. (2008) highlight three other factors which influence the perception of student teachers during teaching practice: shortage of resources in the universities, leading to fragmented curricula with unclear intent and low status for practicum programmes; the professional perspectives of teachers; and the malfunctioning of some partner schools.

Beck and Kosnik (2002:85) in their study on “Components of a good practicum placement” found that emotional support from the associate teacher, peer relationship with the associate teacher, collaboration with the associate teacher, flexibility in teaching content and method, feedback from the associate teacher, sound approach to teaching and learning on the part of the associate teacher and heavy but not excessive workload during teaching practicum are the main factors that influence student teachers’ perception of teaching practice.

A study by Crossman (2004) reveals a number of factors that influence student teachers’ perception of teaching practice. These factors include student-teacher relationships, personal histories, opportunities for personalisation and deep learning, notion of relevance and anxiety issues. Furthermore Mutemeri and Chetty (2011) come up with other factors that influence student teachers’ perception of teaching practice namely, organisation and supervision of teaching practice. Mutemeri and Chetty (2011) further report that student teachers are complaining that they sometimes go to schools and find that the schools were not aware of their coming. They end up not getting warm welcome from the staff and the school at large.

According to the study by Nor and Tumiran (2009:127) student teachers’ perception of teaching practice is influenced more positively by their relationship with their cooperating teachers than their university supervisor because of the following reasons, their cooperating teachers have more experience in teaching in the real classroom in a real school environment; they have experience in handling learners and they (student teachers) also meet and consult the cooperating teachers in school more often than their university supervisors. Contrary to Nor and Tumira’s findings, Al-Mahrroqi (2011:242) maintains that even though student teachers value cooperating teachers input and feedback, some of them have a negative impact on the student teachers’ perception of teaching practice because they do not provide them with the opportunity to discuss such feedback. Al-Mahrooqi further report that

there are cooperating teachers who look down upon student teachers, addressing them as “student teachers” in front of the learners. Addition, Badenhorst and Badenhorst (2010) and Maphosa, Shumba and Shumba (2007) reveal that some of the cooperating teachers are the main factors that influence student teachers’ perception of teaching practice because they even exploit an amicable relationship with student teachers by burdening them with an excessive workload.

Reddy, Menkveld and Bitzer (2008) further point out other factors that affect negatively on the student teachers’ perception on teaching practice which are, when some cooperating teachers or the staff as a whole are not competent to mentor student teachers; or not interested in assisting them, and do not take teaching practice seriously. These findings are in line with those of Quick and Sieborger (2005:2), who report that student teachers want to be supervised and evaluated by their university supervisors rather than the cooperating teachers because they are the ones who teach them theory in the university, so they have to practice what they teach.

Yeung and Watkins (2000) in their study of student teachers concluded that the development of teaching efficacy is one of the factors that influence student teachers’ perception of teaching practice because it attributes to the student teachers’ capability and boosting of confidence when dealing with daily matters of teaching practice. In the study by Jablonski (1995) which investigated components of pre-service training, which influence the development of expertise in teaching. The study examined whether or not perceived self-efficacy, basic teaching skills, beginning training teacher performance, knowledge of teaching, teacher work environment, cognitive skills for teaching and teacher characteristics would predict how student teachers perceive teaching practice. When he was analysing data he found that perceived self-efficacy is one of the most important factors which influence student teachers’ perception of teaching practice. Along similar lines, Poulou (2007) reveals

that when she employed the Teacher' Sense of Efficacy with Greek student teachers they revealed that they perceive themselves as better at engaging learners in school work than at implementing instructional or classroom management strategies.

Arguments have been put forward that emotional and social intelligence influence the perceptions of student teachers towards teaching practice (Caires et al, 2012). Schoeman and Mabunda (2012) stress that student teachers have to be well supported by their cooperating teachers and university supervisors in order to be comfortable with learning to teach. It is in this regard that Manzar-Abbas & Lu (2013) argues that the conclusion may be drawn that if the student teachers cannot get the support they expect from their university supervisors, the partner schools and within themselves, teaching practice will not benefit them. Ozsoy, Ozsoy, Ozkara and Memis (2010) assert that these factors are determinant of attitudes of pre-service teachers towards their profession.

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

AIMS	AUTHOR AND YEAR	TITLE OF RTICLE	PARTICIPANTS	SOURCE	RELEVANCE
1.	Al-Marooqi, R.I.(2011)	EFL student teacher perceptions of teaching practice program at SQU	Student teachers	Arab world English journal, 2(2), 243-266	Indicates most student teachers value teaching practice because it provides them with the opportunity to “taste” the school setting.
1.	Badenhorst, J. & Badenhorst, B. (2010).	What we have learned: Student teachers’ views on the quality of mentoring and teaching practice in township schools.	Student teachers	Journal for New Generation Sciences, 9 (2), 1-18.	Highlight how student teachers perceive classroom environment during teaching practice

1.	Bhagava, A. (2009).	Teaching practice for student teachers of B.Ed programmes	Student teachers	Journal of Distance Education, 10 (2), 3.	Reveals that student teachers feel more confident after they have undergone teaching practice

1.	Cakmak, M. (2009)	The perceptions of student teachers about the effects of class size with regard to effective teaching process	Student teachers	The qualitative report, 14 (3), 395-408.	Report that class management, teaching method techniques, motivation, evaluation and assessment of learners depend on the class size
1.	Caires, S. , Almeida, L. S. & Martins, C (2007)	Positive aspects of the teacher training supervision: The student teachers' perspective	Student teachers	European Journal of Psychology of Education, xxii (4), 515-528.	Provides specific roles which student teachers are interested on namely, to be observed by their cooperating teachers when teaching and be provided with feedback; to be provided with moral support and encouragement and to

					be provided with instructional seminars that enhance their teaching experience
1.	Caires, S., Almeida, L. S. & Martins, C. (2010)	The socio-emotional experiences of student teachers during practicum: A case study of reality shock?	Student teachers	The Journal of Educational Research, 103, 17-27	Report that teaching practice increases levels of performance efficiency and competence in decision making and problem solving.
1.	Cheng, E. (2011)	How lesson study develops pre-service teachers' instructional design competency?	Lesson study and pre-service teacher education	The international journal of research and review, 7(1), 67-80	Reveals the gap between theory and practice which needs to be closed by teaching practice
1.	Iliyan, S. & Zidan, R. (2008).	Teaching trainees' perception of the time dimension in practical training.	Trainees	Magis, Revista Internacional de Investigucion en Education, 1 (1), 127-145.	Report that greater number of teaching practice classes can improve the practical ability of student teachers

1.	Kaleptwa, G. & Igomu, A. C. (2013)	Assessment of attitude of education students towards teaching practice in Nasarawa State University, Keffi, Nigeria.	Education teachers	Journal of Education and practice, 4 (13), 181-188.	Provides objective of teaching practice namely, to provide prospective teachers with the opportunity of stablishing an appropriate teacher pupil relationship; to provide personal relationship with other administrators, teachers, parents and learners; to provide the future teachers with experience in school to overcome the problems of discipline; to enable student teachers effectively to plan and prepare lessons and to develop skills in the use of fundamental procedures, techniques and methods of teaching
1.	Kiggundu, E. & Nayimuli, S. (2009).	Teaching practice: A make or break phase for student teachers.	Student teachers	South African Journal of Education, 29 (3), 345-358.	Highlight perceptions of student teachers during teaching practice

1.	Mapfumo, Chitsko and Chireshe (2012)	Teaching practice generated stressors and coping mechanisms among student teachers in Zimbabwe	Student teachers	South African Journal of Education, 32 (2), 291-304.	Point out that not much research has been done on student teachers' stress because it is regarded as a normal part of teacher development during teaching practice.
1.	Nwanekezi, A. U., Okoli, N. J. & Mezieobi, S. A. (2011)	Attitude of student teachers towards teaching practice in the University of Port Harcourt, Rivers State	Student teachers	Journal of Emerging Trends in Educational Research and Policy Studies, 2 (1), 41-46	Provides the perceptions of student teachers during teaching practice
1.	Ogonor, B. O. & Badmus, M. M. (2006).	Reflective teaching practice among student teachers: The case in a tertiary institution in Nigeria.	Student teachers	Australian Journal of Teacher Education, 31 (2), 1- 12.	

