



**University of Fort Hare**

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**EXAMINING MENTORS' PRACTICES IN FACILITATING CAREER DEVELOPMENT  
AND PROVIDING PSYCHOSOCIAL SUPPORT TO TRAINEE TEACHERS DURING  
TEACHING PRACTICE: A CASE STUDY OF ONE TEACHERS' COLLEGE IN  
ZIMBABWE.**

**BY**

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**A THESIS SUBMITTED IN FULFILMENT OF REQUIREMENTS FOR THE  
DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION FACULTY OF  
EDUCATION AT THE UNIVERSITY OF FORT HARE**

**SUPERVISOR:**

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**September 2019**

## DECLARATION

I hereby solemnly declare that, to the best of my knowledge and belief, this thesis entitled "**Examining mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice: A case study of one teachers' college in Zimbabwe**" is my original work. It has not been submitted to any other institution of higher learning for the award of any degree or qualification. Where I have used information from the published or unpublished work of other scholars, I have acknowledged such sources, both in the text and in the list of references.

ROSEMARY MADZORE

SEPTEMBER 2019

Signed .....  Date: 10 June 2019

## ABSTRACT

*This study examined mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice in one teachers' college in Zimbabwe. The study employed the interpretive paradigm and used the qualitative approach and case study research design. Purposive sampling was used to select 27 participants who were perceived to be rich informants. These participants included 6 mentors, 15 trainee teachers, 5 college lecturers, 2 lecturers from the teaching practice office, 3 senior lecturers in charge and 1 university lecturer who is a link person between the college and the Department of Teacher Education. Data were obtained through face to face interviews, focus groups and document analysis. The study revealed that mentors performed both career development and psychosocial support roles during teaching practice, although the psychosocial roles were not very prominent. The interviewed mentors and trainee teachers also indicated that, although mentors knew how they should perform their duties, they encountered various challenges which hindered the effectiveness of the mentorship programme. The participants from the three schools revealed that mentors employed both good and bad strategies to provide career development and psychosocial support to trainee teachers during teaching practice. There was also evidence that colleges and schools use different mentoring mechanisms in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. The data also revealed that there were challenges encountered in the use of these mentoring mechanisms. The participants also acknowledged that, despite these challenges, there were good practices and benefits of mentorship. However, there were gaps noted in the mentors' practices in facilitating career development and providing psychosocial support. It emerged that there was lack of qualified school mentors resulting in inadequate provision of career development and psychosocial support. It was also established that financial constraints affected the effectiveness of mentorship. The study found that there were loopholes in mentor selection. Financial constraints also hindered capacity building programmes for mentors. The study established strategies that can be used to improve mentorship. Teachers' colleges and schools should be adequately resourced to ensure effective mentorship during teaching practice. This could be done through adequate material resources, workshops, updates of schools and college activities supervision, review of mentorship*

*programmes, incentives, orientation and induction for mentors. The study also recommended that the Ministry of Higher and Tertiary Education Science and Technology Development (MoHTESTD), the Ministry of Primary and Secondary Education (MoPSE), colleges and schools consider a mentorship policy that fuses global and national trends. Resources should also be mobilised by all the stakeholders involved who include the MoHTEST, MoPSE, teacher training colleges and secondary schools, for effective mentorship. The study recommended considering alternative mentorship models with regard to the provision of career development and psychosocial support to trainee teachers from secondary teacher-training colleges in Zimbabwe.*

## DECLARATION ON PLAGIARISM

I, **Rosemary Madzore**, trainee teacher number **201615056**, hereby declare that I am fully aware of the University of Fort Hare's policy on plagiarism and have taken every precaution to comply with the regulations.

Signature... 

## DECLARATION ON RESEARCH ETHICS CLEARANCE

I, **Rosemary Madzore**, trainee teacher number **201615056**, hereby declare that I am fully aware of the University of Fort Hare's policy on research ethics and have taken every precaution to comply with the regulations. I obtained an ethical clearance certificate from the University of Fort Hare's Research Ethics Committee and my reference number is: **REM051SAMD01**

Signature... 

## **DEDICATION**

This study is dedicated to my parents; my mother, the late Shelter Chimhanda and my father Mathias Majoni, my lovely husband Alwis Madzore, daughters Kudzi, Kuvimba, Kunashe, and my son Kuda.

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## ACRONYMS

- DTE:** Department of Teacher Education.
- MoPSE:** Ministry of Primary and Secondary Education
- MoPSE:** Ministry of Primary and Secondary Education.
- MoHTESTD:** Ministry of Higher and Tertiary Education Science and Technology  
Development
- UNICEF:** United Nations Children’s Fund
- TP:** Teaching Practice.
- UNICEF:** United Nations Children’s Fund

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# CHAPTER ONE

## BACKGROUND AND PROBLEM STATEMENT

### 1.1 Introduction

The central thrust of reform in the teacher education programme is to produce teachers who can perform adequately in the world of work, and meet the present day challenges (Obiageli, Ogumogou, Augustine, & Osagie, 2013). Thus, teacher education programmes should consist of different dimensions such as the content and pedagogy of the formal curriculum as well as the hidden curriculum. Most teacher education programmes include different components like general education, subject matter studies, foundation of education studies, method studies, and field experience-which is commonly known as teaching practice (Cheng, Cheng, & Tang, 2010). It is through teaching practice that trainee teachers, supported by mentors, experience the normal classroom situation. This study examines mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice.

### 1.2 Background of the Study

Trainee teachers are expected to learn worthwhile content (theory) before going for teaching practice. They need to know their subjects in pedagogical perspectives, familiarise themselves with a range of good curricular materials, models and approaches (Pacpaco, Romo, and Paguirigan, 2019; Feiman-nemser, 2012). Teaching practice can be defined as a teacher education programme or activity which involves the trainee teacher putting into practice the acquired theory of teaching within a real classroom situation, (Korhonen, Heikkinen, Kiviniemi, and Tynjälä, 2017; Care, 2010). It is concerned with preparation of trainee teachers and their learning experience in school. Teaching Practice is also an opportunity for trainee teachers to face the realities of their chosen career in terms of its demands, challenges and opportunities. Teaching practice creates a mixture of anticipation, anxiety, excitement and apprehension in the trainee teachers, as they experience new environments (Pitt, Dixon, & Vialle, 2019; Cohen, Manion, Marison, & Wyse, 2010). However, in order to

address these experiences and to ensure that trainee teachers obtain the required skills during teaching practice, mentors become a crucial aspect. Trainee teachers are allocated mentors who support and work with them during this period. Hobison, Ashby, Malderez and Tomlinson (2016) define mentoring as the:

*One-to-one support of a novice or less experienced practitioner (mentee) by a more experienced practitioner (mentor), designed primarily to assist the development of the mentee's expertise and to facilitate their induction into the culture of the profession (in this case, teaching) and into the specific local context (p.201).*

During teaching practice, trainee teachers are expected to get assistance from their mentors; including social and emotional support considering the students' exposure to the new environment (Mitchell, Howard, Meetze-Hall, Hendrick, & Sandlin, 2017). Shumba, Rembe, Thomas and Luggya (2016, p.71) outline the roles of the mentor as psychosocial development and career or educational development. This is also observed by Maphosa, Shumba and Shumba (2007) who state that there are two types of mentoring functions during teaching practice, namely; career development functions and psychosocial functions. They outline five elements in the career development category which are sponsorship, coaching, protection, challenging assignments, and exposure and these role must be performed by the mentor (Shittu, 2017). In career development, the mentor, as an instructional coach, is expected to help the trainee teacher by providing pedagogical, technical and organisational skills. This also includes the skill of integrating teaching styles into classroom methods, evaluating instructional practices, and providing constructive feedback to improve the methods and techniques of trainee teachers (Merriam & Grenier, 2019).

The psychosocial functions are divided into role modeling and social support functions (Hudson, 2012). By performing these roles mentors help the mentees to develop a sense of professional self, acceptance and confirmation; they become role models for the mentees. (Maphosa et al., 2007). Thus the role of the mentor is to help trainee teachers, who may have some difficulties, in adjusting to the new environment and to develop trust, collaboration, and maintain constant communication between mentor and mentee.

More clarity on the mentor's role in career development and psychosocial support was expressed by Ford, (2017) who suggested two broad functions of a mentoring relationship (p17) which are career functions and psychosocial functions. According to Ford, the career function involves the mentee advancing professionally, and includes sponsorship. The mentors give the trainee teacher some responsibilities, where the trainee teacher is promoted for advancement in the school (Alasad and Leadership, 2017). There is also exposure and visibility when the trainee teacher is introduced to learners and staff members, and the latter can assist him or her during teaching practice. Coaching is also another career function in which the mentor helps the trainee teacher to navigate the profession and grow professionally (Middendorf, 2010). The mentor protects the trainee teacher from potentially damaging contact with others, and from challenging assignments (Alkhaldeh, 2017). The mentor also "guides the mentee through challenging and profitable work that he/she might not be able to accomplish alone" (Ford, 2017, p.17).

Furthermore, Ford (2017) suggests that psychosocial functions of the mentor involve encouragement and friendship. This can take the form of role modelling of trainee teachers by the mentor and acceptance and confirmation, as well as showing continued support, encouragement and appreciation to the trainee teacher (Elmahdi, Al-Haddad, & Al-Hariri, 2019). Counselling is another function whereby the mentee understands and negotiates personal and organisational concerns (Middendorf, 2010). Finally, mentor/mentee relationship allows the mentor to demonstrate interest in the trainee teacher's life beyond the workplace (Mukeredzi, 2017). The mentor can, therefore, guide the trainee teacher in both career functions and psychosocial functions because of greater experience and knowledge in the field, and through interpersonal relationships that grow from trust and closeness between the trainee teacher and the mentor during the teaching and learning process. (Klassen & Kim, 2017; Alkhaldeh, 2017; Nkambule & Mukeredzi, 2017).

The mentor performs both the psychosocial support and career development, and support, advice and generally enhance the experience of the new trainee teacher (Ford, 2017; Farquhar, Kamei & Vidyarthi, 2018). All trainee teachers are assigned to a mentor. Mentors provide a welcoming environment at orientation, also act as

positive role models where by the trainee teacher observes the mentor and copies some of the good characteristics and behaviours or traits thereby improving orientation and transition from the being a student at college to a trainee teacher or experienced teacher at a particular school. The orientation process connects trainee teachers to sources of help in a timely manner (Makkawi, 2017; Samkange, 2015). The mentor also develops problem solving skills and provides a sounding board (counselling), showing respect, providing support, friendship and role modelling. Role modelling has six dimensional roles of the mentor which are: relationship dimension, exploring the facilitative dimension, role modelling, expanding information dimension, engaging in constructive confrontation (feedback) and employee vision (Awayehu, 2017). The relationship dimension focuses on the relationship of the trainee teacher with the mentors, learners, other staff members and the community. This can have either a positive or negative effect on the trainee teacher's performance. The people surrounding the mentor, as mentioned above, also facilitate the process of role modelling thereby allowing the trainee teacher to learn more through observation, imitation and demonstration, thus, expanding the information dimension (Baran, Canbazoglu Bilici, Sari, & Tondeur, 2019).

From the above discussion, it can be deduced that psychosocial roles include a mentor being a counsellor. This they do through acting like a friend to accommodate the mentee, and giving pedagogical advice and guidance for developing the mentees' practices and discipline. Career roles involve the assistance given to the mentee by the mentor. The mentor, as a coach or sponsor by providing some materials to be used in the classroom and after work. The mentor helps in classroom management during teaching and learning through supervising the trainee teachers to do the planning and timetabling and other teaching activities. The mentor and the trainee teacher uses various teaching strategies such as ; content knowledge, class control, delivering of instruction, problem-solving and giving feedback to enhance the trainee teacher's professional development, (Shumba et al., 2016; Hudson, Usak & Gencer, 2017).

Capacity building of both the mentor and the mentee is paramount and schools and colleges are expected to arrange centrally-managed training and preparation programmes for all mentors in line with the needs of the schools (Mohamed, 2019).

Structured evaluation with mentors and mentees occurs at the end of each program, and qualitative evaluation is done by staff. Sometimes, mentors are given an honorarium payment, presents, or comments on their academic transcript as recognition of their effort and contribution (Cohen et al., 2010; Kimmelman & Lang, 2019). E-Mentoring is also used to develop and sustain mentoring relationships, linking a mentor and a mentee independent of geographical or scheduling constraints (Schofield, 2019). E-mentoring is mostly for trainee teachers in remote locations, involved in distance education as well as for low socio-economic status settings (Kutsyuruba, Godden, Covell, Matheson & Walker, 2016).

In schools, selection of mentors has been a great challenge for school heads, since not all senior teachers, no matter how experienced and suitable are prepared for mentoring and initiation of trainee teachers. They may not be able to perform well in the mentorship process. Thus Tshuma and Ndebele (2015) as well as Maphosa and Ndamba (2012) stressed that there may be a lot of anxiety and fear on the mentors' part, and a sense of inadequate preparation caused by poor relationships between trainee teachers and mentors and negative attitudes from other teachers in the school. As shown in the literature for instance, some mentors are afraid of becoming mentors since they feel that they will be overburdened and there is no remuneration for this mentorship. Moreover, some mentors are not trained at all to become mentors and therefore, may not know how to assist the trainee teachers since they are not adequately skilled for the mentorship. On another note, some teachers demonstrate a negative attitude towards mentorship as they do not want to assist the trainee teachers during teaching practice (Tshuma and Ndebele, 2015; Maphosa & Ndamba, 2012).

### **1.2.1 Global Context**

In the United States of America (USA), trainee teachers receive 120 hours of pre-service training in the summer prior to teaching practice (Pletcher, Hudson, & Watson, 2019). They work with expert mentor teachers in their first year and graduate in two years after passing an assessment test (Blasé & Blase, 2006; Butler & Cuenca, 2017; Duckworth & Maxwell, 2015). The trainee teachers go for teaching practice to implement what they have learnt in colleges or universities using various approaches and strategies with the help of the mentors (Hobson, Ashby, Malderez & Tomlinson,

2009). It is, therefore, expected that colleges and universities ensure that mentors are clear about their roles in mentoring trainee teachers (Hudson, Hudson, Gray & Bloxham, 2013). For instance, early in the first year of teaching, mentors create individual learning plans to improve mentees knowledge and skills. Within the two years of induction, regular formative assessment, which provides the mentor and the mentee with useful data for determining how the mentees are doing, what they need to work on and how much progress they are making; should be implemented (Gjedia & Gardinier, 2018).

According to Ford (2017) mentor performs psychosocial support roles through offering personal and emotional support, counselling, guiding, disciplining and advising the trainee teacher on pedagogical issues. Regarding career development, the mentor coaches and sponsors the mentee on aspects like classroom management and all learning and teaching activities (Feiman-Nemser, 2003). However, it has been observed that the training programme is short term, and as such, the emotional needs of the trainee teachers are not being adequately addressed, posing a big challenge in the mentor and the mentee relationship (Feiman-Nemser, 2003).

In the United Kingdom (UK) and Germany, the role of a mentor is more diverse and can be located within different conceptual paradigms which are reflected in three models of mentoring, namely; apprenticeship model, competency model and reflective model (Hudson, et al., 2017). In the apprenticeship model, the trainee teacher observes the mentor and learns from him or her, whereas in the competency model, the mentor gives the mentee feedback about performance and progress. In the reflective model, the mentor assists the trainee teacher to become a reflective practitioner (Kwan & Lopez-real, 2017). Thus, in England and Germany the focus is more on mentor's role as of advisor, trainer, partner, friend, and assessor; and how they influence the pedagogical development of the trainee teacher during teaching practice (Butler & Cuenca, 2017; Jones, 2000).

Literature on teacher preparation in Sub-Saharan Africa reveals that there are different models of teacher training (Bukari & Kuyini, 2015). For example, in South Africa, Malawi and Zambia have the 2.2.2., 2.1.2 and 3.3.3 models. The model 2.2.2 shows that first 2 terms are for theory learning at college, the middle two represent two terms

of teaching practice and in the last two terms the trainee teachers go back for final examinations. Model 2.1.2 means two terms theory, one term teaching practice and last two terms back at college for final examinations. Finally, model 3.3.3 indicates 3 terms or one year for theory learning, 3 terms teaching practice and finally 3 terms at college to complete the training (Tshuma & Ndebele, 2015; Samkange, 2015). Teaching programmes in Zimbabwe are divided into three phases, namely; pre-service training, teaching practice and after teaching practice phase (Mpofu & Chimenga, 2016). In most African countries in the last two decades, school based mentoring has become an increasingly important component of the process by which trainee teachers begin to learn how to teach.

However, different forms of mentoring are used in different countries following various models of teacher training programmes. Several studies have focused on the role of mentor in facilitating career development and providing psychosocial support to trainee teachers during teaching practice (Bukari & Kuyini, 2015). The role of the mentor in South Africa, Malawi, Zambia and other Southern African teacher training systems is to assist the mentee to refine knowledge, skills and abilities (Ponelis, 2015). Mentors support the teaching and learning process during teaching practice, they console, sympathise with the trainee teachers give and get constructive feedback to share achievements and challenges encountered during mentorship (Kutsyuruba, Godden, Covell, Matheson & Walker, 2016).

### **1.2.2 The Zimbabwean context**

In the mid-1990s, Zimbabwe replaced the traditional lecturer supervision during teaching practice with the contemporary school based supervision and mentorship in the professional development of trainee teachers (Musingafi & Mafumbate, 2014, p.33). That reform resulted in teacher education colleges adopting new models which divided teacher training into three phases. In the first phase, the trainee teachers are at college doing pedagogical studies or theory. During the second phase, trainees go for teaching practice and in the last phase they return to college for final examinations (Maphosa et al., 2007; Mpofu & Chimenga, 2016). This means that the colleges follow the model of first and last two (final) terms at college, while the middle two terms are meant for teaching practicum within schools. This is aligned with the partnership

model. However, the models have created a new role for mentors in teacher education as trainee teachers are out during teaching practice for most of their training (Shumba et al., 2016; Plessis, Marais, Schalkwyka & Weeks, 2017; Maphosa et al., 2007).

In this study, the researcher focused on the 3.3.3 model which is one of the current models in secondary teachers' colleges in Zimbabwe (Makura & Zireva, 2011). This model allows the trainees to learn for the whole year at college, then they go for teaching practice for a year, and return to college for the final year in which they will sit for their final examinations (three terms in, three terms out, and three terms in), before final examination (Ngara, Richard & Ngara, 2013., Samkange, 2015). This study focuses on the teaching practice component where the mentor is the most prominent figure in the development of the mentee's expertise (Blasé & Blasé, 2006). Each teacher training college in Zimbabwe has its own indicators for teaching practice supervision, although generally, they all are guided by such aspects as personality, dress, conduct, attitude, mannerisms, documentation, lesson planning, lesson presentation, classroom management and the quality and amount of work given to learners. Mentors' assessment of mentees is based on the same guidelines. Mentors use the same documents to assess the mentees and send these assessment documents to their respective colleges.

In addition, one of the roles of the mentors is to assist trainee teachers in home based teaching to familiarise themselves with teaching before they are exposed to the actual teaching practice during their last term of the first year in college. "Mentors are selected by the heads of the local schools"(Mtetwa & Thompson, 2000; Education, 2015, p.5). Home based teaching review is done to help trainee teachers to solve problems encountered, and a report from the mentor is used to assess them (Whisnant, Elliott, & Pynchon, 2005., Maphosa et al., 2012). After writing the teaching practice pre-test, trainee teachers go for teaching practice in the second year. They are expected to implement theories and teaching methodological approaches they have been learning for a year in college. They are also expected to design and maintain files that should contain all the required documentation like schemes of work, pupils progress records and daily lesson plans (Mtetwa & Thompson, 2000).



On teaching practice, mentoring is implemented differently in various secondary schools in Zimbabwe, and there are cases where the mentees teach several classes. During teaching practice, trainee teachers are put under the supervision of an experienced teacher who guides and mentors their teaching. Maphosa and Ndamba (2012, p.76) state that “the major role of the mentor is to supervise the trainee teacher during teaching practice.” The experienced teacher becomes the mentee’s supervisor throughout the teaching practice phase (Musingafi & Mafumbate, 2014). Initially, the mentee observes the mentor before he or she engages in the practice of conducting lessons. This is done to instil confidence in the trainee teacher. Nyaumwe and Mavhunga (2005) in Maphosa and Ndamba (2012) note that trainee teachers are assessed by mentors for diagnostic purposes related to strengths and weaknesses. Trainee teachers also apply teaching methods they have learnt in college, evaluate their teaching and reflect on their instructional practices. One third of the final teaching practice mark comes from the mentor’s assessment.

In most schools, mentor selection is done by the heads of the schools and in some rare cases, mentors volunteer. However, Ndamba and Chabaya (2011) suggest that the most effective way of recruiting mentors is asking for volunteers. The selected mentors are expected to have the following characteristics: capability in classroom teaching; be an experienced senior teacher; ability to use a variety of teaching techniques or skills; knowledgeable, enthusiastic, receptive, informed, eloquent, reliable, able to guide, wise, personally involved, people oriented, open minded, flexible, empathetic, and collaborative (Ngara & Ngwarai, 2013; Freedman, 2009; Tshuma & Ndebele, 2015).

To ensure quality teaching practice, careful mentor selection procedures should be followed (Musingafi & Mafumbate, 2014). However, selection and appointment of mentors is a great challenge for most heads of schools in Zimbabwe and elsewhere (Tshuma & Ndebele, 2015, p.409). Mostly, the responsibility of selecting mentors is given to the heads of schools who are believed to know their best teachers, who are experienced, qualified, and expert classroom practitioners (Chakanyuka, 2006., Maphosa & Ndamba in Tshuma & Ndebele, 2015). Maphosa and Ndamba (2012) note that some schools have a rotational policy for mentoring whereby all teachers

have a chance to mentor a trainee teacher regardless of whether they have the capability to mentor or not.

In Zimbabwe, mentors play a crucial role of advising the mentees since they are with them for most of the time during teaching practice (Tshuma & Ndebele, 2015). They perform the psychosocial development and career development roles as highlighted in the Training Manual on Teacher Professional Standards of 2015. For example, they ensure that the mentee follows and implements the curriculum (Hudson, 2017b; Rwodzi, Muchenje & Bondai, 2011). The mentor is supposed to give the trainee teacher a fair teaching load as recommended by the college regulations. The college expects the mentor to be a role model by promoting social and professional behavioural change in the trainee teacher. The mentor is also expected to provide psychosocial support to trainee teachers. The mentors must see to it that the trainee teachers have proper accommodation and are economically stable (Asiyai, 2017). Mentors can also assist in the provision of food and induct and orient the trainee teacher to adjust to the new environment.

During teaching practice, the mentor must look at the social welfare of the trainee teacher and assist through guidance and counselling. Some social issues may also affect the trainee teacher's teaching practice performance. Such issues must be addressed by the trainee teacher with the guidance and support of the mentor as professionally as possible (Mudavanhu & Majoni, 2003). If the psychosocial problems are beyond the mentor's control, the mentee can be referred to the college or to a counsellor or specialist in the area (Harrison & Killion, 2008). Effective instructional strategies such as planning, scheming, record keeping and classroom management are done under the supervision of mentors. Moreover, mentors are also expected to assist in the day to day running of the mentees' classes, which means that the mentor is expected to be always available to help the mentee during teaching practice (Maphosa & Ndamba, 2012).

Mentor training is also done to equip the mentors with skills to adequately assist the mentees. The University of Zimbabwe's Department of Teacher Education and teacher training colleges are expected to train mentors and equip them with mentoring skills by utilising lecturers who have experience in teaching practice. Shumba and

others (2007) assert that trainee teachers are not benefiting much from mentors since most mentors appear not to be aware of their roles in mentoring trainee teachers. As a result even experienced and qualified teachers in schools need consistent and effective in-house training in this regard. It is very important to actually find out how mentors are carrying out their duties within schools, and whether there is any consistent training of mentors being conducted by colleges (Asiyai, 2017).

Mentors can be trained during the school holidays in April, August or December, which constitutes three months per annum. Alternatively, mentors can be trained during weekends as an ongoing programme throughout the year (Mudavanhu & Majoni, 2003). Mentors are expected to consistently attend staff development workshops for which they can receive food and transport allowances. Workshops are carried out so that mentors are well informed on what to expect from trainee teachers and how to use the supervision or assessment critique forms provided by the teacher training colleges (Asiyai, 2017). Furthermore, mentors are trained in communication and active listening techniques, relationship skills, effective teaching, models of supervision and coaching, conflict resolution, and problem solving, (Ndamba & Chabaya , 2011).

The mentoring process requires that colleges and schools continuously monitor the programme and support it for it to be a success (Gjedia & Gardinier, 2018). Teacher training colleges and schools have to work closely together. Monitoring of mentors is supposed to be done by college lecturers and school heads. College lecturers go to schools to supervise the trainee teachers. They use the supervision assessment documents to record the strengths and weaknesses of the trainee teachers.

The performance of the trainee teacher reflects the performance of the mentor who is the trainee teacher's immediate supervisor (Mudavanhu & Majoni, 2003). By looking at the trainee teachers' documents, the college lecturers are indirectly monitoring the mentors' practices. If the supervisor faces any challenge, they consult the mentor before considering any further steps (Asiyai, 2017). On this premise, it is pertinent to investigate whether the colleges and school heads are working closely in training and assisting mentors to ensure effective provision of career development and psychosocial support to trainee teachers during teaching practice (Gjedia & Gardinier, 2018).

According to a Guide to Effective Mentoring (2017), provision of support to mentors results in effective mentoring. This provision of support implies the close cooperation of college supervisors, heads of schools, mentors and the trainee teachers. Colleges and schools are supposed to support mentors during teaching practice. They must provide moral, material, social, academic, career and psychosocial support. Induction as support allows trainee teachers to have access to the network of support arrangement within and beyond the school such as providing guidance and emotional support (Alter & Coggshall, 2009). The college is expected to sensitise both the mentor and trainee teacher about the standards and expectations of teaching practice and teaching practice supervision (Asiyai, 2017). Hudson (2012) recommends the effective use of several people; college lecturers, external assessors, and heads of schools, other staff members and the community to support teachers in various ways, including pedagogical practice. Thus, support for trainee teachers should be seen as a collective responsibility rather than the sole responsibility of the mentor. It has been shown that career support is more prominent than the psychosocial support (Mukeredzi, 2016). This research intends to investigate the current practice of mentoring trainee teachers during teaching practice.

The heads of schools are expected to monitor both the mentor and the trainee teacher by checking on the record books and supervising teaching periodically despite the fact that the roles of mentors are clearly articulated in the Training Manual on Teacher Professional Standards (2015) as outlined above, there have been observations made and concerns raised by different stakeholders such as the Department of Teacher Education (DTE) at the University of Zimbabwe, Zimbabwe School Examination Council (ZIMSEC), college lecturers, and some community members, regarding the performance of mentors (DTE, 2015; Shumba, Rembe, Chacko & Luggya, 2016; Asiyai, 2017). For instance, observations have revealed that; there are ill-defined responsibilities between mentor and mentee, too high expectations of trainee teachers by mentors and a lack of effective communication among the trainee teachers, college supervisors and the mentors.

Furthermore, a study by Gjedia and Gardinier (2018) identified a number of key areas in need of improvement which include the selection of mentors, professional training

of mentors, communication among different stakeholders and the condition of the mentoring services. It is not clear whether this is what might likely be the cause of conflict among college lecturers, mentors and trainee teachers. Thus, it requires investigation on mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice so as to come up with effective strategies and mentoring mechanisms to improve the whole of the mentorship programme.

Concerns and even arguments have been raised by some stakeholders in the media that there is a barrier between teachers' colleges and schools, and a lack of coherence in learning on these two sites (Alger & Kopecha, 2009). Musingafi and Mafumbate (2014) further state that these problems are compounded by the fact that "practice in schools does not influence theory in colleges and theory in colleges is not fully embraced in schools" (p.51). For instance, sometimes the trainee teachers fail to apply the theories they have learnt practically because what they are expected of in schools will be totally different (Bukari and Kuyini, 2015., Musingafi and Mafumbate, 2014; Tshuma and Ndebele, 2015). Furthermore, Musingafi and Mafumbate (2014) note that negative teaching practice experience has been reported by trainee teachers where supervision by lecturers in colleges is based on theories of teaching and learning from various authors, whereas in schools, mentors base their supervision on practical experience. Thus, the mismatch between the two leaves trainee teachers in a dilemma as to whether they should conform to the mentor / headmaster model or to college tutor model (Musingafi & Mafumbate, 2014).

Other concerns raised by stakeholders are lack of appropriate skills in the preparation of records and lesson delivery. Some records and supervision forms from the teaching practice office showed that many trainee teachers get frustrated when entering the classrooms to take up teaching tasks in unfamiliar environment (Bukari & Kuyini, 2015). Feiman-nemser (2012) observes that mentees need help in areas such as planning, timetabling, teaching strategies, questioning skills and assessment. It has also been observed that some records kept by trainee teachers during teaching practice reflect the need for serious planning. They also give rise to questions about how teacher training colleges prepare trainee teachers for effective teaching, and if mentors offer any appropriate and adequate assistance to the trainee teachers

(Chang, 2006; Gurling, 2011). Mentor selection has become an issue of concern in Zimbabwe. According to Musingafi and Mafumbate (2014), “lack of formal training of school based mentors, who, in most cases, were not equipped with any specific mentoring skills by colleges during their training days at college” (p.38), is one of the major challenges to school based mentoring in Zimbabwe. A recent research conducted by Maphosa and Ndamba (2012) in Bulawayo, further revealed that 19% volunteered while 81% were simply asked by the school head to be mentors. There are concerns by some stakeholders that some mentors volunteer for wrong reasons, particularly when they think that their work load would be reduced (Chakanyuka, 2006). Furthermore, Rwozi, Muchenje and Bondai (2011) observe that school heads do not appoint teachers to be mentors based on competence and ability. A study carried out by Shumba et al. (2016) concluded that “mentees needed more cooperation from mentors who denied them assistance and either postponed or never gave feedback at all” (p.76).

Furthermore, Kulkarni & Hanley-Maxwell (2015) observed that in some cases mentors do not assist trainee teachers with disciplining pupils, but instead, absented themselves from school, leaving the full load to the trainee teacher. Mentors sometimes give trainee teachers extra subjects to teach, which are not trainee teachers' subject areas at all (Mtetwa and Thompson, 2000; Makondo, 2010).

Strategies used by mentors and the support offered to mentors for capacity building have also been raised as a point of concern. Maphalala (2013) suggests that colleges are supposed to ensure that mentors are clear about their roles in mentoring trainee teachers. Recent studies have shown that mentors are often not sure about their roles (Shumba, Rembe, Chacko & Luggya, 2016). A UNISA study on school based mentorship shows that only 37% of mentors received training on mentoring against 53% who had not attended professional development programs for effective mentorship (Maphalala, 2013, p.126).

Given the above concerns and observations there has been comprehensive research in the area of mentorship of trainee teachers during teaching practice. The present study addresses the missing link in research in the context of mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice.

### **1.3 Statement of the Problem**

As outlined in the background to the study, the mentor plays a significant role in teaching practice (Butler & Cuenca, 2017). However, despite the fact that the roles of the mentor are explicitly outlined and stipulated in the handbook for professional standards (TPS, 2015), a number of concerns have been raised by stakeholders to the fact that mentors lack appropriate knowledge on mentorship strategies, lack training of school-based mentorship, and lack resources although staff development and mentorship workshops are held (Mpofu & Chimenya, 2016; Shumba et al., 2016., Kwan et al., 2017). In addition, mentor selection challenges continues to plague Zimbabwean schools (Ngara, Ngwarai & Ngara, 2013., Tshuma & Ndebele, 2015). In some cases, mentors have been accused of failing to assist trainee teachers. Instead, they absent themselves from school leaving the trainee teacher exposed to making many mistakes and at times with an unrealistic load of teaching (Jones, 2000). Most mentors are not clear on how they should perform their duties, which results in lack of appropriate skills in the preparation of records and lesson delivery on the part of the trainee teachers (Shumba, Rembe, Chacko & Luggya, 2016). This has potentially compromised their roles as mentors and the quality of trainee teachers' teaching practice (Asiyai, 2017). Thus, the researcher sought to examine mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice in one teachers' college in Zimbabwe.

### **1.4 Purpose of the study**

The purpose of this study is to examine mentors' practices in facilitating career development and providing psychosocial support to trainee teachers from one teachers' college in Zimbabwe during teaching practice.

### **1.5 Research question**

#### **1.5.1 Main research question**

How do mentors in schools provide career development and psychosocial support to trainee teachers from one teachers' college in Zimbabwe during teaching practice?

## **1.5.2 Sub-questions**

- 1.5.1.1** What strategies do mentors use to provide career development and psychosocial support to trainee teachers during teaching practice?
- 1.5.1.2** What monitoring mechanisms are used by the schools and colleges to ensure that mentors perform their responsibilities?
- 1.5.1.3** How do schools and colleges support mentors to ensure that they provide career development and psychosocial support to trainee teachers during teaching practice?
- 1.5.1.4** How can the findings of the study be used to develop a framework for mentoring of trainee teachers during teaching practice?

## **1.6 Objectives of the study**

### **1.6.1 Main objective**

Examining mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice, focusing on one teachers' college in Zimbabwe

### **1.6.2 1.6.2 Sub-objectives**

The study seeks to:

- 1.6.2.1** establish strategies used by mentors to provide career development and psychosocial support to trainee teachers during teaching practice;
- 1.6.1.2** examine how schools and colleges support mentors to ensure that they provide career development and psychosocial support to trainee teachers during teaching practice;



- 1.6.1.3** determine monitoring mechanisms used by the schools and colleges to ensure that mentors perform their work effectively, and
- 1.6.1.4** suggest how the findings of the study can be used to develop a framework for mentoring trainee teachers during teaching practice

## **1.7 Significance of the study**

This study might influence and benefit policy makers to identify some loopholes in the policy documents and adjust them to meet the needs of all trainee teachers within the education system (including the Science Technology Engineering and Mathematic (S.T.E.M program). The findings of the study may be used to suggest guidelines for an alternative approach to the training of teachers and appropriate selection of mentors among teachers. The study intends to provide a clear perspective on the practices of mentors in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. Teachers, mentors, and other educators may gain from this study as they would be fully equipped with appropriate support systems, approaches and strategies for effective mentorship during teaching practice. The study may further provide essential reference material for other researchers who may want to carry out similar studies in areas related to the provision of career development and psychosocial support to trainee teachers. The study may generate interest that may motivate further research.

## **1.8 Delimitation of the study**

The study focused on mentors' practices in facilitating career development and providing psychosocial support to trainee teachers from one secondary school teachers' college in Zimbabwe during teaching practice. Participants included trainee teachers who are doing their three-year teacher education based on the 3.3.3 model, lecturers from the University of Zimbabwe's DTE, college lecturers and school mentors responsible for facilitating career development and providing psychosocial support.

## **1.9 Limitations of the study**

During the course of the study, the researcher encountered some constraints. The research was carried during busy working hours when both schools and the colleges

had a busy schedule. The secondary schools were trying to accommodate all the new activities of the new curriculum, and the colleges were busy with the end of year examinations. Time became a limiting factor as appointments were postponed. That delayed the data collection process which had already been delayed by the Ministry of Higher and Tertiary Education Science and Technology Development in the granting of consent to collect data.

Due to time constraints during working hours, the researcher faced some challenges in meeting participants and accessing documents for document analysis. The researcher ended up making some appointments to meeting participants after working hours and during free times. It was also difficult to interview pupils who were writing examinations because they had a lot of excuses. The researcher had to ask them to give time which was most convenient for them. Some mentors were not initially free to divulge information about their practices fearing victimisation by the Ministry of Primary and Secondary Education for violating the Official Secrets Act. The researcher showed them the letters for permission and explained to them that the information would be kept private and confidential.

Furthermore, some participants were not comfortable with voice recording, and teaching practice officers were not quite sure of what would happen to the documents after collecting them from Teaching Practice office. To clear this misunderstanding, the researcher emphasised the issue of confidentiality and also produced the official documents giving her permission to collect data.

## **1.10 Definitions of Main Concepts in the Study**

**1.6.2 Teaching practice-**teaching practice (TP) is a period when a trainee teacher goes into the teaching field to gain practical and professional experience regarding the teaching profession (Mukeredzi and Mandrona, 2013,p.141).

**1.6.3 Trainee teacher-** in this study the term trainee refers to student teacher, who is undergoing teacher training (Perry, 2004). This trainee teacher is also referred to as mentee in this study, especially when being discussed in relation to the mentor.

**1.10.3 Mentor** – a more skilled, trained and experienced, i.e. qualified teacher, who undertakes to provide information, advice and guidance to a junior or less experienced person i.e. a trainee teacher or mentee, in a relationship lasting over a period of time for the purpose of achieving the set aims and objectives of a particular programme(Hudson and Hudson, 2017).

**1.10.4 Mentee**–refers to a trainee teacher who is going through professional teacher training in order to become a qualified teacher(Maphosa et al., 2007).

**1.10.5 Pedagogical Development**–in this study pedagogical development means growth of the mentee’s expertise in terms of efficacy in relation to the teaching and learning of science through employing various methods and strategies (Blase & Blase, 2006).

**1.10.6 Career**–is a life process of managing learning, work, leisure, and transition in order to move towards a personally determined goal of being a qualified teacher. Career roles include; learning and teaching activities, supervising, supporting, planning, timetabling, teaching strategies, content knowledge, class control, delivering of instruction, solving problems and giving feedback (Hudson, 2017a).

**1.10.7 Psychosocial development**–refers to the combination of mental, social and emotional wellbeing of the individual (Hudson and Hudson, 2017., Maphalala, 2013).

## **1.11 Organisation of the Study**

The research study was organised in six chapters as follows:

### **Chapter one**

Chapter one introduced the study, presented the background of the study, statement of the problem, purpose of the study, research questions, objectives of the study, significance of the study, delimitations of the study and definition of terms.

### **Chapter Two**

Chapter two is divided into two parts, of which part one reviews literature based on theoretical frameworks that underpinned the study and part two focuses on literature based on research questions.

### **Chapter Three**

Chapter three outlines the research methodology which brings out the research paradigm, research approach, research design, population, sample and sampling, negotiating entry, data collection instruments and procedures, credibility and trustworthiness, data analysis, procedures and ethical considerations.

### **Chapter Four**

Chapter four presents and analyses the data gathered based on the research objectives.

### **Chapter Five**

Chapter five focuses on discussion of the findings based on the data presented and analysed in chapter four, with reference to the reviewed literature in chapter two.

### **Chapter six**

Finally, chapter six gives a summary of findings, conclusions and recommendations of the study based on research findings. Themes derived from the research objectives are used to summarise the major areas of the study. An alternative frame work for mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice was provided. The study also suggested areas for further study.

## **1.12 Summary**

The chapter introduced issues and concerns regarding the mentor's performance and practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice, over and above the support and monitoring mechanisms employed by the schools and the teachers' colleges. There was need to examine the mentor's practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice since the roles of the mentor also determined the quality of training provided. The subsequent chapter discusses theoretical frameworks that informed the study. Andragogic Theoretical Model of Adult learning by Knowles (1980), Hudson's (2010) five factor model of mentoring and Gray's (1994) developmental model of mentoring. Literature aligned to the research questions is also reviewed.

# CHAPTER TWO

## THEORETICAL FRAMEWORKS AND LITERATURE REVIEW.

### 2.1 Introduction

The chapter is presented in two parts. The first part discusses theoretical frameworks that inform the study. Part two provides literature in line with the research questions. The reviewed literature enabled the researcher to have an insight into what other researchers have written on the practice of mentorship in facilitating career development and providing psychosocial support to trainee teachers during teaching practice.

## PART I

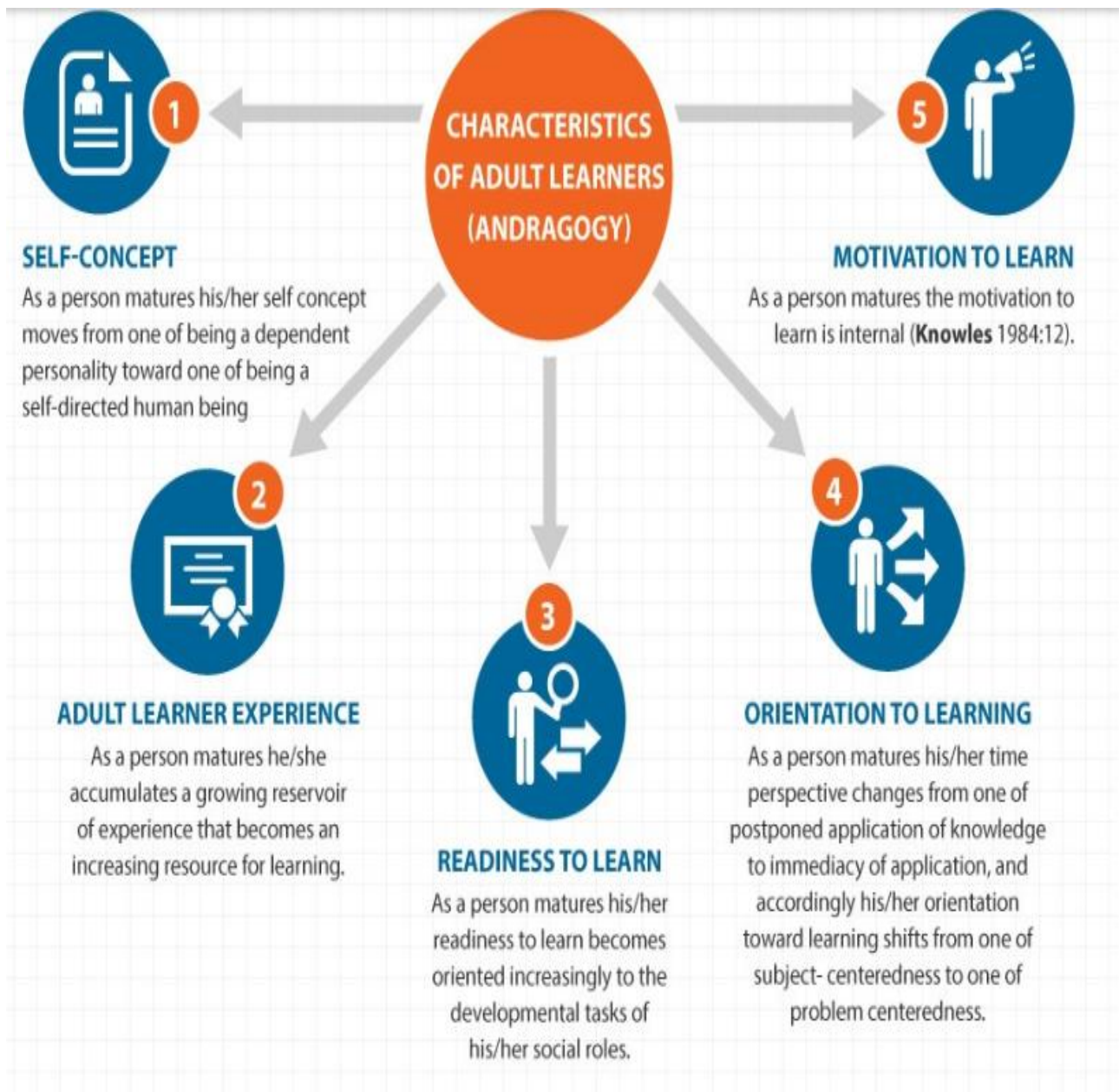
### 2.2 Theoretical Framework

According to Gay, Mills and Afrasian (2011, p.62) “the most meaningful problems are those derived from theories. A theory is an organised body of concepts, generalisation and principles that can be investigated.” Mills and Birks (2014) stress that research which is based on aspects of a theory is conceptually rich and also offers information that confirms or disconfirms one or more of those aspects. A theoretical framework may suggest additional studies to test the theory further. However, “the main purpose of a theoretical framework, apart from informing the study, is specifically to guide the researcher in his or her analysis, explanation and interpretation of the data” (Rakatsaone, 2006, p.14). The theoretical frameworks that underpinned this study are; Andragogic Theoretical Model of Adult Learning by Malcom Sherpherd Knowles (1980), the Five Factor Model of Mentoring by Hudson (2010), and Developmental Model of Mentoring by Brian Gray (1994). The three theories are combined to enable an informed interrogation of mentorship practices in relation to career development and psychosocial support of trainee teachers during teaching practice.

### **2.2.1 Andragogic Theoretical Model of Adult Learning by Knowles (1980)**

As indicated before, the study is guided by Malcom Sherpherd Knowles' Andragogic theoretical model. Knowles is well known for the use of the term andragogy as synonymous with adult education ( Knowles, Holton III, & Swanson, 2012; Pappas, 2013). Knowles states that the adult learner is self-directed, is responsible for his or her learning, wants to perform real life tasks to solve problems, and wants learning that is collaborative rather than didactic (Melnik & Novoselich, 2017). The Andragogic model is the most appropriate and widely used learning and teaching model when training adult learners (Brockett & Hiemstra, 2018). However, Pappas (2013) argues that Knowles' (1980) model is based on five assumptions about characteristics of adult learners that are different from the assumptions about child learners (Pedagogy) namely:

- Self-Concept: as a person matures, his/her self-concept moves from one of being a dependent individual towards one of being a self-directed human being.
- Adult Learner Experience: as the individual matures, he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.
- Readiness to Learn: as the individual matures, his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.
- Orientation to Learning: as the individual matures, his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result, his/her orientation towards learning shifts from one of subject-centeredness to one of problem centeredness.
- Motivation to learn: as the individual matures, the motivation to learn is internal (Knowles 1984:12; Ozuah, 2016) The assumptions are illustrated in Figure 2.1.below.



**Figure 2-1: Five Assumptions of Adult Learners** (Source: Pappas 2013: e-learning infographics: 2019)

In line with the above assumptions, Chan (2010) asserts that andragogy as advanced by Malcolm Knowles, is a well-known approach to address the distinct needs of adult learners. Knowles' concept of andragogy has been widely adopted by educators from various disciplines around the world. In addition to Knowles' (1980) five assumptions, Chan (2010) adds another assumption to andragogy theory of adult learning to make them six assumptions, namely; (a) self-directedness, (b) need to know, (c) use of experience in learning, (d) readiness to learn, (e) orientation to learning, and (f) internal motivation.



The study placed central importance on the Andragogy adult learning theory since it assists the mentors and trainee teachers to prepare themselves for their working environment. For instance, when a trainee teacher goes for teaching practice, he/she is already prepared to learn, and has the internal motivation or drive to pass and complete the course through working hard. The trainee teachers would have already learnt the theory part of their training when they are at college, now they would be doing the practical teaching work. Learning by doing is emphasised by the andragogic theory of learning which stipulates that as an individual matures, the motivation to learn is driven more by internal motivators (an inner desire) rather than extrinsic motivators (external stimuli) (Bates, 2019., Steyn, Tonderand Van, 2017).

Forrest and Peterson, cited in Chan (2010), further agree that “modern management requires practical implementation of skills learned, not regulation of principles. Without implementation, trainee teachers cannot adapt to the ever-changing workplaces (p.114).” Using the andragogic principles, the mentor can tailor the instruction to meet trainee teachers’ interest, by involving them in planning the learning objectives and activities and solving real-world problems (Pletcher, Hudson, and Watson, 2019). Accordingly, Andragogy improves communication between the trainee teacher and the mentor. They work together as partners to design instructional content and methods to suit the learners’ needs (Henschke, 2011; McCall, Padron & Andrews, 2018). As a result, this promote trust between the trainee teacher and the mentor, and enhance self-awareness in the trainee teacher, as well as improving the mentor’s practices in facilitating career development and providing psychosocial support (Pappas, 2013; Chan, 2010; Ozuah, 2016).

The adult learning theory is oriented towards explaining the reasons why specific things are done (Londy, 2007). Therefore, the mentor needs to explain to trainee teachers why they are expected to use media in teaching, scheming and planning and the use of record books and other activities. Thus, instruction should be task-oriented instead of promoting memorisation. Learning activities should be in the context of common tasks to be performed by the others (Chan, 2010). This study acknowledges the use of various strategies by mentors to provide career development and psychosocial support to trainee teachers during teaching practice.

Bates (2019) posits that most adult learners want to be in control of their learning and suggests the following points to be noted by mentors when mentoring a trainee teacher. Trainee teachers, who are supposedly adult learners;

- have their own particular views of themselves and their needs and are goal oriented,
- bring a vast array of life experience and knowledge which can be a valuable resource of learning,
- are more concerned with learning in order to complete tasks or solve problems than just learning subjects, and
- have a need to be valued and respected.

The above issues are important to the mentor and Jesus (2012) suggests that mentors should also allow for different levels/types of previous experience or individual difference to accommodate trainee teachers with different learning styles (Wilson, 2019).

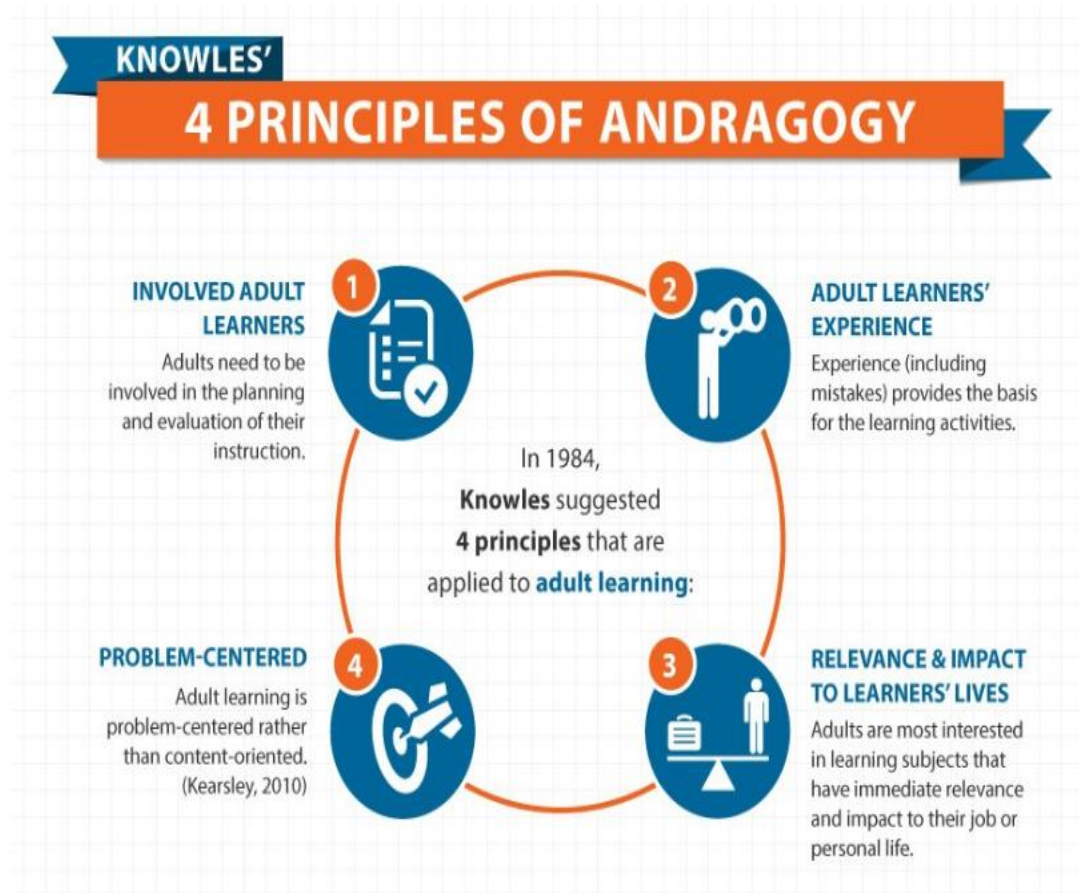
Since adults are self-directed, instruction should allow trainee teachers to discover things and knowledge for themselves without depending on the mentor all the time (Hartnett, 2019). However, adult learners should be offered guidance and counselling when mistakes are made. The adult learning theory is suitable in that mentors and trainee teachers are all adults who need to learn during the teaching practice programme. Trainee teachers and mentors are confronted with real teaching and learning challenges which they need to solve with real solutions by marrying theory and practice (Mathewis, 2018).