1.	Reddy, C., Menkveld, H. & Bitzer, E. (2008)	The practicum in pre-service teacher education.	Student teachers	South African review of education with education production, 14(1),143-163	Provide three essential competencies which teaching practice provide to student teachers namely, fundamental, practical and reflective.
1.	Schoeman, S. & Mabunda, P. L. (2012)	Teaching practice and the personal and socio-professional development of prospective teachers	Prospective teachers	South African Journal of Education, 32 (3), 240-254.	Report that student teachers are more interested in their own survival in the classroom that in learning to manage the class and teach learners
1.	Talvitie, U., Peltokallio, L. & Mannisto, P. (2000)	Student teachers views about their relationships with University supervisors, cooperating teachers and peer student teachers	Student teachers, university supervisors and cooperating teachers and	Scandinavian Journal of Educational Research, 44 (1), 79-88.	Student teachers regard their peers as the important source of support

1.	Qazi, W., Rawat, K. J., Sharjeel, M. Y. & Devi, S. (2008)	Teacher's perceptions about implementation strategy of B.Ed teaching practice in real school classrooms: Issues and challenges	Student teachers	The U.S. Journal of Education, 2 (4), 169-279	Highlight that teaching practice lacks basic and important skills like proper implementation of the curriculum in the real classroom situation.
1.	Quick, G. & Sieborger, R. (2005).	Teaching practice in the greater Vaal Triangle area: The student teachers' experience.	Student teachers, partner schools and liaison mentors	Journal of College Teaching & Learning, 4(6), 25-36.	Reveals that teaching practice does not adequately prepare and equip the student teachers for the realities of the teaching profession.
2.	Beck, C. & Kosnik, C. (2002)	Components of a good practicum placement: Student teacher perceptions	Student teachers	Teacher Education. Quarterly, Spring, 29(2),81-98	Provide factors that influence student teachers' perceptions of teaching practice

2.	Caires, S., Almeida, L. S. & Martins, C. (2010).	The socio-emotional experiences of student teachers during practicum: A case of reality shock?	Student teachers	The Journal of Educational Research, 103, 17-27.	Report the vulnerability experiences in the switch from the role of student to that of a teacher
2.	Caires, S., Almeida, L. S. & Vieira, D. (2012).	Becoming a teacher: Student teachers' experiences and perceptions about teaching practice.	Student teachers	European Journal of Teacher Education, 35 (2), 163-178.	Reveals that emotional and social intelligence influence the perception of student teachers
2.	Coady, L. (2010).	Becoming a teacher: Students' experiences and perceptions of their initial teacher education.	Student teachers	Doctoral thesis, Department of Education & Professional Studies, University of Limerick.	Highlight that student teachers are unhappy about the training they obtain at the university which is too theoretical and which does not address the needs of the learners in today's classrooms
2.	Crossman, J. (2004).	Factors influencing the assessment perceptions of training teachers.	Training teachers	Crossman, J. (2004). Factors influencing the assessment perceptions of training teachers. International Education Journal, 5 (4), 582-590.	Provide factors that influence student teachers' perception of teaching practice namely, student teacher relationships, personal histories, opportunities for personalisation and deep learning, notion of

					relevance and anxiety issues.
2	Farooq, M. S. (2011).	Perceptions of prospective teachers about factors influencing classroom management.	Prospective teachers	Journal for Quality and Technology Management, VII (1), 23-38.	Provide insight about the perceptions of prospective teachers about influential factors of classroom management.
2.	Goh, P. S. & Matthwes, B. (2011)	Listening to the concerns of student teachers in Malaysia during teaching practice	Student teachers	Australian Journal of teacher education, 39 (3), 226-246	Report that during teaching practice student teachers experience a learning situation which is unique and different from university-based learning
2.	Heeralal, P. J. & Bayaga, A. (2011).	Pre-service teachers' experiences of teaching practice: Case of South African universities.	Pre-service teachers	Journal of Social Sciences, 28 (2), 99-105.	Group experiences and challenges of student teachers into three categories namely,
2.	Hobson, A. J. et al. (2006).	Becoming a teacher: Student teachers' experiences of initial teacher	Student teachers	University of Nottingham, Research Report RRE744: University of Leeds and Ipsos	Report that the older the trainees, the less satisfied, they are with the balance of elements in their programme

		training in England.		MORI Social Research Institute	
2.	Jablonski, A. M. (1995).	Factors influencing pre-service teachers' end-of-training teaching performance	Elementary school teachers, graduate students and pre service teachers	Institute of Education Statistics Privacy	Provides factors influencing pre service teachers' end of training teaching performance
2.	Mapfumo, J. S., Chitsiko, N. & Chireshe, R. (2012).	Teaching practice generated stressors and coping mechanisms among student teachers in Zimbabwe.	Student teachers	South African Journal of Higher Education, 21 (2), 296-307.	Reveal that not much research has been done on student teachers' stress because it is regarded as a normal part of teachers development during teaching practice
2.	Maphosa, C., Shumba, J. & Shumba, A. (2007).	Mentorship for students on teaching practice in Zimbabwe: Are student teachers getting a raw deal?	Student teachers	South African Journal of Higher Education, 21 (2), 296-307.	Highlight that some of the cooperating teachers are the main factors that influence student teachers' perception because burden student teachers with an excessive workload.

2.	Marais, P. & Meier, C. (2004).	Hear our oices: Student teachers' experiences during practical teaching	Supervisor teacher and student teachers	Africa Education Review, 1(2), 220-233	Provides factors that influence student teachers' perceptions of teaching practice namely, complaints about the lack of discipline in learners, complains about the mentors who are uncooperative and complains about themselves not doing what they are supposed to do on time owing to anxiety.
2.	Masztal, N. & Singleton, D. (1994).	Observation and opinions of student teachers while in the field.	Student teachers	Paper presented in the annual meeting of the Mid-South Educational Research Association, Nashville.	Reveal that student teachers report that their experiences were stressful in schools because of the learners who are ill discipline.
2.	Matoti, S. N., Junqueira, K. E. & Odora, R. J. (2011).	A comparative study of pre-service teachers' self-efficacy beliefs before and after	Pre-service teachers	South African Journal of Higher Education, 25 (6), 1140-1154.	Report that student teachers are complaining that they complete their studies without gaining much from teacher efficacy

		work-integrated learning.			
2.	Melek, K. E. (2011).	Factors affecting student teachers' perceptions on mentors' role: A study at distance English language teacher training program.	Student teachers	The Turkish Online Journal of Educational Technology, 10 (1), 115-124.	Highlight that the female student teachers are more afraid of exercising discipline than their male colleagues in the classroom
2.	Meyer, L. & Mamiala, T. (2012).	What inspires South African student teachers for their future profession?	South African student teachers	South African Journal of Education, 32 (2), 178-190.	Provide factors which determine the student teachers' perception of teaching practice namely, classroom management, teaching methods and techniques, motivation and assessment of learners
2.	Mudavanhu, Y. & Zezekwa, N. (2009).	Pre-service and in-service secondary Science teachers' perceptions of mentoring practices in Zimbabwe.	Pre-service and in-service secondary Science teachers and cooperating teachers	African Journal of Research in MST Education, 13 (2), 64-80.	Reveals the most important part played by cooperating teachers in the lives of student teachers

2.	Quick, G. & Sieborger, R.	Teaching practice in the greater Vaal Triangle area: The student teachers' experience	Student teachers	Journal of College Teaching & Learning, 4 (6), 25-36.	Highlight that student teachers complain that they are loaded with on-campus work while they are still doing teaching practice
2.	Ogonor, B. O. & Badmus, M. M. (2006)	Reflective teaching practice among student teachers: The case in a tertiary institution in Nigeria	Student teachers	Australian Journal of Teacher Education, 31 (2), 1-12.	Report that some of the student teachers are complaining that some of their cooperating teachers fail to perform the roles of mentors.
2.	Ozsoy, G., Ozsoy, O., Ozkara, Y. & Memis, A. D. (2010).	Factors affecting pre-service teachers' choice of teaching as a profession.	Student teachers	Elementary education online, 9(3), 910-921.	Reveals that factors influencing student teachers' perception are determinant of attitudes of them towards their profession
2.	Schoeman, S. & Mabunda, P. L. (2012)	Teaching practice and the personal and socio-professional	Prospective teachers	South African Journal of Education, 32 (3), 240-254.	Reveals that student teachers argue that the duration of teaching practice should be

		development of prospective teachers			extended
2.	Wilson, E. K. (2006).	The impact of an alternative model of student teacher supervision: Views of the participants, University of Alabama.	Student teachers	Teaching and Teacher Education, 22 (1), 22-31.	Support the development of cooperative teachers to perform the roles of the cooperating teachers and that of the university supervisor
2.	Yeung and Watkins (2000)	Hong Kong student teachers' personal construction of teaching efficacy.	Student teachers	Educational Psychology, 20, 213-235.	Reveals that the development of teacher efficacy is one of the factors that influence student teachers' perceptions of student teachers
3.	Blake-Beard, S., Bayne, M. L., Crosby, F. & Muller, C. B. (2011).	Matching by race and gender in mentoring relationships: Keeping our eyes on the prize.	Mentors and student teachers	Journal of Social Issues, 67 (3), 622-643.	Report that female student teachers want to be with their cooperating teachers most of the time in their classes for security reasons