The training of trainee teachers and mentors needs to be problem-centred with real tasks (activities) to be solved. The researcher found Knowles' model of adult learning relevant to the study given the fact that mentors and trainee teachers are all adults.

According to Hartnett (2019), Knowles' theory of andragogy maintains that trainers should recognise that the richest resource for learning resides in adult learners themselves, and emphasis should therefore, be on experiential techniques that tap into their experiences. These include group discussion, problem-solving, case study, role-play, field trips rather than transmission techniques such as lecturing or presentations (Moxham & Moxham, 2019). Thus, in the training of teachers, learner-centered methods instead of teacher-centered methods are encouraged. Using a

combination of the above methods will have the greatest impact on adult learning (Bates, 2019) Thus, the present study's objective is to establish the strategies used by mentors to provide career development and psychosocial support to trainee teachers during teaching practice.

This study also acknowledges the contribution of the adult learning theory by Knowles (1980), which suggests 4 principles that are applied to learning, which are shown by the diagram below.



**Figure 2-2: Four Principles of Andragogy**(Source: Pappas 2013: e-learning infographics: 2019)

The above principles are connected to the assumptions of the adult learning theory which have been discussed above. The andragogy theory principles are relevant to the present study on the mentor's practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice in that, initially, the mentor is supposed to involve the trainee teacher in planning and evaluation of all the activities to be done during teaching practice (van Tonder & Steyn, 2018). As shown by the diagram, the first step is to plan before conducting teaching

and learning activities, just as the mentor and trainee teachers are expected to do (Green Law, 2018).

During teaching practice, both the mentor and the trainee teacher experience new things. They sometimes make mistakes during the learning process but they keep on working, doing some corrections. The mistakes are considered as the basis for new learning activities until they accomplish their goals (Pletcher et al., 2019). Both the mentor and the trainee teacher value their work as having immediate relevance and direct impact on their personal lives. Finally, adult learning is more problem solving than content oriented, and the trainee teacher will be involved in problem solving activities on a daily basis (Pappas, 2013).

In this study, the 3.3.3 teacher training model is used. It covers a three year period of teacher training whereby in the first year of the teacher training programme, trainee teachers are at college doing theory, and the second year is set aside for teaching practice (Carver-Thomas, 2018). Trainee teachers then go back to college in the third and final year to complete their course. Andragogy theory is appropriate for mentorship during teaching practice, since, during the teaching practice programme, the trainee teacher experiences the learning process by doing (concrete experience) in the first phase. It is the most critical stage since the trainee teacher learns the activities of the real teaching practice situation for the first time in a new environment with new people (Kolb, 2012).

Concrete experience involves scheming, planning, making media, teaching, marking children's books, managing the classroom, supervising, controlling and getting involved in co-curricular activities (Illeris, 2015). Everything will be new to the trainee teacher, and he or she needs to be learning by doing, to grasp the basic concepts of teaching practice. During the first phase of mentoring, the trainee teacher may not be confident to do any activity alone. Hence, the trainee teacher needs close monitoring and assistance by the mentor to adjust to the new environment. According to Goals and Content (2018), the trainee teacher observes and reflects upon the activities he or she has done and the mentor needs to undergo the same process. After the second phase, the trainee teacher or the mentor interprets (abstract conceptualisation) the events that have been done and finally experiences and modifies his/her behaviour (active experimentation), thereby improving practice.

During teaching practice, the trainee teacher is given the opportunity to give feedback to the mentor. Greater focus on feedback is taken up by Cleveland (2018) when he suggests the importance of a trainee teacher to invite honest feedback from his/ her mentor when entering into a mentor-mentee relationship. Coupe and Porter (2018) acknowledge that trainee teachers are equally experienced to provide valuable feedback to their mentors so that the reciprocal feedback can facilitate the provision of career development and psychosocial support to trainee teachers during teaching practice. Since teaching practice is done with ongoing assessment, the trainee teacher gets the opportunity to go through the full cycle with the help of the mentor (Alkhaldeh, 2017).

Since trainee teachers would have experienced the teaching process, it is expected that they reflect upon it due to the ongoing feedback from supervisors and mentors so as to figure out how they can improve and try again. This study is in line with andragogy learning theory since learning by experience is important in mentorship. It is expected that after performing a task, the trainee teacher should reflect upon it with a view to improving it, or doing it differently the next time. Repeating a task will help the trainee teacher to refine skills from a practical and theoretical point of view. The andragogic adult learning theory will benefit both the mentee and the mentor.

Kwan et al. (2017) further indicate that about 70% of mentors claimed that they had benefited professionally from mentoring and proposed four constructs which lead to professional development. This is after learning through self-reflection, learning from trainee teachers, learning through mutual collaboration and learning from the college or university tutors. This is also emphasised by the Adult Learning theory by Knowles (1980) who stipulates that adults are most interested in learning the subject that has immediate relevance and impact to their job and personal lives. Andragogy theory is ideal for this study because it will equip both the trainee teacher and the mentor with strategies and methods which will enhance the trainee teacher's pedagogical development in teaching practice. It is the intention of this study to establish the strategies used by mentors to provide and psychosocial support to trainee teachers during teaching practice.

The adult learning theory may illuminate how mentors' practices may or may not facilitate career development and providing psychosocial support to trainee teachers.

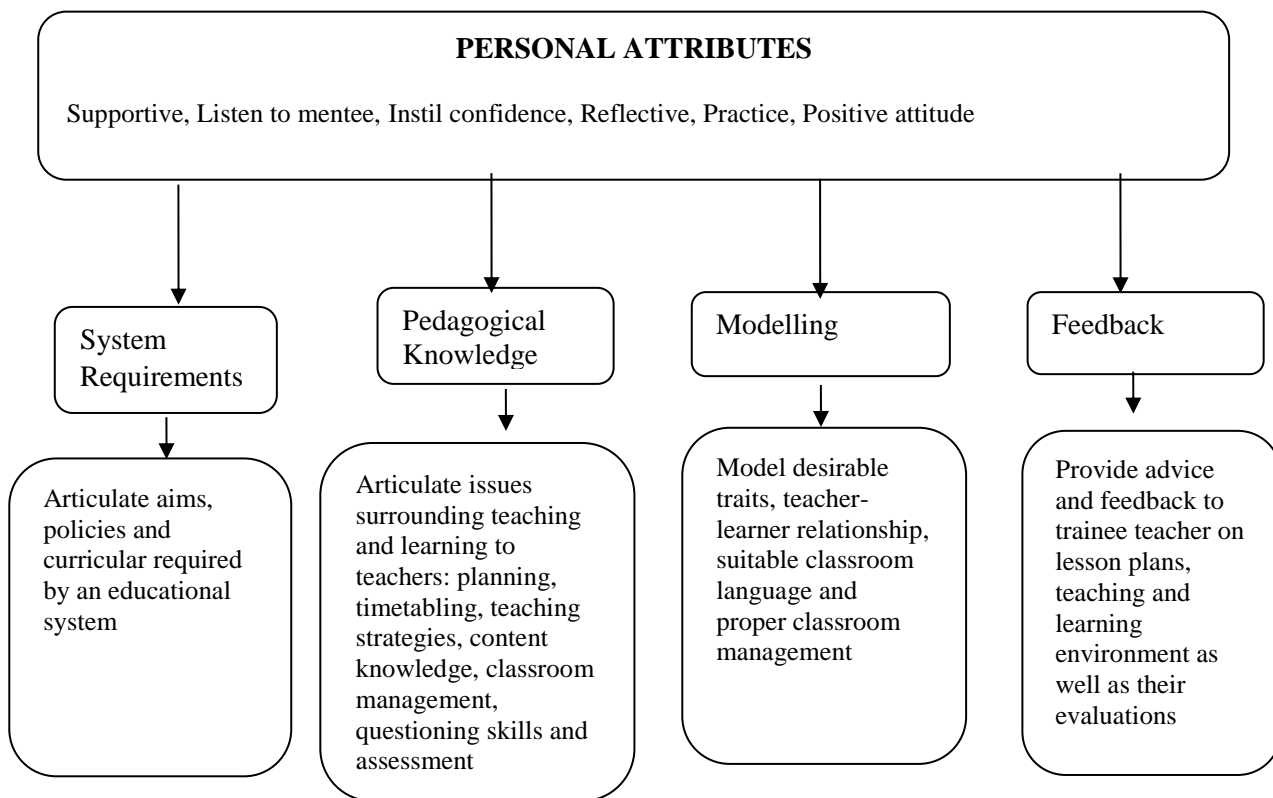
The study intends to bring out the roles of mentors in facilitating career development and providing psychosocial support, as stipulated by the mentoring phases at every stage (Bates, 2019).

Knowles's theory of andragogy has, however, been criticised for assuming that adults are always self-directed (Merriam, 2013). Because of the different backgrounds, some adults may need to be self-directed as to what is to be done in the training. During teaching practice some trainee teachers, if not properly directed, may fail teaching practice, withdraw or defer (Cuozzo, Dumay, Palmaccio & Lombardi, 2017). In this case, mentors have to assume a dominant role. Mentors may have to play a directive role. Kop and Fourand (2017) observe that some of the experiences adults encounter in the training may not be relevant to what is being taught and may therefore, not be of any use to the learning process. For instance, some of the issues may be political, sexual abuse by supervisors or mentors, negative attitudes, and misunderstanding among staff members.

Despite the few criticisms, Knowles' theory of andragogy remains one of the most effective models for adult learning (Bates 2019), and that is why the researcher found it relevant for this study. Mentors should use interactive methodologies which focus on an individual's life experiences, such as discussions, case studies, problem-solving, role-play and field trips (Baran et al., 2019)(Baran et al., 2019). The model was used to ascertain whether mentors use training methods/techniques and strategies which promote effective provision of career development and psychosocial support to trainee teachers during teaching practice.

### **2.2.2 The Five- Factor Model of Mentoring (2010)**

The research is also informed by a five factor model of mentoring for effective teaching by Hudson (2010, p.32), which has the following aspects; personal attributes, system requirements, pedagogical knowledge, modelling and feedback (Hudson, Spooner-lane, et al., 2017). There are mentoring attributes and practices associated with each factor, which have been justified statistically with empirical evidence in previous works (Hudson, 2010, Hudson, 2007; Hudson, Skamp & Brooks, 2005). These attributes and practices are summarised in Figure 2.3.



**Figure 2-3: Five- Factor Model of Mentoring Hudson (2010)**

The above shows the relationship among the five factors of the mentoring model. The model is relevant to the study since it informs mentors of the important factors to be taken into consideration before the commencement of the mentoring process (Merriam & Grenier, 2019). Personal attributes require the mentor to listen to the mentee, and instil confidence in the mentee. Reflection, practice and positive attitudes are also part of the mentor’s personal attributes (Hudson et al., 2013). The mentor’s attributes are used to encourage the trainee teacher’s reflection on practices and instil confidence and a positive attitude in the trainee teacher (Yoto, Tawa, Hunter & Sciences, 2019). The second aspect is the System requirements, which looks at the mentor’s ability to articulate aims, policies and curricular required by an education system and also the trainee teacher to do the same to achieve their goals(Schofield, 2019). However, Hudson (2010) stresses that the complexities of implementing system requirements may be noted in the pedagogical knowledge mentors need to articulate for effective teaching.

The third aspect is the pedagogical knowledge which encompasses planning for teaching. This requires timetabling, preparation, determining teaching strategies to use and implementing classroom management techniques. It also covers other aspects for effective teaching, including how to deliver content knowledge, develop questioning skills, assist in problem-solving, and provide information and guidance for assessment (Hudson, 2013, p.774).

Modelling is also another factor. The mentor is expected to model desirable teaching traits like cordial teacher learner-relationship, suitable classroom language and proper classroom management, which will help both the mentor and mentees to do the mentoring process properly (Dziczkowski, 2017). Finally, feedback is an aspect which requires the learner to provide advice to mentees on lesson plans, teaching and learning environment, as well as their evaluations (Tshuma and Ndebele,2015).

The theory was used as the framework because it allows incorporation of all the five factors in the mentor's provision of career development and psychosocial support to trainee teachers during teaching practice. In the framework, the personal attributes influence the mentor's understanding of system requirements, which in turn assist both the mentor and the trainee teachers to acquire the pedagogical knowledge (Samkange, 2015). Hudson (2017) emphasises that teaching strategies are key to effective lesson delivery, for which an effective mentor can provide experienced perspectives. When the mentor has acquired the pedagogical knowledge, he or she is now able to model desirable traits of the trainee teacher and provide advice and feedback to the trainee teacher (Ambrosetti, 2014). This study focuses on the five factors because they are relevant for advancing teaching practice process.

According to Hudson and Hudson (2017), the first aspect of the mentor is to look at the mentor's personal attributes. The mentor is expected to be supportive to the trainee teacher. He or she should listen to the trainee teacher's concerns and issues, then guide and instil confidence in the trainee teacher. The theory enables the mentors and trainee teachers to be well equipped with the positive aspects expected of the mentors, which facilitate the effective provision of career development and psychosocial support to the trainee teacher during teaching practice (Haileselassie, Wassie, Kahsay, and Fisseha, 2014). For instance, the system requirements is an



aspect important in mentorship. The mentor is supposed to be reflective, practising positive attitude.

Ford (2017) observes that the role of the mentor is to assist the trainee teacher to understand aims, policies and curricular required by an educational system. However, the mentor needs to discuss with the trainee teacher on location and resources to be used before the lesson commencement. Thus, the system requirement assists both the mentor and trainee teacher to have necessary information required in the provision of career development and psychosocial support to trainee teachers during teaching practice (Yost, 2017). Mentors can provide pedagogical knowledge about assessment, and viewpoints about effective teaching practices that link curriculum, pedagogy, and assessment (Hudson, 2000).

Klassen and Kim (2017) argue that both the mentor and the trainee teacher need to be fully equipped with pedagogical knowledge for articulating issues surrounding teaching and learning. These include skills, knowledge and attributes such as planning, timetabling, teaching strategies, content knowledge, classroom management, questioning skills, and assessment. These would make the mentor an effective tutor (pedagogical knowledge) and assist the trainee teacher to be more competent during teaching practice. According to Hudson (2017), "mentoring necessitates clear articulation of expectations and practices, as well as providing the mentee with various viewpoints about teaching. These viewpoints may be in the form of frameworks, models and theories" (p.774). The theory informs the implementation of mentoring strategies used by the mentor to provide career development and psychosocial support to trainee teachers during teaching practice. It suggests how the findings of the study can be used to develop a framework regarding mentoring of trainee teachers during teaching practice.

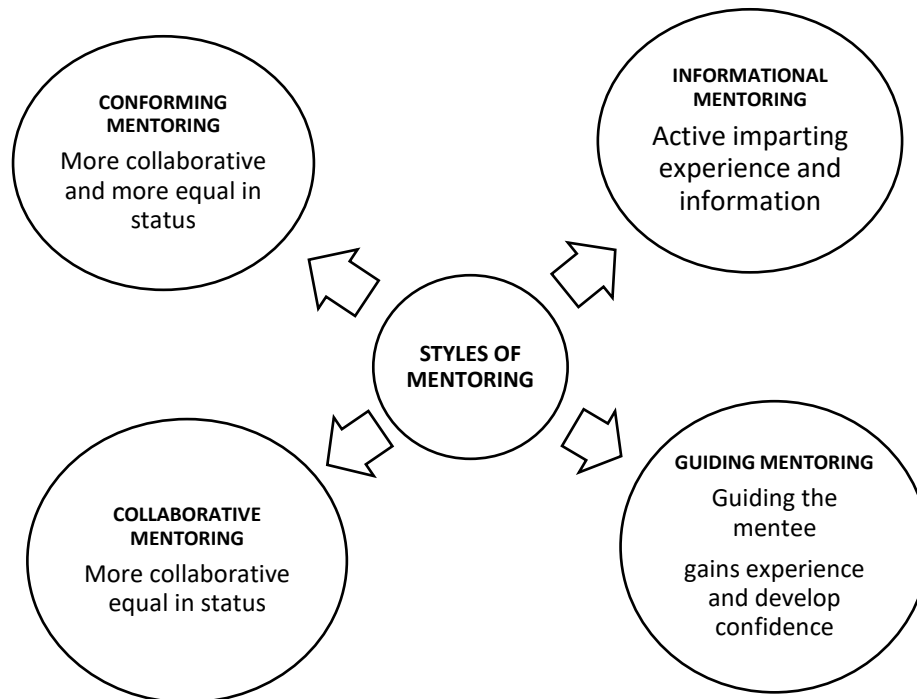
Maphosa et al. (2007) posit that a mentor needs to model desirable teaching traits like developing teacher learner-relationships, employing suitable classroom language, and practising proper classroom management. Given the mentoring factors or aspects mentioned above, the theory informs the mentors on important aspects required by the mentor to be able to provide career development and psychosocial support to trainee teachers during teaching practice. The mentor is also expected to provide advice and feedback to mentees on lesson plans, teaching and learning environment,

as well as their evaluations. The mentor is further supposed to provide career development and psychosocial support to trainee teachers (Maphalala, 2013). The five factors given by Hudson are relevant in that they clearly define the roles of the mentor and what the mentor is expected to do at every stage of the mentoring cycle during the mentoring process. Thus, knowledge of the theory enables the mentors to perform their duties effectively.

The theory may be criticised for giving more emphasis on career development than on psychosocial development. However, despite this weakness, it remains relevant to this study. Brief (2011) suggests that the mentor should have knowledge of all the five qualities mentioned to be able to effectively provide the career development and psychosocial support to trainee teachers during teaching practice. The present study intended to find out factors, attributes and practices that enhanced the pedagogical development of trainee teachers during teaching practice.

### **2.2.3 Gray's Developmental Model of Mentoring (1994)**

The study is also guided by Gray's (1994) model of mentoring (Hudson, Hudson, Gray and Bloxham, 2013). Gray devised a developmental model of mentoring which outlines styles to use at different phases of the relationship or the mentoring phases/cycle, namely; informational mentoring, guiding, mentoring, collaborative mentoring, and conforming mentoring as illustrated by Figure 2.3.



**Figure 2-4: Gray's Developmental Model of Mentoring (1994)**

Gray's developmental model presents the informational monitoring style which expects the mentor to be active, imparting experience and information to the trainee teacher. This style of mentoring is similar to the second assumption of the andragogic theory of adult learning by Knowles (1980), which states that adult learner experience shows that, as a person matures, he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning (Brockett and Hiemstra, 2018). According to these models, a mentor is expected to have mentoring experience and be trained before he or she starts mentoring. He or she is also expected to strike a balance between enhancing career and psychosocial roles are performed (Butler & Cuenca, 2017). This entails looking at the trainee teacher's academic performance and the psychosocial aspect of life like the issue of relationships, food, accommodation, social background, gender, sex, culture, exposure to various situations , and trainee teacher characteristics and learning styles (Cleveland, 2018). Thus, the theory informs the practice of the mentor in facilitating career development and providing psychosocial support to trainee teachers during teaching practice.

The model informs the study on the idea of mentor training and preparedness on the part of both the mentor and the trainee teacher. Both models encourage the mentor to

work together with the trainee teacher in all activities. These aspects may directly or indirectly impact the provision of career development and promotion of psychosocial support to trainee teachers during teaching practice (Nkambule & Mukeredzi, 2017). Colleges also practice inclusive education, which is placed under the psychosocial issues. It can be deduced that career development and promotion of psychosocial support to trainee teachers during teaching practice would not be possible without considering the trainee teacher and the mentor's experience and interest (Mukeredzi, 2016)

The experienced mentor is expected to guide the trainee teacher properly through the guiding mentoring style, shifting from imparting information to trainee teacher to guiding him or her to gain experience of the teaching and learning process as the relationship develops, with the mentor playing the key role (Brockett & Hiemstra, 2018). As the trainee teacher matures he or she gains experience and develops confidence. This style also tallies with adult learning theory of self-concept, which stipulates that, as a person matures, his/her self-concept moves from one of being a dependent personality towards one of being a self-directed human being (Merriam, 2013).

The andragogy adult learning theory and developmental model of mentoring theory are relevant to the study since they outline some of the effective strategies and mentoring mechanisms which are used in the process of mentorship (Pappas, 2013). It is therefore, important for the mentor to select proper strategies and monitoring mechanisms to use in the provision of career development and psychosocial support of trainee teachers during teaching practice. Bukari and Kuyini (2015) note that during the course of mentorship, the relationship between the mentor and the trainee teacher tends to become more collaborative and more equal in status. This is so because the trainee teacher would have gained some teaching experience. As the mentee becomes independent, the mentor begins to disengage and play a lessor role (Mpofu and Chimenga, 2016).

The most important role of the mentor is to help the mentee to become as independent as possible, and lessen guidance and support as the mentee's confidence increases (Awayehu, 2017). The theory of adult learning was adopted for the study because it addresses how mentors can employ different strategies to enhance their competence

in facilitating career development and providing psychosocial support to trainee teacher to be more effective in the pedagogical development of the mentee during teaching practice (Duckworth and Maxwell, 2015., Mpofu and Chimenga, 2016).

All the above models call for cooperation between the mentor and the mentee to overcome obstacles and achieve the intended goal of mentoring. The mentor is expected to perform both the career development and psychosocial roles during teaching practice. The above three models complement each other, and it is difficult for the mentors and trainee teachers to operate without one of them. The cycle will be incomplete. The factors which have been presented by Knowles' adult learning theory, Hudson's five factor model of mentoring, and Gray's developmental model of learning are essential and relevant to the study in that they promote the guiding factors for mentor selection, and guiding principles for the mentor and trainee teachers to start the mentoring process. The models were used to establish whether the important areas emphasised in the models were covered in the mentor's practices, and where they were not, an alternative model of mentoring would be provided to improve the mentor's practices.

The career development and psychosocial support roles of the mentor are clearly outlined in the three models. However, the researcher discovered that although they all mention psychosocial duties of the mentor, they generally focus more on career roles than psychosocial aspects, despite the psychosocial aspect having an impact in the training of teacher's academic performance. Despite the highlighted weakness, these three theories remain relevant to the study because of their emphasis on the roles of the mentor and strategies to be used by the mentor in the provision of career development and psychosocial support to trainee teachers during teaching practice.

### **2.3 Summary**

The first part of this chapter reviewed literature on theoretical frameworks that inform the study. Andragogic Adult learning theory by Knowles was discussed. Knowles (1980) proposes an appropriate model to train adult learners which recognises that adults are self-directed and collaborative, therefore mentors should take into consideration the trainee teachers' experiences when preparing work to be done by the trainee teachers. Regarding the theoretical frameworks, mentors' practices need

to be improved and supported through the use of various adult learning strategies and monitoring mechanisms. Mentors are also expected to fulfil the crucial role of career development and psychosocial support in collaboration with the trainee teacher, to have a successful mentoring programme balancing the provision of career development and psychosocial support. The training of mentors should be done regularly and continuously to equip them with enough pedagogical knowledge to mentor the trainee teachers. Hudson (2010) proposes a five-factor model of mentoring for effective teaching, which equips the mentor and the trainee teacher with career and psychosocial skills, personal attributes and pedagogical knowledge to do their work effectively. In addition, Gray (2010) came up with styles which are very effective in the training of trainee teachers during teaching practice. The theory encourages team spirit at the work place. The DTE and colleges, heads of schools and mentors as well as the trainee teachers need to work together in the offering of support to the provision of career development and psychosocial support to trainee teachers. Having been given all the relevant assumptions and principles of adult learning by Knowles' (1980) andragogic adult learning theory, a five factors model of mentoring by Hudson (2010), and the mentoring styles by Gray (1994); there is therefore, need for the Ministry of Higher and Tertiary Education Science and Technology Development, Teacher Education Department, colleges, schools and trainee teachers to be aware of the above frameworks through effective and appropriate training of all stakeholders. The frameworks inform the study which examines career development and the provision of psychosocial support to trainee teacher during teaching practice to clearly wittiness what is happening in Zimbabwe secondary teacher's college and secondary schools.

The three theoretical frameworks discussed in this chapter are relevant to the study which focuses on the mentor's practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. The three theories are suitable in the development of an alternative model to mentors' practices in providing the career development and psychosocial support to trainee teachers during teaching practice. The following part reviews empirical studies which have been done in the area of the study.

## PART II

### 2.4 Review of Literature Based On Research Questions.

#### 2.5 Introduction

Three theoretical frameworks that had a bearing on this study were discussed in part one. This part of the chapter reviewed literature on research questions. Focus was on the mentor's practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. According to Rowley and Slack Frances (2019), "a literature review is a summary of a subject field that supports the identification of specific research questions and it draws on and evaluates a range of different types of sources including academic and professional journal articles, books, and web-based resources" (p.31).

Literature reviews are of significance in that they support the identification of a research topic, question or hypothesis (Machi and McEvoy, 2016). Literature review is conducted to identify the literature to which the research will make a contribution and contextualise the research within that literature. To strengthen the importance of literature review, Kumar (2019, p.58) highlights the following on the importance of literature review:

- In the initial stage of research the literature review clarifies the researcher's ideas and establish theoretical roots of the study.
- It serves to enhance and consolidate the researcher's knowledge base in the subject area and examine the findings in the context of the existing body of knowledge.
- Literature review helps the researcher to compare his or her findings with those of others.
- During the write up of the report, it helps the researcher to integrate the findings with the existing knowledge, that is to either support or contradict earlier research.

Thus, literature review is very important because it dwells on the selection of research methods that might be useful in analysing and interpreting results, and to develop an

in depth understanding of the concept understudy (Baker,2016., Cuzzo, Dumay, Palmaccio, and Lombardi, 2017).

Literature review attempts to ascertain what has been written on the main research questions together with the subsequent sub-research questions outlined in chapter one namely:

- How do mentors' provide career development and psychosocial support to trainee teachers during teaching practice in one teacher's college in Zimbabwe?
- What strategies do mentors use to provide career development and psychosocial support to trainee teachers during teaching practice?
- What monitoring mechanisms are used by the schools and colleges to ensure that mentors perform their work?
- How do schools and colleges support mentors to ensure that they provide career development and psychosocial support to trainee teachers during teaching practice?
- How can the findings of the study be used to develop a framework for mentoring trainee teachers during teaching practice?

A global overview of the roles of the mentor in facilitating career development and providing psychosocial support is presented before the review of literature in respect of the above mentioned research questions. Related literature has been reviewed on roles of mentors in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. Mentors use different strategies to support the trainee teachers during teaching practice such as; attending to challenges encountered during mentoring through guidance and counselling, capacity building of the mentors and holding staff development workshops.



## 2.6 Career Development and Psychosocial Support Roles of the Mentor

According to Jones, Osborne-lampkin, Patterson and Davis (2017, p.485) “mentoring is typically characterised by the relationships developed between a less experienced and an experienced professional.” Mentoring is also described as a relationship between the mentor and the trainee teacher. This view is reinforced by Alkhawaldeh (2017) who defined mentoring as one-on-one relationship in which an expert or a senior person who is the mentor voluntarily gives time to teach, support, and encourage the trainee teacher.

Many authors have SUGGESTED various roles of mentors in teaching practice such as fostering pre-service teacher’s personal and professional development, and providing support, direction and feedback regarding career plans (Hudson, 2017; Mckimm, Hons, & Jollie, 2007). However, Maphosa and Ndamba, (2012) and Shumba et al. (2016), writing from a Zimbabwean context, stated that the role of mentors entails counseling, coaching, guiding, disciplining and advising trainee teachers on pedagogical issues. Mentors help trainee teachers by providing career development functions which facilitate the trainee teacher’s advancement in the organisation. They also provide psychosocial functions which contribute to the trainee teacher’s personal growth and professional development. The four psychosocial functions of mentors are:

- helping trainee teachers to develop a sense profesional self ( acceptance and confirmation) (Tidmore, 2018; Mikami, Smit & Khalis, 2017).
- providing problem solving and sounding boarding( friendship) opportunities (Gunn, Lee, & Steed, 2017).
- providing identification and role modeling (role modeling) (Jyoti & Sharma, 2015).

Mentors are expected to perform all these functions. The relationship of the mentor and the trainee teacher is classified under two major categories which are formal and informal mentoring relationships. A conclusion drawn by both Ragins and Cotton (2017, p.530) is that there are distinct differences between formal and informal mentoring relationships that may impact the mentor’s functions and the career outcomes of the relationship. These differences involve the way the relationship is

initiated, the structure of the relationship, and the processes involved in the relationship.

The above authors analysed the issue of relationships in mentoring and found that in informal mentoring relationship, the relationship develops on the basis of mutual identification and the fulfilment of career needs (Israel, Kamman, McCray & Sindelar, 2014). Trainee teachers select role model mentors and their relationship with the mentor end up being a parent - child relationship. Mentoring relationships usually develop on the basis of perceived competence. The mentor will select high performing trainee teachers who in turn, select mentors with desired expertise (Johnson, 2015b). Thus, they both select partners they enjoy working with (Irene & Deleña, 2018; Arora & Rangnekar, 2015). In formal mentoring relationship, the program coordinator is the one who assigns the members of the formal mentoring relationship to each other (Ulmer & Beris, 2019).

Sugimoto (2012) suggests that, role modeling, and inter-personal comfort do not play a role in the development of formal relationships. It is imperative to say that psychosocial functions of role modeling, friendship, and counseling may be less in formal than in informal mentoring relationships since formal mentoring relationships are also less likely to be found on mutual perceptions of competence (Arora & Rangnekar, 2015). This judgement is made by the program coordinator rather than the trainee teacher. Spooner-lane et al. (2017) adopts a much stronger position when he gives a comparison of mentor functions with an agent that provokes a reaction or speeds up a reaction that should have taken place in the future. Thus, the present study sought to identify the career and psychosocial roles performed by the mentor during teaching practice, and how these mentors perform them with a view to improving the mentor's practice during teaching practice.

In the teaching and learning situation career functions are defined as "a process in which the mentor teaches the protégé how to learn the basics within the organization" (Kram, 1985a, cited in Vanderbilt, 2010, p.11). For instance, in this context, the mentor teaches the trainee teacher how to teach secondary school learners. Kram, cited in Fowler and O'Gorma (2005), and Severina, Edabu and Kimani (2016) suggest that mentors provide career support (sponsorship, exposure-and-visibility, coaching, protection, and challenging assignments) and psychosocial support (role

modelling, acceptance-and-confirmation, counselling, and friendship) to their protégés. Furthermore, mentorship moves through four phases which are:

- Initiation phase: Initiation is where by the mentor and the trainee teacher admires, respect and trust one another (Bukari & Kuyini, 2015).
- Cultivation phase: cultivation involves development of the trainee teacher's competence and confidence from the career development and psychosocial support by the mentor by the mentor(Jyoti & Sharma, 2015)
- Separation phase: At separation stage, the trainee teacher is experienced and can now become independent and empowered to do most of the given work without mentor assistance. This stage agrees with the theoretical framework on Adult learning theory by Knowles (1980), Hudson's five factor model of mentoring (2010), and Grays's developmental model of mentoring (1994) This is because the trainee teachers needs to be assisted to a certain extent before they become in depended and empowered.(Fowler and O'Gorman, 2005).
- Reshaping phase: The last phase shows that the mentor and trainee teacher's relationship is reshaped to meet more collegial need, for example; receiving internal and external assessors, involvement in co-curricular activities, and also solving some of the psychosocial problems alone (Kramer & Otr, 2018).

The above phases which were also noted in the background of this study are important in guiding the mentor in the whole mentorship process during teaching practice. The present study sought to find out the extent to which the Zimbabwean secondary school mentors perform their mentor roles and the impact of their performance on the provision of careerdevelopment and psychosocial support to trainee teachers during teaching practice. This is with a view to improvingthe way mentors perform their duties. The next sub-section deals with how the mentor performs the careerdevelopment and the psychosocial support roles.

## **2.6.1 Career Development Functions of the Mentor**

Ibrahim (2019) observes that career development functions of the mentor include looking at the learning and teaching activities done by the mentor. Thus, the mentor is expected to supervise and support the trainee teacher when planning, timetabling, identifying teaching strategies, imparting content knowledge and also exercising classroom control (Galton & Moon, 2018). Delivery of instructions, problem solving and giving feedback are also duties of the mentor. The roles also include the provision of pedagogical and technical organizational skills (Harris & Sass, 2011) . Thus, the mentor looks at the teaching styles, classroom methods, instructional practices and constructive feedback. The career roles of the mentors are clearly and briefly explained below, showing how the mentor should perform them.

### **2.6.1.1 Sponsorship**

Sponsorship is a career function which mentors are expected to perform. It is one of the mentor's functions in which he or she will actively nominate trainee teachers for desirable promotions as a way of supporting them. The trainee teacher will build reputation and obtain job opportunities (Sibunruang, Garcia & Tolentino, 2016). Trainee teachers are given responsibilities that allow for the development of relationships with others. Exposure allows the trainee teacher to learn about other parts of the school and the school life at higher level. It also increases personal visibility and gains knowledge about future opportunities and socialisation (Ford, 2017).

### **2.6.1.2 Coaching**

Coaching is another career development function of the mentor which gives the trainee teacher specific strategies for accomplishing work and objectives, and for achieving career aspirations (Thomas, Thomas & Firestone, 2015). Trainee teachers will also share various essential concepts. In relation to the study, the mentor is expected to use interactive methodologies such as demonstrations and discussions. Field trips, role play, Power Point presentations, use of technology in teaching and learning as advised by the adult learning theory by Knowles (1980) (Fowler & O'Gorman, 2005., Jyoti & Sharma, 2015). The adult learning theory by Knowles 1980 also stipulates the methodology which should be given by the mentors during teaching practice to train

the trainee teacher. Coaching includes teaching the mentee the pedagogical activities such as scheming and planning, marking learners' books and class management (McQuade, Davis & Nash, 2015).

### **2.6.1.3 Protection**

Protection is also one of the mentor's role. He or she protects the trainee teacher from potentially damaging contact with senior teachers by taking credit or blame in controversial situations. The trainee teacher is also protected from unjust verbal attack when they come (Vanderbilt, 2010). The mentor can assist when the trainee teacher is not properly equipped to achieve set goals. The mentor also assigns the trainee teacher challenging work, supports the mentee with training and on going performance feedback. Protection can be classified as a psychosocial support since the trainee teacher needs to be protected even outside the school premises. The study intended to establish the career roles performed by mentors in Zimbabwean secondary schools when facilitating career development and providing psychosocial support to trainee teachers.

## **2.6.2 Psychosocial Functions of the Mentor**

Henry, Bruland and Sano-Franchini (2011) view psychosocial function as a process that encompasses the interpersonal aspects of mentoring. In agreement, the quality of the interpersonal relationship between the mentor and protégé is the emotional bond established at the beginning of the mentoring program. This bond is formed through positive interactions between the mentor and the protégé. (Kram, 1985a) cited in Vanderbilt (2010,p.13) indicated that psychosocial development roles include role modelling, providing social support, helping trainee teachers who might have some difficulties in adjusting to the new role of the teacher, and also developing their trust. The mentor encourages the trainee teachers to be friendly and is thus, seen as a friend. The psychosocial role of the mentor is briefly explained below showing how the mentor should perform these roles.

### **2.6.2.1 Role Modelling**

Vinales (2015) defines role modelling as one of the psychosocial functions where trainee teachers' attitude, values, behaviour and character are influenced by senior

members. The mentor becomes the role model to the trainee teacher during teaching practice. According to Vanderbilt (2010), the mentor is an adult role model who is both a parent and peer to the mentee. The mentor serves as the teacher, advisor and sponsor. Bjekić, Stojković and Kuzmanović (2016) note that the mentor is expected to assist the trainee teacher psychosocially by modelling the trainee teacher's behaviour. It is the role of the trainee teacher to copy good characteristics and behaviour of the mentor during teaching practice (Bates, 2019). The good attributes of the mentor have also been clearly outlined by Hudson's five factors of mentoring model, and the adult learning theory by Knowles which has also outlined the assumptions and principles of an adult learner. These are also discussed in the findings of this study.

### **2.6.2.2 Acceptance and Confirmation**

The trainee teacher and the mentor derive a sense of self from positive regard each conveys to the other (Ford, 2017). This will increase the competence and performance of the trainee teacher by actively demonstrating trust and confidence in mentors (Middendorf, 2010). The trainee teacher is expected to confide in the mentor, who in turn can assume the role of a parent or counsellor. The mentor is expected to assist the trainee teacher to solve his or her social problems since these challenges affect the trainee teacher's performance (Lessons, Lesson, Workshop, Workshop, & Planning, 2013). If these problems are not dealt with properly, they may result in failure and withdrawal from the course, or the trainee teacher may be asked to repeat or defer. Therefore, it is the duty of the mentor to help the trainee teacher accordingly.

### **2.6.2.3 Counseling**

According to Chireshe (2009), counseling will help the trainee teacher to explore the personal concerns such as: financial constraints, marital issues and seek assistance from the mentor. Mentors are expected to help the trainee teacher when he or she encounters some career or psychosocial challenges such as scheming and planning, accommodation, family issues, some health problems, to mention a few. (Galton & Moon, 2018).

#### **2.6.2.4 Friendship**

Friendship as a mentor's role enables an individual to explore personal concerns (Shumba, Rembe, Chacko & Luggya, 2016). However, Shittu (2017) highlights eight different functions in a mentoring relationship which are; as role model, motivator, counsellor, friend/colleague, educator, consultant, sponsor, and protector. Crisp and Cruz (2009), cited in Shittu (2017), critically reviewed literature on mentoring and found that trainee teachers needed the support, role modelling, friendship, empowerment and career advice over and above the list given by (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

In the background to this study, the importance of these functions and the challenges encountered in the provision of career development and psychosocial support to trainee teachers during teaching practice were discussed. This study sought to examine the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice, and to find out how and to what extent these mentors performed the career and psychosocial roles to address the challenges with the view of coming up with an alternative training framework. The next sub-section highlights the challenges encountered by mentors in facilitating career development and providing psychosocial support.

### **2.7 Challenges Encountered In Mentorship**

Caires, Almeida and Vieira (2012) postulate that during teaching practice, both mentors and trainee teachers can encounter success and challenges. The mentors and trainee teacher must be aware of some of the problems that may hinder their progress. The challenges which are encountered during teaching practice are career or psychosocially based. The study by Kyriacou and Stephens (1999) explored some of the concerns encountered during teaching practice and came up with following list;

- Not being regarded as real teacher
- Dealing with disruptive behaviour
- Becoming a disciplinarian
- Getting the teaching right
- Teaching about sensitive issues
- Copying with heavy load

- Having too little preparation for teaching practice.

The above are not the only problems which the trainee teachers and mentors encounter during teaching practice. Different problems may arise depending on the environment, background, and other determinants (Foncha, Abongdia & Adu, 2015). The trainee teacher may get insufficient emotional, social, psychosocial, career, economic and spiritual support during teaching practice. Lack of support may have a negative impact on the trainee teacher and the mentor. For example, those trainee teachers who fail to cope with stress have been reported to the colleges as having withdrawn, failed, committed suicide, failed and repeated or deferred (Fantilli & McDougall, 2009).

Trainee teachers are expected to be given more support during the first week of teaching practice (Black, 2015). Studies by various scholars have revealed that some mentors become tough on trainee teachers, fail to offer enough scaffolding assuming that they are experts who know it all (Girvan, Conneely & Tangney, 2016). This type of mentors usually refuses to go for staff development workshops or any other learning activities. They also deprive the trainee teachers of their freedom, and restrictive forms of mentoring may hinder the progress of trainee teachers (Gutierrez, 2015). New trainee teachers are “less likely to develop or consolidate their knowledge and use of progressive learner-centred approaches and less likely to challenge the inherent conservatism in teaching” (Hobson et al., 2009, p.211). This means that mentors are expected to play a crucial role in shaping the teaching profession, both now and well into the future (Flores, 2015).

This study sought to establish the challenges encountered by mentors and trainee teachers during the provision of career development and psychosocial support, and ascertain to what extent the challenges affect the provision of career development and psychosocial support. The study made an inquiry on how the identified challenges might be solved in the future and that is discussed in the findings. The following subsection discusses the strategies used by mentors to provide career development and psychosocial support to trainee teachers during teaching practice.



## **2.8 Strategies Used by Mentors during Teaching Practice**

Harris and Sass (2011) state that effective mentoring allows the new trainee teachers to adopt a learner-centered approach, modelled in the best practice found in the classroom. When mentoring is done properly, it enhances the mentee's self-esteem, boosts their morale, and gradually speeds up their transition into their new role as teachers (Young, 2018). Thus, it is vital that personal development support, social development support, and professional development support be adopted as strategies to support effective mentoring of trainee teacher teachers during teaching practice (Cheng et al., 2010). Recent research undertaken by Hina, Chaudhary and Nudrat (2017) found that multiple strategies are followed in various countries to improve the mentorship programme. New trainee teachers are provided with an orientation session, training, workshops and seminars. However, various researchers have recommended that monitoring and confidential coaching be made frequently but separate from evaluation (Hina et al., 2017).

Furthermore, Wang and Odell (2002), cited in Mpofu and Chimhenga (2016), conducted a joint research on mentoring and came up with three major strategies for supporting trainee teachers namely; humanistic perspective, the situated apprentice perspective and critical constructivist perspective. The humanistic perspective allows the mentor to offer emotional support to trainee teachers and also help them with psychological stress and to empower self-esteem (Ford, 2017). The mentor is regarded as a counsellor who provides personal support and encouragement when the trainee teacher faces some difficulties or challenges during teaching practice. Accordingly, mentors are expected to go through training programmes to develop their communication skills and to be able to get positive feedback and supervision techniques (Young, 2018; Hina et al., 2017).

The situated apprentice perspective on teacher mentoring provides "field related technical support, develop situated knowledge in a process of observation, modelling, demonstration and reflection" (Mpofu & Chimhenga, 2016). The mentor is regarded as a guide who assists in the development of practical teaching skills and knowledge (Gravells, 2012). The last type, the critical constructivist perspective on teacher mentoring involves the process of assimilation and accommodation as emphasised by Piaget in cognitive development (Joubish & Khurram, 2011) The perspective also

encourages critical reflection, application of practical knowledge, and collaborative work of the mentor and the trainee teacher to improve teacher development programmes. This is emphasised by the three theoretical framework models on adult learning, factors on mentoring, and the styles of mentoring by Knowles (1980), Hudson (2010) and Gray (1994) respectively.

A more consistent approach is further given by Gray's(1994) developmental model of mentoring when he outlines four styles of mentoring, namely; informational mentoring, guiding mentoring, collaborative mentoring, and conforming mentoring (Hudson & Hudson, 2017). The mentor acts as a change agent and the three types of mentoring are stages in a developmental process of mentoring. Thus, the most important role of the mentor is to enhance pedagogical development and to provide career development and psychosocial support to trainee teachers during teaching practice.

For these strategies to be effective, Maphalala (2013) argues that mentors and their trainee teachers should be given an opportunity to socialise after work as well as participating in workshops and staff development programme for the relationship to succeed. In this respect the mentor's role is seen as a counsellor, pedagogical advisor, and role model, respectively (Shumba et al., 2016). Strategies used by mentors to facilitate career development and provide psychosocial support are classified under two basic categories or models of instruction accessible within the cognitive apprenticeship and traditional apprenticeship frameworks (Onwu & Sehoole, 2008).

The study intends to establish, from the perception of the secondary teachers' college, lecturers and the trainee teachers, whether the mentors in Zimbabwe secondary schools use the above mentioned strategies to execute their roles. The next sub-section presents some important strategies which are associated with cognitive apprenticeship model and traditional apprenticeship model.

### **2.8.1 Cognitive Apprenticeship strategies**

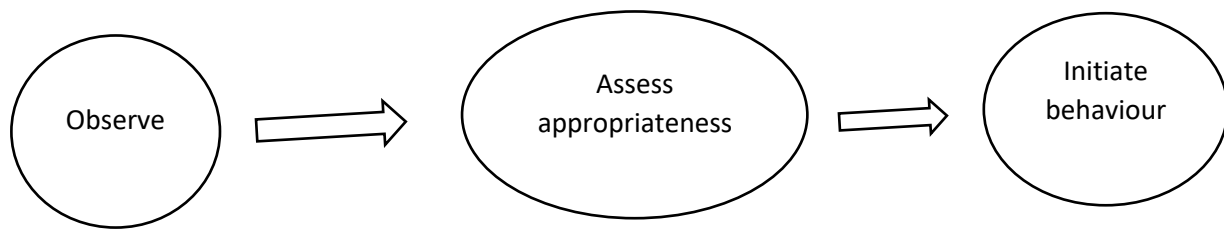
Cognitive apprenticeship is the process by which learners learn from the more experienced person by way of cognitive and metacognitive skills and processes (Elsevier, 2018). Trainee teachers learn through guided experience and, in the initial phases of learning, also depend on expert demonstration (modelling) and guidance

(coaching) (Murray et al., 2015). Cognitive apprenticeship is a model that is accessible within the framework of the typical class (Samkange, 2015). However, trainee teachers are given slightly more challenging work that they can accomplish on their own. This allows them to seek assistance from others and collaborate to accomplish given tasks. The strategies are also emphasised by the mentoring assumptions and principles given by Knowles (1980), the five factors by Hudson (2010), and Gray's mentoring style portraying the trainee teacher working with an experienced person(mentor), initially being an observer, and gradually moving on to a position of being an active practitioner (Gravells, 2012). Musingafi and Mafumbate ( 2014) critically analysed the cognitive strategy and found that learning tasks are also holistic in nature and they increase in complexity and diversity over time as the learner becomes more experienced. Therefore, the trainee teacher is expected to be attached to an inexperienced mentor. Thus, this study intended to ascertain if the mentors in the Zimbabwean secondary schools have enough experience to use various strategies for provide career development and to provide psychosocial support to trainee teachers during teaching practices.

There are instructional strategies which are associated with the cognitive apprenticeship model namely; modelling, coaching, scaffolding, articulation and exploration (Middendorf, 2010). The cognitive strategies also integrate skills and knowledge in order to accomplish meaningful tasks. These strategies refer to the teacher expert's actions since, in cognitive apprenticeship, the trainee teacher is involved in the process of observation, practice and reflection as indicated by Gray's styles of mentoring. The instructional strategies are discussed below.

#### **2.8.1.1 Modelling**

Albert Bandura's theory (1925) suggests that behaviour modification is achieved by observing the actions of others, mentally rehearsing if these actions are appropriate and then initiating behaviour that is considered appropriate as illustrated by figure 2.4.



**Figure 2-5: Behaviour modification process by Bandura (1925)**

Figure 2.6 diagram illustrates that for someone to successfully imitate the behaviour of a role model, he or she must first observe the role model (who is the mentor in this study), assess appropriateness of the mentor's behaviour, and then imitate the behaviour (Bates,2019, p.52). Furthermore, Bandura says that the individual must be encouraged to:

- pay attention to the behaviour,
- have the capacity to reproduce the behaviour, and
- have the motivation to want to reproduce it.

Bandura, proposes that the trainee teachers must have self-efficacy during behaviour modification. In relation to this study, the way the mentor behaves in the class will have a positive or negative effect on the trainee teacher. Therefore, the teacher must not choose stereotypes to reinforce good behaviour. The mentor also has to be a good role model (Dessel et al., 2017).

The trainee teacher observes the mentor, the expert, while he or she performs a task, and then the trainee builds a conceptual model of the process to accomplish the expected goals (Inzer, 2005). For instance, the mentor teaches the class while the trainee teacher observes, then the trainee teacher follows the mentor's way of scheming, planning, and use of media, class management, and observes how most activities are done during the teaching and learning process. Thus, the mentor models the process of problem solving by allowing the trainee teacher to solve some challenging problems (Bates, 2019).

### **2.8.1.2 Coaching**

Coaching involves the mentor observing trainee teachers while they carry out a task and offering hints, scaffolding, feedback, modelling, reminders, and new tasks, aimed at bringing their performance closer to expert performance (Butler & Cuenca, 2017). It also directs the trainee teacher's attention to a previously unnoticed aspect of the task, or simply reminds the trainee teacher of some aspect of the task that is known but has been temporarily overlooked (Collins, Brown, Seely & Holum, 2017). The content of coaching interaction is immediately related to specific events or problems that arise as the trainee teacher attempts to accomplish set goals. For instance, the mentor coaches the trainee teacher as he or she teaches the class on a daily basis while the trainee teachers ask some questions, clarify their difficulties, generate summaries, and make predictions in order to improve career development and psychosocial support to trainee teachers during teaching practice. (Vanderbilt, 2010). Coaching as an instructional strategy that works together with scaffolding is explained below.

### **2.8.1.3 Scaffolding**

Bates (2019, p.49) notes that scaffolding emphasises the importance of social interaction in the learning process, as outlined by Vygotsky's zone of proximal development (ZPD). Bates affirms that the ZPD is one aspect of scaffolding that can best be achieved by testing prior knowledge or understanding of the subject. Scaffolding consists of the support given to the trainee teacher by the mentor during teaching practice. This can be in scheming, planning, media making or construction, class management, the actual teaching process, or in co-curricular activities as shown by the system requirements and pedagogical knowledge of the five factor model of mentoring (Hudson, 2010).

The mentor sometimes performs the tasks which the trainee teacher is not yet able to perform. The mentor is also expected to accurately examine the trainee teacher's level of performance or difficulty and assist the trainee teacher through coaching accordingly. Fading is also done during scaffolding. This is the gradual removal of support until trainee teachers can work on their own without too much assistance from the mentor (Mafa & Chaminuka, 2012; Hudson, 2017b). However, the mentor is

expected to test prior knowledge of the trainee teacher and use more knowledgeable learners to work alongside less knowledgeable colleagues, thereby promoting role modelling and preparing learners to come out of their comfort zone in order to achieve their goals through problem solving (Bates, 2019).

#### **2.8.1.4 Articulation**

Articulation involves any method of getting trainee teachers to show their knowledge, reasoning, or problem-solving processes (Tidmore, 2018). There are many methods which can be used such as inquiry teaching which help trainee teachers to articulate and refine their understanding of concepts and procedures in different domains (Collins et al., 2017; Kulkarni & Hanley-Maxwell, 2015). Mentors may encourage trainee teachers to articulate their thoughts as they carry out their problem solving during teaching. They may as well have trainee teachers assume the critiquing or monitoring role in cooperative activities, as do all the three models discussed in the theoretical framework and later in the findings of this study. This leads trainee teachers to formulate and articulate their ideas to other trainee teachers (Kulkarni & Hanley-Maxwell, 2015). The process of articulation leads the trainee teachers to reflect on the work or activities covered.

#### **2.8.1.5 Reflection**

Reflection involves enabling trainee teachers to compare their own problem-solving processes with those of an expert mentor or another trainee teacher, and ultimately, an internal cognitive model of expertise (Kostas & Sofos, 2017). Various techniques are used for reproducing or "replaying" the performances of both expert mentor and trainee teacher for comparison during the process of mentorship. (Hina et al., 2017). Both the mentor and the trainee teacher experience and immerse themselves in the task and simply carry out the assigned activities. They both observe, and reflection involves stepping back from the task and reviewing what has been done and experienced. Their values, attitudes and beliefs can influence their thinking at this stage. This is the stage of thinking about what they have done (Hudson, 2017a).

The next stage is abstract conceptualisation which involves interpreting the events that have been carried out and making sense of them. This is the stage of planning how they will do the given teaching practice activities differently. Finally, the mentor

and the trainee teacher are involved in active experimentation that enables an individual to take the new learning and predict what is likely to happen next or what actions should be taken to refine the way the task is done again. This is the redoing stage based upon experience and reflection (Gravells, 2012).

#### **2.8.1.6 Exploration**

Exploration involves placing the trainee teachers into a mode of problem solving on their own, doing exploration is critical, if they are to learn how to frame questions or problems that are interesting and that they can solve (Vanderbilt, 2010) “Exploration is the natural culmination of the fading of supports” including fading in problem setting as well. So, exploration strategies need to be taught as part of learning strategies more generally. Exploration as a method of teaching involves setting general goals for trainee teachers and then encouraging them to focus on particular sub goals of interest to them, or even to revise the general goals as they come upon something more interesting to pursue (Kulkarni & Hanley-Maxwell, 2015). The study sought to find out the extent to which Zimbabwean teachers colleges, secondary school mentors and trainee teachers have used the cognitive apprenticeship model in the provision of career development and psychosocial support during teaching practice, and ascertain the impact this had on the mentor practices. The next sub-section discusses the traditional apprenticeship model in relation to the roles of the mentor.

### **2.9 Traditional Apprenticeship Model**

According to Hina, Chaudhary and Nudrat (2017), apprentice model “is also known as the traditional approach to learn job related skills” (p.186). In traditional apprenticeship model, the expert who is the mentor, shows the trainee teacher how to do various tasks like scheming, planning, employing teaching strategies, media making, timetabling, questioning, assessment, and classroom management. The trainee teacher observes as the mentor is teaching and is given more and more responsibility until the mentee is able to do most of the activities independently. There are four strategies associated with traditional apprenticeship model used by mentors to provide career development and psychosocial support to trainee teachers. The four important aspects/strategies of traditional apprenticeship model as given by (Collins et al., 2017)

are; modelling, scaffolding, fading and coaching. These strategies are discussed below.

### **2.9.1 Modelling**

Bjekić et al. (2016) say in modelling, the trainee teacher observes the mentor demonstrating how to do various activities in the classroom. He or she shows the trainee teacher what must be done at every stage of teaching; for instance introducing a lesson, developing it and concluding it. The mentor shows the trainee teacher how to make some class display and set the appropriate environment in the class room. Kostas and Sofos (2017) point out that in traditional apprenticeship, much of the learning occurs as the apprentices watch others at work. Thus, the mentor is expected to be very active to model the trainee teacher at the same time giving the trainee teacher the necessary support.

### **2.9.2 Scaffolding**

Scaffolding is the support the mentor gives to the trainee teacher during teaching practice or in the process of modelling. Mentors may initially perform the whole activity or give occasional hints as what to do next (Middendorf, 2010). The mentor is expected to give maximum support to the trainee teacher for the latter to be able to do the given activities successfully. If the mentor has grasped all the expected concepts, then the mentor withdraws to leave the trainee teacher to do the work alone with less supervision as has been emphasised by Knowles' (1980) adult learning theory.

### **2.9.3 Fading**

Fading is the act of gradually removing support, giving the trainee teacher more and more responsibility (Collins et al., 2017). Thus, the mentors are expected to withdraw their assistance when they discover that their trainee teachers are now able to work on their own. This idea is very important in mentoring because it allows the trainee teacher to be more mature and become more confident during the teacher training (Bates, 2019).



#### **2.9.4 Coaching**

Coaching is the process of overseeing the learning of the trainee teacher during teaching practice (Hudson, 2013). Coaching is the most important activity in the entire apprenticeship experience. The mentor is expected to coach the trainee teacher through a wide range of activities like choosing tasks, providing hints and scaffolding and evaluating the activities of the trainee teacher. The mentor also diagnoses the kinds of problems encountered by the trainee teacher, challenging them and offering encouragement and giving feedback. He or she structures the way to do things and works on particular weaknesses (Hudson & Hudson, 2017).

All the above strategies are crucial during teaching practice because they complement each other. The interplay among observation, scaffolding, and increasingly independent practice assists the trainee teacher, both in developing self-monitoring and in integrating the skills and conceptual knowledge needed to advance towards expertise (Bates, 2019).

Brief (2011) hypothesised that observation helps trainee teachers in developing a conceptual model of the target task before tackling it. Trainee teachers are given the picture of the whole situation to enable them to do complex skills without resorting to long term practice of various skills. The strategy allows the trainee teacher to be able to execute a complex skill, as well as to make sense of the feedback, hints and corrections from the mentor during interactive coaching sessions. The trainee teacher is provided with an internalised guide for the period when the mentor is engaged in independent practices (Ford, 2017). This study intended to ascertain how effective the strategies used by the mentors in Zimbabwean secondary schools were. In the event that the strategies were not effective, the study would provide ways to improve career development and the provision of psychosocial support to trainee teachers.

The difference between the cognitive apprenticeship strategies and the traditional apprenticeship models is the element of expert practice that may not be found in lecture or knowledge dissemination format. However, certain instructional strategies are hallmarks of the model and can be purposely implemented to support the learning process (Hobson et al., 2009). All the models are similar in that they rely on instructional strategies that provide trainee teacher guidance until the guidance is no longer needed. Thus, the models are also closely linked to the theoretical models like

Gray's (1994) Developmental model of mentoring. For instance, the styles which were outlined to be used at different stages/ phase of mentoring given by Kolb's (1984) experiential learning theory which are; informational mentoring, guiding mentoring, collaborative mentoring, and conforming mentoring. Just like the cognitive apprenticeship by Bukari and Kuyini (2015) that informational model expects the mentor to be active, imparting experience and information to the trainee teacher while the trainee teacher observes, practices and reflects. The mentoring process is holistic in nature as the trainee teacher becomes more experienced (Mukeredzi, 2017).

The current study examined the mentoring strategies to ascertain whether the identified elements which contribute to effective career development and provision of psychosocial support during teaching practice existed in Zimbabwe secondary colleges and secondary schools, with a view to incorporating them if they didn't exist. The study was also meant to establish whether the college lecturers, mentor and trainee teachers are able to make informed choices of models and strategies to use in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. However, the use of chosen strategies needs monitoring for effective implementation. The next sub-section concentrates on monitoring mechanisms employed by the schools and the colleges to ensure that mentors perform their duties effectively.

## **2.10 Monitoring Mechanisms Used by the Schools and Colleges**

The trainee teachers develop coping strategies that play an essential part in the trainee teachers to balance their own needs and interests with those of the school, college and the mentors (Young, 2018). However, the coping strategies may become burdened with the problems and demands of working and functioning in a complex school system. The burdens or burnout is sometimes connected to the loss of individual energy, commitment and strength, which can signal a lack of tools for coping. New teachers go through some changes and cycles throughout the first year as the first stage (Alkhaldeh, 2017). At this stage, trainee teachers have got different levels of anticipation since they enter the classroom with commitment to make a difference. At this point the mentor, school and the college should offer support by providing information regarding materials, procedures, first day activities, and required paper work for the first day (Young, 2018).

Fribourg (2011) observes that many of the problems in mentorship relate to lack of mentor / staff training to effectively operate and run the mentoring process. Thus, teacher development programmes should focus on deepening teachers' understanding of the process of teaching and learning and of the trainee teachers they teach (Bukari et al., 2015). Critical research in this area was conducted by Mukeredzi (2017) who found that mentors were a source of wisdom in practical knowledge for trainee teachers. Mentors should engage in concrete tasks of teaching assessment, observation and reflection; that facilitate the process of learning and development through collaboration, team teaching, independent practice, observation, feedback and ongoing support (Maphalala, 2013). The training programme must be grounded in inquiry, reflection, and experimentation and be participant driven.

The situation in Zimbabwean teachers' colleges and secondary schools does not clearly indicate if the colleges and schools are effectively monitoring the mentor's practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. This study sought to establish whether the teachers' colleges and schools in Zimbabwe are monitoring the mentor's practices. If they did, the researcher wanted to establish how it was done and its effect on the provision of career development and psychosocial support to trainee teachers during teaching practice.

Trainee teachers also pass through the survival stage which occurs as the daily classroom expectations become reality for the new trainee teacher. The teacher is faced with different problems for the first time and has few routines or tricks of the trade in his or her repertoire to conserve time and energy (Alkhaldeh, 2017). The mentor and the learning community are supposed to lend support at this stage by sharing materials and management tips. The next stage is the disillusionment stage whereby classroom management, usage of time, and the individual trainee teacher's concerns occupy much of the mentor's attention. At this point, the mentor and the school and the college should continue to include sharing of materials and tips for managing time and paper work. However, the trainee teacher needs to be assured that every educator experience has a period of disillusionment and that everyone makes mistakes (Shumba, Rembe, Chacko & Luggya, 2016)

The last stage is the rejuvenation stage whereby new trainee teachers reflect and have the clearer understanding of the realities of the classroom. He or she begins to have a small sense of accomplishment as well (Nkambule & Mukeredzi, 2017). The trainee teacher has now gained confidence and also relationships increase as the mentor moulds patterns of behaviour and instructional management. The mentor, the learning community, and the college have a role to challenge the trainee teacher by focusing on instructional outcomes and cause and effect results (Hudson, Spooner-lane, et al., 2017). This is also the time to celebrate successful completion of the first year. Researchers generally agree that the induction of new teachers into the education profession should entail more than handing them keys to the classroom. This study intended to find out if the above stages exist in the mentoring process in the Zimbabwe schools and colleges. Loureiro-Koechlin and Allan (2010) view e-mentoring as the merger of mentoring and electronic communication and as tele mentoring, or virtual mentoring. It can be used as a support mechanism to reach the mentors or mentees with the provision of necessary infrastructure. All this will help to set the tone for teachers' early experience in the school while enhancing mentoring mechanisms adopted by the schools and colleges to ensure that mentors perform their work effectively. However, e mentoring has its pros and cons. Benefits of using e mentoring are that; it includes freedom from place, flexibility, openness and reflection through electronic communication. Despite the above mentioned benefits, e-mentoring has some drawbacks such as: it produces little in the way of coaching, training and follow-up; lacks structure; and lacks administrative support. The school can introduce on-site professional development since it can include multiple routes to teacher development; such as mentoring, peer coaching, observation, modelling and providing feedback to other teachers (Awayehu, 2017). However, Odden and Kelly (2008) support the idea of having continuous professional development of teachers to offer rich professional development experience than is the case with short term teacher development.

Despite the criticism given above, e-mentoring remains relevant to this study because in Zimbabwe the new curriculum encourages the trainee teacher and the mentors to use computers in teaching and learning. Thus, the present study has identified some pitfalls of e-mentoring as a monitoring mechanism and suggest a model for conducting structured mentoring programmes and link this alternative model to the e-mentoring

format for effective facilitation of career development and providing psychosocial support to trainee teachers during teaching practice.

A controversial position was given by Gholami and Ourbanzada (2016), cited in Alkhawaldeh (2017), who found that in-service training had a negative perspective towards courses which were not practical in the real classroom environment and the authors have regarded them as less powerful. Darling, Hammad and Richardson (2009) are of the opinion that the present mainstream seems to support professional development when it goes with the school culture and when it exhibits attributes of peer learning, cooperative and sustainable development. Bukari et. al(2015) suggest that continuous professional development is valuable for teachers in implementing sustainable education, and school leadership can play an important role in the development of other school teachers as well as the trainee teachers.

(Bryant, Bryant, and Smith, 2019) suggest that the school leaders should have strong instructional leadership skills to remedy trainee teachers' weakness and to promote good trainee teacher- mentor relations, create teacher collaboration and encourage teachers to achieve innovative teaching strategies. This proposition is supported by Drago-Svenson (2007) who holds that good mentorships skills can be achieved by giving roles to teachers which ensure teaming, collaborative inquiry as well as reflective practice and monitoring. Equally, Arani (2001) conducted a study describing the characteristics of Japanese school based in-service teacher training programmes designed to help teachers improve their competence and quality of their teaching activities. He observed that school based in-service training is based on planning and conducting collaborative research activities and also that teachers learn from each other, from their relationships with children, and from their enhanced professional dialogue. The Japanese teachers view professional development and enhancement of their teaching skills as a lifelong pursuit. They know that experience, self-study critiques of their teaching by their colleagues, and self-reflection are important parts of this process. Thus, instead of one-time workshops on the latest education topic, they engaged in a long term process of self-reflection and development (Ford, 2017). The above study proposed a model for improving teacher competence that consisted of four improvement efforts, teachers working on their own, teacher trainee teacher relationships, teacher collaboration and finally teacher parent cooperation.

The current study examined the mentoring mechanisms used by the school and colleges to establish whether the Zimbabwe colleges and schools monitor the mentors' practices, and how it is done and which mentoring mechanisms are adopted.

A more consistent mechanism on the provision of career development and psychosocial support to trainee teachers was adopted by Alkhaldeh (2017) when he came up with three models; university based model, partnership model and school based model. The University based model stresses the role of the academy in teacher preparation. Trainee teachers should possess the knowledge of different academic theories to practice teaching. The partnership model is the relationship between academy and institutions that employ teachers as work force in schools (Kramer & Otr, 2018). All stakeholders agree on the standard and theories which teachers need in order to practice teaching. School based approach has recently attracted the attention of many stakeholders who believe in the on-site or work based teacher education where teachers are directly supervised by more capable peers who are knowledgeable about teaching and who can transfer their experience to those who need knowledge and experience about teaching (Irene & Deleña, 2018).

The study sought to establish whether monitoring of the mentoring programme was being done in Zimbabwean secondary teacher's colleges and secondary schools. The researcher also wanted to establish the monitoring mechanisms used and how they were done with a view to improving the provision of career development and psychosocial support. Every programme has its successes and challenges, so the next sub-section presents the challenges that are encountered in the monitoring of mentors' practices.

### **2.11 Challenges Encountered By Schools and Colleges in Mentorship**

Dobson and Dozois (2019) note that the college and the school have the duty to monitor the mentoring programme during teaching practice. However, both parties face various challenges in trying to monitor the provision of career development and psychosocial support. According to Clark, Ponjuan, Orrock, Wilson and Flores (2013), the major problems are lack of mentorship skills and awareness of the roles of the mentor, lack of time for supervision and logistics, lack of training of the mentor and relationships. The college lecturers and the mentors need to establish and sustain

fruitful relationships for the monitoring programme to be a success. Some studies have noted that monitoring of the mentor practices is sometimes not properly done due to the above mentioned problems (Butler & Cuenca, 2017; Klassen & Kim, 2017; Smith & Member, 2018). Tidmore (2018) highlights the following possible challenges encountered during monitoring of mentor's practices:

- Lack of resource material to be used by the college and the mentor.
- Transport costs. Some trainee teachers are deployed far away from the college so it is expensive to reach the place.
- Lack of skills on the part of the college lecturer and the mentor and the other staff members. This will affect the provision of career development and psychosocial support. Trainee teachers may be affected resulting in them failing, withdrawing, and repeating the course or being deferred.
- Some of the places where trainee teachers are deployed are unreachable because of poor roads.
- Negative attitudes displayed by the college or school staff members may affect the whole mentoring programme.

From the above mentioned challenges, it shows that there are many challenges that may hinder the programme. The DTE, colleges and schools need to be aware of such problems and find solutions.

The study wanted to find out whether the challenges cited in the literature are prevalent in Zimbabwe teacher's colleges and schools during teaching practice, with a view to making some recommendations at the end, so that the mentoring programme could be effective. The study would suggest solutions to some of the possible challenges. Despite these challenges, the programme has good pockets of practices. Having looked at the challenges encountered in monitoring mentors' practices, the following sub-section presents the benefits of the monitoring mechanisms.

## **2.12 Benefits of mentoring**

Mentoring has many benefits to the secondary school colleges, the school, mentor and the trainee teachers. According to Johnson (2015)

*In a landmark study by Roche, a survey of 1,250 top executives listed in the Wall Street Journal revealed that two thirds had an important*

*early career mentor. 20 Moreover, those who were mentored reported higher salaries, earlier promotions, better adherence to a career plan, and higher levels of satisfaction with their careers. Subsequent research has reinforced the empirical connection between mentoring and a range of positive personal and professional career outcomes (p.6).*

The above quotation shows that there are many benefits of mentoring. Literature has also revealed that a growing body of evidence from USA shows that teachers who are mentored and have been found less likely to leave teaching and less likely to move schools within the profession. Johnson (2015a) states that as a result of participation in mentoring, both the mentor and the trainee teacher become confident and committed and the staff comes to know each other better. This leads to their increased collaboration and enjoyment. Some benefits of mentoring for trainee teachers include; increased retention rates, substantial professional development, improved self-reflection, problem solving abilities, adoption of the instructional strategies and practices of the mentor, greater levels of confidence and self-esteem, reduced feelings of isolation, and increased positive attitude. The table below summarises the benefits of mentoring (Bukari and Kuyini, 2015; Gunn et al., 2017; Merriam, 2013; Samkange, 2015).

**Table 2-1: Benefits of Mentoring**

	<b>TRAINEE TEACHER</b>	<b>MENTOR</b>	<b>INSTITUTION</b>
<b>1</b>	<b>Academic Performance</b> <i>Improve academic performance</i>	<b>Personal satisfaction</b> a deep sense of personal pleasure and satisfaction from seeing mentees develop and succeed.	<b>Productive employees,</b>



2	<p><b>Productivity</b></p> <p>Productivity benefit continues to manifest itself in the subsequent careers of mentees.</p>	<p><b>Personal fulfilment</b></p> <p>Mentoring affords an opportunity to revisit and reappraise one's past—to realistically appraise and make peace with choices and achievements</p>	<p><b>Reduced turnover</b></p>
3	<p><b>Professional Skill Development</b> Through the application of mentor functions such as teaching, advising, coaching, and modelling, mentors help mentees master professional skills and ultimately “learn the ropes” of both the discipline and the local organization.</p>	<p><b>Creative synergy and professional rejuvenation</b> The mentorship becomes a source of new ideas, novel designs, and scholarly excitement.</p>	<p><b>stronger organizational commitment</b></p>
4	<p><b>Networking</b> connected to important players, committees, and sources of information and power than non-mentored trainee teachers and faculty</p>	<p><b>Networking</b> As mentors make connections for trainee teachers, they inevitably create their own—mentees evolve into professionals and often relish the chance to create opportunities for their mentors.</p>	<p><b>A loyal group of alumni and faculty.</b></p>

5	<p><b>Initial Employment</b> securing one's first job</p>	<p><b>Motivation to remain current</b> The requirements of teaching, coaching, and guiding the next generation of scholars often provides mentors with ample motivation to stay up to date with the scholarship and innovations in their specialty areas.</p>	<p><b>a stronger record of developing junior talent</b></p>
6	<p><b>Professional Confidence and Identity Development</b> Development of confidence and a strong sense of self in the profession</p>	<p><b>Friendship and support</b> friendship is an inevitable outcome of many good mentorships, particularly as mentees become more independent and the relationship more collegial, mutuality and friendship increase.</p>	
7	<p><b>Income Level and Rate of Promotion</b> higher compensation level</p>	<p><b>Reputation for talent development</b></p>	
	<p><b>Career Eminence</b> experience greater opportunity and notoriety during their careers.</p>	<p>An excellent mentor quickly develops a reputation as a "star-</p>	

		maker”—one with capabilities as a developer of trainee teachers and junior faculty.	
8	<b>Satisfaction with the Academic Program and Institution</b> positive effect on trainee teacher satisfaction		
9	<b>Reduced Stress and Role Conflict</b> Reduction in the inevitable conflict act between work (school) and family roles, as well as a decline in the general stress associated with acclimating to a training environment.		

Source: (Johnson, 2015, pp.6-14)

Figure 2.2 highlighted the benefits of mentoring for the colleges, mentor and the trainee teacher. Johnson (2015a) argues that mentoring is a cost-effective method of training and developing staff, since mentors are able to carry out their role in conjunction with their normal teaching job and there is no cost incurred for external training providers or premises. The main purpose of the evaluation of mentoring programme is to determine the mentor’s practices and worthiness.

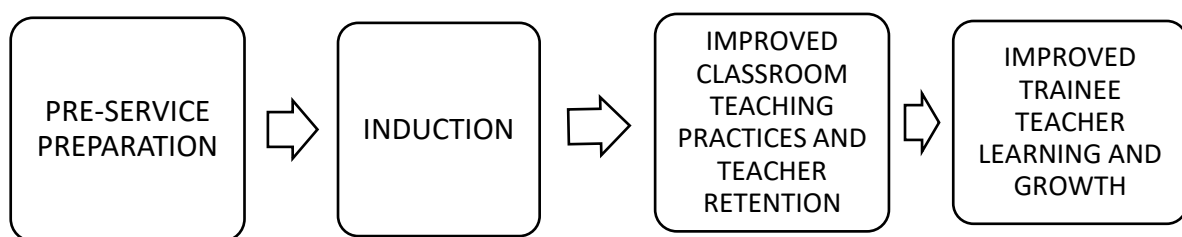
The current study wanted to ascertain to what extent trainee teachers, mentors, schools and secondary teacher’s college have benefited from the mentoring programme. Suggestions on ways to improve the mentorship programme could be given and provide an alternative model on the mentors’ practices in facilitating career development and providing psychosocial support to trainee teachers during teaching

practice. The next section looks at the support given to mentors by schools and colleges to ensure the effective provision of career development and psychosocial support.

### 2.13 Schools and Colleges Mentorship Support.

Both mentors and trainee teachers need support from the college and the school to become competent and effective professionals in the classrooms, school and school system. It is the duty of the school to provide effective learning environment so as to improve learning. In support of this idea, Ingersoll and Strong (2011) says that the role of the school is to support children by providing an environment where the trainee teachers are able to learn the craft and survive and succeed as teachers. The good atmosphere will improve the performance of the trainee teachers.

Ingersoll and Strong (2011) observe that a theory behind induction of the trainee teacher's preparation will not be enough to provide enough knowledge and skills necessary to success. More support is needed during teaching practice. Thus, Reuben Tshuma and Ndebele (2015), in their study, recommend that teacher education institutions support school heads through workshops on mentor selection and ensure that qualified experienced mentors are selected to mentor trainee teachers. This is also endorsed by the theory of teacher development shown below:



**Figure 2-6: Theory of Teacher development**(Source: Ingersoll and Strong, 2011 p.203)

In connection with the theory of teacher development, Ingersoll and Strong (2011) identifies another theory by Zey (1984) called Mutual Benefit Model. The model is based on the premise that, when an individual enters into a relationship, they must remain part of it to meet certain needs, for as long as the parties continue to benefit. The theory implies that both the mentor and the trainee teacher benefit from the

interaction during teaching practice and they are not expected to breach this contract. Spring (2011) encourages schools and colleges to develop and implement an ongoing mentor training programme that continues throughout the mentoring process to produce the greatest positive effect on trainee teachers' performance. The present study sought to deduce whether the Zimbabwe secondary schools and colleges offer support to mentors and trainee teachers during teaching practice, and how this is done, and the effect it has on mentors' practices in facilitating career development and providing psychosocial support.

A survey of teachers in Sutchter, Darling-Hammond and Carver-Thomas (2016) showed that teaching conditions play a major role in teachers' decisions to change schools or leave the profession. Thus, relatively poor teaching conditions in many high-poverty schools are a major reason why teachers are more than twice as likely to leave due to dissatisfaction as those in low-poverty schools. They lack administrative support, collegial opportunities, and teacher input into decision-making. Therefore, trainee teachers and mentors need support to do their work effectively. A Study by Sutchter, Darling-Hammond and Carver-Thomas (2016) notes that, of the teachers who left in the year after 2012, only 13% said the most important factor for their departure was retirement. Fifty-five percent reported areas of dissatisfaction as important reasons for leaving. These ranged from teaching conditions such as large class sizes and low salaries, to unhappiness with administrative practices (such as lack of support, classroom autonomy, or input on decisions) to policy issues, such as the effects of testing and accountability.

The above survey highlights the importance of supporting teachers at work. The colleges and schools are expected to offer maximum support to mentor and train teachers to do their duties effectively.

Furthermore, in support of the above notion, Carver-Thomas (2018,p.vi) has outlined what he calls high-retention, supportive pathways into teaching to show how the school, college, districts and the state can support teachers to have a successful mentorship programme. The supportive pathways are as follows:

- Offering scholarships and loans to trainee teacher.
- Funding teacher residence-partnership between districts and universities that subsidize and improve the teacher's competences.

- Support to help the trainee teacher and mentors to be financially stable by.
- Providing state funding for intensive teacher preparation support programs offering ongoing mentorship, tutoring, exam stipends, job placement services, and other support to ensure that mentors successfully complete preparation programmes.
- Offering comprehensive induction to support the trainee teachers and mentors, including seminars, classroom assistance, time to collaborate with other teachers, coaching and feedback from experienced teachers, and reduced workload.

Researchers have also identified a number of workplace conditions associated with teachers' decisions to stay or leave; including the quality of instructional leadership, school culture, collegial relationships, time for collaboration and planning, teachers' decision-making power, experience with professional development, facilities to use during teaching and learning. during, parental support, and resources (Sutcher, Darling-Hammond, & Carver-Thomas 2016,p.41).

Some studies have also shown that local colleges and universities and non-profit organisations with established mentoring programmes can also assist with the training of mentors (Alkhaldeh, 2017). Mentors can also commit to meet regularly with trainee teachers for a minimum of six months to strengthen their relationship and to achieve the goals of mentoring or have a positive impact on trainee teacher achievement. The duty of the school is to structure time for mentors and trainee teachers to meet and learn from each other's experience (de Paor, 2018;Gholami and Qurbanzada, 2016;Obiageli et al., 2013).

An observation by Cochran-Smith and others (2015) indicated that sharing of experiences by the mentor and trainee teachers is the most valuable training they receive from schools and colleges. The college and the schools are expected to monitor and evaluate the effectiveness of the mentoring relationship on an ongoing basis to establish measurable outcomes for mentor/trainee teacher relationship (Aspfors & Fransson, 2015). Evaluation is essential to determine the impact of mentoring on trainee teachers and the degree to which it contributes to the college access programme goals (Merriam & Grenier, 2019).

A study carried by Darling-Hammond (2017) on teacher education policy around the world, shows that Singapore has created a career ladder to provide for a variety of leadership positions over the course of what is generally a life-long career. This career ladder trains and supports time for senior and master teachers who become cooperating teachers and mentors in the teacher preparation and induction process, thus; strengthening the entire process of connecting theory to practice (p.293).

Feiman-nemser (2012) infers that, more states in United States are mandating induction programmes than ever before and many urban districts are offering support to trainee teachers in the form of mentoring. For every programme, it is important for the college and schools to put in place success checks to establish whether the targets are met as expected (Taylor, 2017). All stakeholders should have a shared vision to enable the mentors to assist the mentee adequately. Experienced teachers help in inducting beginner teachers on mentoring programmes such as in-service training of teachers and staff development activities (Hobson, Ashby, Malderez, & Tomlinson, 2009). Mentorship programmes, peer teacher mentoring and induction programmes are introduced to support mentorship (ACE, 2008). Moreover, mentor training should have the goals and purpose, educational philosophies, methods of observation, and also provide feedback (Halford, 1999 in ACE, 2008). The current study tried to establish whether the support given to mentors and trainee teacher in other countries as cited in the literature is also given to the mentors in Zimbabwe.

Administrative support is relevant with adequate funding and clear leadership. For instance, beginning trainee teachers need an orientation to the culture and climate of the school if they are to become an integral part of the school (Trevethan, 2017). Individual informal support is also important. It includes welcoming new comers, inviting them for lunch and sport, helping new teachers to get the supplies and to locate classrooms. Regular times for mentors and mentees to meet should be built into the school schedule (Jones, 2000). According to Cole (2008, p.5), “one way to support new teachers’ transition into their profession is a well-designed and supported teacher induction program that includes multiple components” It is the duty of the school to induct the new trainee teacher and see to it that they have proper accommodation and look to their welfare generally (Manwa, Mukeredzi & Manwa, 2016).

Kostas and Sofos( 2017) argue that trainee teachers need pedagogical and didactic support, psychological support, emotional support, positive feedback, trust relationships, stress management, self-efficacy and sense of identity. If this is done, it will make trainee teachers effective teachers (Plessis et al., 2017) introduced ideas to enrich the curriculum of teacher preparation programs in order to support the programme and strengthen the mentors and trainee teachers' thinking. This will also enhance self-perception and self-efficacy of trainee teachers, as well as integrating new media within the curriculum between academic staff and schooling staff in new dynamic ways mediated by new technologies. Awayehu (2017) notes that, among all educational resources, teachers' abilities are especially crucial contributors to trainee teachers' learning because they also influence the quality of pupils' learning (Bokdam & Broek, 2014). Awayehu (2017) supports the above position by saying that, it is in the teachers 'hands, in their craft, in their professionalism, that many of the answers to the demands for quality education are found.

In Zimbabwe, colleges support mentors by providing them with some college based crits, college policy, and supervision of the trainee teachers. There is no direct assistance given to mentors by the college (Cullingford, 2016). In rare cases, mentors are called to attend the mentorship programmes during the school holidays. Due to economic constraints, most teachers' colleges have ceased holding these mentorship programmes. The schools are expected to help both the mentor and the trainee teachers by giving them accommodation. Career and psychosocial support must be provided by the college and the school (Mapfumo et al., 2012; Ndhlovu et al., 2014; Shumba, Shumba & Maphosa, 2012). Support is crucial if colleges are to develop the trainee teachers' competence.

The study sought to examine the support given to mentors by the secondary schools and secondary teachers' colleges in Zimbabwe, to ascertain whether the support entailed both the career and the psychosocial development elements, how and to what extent. The next section discusses the training of mentors to improve the career development and psychosocial support to trainee teachers during teaching practice.



## **2.14 Capacity Building of Mentors in the Mentoring Of Trainee Teacher**

Capacity building of mentors involves coaching leadership skills and building leadership capacity in individuals within institutions (teachers colleges) through professional relationships (Robertson, 2016). Full time mentorship programmes are affiliated to colleges or universities but, in some countries, the programmes are a project of the school or district itself. In Zimbabwe, college or university based mentorship programmes for new teachers are based on partnership with a single large university. For example, many colleges are affiliated to the University of Zimbabwe. Mentor programmes should be sponsored by colleges and universities but the rate at which these programmes are held has been affected by some economic constraints. Some institutions have stopped training mentors due economic hardships (Morrison, Ross, Morrison, & Kalman, 2019)

The state is also expected to give financial support for mentor programmes. Support seminars can be held as periodic meetings that are related to the teacher standards, to provide adequate training. Mentors can be trained in various ways such as:

- provision and assistance with policies and procedures by the college,
- emotional support by the college,
- introduction of school based mentor programmes,
- use of traditional face to face classroom format,
- emails
- distance learning
- web based instruction

Basic mentor training can be done just after the selection of prospective mentors. There is no stipulated time for mentor training. Staggering training over a semester or even an entire year can be more effective when properly planned and done, but it may be challenging in terms of schedules within the situation calendar (Merriam & Grenier, 2019). The present study sought to establish whether the training of mentors is done in the Zimbabwean schools and colleges, how it is done and its impact on the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice.

Dessel, Kulick, Wernick and Sullivan, (2017) in their study on the importance of teacher support found that schools often lacking the ongoing training and support

teachers need to support the mentor. The reviewed literature on the training of mentors has not clearly explained who should train the mentor and how should it be done, to provide career development and psychosocial support.

The study wanted to establish whether mentors in Zimbabwe secondary schools are trained for the mentorship programme, how they are trained and how this impacts on the provision of career development and psychosocial support with the view to coming up with better ways to improve the mentors' practices in career development and psychosocial support. Having reviewed the literature on various aspects of mentors' practices in facilitating career development and providing psychosocial support, the next section summarises these literature findings.

## **2.15 Summary**

In this chapter, literature was reviewed based on the two parts of the chapter. Theoretical frameworks were covered in part one, to inform the study. The three theories which were discussed are andragogic adult learning theory by Knowles, Grays's developmental model of mentoring and Gray's five factor model of mentoring. The discussion in part one highlighted the importance of the three theories equipping the mentors with strategies and methods which will assist them to enhance the trainee teacher's pedagogical development during teaching practice. The models define the role of the mentor in career development and psychosocial support of trainee teachers during teaching practice. In part two, literature was reviewed based on research questions.

Part two of the chapter focused on the roles of the mentor in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. It came out from the literature that mentors can assume both role of career development and psychosocial support to enhance the pedagogical development of the trainee teacher during teaching practice. The roles include counselling, friendship, modelling, guiding, coaching and problem solving. The issues of strategies used to provide career development and psychosocial support were also addressed in this chapter. These include cognitive apprenticeship and traditional apprenticeship model strategies namely; modelling, coaching, scaffolding, articulation, exploration and

fading. It came out from the literature that mentors employ various strategies to provide and psychosocial support to trainee teachers during teaching practice.

The issue of mentoring mechanisms used by schools and colleges to insure that mentors perform their work effectively was also addressed by literature in this chapter. It emerged from literature that the teachers develop coping strategies that help them in balancing their own needs and interests with those of school and college, although they may be burdened with the problems and demands of working and functioning in a complex school system. The next chapter discusses the methodology adopted by the study to find answers to the research questions.

# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Introduction

A research methodology is a specific, systematic, theoretical procedure and technique used to identify, select a process, and analyse data about a given research problem (Blaikie & Priest, 2019; Kumar, 2019; Merriam & Grenier, 2019). Schwardt (2007:195) asserts that a research methodology refers to a theory of how an inquiry should proceed. Thus, this chapter presents the research methodology which was used in this study. This is presented under the headings research paradigm, design, population, sample and sampling techniques, data collection instruments and procedures, credibility and trustworthiness, data analysis and ethical consideration. The discussion brings out the merits and demerits of some important components and also justifies their relevance to this study.

### 3.2 Research Paradigm

According to Alvesson and Skoldberg (2018), there are research paradigms that are mentioned in literature include positivist, post-positivist, interpretive-constructivist, critical and postmodernist, among others. A paradigm has been defined by various authors as a set of assumptions, values or beliefs about fundamental aspects of reality which gives rise to a particular worldview and serves as the lenses or organising principles through which researchers perceive and interpret reality (Creswell, 2012; Kumar, 2019; Merriam & Grenier, 2019; Mills & Birks, 2014). Furthermore, Alriyami (2018), views a paradigm as a loose collection of logically related assumptions, concepts or propositions that orient thinking and research. From a philosophical perspective, a paradigm comprises concepts of epistemology and ontology (Avramidis et al., 2006; Morrison 2006; Dieronitou, 2014). Laumann (2018) defines ontology as simply one's view of reality or the nature of knowledge and reality which deals with fundamental nature or existence, while epistemology refers to knowing something very well, to information that is acceptable, and how it should be acquired and interpreted (Barbour, 2014; Luttrell, 2010; Vanison, 2010). Epistemology has been

further defined as a way of understanding and explaining how to know and what we know. It is all about what kind of knowledge we can obtain (Arthur, Warinin, Coe, & Hedges, Larry, 2013; Ahmed, 2008). Thus, methodology is about how we can gain knowledge about the phenomenon we want to explore (Thanh, Thi, & Thanh, 2015) Guba and Lincoln (1989), cited in Laumann (2018), define a paradigm as the basic belief system or worldview that guides the investigator in the choice of method and on ontological ways. Thus, in this study, the researcher chose a guiding philosophy which enabled her to put in place principles that systematically led to valid steps of selecting a method, as phenomena were examined (Silverman, 2011). This study examined the mentors' practices in career development and psychosocial support to trainee teachers during teaching practice. It is vital to make a decision on what approach to take before moving into the research design (Corkil, 2006 cited in Vanson 2014).

This research is located in the interpretive paradigm. Choosing interpretive paradigm led to the selection of the qualitative approach, as well as the case study design which involves an interpretive, naturalistic approach (Mertens, 2010). Qualitative researchers study things in their natural settings, attempting to make sense or interpret phenomena in terms of the meanings brought by people (Alvesson, 2018).

As indicated above, ontology specifies the nature of reality as viewed by the researcher, and it assumes that reality is indirectly constructed based on individual interpretation, and is subjective (Dieronitou, 2014). However, according to Guba and Lincoln, cited in Mertens (2005), "...there is only one reality in existence which acknowledges that it is the responsibility of researchers to discover that reality" (p.11). The world is considered as complex and dynamic and it is constructed, interpreted, and experienced by people in their interactions with each other and the wider social system.

Epistemology is the theory of knowledge and is concerned with the question of what counts as valid knowledge. In this study, the epistemological stance taken was guided by the interest of the researcher to understand the interactions taking place in particular schools and in one selected teacher's college in Harare Province. Along the lines of the interpretive perspective, the researcher gathered data from a group of

mentors, trainee teachers, and college and university lecturers from different educational and social and economic backgrounds. This was meant to obtain more diverse and multi-faceted information.

Critical research on paradigms was done by Avramidis & Smith (2006 ) who found that critical theorists believe that all research is value based and its purpose is to represent the world, change it by empowering those people involved in the research (emancipation). The theorists provide insights necessary to demystify and critique their own circumstances as well as choosing actions to improve their lives. The main purpose of this study was to examine mentors' practices in career development and psychosocial support to trainee teachers during teaching practice. The interpretivist paradigm sought to understand and describe human nature (Phothongsunan, 2015). According to interpretivist paradigm, knowledge is subjective and context dependent. It also takes a naturalistic approach which believes that an individual's behaviour can only be understood by the researcher sharing participants' frame of reference (Barbour, 2014a; Cohen, Manion & Morrison, 2011; Leedy & Ormrod, 2010). The interpretivist paradigm was the most appropriate for this study because it of its subjectivity in exploring views, experiences, perceptions and meanings of participants in relation to the practices of mentors, in career development and psychosocial support to trainee teachers during teaching practice(Merriam and Grenier, 2019).

The interpretivist paradigm allows the researcher to draw conclusions of individual units or cases within specific contexts, and involves description and exploration of the phenomenon under study (Creswell, 2012). A more philosophical view was taken by Thanh, & Thanh ( 2015) who posit that, unlike the positivists who accept only one correct answer, interpretivists are more inclusive due to the fact that they accept multiple viewpoints from different groups. Thus, this study sought to explore the views of secondary teachers' college lecturers, mentors and trainee teachers concerning the mentors' practices in career development and psychosocial support to trainee teachers during teaching practice.

### 3.2.1 Interpretive Paradigm

The research paradigm adopted in this study is the interpretive paradigm. An interpretivist researcher attempts to gain a more holistic understanding of the practices of mentors in career development and psychosocial support to trainee teachers during teaching practice (Safitri, 2017). Kelly, Dowling and Millar (2018) note that it is important to position a research project within a paradigmatic framework since this leads researchers to “reflect upon the broader epistemological and philosophical consequences of their perspective” (Perren & Ram, 2004, p. 95, cited in Ponelis, 2015 p.535). Interpretivism is regarded, not as a single paradigm, but a large family of diverse paradigms (Pletcher et al., 2019).

According to Bletcher (2017), the philosophical base for interpretive research is hermeneutics and phenomenology, in which hermeneutics is regarded as the major branch. Hermeneutics is treated as a philosophical approach to human understanding and it provides the philosophical grounding for interpretivism (Rahmawati, 2017 Prakoso & Khasanah, 2018).

According to Vanson (2014), the interpretivist approach rejects absolute facts and suggests that facts are based on perception rather than objective truth. This means that there is no universal laws or experiences as the world is always being developed and redeveloped through reflective thinking (Mayersen, 2018).. Its point of view is that our knowledge of reality is a socially construct by people (Kuipers, 2019; Nowell, Morris, White, & Moules, 2017; Ponelis, 2015). Ontology shows that there are multiple realities, and reality can be explored, and constructed through human interactions and meaningful actions (Blaikie & Priest, 2019). Pierre (2019) states that all this is done to discover how people make sense of their social worlds in the natural setting by means of daily routines, conversations and writings (text and visual picture) while interacting with others around them (Barbour 2014). Thus, the present study examined mentors’ practices in career development and psychosocial support to trainee teachers during teaching practice.

Literature suggests that some social realities exist due to varying human experience, including people’s knowledge, views, interpretations and experiences. Michalski

(2019) argues that the concept of epistemology is characterised by understanding events through the mental processes of interpretation that are influenced by interaction with social contexts. Knowledge is constructed by experiencing the real life or natural settings. Thus, the focus of this study is meaning and realities, rather than facts. The researcher intended to have some information on mentors' practices in order to understand the meanings, value and contexts of the participants, in examining the practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice (Ndhlovu et al., 2014; Siebert, Martinand Bozic, 2016; Stickler & Hampel, 2015). Vanson (2014) says it is important to decide on a particular approach before indulging in a research design.

The interpretive paradigm assists the researcher to understand the participants' experiences on the mentor's practices in career development and psychosocial support to trainee teachers during teaching practice. The interpretivist-constructivist researcher tends to rely upon the participants' views of the situation being studied and recognises the impact their own background and experiences have on the research of (Durach, Kembro, & Wieland, 2017; Llarena, 2019; Willis, 2017). Thus, interpretivist researchers believe that reality consists of people's subjective experience of the external world. Therefore, epistemology and the ontology believe that reality is socially constructed and there is no correct or incorrect theories in research. Instead, interpretivists' researches should be judged according to how interesting they are to the researcher as well as those involved in the same areas resulting in in-depth examination of the phenomenon of interest. Cohen, Minion and Morrison (2007, p.21), as cited by Added and Quan-Baffour (2018) assert that,

*... to retain the integrity of the phenomena being investigated, efforts are made to get inside the person and to understand from within. The imposition of external form and structure is resisted, since this reflects the viewpoint of the observer as opposed to that of the actor directly involved (p.156).*

The above quotation shows that the aim of the interpretivism is to understand the meaning people give to objects and events in the environment, and to human behaviour (Berbary, 2019). However, meaning making is subjective, and so different people may come up with different meanings for a particular social phenomena (O'Neil, 2017). Individuals and their varied backgrounds, assumptions and



experiences contribute to the on-going construction of reality within their broader social context, through social interaction. Since these human perspectives and experiences are subjective, social reality may change and have multiple perspectives (Sure pong, 2010; Green & Thorogood, 2018).

The interpretive paradigm is mainly characterised by observation and interpretation. Instruments such as interviews and participant observation are used in this study since they rely on a subjective relationship between the researcher and participants in explaining the subjective reasons and meanings that lie behind the social action. (Durach et al., 2017). The interpretivist paradigm underpinned this research project as it was about people, their experiences, perceptions, feelings and construction of the narrative of the mentor's practices in career development and psychosocial support to trainee teacher during teaching practice (O'Neil, 2017).

The interpretive paradigm was suitable for this study as it allowed the researcher to interact with participants, relying upon the participants' views and experiences in secondary schools and colleges, on practices of mentors in career development and psychosocial support of trainee teachers during teaching practice. Interpretive approach gives the researcher greater scope to address issues of influence and impact and to ask questions such as "why and how" mentors provide career development and psychosocial support to trainee teachers during teaching practice during teaching practice. Patrix (2017) asserts that the purpose of interpretive approach in education is to produce and understand the context and the process of mentor practices to facilitate career development and provide psychosocial support to trainee teachers during teaching practice. The researcher understood the world in a subjective view and sought explanations within the frame of reference of the participants rather than the objective observer of action.

The above assertion justifies the researcher's choice of hermeneutics as the philosophical rationale for this study (Ponelis, 2015). The researcher adopted an inter-subjective or interactional stance towards the reality she was investigating. This study was located in the interpretive paradigm, which enabled the researcher to build rich local understandings of the real world experiences of participants in terms of

mentors' practices in career development and psychosocial support to trainee teachers during teaching practice.

### **3.2.2 Criticism of the interpretive paradigm**

Criticism of the interpretive paradigm exists to a certain degree and “arguments range from concerns about false consciousness to the relativism of the paradigm” (p.4). Although some studies argue that the interpretivist approach might be associated with a high level of validity since data in this approach tends to be trustworthy and honest, it is criticised for being subjective and allowing greater room for bias on behalf of the researcher (Cohen et al., 2011; Mukomana, 2019; Taylor, 2017). Forrester and Sullivan (2018) argue that the emancipatory researchers argue that the interpretive/constructivist paradigm is blamed for protecting interests of different professionals in education instead of producing findings that can, directly or indirectly help the subjects of research.

Primary data generated in the interpretivist paradigm cannot be generalised since the data is heavily impacted by personal viewpoint and values. The intention of the researcher in this study was not to generalise the findings, but to get an in-depth understanding of the phenomenon in its natural setting; the examination of mentor practices in career development and psychosocial support to trainee teachers during teaching practice.

Despite the criticisms given above, the interpretive paradigm has been considered the most appropriate for this study due to its strengths as outlined by Phothongsunan (2015). It adopts the naturalistic approach and also relies on natural forms of human communication. Interpretive paradigm appreciates that the social world is complex and cannot be reduced to the relationship between a small numbers of variables. Thus, the multiple perspective in interpretivism is of importance since it often leads to a more comprehensive understanding of the situation (Thanh et al., 2015).

Interpretivism also accommodates human change over time and does not make the same type of generalisability claims as the positivists do (Wood, Farmer, & Goodall, 2016). Interpretive paradigm allows the researcher to be a research instrument, be

close to the participants as the information is being solicited from the participants in their own natural settings about their experiences, perceptions and feelings. Thus, the researcher would be able to gain more insight into the phenomenon under study.

### **3.3 Research Approach**

A qualitative approach was adopted in this study, where the researcher understood the events and individuals in their natural state (Alvesson & Sköldbberg, 2017). Findings by Thanh et al. (2015, p. 25) show that interpretivists usually tend to use qualitative methods such as case study and ethnography which provide rich reports to fully understand contexts. Moreover, the interpretivists portray a world in which reality is socially constructed, complex and ever changing (Steyn et al., 2017). This study is a qualitative research and is consistent with the interpretive research where the “inquirer is typically involved in a sustained and intensive experience with participants,” (Creswell, 2012, p.187). The suitability of an approach is determined by the context, purpose and nature of the research study in question. Qualitative research is naturalistic in nature. It assisted the researcher to describe the lived experience of the mentors in career development and psychosocial support to trainee teachers during teaching practice within their natural settings (Taylor, 2017) Qualitative research also attempts to study the everyday life of different people and communities in their natural settings .

Forrester and Sullivan, ( 2018) argue that the qualitative approach helps the researcher to explore the behaviour, perspectives, feelings and experiences of participants so as to understand the role of the mentor in teaching practice. This is because the world is complex and there are few explanations for human behaviour which result from the interaction of multiple factors (Mcmillan and Schumacher, 2010). The approach involves an interpretive naturalistic approach to its subject matter, it attempts to make sense of, or interpret phenomenon in terms of the meaning people bring to it (Denzin and Lincoln 2003).

According to Myers (2009), qualitative paradigm helps the researchers to understand people and the social and cultural context within which they live. Some studies have also indicated that “qualitative research methods are approachable means for examining reality” (Thanh et al., 2015, p.25). An analysis conducted by Creswell and

Poth (2017) demonstrated that the use of the qualitative approach facilitate the understanding of the meaning individuals or groups give to a social or human problem. In educational research, if a researcher seeks to understand experience of a group of mentors, trainee teachers and lecturers, qualitative approach is likely to be the best method. Thanh et al. (2015, p. 25), gave following characteristics of qualitative approach:

- Studies are carried out in a naturalistic setting.
- Researchers ask broad research questions to explore, interpret or understand the social context.
- Participants are selected through non-random methods based on whether the individuals have information vital to the question being asked.
- Data collection techniques involves observation and interviews that bring the researcher in close contact with the participants.
- The researcher is likely to take an interactive role where she or he gets to know the participants and the social context in which they live.
- The study reports data in interactive form.

The overall criteria for qualitative approach is trustworthiness, credibility for internal validity, dependability for reliability, transferability for external validity, and confirmability that is parallel to the criteria of objectivity (Merriam and Grenier, 2019). Qualitative research is also used in the exploration of meanings of social phenomena, as experienced by individuals themselves, in their natural context (Laumann, 2018). Qualitative research usually involves analysis of textual data, such as interview transcript, notes from observations, and documents (van Tonder and Steyn, 2018). Thus, data collection often occurs in a naturalistic setting rather than in an experiment.

Description and interpretation of data are necessary in qualitative research. Qualitative research seeks to understand people's experiences and circumstances as well as the underlying meanings shaped from the peoples perspectives. There is an acceptance of the understanding that an individual's experience of the world is subjective and may be different from one person to another (Phoenix et al., 2018). This study sought to examine the mentors' practices in career development and psychosocial support to trainee teachers during teaching practice.

According to Phoenix et al. (2018), the qualitative approach provides insight on how to respectfully access the participants' values and experiences and construct a shared meaning that reflects researcher and participant perspectives. Participants' views are used to develop and revise interview guides and categories of analysis. However, integration of the participants' views is facilitated by employing principles of flexibility and responsiveness throughout the study. Furthermore Phoenix et al. (2018) suggest that eliciting participants' suggestions and perspectives needs the researcher to build relationships with participants to minimise power imbalances and provide clarity regarding roles and contributions. It is important for the researcher to be very close to the participants to allow the researcher time to interact and establish trust or a strong relationship with participants, and to understand the depth and context of participants' perspectives from the start of the study (Taylor, 2017).