3.	Chireshe, R. & Chireshe, E. (2010).	Student teachers' perceptions towards teaching practice assessment.	Student teachers	Student teacher South African Journal of Higher Education, 24 (4), 511-524.	Highlight that gender differences in self-assessment during teaching practice reveals that female student teachers demonstrate lower levels of self-confidence than their male counterparts
3.	Ditchfield, C. 2008.	Implication of the different age-related experience of student teachers while on school placement.	Student teachers	Research in Education, 67, 320-450.	Report that younger student teachers who embark on their studies immediately after leaving school encounter problems in classroom management because they are of the same age
3.	Farooq, M. S. (2011).	Perceptions of prospective teachers about factors influencing classroom management.	Prospective teachers	Journal for Quality and Technology Management, VII (1), 23-38.	Report that male and female prospective teachers differs in their perception about factors affecting classroom management
3.	Ismail, A. et al. (2009).	The moderate effect of gender differences between mentoring and	Student teachers and mentors	Canadian Social Sciences, 5 (3), 34-46.	Reveals that most student teachers perceive gender differences in mentoring programmes strongly increasing positive

		individuals' careers.			subsequent attitudinal and behavioural outcomes
3	Mapfumo, J. S., Chitsiko, N. & Chireshe, R. (2012)	Teaching practice generated stressors and coping mechanisms among student teachers in Zimbabwe	Student teachers	South African Journal of Education, 32 (2), 291-304.	Highlight that female student teachers are more likely to seek help from their cooperating teachers during teaching practice, whereas their male counterparts are unwilling to seek psychotherapy.
3.	Melek, K. E. (2011)	Factors affecting student teachers' perceptions on mentoring' role: A study at distance English language teacher training program	Student teachers	The Turkish Online Journal of Educational Technology, 10 (1), 115-124	Highlight that most of the female student teachers are more afraid of exercising discipline than their male counterparts

3	Poulou, M. (2007)	Educational Psychology. Personal Teaching Efficacy and Its Sources: Student Teachers' Perceptions.	Student teachers	Educational Psychology, 27 (2), 191-218.	Reveals that student teachers have their personal motivation and their desire to improve their teaching performance
3	Mutemeri, J. & Chetty, R. (2011)	An examination of university-school partnership in South Africa	Mentors and student teachers	South African journal of Education, 31(2), 505-517.	Provides the perception of student teachers about the organisation and supervision of teaching practice.
3.	Ngidi, D. P. & Sibaya, P. T. (2003).	Student teachers' anxieties related to practice teaching.	Student teachers	South African Journal of Education, 23 (1), 18-22.	Female student teachers experience higher levels of anxiety than their male counterparts before they go for teaching practice
3.	Sosik and Godshalk (2005)	Examining the impact of learning communities on motivation.	Student teachers	Quarterly Review of Distance Education, 6 (2), 41-54.	Assert that both female and male student teachers receive greater amounts of psychological and general support from their cooperative teachers regardless of their age.

3.	Ugrin, J. C., Odom, M. D., Pearson, J. M. & Bahmanziari, T. R. (2008)	Exploring the effects of social exchange relationships on the scholarly productivity of new faculty members in Accounting	Student teachers	American Journal of Business Education, 5 (4), 1-6	Report that most student teachers prefer mixed relationships in order to focus on the important task of being mentored

2.6 SUMMARY

It has transpired from the preceding review of literature that teaching practice is one of the prime vehicle through which student teachers are evaluated to qualify as competent teachers. It also showed that student teachers' perceptions are influenced negatively by various factors, such as, lack of provision with feedback from both the co-operating teachers and the university supervisors; lack of provision with moral support and encouragement; and lastly, lack of provision with instructional seminars that enhance their teaching experience.

The six key pillars that have been identified towards the improvement of teaching practice are namely, more time for teaching practice; the establishment of collaboration between the teaching practice unit and partner schools in designing teaching practice programme which will bridge the gap between the theory taught in the university and the practice offered by the partner schools; extensive training of co-operative teachers in order to cope with the demands of teaching practice; student teachers to be placed in the functioning schools; student teachers to be provided with feedback by their cooperating teachers and university supervisors; and student teachers to be given moral support by both cooperating teachers and university supervisors. It is evident from the literature reviewed that institutions of higher learning have to be pivotal in the implementation of effective teaching practice.

CHAPTER THREE

3. METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on the methodology employed in order to determine the student teachers' perceptions of teaching practice. The research design, method of sampling, collection and analysing of data is discussed.

3.2 RESEARCH DESIGN

The research design took the form of a descriptive study. The researcher perceived the descriptive design as appropriate for this study because it determines to, describe achievement, attitude, behaviour and other traits of a population, which is the main goal of this study (Mcmillan & Schumacher, 2010).This study seeks to find out the perceptions of student teachers during teaching practice.

3.3 STUDY SAMPLE

The study sample was taken from a population of the University of Zululand students in the Faculty of Education. The researcher targeted to use purposive sampling design because she participates in the organization and co-ordination of the teaching practice component of initial education and training of student teachers towards attainment of their qualifications. Participants of the study comprised of 184 B.Ed student teachers who had undergone teaching practice for six weeks. They were also given an opportunity to observe their subject mentors teaching, for four weeks when they were doing second year.

3.4 RESEARCH INSTRUMENT

3.4.1 Nature

A questionnaire was used to collect data from the respondents and the data sheet was used for coding respondents' information. The questionnaire contained three sections namely, section A, section B and section C. Section A had biographical particulars, section B has Likert scale type of questions which had twenty five (25) items. Section C has components of lesson presentation of teaching practice which the student teachers were required to arrange in the order of importance to them. The most important component of lesson presentation receives rank order number 1, the next one 2, followed by 3 and so on. The least important teaching practice component of lesson presentation receives rank order number 10. (Annexure A).

The statements used in the questionnaire are divided among the three components of perception: (1) feelings, (2) beliefs and (3) action-tendency.

Table 3.1 Distribution of items in the scale

PERCEPTIONS OF STUDENT TEACHERS OF TEACHING PRACTICE

COMPONENT	POSITIVE	NEGATIVE	TOTAL
Feelings	4	10	14
Beliefs	5	-	5
Action-tendency	4	2	6
TOTAL	**13**	**12**	**25**

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 / RUN

3.5.1 Administration of the instrument

The researcher visited third year B.Ed. students in their classes to explain the purpose of the study. They were also told that permission to conduct research was written (ANNEXURE B) and a response to conduct research was attached to the questionnaires which serve as evidence that permission was granted to conduct a research at the University of Zululand in the Faculty of Education (Annexure C). The certificate of clearance was also granted by the research committee (Annexure D).

The researcher requested ten third year B.Ed students from each phase that is Early Childhood Development, Foundation and Intermediate, Intermediate and Senior to voluntarily form part of the pilot study because they had been engaged in continuous teaching practice for two years and were therefore likely to provide more informed responses to the questions. There are twenty students who volunteered from the FET phase in order to have 50 participants. Verbal consent was obtained from the participants. The respondents were given a chance to fill in the questionnaire at their own convenient time. The names of all participants were noted to avoid using them in the actual final study. They were informed that their responses will be confidential and they must not write their names in the questionnaire.

3.5.2 Scoring of the instrument

The respondents were informed to respond by making a cross in one box next to each statement. This was done to indicate their degree of agreement/disagreement with each statement.