The above qualitative approach characteristics are suitable for this study which examined the mentors' practices in providing career and psychosocial development support to trainee teachers during teaching practice. This was based on the understanding and experiences of the participants through a series of interviews, focus groups and document analysis. The researcher worked within the interpretive paradigm and qualitative approach to understand the world of the participants and gain insight into their backgrounds, beliefs and experience

### **3.4 Research design**

The research design is the plan for the research. It is a research process that involves several issues or a plan for conducting a study (Mertler, 2010). It is set up to decide on, among other issues, how to collect data, analyse and interpret it, and provide an answer to the research questions (Merriam & Grenier, 2019). The type of design one chooses for a study has a major impact on the sample size (Leedy & Ormrod, 2010). The study employed a case study design. A Case study is an intensive study of a single unit in order to generalise across a large set of units (Noble & Smith, 2015). Case study suited this study very well since it enabled an intensive investigation of a single unit, a detailed examination of a single setting, a single subject. It is a method used for learning about complex phenomena within their context (Barbour & Creswell, 2012; Mills & Birks, 2014; Thomas, 2013). Moreover, a case study allows the researcher to use various instruments to collect data in exploring the roles of the

mentor in teaching practices (Creswell & Poth, 2017). The research design shows how the study should be done and how all the parts of the research address the research questions, for example; the research approach and the methods of collecting data (Denzin & Lincoln, 2011).

### **3.4.1 Case Study**

The research adopted a case study design which aims to understand human beings in a social context by interpreting their actions as a single group (Creswell and Poth, 2017). McDuffie and Scruggs (2008), as cited in Mertens (2010) describe a case study as “an approach that involves an in-depth exploration of a single case, for example, of the phenomenon under study” (p.223). A case study is an investigation to answer specific research questions and also an empirical inquiry which has a focus on a contemporary phenomenon within its real-life context, where boundaries between phenomenon and its context are not clearly evident (Yin, 2009). Robison (2002), cited in Arthur, Warning, Coe and Hedges, Larry (2013), defines a case study as:

“...a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence” (p.102). The purpose of a case study is to explore phenomenon for which not much is known, and to describe something in detail. This study examined the mentors’ practices in career development and psychosocial support to trainee teachers during teaching practice.

A case study also has the ability to answer why and how research questions are to be answered and to evaluate or explain why a particular problem did or did not work (Arthur et al., 2013). A case study is suitable for studying social phenomena (Barbour, 2014). Case study design enables a researcher to closely examine data within a specific context to explore and investigate contemporary real life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships (George, 2019). In case study design, data is collected through extensive observation, interviews and focus group discussions (Stemple and Hapner, 2019).

Allcott and Kessler (2019) posit that a case study is a unique way of observing any natural phenomenon which exists in a set of data because only a very small geographical area or number of subjects of interest are examined in detail.

Stake (2005) cited in Mertens, (2010), asserts that, the more the object of study is a specific, unique, bounded system, the greater the rationale of calling it a case study (p. 233). Barbour (2014) argue that case the study is designed to study one setting and it attempts to cover the anticipated range/variation with regard to a specific feature. The case study design focuses on a particular instance (object or case) within a complex context (Mertens, 2010).

Creswell and Creswell (2017) note that single case studies are relevant for critical cases in order to test theory, or to analyse cases that may be extremely typical, revelatory or longitudinal; while multiple case design has its advantage in constructing a framework. Forrester and Sullivan (2018) also argue that the hierarchical idea that case studies were only an exploratory tool and could not be used to describe or test proposition is incorrect. Case studies are far from being only an exploratory strategy because some of the best and most famous case studies are descriptive.

The above was also reinforced by Taylor (2017) who stated that case study research allows exploration and understanding of complex issues. Thus, in this study, case study is considered as a robust research method, especially when a holistic, in depth investigation is required. Case studies are recognised as tools in many social sciences studies and are mostly used in issues in Education, Sociology and community based problems. Hence, they are suitable for examining the mentor's practices in career development and psychosocial support of trainee teachers during teaching practice.

According to Telis (1997) cited in Zainal ( 2007, p. 2), careful designing of a case study is important because a case study method, through interviews or journal entries, must be able to prove that:

- it is the only viable method to elicit implicit and explicit data from the subjects,
- it is appropriate to the research question,
- it follows the set of procedures with proper application,

- the scientific conventions used in social sciences are strictly followed,
- a 'chain of evidence', either quantitatively or qualitatively, are systematically recorded and archived, particularly when interviews and direct observation by the researcher are the main sources of data, and
- the case study is linked to a theoretical framework.

Taking into consideration the above points, a researcher is expected to go beyond the quantitative statistical analysis and understand the behavioural conditions through the participants' perspectives (Zainal, 2007). According to McDonough, (2012), the challenge of the descriptive case study is that the researcher must begin with a descriptive theory to support the description of the phenomenon or story. If this is not done, then the description might lack rigour and some challenges may be encountered during the project.

#### **3.4.1.1 Advantages of case study design**

The strength of case study design is in its use of multiple cases to enhance and support the previous results, as well as raising the level of confidence in the robustness of the method (Tidmore, 2018). The multiple case study design can be adopted with real-life events that show numerous sources of evidence through replication rather than sampling logic (Ambrosetti, 2014). A case study allows the researcher to intensively investigate the case in-depth, to probe, drill down and get to its complexity, often through long term immersion, or repeated visits to encounter with the case (Arthur et al., 2013). The researcher chose the case study design to examine the mentors' practices in career development and psychosocial support to trainee teachers during teaching practice

In using case studies, the examination of data is often done within the context of its use. In this study, the researcher observed the participants (lecturers, mentors and trainee teachers) within their environment (Hartnett, 2019). The case study design does not isolate a phenomenon from its context and it focuses on unlimited number of variables (Chen & Huang, 2017).



The detailed accounts which are often produced in case studies help the researcher in many ways, for example; to explore and describe the data in real-life environment and to explain the complexities of real life situations which may not be captured through experimental or survey research (Zainal, 2007). The researcher's case study is designed to examine the mentors' practices in career development and psychosocial support of trainee teachers during teaching practice. A case study examining the practices of mentors can give access to information concerning strategies used in relation to other strategies. As mentor practices involve complex cognitive processes, each strategy cannot be examined in isolation but in relation to the other strategies.

#### **3.4.1.2 Disadvantages of case study design**

Despite the above advantages of case study, Mayersen (2018) argue that some concerns have been raised about case studies and a common concern about Case studies is that they provide little basis for scientific generalisation. Leedy and Ormrod (2010) state that most people begin to wonder and also ask, how one can generalise from a single case. Case studies, like experiments, are generalisable to theoretical propositions and not to populations or universe. In this sense, the case study, like the experiment, does not represent "a sample", and the investigator's goal is to expand and generalise theories (analytic generalisation) not to enumerate frequencies (statistical generalisation) (Yin, 2009; Barbour, 2014). Zainal (2007) emphasised that the drawback of a single-case design is its inability to provide a generalising conclusion particularly when the events are rare; but this can be solved by triangulating the study with other methods in order to confirm the validity of the process (Okobia, Augustine, & Osagie, 2013)

Case studies have been criticised for lack of robustness as a research tool and also lack of rigour (Yin, 2009 cited by Flyvbjerg, 2018a). Case studies are also blamed for taking too long in massive. Flyvbjerg (2018) in his article about a case study examined the five common misunderstandings about case study research as follows;

- (a) theoretical knowledge is more valuable than practical knowledge,
- (b) one cannot generalise from a single case,
- (c) the case study is most useful for generality hypothesis whereas other methods are more suitable for hypothesis testing and theory building,

(d) the case study contains bias towards verification, and

(e) it is often difficult to summarise specific case studies.

However, after his examination of these misunderstandings, Flyvbjerg(2018) concludes that a scientific discipline without a large number of thorough executed case studies is a discipline without systematic production of exemplars, and a discipline without exemplars is an ineffective one. Thus, social sciences may be strengthened by the execution of greater number of good case studies (Flyvbjerg, 2018b).

Despite the above criticisms, the researcher chose the case study as a suitable design to thoroughly examine the mentor practices and gain an insight into the nature of the practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. Through multiple data sources, the researcher provided a rich description of mentor practices, including support given to mentors, strategies used by mentors and mentoring mechanisms from the perspectives of participating lecturers, mentors and trainee teachers.

### **3.5 Population, Sample and Sampling**

#### **3.5.1 Population**

A population is a group of elements or cases, whether individual objects or events, conforming to specific criteria and to which the study intends to generalise the results of the research procedure. The group to which the researcher would ideally like to generalise study results is called target population. The population for this study is from one secondary school teacher's college, and included trainee teachers who had finished their teaching practice in their final year, lecturers and mentors.

#### **3.5.2 Sample and Sampling Technique.**

A sample is selected from the target population (O'Neil, 2017). A sample is a smaller group which is studied, drawn from a large population. The sample is also taken to generalise the findings. Cohen et al. (2011) posits that sampling decisions should be taken early in the overall planning of a piece of research and the researcher needs to obtain data from a smaller group or subset of the total population so that the knowledge

gained is representative of the total population (Merriam & Grenier, 2019). In addition Kumar(2019) indicates that it is essentially important to make decision from whom data will be collected, who is included, how they are included, and what is done to conceal or reveal identities in research, as part of sampling.

According to Cohen et al. (2011), “the quality of a piece of research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted” (p. 143). Thus, the strategy used to select a sample will also influence the quality of data and the inferences made from it (Mertens, 2010). However, there are two main methods of sampling, namely; probability sampling (also known as random sampling) and non- probability sampling (also known as purposive sampling) (Kumar, 2019).The researcher should make a choice to use either of the two methods. This study adopted the purposive sampling which is a non-probability sampling technique with the goal of identifying information rich cases (Nkambule & Mukeredzi, 2017). The sample was purposively selected from the chosen secondary school and one teachers’ college in Zimbabwe.

According to Flick, (2014) Purposive sampling enables the researcher to focus on certain characteristics of the intended goal for sampling (Barbour, 2014). Mcmillan and Schumacher (2010) note that qualitative sampling is “selecting information-rich cases for study in-depth” (p. 325). Cohen et al (2011) offer a comprehensive explanation on why purposive sampling is used for several kinds of research and some of the points are as follows:

- To achieve representativeness.
- To enable comparisons to be made.
- To focus on specific, unique issue or cases.
- To generate theory through gradual accumulation of data from different sources (p.156).

The above show that purposive sampling is used to access knowledgeable people who have in-depth knowledge about particular issues, maybe by virtue of their profession, power, access to networks, expertise or experience (Haileselassie et al., 2014).

This study selected mentors as key informants for in-depth interviews, according to categorisation of secondary schools by the Ministry of Primary and Secondary Education Annual Statistical Report (2013, pp.8-9). It also sampled those who were experienced and had served for over 5 years as mentors, had a good reputation of mentoring. Secondary schools are categorised for purposes of paying per capita grants as, S1 schools in low density suburbs, S2 schools in high density suburbs, and S3 schools in rural areas. Six mentors were selected, 2 from each category. Focus group interviews were done with 15 trainee teachers selected from the three categories, 5 from each category; 5 college lecturers, 2 from teaching practice office who worked with trainee teachers during teaching practice, 3 senior lecturers in charge, who were experienced selected from three departments; physical education, science and maths, and 1 university lecturer who was a link person between the college and the Department of Teacher Education. Therefore, the total sample of the study was 27 participants.

### **3.6 Negotiating Entry**

To gain access to conduct the study, the researcher got an introductory letter from the University of Fort Hare to confirm the intention of the researcher to conduct a study in a Zimbabwe secondary teachers' college and in secondary schools. The researcher then applied to the Ministry of Higher and Tertiary Education Science and Technology in Zimbabwe through the Head Office for permission to conduct the study in one selected teachers' college and also applied to the Ministry of Primary and Secondary Education Sports and Culture for permission to conduct the study in six selected schools where the chosen mentors worked. A copy of the university letter was attached to the application letter. When the clearance letter was issued to the researcher, she then proceeded to meet the participants at the selected college and secondary schools. Before interacting with the participants in schools, the researcher first of all met the principal and school heads, produced the clearance letter from Ministry of Higher and Tertiary Education Science and Technology (MoHTEST) and Ministry of Primary and Secondary Education ( MoPSE) and , explained the purpose of the study and sought permission to conduct document analysis, face to face interviews and focus group interviews from the respondents.

### **3.7 Data collection instruments and procedures**

Data collection is an interactive process in which particular researchers operate in an “evolving setting” (McMillan and Schumacher, 2010). The researcher chose different data collection methods for the purpose of triangulation. Barbour(2014) defines triangulation as the use of different methods and sources to check the integrity of, or extend inferences drawn from, the data. The study used interviews, focus group discussions and analysis of related documents as briefly discussed below.

#### **3.7.1 Face to face interviews**

An interview is a two-person conversation which is initiated by the interviewer for the specific purpose of obtaining research relevant information. It focuses on content specified by research objectives (Creswell, 2017; Cohen et al., 2011). According to Kumar (2019), interviews are a qualitative method of research often used to obtain the interviewees’ perceptions and attitudes to the issues under study. The main aim of an interview is to encourage interviewees to share their perspectives, feelings, stories and experiences regarding a particular social phenomenon being studied by the interviewer (Mcknney, & Reeves, Thimas, 2012). Interviews are unusual because they involve the gathering of data through direct verbal interaction between the interviewer and the interviewee (Gooch & Vavreck., 2019; Merriam & Grenier, 2019).

The use of interview is important in that the interviewer is able to answer questions concerning both the purpose of the interview and any misunderstandings experienced by the interviewee. The participants, who are the practitioners in their field, trainee teachers, mentors and lecturers in this case, passed on their knowledge to the researcher through the conversations held during the interview process (Sarah, 2015). According to Barbour (2014), one-on-one interviews are perhaps the most commonly used methods in the qualitative “toolbox” (p.18). The use of open questions allow respondents to focus on the issue of importance to them, rather than the agenda being determined by the researcher’s interest.

Cohen et al.(2011) outlines three purposes of interviews. Firstly, interviews may be used as the principal means of gathering information based on the research questions, secondly they may be used to test hypothesis or to suggest new ones, or can be used

as an explanatory device to help identify variables and relationship, and lastly, they can be used in conjunction with other methods in research. Alshengeeti (2014) says the main advantage of interviews generally is to provide data concerning the participants' personal feelings, perceptions and opinions; and they accommodate more detailed questions to be asked, thereby achieving a high response rate (Merriam & Grenier, 2019). The researcher used face-to-face interviews which are the most popular data collection method. These have advantages over other data collection methods since there is higher quality of sampling because it is insightful and may identify highly valuable findings very quickly and sometimes in the first interview.

### **3.7.1.1 Strengths of the Face-To-Face Interview**

DeFranzo (2014) identifies some strengths of face-to-face interview as: accurate screening of face-to-face interview, capturing of verbal and non-verbal cues, keeping focus and capturing emotions and behaviours. Accurate face-to-face screening of an individual being interviewed ensures the individual does not supply false information on questions such as gender, age, or race, which is possible through online and mobile surveys that are prone to falsification (Koskela, Sandström, Mäkinen, and Liira, 2015). For instance, individuals may enter incorrect demographic information in order to be able to complete the survey and gain incentives attached. The answers the individual provides may all be truthful, but for the purpose of data analysis, the data will be inaccurate and misleading (Alshengeeti, 2014).

Capturing of verbal and non-verbal cues is important as a strength of face-to-face interview. The researcher captures verbal and non-verbal cues, such as; body language, which can indicate a level of discomfort with the questions (Dawson, 2019). Moreover, face-to-face interview can also indicate a level of enthusiasm for the topics being discussed in the interview. Capturing non-verbal cues is not possible in online or mobile surveys (DeFranzo, 2014; Luttrell, 2010). Thus, the researcher in this study was able to capture the verbal and nonverbal cues of the trainee teachers, mentors and lecturers during interviews.

The interviewer could focus on body language during face-to-face interview as he or she is the one that has control over the interview and can keep the interviewee focused and on track (Barbour, 2014). Online and mobile surveys are often completed during

time convenient for the respondent, but are often done in the midst of other distractions such as texting, reading and answering emails, video streaming, web surfing, social sharing, and more; whereas face-to-face interviews are in-the-moment, free from technological distraction (Alshengeeti, 2014; DeFranzo, 2014).

Hagen et al. (2018), Merriam and Grenier (2019); Ryan, Gandha, Culbertson & Carlson (2014) share the same view that face-to-face interview has an advantage of allowing the researcher to capture emotions and behaviours of the participants or respondents. Face-to-face interviews require only simple equipment and build on conversational skills which the researchers already have, allowing them to capture an interviewee's emotions and behaviours (Friese, 2019). Face-to-face interviews can generate more insightful responses, especially regarding sensitive topics through establishing rapport with participants to make them feel more comfortable and at-ease (Kumar, 2019). Similar to not being able to capture verbal and non-verbal cues, online and mobile surveys also cannot capture raw emotions and behaviour (Cohen et al., 2011; Alshengeeti, 2014; Uwe Flick, 2014).

In this study the flexibility of the face-to-face interview helped the researcher to make some adjustments to the line of inquiry on examining the mentor's practices on facilitating career development and providing psychosocial support to trainee teachers during teaching practice. During data collection and at the point of interview, data was checked for accuracy and relevance.

### **3.7.1.2 Weaknesses of Face-To-Face Interview**

Despite the above advantages of face-to-face interviews, there are some weaknesses which have been highlighted in literature. According to Arthur et al.(2013), in-depth face to face interviews maybe time consuming, as interviews must be transcribed, organised, analysed and reported, especially if the interviewer is not highly skilled and experienced, the entire process can be undermined. The process can be relatively costly compared to other methods. DeFranzo (2014) argues that the use of telephone in-depth interviews rather than of face-to-face interviews can significantly reduce the costs. Participants must be carefully chosen to avoid bias, and this can result in a longer vetting process (Gooch & Vavreck, 2019).

Despite the few highlighted weaknesses, the researcher chose the face-to-face interview as the appropriate data collection method for examining the mentors' practices in facilitating career development and psychosocial support to trainee teachers during teaching practice (Herzog, Rodgers, & Kulka, 2019). Interviews can be a rewarding experience for the informant, compared with questionnaires, observation and experiments. There is a more personal element to the method and participants may enjoy the rather rare chance to talk about their ideas at length to a person whose purpose is to listen and note the ideas without being critical (Ford, 2017; Gooch & Vavreck, 2019; Ryan et al., 2014). Face-to-face Interviews are particularly good at producing data which deals with topics in depth and subjects can be probed, issues pursued, and lines of investigation followed over a relatively lengthy period.

This study found face-to-face interviews more appropriate as a data collection method for examining the in facilitating career development and psychosocial support to trainee teachers during teaching practice (Hagen et al., 2018; Herzog et al., 2019). The researcher used semi structured interviews which were appropriate for the study because they were flexible and allowed the researcher to solicit in-depth and rich information (Thanh et al., 2015). The, 12 key informants concerned with the provision of information on the role of the mentor in teaching practice were interviewed. These key informants included 5 secondary teachers' college lecturers, 1 university lecturer and 6 mentors from three secondary schools.

### **3.8 Focus Group Discussions/Interviews**

According to Koskela et al.(2015) a focus group discussion is a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment, conducted by a skilled interviewer. The focus group discussion provides a relaxed atmosphere for participants as they interact, sharing their ideas and comments in the discussion (Kumar, 2019). Focus group discussions/interviews involve a discussion between five and ten people on a specific research topic. Focus group discussion was used in this study soliciting data from a group of trainee teachers. Dawson (2019) posits that focus group interviews help the researcher to gather information from the participants in an environment where the participants are relaxed and feel comfortable, in one session.



Barbour (2014) advises that the researcher must employ focus group interviews as a way of gaining information, views and identifying issues discussed in the group. Focus group discussions were used in this study in conjunction with individual interviews and document analysis for exploratory purposes (Arthur et al., 2013; Creswell, 2012). There are three focus groups comprising 15 trainee teachers chosen from the three selected subject areas, namely; mathematics, science and physical education. Focus groups were effective as a data collection method since participants supported or disagreed with one another, coming up with more data and new constructive ideas (Arthur et al., 2013).

Essentially, the focus groups involved the gathering of a group of people who were asked about their attitudes towards the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice (Hagen et al., 2018). A set of open-ended questions initiated the focus group discussions. The facilitator or the researcher steered the participants back to the focus group questions, depending on the research questions posed at that particular time (Mishra, 2016).

Dawson (2019); Friese (2019); Gooch and Vavreck (2019); Kostas and Sofos (2017) concur that focus groups concentrate on a clearly defined topic, and efforts are made to gather information and opinions from group members. The participants are free to talk with other participant since the setting is intended to be interactive. Dti (2016) says focus groups allow researchers to look beyond the facts and numbers that might be obtained via survey methodology.

### **3.8.1 Strengths of Focus Group Discussions**

In focus group discussion, the researcher gains valuable insight into how the mentor provides career development and psychosocial support to trainee teachers during teaching practice (Gooch and Vavreck (2019). However, Kumar (2019) suggests that it must be a well-planned group discussion led by a skilled interviewer who creates a natural environment. Focus group discussion creates a group setting where different opinions and perspectives emerge; all of which combine to paint a detailed picture for the study (Flick, 2018).

Bell, Bryman and Harley (2018) note that focus group discussions lead to valuable output in that they provoke dynamics which result in a hugely positive influence on the quality of the research output. This is done through motivating the participants thereby producing new thinking among participants which could result in a much more in-depth discussion. This kind of dynamic discussion also allows group participants to easily share their opinions, whether they are agreeing or disagreeing about the topic under study (Barbour, 2014). The researcher can offer clarification or input during the discussion via the moderator, which could have a positive effect on the resultant information (Friese, 2019). This study adopted focus group discussions because they give researchers the ability to gather insightful information faster than individual interviews or interpreting and analysing thousands of responses.

### **3.8.2 Weaknesses of Focus Group Discussion**

According to Harding (2018), although the focus group has its own strengths, it has also some weaknesses. The researcher may face some difficulties in controlling, and managing the process in comparison to conducting individual interviews. While a focus group format prevents the dangers of a nominal group process, outspoken individuals can “hijack” and dominate a discussion. For instance, a few individuals could possibly be introverts and others take control of the debate and impact the end result, or possibly even introduce bias (Creswell & Poth, 2017; Suskie, 2018). Green and Thorogood (2018) argue that it is important for the researcher to reassure the participants that what they say will be listened to and valued, and not ridiculed, dismissed or shouted down. This is where the moderator comes into play to manage the situation positively.

In this study, the researcher involved all participants in the discussion, asking shy participants for their input directly. A good focus group moderator will keep the group focused although it may be a challenge to control groups of people from different backgrounds and demographics. If the moderator is weak, then the output of the focus group can be severely limited, resulting in an unsatisfactory outcome (Dawson, 2019).

The researcher outlined some ‘housekeeping rules’ at the beginning of the discussion, for example; no speaking over someone else to maintain order and progress (Dti, 2016). The focus group relies heavily on assisted discussion to produce results that is

why the facilitation of the discussion is critical. The quality of the discussion depends on the skill of the moderator, who should be well skilled and preferably from the same target population, yet not affiliated with the researchers (Flick, 2014; Arthur et al., 2013).

Another concern is that of recording data. Data can present some problems resulting in large volumes of qualitative data collected during focus group discussion to be difficult to analyse since it is actually not possible to record when so many participants are speaking at the same time. (Merriam & Grenier, 2019). Focus group discussions should be audio-taped or videotaped in addition to the recording of field notes, to come up with authentic thick descriptions of data. Tape recorders may record just those who are closer and not capture voices of those far away. It is also important to transcribe verbatim (Flick, 2018; Green, Willging, Zamarin, Dehaiman, & Ruiloba, 2019; Suskie, 2018). In this study, the researcher audio-taped the discussion and also recorded some field notes as well as transcribed verbatim the responses to come up with authentic thick description of data.

A further weakness inherent in the focus group format is in participant selection system where sometimes participants are self-selected and study results are therefore harder to generalise to the larger population (Arthur et al., 2013). Participants are selected based on common or diverse characteristics, depending on the research question. For example, in this study, only trainee teachers were invited, but there was diversity based on sex, type of school, and age. The researcher had to choose a convenient location and to provide reminder notices, e-mails, and telephone calls before the focus group met (Barbour, 2014).

Koskela et al. (2015); Mishra(2016); as well as Ryan et al .(2014)posit that focus group questions must be short, natural, and open-ended. It has been noted that questions in focus groups often fall into 5 general categories: opening questions, introductory questions, transition questions, key questions (focusing on the main areas of concern), and concluding questions. However, most of the focus group time is devoted to exploring and examining the key questions, since focus group discussions are 60 to 90 minutes long. The moderator must facilitate the discussion and attempt to elicit participation from all members, ensuring that appropriate direction is maintained (“Group plus,” 2003).

Despite the above criticism, this study used focus group discussions as data collection instrument because they allowed the researcher to study the attitudes, opinions and practices of human beings in the context in which they occurred (Flick, 2018). Focus group discussions can be used to establish perceptions, attitudes and experiences of participants more than a quantitative survey. They also generate new ideas. Focus group discussions are also flexible and offer useful insights. Focus group discussion was an appropriate data collection instrument used in examining mentors' practices in facilitating career development and psychosocial support to trainee teachers during teaching practice.

### **3.9 Document Analysis**

According to Woolff (2004b, p. 284), cited in Flick (201, p. 353), documents are "standardised artefacts, in so far as they typically occur in particular formats as notes, case reports, contracts, death certificates, remarks, diaries, statistics, annual reports, certificates, judgements, letters of experts opinions. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. In this case, the documents were used to examine the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice (Bornmann & Mutz, 2015). However, in the present study, analysis of data involved the coding of data into themes similar to how focus group interview transcripts were analysed. A rubric was also used to grade or score documents (Flick, 2017). Creswell and Creswell (2017) suggest that it is wise to use a wide array of documents. However, the researcher sought to focus on the quality of the document rather than quantity.

O'Leary (2014) argues that there are two major issues to be considered during document analysis which are; bias and subjectivity, in the author or creator of the document. The researcher should evaluate the original purpose of the document. In addition, Kumar (2019) supported this position by saying that the researcher should also check if the author of the document was first hand witness or used second hand sources, and determine whether the document was solicited, edited, or anonymous. Latent content should also be looked at. This is the style, tone, agenda, facts or opinions that exist in the document, or the "unwitting" evidence (O'Leary, 2014).

O’Leary (2014) indicates that there are three types of documents namely;

- **Public Records:** The official, ongoing records of an organisation’s activities. Examples include trainee teacher transcripts, mission statements, annual reports, policy manuals, trainee teacher handbooks, strategic plans, and syllabi.
- **Personal Documents:** First-person accounts of an individual’s actions, experiences, and beliefs. Examples include calendars, e-mails, scrapbooks, blogs, Facebook posts, duty logs, incident reports, reflections/journals, and newspapers (Triad 3, 2016).
- **Physical Evidence:** Physical objects found within the study setting (often called artefacts). Examples include flyers, posters, agendas, handbooks, and training materials. It is important to use document analysis alongside other methods to triangulate data and to provide a confluence of evidence that breeds credibility as well as reduces the impact of potential bias (Triad 3, 2016). This study used the documents which were provided by the teaching practice office namely; letters, assessment documents, reports and memos from the heads, mentors, trainee teachers, supervisor, college lecturer, teaching practice officers, and the principal.

### **3.9.1 Merits of Document Analysis**

Document analysis is a valid research strategy with considerable merit as a methodology for examining the mentors’ practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. Document analysis is an efficient and effective way of gathering data because documents are manageable and practical resources (Arthur et al., 2013; Triad 3, 2016). Documents have been described as common place and they are presented in a variety of forms which makes documents a very accessible and reliable source of data. Obtaining and analysing documents is often far more cost efficient and time efficient than conducting your own research or experiments (Bowen, 2009). Bowen (2009) critically analysed the use of documents and found that they are stable, “non-reactive” data sources, meaning that they can be read and reviewed multiple times and remain unchanged by the researcher’s influence or research process (p. 31).

It has also been discovered that document analysis can support and strengthen research in various ways. For example, it can be used as either a primary method of

data collection or as a compliment to other methods (Cohen et al., 2011). Documents can provide supplementary research data, making document analysis a useful and beneficial method for most research. Documents can provide background information and broad coverage of data and are therefore, helpful in contextualising one's research within its subject or field (Bowen, 2009; Luttrell, 2010; Barbour, 2014). Documents are important in that they can also contain data that no longer can be observed, provide details that informants have forgotten, and can track change and development (Triad 3, 2016). Document analysis can also point to questions that need to be asked or to situations that need to be observed, making the use of document analysis a way to ensure your research is critical and comprehensive (Bowen, 2009).

### **3.9.2 Demerits of Using Document Analysis**

It is important to note that documents are not created with data research agendas and therefore, require some investigative skills (Bowen, 2009). Mertens, (2010) argued that a document will not perfectly provide all the necessary information required to answer research questions, but some documents may only provide a small amount of useful data or sometimes none at all. Other documents may be incomplete, or their data may be inaccurate or inconsistent. Bowen (2009) notes that there may be gaps or sparseness of documents, leading to more searching or reliance on additional documents than planned. Some documents may also not be available or easily accessible. For these reasons, it is important to evaluate the quality of your documents and to be prepared to encounter some challenges or gaps when employing document analysis (Triad 3, 2016).

Another concern to be aware of before beginning document analysis, and to keep in mind during analysis, is the potential presence of bias, both in a document and from the researcher. Both Bowen (2009) and O'Leary (2014), cited in Triad 3 (2016) state that it is important to thoroughly evaluate and investigate the subjectivity of documents and your understanding of their data, in order to preserve the credibility of your research. However, all the above issues surrounding document analysis can be easily avoided by having a clear process that incorporates evaluative steps and measures, as exemplified by O'Leary's (2014) eight-step processes as shown below;

- Gather relevant texts.

- Develop an organization and management scheme.
- Make copies of the originals for annotation.
- Assess authenticity of documents.
- Explore document's agenda, biases.
- Explore background information (e.g., tone, style, purpose).
- Ask questions about document (e.g., who produced it? Why? When? Type of data?)
- Explore content.

The researcher understand what document analysis entails and how to carefully use it as a data collection method as planned. The advantages of document analysis were likely to far outweigh the issues that might arise during data collection.

However, in the present study, triangulation was employed to confirm findings when carrying out document analysis (O'Leary, 2014). Data was gathered from documents to find out the right information on the issues and concerns of trainee teachers in relation to the examination of the roles of the mentor in teaching practice (Bowen, 2009).The researcher looked at teaching practice records, reports, memos, letters from schools and colleges about trainee teachers and files and other school based and college based supervision assessment documents, which assisted shed light on the phenomenon under study. The documents also helped the researcher to "trace their history and current status" (Mertler, 2010, p. 373), in the process of examining the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice.

### **3.10 Data Analysis**

Qualitative data analysis involves the interpretation and classification of linguistic (or visual) material to make statement about implicit and explicit dimensions of the phenomenon. Qualitative data brings out some kind of sense and meaning out of the data collected by interpreting the responses from participants and what the researcher has observed (Barbour, 2014b; Flick, 2014). Analysis of qualitative data is concerned with organising and working with the data, breaking it into manageable units, coding and synthesising them, and searching for themes or patterns that emerged, (Mertler, 2010). In this study, the data was coded systematically according to specific themes

and then analysed to address the main research question; how do the mentors perform their roles to facilitate career development and provide psychosocial support to trainee teachers during teaching practices?

The researcher used inductive data analysis where categories in the data were coded and then tried to find differences and similarities in the emerging themes (Mertens, 2010). According to Creswell (2017), there are three main steps to be followed by a researcher when analysing data qualitatively, and these are; preparing and organising data, reducing the and summarising the data, possibly through a process of coding and presenting the data, in narrative form, and /or tables.

In this study, data was prepared and organised through recording during interviews, focus group interviews and document analysis. During interview sessions, patterns and interpretations emerged, and these have an influence on the course of further data collection (Coury et al., 2017; Creswell & Creswell, 2017; Friese, 2019). The researcher made some adjustments along the way. The qualitative data was coded systematically according to specific themes and then analysed to address the main research question. Some of the more specific activities of qualitative data analysis included sketching ideas, making notes, reducing codes into themes, relating themes to each other, and relating themes to relevant literature or theory (Honig, 2018; Sibunruang et al., 2016; Zhou et al., 2019). The main sources of data were face to face interviews and focus group discussions. The researcher conducted full verbatim transcripts which was very useful and allowed the researcher to return to data at a later stage to carry out further analysis. The researcher was involved in collecting audio or video data which were usually transcribed into written form for closer study.

### **3.11 Credibility and Trustworthiness**

Credibility refers to the extent to which the results of qualitative study can be credible and believable (Cohen et al., 2011; Mialle, Brown and Arora, 2019). In addition, Irene and Deleña (2018) state that credibility includes how confident the qualitative researcher is in the truth of the research study's findings by assuring that the findings are true and accurate. This study used triangulation to enhance research credibility. The researcher stayed in the field until data saturation occurred. This limited



researcher's bias and compensated for effects of unusual or seasonal events. Persistent observations, referential adequacy, debriefing, as well as member checking were carefully and adequately done.

Unlike in the quantitative studies, where instruments with established metrics about validity and reliability are used, it was important to establish that the research study's findings were credible, transferable, confirmable, and dependable, since trustworthiness is all about establishing the above four principles (Elo, Kääriäinen, Kanste, & Pölkki, 2014). Charnbanchee (2017) the researcher made sure that there were prolonged engagements; using thick descriptions of data, triangulation, and audit trail inquiry and flexibility, to achieve trustworthiness. considered important to ensure credibility in this study, (Barbour, 2014b).

Transferability is when the researcher shows that the research study findings are applicable to other contexts, situations, populations, and similar phenomena (Elo et al., 2014) as shown in the research findings. Transferability included collection of thick description of data in context and reported them with sufficient detail and precision of data. This allowed the reader to make some judgements concerning transferability were fairly done (Morris, White & Moules, 2017). Dependability refers to the extent to which the study could be repeated by other researchers and findings remain constant (Charnbanchee, 2017). To establish dependability, the researcher used inquiry audit which required an outside person to review and examine the research process and the data analysis in order to ensure that findings are consistent and can be repeated (Nowell et al., 2017).

Confirmability is the degree of neutrality in the research study's findings, in this study the researcher made sure that findings were based on participants' response and not on any potential bias or personal motivations of the researcher. The researcher also made sure that there was no bias that could skew the interpretation of what the participants said to fit a certain narrative. To establish confirmability, an audit trail was provided to highlight every step of data analysis, to provide rationale for the decisions made, and also to establish that the research study's findings accurately portrayed participants' responses (Mialle et al., 2019). It is important to have an adequate trail to enable the auditor to determine if the conclusions, interpretations,

and recommendations can be traced to their sources and to see if they are supported by the inquiry (Creswell, 2017).

### **3.12 Ethical Considerations**

Ethics have been considered as the cornerstone for conducting effective and meaningful research (Creswell and Clark, 2017; Halle-Ekane, Guidona, Mbuagbaw, Mengouoand Mbu, 2019; Powell, 2017). Ethics is a set of widely accepted moral principles, conduct of work, and respect for others; or the concerns, dilemmas, and conflicts that arise over the proper way to conduct research, (Sassi and Thomas, 2012). The ethical principles of psychologists and code of conduct of the American Psychological Association (APA) states that psychologists must be concerned with “the welfare and protection of the individuals and groups with whom they work and the education of members, trainee teachers, and the public regarding ethical standards of the discipline.” (The American Psychological Association, 2002, p. 3, cited in Drew, Hardman and Hosp, 2007). It is important for the researcher to consider ethics in carrying out research. The *Ethical Standards of the American Educational Research Association* (AERA), supported the above position by saying;

*“It is of paramount importance that educational researchers respect the rights, privacy, dignity, and sensitivities of their research populations and also the integrity of the institutions within which the research occurs. Educational researchers should be especially careful in working with children and other vulnerable populations” (American Educational Research Association, 2002, P.3)*

It is the responsibility of the researcher to protect the participants in an investigation. There are four areas of concern where the rights and dignity of the subject must be preserved. These areas are: consent, harm, privacy, and deception. Thus, in this study the researcher took into consideration the issues of consent, honesty, respect, harm of the integrity of the individuals, and confidentiality (Creswell and Clark, 2017).

#### **3.12.1 Confidentiality and Anonymity**

It is important to treat the information given by participants in a confidential manner, and ensure the information is not given to anyone else, and that researchers maintain the principle of beneficence (George, 2019; Leelodharry, 2019). In this study, the

researcher used pseudonyms to maintain privacy and confidentiality. However, according to Mourby, Mackey, Elliot, Gowans, Wallace, Bell & Kaye (2018), this strategy may not be sufficient if the study is conducted in a small community where participants can be easily recognised. In such cases, circulation of the study may need to be restricted. The anonymity and privacy of research participants should be respected and personal information relating to participants should be kept confidential and secure. Researchers must comply with the provisions of the “Data Protection Act” and should consider whether it is proper or appropriate even to record certain kinds of sensitive information (George, 2019; Kumar, 2019; Merriam & Grenier, 2019).

In this study, the researcher anticipated threats to the confidentiality and anonymity of research data. The identities and research records of participants were kept confidential, whether or not an explicit pledge of confidentiality had been given (Cohen et al., 2011). While the researcher should take every practical measure to ensure the confidentiality and anonymity of research participants, s/he should also take care not to give unrealistic assurances or guarantees of confidentiality (Creswell & Creswell, 2017). Any individual participating in a research study has a reasonable expectation that privacy will be guaranteed (Alvarenga et al., 2019). Consequently, no identifying information about the individual should be revealed in written or other communication (Clifton, 2012). The researcher assured the participants in this research study that identity would not be revealed and the tape recorded information and documents would be kept private and confidential (Creswell, 2017).

### **3.12.2 Informed Consent**

Consent is the procedure by which research subjects choose whether or not they wish to participate in a research study (Creswell, 2017). Informed consent involves three elements namely: capacity, information, and voluntariness. All three elements must be satisfied for consent to be given (King, Horrocks, & Brooks, 2018; McDonough, 2012). In this study, the researcher allowed the subject to be able to decide if he/she wants to participate. Capacity is defined as the ability to acquire or retain knowledge, and the authority, or legal qualification to perform an act (Blaikie & Priest, 2019; McDonough, 2012). Voluntariness means that the subject chooses to be in the study of his/her own free will and is free to withdraw from the study at any time. In this study, the research

did not use any element of force, fraud, deceit, duress, ulterior form of constraint or coercion to get a subject to participate. All the ethical considerations were adhered to accordingly.

### **3.12.3 Protection from Harm**

The researcher's concern was not to harm any subject during the study and she strove to maintain the dignity of the participants. In this study, the researcher avoided physical harm, psychological stress, personal embarrassment, and humiliation. The researcher assured participants that their involvement in the study would not result in them getting hurt, feel any discomfort or danger in any manner (Blaikie & Priest, 2019; Killawi et al., 2014; Lunnay, Borlagdan, McNaughton, & Ward, 2015). The researcher had to abide by the code of ethics to make sure that the participants are protected from harm. The researcher applied for Ethical Clearance from the Faculty of Education, Research Ethics Committee from the university of Fort Hare, from the Ministry of Higher and tertiary Education Science and Technology Development in Zimbabwe, and from the mentoring schools to get information from participants. The principles of informed consent, voluntary participation, confidentiality, right to privacy, avoiding harm to participants, and security were carefully adhered to (King et al., 2018; Merriam & Grenier, 2019; Priest, 2019; Barbour, 2014).

### **3.13 Summary**

This study discussed the qualitative methodology under various sub-headings that included the research paradigm that directed the focus of the study. The interpretive paradigm was also discussed, clearly showing its strengths and weaknesses and justifying its choice as the research paradigm. The qualitative research approach was adequately explained and the rationale for its use in this study. The case study was chosen as the research design. It was clarified, its choice justified and its shortcomings highlighted. The chapter also discussed the population, sample and sampling procedures used in this study. The sampling procedures were clearly defined and the purposive sampling technique was explained, qualifying its choice for the study. Data collection techniques, that included face to face interviews, focus group interviews and document analysis, were discussed. Data analysis, credibility and trustworthiness of

the study, and ethical considerations were also discussed in the chapter. The next chapter focuses on data presentation and analysis.

# CHAPTER FOUR

## DATA PRESENTATION AND ANALYSIS

### 4.1 Introduction

Data presentation, interpretation and analysis in this chapter emanates from the data that was collected based on the main research question that informed the study which sought to examine mentors' practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. The data presented in this chapter was gathered through interviews; focus group interviews; and analysis of documents such as the college-based assessment documents, school-based documents, letters from trainee teachers on teaching practice, reports and letters from heads of schools and mentors, and minutes of meetings held by trainee teachers and mentors. Purposive sampling was used in the study to select all the participants. The key informants were: 6 mentors from three selected secondary schools; 5 college lecturers from one selected teachers' college that is, 2 from teaching practice office who worked with students on teaching practice and 3 senior lecturers in charge, selected from the physical education, science and mathematics departments; and 1 university lecturer who was a link person between the college and the Department of Teacher Education. Thus, 12 participants were selected for individual interviews and 15 trainee teachers for focus group interviews from S1, S2, and S3; five trainee teachers from each school. In respect of the research ethics explained in Chapter three, participants were identified by pseudonyms. The names in the document analysis are also represented by pseudonyms. The interview responses of participants were voice recorded. The identification of respondents in this study is as follows:

FGTS1 = Focus group interview for trainee teachers from S1 school.

FGTS2 = Focus group interview for trainee teachers from S2 school.

FGTS3 = Focus group interview for trainee teachers from S3 school.

S1, S2 and S3 = selected secondary schools.

MS1 = Mentors from S1 School.

MS2 = Mentors from S2 School.

MS3= Mentors from S3 School.

TPOs = Teaching Practice Officer.

LICM = Lecturer in charge Mathematics.

LICS = Lecturer in charge Science.

LICPE =Lecturer in charge Physical Education.

DETLP = Department of Teacher Education Link person.

DAR = Document Analysis of reports.

DAL= Documents Analysis of letters.

DAM = Documents Analysis of minutes of meetings.

DAAI = Document Analysis of Assessment Instruments.

## **4.2 Biographical Data of Participants**

It is important and necessary for the researcher to gather the participants' biographical data which acts as a mirror that reflects the participants' understanding of the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. For instance, profiling of gender is essential because participants' perceptions are potentially influenced by gender. Thus, in this study, it was possible to categorise participants' responses in relation to gender. The examination of academic and professional qualifications of participants helped in determining the ability of participants to understand the concept of career development and psychosocial support since perception can potentially be influenced by educational background. Table 4.1 presents the gender of mentors, college lecturers, and Department of Education link person and trainee teachers.

#### 4.2.1 Gender of Participants

**Table 4-1: Gender of Department of Teacher Education Link Person (DTELP), Lecturers in Charge, Teaching Practice Officers, Mentors and Trainee Teachers.**

<b>Gender</b>	<b>DTELP (N=1) F</b>	<b>%</b>	<b>LICs (N=3) F</b>	<b>%</b>	<b>TPOs (N=2) F</b>	<b>%</b>	<b>Ms (N=6) F</b>	<b>%</b>	<b>FGT (N=15) F</b>	<b>%</b>
<b>Males</b>	1	100	2	67	1	50	4	67	8	53
<b>Female</b>	0	0	1	33	1	50	2	33	7	47
<b>Total</b>	1	100	3	100	2	100	6	100	15	100

Table 4.1 shows that 1 male link person from the Department of Teacher education, 3 lecturers in Charge; 2 male and 1 female, 2 teaching practice officers; 1 male and 1 female, 6 mentors; 4 male and 2 female participated in individual interviews. There were 15 trainee teachers who participated in focus group interviews. 8 were males and 7 were females. The total number of participants was 27 and of these 16 (59%) participants were males and 11 (41%) participants were females. It was imperative for this study to capture information from both sexes pertaining to mentors' practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. Therefore, information from both sexes was captured except for one category DTELP where there was only one male participant. This was, however, justified on the basis that purposive sampling was employed to come up with suitable informants on the examination of mentors' practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. The following section focuses on the age of participants.



## 4.2.2 Age of Participants

**Table 4-2: Age range of the participants who include DTE Link Person, Lecturers in Charge, Teaching Practice Officers Mentors and Trainee Teachers**

Age range in years	DTELP (N=1) F	%	LICs (N=3) F	%	TPOs (N=2) F	%	Ms (N=6) F	%	FGT (N=15) F	%
<b>Below 30</b>	0	0	0	0	0	100	1	17	13	87
<b>30-39</b>	0	0	0	0	0	100	2	33	2	13
<b>40-49</b>	0	0	2	67	1	50	2	33	0	0
<b>50-59</b>	1	100	1	33	0	100	1	17	0	0
<b>60+</b>	0	0	0	0	1	50	0	0	0	0
<b>Total</b>	1	100	3	100	2	100	6	100	15	100

Table 4.2 reveals that 1 DTE link person is in the age range of 50-59, 2 (67%) lecturers in charge are aged between 40 and 49 and 1(33%) is aged between 50 and 59. One (50%) teaching practice officer is aged between 40-49 and the other one (50%) is aged 60 or above. The table also reveals that 1(17%) mentor is aged below 30, 2(33%) mentors are aged between 30-39 and 2(33%) more mentors are aged between 40 and 49 while 1(17%) is aged between 50 and 59. 13 (87%) trainee teachers are below 30 years of age and the rest are aged between 30 and 39.

The age ranges indicated in Table 4.2 show that participants were all mature enough to respond to issues pertaining to mentors' practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice, mainly because of their experience and orientation in the teaching field and in mentorship. From the age range of mentors, it can be assumed that they were experienced in interacting with trainee teachers within the context of mentorship during teaching practice. The age range of trainee teachers indicates that they were potentially conversant in issues pertaining to mentors' practices in facilitating career development

and providing psychosocial support to trainee teachers on teaching practice. Table 4.3 below presents the work experience of participants.

### 4.2.3 Work Experience of Participants

**Table 4-3: Work experience of the DTE Link Person, Lecturers in Charge, Teaching Practice Officers, Mentors and Trainee Teachers.**

<b>Experience in years</b>	<b>DTELP (N=1) F</b>	<b>%</b>	<b>LICs (N=3) F</b>	<b>%</b>	<b>TPOs (N=2) F</b>	<b>%</b>	<b>Ms (N=6) F</b>	<b>%</b>
<b>Below 5</b>	0	0	0	0	0	0	0	0
<b>5-9</b>	1	100	0	0	0	0	2	33
<b>10-14</b>	0	0	3	100	1	50	4	67
<b>15-19</b>	0	0	0	0	0	0	0	0
<b>20-24</b>	0	0	0	0	0	0	0	0
<b>25+</b>	0	0	0	0	1	50	0	0
<b>Total</b>	1	100	3	100	2	100	6	100

Table 4.3 presents the work experience of the DTE link person, lecturers in charge, teaching practice officers and mentors. The study sought to find out the experience of the participants based on the adage that ‘experience is the best teacher’. The duration of service in the job has a significant link with the knowledge an individual has attained on mentorship with regard to facilitating career development and providing psychosocial support to trainee teachers on teaching practice. The researcher assumed that lecturers and mentors who had been in the service for a long time were more experienced, had more knowledge, and were better placed to respond to issues pertaining to mentors’ practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice.

As indicated in Table 4:3, 1 mentor had 5 to 9 years of experience, all 3. LICs had 10 to 14 years of experience, while 1 had 10 to 14 years’ experience and the other one

had more than 25 years of experience, and 2 mentors had 5 to 9 years' experience, while the remaining 4 had 10 to 14 years of experience. All participants had more than 5 years of experience. From Table 4:3 above, it is therefore, evident that most of the participating mentors had substantial experience in mentorship, and they could provide reliable information on mentors' practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice.

#### 4.2.4 Academic and Professional Qualifications of Participants

**Table 4-4: Academic and professional qualifications of the DTE Link Person, Lecturers in Charge, Teaching Practice Officers, Mentors and Trainee Teachers.**

<b>Academic and professional qualifications</b>	<b>DTELP (N=1)</b>	<b>%</b>	<b>LICs (N=3)</b>	<b>%</b>	<b>TPOs (N=2)</b>	<b>%</b>	<b>Ms (N=6)</b>	<b>%</b>	<b>FGT (N=15)</b>	<b>%</b>
	<b>F</b>		<b>F</b>		<b>F</b>		<b>F</b>		<b>F</b>	
'O' level/ 'A' level CE / Dip Ed	0	0	0	0	0	0	1	17	15	100
Bed	0	0	0	0	0	0	2	33	0	0
Med	0	0	3	100	2	100	3	50	0	0
PhD	1	100	0	0	0	0	0	0	0	0
<b>Total</b>	<b>1</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>15</b>	<b>100</b>

#### **A key to academic and professional qualifications**

<b>'O' level</b>	=	Ordinary level
<b>'A' level</b>	=	Advanced level
<b>CE</b>	=	Certificate in Education
<b>Dip Ed</b>	=	Diploma in Education
<b>B.Ed.</b>	=	Bachelor of Education Degree
<b>BSc</b>	=	Bachelor of Science Degree
<b>BA</b>	=	Bachelor of Arts Degree
<b>Grad CE</b>	=	Graduate Certificate in Education
<b>PGDE</b>	=	Post Graduate Degree in Education
<b>MEd</b>	=	Master of Education Degree
<b>PhD</b>	=	Doctor of Philosophy in Education

Data in Table 4.4 shows that the Department of Education link person, the three lecturers in charge, and the teaching practice officer, were professionally qualified. These professional qualifications implied that they were competent professionals. Table 4.4 also shows that 1 mentor had a Diploma in Education, 2 had Bachelor of Education degrees, and 3 had a Master's degree in Education. As expected, the trainee teachers had the lowest qualifications. From the information on Table 4.4, it is evident that all the participants were professionally qualified to respond to issues and aspects relating to mentors' practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. Having presented the participants' biographical data, attention is now given to responses of participants to issues and aspects relating to mentors' practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. The researcher found it necessary to ascertain participants' understanding of the concepts of career development and psychosocial support.

### **4.3 Career Development and Psychosocial Support Roles of the Mentor**

The researcher further investigated on career development and psychosocial roles performed by mentors to ascertain if the participants were aware of the duties performed by mentors. The above was meant to establish whether respondents knew the difference between career development and psychosocial roles. The aim was to

find out if participants had some basic understanding of the career development and psychosocial support roles of the mentor. It was necessary to establish knowledge of the two concepts as this had influence on participants' responses in terms of examining the mentor's practices facilitating career development and providing psychosocial support to trainee teachers on teaching practice.

In response to the question which focused on the career development and psychosocial roles of the mentor during teaching practice, the responses of the participants showed that there were various career and psychosocial roles being performed by the mentor during teaching practice. The responses indicated that the career roles performed by the mentor were helping in classroom management, providing pedagogical skills to trainee teachers, in providing technical and organisational skills and coaching, which focused on learning and teaching activities like planning, timetabling, teaching, classroom control, giving instructions, problem solving, and giving feedback. The participants also revealed that the psychosocial roles were being properly performed and they looked at the mentor as a role model. It also came out from responses that the social support was in some cases provided to the trainee teacher by the mentor.

The mentors also helped the trainee teachers who encountered some difficulties and problems during teaching practice, developing collaboration, maintaining constant communication. The participants saw the mentor as a friend to the trainee teacher. The mentor was expected to assist the mentee beyond the workplace, providing social support, guidance and counselling, and providing the trainee teacher with accommodation. In their responses,

FGTS1F acknowledged that,

*My mentor helped me a lot especially with documentation. He used to supervise my teaching practice about twice a week. So that after supervising my file, he sits down with me making some adjustments on the areas which needed to be given special attention and to be revisited, especially on daily lesson plans and lesson plan evaluation. On another issue, he just empowered me to feel that I knew what I was doing, especially on lesson delivery. He motivated me.*

FGTS1Tp, stated:

*My mentor, acted as a role model in terms of guiding trainee teachers in terms of how they should behave at the school and manage the classroom. We copy some of the things done by the mentor. I got experience from my mentor. He guided me on how to manage the class and how to behave.*

FGTS2E shared the same view by saying,

*As for me, the mentors are very important because they instil confidence in us and also supervise, counsel me and also I could tell him some of my burdens, like financial constraints and lack of resources, and he could assist me providing guidance and advice.*

FGTS3J said,

*My mentor used to help me a lot during my teaching practice, especially on the issue of challenging assignments; to write the assignment, especially those from Theory of Education. She taught me how to respect others, the headmaster and the deputy master and the rest of the staff. She supervised me each and every week, demonstrating on how to scheme, how to interpret the syllabus, and how to interact with the learners.*

FGTS2G highlighted that,

*My mentor helped me on planning, scheming and lesson development. He also taught me how to socialise with anyone in the school and the code of conduct in terms of how to report the issues to the mentor and the HOD.*

On the same issue, FGTS2R responded by saying,

*My mentor welcomes me to a school which was a new environment to me since I was coming from a rural back ground. She taught me to be responsible, and to stick to the main objectives of preparing my documents and to teach learners.*

From the above responses by the trainee teachers, it was clear that mentors were performing the career roles more than the psychosocial roles. Probably, the mentors thought that their main duties were mainly focused in the classroom. A trainee teacher FGTS3Ch agreed to the above views by saying,

*Mentors help teachers to be competent in their career. My mentor could accompany me to the lessons such that I could watch him teaching to promote professionalism. Then, I could also do the same in teaching by just copying what the mentor had been doing. On psychosocial development, he used to have some regular counselling sessions on stress issues.*

Some mentors also showed understanding of their roles and how they were to be performed. They gave responses which concurred with the trainee teachers from the three focus groups, showing how they perform both the career roles and the psychosocial roles during teaching practice. Their responses are captured below.

MS1A indicated that,

*As a mentor, I will teach my trainee teacher to scheme, how to break down the content, formulating objectives and preparing their documents like record books and pupils' register. I give them guidance and counselling, and give some sort of motivation.*

MS1B also said that,

*The career roles which I perform as a mentor are to lead the trainee teacher by taking them to the lessons and showing them how a good lesson is structured. We also closely look at their schemes of work, interpretation of national syllabus, and career development as a whole.*

MS2A echoed added that

*Mentors are role models to their mentees. Mentees learn through observation. Thus, mentors should be friendly and approachable by creating a conducive environment. They provide counselling if the mentee faces any problem or any challenge, be it social or also psychosocial, providing some guidance and counselling.*

MS3A further explained that,

*Role modelling is important in attaining practical and leadership skills. I play a more like 'in loco parentis'. When they come to this school, professionalism is part of my duty as a mentor to tell these trainee teachers how to dress*

*professionally, how to behave, since they are crucial in the development of their country at large.*

It also came out from the participants' responses that some mentors had no idea of the career development and psychosocial support provided by the mentors to trainee teachers during teaching practice. The mentors and trainee teachers appealed for enlightenment and explanation on mentors' career role and psychosocial roles. It also came out that most participants thought that the mentor was supposed to do his or her duties during working hours only. Among them was the trainee teacher FGT1Tb whose response was "*I do not quite understand what you mean by career roles and psychosocial roles of the mentor, may you please explain.*" FGT3Tn said that, "*We are not quite sure about the career and psychosocial roles performed by the mentor.*" MS1a echoed the same sentiments when she responded, "*I am not sure what I was supposed to do as a mentor. Can you explain to me?*"

Regarding the same question, the lecturers in charge of the mathematics, science and physical education departments contributed their views on the career development and psychosocial roles performed by mentors during teaching practice, which were in agreement with the other participants' responses. However, lecturers in charge also showed understanding of the concept of career development and psychosocial support, and were able to clearly define the career roles and psychosocial roles of the mentor. Their views follow below.

LICM concurred,

*Well, on career development, the mentor really provides hands on teaching or examples to the trainee teachers, showing them really how to do the work practically, how to prepare schemes of work, planning how to manage classes, control classes, ideologies and strategies, motivation and supervision. Also, to attend to the social concerns of the trainee teacher during and after hours of work.*

In agreement LICS revealed that,

*The mentor is there to guide the trainee teacher, planning, scheming and organising the requirements for teaching and to display the academic roles of the science teacher. So, I can say the mentor is the role model for the trainee*



*teacher because he or she has to demonstrate love for the profession concerning the things that are happening in the everyday life of the trainee teacher. The mentor looks after day to day activities done by the trainee teacher maybe even socially, can act as confidante.*

LICPE pointed out that;

*The mentor should come up with ways of helping trainee teachers to adjust to some academic and social issues, such as accommodation, marital and other relationships. So, the mentor should be able to help them to that effect so that it doesn't affect their teaching practice.*

LICM stressed that,

*... on psychosocial support, the mentor should appear to be a role model. Yes, the character of the mentor must show it all to show all traits of professionalism and the mentor should also be friendly, approachable. The mentor should go beyond the workplace to give guidance issues to do with social life in the community, you know. Some kind of dressing, especially with lady teachers. Some communities do not like tight fitting clothes.*

LICPE pointed out that,

*The career roles that mentors perform include guiding the trainee teachers on how they are supposed to do their work like scheming and planning, keeping the records for feedback to the parents and learners. Mentors guide the trainee teachers in coming up with records so that their work is done effectively. We are also looking at the welfare of the trainee teacher during teaching practice.*

Teaching practice officers also commented on the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. They were also in agreement with other participants' responses regarding the same question on career and psychosocial roles of the mentor. This is what the lecturers in charge said,

TPO1 strongly supported the above duties of the mentor by saying,

*Career roles performed by mentors are as follows; firstly, they offer guidance to trainee teachers who are on training. Secondly, they also supervise and*

*provide advice to the trainee teachers. They also hold interactive sessions with the mentees so that they offer them proper guidance on how they are supposed to do their work as trainee teachers. Mentors also offer guidance and counselling where these trainee teachers might have some problems.*

TPO2 gave a comprehensive explanation on the career and psychosocial roles of the mentor during teaching practice. She gave the brief background of the teaching practice in Zimbabwe, trying to bring out how mentors should perform their career and psychosocial roles. She expressed that;

*In Zimbabwe teaching practice takes the form of mentorship. Where a trainee teacher is attached to an experienced teacher in order to help him or her to gain knowledge, wisdom and experience during a certain period of time. We look up to the mentor to carry out certain goals, to provide material support for the trainee teacher who is teaching in the classroom at the school. The mentor must provide continuous assessment to boost the trainee teacher's confidence.*

The Department of Education Link Person (DTELP) gave his contribution on career roles and psychosocial support given to trainee teachers. He was also in agreement with the other participants showing a deeper understanding of these roles. It came out from the participant that the college lecturers were not really satisfied with the mentors' performance, particularly on the psychosocial issues. He said,

*Notably, there is the professional side as well as the social side of mentorship. I can just say the whole teaching profession needs an experienced person who is the mentor. When we look at the psychosocial roles, we are saying role modelling should be done right from the beginning. The ethics of the trade has to be passed on to the trainee teacher using the experience of the mentor to the extent that by the time the trainee teacher completes his or her teaching practice, he or she should, in a way, behave in a similar fashion to that of the mentor. However, we have reports from various teachers' colleges which show that mentors were not doing well in mentorship.*

In summary, most of the participants had an understanding of the practices of the mentor in facilitating career development and providing psychosocial support to

trainee teachers during teaching practice. They were able to identify the career and psychosocial roles as they were performed by the mentors at different schools. Mentors were shown as performing both career development and psychosocial support roles. The duties of the mentor, as revealed by the data presented were, sponsorship, coaching, role modelling, social support, induction, orientation of trainee teachers, helping trainee teachers to adjust to the new environment, imparting pedagogical and technical skills, giving advice, as well as guidance and counselling. This showed that the participants knew what should be done by mentors to facilitating career development and providing psychosocial support. However, it seemed that the participants were focusing more on the career functions of the mentor rather than the psychosocial functions. Despite the fact that the mentors knew how they should facilitating career development and provide psychosocial support to trainee teachers on teaching practice, both the mentors and trainee teachers faced some problems which hindered the smooth flow of the mentorship programme. It emerged from the participants' responses that some mentors lacked mentorship skills. Therefore, they needed training through staff development workshops or training sessions. The next section discusses the strategies used by mentors in facilitating career development and providing psychosocial support to trainee teachers during teaching practice.

#### **4.4 Strategies Used By Mentors in Mentorship**

Mentors are considered as pillars in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. Thus, they are expected to be fully equipped with effective mentorship strategies for the programme to be successful. The participants were asked to identify the strategies used by mentors in facilitating career development and providing psychosocial support. The responses given by participants revealed that there were various strategies of mentoring which were used by mentors during teaching practice such as demonstration, observation, and guidance and counselling, brainstorming, question and answer, discovery, and discussion. Participants gave their views on the strategies that were adopted. The participant's views are given below.

FGTS1T indicated that,

*The first strategy to provide career development and psychosocial support as a coach is to use demonstration. For example, using teaching styles, how to use teaching methods. The teacher will come and demonstrate how to teach.*

FGTS1M added that,

*My mentor used the cooperative method; so we would team up together in planning process and come up with the documentation together; scheming coming up with the timetable for the term. Also had to guide me in terms of... on how to break down the content to suit the level of learners. He also used guidance and counselling and discovery method.*

GTS2C said that,

*On career development, my mentor used observation method. I think for the first week at high school, I used to observe my mentor while she was teaching, showing me how to deliver the lesson, how to communicate with learners, how to interact and ask questions.*

FGTS2C further revealed that;

*The mentor was using the warning strategy. For example, when I arrived at school the mentor would orient me and teach me new things and tell me how to interact with others, how to solve some certain issues, for example; in terms of the classroom, even at the assembly, she helped me a lot. ... he would tell me the tactics to cope with even stage fright, so the mentor was even giving me some tips and sort of awareness.*

FGTS2 added that,

*On the syllabus coverage of the content, the mentor could actually tell you on the areas to improve. In scheming, he could actually tell me the major topics to cover with the subject; for example, accounting. He will tell you the sequence of which topics to start with, because you follow the sequence of the subject. I just observed and come up with solutions to problems. Another strategy used was to give me the responsibility to do at school to build self-confidence, brainstorming.*

FGTS2Td explained that,

*On psychosocial development, my mentor was just like a brother to me. Usually, during weekends, I usually come to his house just for dinner where we will be socialising, sharing ideas on how to deal with the learners during lessons.*

FGTS3 So declared,

*As for me, I used child centred methods, for example learners would demonstrate in accounts how to balance or to enter entries when setting accounts. Thus, on my sides my mentor taught me that to be an effective teacher, you need to first demonstrate when introducing a topic. You work out one example, and then you pick out one learner to come and work another similar example, and then give the learners, work to do in group followed by the presentations to give feedback. Then after that, you might give learners an exercise or homework.*

FGTS3W collaborated

*My mentor randomly asked the learner some questions to monitor progress to see if they are grasping the concept which I was teaching them. So, it was another strategy used.*

FGTS3C had a different view,

*My mentor was interested in practical work; he enjoyed working outside the classroom. As a geography teacher, I was encouraged to learn by doing, which he said was a hands-on approach which could actually leave some everlasting impact in the learners' minds.*

FGTS3Pr concurred with FGTS3C that,

*Due to the nature of my subject, I was teaching geography and scholars have always said geography without field work is like science without experiments so my mentor always encouraged me to use fieldwork every Wednesday. We had*

*2 periods every Wednesday reserved for field work, for outdoor learning, while other days were used for classroom.*

FGTS3Car said,

*My mentor used to tell us his social experiences used to share his own experiences guiding and counselling me in some of the instances whenever I had social problems.*

Mentors also provided their responds on the strategies they used in providing facilitating career development and providing psychosocial support to trainee teachers on teaching practice. They gave strategies which were almost similar to strategies given by the trainee teachers from the three focus groups.

MS1A authoritatively said that,

*When it comes to their work, they should learn by observation. They can follow what I have been doing. At first, I teach them how to do it and later, I will let them learn through observation. I demonstrate then later I will leave them to observe what I will be doing.*

MS1B said,

*To solve the career problems, I accompany the trainee teacher and allow the teacher to observe me teaching such that the trainee teacher will be equipped with this strategy on how teaching is done. I will also have some staff development meetings with these trainees. Psychosocial support is also done through staff development. Normally, the teacher should be fully equipped before going to the pupils such that more problems encountered during teaching will not become a bitter pill to swallow.*

MS2A noted,

*The strategies that I use mostly are the guidance and counselling. I help trainee teachers with some marital problems or other social problems*

MS2B added that,

*Well, if it's a career issue which has something to do with the administration of the school or their college, like the need for resources; what we do is, we provide the resources. On behalf of mentee, I go to the administration to ask for resources so that they'll be able to do their duties properly. Then, on the social issues, I normally resort to counselling. So, sometimes we have to lend them money so that they can buy whatever is needed then they can return the money back. So you can see that it's a challenge because they still have to return their money back.*

MS3A noted that,

*Mostly, I want them to discover things on their own. I just guide them, then leave them to discover. I do demonstrate to them and guide them on how to break down and deliver content.*

Regarding the same issue, the lecturers in charge of mathematics, science and physical education departments also gave their responses on the strategies used by the mentors in facilitating career development and providing psychosocial support, as shown below.

LICM said,

*Some of the problems, yes will make the trainee teachers come to college. We listen very carefully to the nature of their problems. If it is a problem of accommodation, in serious cases, we transfer the students to a better school where there is better accommodation. We actually advise them to use the technology for communication like email. We use WhatsApp and respond timeously to their questions.*

LICS noted that,

*Maybe if it is a financial problem, we look for alternatives whereby the student can work during the holiday in order to raise money, as you know the government has reduced money for trainee teachers and these students are widows or orphans who pay their own fees.*

LICPE expounded,

*Depending on the nature of the problem, there are various ways we employ. Someone may simply need counselling. I would counsel the students through our counselling department at college. Some we refer them to the teaching practice office; some even referred back to the school authorities so that they can help in solving the issues; and some if it's actually a problem of our trainee teacher, we would talk to them so that we correct their behaviour.*

Teaching practice officers also gave their responses concerning the strategies used by mentors to solve the career development and psychosocial support problems encountered by mentors and trainee teachers on teaching practice. They acknowledged that the strategies which were being used by mentors were useful but they needed to be improved to meet modern technology and the existing environment.

TPO1 agreed with the other participants that;

*At college, we have a group of counsellors. We may also send them for counselling so that the issues may also be ironed out. And again, these students are allowed to phone us as teaching practice office. Our trainee teacher reports to college every month. Those with problems begin to bring those problems to the TP office when they come for CDs consultation that is curriculum depth study research project. Those issues we cannot handle, we direct them to the counsellors, the vice principal or the principal or heads of departments, who are more than ready to assist these two conditions.*

TPO1 elaborated

*Yes. We're supposed to visit each trainee teacher at least twice per term. We will visit them so that we supervise them as they teach and after each teaching session. We hold meetings with them where we hold post-mortem with them so that we iron out the grey areas and also encourage them or motivate them to continue with the good work.*

TPO2 highlighted,

*Sometimes we find ourselves calling the student to college if the teacher trainee's case can be solved at college, when, for example, they got drunk that they would even omit classes, then fail to attend lessons. If we are alerted by the school that day, we could call the trainee teacher to the college to reprimand*



*him or her and try to also counsel. We can sent a delegation to the school, really depending on the gravity of the situation.*

On the same issue, the DTELK said,

*Like I said earlier on that teaching is a noble profession, we expect teacher training colleges to conduct workshops as well as trainings for the mentors so that they may be able to do their mentorship programmes in a dignified and professional manner, which is also going to assist the trainee teacher.*

The data presented in this section identified some good strategies which were used in the facilitating career development and providing psychosocial support to trainee teachers on teaching practice by mentors, as well as to solve some of the problems met by both the mentor and the trainee teachers. The strategies identified by participants included demonstration, observation, guidance and counselling, brainstorming, child centred method, question and answer, discovery and discussion. The findings suggested that the strategies needed to be improved. There were some challenges in the use of the identified strategies. For instance, some respondents revealed that there were some misunderstandings in the use of the strategies between the mentors and the trainee teachers. Some mentors preferred the use of teacher centred methods whereas, the trainee teacher wanted to use the child centred method and also to use the new technology. There was also a lack of resources and electricity in many schools, which made it difficult for some mentors and trainee teachers to use electrical gadgets like the projector, videos and the television. There was also a lack of support by the schools and colleges in terms of materials to use in implementing these strategies, lack of emotional, moral, psychological, social and financial support. The current study also revealed that the colleges and schools were lacking proper monitoring mechanisms to use during teaching practice. The next section presents monitoring mechanisms used by the colleges and schools to ensure that mentors performed their work effectively.

#### **4.5 Monitoring Mechanisms Used by Colleges and Schools For Mentorship**

This section discusses responses of the participants on monitoring mechanisms used by the schools and colleges to ensure that mentors perform their work effectively. It is important for the Department of Teacher Education, college lecturers and the school

heads to observe and check progress and make some follow-up on how mentors were facilitating career development and providing psychosocial support to ensure effective implementation of the mentorship programme. This helped to reveal gaps in the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. The study also examined participants' understanding of the mechanisms used by the colleges and schools in mentorship. Monitoring is done to ensure that all activities expected of the mentors and the mentees are done properly by the right people, on time, using appropriate mechanisms. The following mechanisms came out from the participants' responses; use of policy documents such as a teaching practice guideline, internal and external supervision, follow ups, reports, memos, letters, circulars, exercises, test and examinations. The data gathered showed that schools and colleges were not doing justice in terms of monitoring of teaching practice because regular observation and recording of activities taking place in mentorship programme were not done as per expectations. The participants held diverse views.

FGTSIF had this to say,

*At our school, there was a policy under our department which says the mentor was supposed to give a report to the HOD weekly, so this was forcing the supervisor to come and supervise me every week.*

FGTS1Z added that,

*The college provided supervision documents which were supposed to be used for assessment by mentors and the school had to make sure that mentors do their work through asking trainee teachers if mentors were supervising us.*

FGTS1E pointed that,

*The deputy headmaster had to make a follow up on books of learners and count the number of exercises. The mentor also had to do the same and to check on the record of marks, because he was supposed to record at least 3 exercises per week. All the records were being used as a measure, to monitor the students' progress.*

FGTS2 concurred,

*I think there was a close supervision and monitoring of trainee teachers by the mentors, HODs, and even by the headmaster himself. He could, at some point, come to our lessons during the lesson to supervise us, and see if our documents were up to date. So, I think there was close monitoring and supervision. The college lecturers used to visit us after every 2 weeks. There was continuous supervision by the college.*

FGTS2 noted,

*The school for example, asked the mentors to provide their supervision reports to see if the teacher is doing his or her duties correctly, as a way of monitoring progress so that this will force the mentor to supervise in a correct manner. So, that was the mechanism used by the school.*

FGTS3 noted,

*The other thing I've noticed is that there was a mutual relationship between the college and the mentor and the colleges had to make some tight follow ups, especially on documentation; looking at the schemes of work. It was supposed to be stamped by the mentor. It was also to be stamped by the deputy and the college had to look at that. If the documents were not stamped, the supervisors had to really make a follow up, on the causes of not being stamped.*

FGTS2Td pointed that,

*Each and every week my learners were supposed to write an exercise. I was supposed to give them a test every fortnight. The follow ups forced trainee teachers to make sure that learners are given tests after two weeks and an exercise every week.*

FGTS3, substantiated.

*Okay, on my part the school and the school administration made sure that I attended lessons with my mentor. So, it was like every lesson I had to attend, my mentor should be there with me to guide me and correct me on some errors I could make. So, there was much emphasis from the school head that I should go to the lessons with the mentor, and also he was making some follow ups, especially on record keeping. He could ask for my mentor to produce my*

*records, say for every week. I should have evaluated my schemes and exercises.*

The mentors also had to give their responses concerning the monitoring mechanisms they were using to provide career development and psychosocial support to trainee teachers during teaching practice as shown below.

MS1A has this to say,

*.....as for me, I supervise trainee teachers 6 times per term, because I supervise them twice a month. But to the college, they submit about 3 crits to their college per term. Thus, the demands of the college will force me to work very hard and supervise the mentee and my learners every time.*

MS1B said,

*There are mentoring mechanisms which the school has put in place to make sure that all schemes of work for the trainee teachers are submitted to the headmaster or to the deputy; and they can only be submitted after assessment. The schemes of work and the record of marks should also be submitted to the headmaster after I have looked at the record of marks ... every two weeks. All records are checked so that they can see progress.*

MS2A noted that,

*In terms of the mechanisms, especially from the school, they would demand documentations; for example, the schemes of work demanded by HOD or the headmaster. So, this will make me work hard as well as monitoring or checking even the schemes of my mentee so that he does something which is very correct. So, the issue of the documentations from the schools, and from the college are needed for supervision and monitoring.*

MS2B explained further bringing out a different idea concerning the monitoring mechanisms by the college and the schools. It emerged that there was a big gap in supervision by the colleges, and they were not doing it properly. Mentors were not being monitored directly. Thus, some mentors were relaxed and therefore, not doing their work properly.

MS2B said that,

*Well, external and internal supervisors visit the schools but they did not visit the schools to see the mentors. They visit the schools to see the mentees. I have never seen them talking to mentors. So I can't really say that they do monitor directly the mentors. Maybe indirectly through the work/documentation of the mentee. If there is a challenge, they go to the administration to see the head. They don't consult the mentor.*

Lecturers in charge of the three departments; mathematics, science and physical education and the teaching practice officers, explained how they monitored the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. Their responses were in agreement with the other participants' responses. However, some respondents acknowledged that they were not doing their work properly due to various challenges like lack of time and scarce resources. Below is what they said.

LICM said,

*Firstly, upon deployment, we make them prepare schemes of work and they do lesson planning; but they do that, not for the whole term, but only for two weeks. We visit them to look into their work to see if it has been properly done. If it's not properly done, we give advice accordingly. Now, we do not give notice to the student that we are coming on such a day. We just get there unexpectedly and that makes them stay prepared.*

LICS said:

*We play a part in the overall mark for teaching practice through the school-based assessment documents. DTE gives you a final summative evaluation and marks. When we get to schools, normally the first port of call is the headmaster's office, before seeing the students. If there are any problems, then he/she is going to open up and tell us the problems with each of the trainee teachers. Then, we discuss. We actually have an after talk when we finish the assessment with the student, and we actually give them time to view and ask questions and assist them.*

LICPE highlighted that,

*It is the duty of the mentor to supervise how the trainee teacher is performing. The mentor is required to supervise the student and send a copy of the assessment documents that they would've written during supervision to the teaching practice office at college. The college ensures that the mentors do their work by ensuring that they send their copy. They request for that copy every month because the mark that the mentor gives is considered when the trainee teacher is graded at the end of the year.*

TPO1 noted that,

*The time given for teaching practice is not enough and we also do not have the leeway to go into the schools specifically to look at the mentors' practices regularly. We just talk to them when we go for teaching practice. It is true that these mentors are supposed to be monitored by the heads and the deputy heads... college lecturers.*

TPO2 said,

*As a college, we have devised an instrument that we use for supervision. We also expect our mentors to supervise trainee teachers on daily basis. So we also have to follow a guideline from Department of teacher education from the University of Zimbabwe which is our certifying board. We are affiliated to Department of teacher education. External assessment is very important as a monitoring mechanism. I take it to be one of the very good monitoring devices that have been put in place because we feel they have a final say in the student's final mark. We appreciate whatever comments they would also bring back after they have visited the school.*

TPO1 noted that;

*We find ourselves in a situation which is economically so bad, but knowing everyone has been in the teaching practice for 3 years now, our first two years were smooth going because we had facilities to invite mentors for mentorship workshops. So workshops used to be held that would lead our members to our expectations in college according to DTE expectations. When I talk of DTE*

*Department of teacher education, our certificating board like I said, we also were holding staff development workshops.*

*TPO2 added that;*

*Although from time to time challenging ourselves, we do that because we want to keep ourselves up rest of the developments in the schools. We highlight also our expectations and we have TP policies and certain rules and regulations that have to be followed. I think that is a very good monitoring mechanism that has been put in place. They are given so that they also have something to base on.*

The data presented above revealed various monitoring mechanisms used by the college and schools in the provision of career development and psychosocial support to trainee teachers during teaching practice. The monitoring mechanisms include; follow ups by DTE, college lecturers and mentors; looking at files, assessment documents, media kit and record books; provision of guiding policies by the college; internal and external assessment. It emerged from the responses that, although monitoring was being done, it was not up to the expected standard due to some circumstances. Monitoring processes done by the schools and the colleges helped mentors to improve their practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. The study also acknowledged that proper mentorship programme encompasses the review of the mentor's practices as discussed in the following section.

#### **4.5.1 Review of Mentors' Practices**

Reviewing of the mentors' practices is one of the essential aspects of the mentorship programme if the schools and the colleges are to successfully facilitate career development and provide psychosocial support to trainee teachers during teaching practice. This is because the review of the mentors' practices helps both the school and the college to identify areas of weaknesses and strengths and act accordingly. The participants were requested to explain how often they review the mentors' practices in their colleges and schools. The participants mentioned that there were no

reviews being done on the mentors' practices by the DTE or the teachers' colleges and schools. The participants acknowledged that they knew the procedures to be followed but the review was not being done. The participants' responses are captured below

MS1 had this to say,

*There is no review which is done. They only just come when their students fail but when they pass they don't come. They come when the students fail to check if we were doing our work, but if they pass, they don't come back.*

LICS noted,

*There is vigorous planning that is to be done at college level together with the Department of Teacher Education before and during review. We are also supposed to inform the Ministry of Primary and Secondary Education. After informing them and after getting clearance from the ministry, the district cascades the information to the heads of the schools, then after that we also have to plan for the dates and we put in place the logistical issues that are required so that we start a review programme. The schools and colleges are failing to meet the costs.*

The responses given by participants revealed that there was no review of the mentors' practices done, although some participants knew the procedures to be followed. Some of the participants could not answer the question on review. The participants showed this to be another gap since review of the mentors' practices would reveal the strengths and weakness of the programme in order to share ideas on how they could overcome some problems encountered in the provision of career development and psychosocial support to trainee teachers during teaching practice. For mentors to do their duties effectively they need enough support from colleges and schools to overcome some challenges encountered during teaching practice. The following section shows the responses of participants on the support given to mentors by the college and schools in monitoring mentors' practices.



#### **4.6 Support Given To Mentors by Colleges and Schools.**

This section presents the participants' responses on the support given by colleges and schools to ensure that mentors are doing their work effectively. Both mentors and mentees need support to accomplish their goals. Some participants agreed that the schools and the colleges offered career development and psychosocial support to the mentees during teaching practice. Most participants revealed that the support was inadequate, particularly the psychosocial support given to trainee teachers during teaching practice. The participants' responses in this study revealed that the mentors needed support from schools and colleges through training, workshops and reviews of the mentors' practices. They also emphasised the provision of economic, social, material, moral and emotional support. Their responses are given below.

FGTS1C said that,

*I think the school must always have workshops, for example the issue of new curriculum. At college, we are taught about the new curriculum but when we are at schools, there is sort of resistance. There are no adequate workshops that are being held for the mentors so it's a great challenge in terms of resistance. For example, in terms of some teaching strategies used*

FGTS1T observed that,

*I think the mentor is supposed to be provided with some mentorship skills. I noticed that some of the mentors did not know how to mentor the mentee. Let me explain on the mentorship skills. When the college comes for external supervision, they were supposed to sit down with the mentor and discuss some of the issues that they expect the mentors to do for trainee teachers because some of the mentors don't have skills on how to mentor students.*

FGT2S: said that,

*They should be trained for mentorship. When the college comes for supervision, they should reemphasise or reinforce on those skills. They are supposed to have mentorship reviews after every year to evaluate the programme and to improve on their weaknesses. The recommendations may also be useful during workshops and mentor training programmes.*

FGTS2E concurred,

*Again, the college had to continue to provide these mentors with supervision assessment documents to help the supervisor. For example, they can just use these assessment documents to summarize the performance of the trainee teacher. I strongly feel that it's very important that when the supervisors come to our school should also seek for our mentors such that they could have one on one rather than look at our files and go to the lesson without consulting our mentors.*

FGTS1J also stated that,

*The college or the school should pay or give incentives to the mentor, so that he or she will be motivated, especially on the issue of supervising, because we have found that most mentors are not doing what they are expected to do for the mentees by the college. They can be given money or any other form of appreciation, token of appreciation in fact.*

FGTS2T presented the same view,

*At my school, I can't say I was given all I want but in my subject mathematics, we needed to have maths daily. The charts and the manilas, we were given 2 sheets, I think the support was only sufficient in terms of non-material things like the stationery were not enough. I think there should have some improvements on how the school will assist trainee teachers.*

FGTS2F expounded that,

*The school helped my mentor a lot since my mentor was a sports director. There is a lot of workshops to be attended but when it comes to assessment, the headmaster will send another teacher or the deputy for my mentor to assess my work. The school was encouraging my mentor to go for some staff development workshops so that they will be updated with new knowledge and skills on how to deal with the changes in education since we are in a dynamic world. There are so many changes in education such as the introduction of the new curriculum.*

FGTS2W said,

*The college used to provide the mentor with assessment documents. These were coming from the college. So, it was the support that was given to trainee teachers. Also, the college used to give guidelines to trainee teachers. The school issued full provision of textbooks and also some workshops. The students were given accommodation. At my school, we had about 3 workshops on the new curriculum. So these workshops were meant to improve our understanding of the new curriculum and for teachers to know how they were to implement it.*

FGTS2D raised a different view by saying,

*These workshops were not done at my school because the headmaster would say there was no money to funds the workshops. So, these teachers were not having staff development workshops. Some teachers have got a negative attitude towards workshops.*

FGTS3Charles elaborated,

*I was being groomed by my mentor and by our assessors from the college. The pressure that we're given developed into professionalism. My behaviour has also improved and I now know how to use media. I gained more skills on lesson development and lesson delivery. I showed a lot of interest from taking advice from the mentor who encouraged me to take advice on lesson development.*

FGTS3C added that,

*As an individual I listened to some advices that we were given at college I applied some of the advices. So I managed to use the available resources to try and make sure that learners were getting adequate information from what was there. I think I used to borrow some books, because I did exactly what the college requires.*

FGTS3B supported,

*I was deployed where there was a challenge in terms of resources. I used the back of used chart or calendars as my charts because I had no finance to buy the charts... remember the days when I was teaching sets, I would pick up stones to use the stones as our media during the lesson. Then I had my printer*

*because at my school there was no Wi-Fi... I had to download some of the concept to be taught ahead and also some of the topics. I had also to download those PDF and textbooks. Then I would print out, create my worksheet to give my class for group work activities.*

FGTS2J had this to say,

*I think the college should teach mentors or the school on what is demanded from the mentee or trainee teacher during his teaching practice so that the supervision go well.*

FGTS2S added,

*The college should teach the mentees on what is needed or what the trainee teacher should do during teaching practice, when being supervised; so that the supervision will not be biased. Mainly, the schools should have a good spirit about trainee teachers.*

Mentors also gave their views on the support given to them by schools and colleges. They had mixed experiences; some saying the schools and colleges were supporting them but others saying they did not get any support from the colleges and schools. Their responses are captured below.

MS2B noted that;

*Support comes in different ways. It can be financial. It can be resource-wise. It may be in the classroom. I don't know whether to call it career or psychosocial support. But I think in the classroom, when they are performing their duties, some of the mentees don't have enough confidence. So, I'll have to chip in here and there as a mentor to help them and even when evaluating their lessons.*

MS3A added that,

*In terms of meetings, I would say it depends, in my case, with the mentee that I have. We don't meet very often because, remember I also have my own load. You know, I also have classes to teach. So, we do meet here and there and we also meet when the mentees got some challenges. So that's when we meet so that we can help each other.*

MS2B supported the view that schools only offer support to the mentors and trainee teachers during teaching practice. She said that;

*We do get direct support from the schools that is in terms of resources. Yes, we do get materials to use from the school. But from the college, we don't get anything except the burden. Unfortunately, we don't have direct link with the department of teacher education, but just know that they existed, but we don't know anything about them. We know that they come as external assessors but they do not talk to us except to just ask some questions if there is something wrong.*

MS3B also concurred by saying,

*Well, we're not getting as much support as I can see, because, remember, for me to perform better as a mentor, then I should be rewarded accordingly. But if I'm not being rewarded accordingly, that means I won't be able to do my job, you know perfectly. Or I won't be able to meet the expectations. So, for me to do better, I need to be appreciated. I need to be recognised you know, and be given due reward.*

From the above responses, the participants showed that only a few trainee teachers managed to get assistance in the form of career development and psychosocial support. However, it came out from the study that in terms of psychosocial support, there was very minimal support from the college and the schools. Some trainee teachers were given material, emotional, moral and sometimes financial support. However, the participants' responses suggested that various forms of support could be offered to trainee teachers during teaching practice to facilitate career development and psychosocial support by mentors. The suggested support included: material resources, workshops and updates, supervision, review of mentorship programme, incentives for motivation, orientation, induction and capacity building of mentors, and the trainee teachers. It was not clear from the findings of the study what should be taught to the mentors to do their duties effectively. The content to be taught to mentors during training has not been clearly defined by the findings of the study which shows another gap. The content to be taught to the mentors needed to be clearly defined. The researcher also found that the findings of the study did not clearly show who was supposed to train the mentors although some responses generally mentioned the

colleges and Department of Teacher Education as responsible for the capacity building of mentors.

There were some challenges encountered during teaching practice. The reviewed literature was consistent with the study in that, in some cases, mentors have been accused of failing to assist trainee teachers with regard to discipline. Instead, they absented themselves from school, leaving the full load to the trainee teacher. The reviewed literature indicated that some mentors gave trainee teachers extra subjects to teach which were not their subject areas (Maphosa & Ndamba, 2012). Some participants suggested that the school and colleges calendars be the same so that they work together to organise workshops and time for training of mentors since there was also no stipulated time for the training of mentors. The next section presents the participants' views on training of mentors.

#### **4.6.1 Capacity Building of Mentors in the Mentoring of Trainee Teachers**

The training of mentors is very essential in the mentorship programme since it equips the mentor with skills necessary for the facilitation of career development and provision of psychosocial support to trainee teachers on teaching practice. In light of this, participants were requested to shed light on capacity building or training of mentors and its importance in facilitation of career development and provision of psychosocial support to trainee teachers during teaching practice. In response to the question, most of the participants agreed that it is the duty of the DTE and colleges to train mentors but mentors are not being trained at all. The participants suggested that mentors were supposed to be trained before mentorship to effectively facilitate career development and provide psychosocial support to trainee teachers during teaching practice. This was despite some financial constraints which may hinder the training process. It also came out from the participants' responses in this study that there should be a policy on mentor selection since it has become an issue of concern in many schools and colleges.

FGTSI had this to say,

*The department of teacher education is supposed to come in conjunction with college to teach the mentors but it's very rare. The assessors from the college just come and assess their students. Sometimes, they don't even talk to the*

*mentors. They just come and go. So, some of the mentors have not received this training. That makes it very difficult for some mentors to supervise these students.*

*FGT1W: They should have some workshop before they give us students because it will be a burden for us to think what am I supposed to do. And the students they don't know what are they supposed to be doing. Mentors are not aware of what to do. So, if they have workshops before they give us their students, I think it will be very helpful to us.*

*FGT3T: There are many problems encountered in the training of mentors such as lack of resources in terms of financial, and even time to conduct workshops, because the teacher at those schools will be busy with their work and the college will come with another load.*

Regarding the same issue, the mentors' answers also reiterated what came out from other participants and from the three focus groups. It emerged from the participants' responses that mentors needed to be trained before mentorship, to be fully equipped with the necessary skills.

*MS1a said,*

*If they train us, we are going to be aware of what to assess when assessing their students. I think if they give us the assessment documents before, because sometimes the students give us the assessment documents asking us to just put our signatures, not aware of what I should be assessing.*

*MS1B said,*

*Normally, it's just once and they at times don't hold any workshop because we just see them once, especially in the department of teacher education. I was not trained really, but am just an HOD. That's how I become a mentor.*

*MS2 said,*

*The government and the teachers' colleges should set a provision where there should be some workshops for the training of the mentors. The challenge is the issue of time. There is no time to spare for training of mentors during school days. All mentors may want to be trained to be mentors. No one will want to be*

*left out alone, and by so doing, it means that this will affect the whole learning process, disturbing the teaching and learning process.*

MS2B noted that,

*Well, rarely, we don't get much training. It's like what happens is that they only pick one person from the school who is trained, you know, apparently attends a workshop and when that person attends workshops, brings the feedback to school and tells us what has been happening.*

MS3A said,

*I suggest they should come to the schools to train mentors, invite them at one central point. There are so many challenges that are faced by schools in training the mentors, such as shortage of cash. So, every institution is suffering from economic crisis, which is facing every institution. We also do not have resources material. We also do not have human resources as well as the Personnel to train the mentors.*

MS3B stated,

*I've not been trained. Like now, I'm mentoring students. Perhaps it's because we're in the rural areas. Maybe, they do such workshops in town. So, there's no training that is being held. As for now, we are using our own experience which we acquired during the same process when we were doing the teaching practice.*

MS3A said,

*So, no training has been offered so far to us. I think the department of teacher education, in conjunction with the college is to make sure that they deploy the trainee teachers to mentors after training them for mentorship. It's very important and it's necessary to train mentors to equip them with adequate skills for mentorship. So, it will improve the quality of supervision that will be done by mentors to the trainee teachers.*

The responses given by the lecturers in charge of the mathematics, science and the physical education department pertaining to the same issue indicated that they were



also in one accord with other participants' responses but they gave an excuse that the colleges could not train the mentors due to financial constraints. They also mentioned the issue of resources as a barrier to the training of mentors before teaching practice starts. LICM noted that,

*It's not being done. Overall, mentors are not being trained for mentorship. Some of the mentors leave our students with social problems and they don't assist them in any way. So, maybe with training, that might help, and also the training needs some resources since it is done through workshops.*

LICS noted that,

*For example, the college must budget for that. Yes. That's a big challenge, that of money and time to do it. Training can be done during the weekend.*

LICM also observed that,

*Mentor training is very important, given the technological advancements and also change in syllabus. It's like the other way round now. The trainee teacher is at an advanced stage than the mentor who is at the school, because the practises that are in the school are old. Their curriculum or what they did is now out dated and new topics have been taken aboard in the schools.*

LICS states that,

*The major problem is the financial crisis which has struck our nation, because we are looking at people from all over the country, who need to be trained. We are supposed to synchronise everything about teaching practice, including the colleges themselves. They should have a common ground on what is expected of the mentors.*

LICPE also stated that,

*Sometimes, the mentors will be expecting too much from the trainee teachers and there are certain misconceptions that these mentors might have in terms of how they should work with the trainee teachers. Like I have alluded earlier, some schools they need somebody to work on their behalf. It's one of those challenges that colleges face in dealing with mentors. Another challenge is that*

*of mentors not showing up for the workshops. Yes, it could be an attitude problem.*

The Department of Teacher Education further explained the procedures to be followed for effective mentor training. However, it acknowledges the importance of mentor training before the beginning of the mentorship programme. For example, DTELK said,

*I said we engaged aggressively with the teacher training colleges, by holding trainings, workshops, and even presenting papers to colleges on mentorship. DTE can be invited during training to offer training on mentorship of these teachers. This is a two way but normally, the teachers' colleges train and the university is invited to be the core facilitator. So, in a way, we can say we both train, the university as well as the teachers colleges, and it cascades down even to the Heads of schools who will also be monitoring the mentors to make sure that they are doing their work as per mandate.*

The DTELk further explained the importance of mentor training when he said,

*Once mentors are trained, they will be able to give exactly what we want. We want noble teachers, and we want this profession to remain as noble as it should be. So, without training, we will not be able to catch up with the social, economic as well as the cultural values.*

The data presented in this chapter revealed that mentors were not trained at all to become mentors. There was a gap on how mentors were selected. Most participants showed that mentors are supposed to be trained before they started the mentorship programme. There are also challenges which affected the capacity building of mentors such as financial constraints. It came out from the participants' responses that Zimbabwe has been economically crippled for a long time and as a result it has become too difficult for the Ministry of Education, DTE and colleges to sponsor the training programme since there is no money to buy the needed material and pay the facilitators, and also to train mentor trainers. It came out as a suggestion from the participants that both mentors and trainee teachers may need to be remunerated or given money or any other form of appreciation to meet the cost of various commodities and materials to use during teaching practice. It was also revealed that, without the training of mentors, the mentors' practices in facilitation of career development and

provision of psychosocial support will be ineffective. However, the findings of the study have not clearly defined the content to be taught to the mentors during training, when and where training should take place, as well as who should actually train the mentors. This remains a big gap which also needs to be attended to. The next section presents data on the ways of improving the mentors' practices in facilitation of career development and provision of psychosocial support to trainee teachers during teaching practice.

#### **4.6.2 Ways of Improving Mentors' Practices**

For the mentorship programme to be successful, there are ways which should be followed by the schools and the colleges; and the whole programme should be monitored and supported by the DTE, colleges and schools. Thus, the research question which is addressed in this section is how the Government, Ministry of Higher and Tertiary Education, colleges, schools and trainee teachers themselves can facilitate the training of trainee teachers during teaching practice. The participants came up with brilliant ways to improve the provision of mentors' practices such as giving the trainee teachers loans, providing good infrastructure, salary increases for mentors, providing material resources, training mentors, holding workshops, and having good communication skills. The views of respondents are captured below.

FGTS1P advised that,

*The government must give some loans to trainee teachers such that they can buy some of the requirements. For example, when you are on teaching practice there is need for a laptop. I think government should offer loans such that trainee teachers would buy laptops and other important materials.*

FGTS1G said,

*I think there is also need for infrastructure development. At our school, there were two sessions; the morning session and the afternoon session. So, it reduces time for teaching. I think government can intervene in terms of infrastructure development.*

FGT2S said,

*I also think that the government has to increase the allowance they give to teachers so that they can cope with social welfare when they are at teaching practise. Due to economic crisis teachers can't even afford the basic needs.*

FgT2 said,

*Besides allowances, I think the government and the Ministry of Higher and Tertiary Education Science and Technology also has the mandate to intervene in terms of providing textbooks and also the necessary things needed by trainee teachers, so that they fully implement the syllabus.*

FGTS1E opined that,

*I think the government should also provide ICT gadgets so that all the mentors will have that access to internet, and teaching and learning process will be easy both to the mentors and trainee teachers.*

FGTS1C also noted that,

*I think the college must offer health and life skills so that trainee teachers will be able to cope with the pressures when they are deployed to certain schools. Before deployment we held a number of life skills workshops that helped us.*

FGTS1Z noted that,

*I think the teacher's colleges have to put interactive boards in the classrooms. They should also teach trainee teachers and mentors to use technology in teaching and learning.*

FGTSA1R alluded,

*Since we are now in a modern world where technology is very vital, we are no longer using pens and exercise books. We are now using laptops, printers whatsoever. So, as a college, it is good to cut the amount paid by trainee teachers so that for \$150 we are earning, we might be able to budget and buy things like printers and laptops and also the bond paper, so that we can print out and make our own documentation.*

FGTS1P asserted that,

*During supervision, I think lecturers from colleges must avoid using emotions. It will affect the trainee teachers. They should just take things as it is and avoid bias. The other point, the college should have workshops with mentors such that they can teach them about the requirements during teaching practice.*

FGTS1Z also said,

*I think the college should review the manner in which their trainee teachers are doing teaching practice because when they are at teaching practice, they have to print their documents. And in this technological era, we are supposed to use flash and CDs to store our DLPs and staff because sometimes there will be no electricity to print out our document but when we store them somewhere in a USB or CD, when lecturers come, ... will use the laptops.*

In response to the same question, the mentor's answers agreed with those given by other participants. Below are their responses.

MSIA said,

*I think the schools can also look at the working conditions. For example, the learning environment must be well ventilated and also they should make sure that there is enough computer labs for new technology, there are also science labs also to encourage science subjects. I think mentors are supposed to be given incentives because they are doing extra duty than other teachers. We can take an example of sports.*

MSI B elaborated,

*Trainee teachers should be well versed with content of their subject, the issue of respect by learners, even if you are introduced as a trainee teacher by the school head. I also think that trainee teachers should have good communication skills. The way they communicate with learners is supposed to be different with the way they communicate with other members of the staff. I think this can help in building relationship among trainee teachers and other members of the staff.*

MS2B also suggested that,

*The government should reduce fees to students, especially those on teaching practice. They should also provide detailed curriculum that can be easily interpreted by the trainee teachers.*

MS3A noted,

*The government should also intervene in terms of the social welfare of the student and teachers, in terms of shelter and other things like food. The school must provide trainee teachers with accommodation. And also on psychosocial support, the ministry of education should introduce some of the subjects in schools like guidance and counselling. I think it's important it help us when we are on teaching practice. For example, if you encounter a problem, you are very sure that you will have a solution to the problem. Thus, the ministry of education should introduce some of these subjects in schools.*

MS1A said,

*They should avoid bias and be honest to the student such that the trainee teachers will not complain. Moreover, the college should set up policy regulations which protect student teachers.*

MS1B Further advised that,

*The government should give mentors some incentives. This will motivate some of us. And also the Department of Teacher Education or the colleges should have the same working days as those of the school. The calendar for the schools should be the same with the colleges so that we will have time to hold the workshops.*

MS1B's advice was that,

*The government should seriously consider the welfare of the trainee teachers to give them remuneration considering the work they are doing. Point number two is to make sure that the trainee teachers have decent accommodation, and also be considered as worthwhile teachers. Not to be considered as people of no value. Teacher's colleges should have some workshops with these trainee teachers before they go, such that they will not face any problems when they get to the new school.*

MS2A noted that,

*I think they have to incentivise or to improve in terms of paying the personnel to be motivated, so that they work whole heartedly, even providing resources to use. For example, the issues of ICT tools during teaching practice. The department of teacher education should organise training of mentors.*

MS2B said,

*Yes, I feel they should do so. The best thing which can be done by the government is to remunerate mentors. They need to be remunerated or they need to be recognised for the work they are doing.*

MS3A's word of advice was that,

*The government must incentivise or provide some financial support to mentors and students because, remember this is a long and tiresome process which the trainee teachers are going through. It's not an easy terrain to walk. There is a number of expectations from their college that they should meet and some of the issues that have to be solved in due course. They need the materials to use and without much strong financial background, they may fail to do their job in a correct manner and a proper way. So, it has to do with the financial support and also even the issue that you have also been talking about concerning the government. Training of the mentors is*

It came out from the above participants' responses that the Department of Teacher Education has to train mentors. It is to play a part in the training of mentors and also as a department that is entitled to train the teachers. It should make sure that its standards have to be maintained. The monitoring of standards should also encompass a number of issues and aspects such as the assessment documents which are being as used. These assessment documents do not consider psychosocial support training of trainee teachers. Most of the sections of the assessment documents cover career aspects of the trainee teacher. They mainly focus on how the trainee teachers performing in terms of content delivery and content breakdown. The participants recommended that they must be revised and improved so that they include equal coverage for both career and psychosocial support aspects.

The teachers' colleges are expected to train the mentors before they deploy trainee teachers, and make sure that they do their job professionally if effective mentorship is to take place. Trainee teachers should take ideas and advice from their mentors' school, college and Department of Education. They need to adapt to a new environment because most of these trainee teachers are still young. They need guidance and counselling.

MS3B explained that,

*The DTE should also offer information or provide the information, especially before they deploy the trainee teachers so that trainee teachers will go to the field well equipped with the knowledge on what to do on teaching practice.*

Regarding the same question on facilitating career development and providing psychosocial support to trainee teachers during teaching practice, the lecturers in charge of the mathematics, science, and physical education departments confirmed what was said by other participants. Their responses are stated below.

LICM had this to say,

*The government should actually chip in with the resources like money, so that workshop can be done to equip the mentors with skills for mentorship. Schools must actually cooperate with the government and colleges in a bid to train mentors. The mentors themselves must be willing to learn because it's part of their professional growth, okay.*

LICS added,

*The government must introduce the mentorship programmes. Teacher Education Department has to be much organised, and is one area that can bring the colleges together, synchronise what is involved in teaching practice including the growth of mentors. Schools must be willing to participate and lease the teachers for the mentoring programmes. They can cascade the information to the other teachers.*

LICM noted that,

*The mentors must be well informed, what the education system requires in a teacher professional growth of the mentors that they are supposed to model for*



*the trainee teacher. They have a role to play. They should have a passion of that profession and to learn what a teacher is, what does the education system of Zimbabwe requires in order to improve our education system,*

LICPE said,

*The government is expected to provide resources to support these mentoring workshops and ensure that the mentor is staff developed first so that they will be able to guide the trainee teacher on teaching practice. The Teacher Education Department should always be part of these workshops, and should provide guidelines to the kind of teacher that they would want so that there are no two ways to seeing the same trainee teacher they are providing guidelines. These guidelines are cascaded to the mentors and the mentors just implement.*

LICS also mentioned that,

*The teachers' colleges should just ensure that there is good relationship that exists between the colleges and trainee teachers for teaching practices, and maintain those good relations so that the trainee teachers will always have a safe place for practice. School should be open in terms of how the trainee teachers are performing, where they find the trainee teacher doing something wrong. They should just throw it away to college if they cannot help the students themselves through counselling.*

LICS said,

*The mentors should ensure that they implement what they are told in the workshops or do what has been discussed in the workshops for the benefit of the trainee teachers. They should provide trainee teachers what they require under their mentorship.*

The teaching practice officers gave their views regarding the same issue. TPO1 noted that,

*I think the government should provide material and financial resources in schools and colleges. Students have been lamenting about the allowances they are getting in the school. Their allowances have been reduced, and as a result of that, they are somehow disgruntled. So, we feel that if ever we are to motivate*

*the mentors and teachers, government should avail material and financial resources so that work can be...can be done properly.*

TPO2 advised thus,

*Teacher Education Department is supposed to do capacity building of lecturers in colleges so that these lectures can, in turn, capacity build the mentors in the schools. They can also offer proper guidance to the trainee teachers after being capacity built.*

TPO3's advice was,

*The mentors also need some form of motivation to change their attitudes. One way of doing this may be to give those certificates of appreciation after each and every year. Secondly, when we hold our graduation ceremonies, we can also invite them to our graduation ceremonies. And also give them some awards. There's a lot that needs to be done by the trainee teacher when students just go out for teaching practice. They should know that they are dealing with human mind. Teaching is a calling.*

TPO2 maintained,

*In a situation which is economically so bad, the government needs to support the mentors and trainee teachers. College needs to carry out workshops to develop our mentors and also in meetings, we highlight also our expectations and we use TP policies, certain rules and regulations that have to be followed.*

The Department of Teacher Education representative or the link person also raised his sentiments regarding the same question, concurring with the other participants.