The questionnaires were numbered after being received from the respondents. The first questionnaire was number 01 up to the last one which was number 50 because the respondents were 50. A scale was devised by assigning the values of 5,4,3,2 and1 to the statements that are positively worded and 1,2,3,4 and 5 to those which are negatively worded (reverse coding).

Table 3.2 A Likert-type ranking scale

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

3.5.3 Entering of data into the spreadsheet

The raw data obtained from questionnaire were converted to a quantitative form by coding. The questionnaire consists of 25 items. Thirteen statements were positively worded and twelve statements were negatively worded. The highest possible score in the scale used was 25 x 5 = 125 and the lowest possible score was 25 x 1 = 25. The total score for individuals was obtained by adding the values of all the individual items. Hence the high total scores indicated positive perceptions of student teachers' towards teaching practice and the lowest total scores indicated negative perceptions of teaching practice. Students who scored above the average score of 62.5 points were regarded as having positive perception of teaching practice and those students who fall below the said average were regarded as having negative perception of teaching practice.

The Computerised Programme called Statistical Package for Social Sciences (SPSS) was used to capture and to analyse data. The open-ended questions were analysed qualitatively by organising data into meaningful themes and organised according to

frequency of appearance. The interpretive approach was applied to identify categories, themes and subthemes.

6 ESTABLISHING VALIDITY AND RELIABILITY OF THE INSTRUMENT

The pilot study was conducted in order to test for the validity and reliability of the questionnaire. The questionnaire was piloted with a group of 50 third year B.Ed students who have undergone teaching practice. Pilot study assisted the researcher to assess the appropriateness of the instrument and to solve unanticipated problems. The researcher was able to identify the problem areas and to 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 the reliability of the questionnaire. Internal consistency has to do with correlation among the items. If the items are linked and related to one another, is proof that there is internal consistency among them (Neuman, 2001).

An R-matrix is a correlation matrix, that is, a table of correlation coefficients between variables. The diagonal elements of a R-matrix, are all ONE (a unit) because each variable 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 between subsets of variables suggests that a large correlation coefficients of the underlying dimensions. These underlying dimensions are known as factors or latent variables. The components of the factor loading and their correlation coefficient are presented in table 3.3.

Table 3.3: **Rotated factor loading**

ITEMS	FACTORS			ESTIMATED COMMUNALITIES
	1	2	3	
ITEM 2	**.837**	.056	.052	.706
ITEM6	**.792**	.124	-.149	.664
ITEM21	**.714**	.114	-.073	.528
ITEM22	**.700**	.165	-.295	.604
ITEM1	**.623**	.301	.067	.483
ITEM19	**.593**	.145	.021	.374
ITEM4	**.571**	.259	.054	.396
ITEM8	**.556**	.049	.211	.356
ITEM11	**.547**	.276	.479	.605
ITEM7	**.523**	.165	-.134	.319
ITEM9	**.518**	.210	.295	.400
ITEM25*	-.183	.152	.128	.073
ITEM17	-.067	**.740**	-.005	.553
ITEM12	.379	**.735**	.033	.684
ITEM13	.505	**.729**	-.017	.523
ITEM20	.300	**.707**	.021	.590
ITEM14	.152	**.648**	.284	.523
ITEM23	-.241	**-.585**	.384	.548
ITEM15	-.007	**.548**	.126	.316
ITEM10	.267	**.523**	.305	.438
ITEM18	.119	**.382**	.160	.186
ITEM24	-.007	-.149	**-.670**	.472
ITEM5	.389	.019	**-.503**	.405
ITEM3	.359	.335	**.464**	.456
ITEM16	-.031	.031	**.451**	.205

Note

Bold type indicates item highest loading on factor.

Asterick indicates item deleted in the final scale.

The 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. In the table 3.3 the first column contains item numbers. 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 (5^{th}) column is an estimated communality of an 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 i.e. the term means that which can be reliably attributed to only one measure. The characteristic which is not reliably so to one measure 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 a communality is near zero the variable can be removed from the scale of measurement (Breakwell, Smith and Wright, 2012; Tredoux & Durreheim, 2002; Tabachnick & Fidell, 1989; Field, 2009).

Table 3.3 reveals that items 2, 6, 21, 22, 1, 19, 4, 8, 11, 7 and 9 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 17, 12, 13, 20, 14, 23, 15, 12 and 18 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 24, 5, 3 and 16 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, 24 items have grouped themselves into three factors or activities. The method of using factor analysis for item analysis is best described by Allen and Yen (1979). This was considered most suitable for determining whether a set of items was homogeneous or clustered closely around one factor, i.e. measures one factor or activity (Allen & Yen, 1979).

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 loadings 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 & Fidell, 1983; Tabachnick & Fidell, 1989). They further suggest the following descriptive model of interpretation:-

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

Using .30 as a cut-off point, item number 25 was discarded. The highest loading for this item is -.183 and estimated commonality of .073.

In the same vein 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).

Table 3.4 Reliability of the instrument

Cronbach's Alpha (Positive)	Cronbach's Alpha (Negative)	No. of Items
0.7720	0.6270	24

The number of items was split into two halves. There were twelve positively worded and twelve negatively worded items. The number of cases was 50. Cronbach Alpha was tested for each of the cases. Tested Chronbach Alpha for the positively worded items attribute was calculated as 0.7720 and for the negatively worded items was 0.6270. It means that the items are strongly consistent.

3.7 SUMMARY

In this chapter methodological aspects of the study were introduced. Conventional ways of collecting data were described. A sample of 184 student teachers was chosen for this research and purposive sampling technique was deployed. For data collection, a structured / unstructured questionnaire was used. Data presentation, data collection and interpretation will be dealt with in the next chapter (Chapter four).

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

In chapter three a detailed account of research methods used in the study were discussed. This chapter will focus on the presentation, analysis and interpretation of data as well as the statistical testing of hypotheses and the interpretation of results.

4.1 DISTRIBUTION OF SUBJECT IN THE FINAL STUDY (N=184)

CRITERIA	LEVELS			
Gender	Males			Females
	56			128
Age	17-20	21-35	36-40	41+
Frequency	37	133	10	4

4.3 DATA ANALYSIS AND RESULTS OF THE FINAL STUDY

In this section, hypotheses are tested and the data are presented in the form of tables. There are three hypotheses to be tested in this study. The presentation of data in the form of tables is preceded by the reiteration of each hypothesis. A total score of each individual was obtained by summing all individual item scores. There were twenty four items all together.

A general mean score was obtained by adding the total scores for the respondents and dividing the sum by the number of respondents. The higher the score the more positive is the perception. The lower the scores indicate negative perceptions. A frequency count was made above and below the cut-off point.

4.4 HYPOTHESIS NUMBER ONE

The perception of student teachers towards teaching practice was captured and analysed. It was hypothesised that:

> *Student teachers' perceptions are favourably disposed towards teaching practice*.

The results of the χ^2 analysis are presented in table 4.2 as follows:

TABLE 4.2: PERCEPTION OF STUDENT TEACHERS OF TEACHING PRACTICE

	PERCEPTIONS	
	Positive	**Negative**
Observed	128	56
Expected	92	92
$\chi 2$ =28.18	df=1	df=1 p<05

Table 4.2 is the presentation of the observed (128) and expected (92) perception of student teachers towards teaching practice.

The critical value of Chi-square for the distribution of the variable on perception with df = 1, and α = .05 the χ^2 28.18 is larger than the critical value of 3.84. The results are significant and therefore we reject the Ho.

We conclude that perceptions of our research participants are favourably disposed towards teaching practice. This observation confirms the research hypothesis. From the results as $\chi^2(1) = 28.18$; $p < .05$. We conclude that student teachers hold positive perception of teaching practice.

The cause of this result could be because student teachers know that they obtain professional growth in schools because they are given a chance to put theory which they have gained from the university into practice and they also get a taste of the classroom environment.

4.4: HYPOTHESIS NUMBER TWO

The perception of student teachers towards teaching practice was captured and analysed. It was hypothesised that:

There will be agreement among ranks assigned by the student teachers to different models of teaching practice.