DTELP confirmed,

*The government has a lot to do to support the teachers by improving facilities in the learning institutions so that the teachers who are going to be trained will train in conducive atmosphere or environment. There is a lot of engagement that has to be done by the universities. We have to engage a lot with our associations, of our sister colleges, so that we may be able to hear from them what challenges they are facing, and we tackle*

*the problems as they come. So, it's very important to engage and we solve and also maintain the high standards that are called for in teacher training.*

DTELP further explained,

*Again, the school has do a lot by making the profession or the teaching profession remains noble, remains professional they have to play the role of a model every day. So, we have to do a lot of engagements with mentors themselves so that they may be able to operate in an informed manner rather than just supervising or taking on trainee teachers without actually doing mentoring. Studies should be conducted, researches should be conducted on our programmes, so that we can also improve. So, the trainee teachers really are also important in this aspect of their own training.*

The responses given by all participants showed that the government needed to play a bigger role in supporting mentors, trainee teachers, and other stakeholders to facilitate career development and provision of psychosocial support to trainee teachers during teaching practice. It can provide loans, money for workshops and training of mentors, material to be used in schools, computers and other electrical equipment for use in schools and colleges, finance to hold workshops and training sessions for all stakeholders, and develop infrastructure.

Results also revealed that it is important to have a policy on mentor selection and capacity building of mentors and other stakeholders. Technology and electrical power are supposed to be installed and used in all schools. There must be a review of the teaching practice by all stakeholders. To improve mentors' practices in facilitating career development and providing psychosocial support for trainee teachers during teaching practice, there is also need to improve the mentors' and trainee teachers' remuneration and working conditions.

The response from the participants showed that the mentors and trainee teachers must be given incentives in the form of money or any other token of appreciation. The participants also pointed out that the issue of relationship was very sensitive, therefore, the mentors and trainee teachers needed to participate in workshops to be taught on

how they should behave and interact with each other. Both mentors and trainee teachers are to be included in decision making concerning mentorship.

Teachers' colleges are expected to fully equip the trainee teachers with life skills to be able to cope with various life situations or environments they encounter when they go out for teaching practice. This would improve the mentors' practices.

#### **4.7 Challenges Encountered In Mentorship during Teaching Practice**

This section presents the challenges faced in mentorship. The Participants were requested to respond to the question on the challenges encountered in mentors' roles related to trainee teachers during teaching practice. Most participants noted that there were many challenges which were encountered at different stages of mentorship. It emerged from the responses that the major challenges encountered were; lack of respect on the part of trainee teachers and the children they were teaching, poor communication strategies, gossip among trainee teachers and mentors, poor choice of teaching methodology, lack of proper supervision, lack of resources, absenteeism from duty, lack of guidance and mentorship skills, work overload, lack of time, cheating, sexual abuse, drunkenness, malpractices by trainee teachers, social problems, financial constraints, unavailability of electrical power.

Despite these challenges, there were some pockets of good practices in the examination of mentors' practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice which are; induction and orientation of some trainee teachers by mentors, use of effective strategies by mentors during mentorship, mentors acting as role models, involving trainee teachers in staff development workshops, meetings and co-curricular activities. Provision of some pedagogical, technical and organisational skills to trainee teachers by mentors and school administrators was another good practice that was pointed out. Supervision by college lecturers, mentors and external assessors, guidance and counselling of some trainee teachers with some career and psychosocial problems were also noted. The researcher found that challenges were also confirmed from the documents analysis as shown in the presentation below. The participants' responses on challenges are captured below.

FGTS1Tk said that,

*The problem I faced was lack of respect on the part of mentors and learners. They never respected us as trainee teachers. They considered trainee teacher as useless and I was also overloaded with work, assigned to a class teacher. I had some documentation to do, and I was expected to perform duties of being a class teacher. So to me, it was overloading.*

FGTS3Ch had this to say,

*My mentor was an old teacher who was trained some time long back ago when these learner-centred methodologies were not yet applicable. So, when I went with the issue of media like charts and laptops for printing, my mentor could not accept that, so we fought a battle to explain to the mentor the importance of using some charts. However, the mentor kept on resisting saying that it was time consuming to the learners. In actual fact, he encouraged the use of lecture method which he said was a faster method of teaching.*

Mentors identified some challenges they faced during mentorship which they believed were disturbing them in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. Some documents analysed by the researcher were in agreement with all the participants. MS1B explained that,

*The major problem is the issue of resources. They try hard to monitor progress but if there are no resources, it will be difficult to monitor progress. There is also the new curriculum. We are facing shortages of textbooks. When the college comes to pay visit to the school, they might find me absent because I may not always be at the school. Sometimes I attend other meetings.*

The above was supported by documentary evidence from a letter written by a trainee teacher to the teaching practice office; DALMd who wrote a letter saying,

*I am willing to change the school for teaching practice due to a number of reasons that are as follows; the schools not providing resources such as stationery, manila sheets, bond paper and printing facilities.*

MS2A also noted that;

*There are some challenges, for example the issue of resources. For example, the mentee would require me or would want me to help in a*

*certain way but because of the shortage of resources, I cannot assist the mentee. Yes, I have time but it is a bit limited. Sometimes I have other duties to perform.*

MS2B observed that,

*We do face a lot of challenges considering that, remember we are just the mentors in business. There's no remuneration. I have a lot more than forty five lessons per week. And these are another addition. We are not paid for being mentors. We are told that you're going to be a mentor and you're not consulted. So, I feel I am being burdened. We need support in terms of financial support. So, if we are not incentivising the mentors, they become demotivated.*

MS3B noted that,

*The school is facing a challenge on the issue of incentivising the mentor because I cannot work without money, money always motivate everyone so I cannot do work, as it is required by the college or by the school, without money because it's a burden. It's an overload. So, mentors should be paid for mentorship.*

The researcher discovered that the challenges encountered during mentorship were also confirmed by the information from document analysis. For instance, DAR strongly supported MS1A, This was a supervision report dated 18-01-16 which reported that,

*The student had serious problems as regards to documentation, such as stating of objectives, evaluation, and record of marks, social record book and other record books.*

Results from the current study revealed that poor performance by trainee teachers reflects also the mentors' performance. It shows that the trainee teachers were ill prepared due to lack of proper supervision by mentors. Some mentors were not supervising trainee teachers. Instead, they were off loading their burden on trainee teachers who were not yet able to teach. This caused some trainee teachers to absent

themselves from school, fail or withdraw from the teaching practice. The responses of the mentors are indicated below.

MS1A said,

*They also encounter some challenges with staff members at the school in terms of communication. They might not have good communication skills, so I tried by all means to give them direction or the correct way to talk to their HODs and to the headmasters when they come across challenges. They should talk to the mentor first, then to the headmaster.*

MS1B noted that,

*The problem is that, if lady teachers get approached by the senior teachers, they might feel shy and afraid to refuse. If they say no to that, it might affect their course. I try very hard to counsel on such matters even though there might be some difficulties. Those are psychosocial problems that our trainee teachers normally bring to us.*

The documentary evidence strongly supported the above idea as shown below by DAL (a report on allegations of misconduct). It outlined allegations of misconduct by trainee teachers who were involved in improper association and drunkenness. DAL wrote a letter to the teaching practice officer after missing a daily lesson plan confirming the above points. He said;

*They find my file not in order. It had missing daily lesson plan and evaluation ....*

MS2A observed that,

*There is the issue of classroom control. Sometimes the learners might not respect the student or the trainee teacher might not be able to control his or her class very well. Sometimes I would guide and counsel them, explaining and giving some tips on stress management. Some trainee teachers have family problems.*

MS2B said,

*Well, there are quite a number of career problems, especially with my mentee. They don't know how to socialise with the kids. It's also very hard for some of the trainee teachers to adapt to the new culture. The other issue has to do with*

*relationships with the learners. Staff members will be asking them out, you know. So, those are some of the challenges that strain the trainee teachers.*

MS3B presented the view that,

*There are some career development challenges that these mentees bring to me on daily basis, especially on the issue of code of conduct. They also have some financial problems. They need money to buy food, materials to use during teaching and for transport.*

The above problem may be the reason why some trainee teachers were removed from schools as shown by a document analysed by the researcher Dated 31/07/ 2018 reported by a senior master to the teaching practice office. DALM said that,

*It is with regret that we write to advise you of our displeasure with the gross misconduct of ....as a teaching student at our school. The following are the malpractices; Collecting money from form one totalling \$305.00 purportedly to buy his personal tracksuit, shoes, and brooms..... In light of these cases we see him to be a risk to the learners and school assets if he continuous his teaching practice with us.'*

In support of the above, DAC, a lecturer in charge, wrote a letter to the teaching practice officer reporting unprofessional conduct of another trainee teacher saying,

*...the trainee teacher has rejected advice/ corrections/counsel offered by the head of department. The teacher has been persistently and habitually reported late for lessons.... The trainee teacher doctored marks i.e. recorded marks for work she had not given and marked..... Following the meeting on 16/07/18.....made learners write several exercises during the night backdating it to 26/06/18.*

The research findings have also shown that some of the negative behaviour which was being portrayed by both the mentor and the trainee teachers was a result of the poor mentorship systems. However, documents analysed, such as memos, letters and reports, revealed that some trainee teachers requested to be deferred due to illness or injuries, maternity leave, purported negligence of duty and some failed because they absented themselves on the day of external assessment. Furthermore, the findings also revealed that some trainee teachers were withdrawn from host schools



as a result of misconduct related to bad language and physical violence. This is shown by a letter dated 22 March 2018 to college from school. This could be a result of poor mentor practices. Mentors are supposed to be very alert, monitoring the trainee teacher's activities during teaching practice.

The responses on the same issue from the lecturers in charge of the mathematics department, science department and physical education department concurred with those of other participants that there were many challenges encountered during teaching practice. LICM noted that,

*Sometimes trainee teachers face some challenges in the recording of work and doing remedial, you know. They want to get some clarity on certain issues and then the issue of accommodation and also social problems. Like some of them have families, some of them are pregnant and have parenting responsibilities. The community individuals can be a problem when they fall in love with the married people, and then it becomes complicated with their spouses who come to complain.*

It also emerged from the study, through documentary analysis, that that DALEn in a letter dated, 02/03/18 asked for permission to transfer to another school due poor accommodation, unhealthy food and poor living conditions. In a letter dated 18/05/2018 written by a trainee teacher DARLEY refuted the allegations that he was incompetent. Instead, he gave what he thought were valid reasons for his shortcomings. These were financial constraints, lack of co-curricular activities, and implementation of the new curriculum. Furthermore, the trainee teacher suggested that the school should adjust to technological changes and give remuneration. Below are the views of lecturers in charge.

LICS pointed out that,

*Some mentors had to assess trainee teachers but they were not assisting them in any way. They are not worried of what is happening in the classroom. They just leave the class in the hands of a trainee teachers, the trainee teacher has to fend for apparatus they want to use alone. Mentors are not worried because they don't even get into the classroom to assess what is happening, such that when we go out there, we will find out that they will be scheming wrongly showing that nobody was checking their work.*

A letter written by a trainee teacher DALPr, to the teaching practice office, dated 05/03 2018 said,

*I am asking for permission to visit the college for discussion on my TP load.*

The study found that in some cases, trainee teachers went to the college because they were not discharging their duties well. Some were found wanting, like some trainee teachers had situations whereby they had problems from home and even the mentor was very supportive to the student but the extent of the support was actually killing the student because they ended up failing dismally. LICS said;

*Everybody was saying she was around. She could not see the lecturers because the file was empty. So, why should the mentor keep a student like that? And worse still, the head of the school would have known that. Unfortunately, looking at the file, it showed that the mentor was not looking at the file, the headmaster was not looking at the file, and the HOD was also not helping the student. But why did she fail? It was about social problems.*

The above matter is supported by misconduct charges on DALMb dated 12 June 2017. The trainee teacher ran away from college assessors, came to college drunk and got 0% marks (coded DACSi) on the supervision document because the supervisors could not locate his file to access the lesson plans and other documents.

LICPE noted that,

*Some do bring their career problems issues that had to do with probably record-keeping and how they should do their planning depending on the situation. They also come as a group of students to consult on how they can deal with different situations. Some do bring psychosocial problems to our attention, for instance, when they go out to teaching practice, especially the ladies.*

The lecturers in charge from the colleges' mathematics, science and physical education department agreed with the trainee teachers from the focus groups and the mentors that there were challenges which needed immediate attention in facilitating career development and providing psychosocial support to trainee teachers during teaching practice.

LICM said,

*Some of the challenges that you know, the scheme formats requested by our college may differ with that one which you see in school. School heads and administrators insist that our students do their planning according to their school and not according to the college format.*

LICS asserted that,

*Sometimes it's difficult if the mentors themselves are not professional in nature. It's difficult for the college to really tell that this mentor is the rightful person to do the mentoring job. So mentor selection has become a haunting issue in schools.*

TPO1 said,

*As I said, lecturers from colleges visit trainee teachers maybe once or twice a term. So, as a result, that is the only time maybe we interact with the mentors, and we have very short discussion with the mentors. Time is not enough, and we also do not have the leeway to go into the schools specifically to look at the mentors. We just talk to them when we go for teaching practice. So, I think that time is not enough time for supervision during teaching practice.*

TPO2 observed that,

*We used to invite mentors for workshops, but due to economic challenges, we no longer do that. We will find ourselves really farfetched if we are to talk of having workshop of that sort. So, those are the main challenges before we attempt to go there. Thus, it is difficult and we are no longer in touch with our mentors due to financial constraints or economic situations that have arisen.*

The data presented above revealed that although the DTE, teachers' college lecturers supervise trainee teachers during teaching practice, there are still a lot of problems which need to be addressed for the mentors to improve their practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. The participants in this study indicated that at times the trainee teachers were overloaded with work by the mentors, and some of them were still young enough to be bullied by the learners they taught. Another challenge was that they were

also looked down upon by some teachers and they faced sexual harassment from some teachers and mentors at the school they were practicing. It emerged from the findings that some trainee teachers blamed the mentors for the challenges they encountered and, at the same time, the mentors saw the trainee teacher as culprits. It emerged from the study that the whole mentorship programme was to blame since there were some loopholes in the way the programme was being implemented. The following are some of the challenges which trainee teachers faced as given by teaching practice officers.

TPO2 noted that,

*Some students become pregnant while at college. You would find a lot of our students writing letters to the college to alert them to the extent that we only get letters when the child is born by the particular student. So, it's really not very good and the cases would not have been reported to the college.*

Document analysis of letters written by trainee teachers DALMet and DALMp confirmed them applying for maternity leave and the other one had given birth to pre-term baby so she needed some days to continue with kangaroo care for the pre-term baby.

DTELK clarified,

*The problems that our trainee teachers have include the issue of having little income. For instance, their stipends are so low they used to pay them something which was maybe a living wage but that seems to be eroded by inflation. On social side, you find we have heard complaints due to these economic hardships that we have in this country. You find some resorting to other devious means of getting income which are detrimental to the training of a teacher, whereby you would find even some even engaging in prostitution or even others doing other devious means of getting or earning a living or supplementing their stipends that they get from the government.*

The participants' responses and the analysed documents such as memos, letters, reports and assessment documents from the supervisors, teaching practice officers, heads of school, mentors and also trainee teachers identified different challenges met in facilitating career development and providing psychosocial support to trainee

teachers on teaching practice. The challenges were lack of respect by mentors and learners not respecting trainee teachers, calling them trainee teachers. Trainee teacher overloaded, gossiping among trainee teachers in trying to gain favour from learners, threats from staff members, improper association, cheating by both mentors and trainee teachers, unfair supervision practices by mentors, Conflict between mentors and trainee teachers on the use of methodology and media, social problems were pointed out. Classroom control was also an issue, adapting to the new environment, record keeping and accommodation. Some mentors were completely not doing their work. Negative attitudes on the part of both the mentor and the mentee were pointed out. Some mentors were not supervising the trainee teachers as indicated by LICs. Economic hardships resulting in professional misconduct and theft also emerged. Sexual harassment of trainee teachers and being looked down upon by trained teachers was another challenge. Lack of professional assistance resulting in failure, deferring, repeating or withdrawals, and lack of mentorship training also emerged.

The data also showed that there was a mixed bag of experienced and inexperienced mentors. However, the issue that was most concerning was that all the mentors had not been trained for mentorship. The participants revealed that there was need for training of mentors, and also workshops and staff development meetings for all stakeholders, to solve some of the challenges and to improve on mentors' practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice.

The participants were also asked to provide solutions to the identified problems and in their responses, they opted for the revisiting the whole mentorship programme and the mentors' practices. They also mentioned some strategies which can be used to curb some of the problems and to assist the mentors to effectively facilitate career development and provide psychosocial support to trainee teachers on teaching practice.

The following section presents ways of improving the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. Despite challenges indicated above, there were some pockets of good practices in the examination of mentors' practices which were; induction and

orientation of some trainee teachers by mentors, use of some effective strategies by mentors during mentorship and acting as role models, involving trainee teachers in staff development workshops and meetings and co-curricular activities. Provision of some pedagogical, technical and organisational skills to trainee teachers by mentors and school administrators was noted. Supervision by college lecturers, mentors and external assessors, as well as guidance and counselling of some trainee teachers with some career and psychosocial problems was identified as part of the pockets of good practices. The good practices are explicitly spelt out in the next section.

#### **4.7.1 Pockets of Good Mentor Practices.**

The monitoring mechanisms employed in examining the mentors' practices in facilitating career development and providing psychosocial support showed pockets of good mentor practices to a certain extent. This despite some loopholes which needed to be addressed. The views of the participants were different. Some responses were positive while others were negative. In response to the question on the benefits of good mentor practices the participants' views are captured below.

FGTS1C highlighted that,

*On the issue of monitoring, I will also start by mentioning that the my mentor was always checking if there was any progress in the work I was doing, as well as that of our learners. Before I gave the learners a test, I was supposed to go to the HOD with that test, so that he could cross-check over the test if it is up to standard or sub-standard for that school. So, this policy usually helped me a lot on preparing a standard test that suit that level of learners.*

FGTS1T noted that,

*I benefited a lot on classroom management skills because it makes me a better practitioner. The school asked me, as class teacher, to give all record books to be monitored by the school head, and do all the activities in time.*

FGTS1C said,

*On the issue of documentation, I was much helped by the mentor and college, especially on how to keep records. Also on how to make smart objectives, how to evaluate my lessons to see if I could deliver the lesson well, or if there was*

*any learning taking place. Both the college ad schools had to check for progress and if the objectives were being achieved.*

FGTS1 responded,

*Assessors would come and ask the mentors and the administration on how supervision was to be done and check for progress. The mentor would rather write the supervision documents after supervising me, so that I could not cheat when it comes to professional work.*

FGTS1Tf commented,

*Yes I just want to comment. I benefited on how to create a conducive environment by being on duty. I also benefitted on the issue of dressing at school, monitoring all classes, making some follow ups, seeing to it that they are clean, the outside environment is clean, there is no litter around the school yard. So, I benefited from this... Mentors and heads came to check for progress and the issue of dressing, when teaching. So, my mentor was just giving me advice on how to dress properly in front of learners.*

FGTS1M observed that,

*Also the follow ups that were being made by the college in schools helped me to improve myself. There were sections on how one would have conducted a lesson from the introduction up to the end. Through observations and follow ups by the mentor, I also improved on content delivery and also in planning my work before going for lesson.*

FGTS2U agreed that,

*I also learnt to work towards achieving certain set goals. Like, the school used to give targets to my mentor to achieve. I was also like, forced towards achieving certain goals. I was at a school that was competent at a district level, in Harare. So, it was like competing with other schools in terms of pass rates and standards. We had to work towards certain goals. And that is how I have learnt to work towards achieving certain*

FGTS2Z noted that,

*The issue of being assigned to conduct the assembly, i benefited a lot in this. It has built confidence in me because, before I went to the TP, I could not stand and talk in front of a crowd conducting an assembly. The head of school had to check if ...were doing it correctly and ensure that all trainee teachers had to fulfil this objective.*

FGTS3E further noted that,

*The monitoring mechanisms helped me a lot. I benefited a lot on the issue of psychosocial support because my mentor taught me how to respect the staff members and also the learners. Also on the issue of career, the journey was not easy, but I am here just because I have done something. I got a distinction so this is the proof that I benefited from these mechanisms.*

FGTS2C responded thus,

*There was strict observation and some follow ups by the mentors. Thus, I benefitted a lot from my mentor in terms of career guidance when she used to tell me that I have to observe the timetable to improve my punctuality. Also in terms of professionalism, she mentored me to know where to report when I encountered some issues within the school. So, I benefited a lot from her so that when I encountered a certain problem, I knew where I should go and where*

FGTS2Tk said,

*Mentoring mechanisms were very helpful because, looking at this issue of assessment documents, I think there was a section which they indicate on the teaching procedures or documentation. So, the mentor would comment, to give comments on areas which needed to be improved. So, they were helpful to us as trainee teachers to see on areas which needed more attention or which needed more improvement.*

FGTS2S said,

*Observations and follow-ups made by the schools and colleges helped us to be focused and hardworking if you were not going to be followed. Otherwise, you could really forget everything and relaxed. You could*



*forget the matter of professionalism. But the follow up naturally was because they were afraid of being caught on the wrong side.*

FGTS2Td said,

*Through the observations and follow-ups made by the supervisors and the mentor, I benefited a lot. Improved on the way to introduce the lesson and the use of strategies I adopting to develop the lesson, how to make learners grasp the concept during lesson delivery so that at the end of the lesson, the lesson will be very effective to the learners. So, I benefited a lot from the school.*

FGTS2E said,

*I benefited a lot from the monitoring mechanisms... it caused me to be always ready for supervision. It had become a habit for the mentors to check for progress on daily basis in the class, my mentor would make sure that the day's objectives were achieved through tight follow-ups.*

Despite the above mentioned benefits, there were some trainee teachers from the focus groups who had different views. They revealed that they did not benefit from the monitoring mechanisms employed by the schools and colleges. Their views were that the mechanisms had negative effects on the facilitation of career development and provision of psychosocial support to trainee teachers during teaching practice.

FGTS2S raised a different view that,

*There were some benefits which were supposed to be received when one manages to go for sporting, when they really noticed that their number was not enough they decided to leave the trainee teachers such that they cannot learn something from the core curriculum activities, of which the college also demand the students to participate in core curriculum activities in sporting activities.*

FGT3W said,

*Again, on the issue of introduction, we were introduced as trainee teachers. They have to introduce a student to the learner as a trainee teacher, because if the learner noticed that this is a student, they will not respect that person and*

*they will be confident with their teacher. But maybe the college must tell schools that they have to introduce trainee teachers as teachers, not to say they are trainee teachers.*

Some trainee teachers opposed the above view. FGTS3P said,

*I benefited a lot on how to deliver lesson, and use of learner centred approach, and the strategies which were used. I passed teaching practice because my documents were always up to date. Indeed when the external assessor came. Everything was in order, due to pressure which was exerted on me by my mentor.*

FGTS3D noted that,

*I benefited a lot in terms of being a good manager, as you all know that a teacher is a manager. So, my mentor trained me on how to manage the classroom and how to keep records. I also benefited a lot from my mentor because he helped me a lot on how to cope with the pressure of work.*

FGTS3A further stressed also said,

*I want to mention the counselling which was provided to me by my mentor, which was very effective to me, because whenever I faced a challenge, I would rather go to my mentor and share some ideas or experiences on how to cope such problems, since I mentioned that I was at a rural school. Learners come from different home backgrounds. It is very difficult to deal with the learners. Some learners don't know how to communicate. Learners were facing challenges, especially on how to associate with other learners. My mentor taught me how to deal with different learner problems and also how to deal with those learners.*

FGTS3C had the view that,

*I also discovered that within the follow up process, mentors could not actually get enough time to assess the trainee teacher. Our assessors from the college don't have enough time to talk to our mentors. They could just come and see the files. They say let's go to the lesson, from the lesson- before you finish the*

*lesson, they can say it's over. They just give some few corrections and warnings then they say we are rushing to another school.*

FGTS3F responded thus,

*I personally partially benefited from mentoring mechanisms. The supervisors were always behind. They would say we need to cover a lot of ground. Yeah, they were rushing to many schools.*

From the above responses, trainee teachers from the three focus groups had different views on the benefits of the monitoring mechanisms. However, almost three quarters benefited from the monitoring mechanisms but a quarter revealed that they did not benefit much from mentorship except to be given an extra load. The mentors also gave their responses on the benefits of the monitoring mechanisms. They also had different feelings concerning benefits of the monitoring mechanisms. This is what the mentors said,

MS1: *As for me, I was forced to work very hard and supervise my trainee teachers and learners. I think in terms of professionalism, I have improved.*

MS1B alluded to the view above,

*Truly, madam McGregor theory x and y said that if pupils are not monitored working at times, they become reluctant, so the same applies if these trainee teachers whom you gave to us will normally end up reluctant and teaching will become a valueless thing. Also, monitoring encourages me to see the progress and also my strength and weaknesses.*

MS3B has this to say,

*It is relevant to see some of the things that are now coming into the education system by trainee teachers. We might not have them but through working with the mentees, we come up with some of the ideas that we do not know as qualified teachers that are relevant to us to the teaching and learning process.*

Some mentors have shown that they did not benefit from the mentorship programme and they felt that the mentoring mechanisms were supposed to be changed so that both mentors and trainee teachers benefit from them, either in cash or kind. They suggested that the mentors be remunerated as a form of motivating them. In their

response to the same question, they disagreed with the above participants. For instance, MS2A said,

*Sometimes these things are just on paper. So, they might not be real or is not effective as such for example, they just want to see the documents but sometimes it might not be what is on the ground. So, for example, they might require me to write crits but I might write what is not happening, but for the sake of writing and also to please my supervisors.*

MS2B said,

*Well, I do have something to say, you know. The expectations of the college is for me to write the assessment documents for the student at the end of the month. Okay. Of which I can do that. But those assessment documents may not represent what is happening on the ground because, remember, like I said before, we have a load of our own right here. We are not remunerated for being a mentor. So, at the end of the day, I'll just write the assessment documents without doing the actual thing.*

MS3A responded,

*We have also our own business to cater for and it has an impact on the way. We now just have to adjust to have time with the trainee teachers, and it also has to do with the issue of incentives which I have alluded to earlier on like the lack of incentives and stuff. We don't feel much motivated in doing the supervision to the trainee teachers. We have nothing to gain.*

The lecturers in charge of the mathematics, science and physical education departments were also asked if they had benefited from the monitoring mechanisms employed by the school and college. Some lecturers were in agreement with the trainee teachers and mentors who said they benefited from the monitoring mechanisms but others disagreed.

LICM said,

*Some mentors have degrees but they have not done any course in education. Thus, they will learn a lot through mentorship and they need to be updated with current days' developments of teaching.*

LICS commented,

*If mentors are called to account for everything that the trainee teacher does, it would be a good monitoring measure, but right now, there is no obligation for the mentor to monitor the student. If we miss them at their stations, we don't follow up. We just go and just give advice and necessary assistance to the trainee teacher and wait for the next supervisor to go and find out what is happening. But the relationship between the mentor and the college, I don't think it is an encouraging one. We would have mentors be free to air their views or give any form of communication.*

LICPE said,

*Definitely, mentors and other stakeholders need to be trained for mentorship because they have not benefited from the present monitoring mechanism.*

The teaching practice officers were also asked to give their views on the benefits of monitoring mechanisms employed by the colleges and schools in monitoring the facilitation career development and provision psychosocial support to trainee teachers during teaching practice. They were all for the view that the monitoring mechanisms were of benefit to both the mentors and the trainee teachers.

TPO1 explained,

*I think it has a very great impact in the sense that whenever we go back to the schools. We also check whether the mentors are supervising our trainee teachers properly. We also ask heads to give us feedback on how mentors are also assisting our students. The major point is that, if this means that heads do not closely monitor the trainee teachers, it means that is a ripple effect with the learners. However, the monitoring process is very important during teaching practice.*

The presentation has shown that the monitoring mechanisms were very useful in examining mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. Some participants were of the view that the monitoring mechanisms were of no benefit at all. Thus,

mentors and supervisors are expected to be fully informed of the monitoring mechanisms to have a successful mentorship programme. One benefit of monitoring mechanisms given by the respondents was revealing the strength and weaknesses of both the supervisor and the supervisee.

Learners were also given resources by schools to accomplish their mission. In terms of documentation, most trainee teachers benefited. They were able to keep records as per college expectations. The college policies helped all the stakeholders to be alert and to pass the course. Both the mentor and the trainee teacher gained managerial skills, record keeping, and professional skills. A conducive environment was created through the use of the monitoring mechanisms which were employed. Relationships were also strengthened and the use of assessment documents forced both the mentor and the mentee to work hard in order to score higher or better. The trainee teachers gained more confidence when they were given full responsibilities to do some of the activities like leading the assembly and addressing pupils and other staff members concerning various issues. They gained skills to solve some of their personal psychosocial issues and those of their pupils, through guidance and counselling. They could now use various types of media and technology effectively. Most trainee teachers passed their courses through the use of methodologies they had gained from the mentoring mechanisms. New ideas were gained on the new curriculum.

However, there were gaps in some areas. For instance, the issue of favouritism and unfair treatment was revealed. Some trainee teachers complained that some supervisor would give more marks to some trainee teachers whose work was not worth such marks. Moreover, the mentors had a lot of pressure so that they had no time to properly supervise the trainee teachers, resulting in assigning marks to trainee teachers without supervising them. This meant that both the trainee teacher and the mentor were cheating. Some mentors said they benefited nothing from mentorship and they suggested that mentors should be given incentives or any form of appreciation for mentorship. It seems the respondents dwelt much on career development and less on psychosocial issues.

The time factor was also a cause for concern due to the new curriculum which was introduced. This compromised the quality of work done by the schools. It was also revealed that the internal and external supervisors were always in a hurry when they

visited the schools. This caused them to leave the job unfinished and improperly done. Due to this, some trainee teachers were forced to make arrangements to do the work when they were not prepared. As a result, they scored lower marks than they expected.

It was also discovered that what was written on the assessment documents was not a true reflection or representation of what was actually happening on the ground. One of the trainee teachers said the mentor wrote the assessment documents without supervising him due to pressure of work. Another mentor confirmed that this could also be the result of the low income and lack of incentives for mentors. The respondents also showed that there was no review after the trainee teachers had completed their teaching practice.

#### **4.8 Summary**

The purpose of this chapter was to present data gathered from the participants through face to face interviews, focus group interviews and document analysis on the examination of mentors' practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. It emerged from the data that the mentors performed both career and psychosocial duties. However, career duties were more prominent than the psychosocial duties. The duties were as follows; sponsorship, coaching, supervision, role modelling, social support, induction of mentees, orientation of trainee teachers, helping trainee teachers to adjust to the new environment, imparting pedagogical and technical skills, giving advice, guidance and counselling.

It came out from the participants' responses that, although mentors knew how they should perform their duties, they encountered various challenges which hindered the smooth flow of the mentorship programme. These included: lack of respect on the part of mentors, trainee teachers and learners; overloading trainee teachers; gossip among students, mentors and school administrators; poor choice of methodology; improper use of technology, failing to offer remuneration to trainee teachers and mentors; negative attitudes or resistance; lack of professionalism; and economic constraints.

It was also evident from the participants' responses that mentors used some good and bad strategies to provide career and psychosocial development to trainee teachers on

teaching practice. The good strategies were; staff development, dialogues, interviews, good communication channels like use of emails, cell phones and letter writing, workshops, demonstration, co-operative method, guidance and counselling, discovery, individual tasks, brainstorming, warning strategies, provision of stress coping strategies, discussion, awareness campaigns, socialisation or gatherings like dinners or get together, fieldtrips, presentations, observations and sharing of experiences. There was also evidence that colleges and schools used different mentoring mechanisms in facilitating career development and providing psychosocial support to trainee teachers on teaching practice, such as; follow ups by DTE, college lecturers and mentors, looking at files, assessment documents, media kit and record books, provision of guiding and counselling policies by the college, internal and external assessment.

However, the data also revealed that there were some challenges encountered in the use of these mentoring mechanisms. The challenges identified are; lack of respect on the part of mentors, trainee teachers and learners, overloading trainee teachers, gossip among students ,mentors and school administrators, choice of methodology, use of technology, failing to offer remuneration to trainee teachers and mentors, negative attitude or resistance, lack of professionalism and economic constraints being the major challenge. The participants also agreed that despite these challenges there were some pockets of good practices or benefits of the mentoring mechanisms which are: the process benefited both the supervisor and the supervisee since it revealed the strengths and weaknesses of both parties. Trainee teachers were also given resources by schools to accomplish their mission. In terms of documentation most trainee teachers benefited, they were able to keep records as per college expectations. The college policies helped all the stake holders to be alert and also to pass the course on the part of trainee teachers. Both the mentors and the trainee teachers gained managerial, record keeping, professional skills.

A conducive environment was created through the use of the monitoring mechanisms which were employed. Relationships were also strengthened and the use of assessment documents forced both the mentor and the mentee to work hard in order to score higher or better. The trainee teachers gained more confidence when they were given full responsibilities to do some of the activities like leading the assembly and addressing pupils and other staff members. They gained skills to solve some of



their personal psychosocial issues and those of their learners through guidance and counselling. They could now use various types of media and technology effectively. Most learners passed their courses through the use of methodologies they had gained from the mentoring mechanisms.

New ideas were gained for instance, on the new curriculum. The responses given by participants revealed that there was no review of the mentors' practices although some participants knew the procedures to be followed. Some of the participants could not answer the question on review of mentorship and some said they had never heard about the issue of career development and psychosocial support of the trainee teachers during teaching practice, this is another gap, since review of the mentors' practices would reveal the strengths and weakness of the programme. Also, stakeholders could share ideas on how they could overcome some of the problems encountered in the provision of career and psychosocial development to trainee teachers on teaching practice. For mentors to do their duties accurately they need enough support from the college and schools. From the above responses the participants showed that only a few trainee teachers managed to get assistance in the form of career development and in terms of psychosocial there was very minimum support. Some trainee teachers were given material, emotional, moral and sometimes financial support.

Furthermore, from participants' responses, it came out that there was need for capacity building of mentors and there existed a big gap in how mentors were selected for mentorship. It emerged as a suggestion from the participants, that both mentors and trainee teachers could be remunerated to meet the costs of various commodities and materials to be used during teaching practice. It also emerged from the presented data that the government must play a bigger role in supporting the mentors, trainee teachers and other stakeholders to provide career and psychosocial development to trainee teachers on teaching practice. It can also provide loans, infrastructure, money for workshops and training of mentors. The data also revealed that it is important to have a policy on mentor selection and capacity building of mentors and other stakeholders. Technology and electricity are supposed to be utilised in all schools. There must be a review of the teaching practice by all stakeholders, to improve the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice.

The participants also pointed out that the issue of relationships was very sensitive, and mentors and trainee teachers needed to hold some workshops to be taught on how they should conduct themselves. Both mentors and trainee teachers should be included in decision making concerning mentorship. Teachers' colleges were expected to fully equip trainee teachers with life skills to be able to cope with various school environments they would encounter when they go out for teaching practice. This would improve the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers. Having presented and analysed data gathered from the participants, the next chapter discusses the findings of the study.

# CHAPTER FIVE

## DISCUSSION OF FINDINGS

### 5.1 Introduction

This chapter discusses the major themes that emerged from this study, informed by Knowles' (1980) Andragogic theoretical model or the adult learning theory, Hudson's (2010) Five Factor Model of Mentoring, and Gray's (1994) Developmental model of mentoring. The major themes discussed are: career development and psychosocial roles performed by mentors during teaching practice, strategies used by mentors to facilitate career development and provide psychosocial support to trainee teachers during teaching practice, monitoring mechanisms used by the schools and colleges to ensure that mentors perform their work effectively, capacity building of mentors in the mentoring of trainee teachers during teaching practice, support given to mentors by schools and colleges to ensure that they effectively facilitate career development and provide psychosocial support to trainee teachers during teaching practice. Before looking at the major themes drawn from the research questions, the chapter begins by providing a discussion of the concept of career development and psychosocial support.

### 5.2 Career Development and Psychosocial Support Roles

The study examined whether participants understood the concepts of career development and psychosocial support. The findings of the study revealed that most of the participants were able to distinguish between career development and psychosocial support roles of mentors, although some participants were not clear on the meaning of the two concepts. This was shown by participants' request for explanation of the concepts of career development and psychosocial support. The majority of them were able to identify career development as the assistance given to the trainee teacher by the mentor during teaching practice in order to accomplish his/her role of teaching the learners. Similarly, they identified psychosocial support as the help given by the mentor during and after working hours which is of a social, emotional and psychological nature.

The study showed that most of the participants understood that the roles behind the concepts of career development and psychosocial support are complementary, since the mentors could perform both roles during mentorship concurrently. Sometimes, it was difficult for the mentor to separate the two roles during the career development and psychosocial support. The findings of the study shows that there are two major types of mentoring namely; career development functions and psychosocial functions (Maphosa, Shumba & Shumba, 2007). More clarity on mentors' roles on career development and psychosocial support was given by Kram (1988), cited in Ford (2017), who suggested "two broad functions of mentoring relationship", which are career functions and psychosocial functions. According to Kram cited in Ford (2017) career functions involve the mentee being assisted professionally. The functions include sponsorship, whereby the trainee teacher is promoted for advancement in the school (Alasad & Leadership, 2017). There is also exposure and visibility. The trainee teacher is introduced to key people and advocates for the mentee. Coaching is also another career function whereby the mentor will be helping the trainee teacher to navigate the profession and grow professionally (Middendorf, 2010). He or she protects the trainee teacher from potentially damaging contact with others and challenging assignments (Alkhaldeh, 2017). Similarly, the mentor also "guides the mentee through challenging and profitable work that might not have been accomplished alone (Ford, 2017. p17).

The findings of the study are also consistent with reviewed literature on the roles of the mentor. The mentor has the responsibility to expose the trainee teacher to various situations at the school, to get familiarised to the school environment and to adapt to the prevailing situation to achieve his or her goals as a trainee teacher in order to create a good relationship (Ford, 2017., Ziobro, 2018). The study results are in line with the reviewed literature in that the role of the mentor is to protect the mentee, to foster career development, and provide psychosocial support. As shown in the theoretical framework by Grays' (1994) developmental model and Hudson's (2010) five factor model, the mentor and the trainee teacher must have a collaborative relationship. This will assist in the development of career and psychosocial skills during teaching practice.

The findings of this study concur with a study carried by Shumba et al. (2016) which concluded that "mentees need more cooperation from mentors who denied them

assistance and either postponed or never gave feedback at all” (p.76). It also came out from this study that some mentors were not doing their work appropriately. They absented themselves from schools, giving the whole teaching load to the trainee teacher. It was also confirmed that their negative attitude was a result of lack of necessary mentorship skills. However, the information given by the three theoretical frameworks spell out how the mentors should perform their career development and psychosocial support roles. For example, Hudson’s (2010) five factor model of mentoring stipulates that the system requirement assists both the mentor and trainee teacher to have necessary information required in the career development and psychosocial support to trainee teachers during teaching practice (Yost, 2017). Again, mentors can provide pedagogical knowledge about assessment and effective teaching practices that link curriculum, pedagogy, and assessment (Hudson, 2000). The theory by Gray (1994) stresses that the experienced mentor is expected to guide the trainee teacher properly through the guiding mentoring style, shifting from imparting information to trainee teacher so that the trainee teacher gains experience of the teaching and learning process (Brockett & Hiemstra, 2018).

The findings of the study, however, slightly differed with what happens in the United Kingdom (UK) and Germany where the role of mentor is more diverse and can be located within different conceptual paradigms which are reflected in three models of mentoring, namely; apprenticeship model, competency model and reflective model (Hudson, et al., 2017). In these two countries, the apprenticeship model entails that the trainee teacher observes the mentor and learns from him or her, whereas in the competency model, the mentor gives the mentee feedback about performance and progress. In the reflective model, the mentor assists the trainee teacher to become a reflective practitioner (Kwan et al., 2017). In the case of Zimbabwe, the apprenticeship model is more prevalent in the sense that most trainee teachers learn by observation.

The researcher found that mentors did not care about giving their mentees feedback, and they rarely assist their mentees to be reflective. In addition, reviewed literature indicates that England and Germany have their focus more on the mentor’s role in terms of advisor, trainer, partner, friend, and assessor, and how they influence the pedagogical development of the trainee teacher during teaching practice (Butler & Cuenca, 2017, Jones, 2000). The findings of the study revealed that mentors dwell

more on career development roles instead of balancing career development and psychosocial roles. It is essential for mentors to balance the provision of both career development and psychosocial support to trainee teachers during teaching practice for effective mentorship.

If mentors are not properly trained on career development and psychosocial support roles, it would be unrealistic to expect them to be able to perform their role effectively. For instance, reviewed literature in support of mentor training states that recent studies have shown that mentors are often not sure about their roles (Shumba, Rembe, Chacko & Luggya, 2016). A study by the University of South Africa (UNISA) (2016) on school based mentorship showed that only 37% of mentors had received training on mentoring against 68% who had not attended professional development programs for effective mentorship (Maphalala, 2013, p.126). Thus, it is important for the mentors to undergo mentorship training to enable them to do their duties effectively. The next section discusses the findings on the strategies used by mentors to facilitate career development and provide psychosocial support to trainee teachers during teaching practice.

### **5.3 Strategies Used By Mentors during Teaching Practice**

The findings of this study revealed the strategies used in the provision of career development and psychosocial support which included staff development, dialogue, interviews, good communication channels (for example, use of emails, cell phones and letter writing), workshops, demonstrations, co-operative method, guidance and counselling, discovery method individual tasks, warning strategies, provision of stress coping strategies, discussions, awareness campaigns, social gatherings, field trips, presentations, and observations.

The current study concurs with the theoretical model by Knowles (1980) which proposes the andragogic theoretical model of learning for adults. According to Hartnett (2019), Knowles's (1980) theory of andragogy maintains that trainers should recognise that the richest resource for learning resides in adult learners themselves, and emphasis should therefore, focus on experiential techniques that tap into their experiences. These include group discussion, problem-solving, case study, role-play, field trips, rather than transmittal techniques such as lecturing or presentations

(Moxham and Moxham, 2019). In the training of teachers, mentors should use various methods and improve on how to use the learner-centred method by using various forms of technology that include audio-visual media. The use of various forms of media will have a significant impact on adult learning (Bates, 2019).

The strategies indicated by the findings of this study correspond well with what has been written in the literature that during teaching practice, the mentor coaches the trainee teacher on the use of various teaching strategies or methods such as demonstration, discussion, fieldtip, groupwork and question and answer as well as guidance and counselling. This view of using multiple strategies in mentoring is confirmed by findings of a recent research undertaken by Hina, Chaudhary and Nudrat (2017), which found that multiple strategies were followed in various countries “such as assistance technical support is provided to the newly employed teachers for an early settling in the new environment” (p186). Novices are taken through orientation session, training, workshops and seminars (Aguirre, 2017).

The above idea also concurs with reviewed literature on United States of America which suggests that mentors should create individual learning plans to improve mentees’ knowledge and skills across two years of the induction programme. Regular formative assessment, which provides the mentor and the mentees with useful data in determining how the mentees are doing, what they need to work on, and how much progress they are making, should be part of the mentorship programme (Gjedia and Gardinier, 2018).

Professional development is essential as a strategy in mentoring as shown by Vygotsky’s zone of proximal development where teachers grow from their present ability to a higher level when mentors guide them. Mentees grow and learn when more experienced mentors guide them. Thus, the current study confirmed with Bates (2019, p.49) findings which acknowledges that scaffolding emphasises the importance of social interaction in the learning process as outlined by Vygotsky’s theory on the zone of proximal development. Thus, in the current study, scaffolding was among the important strategies which are used to provide career development and psychosocial support to trainee teachers during teaching practice.

Bates (2019) notes that the ZPD is one aspect of scaffolding that can best be achieved by testing prior knowledge or understanding of the subject. Scaffolding consists of the support given to the trainee teacher by the mentor during teaching practice as also explained by the participants in this study. The andragogy theory shows how the mentors assist the trainee teachers in scheming, planning, media making or construction, class management, the actual teaching process, as well as co-curricular activities. The models emphasise that experience is very important. Trainee teachers learn from experienced mentors through observation. They then share the ideas amongst themselves through practice or learning by doing (Hudson, 2010).

The current study's views on the importance of the strategies of mentors' practices is confirmed by studies that have shown that mentors grow in ways they would not have been able to grow alone, when they meet regularly with others to discuss mentoring strategies as they give and receive feedback (Ford, 2017). The study results are also in agreement with findings of a joint research by Wang and Odell (2002), cited in Mpofo and Chimhenga (2016) on mentoring, which came up with three major perspectives for supporting trainee teachers namely; the humanistic perspective, the situated apprentice perspective and critical constructivist perspective. The humanistic perspective allows the mentor to offer emotional support to trainee teachers and also helps them to cope with psychological stress and to enhance mentees' self-esteem. The current study was based mainly on the situated apprentice perspective which focuses on pedagogical aspects and less on the humanistic perspective which suggests that mentors should offer psychosocial support.

Mentors are expected to go through training programmes to develop their communication skills, and to be able to give positive feedback and develop effective supervision techniques (Young, 2018., Hina et al, 2017). The results of this study are in agreement with literature on the role of the mentor and the situated apprentice perspective on teacher mentoring, which provides field related technical support, and develops situated knowledge in a process of observation, modelling, demonstration and reflection (Mpofo & Chimhenga, 2016). Literature reviewed also regarded the mentor as a guide who assists in the development of practical teaching skills and knowledge (Gravells, 2012). Mentorship based on the critical constructivist



perspective involves the process of assimilation and accommodation as emphasised by Piaget's theory cognitive development (Bates, 2019).

The constructivist perspective also encourages critical reflection, application of practical knowledge, and collaborative work between the mentor and the trainee teacher in order to improve the teacher development programme, as emphasised by the adult learning theory by Knowles (1980) and Hudson (2010).

The current study is in agreement with literature reviewed on the Cognitive Apprenticeship Model and Traditional Apprenticeship Model, which states that cognitive apprenticeship is the process by which learners learn from a more experienced person by way of cognitive and metacognitive skills and processes, through guided experience. It depends on expert demonstration as in modelling, guidance and coaching in the initial phases of learning (Elsevier, 2018., Collins, Brown, Seely & Holum, 2017). Thus, in this study, the mentor is considered as an individual who is more experienced than the trainee teacher, although the study suggested that mentors need to be trained as well, since they have been shown, in some cases, to lack some of the necessary mentoring skills.

Trainee teachers learn through guided experience and it also depends on expert demonstration, which is modelling guidance and coaching. The apprenticeship model allows the trainee teacher to be given challenging tasks slightly more difficult than they can accomplish on their own, as they are expected to rely on assistance from the mentor and collaboration with others to achieve the given tasks (Ford, 2017). However, the current study's findings suggest the need for new strategies such as use of new technologies and social media to facilitate career development and provide psychosocial support to trainee teachers during teaching practice.

Observation by the researcher in this study revealed that strategies used by mentors were not effective. Findings from previous studies revealed strategies which were not being utilised by mentors. These are; the cognitive apprenticeship model which covers articulation, reflection, and scaffolding, modelling and coaching. Reviewed literature gives us another model which is not being fully utilised by mentors; the Traditional Apprenticeship model, which involves fading, coaching and scaffolding. The mentors could integrate the two to come up with effective mentorship and also link these to modern technology. However, the present study's findings revealed that some aspects

such as coaching, scaffolding and reflection were sometimes used by mentors but they needed to be refined.

The current study highlighted the important findings which would count as new knowledge. Mentors could come up with effective mentorship strategies which could utilise modern technology in facilitating career development and providing psychosocial support to trainee teachers. The next section discusses findings of monitoring mechanisms used by schools to promote effective mentorship.

#### **5.4 Monitoring Mechanisms Used By Schools and Colleges in Mentorship**

Monitoring is whereby the supervisors and internal and external assessors observe and check progress or quality of the work done by the mentors and trainee teachers over a period of time to improve performance in teaching practice. (Bryant, Bryant & Smith, 2019., Chizhik, Chizhik, Close & Gallego, 2017., McLaughlin, 2012). The study established that the DTE, colleges and mentors used various monitoring mechanisms to facilitate career development and provision of psychosocial support was done appropriately. The mechanisms identified by this study are; follow ups by the DTE, college lecturers and mentors in the form of lesson observations, assessment of teaching practice files, and all the relevant teaching practice documents like media kit, schemes and records of work. Colleges provided guiding policies that were meant to be used by mentors and all those involved in the supervision of trainee teachers.

The current study showed that the monitoring process helped mentors to improve their practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. The findings of the current study are in agreement with what was found by Bjorn, Hennessy and Riikka (2018), that there are many monitoring mechanisms which can be used in mentoring trainee teachers during teaching practice. These include; effective peer facilitation, school based active learning, explicit programme structure, appropriate scheduling and resourcing, and mitigating resource constraints through the use of Open Educational resources.

UNESCO (2014) supports the use of appropriate monitoring mechanisms through its sustainable development agenda which focuses on raising the quality of teaching and learning in schools, in particular, on supporting teacher training. Thus, colleges and

schools are expected to be fully equipped with monitoring mechanisms so that mentors do their work effectively during teaching practice.

The findings of the study indicated that in the monitoring process, mentors are a source of wisdom in practical knowledge for trainee teachers. Thus, they should also engage in concrete tasks of teaching assessment, observation and reflection, that facilitate the process of learning and development through collaboration, team teaching, independent practice, observation, feedback and ongoing support (Maphalala, 2013).

The study found that there were no established monitoring systems in the selected schools and colleges in Zimbabwe. Some mentors and trainee teachers in schools stated that there was no monitoring, as the mentors and heads of schools were not familiar with the college policy on monitoring of trainee teachers and mentors. Again, college lectures were always in a hurry and did not monitor the mentors and the trainee teachers. Teachers were overloaded with work since they were working on the new curriculum. This was inconsistent with Knowles' (1980) Andragogic theoretical model for adult learning which encourages the mentors to give trainee teacher's reasonable load and assist them whenever they need assistance. Through the use of the andragogic principles, the mentor can tailor the instruction to meet trainee teachers' interests by involving them in planning the learning objectives and activities and solving real-world problems (Pletcher et al., 2019).

Andragogy encourages monitoring of trainee teachers by colleges and schools through observation, checking progress, and making follow-ups to improve communication between the trainee teacher and the mentor, so that they can accomplish their goals. They should work together as partners, to design instructional content and methods to suit the learners' needs (Henschke, 2011; McCall, Padron & Andrews, 2018). Hence, monitoring of both the mentor and the trainee teacher would promote trust between the trainee teacher and the mentor and enhance self-awareness in the trainee teacher as well as improving the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice (Pappas, 2013., Chan, 2010., Ozuah, 2016).

It was found that some kind of monitoring mechanisms were indeed put in place in certain schools for career development and provision of psychosocial support to trainee teachers during teaching practice. It was stated that monitoring of mentors

and trainee teachers was done through lesson observations, checking the trainee teachers' files, record books, media kits, resource files, class visits, as well as through supervision guided by school and college based supervision instruments.

This study revealed the use of teaching practice files for monitoring. The teaching practice files contained work to be done each and every day, and detailed daily lesson plans which the college, mentors and schools had to follow. Trainee teachers filled in the date, time, subject, grade and topic at the end of the week. They submitted these plans for analysis. Each trainee teacher accounted for what she/he had done or had not done, and how he/she would compensate for lost time.

This assessment was said to be done every month. In line with the idea of regular assessment, reviewed literature by Alkhaldeh (2017) shows that monitoring is done in stages. For example, Kolb's experiential theory talks of the stages of monitoring or the mentoring cycle starting with observation, then abstract conceptualisation, active experimentation and concrete experience. Similarly, Alkhaldeh (2017) says trainee teachers also pass through the survival stage which occurs as the daily classroom expectations become a reality for the new trainee teacher. The next stage is the disillusionment stage whereby classroom management, usage of time, and individual trainee teachers' concerns occupy much of the mentor's attention. The last stage is the rejuvenation stage whereby new trainee teachers reflect and have a clearer understanding of the realities of the classroom.

Therefore, the current findings emphasise the importance of the appropriate time for monitoring of mentors and trainee teachers by colleges (Musingafi and Mafumbate, 2014). Furthermore, the findings of this study correspond with Alkhaldeh's (2017) suggestion of adopting a more consistent monitoring mechanism in facilitating career development and providing psychosocial support to trainee teachers. Alkhaldeh (2017) suggested three models; university based model, the partnership model and the school based model. The university based model stresses the role of academic aspects in teacher preparation. Trainee teachers should possess the knowledge of different academic theories to practice teaching. The partnership model is the relationship between the academy and institutions that employ teachers as work force in schools.

The school based approach has recently attracted the attention of many stakeholders who believe in the on-site or work based teacher education, where teachers are directly monitored and supervised by more capable mentors who are knowledgeable about teaching, and who can transfer their experience to those who need knowledge and experience about teaching. Hence, the findings of the study and the reviewed literature agree that colleges and schools are expected to monitor and evaluate the effectiveness of the mentoring relationship on an ongoing basis, to establish measurable outcomes for the mentor-trainee relationship (Tafe & Australian, 2018).

The reviewed literature by Loureiro-Koechlin and Allan (2010) conflicts with the findings of the study. They emphasise e- Mentoring as the merger of monitoring with electronic communication which is also referred to as tele-mentoring or virtual mentoring. They encourage the use of e- mentoring as a monitoring mechanism to reach the mentors or mentees with the provision of necessary infrastructure to help set the tone for the trainee teachers' early experience in the school this e-mentoring is used to enhance monitoring mechanisms adopted by the schools and colleges, to ensure that mentors perform their work effectively. In the process, it checks the mentor's and trainee teachers' progress through electronic means. However, this monitoring mechanism has its advantages and disadvantages as presented by the reviewed literature.

The findings of the study support the use of e- mentoring as a monitoring mechanism since the new curriculum emphasises the use of technology in Zimbabwean schools. The supervisors and mentors are expected to use computers, emails and other means of electronic communication to check the progress of trainee teachers. The schools can introduce on-site professional development which can include multiple routes to teacher development such as monitoring, peer coaching, observation, modelling and providing feedback to mentors and trainee teachers (Awayehu, 2017). Odden and Kelly (2008) support the idea of having continuous monitoring and support.

The findings of the study raised crucial issues such as; the need for the training programme to be grounded in inquiry, reflection, and experimentation, and be participant driven. Colleges and schools are expected to monitor and evaluate the effectiveness of the mentoring relationship on an ongoing basis to establish measurable outcomes for the mentor-trainee teacher relationship (Tafe & Australian,

2018). e- Mentoring can also be adopted as a monitoring mechanism in Zimbabwean schools.

The study found that most of the respondents agreed that there were some forms of support available such as support from college lecturers in form of class visits, assessment and supervision. Mentors also supported trainee teachers by making class visits, and providing material, moral, psychological and emotional support. The findings of the study revealed that the support which was given to mentors by colleges and schools was not adequate. The participants agreed that the schools offered more support to mentors than the colleges. However, much of the support given focused on career development while psychosocial support was limited. This view concurs with the findings by Alkhawaldeh, (2017) who state that trainee teachers not only need career development support, but also psychosocial support to create an effective learning environment.

Regardless of the limited support given to mentors, the findings of the current study suggested the support that can be offered to trainee teachers on teaching practice to promote their career development and psychosocial well-being. The suggested support relates to material resources, workshops and updates, supervision, review of the mentorship programme, incentives, orientation, induction, and capacity building of mentors. The above suggestions are in accordance with Young's (2018) observation that the mentor, the school and the college should offer support by providing important information regarding materials, procedures, first day activities, and the required paper work. Regarding this form of support, the study found that only few trainee teachers got support from schools, mentors and colleges.

The findings of the study agreed with Reuben Tshuma and Ndebele (2015) who recommended that teacher education institutions should support school heads through workshops on mentor selection and ensure that qualified experienced mentors are selected to mentor trainee teachers. The findings of the study showed that there were no qualified mentors since mentors were not being trained and there was no policy on mentor collection. It was by appointment or voluntary. This was consistent with the literature reviewed which stated that, in most schools, mentor selection is done by the heads of the schools and in some rare cases, mentors volunteered.

However, Ndamba and Chabaya (2011) suggest that the most effective way of recruiting mentors is by asking for volunteers

In line with the above ideas, literature reviewed stressed that the school and the colleges must provide moral, material, social, academic, career and psychosocial support. Induction, as a form of support, also allows trainee teachers to have access to the network of support arrangements within and beyond the school. Trainee teachers can be provided with guidance and emotional support (Alter and Cogshall, 2009). The college is expected to equip both the mentor and trainee teacher with the standards and expectations of teaching practice and teaching practice supervision (Asiyai, 2017).

Hudson (2012) recommends the effective use of several people; college lecturers, external assessors, heads of schools, other staff members, and the community, to support teachers in various ways. Support for trainee teachers should be seen as a collective responsibility rather than the sole responsibility of the mentor. The current study revealed that support for trainee teachers was left as the sole responsibility of the mentor. Trainee teachers and mentors faced some difficulties due to lack of support from the colleges, schools and the community as a whole.

The findings of the study concur with literature which posits that career support is more prominent than the psychosocial support, and there is therefore, no specialised support system for the provision of career development and psychosocial support to trainee teachers during teaching practice between the schools and the colleges (Mukeredzi, 2016). Spring (2011) encourages schools and colleges to develop and implement an ongoing mentor training programme that continues throughout the mentoring process to produce the greatest positive effects on trainee teachers' performance during teaching practice. As far as support for mentoring by the schools and colleges is concerned, the current study found that support and mentoring systems were in place but were not being properly monitored by the colleges and schools

Literature notes that although the family members should not participate directly in the mentoring process their support of the mentor– mentee relationship will increase the

likelihood that mentors and trainee teachers will achieve their shared goals (Tshuma & Ndebele, 2015., Cleveland, 2018).

Ingersoll and Strong's (2011) theory of teacher development sees the facilitation of career development and provision of psychosocial support to trainee teachers during teaching practice as starting with pre-service preparation, followed by induction which would result in improved classroom teaching practices and teacher retention. This will then improve teacher learning and growth.

The findings of the study emphasise the importance of induction and it concurs with a theory by Zey (1984) which explains the induction process. Induction is called Mutual Benefit Model. The model is based on the premise that when an individual enters into a relationship, he/she must remain part of it to meet certain needs, for as long as the parties continue to benefit. In relation to the mentor and the trainee teacher, the two individuals should establish a mutual relationship during teaching practice. They are expected to work together properly until they accomplish their goal. According to the Zey (1984) theory, neither the mentor nor the mentee is allowed to withdraw before the end of the teaching practice. Thus, in this theory both the mentor and the trainee teacher benefit from the interaction and they are not expected to breach this contract.

Farquhar, Kamei and Vidyarthi (2018) corroborated the findings of the current study when they concluded that it is essential to enrich the curriculum of teacher preparation programmes to support, and strengthen the thinking, self-perception and self-efficacy of trainee teachers. The findings also point towards integrating new media within the curriculum, between academic staff and schooling staff in new dynamic ways mediated by new technologies, p.48. Awayehu (2017), notes that, among all educational resources, teachers' abilities are especially crucial contributors to trainee teachers' learning, because they also influenced the quality of pupils' learning. For instance, beginning trainee teachers need an orientation to the culture and climate of the school if they are to become an integral part of the school. Reviewed literature added that informal support to the individual trainee teacher is also important, this includes welcoming new comers, inviting them for lunch and sports, and helping new teachers to get the necessary supplies.

It emerged from this study that induction of the trainee teachers is important, and it should be done earlier. This was in line with the reviewed literature from Feiman-



nemser (2012), which revealed that, more states in US are mandating the induction programme than ever before, and many urban districts are offering support to trainee teachers in the form of mentoring. For every programme, it is important for the college and schools to put in place success checks to establish whether the targets are met as expected.

The study also established that professional development is important, although it was not being regularly done in schools and colleges, as stipulated by a TPD Programme in Kenya (1999-2005). Hurdmen et al., cited in Hassler (2018), point out that teacher professional development is very effective. It has been found that in Kenya, Key Resource Teachers (KRTs) were trained to lead TPD within their subject areas in their schools. There were significant changes observed showing that 62% of key resource teachers used some form of peer interaction in their lessons, compared to 17% of the (KRTs) which indicated that there were traditional challenges with cascade modules.

The finding of this study on in-service training were that the in-service training conducted in schools with regard to teacher development was not effective, and not beneficial to mentors and trainee teachers, since most of the information discussed had nothing to do with mentorship. On the contrary, reviewed literature by Arani, (2001) described the characteristics of Japanese school based in-service teacher training programmes designed to help teachers improve their competence and quality of their teaching activities. Furthermore, the reviewed literature also argued that school based in-service training is based on planning and conducting collaborative research activities and also that teachers learn from each other, from their relationships with learners and from their enhanced professional dialogue. Thus, the Japanese teachers viewed professional development and enhancement of their teaching skills as a lifelong pursuit, since they knew that experience, self-study critiques of their teaching by their colleagues, and self-reflection are important parts of this process.

Instead of one-time workshops on the latest education topic, they engaged in a long term process of self-reflection and development (Ford, 2017). The current study and the reviewed literature also agree that the support given to mentors was hampered by quite a number of hurdles which included; economic, social constraints, and lack of training on the part of the mentors. However, the economic hardships led trainee

teachers to indulge in unconventional methods of living in which they were taken advantage of by mentors and other qualified teachers. The current study agrees with that conducted by Aguirre on neophyte or beginning teachers and early career teachers in a state university in Mindanao, Philippines (Dinagsao, 2013), and discovered that the beginning teachers were facing many problems. They needed instruction in classroom management in order to learn how to keep time and how to maintain good order and discipline in the classroom. The current study agrees with Aguirre that it is typical of new people to encounter some problems when they get to a new environment. Trainee teachers are expected to be given more support by both the college and the school during the first week of teaching practice (Black, 2015).

However, the current study established that there was a gap in the monitoring process. For instance, the issue of favouritism done by supervisor showed poor monitoring system and unfair deals which were revealed during observation and follow ups done by the mentors and supervisors. The study further indicated that some trainee teachers complained that some supervisors would give more marks to trainee teachers whose work was not worth such marks.

The results of the study also confirmed that the mentors had a lot of pressure such that they had no time to properly supervise the trainee teachers, resulting in assigning marks to trainee teachers without supervising them. Thus, the findings of the study suggested that both the trainee teacher and the mentor were involved in professional misconduct. The study also established that the mentors dwelt much on career development roles and less on the psychosocial roles or issues. The researcher agrees with the findings that there is a gap in the monitoring mechanisms used by the schools and colleges in the provision of psychosocial support. The two; career development and psychosocial support must be well balanced.

The crucial issues that came out from the study were that mentors need to be trained and schools and colleges are expected to organise workshops, in-service training courses and workshops. The study recommended the effective use of several people, college lecturers, external assessors, and heads of schools to support the mentors and trainee teachers during teaching practice. Other staff members and the community were encouraged to support teachers in various ways that include

pedagogical practice. Therefore, in such circumstances, support for trainee teachers should be seen as a collective responsibility rather than the sole responsibility of the mentor. There should be implementation of mentor training programmes that continues throughout the mentoring process, to produce the greatest positive effects on trainee teachers' performance during teaching practice. In addition, a critical research in this area was also conducted by Mukeredzi, (2017), who found that mentors were a source of wisdom in practical knowledge for trainee teachers who were supposed to engage in concrete tasks of teaching, assessment, observation and reflection that facilitate the process of learning and development through collaboration, team teaching, independent practice, observation, feedback and ongoing support (Maphalala, 2013). Individual informal support is also important, like welcoming new comers, inviting them for lunch and sport, helping new teachers get the relevant and necessary supplies. The next section discusses the findings of the study on capacity building of mentors.

### **5.5 Support Given To Mentors by Schools and Colleges.**

The findings of the study revealed that the support which was given to the mentors by the colleges and schools was not enough. The participants agreed that the schools offered more support to the mentors than the colleges. However, much of the support given was career development, and psychosocial support was limited. This observation concurred with the findings by Alkhaldeh (2017), who stated that, trainee teachers need provision of career and psychosocial support to create effective learning environment, so as to improve learning and support the work environment, and also to keep on developing the teacher's expertise. Regardless of the limited support given to mentors, the findings of the current study suggested that support that can be offered to trainee teachers on teaching practice to promote effective career development and provide psychosocial support. The suggested support included: providing material resources in schools, holding workshops regularly for mentors and trainee teachers and giving updates to all stake holders, supervising mentors and trainee teachers, review of mentorship programme, giving mentors and trainee teachers incentives for motivation, orientation, induction and capacity building of mentors.

The above suggestions were in accordance with the reviewed literature by Young (2018), which stressed that the mentors, the schools and the colleges should offer support by providing information regarding materials, procedures, first day activities, and required paper work for the first day. Regarding this issue, the study showed that, only a few trainee teachers from some schools got support from the schools, mentors and colleges. Most trainee teachers complained that they got nothing from the schools and colleges.

Regarding mentor selection, the findings of the study disagreed with the reviewed literature by Reuben, Tshuma and Ndebele (2015) in their study which recommended that teacher education institutions should support school heads through workshops on mentor selection, and ensure that qualified experienced mentors are selected to mentor trainee teachers. The findings of the study showed that there were no qualified mentors since mentors were not being trained and there was no policy on mentor selection. Selection of mentors was by appointment or by choice since mentors could volunteer to be mentors.

In line with the above ideas, literature reviewed stressed that the school and the colleges must provide moral, material, social, academic, career and psychosocial support. Induction as a form of support allows trainee teachers to have access to the network of support arrangement within and beyond the school. Trainee teachers could be provided with guidance and emotional support (Alter & Coggshall, 2009). The college is expected to equip both the mentor and trainee teacher with the standards and expectations of teaching practice and teaching practice supervision (Asiyai, 2017). In addition, Hudson (2012) has recommended the effective use of several people; college lecturers, external assessors, and heads of schools, other staff members and the community, to support teachers in various ways including pedagogical practice. Therefore, in such circumstances, support for trainee teachers should be seen as a collective responsibility rather than the sole responsibility of the mentor.

In the current study, support of the trainee teachers was left to be the sole responsibility of the mentors. Thus, the trainee teachers and mentors faced some difficulties due to lack of support from the colleges and schools and the community as a whole. The findings of the study are also in line with literature which states that career support is more prominent than psychosocial support. (Mukeredzi, 2016). The findings

of the study revealed that there was no specialised support system for career development and psychosocial support to trainee teachers during teaching practice, between the schools and the colleges. Spring (2011) encourages schools and colleges to develop and implement an ongoing mentor training programme that continues throughout the mentoring process, to produce the greatest positive effects on trainee teachers' performance during teaching practice. As far as support of mentoring by the schools and colleges is concerned, the current study found that support and mentoring systems were in place but the practices of the mentor in facilitating career development and providing psychosocial support were a challenge. Mukeredzi (2017) found that mentors would assist the trainee better in practical knowledge therefore, they should also engage in concrete tasks during teaching and learning including assessment, observation and reflection, to facilitate the process of teaching and learning. He also encourage collaboration, team teaching, independent practice, observation, feedback and ongoing support (Maphalala, 2013).

Literature indicates that, although the family members should not participate directly in the mentoring process, their support of the mentor- mentee relationship will increase the likelihood that mentors and trainee teachers will achieve their shared goals. Furthermore, the reviewed literature argued that trainee teachers need career development and psychosocial support during teaching practice to become effective teachers (Tshuma & Ndebele, 2015; Cleveland, 2018).

In line with the findings of the study, Ingersoll and Strong (2011) come up with a theory of teacher development whereby the provision of career development and psychosocial support of trainee teachers during teaching practice started with preservice preparation, followed by induction resulted in improved classroom teaching practices and teacher retention, which then produced improved teacher learning and growth. Furthermore, he identifies Zey's (1984) Mutual Benefit Model that states that when an individual enters into a relationship, they must remain part of it to meet certain needs, for as long as the parties continue to benefit. Thus, in this theory, both the mentor and the trainee teacher benefit from the interaction during teaching practice and they are not expected to breach this contract.

Farquhar et al., (2018) corroborated findings of the current study when they indicated that it is essential for mentors to work together with trainee teachers towards a

accomplishing the set goals .For instance, beginning trainee teachers need an orientation to the culture and climate of the school if they are to become an integral part of the school. Individual informal support is also important.

The findings of the study are consistent with reviewed literature in Feiman-nemser (2012) that teachers colleges and schools should hold induction programmes before mentoring starts. In line with this idea, Feiman-nemser, (2012) observes that more states in US are mandating induction programmes than ever before, and many urban districts are offering support to trainee teachers in the form of mentoring. For every programme, it is important for the college and schools to put in place success checks to establish whether the targets are met as expected. The findings of the study concurs with literature which revealed that, the School based Teacher Professional Development (TPDP) encompasses induction of new teachers before they start teaching. Teacher professional development is said to be very effective as shown by a TPD Programme in Kenya (1999-2005) (Hurdmen et al., cited in Hassler, 2018).

Arani (2001) conducted a study describing the characteristics of Japanese school based in-service teacher training programmes designed to help teachers improve their competence and quality of their teaching activities. The literature is in line with the findings of the study, that school based in-service training is based on planning and conducting collaborative research activities, and also that teachers learn from each other, from their relationships with learners, and from their enhanced professional dialogue. This is the same with the finding of the study in some of the schools. The Japanese teachers view professional development and enhancement of their teaching skills as a lifelong pursuit, since they know that experience, self-study critiques of their teaching by their colleagues and self-reflection are important parts of this process. The colleges and schools are expected to hold more workshops regularly and continuously as a way of supporting the mentors and trainee teachers during teaching practice. The next section discusses the findings of the study on capacity building of mentors.

### **5.5.1 Capacity building of mentors in the mentoring of trainee teachers**

There is need for training of mentors in career development and psychosocial support of trainee teachers during teaching practice. It emerged from the findings of the current

study that teachers were not trained at all to become mentors. Most mentors depend on knowledge they attained from the colleges when they were trained as teachers, and a few from school staff development programmes. The above view is supported by recent studies which have shown that mentors are often not sure about their roles (Shumba, Rembe, Chacko & Luggya, 2016).) Regarding in-service training, the study also established that some teachers in the selected schools had not received any form of in-service training,

The findings of the study showed that there was a gap in how mentors were selected. The findings of the study were confirmed by a recent research conducted by Maphosa and Namba (2012) which revealed that 19% of the mentors volunteered while 81% were simply asked by the school heads to be mentors. This is strongly backed by literature and documentary analysis data. It was found that there was a mismatch between the reality of today's schools, with the introduction of the new curriculum in Zimbabwe, and the traditional teacher preparation paradigms still existing in teachers' colleges. This has also raised eyebrows with regard to preparation of trainee teachers in teacher education, and the type of mentors they will encounter in schools (Makura & Zireva, 2011; Mapfumo, Chitsiko & Chireshe, 2012; Marais & Meier, 2004). However, literature from the background of the study has revealed that, in most African countries in the last two decades, school based mentoring has become an increasingly important component of the process by which trainee teachers begin to learn how to teach (Mpofu & Chimenga, 2016).

It was revealed in other schools that there were no stipulated regulations or a policy for mentor selection. Thus, literature confirmed that in most schools mentor selection was done by the heads of the schools and in some rare cases mentors volunteer. On the contrary, most participants from the current study revealed that mentors are supposed to be trained before they go for mentorship. In support of the above idea, reviewed literature indicates that some institutions have automatically stopped training mentors due to economic hardships (Morrison, Ross, Morrison and Kalman., 2019).

The author agrees with the literature that the state is also expected to give financial support for mentor programmes. Support seminars can be held as periodic meetings

that are related to the teacher standards, to provide adequate training. Mentors can be trained in various ways such as provision and assistance with policies and procedures, emotional support, introduction of school based mentor programmes, use of traditional face to face classroom format, and use of e-mentoring. However, literature advises that the mentors' basic training be done just after the selection of prospective mentors. There is no stipulated time for mentor training. Staggering training over a semester or even an entire year can be more effective when properly planned and done, but it may be challenging in terms of schedules within the situation calendar (Merriam & Grenier, 2019).

Ndamba and Chabaya (2011) suggest that the most effective way of recruiting mentors is by asking for volunteers. Literature review has also established that the selected mentors are expected to have the following characteristics: display capability in classroom teaching; be an experienced senior teacher; be able to use a variety of teaching techniques or skills; be knowledgeable, enthusiastic, receptive, informed, eloquent, reliable, able to guide; have wisdom; be personally involved; be people oriented, open minded, flexible, empathetic, and collaborative (Ngara and Ngwarai, 2013; Freedman, 2009; Tshuma and Ndebele, 2015). However, mentor selection continues to be a challenging issue in Zimbabwe (Ngara & Ngwarai, 2013., Tshuma & Ndebele, 2015).

It came out as a suggestion from the participants' responses that both mentors and trainee teachers may be remunerated or given money or any other form of appreciation to meet the cost of various commodities and materials to use during teaching practice. However, it was revealed that without the training of mentors, the mentor practices in career development and psychosocial support were inefficient. Literature suggests that mentors can be trained during the school holidays in April, August or December which counts to three months per annum, as an ongoing programme throughout the year (Mudavanhu & Majoni, 2003).

Literature also concurs with the findings of the study, that mentors are expected to consistently attend staff development workshops for which they can receive food and transport allowances, so that they are well informed on what to expect from trainee teachers and how to use the supervision or assessment documents used by the



teacher training colleges (Asiyai, 2017). Furthermore, they are supposed to be trained in communication and active listening techniques, relationship skills, effective teaching, models of supervision and coaching, conflict resolution, and problem solving (Ndamba & Chabaya, 2011).

However, literature shows that local colleges and universities and non-profit making organisations may find it challenging to consistently conduct mentoring programmes. It also emerged from literature that mentors can also commit themselves to meet regularly with trainee teachers for a minimum of six months, to strengthen their relationship and to achieve the goals of mentoring or have a positive impact on trainee teacher achievement. Experienced teachers must help in inducting beginner teachers on mentoring programmes such as in-service training of teachers and staff development activities (Hobson, Ashby, Malderez & Tomlinson, 2009). Mentorship programmes, peer teacher mentoring and induction programmes are introduced to support mentorship. The results of the current study concur with reviewed literature which notes that there are also challenges affecting the capacity building of mentors such as financial constraints, negative attitude towards mentorship programme by of the stake holders, emotional, career and psychosocial problems. It has been found that the major challenges relate to financial constraints. Zimbabwe has had chronic economic challenges which make it difficult for the Ministry of Education, DTE and colleges to sponsor the training programmes. Thus, experienced and qualified teachers in schools need consistent and effective in-house training in mentorship.

The crucial issues that have emerged from the discussion are that mentors' basic training can be done just after the selection of prospective mentors, since there is no stipulated time for mentor training. Staggering training over a semester or even an entire year can be more effective when properly planned.

The study also came up with recommended characteristics of a good mentor which are: displaying capability in classroom teaching; being an experienced senior teacher; being able to use a variety of teaching techniques or skills; being knowledgeable, enthusiastic, receptive, informed, eloquent, reliable; being able to guide; having wisdom and personal involvement; being people oriented, open minded, flexible, empathetic, and collaborative (Hudson, 2017). Mentors and trainee teachers should be remunerated or given money or any other form of appreciation to meet the cost of

various commodities and materials to use during teaching practice. Mentors should be trained during the school holidays, which constitutes three months per annum, as an ongoing programme throughout the year. Mentors are expected to consistently attend staff development workshops for which they can receive food and transport allowances so that they are well informed on what to expect from trainee teachers and how to use the supervision or assessment critique forms used by the teacher training colleges.

Furthermore, mentors are supposed to be trained in communication and active listening techniques, relationship skills, effective teaching, models of supervision and coaching, conflict resolution and problem solving. The coming section discusses ways of improving mentors' practices in facilitating of career development and providing psychosocial support to trainee teachers during teaching practice.

#### **5.5.2 Ways of Improving Mentors' Practice.**

From the findings of the study, it was established that the government must play a bigger role in supporting mentors, trainee teachers and other stakeholders to facilitate career development and provide psychosocial support to trainee teachers on teaching practice. The findings of the current study suggested the support that can be offered to trainee teachers during teaching practice to promote effective provision of career and psychosocial development by mentors. The colleges and schools are expected to provide material resources such as manila, text books. Files and teaching media. To support the mentors and trainee teachers there should be workshops to trainee mentors on how to mentors the trainee teachers. The responses given by all participants indicated that the government must play a bigger role in supporting mentors, trainee teachers and other stake holders to provide career development and psychosocial support to trainee teachers during teaching practice. It can provide loans, develop infrastructure, and provide money for workshops and training of mentors, provide materials to be used in schools, provide computers and other electrical equipment for use in schools and colleges, as well as sponsor the colleges and schools financially to hold workshops and training sessions for all stakeholders. Therefore the government, colleges and schools should support the facilitation of career development and provision of psychosocial support to trainee teachers on teaching practice.

The data also revealed that it is important to have a policy on mentor selection and capacity building of mentors and other stake holders. Technology and electricity are supposed to be installed and used in all schools. There must be a review of the teaching practice by all stakeholders. It emerged from the study that, in order to improve the mentors' practices in career development and psychosocial support to trainee teachers during teaching practice, there is also need to improve the mentors' and trainee teachers' salaries and working conditions. This arose out of mentors who raised issues in the current study concerning their welfare during teaching practice.

The participants also pointed out that the issue of relationship was very sensitive. Therefore, the mentors and trainee teachers need to hold some workshops to be taught on how they should conduct themselves during mentorship. The current study suggested that teachers' colleges should fully equip trainee teachers with life skills to be able to cope with various situations or environments they encounter when they go out for teaching practice. The above mentioned ways would improve the mentors' practices in career development and psychosocial support to trainee teachers during teaching practice. The next section discusses, in depth, the findings of the study on the challenges encountered by mentors in career development and psychosocial support to trainee teachers during teaching practice.

## **5.6 Challenges Encountered In Mentorship**

This section discusses the findings of the study on the challenges encountered in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. The findings of the study revealed that there were some challenges in facilitating career development and providing psychosocial support to trainee teachers during teaching practice which were; poor strategies used by mentors, and lack of respect by mentors and learners who called them trainee teachers. Trainee teachers were overloaded with work by staff members, gossiping among trainee teachers in trying to gain favour from learners, lack of knowledge on the use of technology, threats from staff members, improper association, cheating by both mentors and trainees, unfair supervision practices by mentors, college lecturers and external assessors were also cited. Conflict between mentors and trainee teachers on the use of methodology and media, a lack of power supply or electricity to use various media scheming and planning, social problems were the other

challenges. Classroom control was also an issue, as was adapting to the new environment, a lack of knowledge on record keeping and shortage accommodation. Some mentors were completely not doing their work.

The study also found that the mentors and trainee teachers were showing negative attitudes towards the career development and provision of psychosocial support. It also came out from the study that some mentors were not supervising trainee teachers as noted to by LICS. The participants noted that the situation was intensified by the economic hardships which led to immoral conduct. Trainee teachers were looked down upon by teachers. The current findings are consistent with literature reviewed which suggested that teaching experiences of trainee teachers on teaching practice whereby their first term of teaching practice may be characterised by uncertainties, anxieties, struggles and difficulties emanating from their lack of expertise on many different aspects related to teaching practice, lack of knowledge about the culture and context of the schools they have been deployed to, and lack of knowledge about the pupils (Aguirre, 2017).

The reviewed literature was consistent with the study in that, in some cases, mentors were accused of failing to assist with disciplining trainee teachers. Instead, they absented themselves from school, leaving the full load to the trainee teacher. However, reviewed literature agreed that some mentors gave trainee teachers extra subjects to teach which are not their subject areas (Maphosa and Ndamba, 2012). Most mentors were not clear on how they should perform their duties resulting in lack of appropriate skills in preparation of records and lesson delivery on the part of the trainee teachers (J. Shumba, Rembe, Chacko, & Luggya, 2016).

The above compromised the quality of monitoring and the quality of trainee teachers and the work done by schools. It was also revealed that the internal and external supervisors were always too much in a hurry to do proper monitoring of both mentors and trainee teachers when they visited the schools. This caused them to leave the job unfinished and improperly done (FGTS3C and FGTS3F). Due to this, some trainee teachers were forced to make some arrangements to do work when they were not prepared. As a result, they scored lower marks than they expected.

The current study agrees with the study conducted by Aguirre on neophyte or beginning teachers and early career teachers in a state university in Mindanao,

Philippines (Dinagsao, 2013), which discovered that the beginning teachers were facing many problems. They needed instruction in classroom management in order to learn how to keep time and how to maintain good order and discipline in the classroom. The current study agrees with Aguirre that it is typical of new people to encounter some problems when they get to a new environment. Reviewed literature suggested that trainee teachers were expected to be given more support by both the college and the school during the first week of teaching practice (Black, 2015).

Furthermore, some studies by various scholars revealed that some mentors become tough on trainee teachers and they also fail to offer enough scaffolding, assuming that trainee teachers are experts who know it all (Bryant et al., 2019; Chizhik et al., 2017; Girvan, Conneely & Tangney, 2016; McLaughlin, 2012). Such mentors usually refuse to participate in staff development workshops or any other learning activities. They also deprive the trainee teachers of their freedom. The researcher agrees with those findings indicating that these restrictive forms of mentoring may hinder the progress of trainee teachers and career development and provision of psychosocial support to trainee teachers during teaching practice (Gutierrez, 2015).

Some of the problems faced during mentoring were similar to those listed by Kyriacou & Stephens (1999) in his study on challenges encountered during teaching practice. These included conflict between mentors and trainee teachers on the use of poor methodology and shortage of media, lack of electricity to use with various media, lack of proper skills in scheming and planning, social problems. Poor classroom control techniques was also an issue, as well as failing to adapt to the new environment, record keeping and shortage of accommodation. While the findings of the present study emphasised the mentors should assist trainee teachers on all activities, the literature reviewed on Nodding's Ethic of Care in Education and Kram's Psychosocial Functions of Mentoring stressed that the experienced mentors are expected to reach out to assist or to mentor experienced teachers, who in turn reach out to assist the mentor's new teachers (Ford, 2017; Hudson & Hudson, 2017). The new teachers experience the modelling, dialogue, action, and confirmation necessary for reaching out in care to mentor their trainee teachers. The trainee teachers then learn to reach out in care to mentor other trainee teachers (Ford, 2017). Practicing an ethic of care in developing mentors will then result in a good and well strengthened relationship between the mentor and the trainee teacher. The findings of the study do not clearly

stipulates what the mentor should do during the teaching and learning process to assist the trainee teachers. The researcher thus concurs with the findings of the study that the mentors were not doing their work properly.

The findings of the study also conflict with Hughes (2006) on the issue of the functions of the mentor by giving four psychosocial functions which are: helping trainee teachers to develop a sense of professional self acceptance and confirmation, providing problem solving and sounding boarding (friendship), providing identification and role modeling (role modeling) and providing opportunity to explore personal concerns with the assistance of the mentor (counseling). The findings of the study do not balance the career and psychosocial support as done by the above four functions which include both psychosocial and career functions. The findings of the study showed that the mentors are worried much about the career functions than the psychosocial functions.

The findings of the study found some challenges which were affecting proper monitoring of the mentors. The time factor was also a haunting issue due to the new curriculum which was introduced as indicated by some participants' responses. The analysed documents were also in line with the above sentiments that there is a lot to be desired in the monitoring of the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. Lack of proper monitoring of the mentors' practices resulted in threats from staff members, improper association, cheating by both mentors and trainee teachers, unfair supervision practices by mentors, college lecturers and external assessors, scheming and planning, social problems. Classroom control was also an issue, adapting to the new environment, record keeping and accommodation. The findings of the current study further showed that most of what was written on the supervision documents after observation and follow-ups by the schools and colleges was not the true representation of what was actually happening on the ground.

From the study, one trainee teacher claimed the mentor wrote the documents without proper observation or supervision of the trainee teachers due to pressure of work. Another mentor confirmed that poor monitoring of the mentorship programme could also be the result of the negative attitude of the mentors who are earning little and lack of incentives. The college lecturers and mentors in schools could monitor the

programme properly if they were motivated to do so through incentives or other forms of appreciation. Based on the discussion above there is need for the schools and college to be aware of the challenges that might be encountered by the mentors and trainee teachers during teaching practice so that they they find solutions to such challenges. The next section discusses the good practices of the mentor which need to be clearly flagged out.

### **5.6.1 Pockets of Good Mentor Practices**

The findings of the current study indicated that the monitoring mechanisms used revealed some pockets of good mentor practices in career development and provision of psychosocial support to trainee teachers. Mentors and supervisors are expected to be fully equipped with monitoring mechanisms to have a successful mentorship programme. The findings of the current study have revealed some pockets of good mentor practices which were evident in the mentoring mechanisms employed. Supervisors could identify the strengths and weaknesses of mentors and trainee teachers, learners were also given resources by schools to accomplish their mission. The college policies helped all the stakeholders to be alert, and some trainee teachers passed the course.

The findings of the current study also revealed that both the mentor and the trainee teachers gained from the observations and follow-ups made by the supervisor and their mentors. They improved their managerial, record keeping, professional skills. A conducive environment was created through the use of the monitoring mechanisms employed. The findings of the study corroborate very well with what was found in the literature review that trainee teachers were taught how to introduce a lesson, develop a lesson and to conclude it, as well as the use of media as well as classroom management. ( Bukari, 2015).

It was found that teaching practice files, resource files and media kits were used for observation and monitoring. Observations and follow-ups were done by both the college and schools, and forced both the mentor and the mentee to work hard in order to score higher or better, thereby accomplishing their goals. The findings of the study showed that students gained confidence when they were given full responsibilities to do some of the activities, like leading the assembly and addressing pupils and other

staff members. This is consistent with Kolb's (1984) experiential cycle model which stressed that the third phase of abstraction and conceptualisation tallies with the Andragogic theory of adult learning and collaborative mentoring style from Grays's developmental model of mentoring (1994), where the trainee teacher is more mature and has gained experience and developed confidence.

It was also found that the trainee teachers gained skills to solve some of their personal psychosocial issues and those of their learners through guidance and counselling. The results of the study are in line with literature which revealed that counseling helps the trainee teacher to explore his or her personal concerns and adjust to the prevailing situation if possible. It is the duty of the mentor to identify the trainee teacher's challenges and offer assistance so that the trainee teacher does her work comfortably. If the mentor can not assist the the trainee teacher then he or she refers the trainee teacher to the authorities or the school guidance and counselling team (Vanderbilt, 2010). The findings of the current study showed that trainee teachers could use various types of media and technology effectively. Most trainee teachers passed their courses through the use of methodologies they had gained from the monitoring mechanisms. New ideas were gained, for instance, on the new curriculum.

## **5.7 Summary**

This chapter discussed the findings of the study on mentors' practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. The major findings were that mentors performed both psychosocial roles and career roles during teaching practice. However, mentors were focusing more on the career functions of the mentor rather than the psychosocial functions. The results of the study also established that mentors and trainee teachers faced some problems which hindered the smooth flow of the mentorship programme. Mentors are not trained on how to provide career development and psychosocial roles. The results of the study established the strategies which could be used to solve some of the problems and to assist the mentors to effectively facilitate career development and provide psychosocial support to trainee teachers on teaching practice. The findings of the current study also noted the good strategies that can be used by the mentors. It was found that there are various monitoring mechanisms that can be employed by the



schools and colleges. Mentors could come up with effective mentorship strategies and may also link these strategies to modern technology.

The current study concurred with the theoretical models by Knowles (1980) who proposed the Andragogic. Theoretical Model of learning for adults. Despite several challenges encountered, the study brought crucial issues such as the need for training programmes to be grounded in inquiry, reflection, and experimentation that are participant driven. e- Mentoring can also be adopted as a monitoring mechanism since the new curriculum has introduced the use of technology in all Zimbabwean schools. The findings of the study revealed that mentors and mentees need support from schools and colleges to accomplish their goals. From the above response the participants showed that only a few trainee teachers managed to get assistance in form of career development and support in terms of psychosocial development was minimum. The suggested support include: material resources, workshops and updates, supervision, review of mentorship programme, incentives for motivation, orientation, induction and capacity building of mentors.

The findings of the study revealed that mentors were not at all trained to become mentors the researcher noted that there was a problem with how mentors were selected. It emerged from the study that mentors are supposed to be trained before the mentorship programme. The study found that there were also challenges which were affecting the capacity building of mentors such as financial constraints and instability in Zimbabwe. Participants suggested that both mentors and trainee teachers be remunerated as a way of motivating them and to enable trainee teachers to meet the costs of teaching practice. The findings of the study revealed that without the training of mentors the mentors' practices in facilitating career development and providing psychosocial support will be inefficient. The study also came up with important ways of improving mentor's practices.

Having discussed the findings of the study, the next chapter gives a summary of the study, major conclusions and suggests recommendations prompted by the findings of the study. The chapter also proposes a framework that can be adopted for the examination of the mentors' practices in facilitating career and providing psychosocial development to trainee teachers on teaching practice. The recommendations can be

adopted by policy makers in order to address the challenges encountered by mentors during teaching practice in Zimbabwean teachers' colleges and secondary schools.

# CHAPTER SIX

## SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 6.1 Introduction

This chapter gives a summary of the findings, and it is structured around how the research questions were answered in relation to the mentors' practices in career development and psychosocial support of trainee teachers during teaching practice. The chapter also discusses the relevance of the andragogic theoretical model of adult learning, five factor model of mentoring, and developmental model of mentoring in the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. Before presenting the conclusions drawn from the findings of the study, the justification of the research methodology which reinforced this study will be given. A proposed alternative framework for a model of mentors' practices in facilitating career development and providing psychosocial support is presented. The chapter then ends with recommendations that are based on the findings of the study.

### 6.2 Summary of Research Findings

The purpose of the study was to examine the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. The other key aspect of this study was to present a holistic approach for the examination of the mentors' practices in providing under study.

#### 6.2.1 Career and Psychosocial Roles Performed By Mentors

The findings of the study revealed that most participants have an understanding of the career and psychosocial roles of the mentor, and the mentor performed the two roles concurrently during teaching practice. The responses indicated various career and psychosocial roles of the mentor.

#### 6.2.1 The career development roles performed by the mentor were identified as;

- sponsorship

- classroom management
- pedagogical,
- technical and organisational skills
- coaching,
- planning and other teaching activities,
- timetabling,
- teaching in the classroom,
- classroom control,
- giving instruction,
- Problem solving and feedback.

#### **6.2.2 The psychosocial development roles given by participants were as follows;**

- being a role model,
- providing social support,
- collaboration,
- maintaining constant communication,
- being a friend,
- assisting the mentee beyond the workplace.

The mentor could perform both roles during mentorship. The findings of the study established that the participants were focusing more on the career functions of the mentor rather than the psychosocial functions.

#### **6.2.2 Strategies Used By Mentors during Teaching Practice.**

The results of the study established the strategies which can be used to assist the mentors to effectively facilitate career development and provide psychosocial support to trainee teachers on teaching practice. The findings of the current study also noted the good strategies that can be used by the mentors which included; conducting staff development workshops, holding dialogues, establishing good communication channels, lesson demonstration, guidance and counselling session awareness

Campaigns and socialisation gatherings. The current study concluded that there was need for strategies which suit the current situation and the technological era to be used in the provision of career and psychosocial support to trainee teachers during teaching practice. The current study highlighted the important findings which would come up as new knowledge. For instance, the mentors could come up with effective mentorship strategies and link these strategies to modern technology. This could also be included in the alternative model for the mentors' practices.

### **6.2.3 Monitoring Mechanisms Used By the Schools and Colleges for Mentorship**

It was found that there were various monitoring mechanisms that could be employed by the schools and colleges in in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. The study also confirmed that the colleges and schools were expected to be fully equipped with monitoring mechanisms to ensure that mentors do their work effectively. The findings revealed that the schools and colleges were not properly monitoring the mentor's practices. The mechanisms proposed by the current study included follow ups by DTE, college lecturers and mentors; files assessment; writing crits, assessment of the media kit and record books, provision of guiding policies by the college, internal and external assessment, and supervision.

The findings indicated that monitoring mechanisms used by mentors helped them to improve their practices but they needed to improve and adopt modern and technological monitoring mechanisms. It also emerged from the findings of the study that review of mentoring was not being done by the DTE, colleges and schools. The findings of the study indicated that this was another gap, since review of the mentor's practices is important in the identification of the strengths and weakness, and in monitoring of the programme. Through it, the stakeholders could share ideas on how to overcome some problems encountered in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. Thus, the findings of the study concluded that for mentors to do their duties accurately, they needed enough support from the college and schools.

The study revealed crucial issues such as: the training programme must be grounded in inquiry, reflection, and experimentation, and be participant driven; colleges and

schools are expected to monitor and evaluate the effectiveness of the mentors on an ongoing basis to establish measurable outcomes for mentors and trainee teachers (Tafe and Australian, 2018); and that e-mentoring can also be adopted as a monitoring mechanism since the new curriculum introduced the use of technology in all Zimbabwe schools.

#### **6.2.4 Support Given To Mentors by Schools and Colleges**

The findings revealed that mentors and mentees needed support from school and colleges to accomplish their goals. However, it emerged from the studies that the participants confirmed that only a few trainee teachers managed to get assistance in career development and psychosocial support. The trainee teachers were given material, emotional, moral and sometimes financial support. The findings proposed support which can be given to mentors by schools and colleges such as: material resources, holding workshops for trainee teachers and mentors, providing updates of all activities, supervising the trainees and mentors and review of mentorship programme, providing incentives for motivation, orientation and induction of trainee teachers and capacity building of mentors. The findings revealed that, without the training of mentors, the mentors' practices would be inefficient. The findings also suggested a policy on mentor selection.

Other crucial issues that came out from the study were that; mentors need to be trained and schools and colleges organise workshops, in-service training courses. The study recommended the effective use of several people; college lecturers, external assessors, and heads of schools to support the mentors and trainee teachers during teaching practice. Other staff members and the community were encouraged to support teachers in various ways. Support for trainee teachers was supposed to be seen as a collective responsibility rather than the sole responsibility of the mentor. There should have been implementation of mentor training programme that continues throughout the mentoring process, to produce the greatest positive effects on trainee teachers' performance during teaching practice. Mentors needed to engage in concrete tasks of teaching assessment, observation and reflection, that facilitated the process of learning and development through collaboration, team teaching, independent practice, observation, feedback and ongoing support (Maphalala, 2013). Individual informal support was also important in the form of welcoming new comers,

inviting them for lunch and sport, helping new teachers to get the supplies, and to locate classrooms.

### **6.2.5 Capacity Building of Mentors in the Mentoring of Train Teachers**

It emerged from the study that mentors were not trained therefore mentors needed to be trained before the mentorship programme. It came out from the current study that most mentors depended on knowledge they attained from the colleges when they were trained as teachers, and a few from school staff development programmes. Thus, mentors were to be trained to effectively provide career development and psychosocial support effectively. It emerged from the study that mentors were not at all being trained to become mentors. Thus, there was a gap in capacity building of mentors and in mentor selection.

It emerged from the study that mentors were supposed to be trained before the mentorship programme commences. Furthermore, the study found that there were also challenges which were affecting the capacity building of the mentors during teaching practice. The research found that mentors faced challenges such as financial constraints. Due to financial instability in Zimbabwe the findings of the study also

The important issues that emerged from the study are that mentors should be well informed on what to expect from trainee teachers and how to use the supervision or assessment forms or documents used by the teacher training colleges. Mentors are supposed to be trained in communication and active listening techniques, relationship skills, effective teaching, models of supervision and coaching, conflict resolution, and problem solving. Schools and colleges are expected to develop and implement an ongoing mentor training programme that continues throughout the mentoring process to produce the greatest positive effect on trainee teachers.

### **6.2.6 Ways of Improving Mentors' Practices**

The results of the current study identified ways of improving career and psychosocial development of trainee teacher on teaching practice. The findings identified what can be done by the government, DTE, colleges, schools, mentors and the trainee teachers themselves to improve psychosocial development of trainee teachers on teaching practice. The findings of the current study suggested the support that can be offered

to trainee teachers on teaching practice by mentors which include: provision of material resources, holding workshops and providing updates for all activities done at school and colleges, supervision of trainee teachers and mentors, review of mentorship programme, giving incentives for motivation to both trainee teachers and mentors during teaching practice., orientation, induction and capacity building of mentors. The above mentioned ways are recommendations to improve the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice.

The current study established that there were limitations in some areas despite the some benefits. For instance, the issues of favouritism whereby trainee teachers are given more marks than expected and unfair deals done by mentors were revealed. The study revealed that some trainee teachers complained that some supervisor would give more marks to some students whose work was not worth such marks. The results of the study also confirmed that the mentors had a lot of pressure and had no time to properly supervise the trainee teachers, resulting in assigning marks to trainee teachers without supervising them. Thus, both the trainee teachers and the mentors were cheating.

#### **6.2.7 Challenges Encountered in Mentor's Practices**

The results of the study also established that, despite the fact that the mentors knew how they should facilitate career development and provide psychosocial support to trainee teachers during teaching practice, both the mentors and trainee teachers faced some problems which hindered smooth flow of the mentorship programme. The challenges were classified as career development challenges and psychosocial development challenges as shown in Table 6.1 below;



**Table 6-1: Career development and psychosocial development challenges.**

<b>Career development challenges</b>	<b>Psychosocial development challenge</b>
Overloaded with work	Lack of respect by learner and mentors
Failure to use technology	Gossiping among students ,learners and mentors
Unfair supervision practices by mentors, college lectures, internal and external assessors	threats from staff members and the community
Conflict on the use of methodologies between mentors and trainee teachers	improper association by mentors
Cheating by both mentors and students	Cheating by both mentors and students
Lack of knowledge, both mentors and trainee teachers	Sexual abuse/ sexual harassment of trainee teachers
No mentor training	Adapting to the new environment
No electricity	Negative attitude towards school work
Facing some difficulties in documents preparation e.g. scheming, planning, record keeping etc.	Fighting for partner both mentors and trainee teachers
Class control	Sickness/deaths
Negative attitude towards school work	Social problems e.g. marital problems
Lack of monitoring, assessment and supervision	Economic hardships

These were the major challenges encountered by trainee teachers and mentors during teaching practice. The study found that most supervisors and mentors the study noted that schools and colleges should strike a balance by attending to both career development issues and psychosocial support issues.

### **6.2.8 Pockets of Good Mentor Practices.**

The study revealed that despite the problems encountered in the provision of career development and psychosocial support as indicated in above section there were some pockets of good practices in the examination of mentor's practices. These were: induction and orientation of some trainee teachers by mentors; use of some effective strategies by mentors such as; acting as role models; involving trainee teachers in staff development workshops and meetings; and co-curricular activities. Also included was provision of some pedagogical, technical and organisational skills to trainee teachers by mentors and school administrators. Supervision by college lecturers, mentors and external assessors, guidance and counselling of some trainee teachers was also done.

### **6.3 Implications for the Theory**

The study was informed by three theoretical frameworks, namely; Andragogic Theoretical Model of Adult Learning, Hudson's Five Factor Model of mentoring and Gray's Developmental Model of mentoring. The discussion below show the implication of the theories to the study.

#### **6.3.1 Andragogic Theoretical Model of Adult Learning by Knowles (1980)**

The adult learning theory by Knowles was relevant to the study since it enabled the researcher to understand the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. Knowles proposed five assumptions about characteristics of adult learners that are different from the assumptions about child learners (Pedagogy). These are; self-concept, adult learner experience, readiness to orientation to learning and motivation to learn. The study placed central importance on the Andragogy adult learning theory since it assists the mentors and trainee teachers to prepare themselves for their working environment. When a trainee teacher goes for teaching practice, he/she is already prepared to learn, and has the internal motivation or drive to pass and complete the course through working hard.

Trainee teachers have already learnt the theory part of their training at college; during teaching practice, they engage in practical work. The andragogic theory of learning

stipulates that, as an individual matures the motivation to learn is driven more by internal motivators (an inner desire) than extrinsic motivators. It emerged from the findings of the study that mentorship is based on the idea that the more often a mentor and a trainee teacher reflects on a task during teaching practice, the more often they have the opportunity to modify and refine their efforts to accomplish their teaching practice goals, as illustrated by the experiential theory (Gravells 2012).