The results of the χ^2 analysis are presented in table 4.3 as follows:

TABLE 4.3: THE ASSOCIATION AMONG RANKS ASSIGNED BY STUDENT TEACHERS TO TEN STATEMENTS (N=184): Kendall's Coefficient of Concordance W[a]

Components of lesson presentation	FA1	FA2	FA3	FA4	FA5	FA6	FA7	FA8	FA9	FA10
Mean	3.57	4.56	4.46	5.14	5.59	6.11	5.89	6.40	6.40	6.86

N	Kendall's W[a]	χ^2	df	Sig. Level
184	.120	198.528	9	0.000

Kendall's coefficient of concordance W[a] is a measure of the agreement among several judges who are assessing a set of objects (practices). This is a non-parametric test used with ordinal data to establish the degree of correlation among more than two sets of data.

The researcher computed and calculated the Kendall's W test. The answer to this analysis was converted to chi-square (χ^2) test. The conversion was made in order to obtain probability for testing significance Kendall's W. The Kendall W test does not have sampling distribution of its own.

The probability associated with the Chi-square of 198.528 (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 is agreement among ranks assigned by students (N=184) to ten best practices in teaching practice. Students' evaluations were based on the same criteria.

The reason for this significance could be that most student teachers understand what is expected of them when delivering a lesson. They regard wrapping up lesson ideas is essential. The second most important expectation as shown by student teachers is the difficulty of using appropriate teaching strategies as well as methods and techniques that involve and motivate learners.

4.5 HYPOTHESIS NUMBER THREE

The perception of student teachers towards teaching practice was captured and analysed. It was hypothesised that:

> *Student teachers' biographical factors such as gender and age have no significant influence on perception of teaching practice.*

The results of the χ^2 analysis are presented in table 4.4 and table 4.5.

TABLE 4.4: SUMMARY IN DETERMINING EFFECTS WHICH MAKE THE LEAST SIGNIFICANT CHANGE IN THE LIKELIHOOD RATION CHI-SQUARE.

Step	Effects	Chi-Square[c]	df	Sig	Number Of Iterations
0 Generation Class	Age +gender+ perceptions	.000	0		
Deleted Effect 1	Age+ gender+ perceptions	.296	2	.862	3
1 Generating class	Age + gender, Age Perception, gender perceptions	.296	2	.862	
Deleted Effect 1	Age +gender,	3.242	2	.198	2
2	Age perceptions,	1.132	2	.568	2
3	Gender perceptions	2.470	1	.116	2
2 Generating class	Age +Gender, Gender+ Perceptions	1.429	4	.839	
Deleted effect 1	Age +Gender,	3.530	2	.171	2
2	Gender+ Perceptions	2.758	1	.097	2
3 Generating class	Gender + Perceptions, Age	4.958	6	.549	
Deleted effect 1	Gender + Perceptions, Age	2.758	1	.097	2
2		135.288	2	.000	2
4 Generating Class	Age, Gender , Perceptions	7.716	7	.358	
Deleted Effect 1	Age + Perception	135.288	2	.000	2
2	Gender + Perceptions	71.221	1	.000	2
3	Age + Gender + Perception	9.671	1	.002	2
5 Generating Class	Age, Gender , Perceptions	7.716	7	.358	

In table 4.4, the five (5) steps of likelihood ratio chi-square is illustrated

Step 0: This is a complex model of A*G*P. Its elimination produces a chi-square value which is significant at 0.000. Since it is greater than 0.05, it is deleted or removed.

Step 1: All 2-way interactions (AG*AP*GP) among the three variables are being tested:

Removal of AG produced a chi-square value of 3.242
Removal of AP produced a chi-square value of 1.132
Removal of GP produced a chi-square value of 2.470
The P Values for these interactions are greater than 0.05.
A significant P will lead to retention of the factor.

Step 2 and 3:

The procedure is repeated for these steps with similar results. Each time an estimate / calculation is made it is called iterations.

Step 4:

The final model gives the second order interaction of Age, Gender and perception; the chi-square values for these estimates are all significant (0.002).

Step 5:

This is the change in the chi-square (7.716) after the effect is deleted from the model.

In step five (5) the best-fitting model is presented. The analysis included the interaction of gender, perception and age. This model has a likelihood ration Chi-square of 7.716 and 7 degrees of freedom and a probability level of 0.358. In other words, it is not significant, which means that the observed data can be reproduced with these three effects.

The preceding steps before step 5 have shown the contribution of each component to the final model. These three entries essentially indicate the change (reduction) in the goodness-of-fit chi-square when each of the components is taken away. Thus the interaction of age with the two (gender, perception) variables has a likelihood ratio chi-square change of 135.288 which is significant (.000). Interaction of gender, age and perception, produces a value of 71.221 which is very significant (0.000). The interaction of the variable of perception with age and gender produces a likelihood ration chi-square change of 9.671 which is significant (0.002). Obviously these three effects cannot be eliminated from the model because of their significant contribution in explaining their independent interaction with each other.

LOG LINEAR MODEL FOR TESTING OF HYPOTHESIS NUMBER THREE REQUIRES REVIEW OF THE ASSUMPTIONS.

The introduction of Log Linear Models dates back to 1970's (Jeansonne, 2002:190). These models came in as the extensions of the chi-square, where the purpose was to determine if associations and / or interactions were taking place among the variables being investigated. Thus the introduction of the log linear provides a formal and rigorous method for selecting model(s) for describing associations among variables, qualitative as well as a quantitative.

In order to test for the relationship among biographical data and perception of teaching practice among student teachers the log linear analysis was performed. The choice of the log linear models was as a result of the limitation of the chi-square test in terms of testing of association between two independent nominal or categorical variables. The log linear analysis allows the researcher to test for association among many variables. Instead of running many two by two contingency, tables, the log linear accommodates all variables and their levels at once. Log linear analysis can be regarded as the extension of the chi-square (Field, 2011:710; Howitt & Cramer, 2008:280).

In this form of analysis we emphasis the term model. It is the term we use to describe data obtained through empirical investigation. Another term frequently used is goodness-of-fit. It refers to the extent to which the observed frequencies are modelled (predicted) by the variables in the model.

There is justification for the use of log linear models.

Log Linear analysis is very much like three-way Analysis of Variance (ANOVA). Anova is used when dealing with scores while the Log linear deals with frequencies.

The assumptions underlying the use of log linear analysis are summarised as follows:

(a) It is a specialized case of Generalized Linear Models (GLM).

(b) It can be used to analyse the relationship between two or more categorical variables (i.e. fitting models to the observed frequencies).

(c) It is most appropriate to evaluate multi way contingency tables involving three or more variables.

(d) It is applicable to response variables (i.e. no distinction is made between independent and dependent variables). Thus, this model only demonstrates the association among variables being investigated.

(e) If one or more variables are treated as explicitly dependent and other as independent, then LOGIT or LOGISTIC REGRESSION should be used.

(f) If the variables being investigated are continuous and cannot be broken down into discrete categories, logit or logistic regression would again be appropriate for analysis (Tabachnick & Fidell, 1996).

(g) The choice of a model based on a formal comparison of goodness of-fit statistic(s).

(h) Models are related hierarchically and in some instances they are structured to demonstrate the association.

(i) Models contain higher order terms and also implicitly lower order terms.

(j) The preferred model should also distinguish the distribution of data in a variable and sampling distribution as well as variability.

(k) In order to get the most stringent model, we isolate the effects best demonstrating some patterns i.e. a non-saturated model. This can be achieved by setting some of the effect parameters at zero. Assuming that variables are not related. Hence the name Independence Model which is analogous to the chi-square analysis through testing the hypothesis of independence.

(l) Independent distribution of frequencies across the number of cells.

(m) About 20% of cells in the distribution with more than two variables could have frequencies less than five (5) but greater than one (1).

(n) To avoid violation of these assumptions, collapse adjacent cells or levels of one variable are collapsed.

(o) These manipulations however, result in reduction of test power.

Table 4.5 is a summary of the hierarchical steps used to find unsaturated model that could provide the best fit to the data. At each step, the effect with the largest

significance level for the Likelihood Ratio Change is deleted, provided the significance level is larger than 0.05.

TABLE 4.5: FREQUENCY DISTRIBUTION IN THIS UNSATURATED MODEL

			Observed		Expected			
Age	Gender	Perception	Count	%	Count	%	Residuals	Std Residuals
17-20 years	Female	Positive	16.000	7.6%	18.975	9.0%	-2.975	-.683
		Negative	11.000	5.2	12.304	5.8%	-1.304	-.372
	Male	Above	7.000	3.3%	5.290	2.5%	1.710	743
		Below	6.000	2.8%	3.430	1.6%	2.570	1.387
21-35 Years	Female	Above	81.000	38.4%	71.632	33.9%	9.368	1.107
		Below	42.000	19.9%	46.449	22.0%	-4.449	-.653
	Male	Above	14.000	6.6%	19.970	9.5%	-5.970	-1.336
		Below	14.000	6.6%	12.949	6.1%	1.051	.292
36-40 Years	Female	Above	8.000	3.8%	9.488	4.5%	-1.488	-.483
		Below	7.000	3.3%	6.152	2.9%	.848	.342
	Male	Above	2.000	0.9%	2.645	1.3%	-.645	-.397
		Below	3.000	1.4%	1.715	0.8%	1.285	.981

The residuals are the difference between the observed and expected frequencies Table 4.4 is generated from these observed and expected frequencies (Table 4.5). Table 4.5 has a preponderance of students, largely female positively disposed to teaching practice than their counterparts.

It is evident from table 4.5 that both female and male student teachers are more favourably disposed to teaching practice. The homogeneity of the findings is not surprising as it demonstrates the pedagogical similarity in teaching practice. Although both male and female student teachers' perception to teaching practice is the same, some female student teachers feel more vulnerable when it comes to security.

Most female student teachers seek help from their subject mentors when it comes to disciplining the learners in the classroom. There is that stereo type factor in terms of feminine and masculine and at the same time female student teachers are mostly favoured by the learners and the permanent staff because of their socialisation character and the learners have a tendency to associate female teachers with a caring, motherly, compassionate and approachable disposition and all these are variability in gender mind set could further explain the extent student teachers are favourably disposed to teaching practice.

In this context these two statistics test the hypothesis that the difference between the observed and expected frequencies (Table 4.5) is not significant. In their model of the results is indeed a good-fit-of the observed and expected frequencies and hence should be very similar (i.e. not significant) (Table 4.6).

TABLE 4.6: GOODNESS-OF-FIT TESTS

	Chi-Square	df	Sig
Likelihood Ratio	7.716	7	358
Pearson	8.074	7	326

The results of the analysis (Table4.6) reveal insignificant results, meaning that the model is a good-fit-of the data and therefore the statistics are not significant.

It is evident from table 4.5 that both female and male student teachers are more favourably disposed to teaching practice. The homogeneity of the findings is not surprising as it demonstrates the similarity in teaching practice.

The two statistics used to test the goodness-of-fit of the final model are the likelihood ratio chi-square and Pearson Chi-square. The likelihood is the test more commonly used because it has the advantage of being linear. The model is of best fit because the chi-square values are not significant.

In table 4.7 the association between biographical data and perception is presented, while table 4.8 shows the K-way and higher order effects among student teachers' gender, age and attitudes towards teaching practice.

TABLE 4.7: RELATIONSHIP (PARTIAL ASSOCIATION) BETWEEN BIOGRAPHICAL DATA AND PERCEPTION.

Effect	df	Partial Chi-Square	Significance Level	Numbers of Iterations
Age x gender	2	3.242	0.198	2
Age x perception	2	1.132	0.568	2
Gender x perception	1	2.470	0.116	2
Age	2	135.288	0.000	2
Gender	1	71.221	0.000	2
Perception	1	9.671	0.002	2

From table 4.7, the influence of biographical data (age and gender) on perception is presented and is all insignificant in influencing perception in teaching practice model. However one-way effects (i.e. the main effects of age, gender and perception) are all significant. We cannot remove them because it would seriously affect the model.

Based on the findings, the hypothesis that the biographical data (age and gender) are associated with perception of teaching practice has been confirmed. This is further confirmed from the previous results in table 4.4, 4.5 and 4.6 that there is an association among the age, gender and perception of student teachers. Table 4.8 attempts to explore the biographical predictors of the model behavior, and explains more the relationship shown in table 4.7.

TABLE 4.8: K-WAY AND HIGHER-ORDER EFFECTS AMONG STUDENT TEACHERS GENDER, AGE AND ATTITUDES TOWARDS TEACHING PRACTICE.

			Likelihood Ratio		Pearson		Number
	K	dk	Chi-Square	Sig.	Chi-Square	Sig.	of Iterations
K-way and Higher Order Effects[a]	1	11	223.897	.000	318.194	.000	0
	2	7	7.716	.358	8.074	.0326	2
	3	2	.296	.862	.297	.862	3
K-way Effects[b]	1	4	216.181	.000	310.121	.000	0
	2	5	7.420	.191	7.777	.169	0
	3	2	.296	.862	.297	.862	0

Note

a. Tests that K-way and higher order effects are zero.

b. Tests that K-way effects are zero.

NOW A WORD ABOUT THE K-WAY AND HIGHER ORDER EFFECTS

(i) The results from the table 4.7 indicate that age, gender and perception are significant predictors of the behaviour of the model. This has further been demonstrated by the interactions of the two way variables.

(ii) The results in row (K=2) show that removing the two-way interactions (age x gender) and higher-order-effect (age and gender) has no detriment effect on the model

(iii) Finally, in row (K=3) removing the three-way effects (age x gender x perception / attitude) and higher-order-effects has not significantly

affected the fit of the model.

NOW A WORD ABOUT THE K-WAY EFFECTS

(i) The results from the table (see table 4 7) indicate that age, gender and perception are significant predictors of the behaviour of the model.

(ii) This has further been demonstrated by the interactions of the two way variables.

(iii) The test for the significance of the three-way interactions is further confirmed by the probability values for K=2 and K=3 which are greater than 0.05. This indicates that removal of the said components would not affect how well the model fits the data.

From the results log linear model is a good fit of the data set that is confirmed of gender, age and perceptions.

4.6 SUMMARY

In this chapter a detailed analysis and interpretation of data has been presented. It can be concluded from this study that the perception of student teachers of teaching practice model is positive, irrespective of age and gender. However there is a need for the improvement of the system of teacher education in order to prepare quality teachers. The concerns are mainly based on the high level of different responsibilities by the student teachers in the ten statements captured in table 4.1 in terms of the association of ranks. Some of the differences are: importance of preparing lesson plan as well as the pedagogical approach to presenting the lesson to learners.

CHAPTER FIVE

5.1 INTRODUCTION

This chapter presents the discussion of the results. The discussion is based on the following three objectives that the study set out to achieve:

(a) To investigate the nature of student teachers' perceptions of teaching practice.

(b) To find out whether there will be agreement among ranks assigned by student teachers to different components of lesson presentation of teaching practice.

(c) To ascertain whether or not student teachers' perceptions are influenced by their biographical particulars.

Besides, three sets of hypothesis were formulated and tested in order to answer the problem being investigated. It was hypothesized that:

(a) Student teachers' perceptions are favourably disposed towards teaching practice

(b) There will be agreement among ranks assigned by student teachers to different components of lesson presentation of teaching practice

(c) Student teachers' biographical factors such as gender and age have no influence on perception of teaching practice

5.2 DISCUSSION OF FINDINGS

5.2.1. Findings with regard to the nature of student teachers' perceptions of teaching practice.

Student teachers' perceptions are favourably disposed towards teaching practice. This result is not surprising since many studies (Al- Mahrroqi, 2011; Spoorner, Flowers, Lambert & Algozinne, 2008; Ferber & Nillas, 2010; Nwanekezi, Okoli & Mezieobi, 2011) have revealed that student teachers value teaching practice because it provides them with the opportunity to 'taste' school setting and enables them to adjust and modify their expectations before starting their teaching career. It also enables them to adjust and modify expectations before starting their career. Heeralal and Bayaga (2011) state that student teachers report that teaching practice brought considerable amount of experience to their study. Similarly, Allison (Nwanekezi, Okoli & Mezieobi, 2011) asserts that trainee teachers see themselves grow through experience and they begin to like a culture of teaching. Al-Mahrroqi (2011: 247) and Wambugu, Barmao and Ng'eno (2013:170) reiterate that research indicates that trainees value the practice teaching component the most in their education programme. One cannot, however, make predictions on the basis of such findings that student teachers will, in future, value teaching practice.

5.2.2. Findings with regard to agreement among the ranks assigned by the student teachers to different components of lesson presentation of teaching practice.

One of the research aims was to find out whether or not there will be agreement among ranks assigned by student teachers to different models of teaching practice. The findings reveal that student teachers were basing their judgments of the best teaching practices on the same criteria. There were agreements among ranks. Although a majority of student teachers has consensus on with respect to the order of importance to the different models of teaching practices, we cannot ignore those student teachers who were not in

agreement with others. The reason for their difference may be caused by the following: the shortage of resources in the university or in the school, leading to fragmented curricular with unclear intent and low status for practicum programmes, the malfunctioning of partner schools, the shortage of qualified teachers who are mentoring the student teachers, flexibility in teaching content and method and sound approach to teaching and learning on the part of the associate teacher and excessive workload given by the cooperating teachers.

5.2.3 Findings with regard to association between student teachers' perceptions and their biographical particulars.

One of the research aims was to find out whether biographical data of the student teachers such as age and gender have any influence on their perceptions of teaching practice. Our research hypothesis that the biographic data of age and gender are associated with perceptions of teaching practice has been confirmed.

5.2.3.1 The relationship between age and perception on teaching practice

From the analysis of the data it was revealed that age as an isolated variable did not have any significant effect. This also concurs with literature about the effects of age as isolated indication of student teachers perceptions (Wambugu, Barmao & Ng'eno, 2013). The findings of this study indicated that age has an influence on the participants' perception of teaching practice.

The influence of age was chronological; beginning from the younger to old age of the student teachers Younger student teachers showed that they were not excited about the whole exercise. However, the rate of excitement increases as the student teachers get older; with the most older age group (36+) expressing

a huge excitement and passion relating to teaching practice. This excitement and passion was expressed in the form of keeping their files updated, always being punctual to school and in their various classrooms for teaching. The most notable one was that they did not express any complaint with respect to their workload whereas; this was a constant expression in the younger students (17-20). This findings support the existing study conducted by Ditchfield (2010) at St Martin's College in Britain. Furthermore, the findings also corroborated with Opayemi (2012) who reported that younger student teachers are less likely to open themselves more from mentoring relationship than their older counterparts.

The explanation for this differences in excitement between the age groups, could be that the younger student teachers naivety in expressing themselves and the entire process of adaptation into the school context. On the other hand, the older student teachers are mature and as a result of this, they are perhaps capable of managing their teaching practice challenges without relying so much on their mentors.

5.2.3.2 The relationship between gender and perception

From the analysis of the data it was revealed that gender as an isolated variable has significant effect. This also concurs with literature about the effects of gender as isolated indications of student teachers' perceptions. The findings of this study indicated that gender has an influence on the participants' perception of teaching practice. This findings support the existing study conducted by Lekamge, (2004) at the Open University of Sri Lanka in Israel. It stresses that female student teachers have higher self-rating than male student teachers with regard to some important aspects, such as understanding of Child-centred Education, Professional development and Relationship with

community and understanding of Theoretical Knowledge.

Contrary to the above findings, Ngidi and Sibaya, (2003:21) alluded that most of the female student teachers experience greater anxiety with regard to class control than their male counterparts. This anxiety may be caused by a stereotype factor related to masculinity and also by nervousness of coming to a new environment. As revealed by the study most of the female student teachers seek help from their male counterparts when it comes to disciplining the learners when they are unruly in the classroom. These findings seem to agree with Wambugu, Barmao and Ng'eno (2013:175) who argue that male student teachers are field independent than the female student teachers. This means that male student teachers do not feel threatened by the ill-discipline of the learners in the classrooms because they know how to deal with it.

Although there are some minor differences between the female and male student teachers' perceptions, the overall perception was generally insignificant as revealed by the study.

5.3 IMPLICATIONS OF FINDINGS

(a) Based on finding number one, student teachers value the importance of teaching practice. They appreciate spending more time in schools in order to improve proficiencies in their professionalism. Teaching practice should be encouraged and maintained because student teachers like it.

(b) Based on finding number two, student teachers have consensus with respect to the order of importance to the different components of lesson presentation of teaching practice. The transition from being a student to a teacher is a huge task, and adjustments are to be expected. Most of

student teachers are struggling with the wrapping up lesson ideas or giving learners an opportunity to summarise main ideas gained in the lesson. They also find it demanding to maintain learning environment that is challenging, orderly, safe, supportive and purposeful. Student teachers have some personal challenges.

(c) Based on finding number three, gender and age have no influence on the student teachers' perception of teaching practice. Therefore the study has revealed that gender and age should not be necessarily concentrated on when students go out for teaching practice as reviewed by the findings.

5.4 SUMMARY

This chapter has highlighted three emerging issues (i) that a significant number of student teachers are positive towards teaching practice; (ii) similar criteria was observed in ranking different components of lesson presentation of teaching practice (iii) age and gender have a significant association in terms of perception to teaching practice, and a slight difference was observed in age category and gender where female student teachers raised their security as a major concern. An issue that expresses the high level of vulnerability of female student teachers in rural schools.

CHAPTER SIX

6. SUMMARY, CONCLUSION, LIMITATION OF THE STUDY AND

RECOMMENDATIONS

6.1 INTRODUCTION

This chapter focuses on the conclusion and recommendations. The conclusion is mainly focusing on important findings that are captured in the previous chapter. The outline and presentation of the conclusion is as below.

6.2 The researcher intends to investigate the student teachers' perceptions of teaching practice.

The following three (3) research questions were investigated:

(a) What is the nature of student teachers' perceptions of teaching practice?
(b) How do student teachers evaluate / judge the best teaching practice components of lesson presentation?
(c) Are student teachers' perceptions influenced by their biographical particulars: age and gender?

6.3 CONCLUSION

This study investigated the student teachers' perceptions of teaching practice. Similar to what several previous studies (Atputhasamy, 2005; Rajuan, 2008; Nwanekezi, Okoli & Mezieobi (2011) have shown, The findings of this study also indicate that teaching practice gives student teachers the opportunity to learn from their subject mentors in real classroom situation. This study indicates that although teaching practice is essential to the development of the student teachers, there is a need for the improvement of the system of teacher education in order to prepare high quality of student teachers.

It can also be concluded that the perceptions of student teachers of teaching practice components of lesson presentation is positive, irrespective of age and gender. Therefore the study has revealed that gender and age should not be considered as a major factor when students go out for teaching practice.

6.4 LIMITATION OF THE STUDY

Although this study has achieved its objectives, several limitations exist with regard to sampling, instrument used and research design.

(a) While the study focused on the sample of 184 student teachers in the University of Zululand, it fell short of cross-universities assessment of student teachers' perceptions of teaching practice. This was mainly because of the time constraints.

(b) Although the instrument was piloted before given to the participants, interpretation of the instrument was however limited due to the researcher's bias. The report in the findings was therefore influenced by the researcher's understanding of the participants' response; accounting for the bias.

(c) Although the findings were limited to the University of Zululand participants, the researcher however acknowledge that the findings may not be applicable to other areas. Never the less they may be applicable where there are similar characteristics (economic, political and social).

6.5 RECOMMENDATIONS

On the basis of this finding it is recommended that:

(a) The Faculty of Education should take into consideration the concerns of

student teachers and address them before student teachers are sent to schools for teaching practice to enable the preparation of really competent teachers.

(b) A study on cross-universities assessment of student teachers' perceptions of teaching practice is necessary.

(c) The number of students who register for teaching at the university should be proportional to the lecturer student ratio. This will increase lecturer-student contact; improve coherent and quick feedback, and enhance overall supervision as well as teacher training

(d) University supervisors, cooperating teachers and student teachers should clearly understand and fulfill their respective roles, thus delivering a shared, logical programme of teacher education.

(e) Student teachers should be given the schools' curriculum before they go for teaching practice.

(f) Faculty of Education should devise the model which will bridge the gap between theory and practice, e.g. designing a programme that will develop an integrated curriculum and develop mentoring relationship.

(g) This study investigated student teachers' perceptions of teaching practice and it concentrated on the student teachers who are doing third year only. There is a need for the study of all student teachers' perceptions towards teaching practice that have undergone teaching practice regardless of their year of study.

(h) A survey of the experience of student teachers concerning a support they get from their cooperating teacher / subject mentors needs to be

investigated. The researcher find it vital for this survey to be undertaken because there are schools which the student teachers feel that they are not worth going because of various reasons, for instance if the subject mentors do not have the content, they are not devoted to their work, they do not share their teaching experiences with their mentee, they do not step in when the mentee needs to be capacitated.

(i) A study on the perceptions of students' mentors on the performance of student teachers is necessary and vice versa in order to intensify their understanding of each other.

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Annexure : A

CORRELATION MATRIX

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.000	.554	.222	.444	.111	.511	.284	.345	.350	.343	.443	.402	.466	.253
2	.554	1.000	.353	.467	.343	.647	.383	.434	.495	.131	.450	.278	.479	.273
3	.222	.353	1.000	.244	-.024	.194	.238	.242	.301	.336	.420	.352	.445	.376
4	.444	.467	.244	1.000	.080	.439	.332	.258	.382	.374	.293	.429	.482	.186
5	.111	.343	-.024	.080	1.000	.418	.343	.029	-.068	.109	-.103	.112	.183	.027
6	.511	.647	.194	.439	.418	1.000	.594	.380	.395	.251	.276	.292	.403	.166
7	.284	.383	.238	.332	.343	.594	1.000	.003	.231	.255	.163	.161	.288	.252
8	.345	.434	.242	.258	.029	.380	.003	1.000	.309	.201	.522	.319	.416	.199
9	.350	.495	.301	.382	-.068	.395	.231	.309	1.000	.383	.530	.481	.445	.095
10	.343	.131	.336	.374	.109	.251	.255	.201	.383	1.000	.513	.561	.496	.312
11	.443	.450	.420	.293	-.103	.276	.163	.522	.530	.513	1.000	.481	.490	.339
12	.402	.278	.352	.429	.112	.292	.161	.319	.481	.516	.481	1.000	.809	.521
13	.466	.479	.445	.482	.183	.403	.288	.416	.445	.496	.490	.809	1.000	.492
14	.253	.273	.376	.186	.027	.166	.252	.199	.095	.312	.339	.521	.492	1.000
15	.214	.065	.120	.121	.021	.202	.155	-.039	.210	.323	.149	.387	.342	.298
16	-.012	.085	.227	-.078	.038	.008	-.182	.047	-.120	.122	.050	.021	.011	.206
17	.132	.086	.267	.051	-.060	.062	.026	.062	.108	.210	.172	.401	.594	.427
28	.131	.018	.181	.403	-.133	.156	.308	-.018	.092	.223	.085	.208	.191	.350
19	.561	.436	.317	.314	.110	.488	.234	.165	.194	.183	.338	.279	.282	.217
20	.451	.289	.313	.283	.066	.356	.178	.220	.315	.375	.347	.559	.569	.402
21	.297	.537	.378	.392	.343	.482	.353	.427	.236	.085	.351	.373	.503	.218
22	.375	.537	.145	.314	.347	.523	.413	.294	.223	.135	.326	.387	.512	.145
23	-.384	-.262	-.201	-.253	-.134	-.307	-.273	-.125	-.112	-.225	-.203	-.418	-.470	-.327
24	-.114	-.061	-.301	-.042	.203	-.024	-.212	.087	-.091	-.207	-.225	.015	-.032	-.397
25	.002	-.094	.144	-.026	.096	-.153	-.049	.040	-.003	.092	-.020	-.065	-.019	.170

Annexure B

QUESTIONNAIRE

Introduction

This is a study on student teachers' views about teaching practice. Kindly respond to this questionnaire as directed. There is no right or wrong answers. Your responses will be treated confidentially. Do not indicate your identity.

Please answer the following questions by putting a cross (x) in the appropriate box

SECTION A: Biographical information

1. Gender

F	
M	

2. Age group

17-20 years	
21-35 years	
36-40 years	
41+ years	

SECTION B: Questionnaire

(i) Please respond to each statement by making a cross [X] in the appropriate box

(ii) Meaning of abbreviations: SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

The following questions seek information based on your perceptions\views about teaching practice. Please indicate your agreement or disagreement with each statement by crossing the appropriate box.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Teaching practice influences professional growth of the student teachers.	SA	A	U	D	SD
2. I develop leadership skills when doing teaching practice.	SA	A	U	D	SD
3. I perform well in spite of all odds	SA	A	U	D	SD
4. Teaching practice is unnecessary burden.	SA	A	U	D	SD
5. Self-satisfaction is derived from the teaching practice	SA	A	U	D	SD
6. Teaching practice molds me	SA	A	U	D	SD
7. A sense of responsibility is inculcated in me during teaching practice	SA	A	U	D	SD
8. I do not commit myself whole-heartedly during teaching practice	SA	A	U	D	SD

9. Teaching practice is not a worthwhile undertaking	SA	A	U	D	SD
10. I am unable to apply the knowledge I gained to school during teaching practice	SA	A	U	D	SD
11. There is not much knowledge gained during teaching practice	SA	A	U	D	AD
12. If there can be other ways of doing teaching practice without going to schools I would prefer them	SA	A	U	D`	SD
13. I prefer to do demonstration lessons than going to schools for teaching practice	SA	A	U	D	SD
14. I enjoy being evaluated in the classroom	SA	A	U	D	SD

15. I hardly find any interest in teaching practice	SA	A	U	D	SD
16. Lecture periods will be incomplete without doing teaching practice in schools	SA	A	U	D	SD
17. Evaluation by mentors in school during teaching practice gives me the most satisfactio n	SA	A	U	D	SD
18. Evaluation by university lecturers during teaching practice is stressful	SA	A	U	D	SD
19. With or without mentoring assistance I enjoy teaching practice	SA	A	U	D	SD
20. I appreciate given feedback by the mentor after lesson presentatio n	SA	A	U	D	SD

21. Teaching practice does not help me to improve my moral standards	SA	A	U	D	SD
22. I gain syllabus language when I am doing teaching practice	SA	A	U	D	SD
23. It is upsetting to go for teaching practice without being evaluated by the university lecturer	SA	A	U	D	SD
24. It is cumbersome to keep teaching practice records	SA	A	U	D	SD

SECTION C

Arrange the following statements in the order of importance to you. Write the numbers in the boxes provided. 1 is rated as very important and 10 is least important

To plan lessons with a mentor is very essential

To introduce the topic and achieve the outcomes at the end of the lesson is difficult

To motivate and arouse interest to learners when teaching is fulfilling

To use main language of instruction to explain, describe and discuss key concept is difficult

To create and maintain learning environments that is interesting, challenging, orderly, safe, purposeful and supportive

To use a variety of discipline strategies well-matched to the situation and the learner is not easy to apply.

To show evidence of having contacted various sources in preparation for the lesson is essential.

To frame questions that provide opportunities for reasoning, logic and other higher order of thinking skills

To use appropriate teaching strategies, methods and techniques that involve and motivate learners is always forgotten

To wrap up lesson ideas or giving learners an opportunity to summarise main ideas gained is essential

Annexure C

UNIVERSITY OF ZULULAND
Faculty of Education
Private Bag X1001
KwaDlangezwa
3886
tt 035-9026517
email: mkhasiber@unizulu.ac.za
Internal Box Number: 33
18March2013

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Dear Professor

REQUEST -FOR PERMISSION -TO CONDUCT RESEARCH WITH B. ED. LEVEL THREE STUDENTS AS SUBJECTS

I am registered for Masters of Education degree in the Faculty of Education and a staff member at the University of Zululand. I am writing this letter to request permission to conduct a research at this university.My research project is entitled "Student teachers' perceptions of teaching practice".

The proposed research is intended to achieve the following objectives:

1. To investigate the nature of student teachers' perceptions of teaching practice
2. To find out whether there will be agreement among ranks assigned by student teachers to different models of teaching practice.
3. To ascertain whether or not student teachers' perceptions are influenced by their biographical particulars.

A copy of a questionnaire is attached. I hope it meets your approval. The names of the participants in the study will be treated as confidential.

Your permission to conduct research in this university will be highly appreciated.

Yours faithfully

_____

Rachel Gugu Mkasibe

(Student)

ANNEXTURE D

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
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Email: dviljoen@pan.uzulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2012/13	
Project title	**Student teachers' perceptions of teaching practice at the University of Zululand**	
Principal Researcher / Investigator	RGN Mkhasibe	
Supervisor and Co-supervisor	Prof PT Sibaya	Prof DR Nzima
Department	Educational	Psychology
Nature of project	Masters	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives 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
11 January 2013