It is also evident from the findings of the current study that mentoring is done in phases or a cycle that guides both the mentor and the trainee teacher during teaching practice. It is important for both the mentor and the trainee teacher to consider mentoring as a process which needs to be done in phases and stages, with the guidance of a mentor. Thus, using the andragogic principles, the mentor can tailor the instruction to meet trainee teachers' interests by involving them in planning the learning objectives and activities and solving real-world problems.

The significance of this Andragogic adult learning theory is that, during the teaching practice programme, the trainee teacher experiences the learning process by doing (concrete experience) in the first phase. It is the most critical stage since the trainee teacher learns the activities of the real teaching practice situation for the first time, in a new environment, with new people. Concrete experience involves scheming, planning, making media, teaching, marking learners' books, class management, supervision and control, and getting involved in co-curricular activities.

The trainee needs to be learning by doing in order to grasp the basic concepts of teaching practice. The theory is reflected in noting that, during the first phase of mentoring, the trainee teacher is not yet confident to do any activity alone. Hence, the trainee teacher needs close monitoring and assistance by the mentor to adjust to the new environment (Tshuma & Ndebele, 2015; Defined, Goals,& Content, 2018).

The importance of the study was shown by six principles of the Andragogy theory, namely; (a) self-directedness, (b) need to know, (c) use of experience in learning, (d) readiness to learn, (e) orientation to learning, and (f) internal motivation. The principles showed that adult learning theory is oriented towards explaining the reasons why specific things are done. For instance, the mentor needs to explain to trainee teachers why they are expected to use media in teaching, scheming and planning; and the use of record books and other activities. The instruction should be task-oriented instead of

promoting memorisation. Learning activities should be in the context of common tasks to be performed by others (Chan, 2010).

The mentor also interprets (abstract conceptualisation) the events that have been done and finally experiences and modifies his behaviour. Trainee teachers are urged to provide valuable feedback to their mentors so that the reciprocal feedback can facilitate career development and the provision of psychosocial support to trainee teachers during teaching practice. The study further established that teaching practice is done with ongoing assessment by the college, school and the mentor. Thus, the trainee teacher gets the opportunity to go through the full mentoring cycle with the help of the mentor (Alkhawaldeh, 2017). Andragogy theory is ideal for this study because it equips both the trainee teacher and the mentor with strategies and methods which will enhance the trainee teacher's pedagogical development in teaching practice.

It also emerged from the findings of the study that learning by experience is important in mentorship since doing a task, then thinking about it, leads a trainee teacher to plan how he or she would do it differently next time. Findings also reflected that repeating a task will help the trainee teacher to refine his or her skills; whether this is a practical task or a theoretical subject. The experiential learning cycle benefited both the mentee and the mentor through self-reflection, as indicated by literature that self-reflection is the most significant process as emphasised by Kolb's experiential cycle on observation and reflection.

This theory is ideal for this study because it equips both the student and the mentor with strategies and methods to enhance the trainee teacher's pedagogical development in teaching practice. The theory may illuminate mentors' practices in career development and provision to psychosocial support of trainee teachers to be more effective. The study further brought out the roles of the mentor in career and psychological development as stipulated by the mentoring phases at every stage.

The theory shows that the most appropriate stage is when the trainee teacher is able to interpret (abstract conceptualisation) the events that have been done, and experience and modify his or her behaviour (active experimentation, thereby improving their practice. The theory is important to the present study in that it informs and

determines the appropriate time for the trainee teachers to be supervised by the mentor and colleges (Musingafi & Mafumbate, 2014).

The study farther established that during the second term of teaching practice, the student is at the abstraction stage and is also ready to be assessed by the college lecturers and mentors. At the end of year, the student is now able to do a lot of activities alone without the guidance of the mentor, and is ready to be assessed by external assessors to be given the final teaching practice mark (active experimentation stage). By the end of the year, the student will have completed the full mentoring cycle.

Thus, adult learning theory, principles and assumptions inform the mentor on the appropriate stage to disengage and the rightful time to assess the trainee teacher in career and psychosocial skills. This would also allow provision of opportunities for fostering a trainee teacher's career and psychosocial skills as an integral part of an early education programme. However, it can be argued that assessing the trainee teachers early may make them alert so that they will not relax (Ford, 2017). It has been discovered that those students who are visited late tend to fail the teaching practice compared to those who are visited earlier and regularly (Tshuma & Ndebele, 2015).

It is also important to give the trainee teachers the space to breath after either school based assessment or college supervisors' assessment. That would give them time to reflect and make corrections and think how they can improve on the given comments (Ford, 2017). It was recommended in the study, that mentors, college lecturers and external assessors critically follow the principles and assumptions of the adult learning theory appropriately, so that the mentors may get enough time to assist the trainee teachers to overcome the hardships they may face during teaching practice. This means the mentors may effectively facilitate career development and psychosocial support to trainee teachers during teaching practice when given ample time to do so.

Knowles' theory of andragogy remains one of the most effective models for adult learning. That is why the researcher found it relevant for this study (Bates, 2019). Mentors should use interactive methodologies which focus on an individual's life experiences such as discussions, case studies, problem-solving, role-play and field trips (Baran et al., 2019). In the light of the above, Knowles 'theory was used as framework in this study because it allowed the researcher to examine the mentors'

practices in career and psychosocial development of trainee teachers on teaching practice.

### **6.3.2 Hudson's Five Factor Model of Mentoring (2010)**

The study was also guided by Hudson's 'five factor model of mentoring that has the following aspects; personal attributes, system requirements, pedagogical knowledge, modelling, and feedback (Shumba et al., 2016; Hudson, 2017). This model is based on the premise that the mentors should be supportive to trainee teachers, listen to the mentee, and instil confidence, be reflective, practice and have a positive attitude. This view of the model was interpreted by Cleveland (2018) who noted that trust is very important in mentorship, in order to build a relationship that encourages both the mentor and the mentee to productively share professional goals, experiences and challenges they encounter along the way. The theory was relevant to the study since it enabled the researcher to comprehend how the mentors provide career and psychosocial development to trainee teachers on teaching practice.

The relevance of the theory lies in its ability to show the career and psychosocial duties of the mentor, For instance, system requirements refer to the mentor's ability to articulate aims policies and curricular required by an educational system and also asset the student to do the same. According to Hudson and Hudson (2017), articulating issues surrounding teaching and learning to trainee teachers; such as planning, timetabling, teaching strategies, content knowledge, classroom management, questioning skills, and assessment; would make the mentor an effective tutor (pedagogical knowledge), which would assist the trainee teacher to be more effective in teaching practice. It was also demonstrated in the study that a mentor needs to model desirable teaching traits, teacher learner-relationships, suitable classroom language, and proper classroom management (Maphosa, 2007).

There is also evidence in the study that the mentors needed to provide advice and feedback to mentees, on lesson plans, teaching and learning environment, as well as their evaluations (Maphalala, 2013). The model is suitable for the study because it clearly defines the roles of the mentor and what the mentor is expected to do at every stage of the experiential cycle during the mentoring process. There is evidence in the study that the five factors in this theory contribute towards enhancing the pedagogical

development of trainee teachers during teaching practice, and that the theory is applicable to the study. For example, the model is very essential to this study since it outlines the factors that influence mentorship. The study focuses on the mentor's practices in providing career development and psychosocial support. Hudson clearly outlines the mentor's personal attributes which suits the Zimbabwean context very well. Mentors in Zimbabwean colleges are expected to support the trainee teachers through listening to the students' concerns and giving help if possible, building confidence, exhibiting positive attitude towards the student to accomplish the set goals. It was found that establishment of a good relationship between the mentor and the trainee teacher would help in the development of career and psychosocial skills (Ziobro, 2018).

Hudson's model stipulates what a mentor is expected to do and the characteristics of a good mentor are given, as indicated in the findings that both the mentor and trainee teacher are expected to know requirements of the ministry of education and higher and tertiary education, as stipulated. For instance, that a mentor must be well versed with the regulations of both ministries concerning the mentors and trainee teachers, as well as the aims policies and circulars sent to school by the college and the ministry of primary and secondary education sports and culture.

To reinforce the relevance of the theory, it emerged from the findings of the study that expert mentors are those who can lead by example and are also role models in classroom activities such as planning, timetabling, use of best teaching strategies, and knowledge of the subject to be taught. Thus, Hudson's five factor mentoring model is significant in guiding the mentor to effectively develop the trainee teacher's career and psychosocial skills. It was also noted that mentor selection was also done using the personal attributes, system requirements, pedagogical knowledge, modelling and feedback as indicated by the theory. The theory was useful in that it helped the researcher to understand facilitation of career and psychosocial development to trainee teachers on teaching practice by the mentors.

### **6.3.3 Gray's Developmental Model of Mentoring (1994)**

The study was also guided by Gray's developmental model of mentoring (1994) which is a developmental model of mentoring which outlines styles to use at different phases of the relationship or the mentoring phases/cycle. These are; informational mentoring, guiding mentoring, collaborative mentoring and conforming mentoring. The theory shows that informational monitoring expects the mentor to be active, imparting experience and information to the student. In the next phase, the mentor shifts from imparting information to guiding the mentee as the relationship develops. The mentor plays the key role. As the mentee matures, he or she gains experience and develops confidence, the relationship tends to become more collaborative and more equal in status (Hayes, 2005).

The theory was relevant to the study since it revealed that as the mentee becomes independent, the mentor begins to disengage and play a lesser role, and the most important role of the mentor is to help the mentee to become as independent as possible, lessen guidance and support as the mentee's confidence increases (Awayehu, 2017). The theory was adopted for the study because it addresses how mentors can employ different strategies to enhance their competence in career and psychosocial development to trainee teachers (Duckworth & Maxwell, 2015; Mpofu & Chimenga, 2016).

The findings of the study also revealed the significance of the theory when it emerged from the study that the mentors and trainee teachers were expected to know the styles to be used at different mentoring phases as explained in the theory. It also emerged from the findings of the study that it is essential for the mentor to know that the first term covers January, February and March, and the student uses the informational mentoring style since he or she has not yet grasped the teaching practice concepts. It was also noted that the teacher must be very active during the first term. In April, the trainee teacher goes for holiday. The next stage is the guiding mentoring style and the collaborative style of mentoring. These two stages are to be covered during the second school term in May, June and July before the student goes for holiday in August. The student has gained confidence, the relationship turns to be more collaborative and more equal in status. There was evidence of applicability of the theory in the findings of the study that, in terms of assessment, the students should be assessed by the



mentor and college supervisor for at least three times per term. The mentor begins to disengage to allow the trainee teacher to be independent and play a lesser role. It is the rightful time for the external assessor from college and Department of Teacher Education from the University of Zimbabwe to come for final assessment.

It was found that the performance of the trainee teacher is mostly determined by the assistance offered by the mentor during the mentoring process. Thus, the model is important in facilitating career and psychosocial skills of the trainee teacher during teaching practice. All the above models are significant in that they call for cooperation between the mentor and the mentee to overcome some obstacles and achieve the intended goals of examining the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice.

The findings of the study also revealed that the above three models complement each other and it is difficult for the mentors and trainee teachers to operate without one of them. The cycle would be incomplete. The study also indicated that factors presented by Hudson guided mentor selection and provided guiding principles for the mentor and trainee teachers to start the mentoring.

#### **6.4 Justification of the Methodology**

The study adopted a qualitative methodology in examining the mentor's practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. Thus, the qualitative method typically studies people or systems by interacting with, or observing the participants in their natural environment and focusing on their meanings and interpretations (Lwazi, 2015). Qualitative methods such as case study, provide rich reports to fully understand contexts and "inquirer is typically involved in a sustained and intensive experience with participants," (Creswell, 2012; p.187). Qualitative research is naturalistic in nature, it assists the researcher to describe the lived experience of the mentors in providing career and psychosocial development to trainee teachers on teaching practice within their natural settings. Qualitative research also attempts to study the everyday life of different people and communities in their natural settings. It enables the research to have face to face contact with the participants Furthermore, the qualitative approach helps the researcher to explore the behaviour, perspectives, feelings and experiences of

participants so as to understand the roles of the mentor in providing career and psychosocial development to trainee teachers on teaching practice qualitative methodology attempts to make sense of, or interpret, phenomena in terms of the meaning people bring to them (Denzin & Lincoln 2003).

Some studies have also indicated that “qualitative research methods are approachable means for examining reality” (Thanh et al., 2015, p.25). An analysis conducted by Creswell (2012) demonstrated that the use of qualitative approach facilitate the understanding of the meaning individuals or groups give to a social or human problem. Hence, in educational research if a researcher seeks to understand the experiences of a group of mentors, trainee teachers and lecturers, the qualitative approach is likely to be the best suited-method. The study employed a case study design. A case study is an intensive study of single unit with an aim to generalise across a large set of units (Eckstein, 2004).

Case study suits this study very well since it enables an intensive investigation of a single unit, a detailed examination of a single setting, a single subject or a particular event, and is a method used for learning about complex phenomena within the context, (Barbour; Creswell, 2012; Mills & Birks, 2014; Thomas, 2013). Moreover, a case study allowed the researcher to use various instruments to collect data in exploring the roles of the mentor in teaching practices (Leedy & Ormrod , 2010). The methodology also gave the researcher wide range of choice on data collection instruments.

The study adopted the face to face interview with mentors, college lecturers and the DTE link person. Focus group interviews were used to solicit data from trainee teachers in their final year of teacher training and documentary analysis which helped the researcher to gather important data on examining the mentor’s practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. The use of multiple data sources enhanced triangulation, which in turn, enhanced data credibility through the use of thick description of data where the participants’ responses were captured verbatim.

The above characteristics of qualitative approach were suitable to this study which examines the mentor ‘s practice in facilitating career development and provision of psychosocial development of trainee teacher during teaching practice based on the

understanding and experiences of the participants through a series of interviews, focus group discussions and document analysis.

## **6.5 Conclusions**

The study sought to examine the mentor practices in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. The study revealed that the mentors performed both the career development and psychosocial support roles in assisting the trainee teachers although the provision of psychosocial development was minimum. It emerged from the findings of the study that mentors performed the following duties; sponsorship, coaching, supervisor, role modelling, social support, induction of mentees, orientation of trainee teachers, helping trainee teachers to adjust to the new environment, imparting pedagogical and technical skills, collaboration, being a friend to give advice, as well as guidance and counselling.

The study indicated that some mentors responded positively to their duties but others had negative attitude. Facilitating career development and providing psychosocial support to trainee teachers was constrained by the following factors: shortage of teaching and learning resources; lack of training on the part of the mentor; work overload for trainee teachers; a congested school timetable; the low priority given to trainee teachers; lack of funding for staff development and training programmes; poor relationship among the supervisors, mentors and trainee teachers; poor communication between the school and the college; absence of mentorship reviews lack of support by the school and colleges, as well as lack of government funding.

Despite the challenges encountered, the study evinced some pockets of good practice which included induction and orientation of some trainee teachers by mentors, use of some effective strategies by mentors during mentorship, acting as role models, and involving trainee teachers in staff development workshops and meetings and co-curricular activities.

Other positive things were: the provision of some pedagogical, technical and organisational skills to trainee teachers by mentors and school administrators; and

supervision by college lecturers, mentors and external assessors. The Department of Teacher Education, college and schools monitored and supported career and psychosocial roles of trainee teachers during teaching practice. The DTE, colleges and schools showed commitment to the process of mentorship through the provision of policy guidelines, initiating staff development workshops, and creating a conducive environment for trainee teachers on teaching practice.

The findings of the study clearly stipulated the roles and practices of the mentor in facilitating career development and providing psychosocial support during teaching practice. The ways in which the mentor facilitated career development and provided psychosocial support were given. The study also established the strategies used by mentors in facilitating career development and providing psychosocial support and these strategies could be linked to modern technology to be more effective. However, the findings of the study identified new monitoring strategies such as e-monitoring, to be infused in the new alternative model. Reviews of the mentorship programmes were supposed to be done regularly. It was recommended that the colleges and schools should use effective strategies for facilitating career development and providing psychosocial support to trainee teachers on teaching practice.

## **6.6 Contribution to Knowledge by the Study**

The study examined the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice in one selected Teacher' college in Zimbabwe. Despite monitoring and supervision of the mentors' practices, use of guiding principles and mentorship policies done by DTE, colleges and schools, the findings of the research revealed that there was insignificant improvement on the mentor's practices. Hence, the researcher proposed an alternative model of improving mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice in Zimbabwean secondary teachers' colleges and secondary schools. The new framework is based on the reviewed literature and analysis of findings on the examination of mentors' practices on facilitating career development and providing psychosocial support to trainee teachers on teaching practice. Table 6.2 below shows proposed framework.

**Table 6-2: An alternative Framework for Mentor’s practices in providing career and psychosocial development to trainee teachers during teaching practice.**

<p><b>Mentors’ practices in facilitating career development and providing psychosocial support to trainee teachers (identified from literature)</b></p>	<p><b>Mentors’ practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice in one teachers’ college in Zimbabwe</b></p>	<p><b>Mentor’s practices in facilitating career development and providing psychosocial support to trainee teachers(Alternative framework/model suggested by researcher)</b></p>
<p><b>Mentors’ understanding or awareness of their role of career development and psychosocial support to trainee teachers.</b></p>		
<p>Mentors’ understanding or awareness of their role of career development and psychosocial support to trainee teachers.</p>	<p>Not all mentors knew how they should perform their duties or had proper understanding or awareness of their career development and psychosocial support roles.</p> <p>The mentors performed the two roles concurrently during teaching practice, which are career development roles and psychosocial roles.</p>	<p>Mentors should be aware of their role of career development and psychosocial support and have better understanding of their roles and how they are performed.</p> <p>Innovativeness of mentors is important when facilitating career development and providing psychosocial support to trainee teachers during teaching practice. Schools and colleges are expected to arrange centrally managed training and preparation programmes on career development and psychosocial roles of the mentor, for all mentors. This should be in line with the needs of participating schools.</p> <p>There should be collaboration among learners, members of staff,</p>

		mentors, trainee teacher's parents, Education officers and other stakeholders should effectively provide career development and psychosocial support to trainee teachers during teaching practice.
Career development roles.	Mentors focused more on the career development roles which involves Classroom management, pedagogical and technical and organisational skills. Learning and teaching and planning are also career duties which include time tabling, classroom control and giving of instruction and problem solving and feedback.	Mentors maintain balance attending to both career and psychosocial roles. These are; doing classroom management, providing pedagogical, technical and organisational skills, coaching, learning and teaching, planning, timetabling, classroom control, giving instruction, problem solving, and feedback.
Psychosocial support roles	The mentors were not giving the psychosocial roles much attention, This had an effect to mentors' practices. The roles are; providing social support, collaboration, constant communication and also taking a mentor as a friend and to assist the mentee beyond the workplace.	Balancing the ways of solving both career development roles. Psychosocial roles for effective mentorship. The psychosocial roles were; serving as a role model, providing social support, collaboration, constant communication, He or she must be taken as a friend by the trainee teachers. He or she should assist the mentee beyond the workplace.
<b>Strategies used by mentors to facilitate career development and provide psychosocial support to trainee teachers</b>		

<p>Strategies used by mentors to provide career development and psychosocial support to trainee teachers</p>	<p>Mentors used both career development and psychosocial strategies during teaching practice. The career strategies used by the mentors were; staff development of the trainee teachers to equip them with teaching skills. They also used dialogues and interviews. For good communication, emails, cell phones and letter writing were used. Workshops were used as well as demonstration, co-operative method, guidance and counselling, discovery, individual tasks. Warnings were also used as career development strategies.</p> <p>The mentor also used some psychosocial strategies during mentorship, such as provision of stress coping strategies to trainee teachers' discussion, awareness campaigns, socialisation or gatherings such as dinners or get together, field trips, presentations, observations and sharing of some experiences.</p>	<p>The use of both career development and psychosocial support mentorship strategies that are effective and which can be easily linked to modern technology is very essential. Mentors should adopt effective technological monitoring mechanisms such as e-monitoring through e-mentoring to improve on their practices in providing career and psychosocial development to trainee teachers during teaching practice.</p>
<p><b>Support provided to mentors by schools and colleges to enable them to facilitate career development and provide psychosocial support to trainee teachers</b></p>		

<p>Support provided to mentors by schools and colleges to enable them provide career development and psychosocial support to trainee teachers</p>	<p>Support given to mentors and colleges is inadequate.</p> <p>Support given to mentors by colleges included: material resources such as books infrastructure and these are not adequate in schools. The college offered moral, and emotional support which it failed to supply adequately. The colleges provided the policy documents and guide lines for teaching practice. They also supervised the trainee teachers, heads and mentors.</p> <p>Mentors, other staff members offered psychological, emotional support.</p> <p>Schools hold workshops which had nothing with mentorship workshop. No updates and proper supervision was done by other mentors.</p>	<p>Support given by the schools and colleges is important in mentorship for effective provision of career development and psychosocial support to trainee teachers during teaching practice.</p> <p>Support that could be given to mentors by schools included; material resources like manila and other materials to use during teaching. Workshops were to be held regularly and continuously and updates must be given. Incentives are needed for motivation.</p> <p>Mentors could do the orientation induction of trainee teachers before mentorship. Several people, college lecturers, external assessors, and heads of schools were supposed to support the mentors and trainee teachers during teaching practice. Other staff members and the community were encouraged to support teachers in various ways that included pedagogical practice.</p> <p>There could be collective responsibility rather than sole responsibility of the mentor. Individual informal support is also important such as welcoming new comers, inviting</p>
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		them for lunch and sporting, helping new teachers to get the supplies and to locate classrooms.
<b>Monitoring mechanisms used by schools and colleges to ensure that mentors facilitate career development and provide psychosocial support to trainee teachers</b>		
Monitoring mechanisms used by schools and colleges to ensure that mentors provide career development and psychosocial support to trainee teachers.	<p>Monitoring is not being properly done in schools and colleges. However, there are monitoring mechanisms being used by schools and colleges which need to be improved and to be linked to modern technology.</p> <p>Monitoring mechanisms by schools are follow ups by DTE, college lecturers and mentors, files assessment, crits, media kit and record books. Provision of guiding policies by the college, internal and external assessment, and supervision.</p> <p>Monitoring mechanisms by colleges are follow ups made by DTE, college and schools when they want to see if monitoring is properly done. Lecturer supervised trainee teachers by observing the Trainee teachers teaching. The college lecturers looked at</p>	<p>There could be monitoring by DTE, Colleges and school for the provision of career development and psychosocial support through the use of effective mentoring mechanisms through teaching practice files, media kit, resource files, having every day plan to be carried out especially in schools.</p> <p>Mentors could monitor and evaluate the effectiveness of the mentors on an ongoing basis and adopt effective technological monitoring mechanisms such as e-monitoring.</p> <p>Good mentor's practices should be adhered to. These are; the school and the college should be involved in the induction and orientation of some trainee teachers by mentors. The use of some effective strategies by mentors during mentorship such as; acting as role models, involving trainee teachers in staff development workshops and meetings and co-curricular activities. There should also be provision of some pedagogical, technical and organisational skills to</p>

	<p>assessment which had most documents filled such as schemes of work, lesson plans, evaluated crits, and media kit and record books.</p> <p>Monitoring was done in some schools through school teaching practice files, media kit and resource files containing activities that would be done each and every day, every day plans which schools have. With limited resource.</p> <p>There were good mentor practices which were not taken care of by mentors in schools.</p>	<p>trainee teachers by mentors and school administrators. Supervision by college lecturers, mentors and external assessors, as well as support in facilitating career development and providing psychosocial support to trainee teachers on teaching practice. Also guidance and counselling of some trainee teachers with some career an psychosocial problems should be done.</p>
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**Review of mentors' practices**

<p>Review of mentor's practices</p>	<p>There was no review of the mentors 'practices done although the colleges and schools knew the procedures to be followed.</p>	<p>Mentors needed support from schools and colleges through review of the mentors' practices, to identify the strengths and weaknesses of the whole mentorship programme in order to provide suggestions and solutions to some challenges encountered during the provision of career development and psychosocial support trainee teachers during teaching practice.</p> <p>Reviews could also be done at the end of the entire programme.</p>
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<b>Capacity building of mentors to ensure they perform their duties as required</b>		
Capacity building of mentors to ensure they perform their duties as required	Mentor training is not being done in schools due to some challenges such as financial constraints, lack of knowledge, as well as human capital. Since there was no mentor training which was done, mentors used their on knowledge to mentor the trainee teachers.	<p>Mentors could be trained to gain knowledge to mentor the trainee teachers during teaching practice. Capacity building of mentors is very crucial. It can be done before mentoring. Mentor training is essential to fully equip mentors with knowledge for effective mentorship.</p> <p>Capacity building of both the mentor and the mentee is paramount. Schools and colleges are expected to arrange centrally managed training and preparation programmes for all mentors. This should be in line with the needs of participating schools.</p> <p>There should be collaboration among learners, members of staff, mentors, trainee teachers, parents, Education officers and other stakeholders.</p>
		Capacity building of mentors involves coaching leadership skills and also building leadership capacity in individuals in institutions (teachers colleges) through professional relationships. Schools and colleges are expected to organise workshops and in-service training courses.

<b>Ways of improving mentors' practices in facilitating career development and providing psychosocial support to trainee teachers</b>		

<p>Ways of improving mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice.</p>	<p>The provision of career development and psychosocial support had some challenges which negatively affected the mentors' practices. Stakeholders were not fully involved in the provision of career development and psychosocial support.</p> <p>There were career development and psychosocial support challenges. Some of the career challenges were; some trainee teachers were being overloaded with work, they could not scheme or plan properly and they had no material resources.</p> <p>Some of the psychosocial challenges include; some social problems such as marital conflicts, improper association, sexual abuse and failing to adjust to the new environment. Thus, there is need for ways to improve the mentors' practices in facilitating career development and providing psychosocial</p>	<p>The state could give financial support for mentor programmes. Support seminar can be held as periodic meetings that are related to the teacher standards to provide adequate training All stakeholders should be involved in the provision of career development and psychosocial support of trainee teachers during teaching practice. Mentors should be adequately trained and oriented, and also attend staff development workshops regularly. These workshops should equip the mentors with necessary information on the provision of career and psychosocial support.</p> <p>Use mentorship strategies that are effective, and which can be easily linked to modern technology</p> <p>Adopt effective technological monitoring mechanisms such as e-monitoring.</p> <p>Continuous monitoring of progress and evaluation of the mentorship program to check accomplishment of the set goals and objectives.</p> <p>Mentors should engage in concrete tasks of teaching assessment, observation and reflection that</p>
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	<p>support to trainee teachers during teaching practice.</p>	<p>facilitate the process of learning and development through collaboration, team teaching, independent practice, observation, feedback and ongoing support.</p> <p>The colleges and schools could give the trainee teachers and mentors incentives for motivation, and the mentors and trainee teachers should be involved in orientation and induction programmes.</p> <p>Dynamic interaction of DTE, colleges, school, mentors, learners and other stakeholders is critical during the mentorship. Lecturers, mentors and trainee teachers should be exposed to workshops and staff development courses where they interact with other stakeholders who will be facilitating. Reviewing the whole programme to identify the weakness and strength of the whole programme and to make some adjustments and improvements is required.</p>
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## **6.7 Recommendations**

Based on the presented research findings, the study suggests the following recommendations:

- 6.10.2.1** It is necessary for the MOHTEST, MOPSE colleges and schools to consider coming up with mentorship policy which match the current situation globally for example the new curriculum in Zimbabwe and current economic situations which emphasises on mentor selection and training.
- 6.10.2.2** Colleges should consult all stakeholders when crafting the trainee teachers' codes of conduct so that they produce codes of conduct that are acceptable to all stakeholders. Involving all stakeholders will result in them developing a sense of ownership, which would encourage the stakeholders to support the implementation of the codes of conduct. DTE, colleges and schools should also support mentors during teaching practice
- 6.10.2.3** The colleges and schools should constantly review their codes of conduct so that they are relevant to the prevailing situation.
- 6.10.2.4** There is need for initiation of the mentor training, staff development and in-service training programmes for school mentors since some mentors are not trained. The effectiveness of this programme is depended on a fully functional and trained staff so that trainee teachers are developed holistically. The MOPSE and schools should reduce the workloads of mentor teachers so that they can focus more on provision of career development and psychosocial support.
- 6.10.2.5** The school heads and mentors should not overload the trainee teachers. They should stick to the stipulated load as recommended by the college and teaching practice policy document.

- 6.10.2.6** There is need for colleges to train mentors so as to reach out to the wider school population and the increasing number of trainee teachers from various teacher training institutions.
- 6.10.2.7** The MOHTESTD, MOPSE, DTE and colleges should make sure that the mentors are trained to equip them with the content and skills to use in mentorship.
- 6.10.2.8** Resources should also be availed by the MOHTEST, MOPSE colleges and schools to promote the good mentor practices in facilitating career development and providing psychosocial support to trainee teachers during teaching.
- 6.10.2.9** The study found out that mentorship workshops were not being held at all levels. As such, it is recommended that MOHTEST, MOPSE, colleges and schools should mobilise financial resources so that there are adequate funds to conduct mentorship workshops and staff development courses on the provision of career development and psychosocial support to trainee teachers on teaching practice.
- 6.10.2.10** Schools should take training programmes on mentoring as a priority, so that teachers are fully equipped with knowledge and skills for the provision of career development and psychosocial support in a non-coercive way.
- 6.10.2.11** Since the study found out that mentors are not adequately engaged in mentorship, it is recommended that colleges and schools create receptive environments for teachers and other stakeholders, so that they are ready to play active roles in mentorship.
- 6.10.2.12** For further mentorship programmes, and provision of career and psychosocial development to be effective, Mentorship should be taught holistically, it is therefore recommended that there should be an interactive participation of all members and stakeholders of the colleges and school community and the use of effective mentoring strategies.



- 6.10.2.13** The government must give some loans to trainee teachers such that they can buy some of the requirements. When you are on teaching practise there is need for materials equipment.
- 6.10.2.14** College must offer health and life skills so that trainee teachers will be able to cope with the pressures when they are deployed to certain schools. Before deployment, they must hold a number of life skills workshops that help trainee teachers cope with the environment outside the college.
- 6.10.2.15** During supervision, lecturers from colleges must avoid using emotions which will affect the trainee teachers. Lectures should just take things as they are to avoid bias.
- 6.10.2.16** The school has to provide friendly environment for trainee teachers to find out what they can do on their own because sometimes the environment will be tense. So the school has to make sure that the environment enables trainee teachers to learn more.
- 6.10.2.17** This study examined the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice. The study focused on good mentor practices accomplished through adopting a holistic framework of facilitating career development and providing psychosocial support to trainee teachers. The results are generalisable to the mentors' practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice in colleges and secondary schools in Zimbabwe. The researcher therefore recommends that a study covering all teachers' colleges in Zimbabwe focusing on good mentor practices in facilitating career development and providing psychosocial support to trainee teachers during teaching practice, be carried out. Such a study can help influence policy makers to develop policies facilitating effective mentor practices in facilitating career development and providing psychosocial support.

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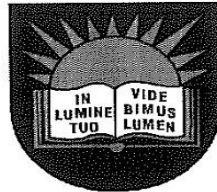
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## APPENDICES

### APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



**University of Fort Hare**  
*Together in Excellence*

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

Certificate Reference Number: REM051SMAD01

Project title: **Examining mentors' practices in providing career and psychological development to trainee teachers on teaching practice: a case study of one teacher's college in Zimbabwe.**

Nature of Project: PHD in Education

Principal Researcher: Rosemary Madzore

Supervisor: Prof S. Rembe

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above. This certificate is valid for a year from the date of approval; thereafter, the Principal investigator/s will be expected to apply for renewal.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document;

- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research.

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

**Special conditions:** *Research that includes children as per the official regulations of the act must take the following into account:*

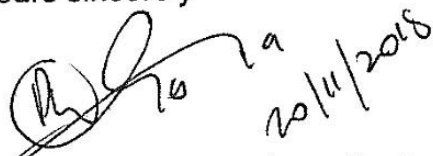
*Note: The UREC is aware of the provisions of Department of Health Charter of Ethics in Health Research Principles, Processes and Structures; DOH 2015, signed by the Minister of Health in March 2015. This certificate is granted in terms of the provisions of the above-mentioned document.*

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
  - Any unethical principal or practices are revealed or suspected;
  - Relevant information has been withheld or misrepresented;
  - Regulatory changes of whatsoever nature so require;
  - The conditions contained in the Certificate have not been adhered to.
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office.

The Ethics Committee wished you well in your research.

Yours sincerely



20/11/2018

**Professor Pumla Dineo Gqola**  
**Dean of Research**

12 November 2018

## APPENDIX B: INTRODUCTORY LETTER FROM UNIVERSITY OF FORT HARE

**Faculty of Education**  
**School of Further and Continuing**  
**Education**

Stewart Hall, Alice

Phone: Alice: 040602412  
| Email: [nmayiya@ufh.ac.za](mailto:nmayiya@ufh.ac.za) |



05 September 2018

The Permanent Secretary

Ministry of Higher and Tertiary Education, Science and Technology  
Development P. Bag. C Y 7732 Causeway

Harare

Zimbabwe

Dear Sir/Madam,

**Re: Permission to Collect Data: Mrs Rosemary Madzore (Student Number 201615056)**

This is to confirm that Mrs Madzore is pursuing PhD degree at the University of Fort Hare. Her research title is “**Examining mentors’ practices in providing career and psychosocial development to trainee teachers on teaching practice: a case study of one teacher’s college in Zimbabwe**”. She is supposed to collect data from one teachers’ college, Department of Teachers’ Education and secondary schools. Kindly grant her permission. I would also be grateful if you could kindly provide her with documents that may assist with information regarding the area of her study.

I would like to assure you that any information that will be collected will remain confidential and no name of a person will be disclosed. The student will ensure that she does not disrupt on going activities during the period she will be collecting data.

Sincerely



Prof. S. Rembe Supervisor



## APPENDIX C: APPLICATION FOR PERMISSION TO CONDUCT A STUDY

*Faculty of Education  
School of Further and Continuing  
Education*  
Stewart Hall, Alice

Phone: Alice: 040602412  
| Email: nmauiua@ufh.ac.za |



Belvedere Technical Teacher's College  
Box B E 100  
Belvedere  
Harare

The Permanent Secretary  
Ministry of Higher and Tertiary Education, Science and Technology  
Development P. Bag. C Y 7732 Causeway  
Harare

20 September 2018

Dear Sir/ Madam

### **RE: APPLICATION FOR PERMISSION TO CONDUCT A STUDY IN SELECTED SECONDARY TEACHER 'S COLLEGE IN HARARE**

My name is Rosemary Madzore, a Doctor of Philosophy in Education student at University of Fort Hare, Faculty of Education, Department of Further and Continuing Education, South Africa. I am requesting for permission to conduct research in a selected secondary teacher's college, Department of Teachers' Education and secondary schools in Harare. My research title is "**Examining mentors' practices in providing career and psychosocial development to trainee teachers on teaching practice: a case study of one teacher's college in Zimbabwe**". The study participants include college lecturers, trainee teachers, and mentors in secondary schools. I have enclosed a letter from the University of Fort Hare.

Thank you in advance for your co-operation.

Yours faithfully



Rosemary Madzore (Student number 201615056)

# APPENDIX D: LETTER FROM MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY GRANTING PERMISSION TO COLLECT DATA

All official communications should be addressed to:  
"The Secretary for Higher & Tertiary Education  
Telephones: 795891-5, 796441-9, 730055-9  
Fax Numbers: 792109, 728730, 703957  
E-mail: [thesecretary@mhet.ac.zw](mailto:thesecretary@mhet.ac.zw)  
Telegraphic address: "EDUCATION"



Reference:

MINISTRY OF HIGHER AND TERTIARY  
EDUCATION, SCIENCE AND  
TECHNOLOGY DEVELOPMENT  
P. BAG CY 7732  
CAUSEWAY

11 December 2018

Mrs Rosemary Madzore  
Belvedere Technical Teachers College  
**HARARE**

Mrs Madzore

---

**RE: AUTHORITY TO CARRY OUT RESEARCH ON " EXAMINING MENTORS' PRACTICES IN PROVIDING CAREER AND PSYCHOSOCIAL DEVELOPMENT TO TRAINEE TEACHERS ON TEACHING PRACTICE: A CASE STUDY OF ONE TEACHER'S COLLEGE IN ZIMBABWE": MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT**

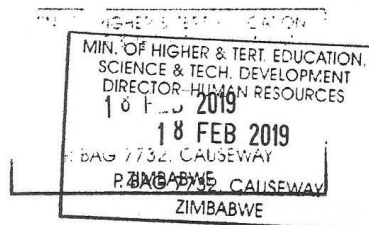
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Reference is made to your letter in which you requested for permission to carry out a research on " **EXAMINING MENTORS' PRACTICES IN PROVIDING CAREER AND PSYCHOSOCIAL DEVELOPMENT TO TRAINEE TEACHERS ON TEACHING PRACTICE: A CASE STUDY OF ONE TEACHER'S COLLEGE IN ZIMBABWE": MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT**".

Accordingly, please be advised that the Head of Ministry has granted permission for you to carry out the research.

It is hoped that your research will benefit the Ministry and it would be appreciated if you could supply the office of the Permanent Secretary with a final copy of your study, as the findings would be relevant to the Ministry's strategic planning process.

  
M. Dube (Mr)  
Director - Human Resources  
**FOR: PERMANENT SECRETARY**



## APPENDIX E: FOCUS GROUP INTERVIEW GUIDE (TRAINEE TEACHERS)



**University of Fort Hare**  
*Together in Excellence*

Focus group interview is a guided discussion with a group of five to eight participants. The researcher will follow the advice of Mertens (2010), who suggests that the researcher, as the facilitator, needs to have a list of **5 to 7 major questions** to ask during a 1½ to 2 hour session. For this study a total of 3 focus group discussions will be held as follows; 3 focus groups with 5 students each who did their teaching practice from s1, s 2 and s3 schools. These students are now doing their final year as Diploma in Education third year (D E 3) in the 3.3.3. Model.

### Section A

#### Biographic Data

1. Date of interview\_\_\_\_\_

2. Gender: Female [ ] Male [ ]

3. Marital Status\_\_\_\_\_

4. Age range: Below 20 years  20—29 years  30—39 years  40—49 years  50—59 years  60—69 years  70+ years

6. Subject Area \_\_\_\_\_

7. Category of school where teaching practice was done?

S1  S2  S3

## Section B

### MAIN RESEARCH QUESTION

How do mentors provide career and psychosocial development to trainee teachers on teaching practice in one teacher's college in Zimbabwe?

**.Objective (I) Establish strategies used by mentors to provide career and psychosocial development to trainee teachers on teaching practice.**

**Question 1:** What strategies do mentors use to provide career and psychosocial development to trainee teachers on teaching practice?

**Objective (II Find out the monitoring mechanisms used by the schools and colleges to ensure that mentors perform their work effectively.**

**Question 2:** What monitoring mechanisms are used by the schools and colleges to ensure that mentors perform their work?

**Question 3:** How do trainee teachers benefit from these mechanisms?

**Objective (III): Find out how schools and colleges support mentors to ensure that they provide career and psychosocial development to trainee teachers on teaching practice.**

**Question 4:** How do schools and colleges support mentors to ensure that they provide career and psychosocial development to trainee teachers on teaching practice?

**Question 5:** How do trainee teachers respond and benefit from the support provided by the schools and colleges during mentorship.

**Objective (IV) Suggest how the findings of the study can be used to develop a framework regarding mentoring of trainee teachers during teaching practice.**

**Question 6.** From the foregoing discussions, how can the following help to improve trainee teachers' career and psychosocial development during teaching practice.

- Government of Zimbabwe/ ministry of higher and tertiary education science and Technology?
- Teachers colleges
- schools
- Mentors
- Trainee teachers

## **APPENDIX F: INDIVIDUAL INTERVIEW GUIDE WITH KEY INFORMANTS**



**University of Fort Hare**  
*Together in Excellence*

The researcher intends to uncover a full array of multiple realities relevant to the intended enquiry to “**examine the mentor’s practices in providing career and Psychosocial Development to trainee teachers on teaching practice**”. Considered key informants for the study are 6 mentors from S1,S2, and S3 category of schools, two mentors from each category, 5 college lecturers, two are teaching practice officers,1 from mathematics department, 1 from science and 1 from physical education, and 1 university lecturer( a link person between DTE and Teacher’s colleges). All twelve key informants are to respond to all fifteen questions in anticipated 30 minutes to 1 hour sessions allowing for breathing time in between questions.

**Biographic Information for key informants**

**Section A**

1. Date of interview\_\_\_\_\_
2. Gender: Female [ ] Male [ ]
3. Marital Status\_\_\_\_\_
4. Age range: Below 20 years 20—29 years [ ] 30—39 years [ ] 40—49 years [ ] 50—59 years [ ] 60—69 years [ ] 70+ years [ ]
6. Position\_\_\_\_\_
5. Experience \_\_\_\_\_years.
6. State whether your appointment is substantive or acting\_\_\_\_\_

7. What is your highest academic qualification? \_\_\_\_\_

8. What is your highest professional qualification?

Certificate in Education [ ] Diploma in Education [ ]

Bachelor of Science Degree (BSc) [ ] Bachelor of Arts Degree (BA) [ ]

BSc + Graduate Certificate in Education (GradCE) [ ]

BSc + Post Graduate Diploma in Education (PGDE) [ ]

BA + GradCE [ ] BA + PGDE [ ] Bachelor of Education Degree [ ]

Honours Degree [ ] Master's Degree [ ]

Any other specify \_\_\_\_\_

## **Section B**

### **MAIN RESEARCH QUESTION**

How do mentors' provide career and psychosocial development to trainee teachers on teaching practice in one teacher's college in Zimbabwe?

**Objective (1) Establish strategies used by mentors to provide career and psychosocial development to trainee teachers on teaching practice.**

**Question 1:** Which career and psychosocial roles do mentors perform?

**Question 2:** How do trainee teachers react to the provision of career and psychosocial development by mentors?

**Question: 3** How often do mentors meet the trainee teacher for assistance?

**Question 4:** Explain the career and psychosocial problems brought mentors by trainee teacher by trainee teachers.

**Question 5:** Please explain the strategies used to assist students to solve the career and psychosocial problems they encounter during teaching practice

**Objective (II): Find out the monitoring mechanisms used by the schools and colleges to ensure that mentors perform their work effectively.**

**Question 6:** Explain the monitoring mechanisms that have been put in place by the schools and colleges to ensure that mentors perform their work effectively.

**Question 7:** Please explain the challenges that the school and colleges encounter in monitoring mentor practices in developing career and psychosocial development of trainee teachers

**Question 8:** What processes are followed in reviewing the monitoring of mentoring practices in your schools and colleges?

**Question 9:** How do monitoring procedures influence the practices of the mentor in providing career and psychosocial development to trainee teachers on teaching practice?

**Objective (III): Find out how schools and colleges support mentors to ensure that they provide career and psychosocial development to trainee teachers on teaching practice.**

**Question 10:** How often does the Department of teacher Education and colleges Train or build capacity of mentors to ensure effective mentoring of trainee teachers during teaching practice.

**Question 11:** Who train the mentors and how often are they trained.

**Question12:** To what extent does the training assist mentors to provide career and psychosocial development to trainee teachers during teaching practice?

**Question 13:** Please identify and explain challenges encountered by the colleges and schools with regard to training of mentors.



**Question 14:** What processes are followed in reviewing the training of mentors and all stakeholders, how do the mentors and the stakeholders react or respond to the training by the department of teacher education

**Objective (IV) Suggest how the findings of the study can be used to develop a framework regarding mentoring of trainee teachers during teaching practice.**

**Question 15:** From the foregoing discussions, how can the following help to improve trainee teachers' career and psychosocial development during teaching practice.

- Government of Zimbabwe/ Ministry of Higher and Tertiary Education Science and Technology Development?
- Teacher education Department colleges
- Teachers' colleges
- schools
- Mentors
- Trainee teachers

## **APPENDIX G: FOCUS GROUP INTERVIEW GUIDE (TRAINEE TEACHERS)**



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Focus group interview is a guided discussion with a group of five to eight participants. The researcher will follow the advice of Mertens (2010), who suggests that the researcher, as the facilitator, needs to have a list of **5 to 7 major questions** to ask during a 45 minutes to 1hour session. For this study a total of 3 focus group discussions will be held as follows; 3 focus groups with 5 students each who did their teaching practice from s1, s 2 and s3 schools. These students are now doing their final year as Diploma in Education third year (D E 3) in the 3.3.3. Model.

## **Section A**

### **Biographic Data**

1. Date of interview\_\_\_\_\_

2. Gender: Female  Male

3. Marital Status\_\_\_\_\_

4. Age range: Below 20 years 20—29 years  30—39 years  40—49 years  50—59 years  60—69 years  70+ years

6. Subject Area \_\_\_\_\_

7. Category of school where teaching practice was done?

S1 [ ]    S2 [ ]    S3 [ ]

## **Section B**

### **MAIN RESEARCH QUESTION**

How do mentors provide career and psychosocial development to trainee teachers on teaching practice in one teacher's college in Zimbabwe?

**.Objective (I) Establish strategies used by mentors to provide career and psychosocial development to trainee teachers on teaching practice.**

**Question 1:** What strategies do mentors use to provide career and psychosocial development to trainee teachers on teaching practice?

**Objective (II Find out the monitoring mechanisms used by the schools and colleges to ensure that mentors perform their work effectively.**

**Question 2:** What monitoring mechanisms are used by the schools and colleges to ensure that mentors perform their work?

**Question 3:** How do trainee teachers benefit from these mechanisms?

**Objective (III): Find out how schools and colleges support mentors to ensure that they provide career and psychosocial development to trainee teachers on teaching practice.**

**Question 4:** How do schools and colleges support mentors to ensure that they provide career and psychosocial development to trainee teachers on teaching practice?

**Question 5:** How do trainee teachers respond and benefit from the support provided by the schools and colleges during mentorship.

**Objective (IV) Suggest how the findings of the study can be used to develop a framework regarding mentoring of trainee teachers during teaching practice.**

**Question 6.** From the foregoing discussions, how can the following help to improve trainee teachers' career and psychosocial development during teaching practice.

- Government of Zimbabwe/ ministry of higher and tertiary education science and Technology?
- Teachers colleges
- schools
- Mentors
- Trainee teacher

## APPENDIX G: DOCUMENTS AND RECORDS REVIEW



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Documents and records are an unobtrusive source of information that enables the researcher to access them at a time convenient to self, as put by Creswell (2014). Data will be gathered from documents to find out right information on the issues and concerns of students in relation to the **“Examination of the Mentors’ Practices in Providing Career and psychosocial Development to Trainee Teachers on Teaching Practice.”** The researcher intends to collect documents for qualitative discourse analysis from teaching practice records and files and other school based and college based supervision crits, which may assist in the phenomenon under study and also these documents will help the researcher to “trace their history and current status” (Mertler, 2010,p.373).In this study the advantage of making use of documents is that the researcher is not going to be in all places at all times and so “documents and records give the researcher access to information that would otherwise be unavailable,” (Mertens, 2010:373).

### **MAIN RESEARCH QUESTION**

How do mentors’ provide career and psychosocial development to trainee teachers on teaching practice in one teacher’s college in Zimbabwe?

**SOLICITED PUBLIC AND PRIVATE DOCUMENTS AND REPORTS FROM  
TEACHING PRACTICE OFFICE**

**A guide to documents and reports sought in this study**

<b>SOURCE OF INFORMATION</b>	<b>COMMENTS</b>
COLLEGE/ BASED CRITS	✓
SCHOOL BASED CRITS	✓
LETTERS FROM STUDENTS	✓
REPORTS AND LETTERS FROM HEADS	✓
REPORTS AND LETTERS FROM MENTORS	✓
MINUTES OF MEETINGS FOR TRAINEE TEACHERS AND MENTORS.	✓

## **APPENDIX I: CONSENT FORM**

**Dear Sir/Madam**

My name is Rosemary Madzore, a PhD student at the University of Fort Hare's Faculty of Education. As a requirement for the programme, I am supposed to collect data for the study whose title is "Examining Mentors' Practices in Facilitating career development and providing psychosocial support to Trainee Teachers during Teaching Practice: A Case of One Teachers' College in Zimbabwe". You are among participants who were selected to provide data. I shall be grateful if you could accept and spare your valuable time to participate in the interview.

### **Confidentiality and Privacy**

To ensure confidentiality and anonymity, your name will not be mentioned anywhere in the research project. The information you shall give will be completely confidential and private. Consent forms with signatures will be placed in a separate and locked file from the interview questions. No names or reference to specific colleges and schools in the district will be used in any reports or discussions about the results. Further, the information you shall provide will be strictly used for academic purposes only.

### **Benefits and Compensation**

There are no direct individual benefits from participating in this research study. However, the possible positive recommendations that might emanate from this study might be a source of satisfaction to you as a participant. Please feel free to ask for any clarifications from my supervisor, Professor S. Rembe at the following email address: srembe@ufh.ac.za

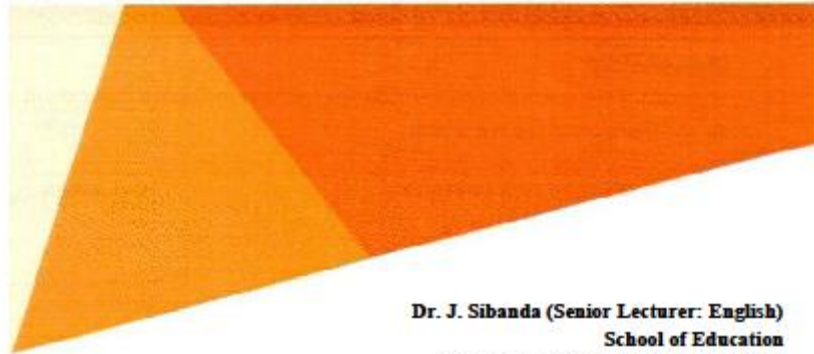
### **Voluntary Participation Declaration**

I have read and I understand what is required of me and my rights as a result of participating in this research study. I understand the purpose of this study and I know that there are no direct benefits that may accrue to me as a result of participating in the study. I also know that I am at liberty to withdraw my participation from this process at any time during the course of this study. The only motivation for me to participate in this study is to help improve the financial management of our schools in the Fort Beaufort Education District.

**Signature**.....

**Date**.....

## APPENDIX H: CERTIFICATE OF EDITOR



**Dr. J. Sibanda (Senior Lecturer: English)**  
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06 June 2019

### CERTIFICATE OF LANGUAGE EDITING

To whom it may concern

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

- **Author Name:** ROSEMARY MADZORE
- **Title:** Examining Mentors' Practices in Providing Career Development and Psychosocial Support to Trainee Teachers During Teaching Practice: A Case Study of One Teachers' College in Zimbabwe.
- **Date:** 06 June 2019

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

Sincerely

06.06.2019

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE