A PROPOSED INTEGRATED MENTORING PRACTICE FRAMEWORK TO GUIDE UNIVERSITY SUPERVISORS DURING WORK-INTEGRATED LEARNING

by

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(17175322)

Submitted in partial fulfilment of the requirements for the degree

Magister Educationis
(Humanities Education)

in the

Department of Humanities Education
Faculty of Education
University of Pretoria

SUPERVISOR
Dr. A. du Plessis-de Beer

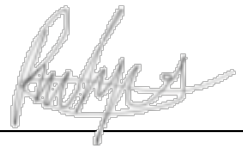
DECEMBER 2023

DEDICATION

I dedicate this study to my parents, who have made huge sacrifices that allowed me to pursue my aspirations. This is a testament to their love, dedication, and belief in my potential.

DECLARATION OF ORIGINALITY

I, Paraskevi Prokopos, declare that the dissertation titled '***A proposed integrated mentoring practice framework to guide university supervisors during work-integrated learning.***', which I hereby submit for the degree Magister Educationis in the Department of Humanities Education, Faculty of Education at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.



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APPROVAL TO COMMENCE STUDY	15 March 2023
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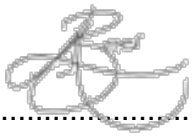

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I, Wilna Swart, solemnly declare that between October and December 2023, I undertook the professional language-edit of the M dissertation by Ms Paraskevi Prokopos entitled "A proposed integrated mentoring practice framework to guide university supervisors during work-integrated learning."

Ms Prokopos wrote a well-constructed academic paper, presenting her case for an integrated mentoring practice framework in a well-balanced and professional manner, and in doing so followed the protocols demanded by academic scientific writing.

I furnished Ms Prokopos, in addition to amendments in each chapter in tracked mode, with comprehensive editorial comments, notes and recommendations, which Ms Prokopos accepted or rejected at her discretion.

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It was clear that Ms Prokopos had invested a substantial amount of time, commitment and dedication in writing up this research report and wish her everything of the very best for this extremely important academic endeavour.

Σας εύχομαι κάθε επιτύχια! (I wish you every success!)

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ABSTRACT

The mentoring roles of university supervisors (USs) engaged in work-integrated learning (WIL) of pre-service teachers lack substantial research. Across the globe, faculties of education primarily define the roles of these supervisors as those of facilitators, observers, and assessors. Rarely do universities describe their roles as mentors, nor do they offer any kind of training or guidelines that involve integrated (holistic) mentoring. Integrated mentoring comprises the fostering of healthy mentor-mentee relationships and the development of a psychosocial support system. The latter promotes personal and professional well-being within a safe and nurturing space that allows mentors and mentees to flourish during teaching practicum. In this regard, I integrated Hudson's adapted mentoring model (HAMM) with Seligman's PERMA flourishing model as theories. Hudson's adapted mentoring model encompasses eight factors: positive personal attributes, system requirements, professionalism, pedagogical knowledge, modelling, feedback, peer mentoring, and a nurturing and supportive relationship. This model serves as a source of professional support and development. Conversely, Seligman's PERMA flourishing model comprises positive emotion, engagement, relationship, meaning, and accomplishment. This model functions as a form of psychosocial support.

Within the scope of the conceptual perspective, I encompassed four categories of support: instructional, instrumental, appraisal, and psychosocial support. Additionally, I incorporated a conceptual representation of coaching and flourishing, along with the notions of integrated mentoring. Hence, this study aimed to introduce an integrated mentoring practice framework (IMPF) tailored for university supervisors. This framework is designed to guide the university supervisors' progression into proficient mentors capable of facilitating integrated mentoring. This transformation will empower university supervisors to establish thriving connections with pre-service teachers and strike a balance between their professional and personal growth. Ultimately, this initiative will enhance the quality of training provided to pre-service teachers. This study was guided by the primary research question, what constitutes an integrated mentoring practice framework? With three secondary research questions: Firstly, why is there a need for integrated mentoring during WIL? Second, what are the perceived mentoring roles and responsibilities of university supervisors within an integrated mentoring practice framework? Third, how can HAMM and Seligman's flourishing PERMA model serve as a foundation for integrated mentoring practices?

I utilised descriptive document and secondary data analysis designs, underpinned by a qualitative approach rooted in an interpretive paradigm. Data analysis was conducted through deductive thematic analysis. I obtained ethical clearance for the study and maintained rigour in terms of trustworthiness.

The themes emanated from the data were: career and skill enhancement, self-growth and well-being, continuous learning and growth, building a mentoring culture and cultivating a flourishing nature. Findings suggest holistic mentoring practices of USs are essential during WIL, as integrated mentoring ensures flourishing. Additionally, the findings emphasise the need for integrated support provided by the USs. The holistic roles and responsibilities of a mentor and the flourishing attributes of a university supervisor were highlighted. In conclusion, adopting an integrated mentoring practice framework will not only enhance the quality of mentoring but also enhance the personal and professional growth of pre-service teachers, addressing all their holistic needs and effectively preparing them to be qualified teachers.

Keywords: flourishing; higher education; integrated mentoring; pre-service teachers; university supervisors; work-integrated learning.

LIST OF ABBREVITATIONS

B.Ed.	Bachelor of Education degree
CHE	Council of Higher Education
FIRE	Fourth-year Initiative for Research in Education
HAMM	Hudson's Adapted Mentoring Model
HEIs	Higher Education Institutions
HEQSF	Higher Education Qualification Sub-Framework
IMPF	Integrated Mentoring Practice Framework
MRTEQ	Minimum Requirements for Teacher Education Qualifications
MPP	Mentoring Practice Programme
NRF	National Research Foundation
PE SoTL	Peer Enhanced Scholarship of Teaching and Learning
PERMA	Positive emotions, Engagement, Relationships, Meaning and Accomplishment
PRA	Participatory Reflection and Action
UP	University of Pretoria
USs	University Supervisors
WIL	Work-integrated Learning

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CHAPTER 1 - ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Eight public higher education institutions in South Africa have indicated that they need an integrated mentoring practice framework (IMPF) that focuses, among others, on the development of university supervisors' (USs) mentoring skills during work-integrated learning (WIL). This came after the University of Pretoria hosted a colloquium in 2018 where representatives of eight HEIs indicated that they lacked such a framework owing as they focused mainly on the mentoring practices and skills development of school-based mentor teachers during WIL, and not on USs' mentoring practices and skills per se (Garza & Reynosa, 2019; Strauss, 2022, Yirci, 2017). Instead, they focus on the supervision and assessment practices and skills development of USs.

The authors Deutschman et al. (2022), Fraser (2018) and Rodríguez et al. (2022) assert that the main roles of USs are to be assessors, facilitators, observers, and coaches. The reasons for doing so are three-fold. Firstly, HEIs perceive USs roles and responsibilities during WIL as mainly those of supervising and assessing pre-service teachers' (PSTs) lesson plans and their execution. In this regard Dreer (2020) and Range et al. (2013) argue that many USs primarily concentrate on the skills-based development and pedagogical knowledge of pre-service teachers while devoting little attention to building relationships with these pre- service teachers whereas mentoring them holistically would include the psychosocial support that may allow them to flourish.

Secondly, university supervisors have time-related pressures relating to doing research, postgraduate supervision and publishing academic articles exist, and thirdly, the massification of higher education implies that large groups of pre-service teachers need to be supervised and assessed during WIL (Carmel & Paul, 2015; Smit & Du Toit, 2021).

The National Qualifications Framework Act 67 of 2008 policy on the minimum requirements for teacher education qualifications (Department of Higher Education and Training, 2015), clearly states that "practical learning must be appropriately structured and fully integrated into overall learning programmes, while including structured supervision, mentoring and assessment" (Department of Higher Education and Training, 2015, p. 15). This statement indicates that mentoring should form part of WIL. Although mentoring is not allocated to the school-based mentor teachers alone,

I am of the opinion that USs should also mentor pre-service teachers holistically during WIL (Jooste, 2019; Mthembu, 2019; Strauss, 2022).

What do I mean by mentoring and mentoring practices? By broad agreement, mentoring is considered to be a supportive, professional relationship that includes personal features to support an individual holistically (Mullen & Klimaitis, 2019) (see section 2.2.3). Quality holistic mentoring can be defined as the amount of academic-related and psychosocial support received and provided, resulting in both the mentor and mentee benefitting (Eby & Robertson, 2020; Hudson, 2013). Academic-related support can be related to career goals, coaching, and challenging tasks that enhance interpersonal skills and networking. On the other hand, psychosocial support may include being a role model and developing professional friendships (Eby & Robertson, 2020). While the aforementioned serve as examples, it is essential to acknowledge that the complex concepts of psychosocial support extend beyond being a role model and fostering professional relationships. Although the concepts of coaching and mentoring overlap in literature, the two concepts are not the same. According to my observations, there appears to be an ambiguous distinction between the concepts of coaching and mentoring, leading either to confusion between the two or a tendency to fuse them together by using them interchangeably. Coaching can be defined as a limited-duration process that primarily focuses on improving specific competencies, knowledge, and resources to achieve set outcomes and goals (MacLennan, 2017) (see section 2.2.2). In the context of this study, the outcomes pertain to providing academic-related guidance to assist pre-service teachers to flourish in WIL and become qualified, professional teachers (Al Hilali et al., 2020).

Given that coaching is a subset of mentoring, it can adopt characteristics comparable to mentoring (Kutsyuruba & Godden, 2019; Toh et al., 2022). I concur with Van der Walt (2016), who purports that mentors can coach but that coaches can seldom mentor, which is what pre-service teachers have highlighted is occurring during WIL. A quality mentoring relationship serves as a constant source of support and creates a safe space for the mentee every step of the way to allow them to thrive and succeed on both a professional and a psychosocial level (Eby & Robertson, 2020). Arguably, during WIL, USs mainly focus on academic-related coaching rather than following a holistic approach inclusive of psychosocial aid (Capello, 2020b). Evidently, this is depicted in the worldwide definition of the term “university supervisor”, as it is defined as an expert academic who engages in assessment, coaching, and instruction, with broader and more diverse tasks within and frequently across each of these domains (American Association for Colleges for Teacher

Education, 2018). Focus is placed on coaching practices with the responsibility of expanding pre-service teachers' content knowledge, teacher identity and instruction skills while maintaining school–university relationships and fostering their own professional development (Capello, 2020b). The lack of evidence that indicates an integrated holistic approach is depicted in the study by Burns et al. (2016), which states that the US promotes pre-service teachers' skills by targeting support, collaboration, and curriculum assistance (Capello, 2020b).

Work-integrated learning is known as an emotional, psychologically draining, and extremely stressful experience that can cause pre-service teachers to suffer burnout (DeMauro & Jennings, 2016; Weber & Greiner, 2019) (see section 2.2.3). These pre-service teachers' negative experiences are linked to several mental health issues such as anxiety and depression (Li et al., 2023; Mwangi & Otanga, 2015; Paquette & Rieg, 2016). Pre-service teachers have been found to suffer from emotional and mental health disorders that result in low-quality academic performance and poor learning (DeMauro & Jennings, 2016). The unrealistic optimism and underestimation of the responsibilities that come with their profession are usually felt during this period, as pre-service teachers experience a reality shock (Alemdag & Simsek, 2017; DeMauro & Jennings, 2016) (see section 2.2.3). Therefore pre-service teachers need a more holistic support system owing to so many of them experiencing feelings of emotional uncertainty and disequilibrium but receiving only academic-related support in the form of coaching (Hong et al., 2017; Petersen, 2017). In a study conducted by Fives et al. (2007), it was discovered that providing effective and appropriate supervision during WIL can in fact decrease the probability of pre-service teachers suffering burnout and emotional exhaustion. Thus, I believe mentoring provided by USs to pre-service teachers should be holistic and comprise a mutually nurturing relationship. This kind of relationship is created within a safe space, where pre-service teachers feel noticed and cared for by being able to discuss academic and psychosocial concerns during WIL. Consequently, pre-service teachers could flourish as all their needs (professionally and psychosocially) will be met. It is essential that USs who understand their experience and are able to empathize with them play this role.

Whereas prior research suggests the importance of mentoring (Hudson, 2013; Kram, 1985), based on the findings by Jooste (2019), Luedke et al. (2019) and Strauss (2022), it can be argued that mentoring containing integrated elements that focus on holistic practices are more successful. The reason for this is that the entire mentee experience is considered and the pre-service teachers feel supported. Seligman's flourishing PERMA™ model, which

incorporates psychosocial elements, can contribute to inspiring USs to create opportunities for pre-service teachers to be holistically mentored and flourish during WIL, and not just make an effort to survive it (Jooste, 2019; Mthembu, 2019; Naidoo & Wagner, 2020). Prior research indicates that there is a scarcity of mentoring frameworks directed at assisting USs to develop their mentoring skills. The findings of previous research furthermore indicate, both nationally and internationally, that there is little focus on the integration of psychosocial elements as the main objective is academic-related matters such as developing professional skills, which can enhance the pre-service teacher's career (Abugre & Kpinpuo, 2017; Lunsford et al., 2017; Ndebele et al., 2013; Strebel & Shefer, 2016). Therefore, an IMPF refers to different types of well-being components and activities (emotional, professional, environmental, physical) merged into one approach that is holistic in nature, instead of one that focuses on each factor individually (Hollywood et al., 2016; Squires, 2019). Chapter 2 delves into the comprehensive support that a holistic approach can provide for pre-service teachers.

1.2 BACKGROUND TO THE RESEARCH

The current study forms part of phase 5 of a broader interdisciplinary research project, the Peer enhanced scholarship of teaching and learning (PE SoTL). This project aims to propose an IMPF to guide USs in their mentoring practices during WIL, especially in mentoring final-year pre-service teachers (Jooste, 2019; Mthembu, 2019; Strauss, 2022). My study was motivated by two factors. The first factor was that existing research acknowledges mentorship as a foundation for assisting pre-service teachers (Hudson et al., 2013; Lunsford, 2016). The second factor arose from an investigation that was formulated from the preliminary findings of a research project funded by the National Research Foundation (NRF) entitled Fourth-year Initiative for Research in Education (FIRE) (2015–2018). During this project, firstly it became evident that USs do not always guide, mentor, and support pre-service teachers holistically and, consequently, their psychosocial needs are not met (Du Plessis et al., 2017). Although student participants in the FIRE project expressed respect for their mentor lecturers' knowledge and expertise, they were unable to access such knowledge and skills owing to the mentor lecturers' primary focus on classroom practice rather than the holistic development of the students under their supervision. Secondly, the findings of the study conducted within the PE SoTL indicated that USs played an important role in the professional development of pre-service teachers. However, for this role to be effective, they need a safe mentoring relationship with their USs (Strauss, 2022). The five phases of the PE SoTL project are briefly explained in the section below.

Phase 1 (Years 1 and 2): A baseline study was conducted over two years, where data (n=433) was collected from two final-year pre-service teacher cohorts during WIL. Participants shared their mentoring needs and their expectations of the role USs should play during WIL (Jooste, 2019; Mthembu, 2019; Strauss, 2022). Findings from the baseline studies indicated that final-year pre-service teachers needed university mentors who would care for them, create safe and nurturing spaces and where USs had the positive personal attributes aligned with those of a mentor. They further indicated that they needed professional and personal support and development (holistic and integrated) (Mthembu, 2019; Strauss, 2022).

Phase 2 (Years 1 and 2): During the same time, a participatory reflection and action (PRA) workshop was conducted with 25 USs who acted as assessors and supervisors for the final-year pre-service teachers during WIL. The USs were tasked with reflecting on what they perceived as their mentoring roles and responsibilities during WIL and how they would implement mentorship to assist final-year pre-service teachers with developing their teacher identity (Jooste, 2019; Mthembu, 2019; Strauss, 2022). The findings for phase 2 indicated that USs perceived their roles and responsibilities mainly as assessors and developers of professional skills, including knowledge (technology, content and pedagogical), soft skills, and classroom management.

Phase 3 (Year 3): Based on the findings obtained during phases 1 and 2, a mentoring practice programme (MPP) in the form of a booklet was designed, bearing in mind the roles of USs and the needs of students. The UP MPP was piloted with nine USs who expressed an interest in serving as mentors and not only assessors and supervisors, and 140 final-year pre-service teachers who were willing to be mentees (Jooste, 2019; Mthembu, 2019; Strauss, 2022). The subsequent findings indicated that USs (mostly inexperienced) valued a more structured UP MPP to assist them with their mentoring practices, and mentees valued the safe, nurturing spaces created by the mentors to assist with their professional identity development. Mentor and mentee feedback was integrated into the existing UP MPP, and a revised UP MPP was ready to be piloted the following year. This current UP MPP was developed based on the needs of the pre-service teachers and the roles of the USs at the time. It had a predominantly coaching orientation, although this realization only surfaced in the later stages of phase 4, and currently in phase 5.

Phase 4 (Year 4): During phase 4, the revised mentoring practice programme (phase 3) was implemented with two final-year pre-service teacher cohorts (n=150) and 15 USs who were

not part of the initial pilot study but who wanted to enhance their mentoring practices. Findings indicated that most USs were satisfied with the UP MPP in its current format and felt that the current UP MPP could be implemented. Although final-year pre-service teachers indicated an improvement in the mentoring practices of USs, they still pleaded for a more caring relationship, peer mentoring within the cohorts, psychosocial support and mentors who demonstrated positive personal attributes. The revised UP MPP was introduced to representatives of eight HEIs at a colloquium hosted by the University of Pretoria in 2018.

1.3 RATIONALE FOR THE STUDY

Based on the above findings, it was clear that both mentors and mentees needed a more structured UP MPP. I argued that the UP MPP in its current format mainly focused on academic-related support (professional and academic development) and left little room for any psychosocial support. This is because it is currently mainly based on soft skills, professional skills, assessment of lessons, feedback on lessons presented and, in some cases, modelling of classroom practices. Therefore, after I analysed the UP MPP and worked through the feedback and comments of the final-year pre-service teachers, I realized that the current UP MPP should be revised and make provision for a more holistic and integrated (MPP) approach.

Owing to this aforementioned analysis, I identified five gaps. *The first gap* was that the mentoring role of the USs was not clearly defined as being a mentor whose primary focus should be on holistic mentoring. Instead, the focus was on coaching the student during WIL, with an emphasis on academic-related support such as academic knowledge, observations, and assessments. *The second gap* identified was the lack of training on integrated mentoring for USs during WIL. Therefore, considering the abovementioned, there appeared to be a *third gap*, which was the scarcity of IMPFs exclusively aimed at USs to improve their mentoring skills and practices in integrated mentoring (Capello, 2020b, Carmel & Paul, 2015, McCormack et al., 2019). This last gap was highlighted after the PE SoTL project was conducted as well as in existing literature.

In an African context, it appears that merely a small number of mentoring programmes exist that are aimed at higher education and academic staff in various departments, inclusive of education, with a focus on academic and career advancement as well as lending psychosocial guidance. Arguably, even though these mentoring practices do exist, they are in fact not holistic (Abugre & Kpinpuo, 2017; Blunt & Conolly, 2006; Chitsamatanga et al.,

2018; Ndebele et al., 2013; Strebel & Shefer, 2016). Looking at the international context, mentorship during practicum has been promoted through peer mentoring and e-mentoring in various countries in Asia (Ligadu & Anthony, 2015; Nguyen, 2013; Vo et al., 2018). In addition, in countries in Europe (Aslan & Öcal, 2012; Ersin et al., 2020), with a focus on coaching, feedback, reflections, and classroom observation. Similarly, the mentor programmes in the USA (Hew & Knapczyk, 2007; Lunsford et al., 2017) primarily focused on aiding work/life balance, enhancing career guidance and improving retention rates in the workplace. The *fourth gap* that I identified pertained to the existing UP MPP. I am of the opinion that it is currently leaning towards a coaching-orientated approach. Thus, there is a need to incorporate a broader range of components to become more holistic and capable of addressing the diverse needs of pre-service teachers. The *fifth* and last gap was the absence in the literature of the integration between HAMM and the flourishing PERMA™ model.

Therefore I believe that the current mentoring practice programme should be revised. Towards achieving this purpose, I addressed the five gaps in my study by proposing an IMPF. Some academic, soft, and professional development skills are included in the current UP MPP also added integrated elements of flourishing to the existing professional development UP MPP, which would make room for psychosocial support and development. This ideal UP MPP would encourage healthy and nurturing mentor–mentee relationships to be formed, with greater emphasis on the pre-service teacher's subjective well-being. It is important to note that this proposed IMPF did not diminish or undermine the professional development and coaching skills indicated in the current programme.

The pre-service teachers in the previous studies, such as the Peer enhanced scholarship of teaching and learning, indicated how valuable, important, and necessary the academic-related skills and support they gained were for their development and moreover allowing them to prosper during WIL (Strauss, 2022). However, the feedback from the mentoring sessions with the students indicated that there was a lack of psychosocial support, a factor that is proposed in the new mentoring framework (Mthembu, 2019; Strauss, 2022). Fostering healthy mentor–mentee relationships and developing a psychosocial support system were found to promote personal well-being and empower pre-service teachers while creating a safe space for their ongoing personal growth, learning and establishing their teacher identity (Dreer, 2020; Kutsyuruba & Godden, 2019; Izadinia, 2016a; Strauss, 2022). By incorporating integrated components in the current mentoring programme, it may be possible to provide holistic guidance for the USs who will guide pre-service teachers to

flourish during WIL through mentoring. It is vital to acknowledge that this study formed part of phase 5 of the bigger interdisciplinary PE SoTL project. Phase 5 constitutes a IMPF aimed at USs as part of this master's study. Phase 6 will constitute a detailed integrated mentoring practice intervention aimed at USs. The latter will form part of my anticipated PhD study, in which I will present the current IMPF at a SoTL colloquium in 2024. During the colloquium, WIL USs from all the national higher education institutions (HEIs) will be granted the opportunity to make contributions to the IMPF. This will enable me to incorporate all the suggested changes and present HEIs with an integrated mentoring practice intervention that will guide USs during WIL.

1.4 PURPOSE OF AND MOTIVATION FOR THE STUDY

The purpose of this descriptive qualitative study was to propose an integrated mentoring practice framework (IMFP) to guide USs in becoming effective and integrated mentors during WIL. This concept has the potential to elevate the USs' mentoring skills by placing emphasis on both academic-related and psychosocial support. The aim is to provide a holistic approach to mentoring pre-service teachers within a South African HEI. USs need to be holistic mentors because WIL is an overwhelming experience as it is known for being one of the most important aspects of pre-service teachers' development (Orsdemir & Yildirim, 2020).

1.5 RESEARCH QUESTIONS

The proposed study was guided by the following primary research question:

1.5.1 What constitutes an integrated mentoring practice framework?

In support of the primary research question, I explored the following secondary research questions:

- Why is there a need for integrated mentoring during WIL?
- What are the perceived mentoring roles and responsibilities of USs within an IMPF?
- How can HAMM and Seligman's flourishing PERMA^{TM} model serve as a foundation for integrated mentoring practices?

1.6 CONCEPT CLARIFICATION

1.6.1 Final-year pre-service teachers

Pre-service teachers can be defined as aspiring teachers enrolled in a higher education programme with the aim of successfully completing a BEd degree. The WIL programme is known as one of the most important components of these students' teaching education. This can be ascribed to pre-service teachers needing to acquire a specified depth, specialization of skills and knowledge through professional and work experience (Clarke et al., 2014; Republic of South Africa, 2015). Throughout the literature, pre-service teachers are also referred to as practice teachers, student teachers, and students-in-training (Allen & Wright, 2014; Davis & Fantozzi, 2016; Koross, 2016). However, in relation to this study, the final-year students are referred to as pre-service teachers. In the context of my study, the pre-service teachers are those students who are currently being mentored during WIL as they are completing the fourth year of their BEd degree at a university in South Africa.

1.6.2 University supervisors

University supervisors, known by various other titles at different South African higher education institutions such as mentor lecturers, teaching practice supervisors, university-based supervisors, and university assessors and evaluators are skilled and experienced academics who facilitate learning at HEIs. They serve as the interface between the university and the pre-service teacher (Steadman & Brown, 2011). However, they are also in the position to offer pre-service teachers support, perspective and valuable information that can enhance their experience during WIL and contribute to their developing their teacher identity (Gillett-Swan & Grant-Smith, 2020; Strauss, 2022). It is important to note that the concept of USs does not refer to postgraduate research supervisors. In this study, USs are referred to as qualified lecturers in the Faculty of Education at an HEI who were assigned by the teaching practice office to mentor undergraduate, pre-service teachers during WIL. The current role of these supervisors is to monitor students by assessing their lessons presented in class and providing critical feedback, while being role models and assisting with learning throughout the duration of WIL (Van Putten, 2020).

1.6.3 Work-integrated Learning

Work-integrated learning refers to teaching practicum whereby pre-service teachers work at a functional school to receive training and enhance their learning as a vital component of

learning to teach effectively (Department of Higher Education and Training, 2015). According to MRTEQ (Republic of South Africa, 2015), one of the requirements for teacher education qualifications is a minimum 20-week period of formally monitored practice in WIL during a four-year, full-time programme. Throughout this time, students are provided with opportunities to put the theory they have learned into practice (Allen & Wright, 2014; Ndebele & Legg-Jack, 2022, Ulvik & Smith, 2011). The WIL setting allows pre-service teachers to examine the accuracy of the coursework concepts and use experimental learning to explore and create new ones (Gravett & Jiyane, 2019). Elements of learning in practice include the pre-service teachers' planning, presenting, and evaluating other pre-service teachers lessons (Winchester-Seeto et al., 2016). During WIL, pre-service teachers are assigned to school-based mentor teachers in the workplace who are subject experts as well as USs. According to MRTEQ (Department of Higher Education and Training, 2015), throughout this teaching practicum, pre-service teachers are assessed (formative and summative) by the mentor– teachers, USs, and other pre-service teachers.

1.6.4 Mentoring

Mentoring is a complex phenomenon as there are multiple views and definitions of the concept. Traditionally, it is defined as a relationship in which a more experienced individual uses their experience and knowledge to assist with the development of an inexperienced member of staff in the workplace (Ragins & Kram, 2007). In other words, mentoring is a nurturing developmental relationship that assists the mentee's learning, development, and well-being as well as their integration into the educational institution and larger profession (Kutsyuruba & Godden, 2019; Mullen & Klimaitis, 2021). It has also been referred to as an intense interpersonal connection that is both a relationship as well as a process (Kram, 1985). For the purpose of this study, mentoring is contextualized as a safe and compassionate professional relationship between a mentor and a mentee (McKinsey, 2016), whereby an exchange and integration of coaching-orientated factors and flourishing factors, include support for both the mentor and mentee throughout the entire duration of WIL (Lunsford, 2016; Nguyen, 2017; Squires, 2019).

1.6.5 Coaching

There are common misconceptions as the word "mentoring" is often used interchangeably with the term "coaching" (Ambrosetti et al., 2014; Clutterbuck et al., 2016b). Although both concepts have similar characteristics, they are not the same. Coaching can be used

interchangeably with training as it can be defined as a short-term intervention that can be both formal and informal, and empowers individuals with meeting their personal, skills and performance goals in the workplace (Passmore & Lai, 2019). Another definition of coaching is that it is focused on job-related skills (Abiddin & Hassan, 2010), and entails structured, direct interaction through the use of various tactics and procedures to foster desirable changes by focusing on the needs of both the individual and the organization (Van Nieuwerburgh, 2012; Passmore, 2007). According to Van Nieuwerburgh (2012), in the past coaching was described as an activity that focused on professional learning and classroom observation. In the context of this study, coaching refers to USs creating opportunities during WIL for pre-service teachers to develop their teaching skills and performance in the classroom through academic support and assessment without forming any relationships with them (Abiddin & Hassan, 2010; Gamage et al., 2021).

1.6.6 Integrated or holistic mentoring practices

The term “integrated” can be defined as merging different elements to form a whole (Oxford South African Concise English Dictionary, 2013, p. 606). In this case, to make the current coaching role of the USs more mentoring-orientated, elements of flourishing should be included into their coaching practices. Doing so will allow pre-service teachers to have high levels of positive functioning and enhance their well-being during WIL (Compton & Hoffman, 2019; Seligman, 2018). The concept “holistic” stretches beyond the typical lexicons of schooling such as academic knowledge (lesson plans, evaluations, and subject content), and is inclusive of psychosocial support elements (friendlike behaviours, strengthening relationships, building confidence and counselling) inspired by factors in Seligman's flourishing PERMA™ model (Bieler, 2013; Seligman, 2011). The term integrated suggests supporting the mentee's subjective well-being, which stems from academic knowledge but also the desire to connect and form healthy mentor–mentee relationships, through receiving psychosocial support, to experience valuable learning experiences (Abiddin & Hassan, 2010; Bieler, 2013). In the context of this study, the concept of integration referred to both coaching (academic) and flourishing (psychosocial support) practices used to mentor pre-service teachers holistically. In this study, I mentioned the concepts of holistic and integrated approaches to promote flourishing and well-being. However, for the purpose of this study, the primary emphasis was on exploring the aspects of holistic, integrated, and flourishing perspectives.

1.6.7 Subjective well-being

Although the term “well-being” has several definitions and meanings in medicine (disease, illness, and health), the one chosen for this study is anchored in positive psychology and referred to as subjective well-being (Seligman, 2011). Although I am aware that there are numerous positive psychologists who have proposed theoretical methods to conceptualising well-being, the one used for this study was Seligman's flourishing PERMA model. It's important to note that the flourishing PERMA model was designed to complement subjective well-being, instead of attempting to quantify a new form of well-being. This model measures the components that contribute to enhancing subjective well-being (Merritt et al., 2023; Seligman, 2018). This concept is rooted in the five components of the PERMA model, creating opportunities for individuals to flourish, and contributing to guiding them psychosocially to boost their mental health (Kun et al., 2017).

1.7 THEORETICAL PERSPECTIVES

There is a demand for a more integrated mentoring approach that provides holistic support to pre-service teachers during the WIL practicum. To incorporate the integration of both academic-related development and elements of flourishing to create more holistic mentoring practices, my argument supported revision of the current UP MPP. To achieve this revision, I put forward a draft proposed framework, an IMPF that encompasses a seamless integration of HAMM and Seligman's flourishing PERMA model, which is aimed at USs to enhance their mentoring skills. These two models are combined to create a holistic mentoring approach, with HAMM leaning more towards a coaching-orientated approach, whilst Seligman's flourishing PERMA model primarily focusing on promoting holistic and flourishing mentoring.

Hudson's adapted mentoring model comprises eight factors such as personal attributes, system requirements, pedagogical knowledge, modelling, feedback, safe and nurturing relationships, professionalism and peer mentoring. I also briefly discussed the five factors of Seligman’s flourishing PERMA model: positive emotions, engagement, relationships, meaning and accomplishments. Chapter 2, in section 2.5, provides an in-depth exploration of both the models and their integration.

1.7.1 Hudson's adapted mentoring model

1.7.1.1 Personal attributes

For university supervisors to mentor effectively, they need to rely on their interpersonal and personal attributes to encourage positive relationships between mentor and mentee, as this would motivate and instill self-assurance and inspire enthusiastic attitudes in pre-service teachers (Du Plessis, 2013). USs must also be able to foster positive personal attitudes and confidence in their mentees about teaching as well as assist the mentee to reflect constructively on their own techniques for enhancing their teaching (Hudson, 2004a; Mthembu, 2019).

1.7.1.2 Systematic requirements

It is essential for the university supervisor to support pre-service teachers through the difficulties they may encounter during WIL as these young teachers are familiar with the theoretical knowledge but have little understanding of the demands of the learning institution and their policies (Bird & Hudson, 2015). Thus, USs should demonstrate an understanding of the system's requirements, which include but are not limited to the aims of specific subjects stated by the Department of Basic Education (DBE) and the Curriculum and Assessment Policy Statement (CAPS) (Hudson, 2010; James et al., 2020).

1.7.1.3 Pedagogical knowledge

The concept "pedagogical knowledge" refers to the knowledge and experience of USs that can benefit and create opportunities for pre-service teachers to develop and grow once they enter the teaching profession (Bird & Hudson, 2015). USs need to have the knowledge how to integrate effective strategies and methods to prior theoretical knowledge in the context of an actual classroom (Du Plessis, 2013; James et al., 2020). Additionally, they must guide pre-service teachers on practical aspects of the classroom such as classroom management, lesson planning and the diverse needs and challenges the learners might experience during lessons (Bird & Hudson, 2015).

1.7.1.4 Modelling

As foundation and visual representation of what is required of pre-service teachers during their WIL practicum, modelling serves them well as it gives them a glimpse of the actual teaching profession (Darling-Hammond et al., 2017). USs modelling appropriate classroom

language, well-planned lessons and overall quality teaching will enable pre-service teachers to use these examples and observations in their own lessons.

1.7.1.5 Feedback

The feedback pre-service teachers receive from university supervisors during work-integrated learning, plays an important role in their overall experience and teacher development (Hudson, 2004a). The purpose of feedback by USs is to assist pre-service teachers to improve, develop, and grow from the WIL experience, both professionally and personally. Evidently, this includes enhancing their pedagogical abilities, mentality, confidence, and presence in the classroom (Bird & Hudson, 2015; Hudson, 2010).

1.7.1.6 A nurturing and supportive learning space

If university supervisors are to understand and support pre-service teachers' needs holistically, they will need to create a nurturing and welcoming learning environment in which a collegial mentor–mentee relationship can blossom (Azure, 2015; Mthembu, 2019; Strauss, 2022). Pre-service teachers need both professional and psychosocial support, and it is important to create a safe space for pre-service teachers that will allow them to express their concerns and ask questions (Ewing, 2021).

1.7.1.7 Professionalism

Being professional means the university supervisor displays respectful and professional behaviour towards pre-service teachers during their WIL experience. This can be done through clear communication, constructive feedback and in general contributing to building the pre-service teacher's confidence and identity (Mthembu, 2019; Strauss, 2022). USs need to treat pre-service teachers as working professionals while exhibiting personal qualities such as leadership, trust, attentiveness, and communication as well as having an open-door policy (Fraser, 2018; Mthembu, 2019; Strauss, 2022). In simple terms, it refers to their ethical conduct and behaviour.

1.7.1.8 Peer mentoring

Peer mentoring is an important component that is greatly valued as it provides a secure environment for pre-service teachers to learn from one another, express their frustrations, and seek direction and advice (Strauss, 2022). In addition, peer mentoring among pre-service teachers also serves as a valuable source of psychosocial support (Nguyen, 2013).

This student-centred approach offers pre-service teachers mutual support through their different perspectives and constructive feedback. Following this approach may not only increase their confidence but also enhance both their professional and personal growth (Strauss, 2022).

1.7.2 Seligman's flourishing PERMA model

1.7.2.1 Positive emotion

Incorporating more positive emotions into their mentoring practices during the WIL practicum can help USs to support final-year pre-service teachers to achieve professional success and enhance their overall well-being (Kun et al., 2017; Seligman, 2011). USs demonstrating emotions such as happiness, hope, comfort, and optimism can foster healthy mentor–mentee relationships, reduce their stress and anxiety and guide pre-service teachers to flourish both professionally and psychosocially, enhancing their WIL experience, therefore making it more enjoyable (Forgeard & Seligman, 2012; Khaw & Kern, 2014; Seligman, 2011).

1.7.2.2 Engagement

University supervisors should give their undivided attention and time to the pre-service teachers and engage with them both intellectually and emotionally, which would help foster healthy and genuine relationships (Seligman, 2011). Khaw and Kern (2014, p. 5) refer to this deep psychological bond between the USs and pre-service teacher as “a state of flow”.

1.7.2.3 Relationships

Healthy relationships between university supervisors and pre-service teachers contribute to addressing and supporting the pre-service teacher in managing the professional and psychological challenges they experience during the WIL practicum (Jayawickreme et al., 2012; Korthagen & Evelein, 2016). These relationships serve as effective resources for addressing difficulties that have the potential to benefit both the US and the pre-service teacher (Dicke et al., 2017; Dreer, 2020; Jayawickreme et al., 2012). According to Khaw and Kern (2014), healthy relationships between the US and pre-service teacher have been associated with reduced depression, improved well-being, and various other favourable outcomes.

1.7.2.4 Meaning

University supervisors have a crucial role in serving as role models for pre-service teachers and creating opportunities for meaningful experiences, which are essential for overall well-being (Dreer, 2020; Forgeard & Seligman, 2012). This can be achieved through US providing constructive conversations, critical feedback, and reflections (Izadinia, 2016a). USs who actively strive to cultivate a more meaningful existence often find themselves experiencing a sense of contentment and happiness about their lives (Seligman, 2011; Khaw & Kern, 2014).

1.7.2.5 Accomplishment

University supervisors can feel a sense of personal and external recognition and accomplishment by guiding pre-service teachers in achieving certain learning objectives and goals throughout the WIL practicum (Korthagen & Evelein, 2016). This includes being able to reflect on their own experiences and achievements while providing positive feedback. However, the extent of accomplishment can solely be assessed through the personal factors attributable to the USs such as their own goals, determination, and characteristic traits (Seligman, 2011; Khaw & Kern, 2014).

1.8 PARADIGMATIC PERSPECTIVES

This section briefly explains the philosophical, methodological, and epistemological paradigms that I used to guide my study. A thorough discussion of these paradigmatic perspectives is presented in Chapter 3, section 3.2.

1.8.1 Philosophical paradigm: Interpretivism

I utilized the interpretivist paradigm for my research study. This is a strategy that stresses the importance of using the USs own interpretations of the world as my point of reference when attempting to comprehend social issues such as integrated mentoring (Bertram & Christiansen, 2019; Nieuwenhuis, 2019). Interpretivism is subjective, therefore, reality is socially constructed, indicating that multiple realities exist (Al Riyami, 2015). Chapter 3, specifically section 3.2.1, delves deeper into how an interpretivist paradigm allowed me holistically to comprehend the complex phenomenon of integrated mentoring practices and why it was suitable for this study.

1.8.2 Methodological approach: Qualitative approach

A humanistic approach, such as qualitative research, was appropriate for this study. The focal point was gathering data on the experiences derived from USs mentoring practices during the pre-service teachers' WIL practicum, and the meaning they attached to the prevailing phenomena (McMilan & Schumacher, 2014; Yin, 2016). I chose this approach for my research as it is known for exploring various social phenomena in the field of education, in this case integrated mentoring (Nieuwenhuis, 2019). With qualitative research, understanding the phenomenon is more important than the explanation itself as the naturalistic observations allowed me to explore the reality from an insider's rather than an outsider's perspective (De Vos & Strydom, 2011). Chapter 3, section 3.2.2, provides an in-depth explanation of the reasoning behind selecting a qualitative approach for my study.

1.9 OVERVIEW OF RESEARCH PROCESS AND METHODOLOGICAL STRATEGIES

1.9.1 Research design: Descriptive document analysis and secondary data analysis design

In my research study, I used both descriptive document analysis and secondary data analysis as they represent a distinctive approach to analysing both digital and printed evidence (Bowen, 2009). The analysis of documents has often been an overlooked or underutilized design in qualitative research (Morgan, 2022b). Nevertheless, I believe that descriptive document analysis and secondary data analysis can both be advantageous for my specific study. Documents consist of both text and visuals that were recorded prior to my involvement as a researcher. An instance of visual elements includes the posters generated during phase 2 of the PE SoTL project, as well as the UP MPP booklets. According to Bowen (2009), documents exist in many forms. This study used a wide variety of documents such as WIL policies, academic journals, existing mentoring programmes and interventions, to name a few (see sections 3.4.1). Examining various sources enabled me fully to comprehend the phenomena of integrated mentoring and to uncover meaning while exploring and discovering insights into my research question and sub-questions (Fischer, 2006; Merriam, 1998).

I chose descriptive document analysis and secondary data analysis because it allowed me to identify shortcomings in the current UP MPP and other existing mentoring programmes

and frameworks. The information that accrued was instrumental in crafting a draft proposal for an IMPF for USs. On the other hand, the secondary data analysis design was used owing to its significant benefits in terms of cost-efficiency and convenience (Johnston, 2014).

Secondary data offered me the opportunity to utilise data previously gathered in earlier phases of the PE SoTL project, which opened up possibilities for me to explore new hypotheses, theories, and frameworks (Johnston, 2014). To create this IMPF, I had to comprehend the current mentoring role and obligations of USs during WIL, given that their coaching approach and involvement could be connected to policy initiatives at an international, national or community level (Cardno, 2018). The descriptive document analysis and secondary data analysis research designs provided me with the opportunity to investigate the current phenomenon of an integrated mentoring programme in detail and to do so in the context of real-world events. In Chapter 3, section 3.3.1, the descriptive document analysis and secondary data analysis are examined and discussed extensively.

1.9.2 Data collection and documentation

To complete my research study and gather enough information, I used various techniques for gathering and documenting the data, as indicated in the sections that follow below. The data generation and documentation will be discussed in further detail in Chapter 3, section 3.4.

Table 1.1

Data collection and documentation used in the study

DATA COLLECTION AND DOCUMENTATION	HOW WAS IT USED?
1. National policies	❖ Higher Education Qualification Sub-Framework (HEQSF). ❖ Minimum Requirements for Teacher Education Qualifications (MRTEQ).
2. Existing WIL documents	❖ WIL guidelines from 10 higher education institutions in South Africa.
3. National and international mentoring programmes	❖ Mentoring programmes, guides and handbooks that were used in other countries and HEI institutions that I explored and analysed.

4. Complete current UP MPP	❖ Piloted mentoring programme booklets completed by both the USs and final-year pre-service teachers at the higher institution in question (current UP MPP) analysed.
5. Secondary data	❖ Data collected on the roles of university supervisors on PRA posters (phase 2). ❖ Mentor UP MPP booklets (phase 3 & 4).
DATA COLLECTION AND DOCUMENTATION	**HOW WAS IT USED?**
6. Conceptual and theoretical perspectives	❖ Hudson's mentoring model ❖ HAMM ❖ Seligman's flourishing PERMA model ❖ Conceptual perspectives (see Chapter 2) ❖ Factual mass media documents: Journals, academic papers, and books.
7. Researcher's reflective journal	❖ A record of personal reflections and interpretations in the exploration process maintained. ❖ Composed detailed documentation of the data method, progress, and my thought process throughout the study during the analysis process. ❖ Made notes on my views, assumptions, and biases that could influence my study. ❖ Enhanced reflexivity and credibility. ❖ Personal communication: Had informal discussions with WIL office and WIL staff.

1.9.3 Data analysis and interpretation

To analyse the data that was collected, I used thematic analysis. This method was employed as it surpasses mere descriptive analysis by endeavouring to gain a deeper understanding of the collected data. It explores beyond the surface to understand the underlying mechanisms of the phenomena while giving the participants a voice (Braun & Clarke, 2013). Deductive methods were utilized to analyse, code and extract themes to derive meaning from the data that accrued from the specific sample set (Braun & Clarke, 2013). The order in which I analysed the data was listed in Chapter 3, section 3.3. To make this process more efficient and organized, I employed Braun and Clarke's (2013) step-by-step guide on the implementation of thematic analysis. The six recurring steps that were adhered to are outlined, and a concise explanation is provided in Table 1.2, which illustrates the application of these steps. A more comprehensive explanation can be found in Chapter 3, specifically in section 3.4.2.

Table 1.2

Braun and Clarke's (2013) six-steps for data analysis

STEPS	DEFINE THE STEP	HOW WAS IT APPLIED?
Step 1	Get acquainted with the data	I prepared the data by actively reading and rereading the data to familiarise myself with the content (Braun & Clarke, 2013).
Step 2	Generate initial codes	At the beginning of this phase, I divided the data into manageable chunks and identified possible codes. To do this, I used highlighters and written notes. I created well-defined labels for the codes (Braun & Clarke, 2013).
Step 3	Identify potential themes	Once the entire data set had been coded, I categorised the different codes into potential themes. Codes were also then categorised into main themes or sub-themes. This involved identifying relationships between codes and comparing them (Braun & Clarke, 2013).
Step 4	Review the themes	I reviewed and refined each theme and made adjustments when necessary. The two methods I followed was rereading all the codes, ensuring they were valuable and then reviewing the whole data set. I repeated the process of reviewing and adjusting until I was confident that the thematic map reflected the validity of the whole data set (Braun & Clarke, 2013).
Step 5	Define the names and themes	Each theme was given a name and a brief description of the theme concerned (Braun & Clarke, 2013).
Step 6	Report on results of the final analysis	Finally, I completed the analysis process by writing the report of the data set (Braun & Clarke, 2013).

1.10 TRUSTWORTHINESS

In a qualitative study, trustworthiness is an essential element, especially of the research that I had to consider throughout my study (Billups, 2021). I established trustworthiness by adhering to the following four criteria: credibility (and authenticity), transferability, dependability, and confirmability (Creswell & Creswell, 2018; Liamputtong, 2016*).* The important factors *credibility and authenticity* are used to determine whether the research previously conducted was genuine, reliable, or authoritative, thus that the research findings

could be trusted (Billups, 2021; Koonin, 2011). The notion of *transferability* conveys that the theoretical knowledge obtained from qualitative research can be applied to other similar individuals, groups or situations and deliver similar findings (Nieuwenhuis, 2016; Schurink et al., 2011). In addition, *dependability* refers to the quality of the integration process that takes place between the data collection method, data analysis, and the theory generated from the data (Di Fabio & Maree, 2012). As a qualitative researcher, I needed to ensure that the research process I followed was logical, traceable, and clearly documented (Stringer, 2014). Lastly, *confirmability* is defined as the degree of objectivity or the extent of the impact of the data gathered on the findings instead of the researcher's bias, motivation or interest (Nieuwenhuis, 2019). Considering the aforementioned criteria, Chapter 3, section 3.5, provides a full overview of the quality standards and how they were utilized to improve the study's trustworthiness.

1.11 ETHICAL CONSIDERATIONS

It was of crucial importance to be conscious of ethical concerns throughout the entire study process to protect the findings (Creswell & Poth, 2018; Maree, 2019). Prior to the commencement of this study, it was obligatory for me to obtain ethical clearance from the Ethics Committee of the Faculty of Education at the specific, selected higher education institution.

Appendix A includes the attached ethical clearance certificate, UP16/11/03 DUPLESSIS23-01. As a qualitative researcher, I intended to adhere to the following ethical principles concerning the research participants: permission to use existing data, informed consent, confidentiality and anonymity and trust (Cohen et al., 2018a; McMillan & Schumacher, 2014; Morgan & Sklar, 2012). Chapter 3, section 3.6, presents a comprehensive exploration of the ethical concerns that motivated this study.

1.12 SIGNIFICANCE OF THE DISSERTATION

This study was part of phase 5 of a broader scholarship of teaching and learning research project. The study explored various documents and secondary data on the mentoring role, existing mentoring frameworks and programmes as well as any integrated mentoring practices of USs during the WIL practicum. The purpose was to revise and enhance the current UP MPP by integrating HAMM and Seligman's flourishing PERMA model to make it more holistic while also addressing the gaps identified in the literature. This proposed IMPF was intended to improve the USs ability to mentor pre-service teachers holistically by

incorporating elements of flourishing and shifting the focus away from a coaching-orientated approach. The focus was also on highlighting the importance of assisting pre-service teachers through comprehensive support, which included academic-related and psychosocial guidance. This study furthermore made dual contributions, which are further elaborated in Chapter 5, namely the integration of two theories, benefitting both theoretical understanding and global knowledge. Moreover, this study also made long-term practical contributions by addressing the needs of pre-service teachers during WIL. As far as I am aware, this could potentially become the first holistic IMPF nationally.

1.13 ARRANGEMENT OF THE DISSERTATION

This section provides an overview of the study's chapters.

Chapter 1: Orientation of the study

This chapter introduced the phenomenon by describing an overview of the study. This included the background of the study, the essential key concepts, the problem statement, the purpose of the research, along with the research questions. The theoretical perspective, paradigmatic perspectives, research design and methodological strategies were summarized, inclusive of the trustworthiness and ethical considerations. To conclude this chapter, the significance of the study was outlined.

Chapter 2: Contextual, conceptual and theoretical perspectives

This chapter thoroughly evaluates the important concepts within the context of integrated mentoring practices aimed at US during the WIL practicum. The subsequent concepts were emphasised in this chapter: WIL contextualised, the current roles and responsibilities of US during WIL, the pre-service teachers' experiences and mentoring needs during WIL and integrated mentoring that is flourishing in nature. The chapter delves into a discussion of the theoretical perspectives by integrating HAMM and Seligman's flourishing PERMA model.

Chapter 3: Research design and methodology

Chapter 3 provides a full account of the research process involving the chosen research design and the methodologies used to investigate the research questions during the current study. The aforementioned includes data collection, and data documenting as well as the justification and process of interpretation of the data. I concluded the chapter by discussing the quality standards, ethical implications and the significance of the role of the researcher in the study.

Chapter 4 Data presentation and discussion of findings

This chapter delved into the findings and outcomes of the data collected throughout the study. The findings were organized into the codes, themes and sub-themes that emanated from using deductive thematic analysis to analyse the data. Further into the section, the correlations and discrepancies between Chapter 2 and the findings of the data are discussed.

Chapter 5: Summary, conclusions and future recommendations

Chapter 5 concluded the study by offering a review of the previous chapters as well as the findings obtained based on the purpose of the study relative to the research questions. This chapter also briefly presents the proposed IMPF. This chapter ends with the potential contributions, limitations, and concluding recommendations for future research.

1.14 CHAPTER SUMMARY

In this chapter, the focus revolved around a concise overview of the entire study. The chapter presented an initial introductory section, background, and rationale for the study. Following that, the chapter went on to discuss the research questions and concept clarification. Next, the chapter delved into the theoretical perspectives, paradigmatic perspectives, research design, and methodological strategies. In the final section of the chapter, the quality criteria, ethical considerations, significance of the study and arrangement of the report were discussed.

In the upcoming chapter, I reviewed the conceptual and theoretical perspectives arrived at when I examined diverse conceptual perspectives of an IMPF aimed at USs.

CHAPTER 2 – CONTEXTUAL, CONCEPTUAL AND THEORETICAL PERSPECTIVES ON INTEGRATED MENTORING PRACTICES

2.1 INTRODUCTION

In this pivotal chapter, I present an in-depth exploration of the contextual, conceptual and theoretical perspectives that served as the intellectual foundation of my research study. In this chapter, I skillfully delved into the conceptual perspectives that shaped my understanding of the phenomenon of an (IMPF) and the core concepts that underlined my research question. In the latter part of this chapter, I give an account of my thorough examination of the process involved in merging two models. The outcomes of this process collectively created the theoretical perspective that bound all the conceptual elements together and provided a solid foundation for my study.

The primary goal of this chapter is to achieve more than introduce the contextual conceptual and theoretical perspectives I explored. It is also meant to make a valuable contribution to the larger ongoing scholarly conversation in the field of higher education and mentoring, which is flourishing. This chapter served as the guiding light for my research, and influenced my perspective as well as my analysis and interpretation of the phenomenon I investigated.

Having established the significance of the conceptual and theoretical perspectives, I proceeded to explore the first conceptual perspective that underpinned this study, specifically focusing on the context of work-integrated learning (WIL).

2.2 CONTEXTUAL AND CONCEPTUAL PERSPECTIVES

2.2.1 Work-integrated learning contextualised through conceptual perspectives

Pre-service teachers are expected to gain multiple forms of knowledge during their undergraduate B.Ed degrees, including disciplinary, pedagogical, fundamental, situational and practical learnings (MRTEQ) (Department of Higher Education and Training, 2015). For a start, disciplinary learning encompasses subject-specific and educational foundations. Pedagogical learning includes general pedagogical aspects such as assessment, learning strategies, and curriculum knowledge as well as specialist

pedagogical content knowledge. Furthermore, fundamental learning involves acquiring a second official language, the ability to use technology and gain academic literacies. Situational learning means knowledge of various learning contexts, environments and the associated policies in organizational settings (MRTEQ) (Republic of South Africa, 2015). Practical learning includes learning from and in practice. The practical component of a pre-service teacher's training is fulfilled through the WIL practicum as it is acknowledged as a crucial learning strategy for pre-service teachers pursuing a higher education teaching qualification (Clarke et al., 2014; Goker, 2020; Kabilan et al., 2017; Msangya et al., 2016; Zegwaard et al., 2019). In addition, the WIL practicum integrates academic learning with real-world implementation in the authentic workplace context (Allen & Wright, 2014; Ndebele & Legg-Jack, 2022, Ulvik & Smith, 2011). The purpose of this integration is to foster pre-service teachers' capacity to merge their theoretical knowledge by engaging in a blend of academic and work-based experiences to enhance their professional skills and teacher competencies (Schonell & Macklin, 2019). However, as the literature highlights, the WIL practicum goes beyond enhancing pre-service teachers' professional comprehension. It also promotes lifelong learning, emphasizes discipline-specific competencies, work readiness, career direction, academic proficiency, emotional intelligence, and the development of professional teacher identity of the pre- service teacher (Coward et al., 2015; Gribble et al., 2017; Ivanova & Skara-MincLne, 2016; Kavrayici's, 2020; Zegwaard et al., 2019).

However, for the work-integrated learning practicum to foster opportunities for professional growth among pre-service teachers, specific prerequisites outlined in the Minimum Requirements for the Teacher Education Qualification (MRTEQ) (Republic of South Africa, 2015) must be adhered to. The guidelines for the teacher learning and preparation programme administered by the Department of Higher Education and Training (DHET) in South Africa stipulate the standard prerequisites for the WIL practicum by emphasizing the "integrated and applied competence" of the pre-service teacher (MRTEQ) (Republic of South Africa, 2015, p.8). The question that naturally arises is: What does WIL signify in accordance with the MRTEQ policy (Republic of South Africa, 2015)?

The response to the aforementioned question includes that pre-service teachers are required to engage in a well-organized, guided, and supervised school-based WIL programme that is seamlessly integrated into the curriculum. This entails spending a minimum of 20 weeks at schools over a four-year period, where the pre-service teachers observe the school-based teachers' lessons and present their own lessons to the learners

(Republic of South Africa, 2015). The success of WIL relies on the engagement of the WIL stakeholders to maintain a strong relationship with the key participants, the pre-service teachers (Khuong, 2016). Various stakeholders, during the WIL practicum, engage in collaboration, and include the Department of Basic Education, school-based mentor teachers and USs. These stakeholders collaborate in the process of cultivating high-quality pre-service teachers through support, guidance, and mentoring (Department of Higher Education, 2015; Du Plessis, 2013). However, each of these stakeholders have distinct roles and responsibilities in the context of WIL, and specifically for the benefit of the pre-service teachers.

A central role and responsibility of the Department of Basic Education is policy development, aimed at setting guidelines, standards, and expectations for the implementation of WIL with a focus on ensuring quality assurance (Republic of South Africa, 2015). Among these policies, is MRTEQ (Republic of South Africa, 2015) and the Higher Education Qualification Sub-Framework (HEQSF) policy. In accordance with the MRTEQ policy, school-based mentors play a vital role in connecting theory to the practical application of pedagogical strategies. These strategies include supervising, mentoring, assessing and providing meaningful feedback on lesson presented (Republic of South Africa, 2015, Parker et al., 2021). These school-based mentor teachers are knowledgeable professionals who play a crucial role in the professional development of pre-service teachers during the WIL practicum, especially in areas such as curriculum and classroom management (Maphalala, 2013). The responsibilities of mentor teachers include providing support to pre-service teachers in managing the emotional and physical challenges of WIL (Maphalala, 2013). According to Butler and Cuenca (2012), mentor-based teachers have diverse roles, with some of the top roles they commonly assume being instructional coaches who offer emotional support and act as socializing agents. While both the Department of Education and school-based mentors have significant roles during WIL, the focus of this research study is on USs.

The current responsibilities of university supervisors include the observation and assessment of pre-service teachers during WIL, which is in alignment with the expected role of an educator, as defined in the MRTEQ policy (Republic of South Africa, 2015). As conveyed in the MRTEQ policy, these roles encompass being a subject specialist, learning mediator, interpreter and designer of learning programmes, leader, scholar, and assessor (Republic of South Africa, 2015). However, upon closer examination of the roles specified in the MRTEQ policy and the current supervision methods, it became evident that the

guidance offered to pre-service teachers often falls short in meeting the latter's personal, psychosocial needs during the WIL practicum. This raises the question of what aspects of the supervision provided to final-year pre-service teachers during WIL may be lacking.

The argument I put forward in my study was that university supervisors tend to neglect the psychosocial needs of pre-service teachers as they often emphasise assessment and the development of the pre-service teachers' professional knowledge during WIL (Mena et al., 2017). The cause of this is owing to the focus being directed towards pedagogical knowledge, system requirements, feedback, modelling, and coaching practices. Thus, the USs neglect to address the pre-service teachers' psychosocial needs and do not consider their holistic development through flourishing practices such as relationship-building, engagement and meaning-seeking. The following section provides a more in-depth exploration of the roles and responsibilities of USs and how they fail to provide holistic mentoring to pre-service teachers during WIL.

2.2.2 The current roles and responsibilities of university supervisors during work-integrated learning

At first glance, the role and responsibility of university supervisors during work-integrated learning might seem straightforward. According to Hart (2020), it may be as simple as serving as a bridge between the university and the school and offering feedback to pre-service teachers on their observed lessons (Steadman & Brown, 2011). According to existing literature and the MRTEQ policy (Republic of South Africa, 2015), it could be expected of USs to assume diverse holistic roles such as "resource, mentor and evaluator" amalgamated into one (Johnson & Napper-Owen, 2011, p. 50). Masadeh (2017: p 1060) indicates alternative descriptions for the expected roles of USs during WIL, such as "supervisors, mentors, observers, model teachers, and supporters". Both of these studies highlight the role of a mentor. According to a study conducted by Jooste (2019), a mentor's role includes being a subject expert, "role model" (p.33), "reflective practitioner"(p.35), "coach"(p.38) and "companion"(p39). To fulfil some of these expected roles, USs need to possess specific skills that encompass but are not restricted to supporting adult learning, relationship-building, providing constructive feedback, proficiency in content knowledge and assisting pre-service teachers with managing their emotional stress (McCormack, 2019). However, USs are expected to perform these roles and have these specific skills at the same time as managing their other university-related duties in addition to their having a commitment to coach and mentor pre-service teachers during WIL.

Nonetheless, I argue that the aformentioned statement does not accurately reflect the roles

and responsibilities undertaken by USs during WIL. Capello (2020b) indicates a different reality, as the findings of that study show that USs mainly concentrate on responsibilities such as assistance, guidance and collaboration with the other stakeholders, while simultaneously embodying roles such as observer, facilitator, and assessor (Capello,2020b). Fleming et al. (2021) mention that some of the roles USs assume are in education, administration, supervision, and assistance. After reviewing the literature, I am of the view that the role of USs primarily revolves around fostering professional identity and promoting professional development, which aligns with certain factors in Hudson's five-factor mentoring model, namely personal attributes, systematic requirements, pedagogical knowledge, modelling, and feedback (Hudson, 2004a). In the study that Burns et al. (2016) conducted, the roles of USs were categorized into five sections, all of which underscore the following focus areas: (1) specific assistance, (2) individual support, (3) community and partnership, (4) assistance with the curriculum, and (5) research to foster innovation. Owing to their having these roles, USs are also perceived as facilitators, assessors and mediators (Barahona, 2019). Alternatively, in other studies, the role of the US is often viewed as one of "detached administrator" (Hart, 2018, p.38). According to Yee (1968, as cited in Hart, 2018, p 108), the role of the USs is "providing superficial conciliation and facilitation of the relationships between cooperating teacher and student teacher".

Although the Minimum Requirements for the Teacher Education Qualification policy (Republic of South Africa, 2015) acknowledges that USs are meant to mentor and asses pre-service teachers during WIL, I propose that it does not provide clear definitions or expectations for USs roles as holistic mentors. Dreer (2020) and Range et al. (2013) indicate that many USs concentrate on skills-based development and pedagogical knowledge while devoting little attention to building meaningful relationships and guiding students at a holistic level, which includes creating opportunities for psychological support (Strauss, 2022). Psychosocial support involves an ongoing process of addressing the needs and enhancing the holistic well-being of pre-service teachers by providing care and support (Babedi, 2013) Furthermore, it incorporates a variety of elements that collectively shape and contribute to pre-service teachers reaching their full potential and enhancing their identity (Law et al., 2020). Furthermore, this encompasses a broad set of factors that include the physical, social, mental, spiritual, emotional, and cultural. Promoting psychosocial support contributes to strengthening these factors in the pre-service teachers, and fostering positive social relationships during WIL (Kumar, 2020). Although I acknowledge the significance of all these factors, this study dealt with the emotional and mental challenges that pre-service teachers face and what they require within the framework of psychosocial support. Existing literature

suggests that the roles and responsibilities of mentors are linked with those of school-based mentor teachers (Ambrosetti, 2014; Hennissen et al., 2011; Phang et al., 2020; Li et al., 2021). There is scarcely any literature that connects mentorship to USs. In cases where this has previously been referenced, it was often been inaccurately referred to as coaching (Koc, 2011; Van der Walt, 2016).

Better to understand the correlation between university supervisors' current roles and responsibilities as being more coach-orientated, it is essential to conceptualize coaching. In an educational setting, coaching is often used in a broader sense, therefore making it more challenging to provide a precise definition (Nieuwerburgh & Barr, 2016; Hope et al., 2022). Coaching is a structured process that allows individuals to tap into other abilities in order to enhance their learning and undertake deeper exploration of understanding the obstacles that may hinder their progress (MacLennan, 2017). Al Hilali et al. (2020) define coaching interventions as being of limited duration and concentrating on enhancing specific competencies, knowledge, and resources in order to reach a certain objective (Steinmann, 2017). Furthermore, coaching primarily focuses on providing professional and academic support as it was originally "developed as an on-the-job support for in-service teachers" (Mok & Staub, 2021, p. 2). It has been stated plainly that coaching practices are implemented to enhance professional development (Desimone & Pak, 2017; Goker, 2020; Lofthouse, 2019).

Nevertheless, I fully recognize the several reasons that have influenced university supervisors to adopt a coaching-orientated approach when supervising pre-service teachers during WIL. They might opt for coaching-orientated approaches because mentoring-orientated approaches often involve a workload that surpasses the initially agreed WIL obligation. In striving to balance their workload, USs may encounter the adverse effects of doing so on their personal well-being (Hobson, as cited in Gillett-Swan & Grant Smith, 2020). In addition, the time-related pressures on USs to do research and publish academic articles bring about a situation that is exacerbated by some being inexperienced and others not having sufficient mentoring skills (Carmel & Paul, 2015; Smit & Du Toit, 2021). While coaching is a strategy used in mentoring, the absence of holistic mentoring has led to negative consequences for pre-service teachers during WIL. For this reason pre-service reachers expressed specific mentoring needs as they encountered challenges that were further elaborated on in the following section.

2.2.3 Pre-service teachers' experiences and mentoring needs during WIL

The demand for more holistic mentoring of pre-service teachers by university-based mentors became evident when considering the academic and psychosocial challenges that frequently confront pre-service teachers during WIL. It is worth noting that not all pre-service teachers may actively seek mentorship during the WIL practicum. However, drawing from the findings derived from various studies, this appears to be desired (Jooste, 2019; Mendez-Lopez, 2020; Mthembu; 2019; Strauss; 2022). Furthermore, the findings that emanated from phases 1 to 3 of the PE SoTL project, pre-service teachers have consistently voiced their demand for psychosocial support from their USs in the form of holistic mentoring. A participant in the prior phases of the PE SoTL project expressed this requirement by stating:

> For first-time teachers it is hard to understand some things. They need emotional support most of the time. Therefore, the mentor lecturer should not appear only when they have to assess the student. A mentor lecturer should know what is going on in their mentees' lives, academic life, I mean. (Mthembu, 2019, p. 188).

Conversely, the same concern is echoed in existing literature outside of South Africa. A pre-service teacher stated "I think both university supervisors and school mentors should [take] care of us more" (Imsa-ard et al., 2021, p. 251).

The findings in Matoti and Lekhu's (2019) and Mendez-Lopez's (2020) studies suggest that the predominant emotions pre-service teachers experience during WIL are negative (Imsa-ard et al., 2021; Moussaid & Zerhouni, 2017; Mudra, 2018; Ulla, 2016). The reality shock as these pre-service enter the teaching profession can be anxiety-inducing, especially in their final year, when they face assessments and interact with their USs for the first time (Kaur et al., 2021; Kim & Cho, 2014; Pendergast et al. 2011; Smit & Du Toit, 2021; Wiegerova & Lukasova, 2021). A pre-service teacher in Gray et al. (2017) described WIL practicum, as:

> … and then I got out there [practicum school] and yea it was a big shock. The whole school was just so different to what I expected. I hated my first prac. I didn't want to be there, and I would come home and cry most days. (p. 42)

International studies have even used terms such as nervousness, fear and uneasiness to describe the pre-service teachers' emotions during WIL (Jusoh, 2013; Kaur et al., 2021;

Ulla, 2016). A participant in Mokoena's (2017, p.129) study conveyed these negative emotions by relating:

> Last year, when I was doing my second teaching practice no one from the university visited me. And how do they expect us to be effective teachers on completion of our degree if they do not support us. (p. 129)

Negative emotions, as expressed in the extracts, can result in stress, and in some instances this stress can develop into serious mental health issues (Gray et al., 2017; Kaur et al., 2021; Vikaraman et al., 2017). This accumulation of emotions could impede the pre-service teachers' professional teacher identity as aspiring teachers as well as their overall progress and commitment to remaining in the profession (Gray et al., 2017; Kaur et al., 2021).

Harming the professional teacher identity of pre-service teachers could have significant consequences as it characterises how pre-service teachers view themselves in their respective contexts and their interactions with their surroundings, highlighting the interplay between identity and practice (Reeves, 2018; Walters et al., 2020). Thus, the outcome could be to hinder their ability to integrate their personal and social traits, knowledge and beliefs, emotions, relationships, contexts, and experience in their roles as aspiring teachers (Akkerman & Meijer, 2011; Van Putten, 2020). One reason for inadequate teacher identity formation and the subsequent attrition from the teaching profession is the result of the emotional depletion, anxiety, and the burnout pre-service teachers experience (Li et al., 2023; Mwangi & Otanga, 2015; Newberry et al., 2013; Paquette & Rieg, 2016). The emotional toll of the WIL practicum is heightened owing to insufficiently holistic mentorship, and more specifically the neglect of psychosocial support by USs. According to Vesely et al. (2014), many pre-service teachers do not necessarily have the skills to regulate their negative emotions independently. Therefore, this study suggests that one way to enhance well-being is through having expert USs who are able to manage and cope with the emotional and physical impacts of stress that pre-service teachers experience (Vesely et al., 2014). However, an expert instructor with experience is not guaranteed to possess the skills and knowledge required to be an effective mentor (Gakonga, 2019). In considering this point, I made the observation that not every US aspires to take on the role of mentor. Furthermore, inadequate mentoring may be a result of the lack of awareness on the part of USs regarding their mentoring obligations or insufficient training in mentorship (Capello, 2020a). Nkambule and Mukeredzi (2017) suggest that if the mentors themselves did not

receive adequate mentorship support, it is unlikely that they will be able to provide effective support to pre-service teachers.

Considering these negative experiences that pre-service teachers face during work-integrated learning (WIL), they have expressed specific needs to help them navigate the professional and personal challenges integral to WIL. While I can acknowledge pre-service teachers may have a multitude of diverse needs, this study concentrated specifically on the four primary support systems outlined by Tardy (1985). These four types of support are instrumental, instructional, appraisal and emotional support. In simpler terms, as outlined by Tardy (1895), instrumental support refers to a type of support that is tangible and directed towards improving the pre-service teachers' learning experience. This includes the US offering their time and expertise as well as fostering collaboration among pre-service teachers (Wong et al., 2018). In addition, it also involves using suitable materials and providing pre-service teachers with critical feedback (Strati et al., 2017). By providing this support, pre-service teachers will be more motivated and better able to create meaning of the content as studies have revealed that there is a positive association between instrumental support and student engagement (Strati et al., 2017; Wong et al., 2018).

Furthermore, instructional support means providing the pre-service teacher with guidance and advice through using different teaching styles and methods (Tardy, 1985; Wong et al., 2018). Research carried out by Chan et al. (2023) shows that instructional support is crucial as it has an impact on the pre-service teachers' intrinsic learning motivation, belief in their own teaching as well as shaping their overall confidence. Furthermore, it is important for USs to empower pre-service teachers and contribute to their developing independence by providing them with critical feedback and knowledge that will guide them to reach their learning objectives (Tennant et al., 2015). Empowerment and independence could be achieved through providing appraisal support, which involves giving constructive feedback and positive reinforcement (Mthembu, 2019; Tardy, 1985). Although instrumental, instructional and appraisal supports are all vitally necessary, the study focused primarily on the final form of support that is often neglected by USs, which is emotional support. Whereas the fourth factor is emotional support, it was referred to as psychosocial support in the study as it was included in the broader concept of psychosocial support.

The latter factor encompasses university supervisors’ being active listeners, who express appreciation, show empathy and care towards the pre-service teachers as well as foster a sense of security (Kaur et al., 2021). Hobson (2016) emphasises that a mentor’s primary

objective should be to prioritise and nurture the well-being of the mentee, as this is a crucial element of mentoring (Izadinia, 2014). However, a mentor, as Liu (2014), uncovered a different reality and indicated that in many cases mentors do not prioritize providing psychosocial support to pre-service teachers. One possible explanation for this can be aligned with the findings of Birkeland and Feiman-Nemser (2012), who mention that individuals who assume the role of a mentor often view themselves as educational companions rather than friends who provide emotional support. The reflective journal of Mthembu (2019), who was directly involved with pre-service teachers in earlier PE SoTL phases, emphasises the same concerns when stating that:

> Student-teachers at ... are in desperate need of a mentor lecturer that will make them feel like they matter. They need a mentor lecturer that is concerned about their well-being; someone that cares for them, someone that is willing to guide them, listen to them, and someone that will treat them with respect. (Mthembu, 2019, p. 83)

Thus, to achieve the expectations captured in the extract, Mairitsch et al. (2021) submit that pre-service teachers' training programmes during WIL should be working actively to preserve and improve their well-being and psychosocial competence and ensure that they flourish in fulfilling their professional responsibilities (Corcoran & O'Flaherty, 2022). A way in which this can be accomplished, according to Garcia-Martinez et al. (2022), is through psychosocial skills such as resilience and emotional intelligence. These intelligences involve developing relationships with their US, who should show concern for what is happening in their personal lives rather than connecting solely on a professional level (Jooste, 2019). Therefore, pre-service teachers need to be mentored holistically, which includes having both their professional and personal, psychosocial, needs being met. To gain a comprehensive understanding of the holistic mentoring required, it is essential to define the term.

Multiple definitions of mentoring exist, which are constantly evolving and developing in the educational context (Mullen & Klimaitis, 2021). Nevertheless, there is a general consensus that mentoring is a developmental and relational process that includes both instrumental and relational functions (Clutterbuck, 2005; Mullen & Klimaitis, 2021; Kram; 1983). The conventional definition of mentorship involves a collaboration between a mentor, a knowledge professional, and a mentee, someone who is relatively inexperienced and still in the process of learning about the field of education (Hudson, 2013). This particular definition is highlighted by a participant in Salter's (2014, p.76) study, when they stated that "mentoring

to [them] is more like, [they] walk alongside the young person so that they can get themselves to where they want to go".

Gakonga (2019) states that quality mentoring is comprised of three essential support elements such as providing emotional support, acting as technical adviser, and facilitator of reflection. Lunsford (2016) and Nguyen (2017) proposes that the success of mentoring hinges on the establishment of a secure, supportive, professional, and high-quality relationship by providing both professional and psychosocial support. These two types of support can be achieved through mutually healthy mentor-mentee relationships in which the US assumes a pastoral or friendship role by providing a comfortable environment in which both academic and personal concerns can be discussed (Dreer, 2020; Hudson, 2016; Jooste, 2019; Livingstone & Naismith, 2018). I am of the opinion that this form of support is necessary for pre-service teachers as it has been recognized as increasing a sense of belonging and boosting resilience against factors that cause the negative emotional stressors that pre-service teachers experience (Rockinson-Szapkiw et al., 2021).

Pre-service teachers have indicated their need for more holistic mentoring, which emphasises personal development, such as psychosocial support and relationship-building. The question that arose was how these needs could be addressed. In the next section, I elaborated on a possible way to address the needs of the pre-service teachers by means of integrated mentoring that is holistic in nature.

2.2.4 Integrated mentoring that is flourishing in nature

Mentoring programmes are often designed with the objective of fulfilling a perceived or presumed need of the HE institution and its students (Brown et al., 2020). However, Van der Walt (2016) and Ambrosetti (2010) note that these programmes sometimes tend to focus on single specific aspects such as professional development. This approach, unfortunately, tends to neglect holistic support and guidance. In this regard, Hobson et al. (2013) and Nikoçeviq-Kurti and Saqipi (2022) assert that a critical evaluation of the current mentoring programmes for pre-service teachers should be undertaken. Therefore, to comply with the needs of the pre-service teachers during WIL, the USs should consider making a shift to a more mentorship-orientated approach, which will also transform their current roles as mentors. Thus, I proposed that there should be an integration of professional development (head) and personal development (heart). This holistic approach recognises that both aspects are vital and mutually supportive. An integration of these concepts may create

opportunities during the WIL practicum that could encourage the development of personalised support tailored to the pre-service teacher's professional and psychosocial needs, rather than to keep following the current one-size-fits-all approach (Hollywood et al., 2016; Labovich, 2022; Nora & Crisp, 2007; Salter, 2014). Integrating these concepts will enable USs to view pre-service teachers as a unified whole rather than fragmented pieces based on various aspects such as background and experiences (Goodwin et al., 2021; McKinsey, 2016). This notion of "whole" leads to the inquiry into what holistic mentoring appears to become when coaching and flourishing elements are combined.

Integrated or holistic mentoring practices go beyond the academic and professional aspects and involve a deeper comprehension of the human experience. Goodwin et al. (2021, p.3) characterise this as "the creative and aesthetic, the soul and the moral, and the emotional as well as the intellectual in human endeavours". The reason for doing so is because it focuses on the relational, developmental, and contextual components of the pre-service teacher (Van der Walt, 2016). The result is that pre-service teachers can flourish under the guidance of USs. US guidance spans across all four supports, including instrumental, instructional, appraisal and psychosocial, as outlined in section 2.2.3 (Nora & Crisp, 2007; Mthembu, 2019; Seligman, 2011). Flourishing can be defined as an ever-changing state of psychological well-being that is often interchangeable with other terms such as happiness and thriving as these constitute different psychosocial elements (Butler & Kern, 2016). Therefore, pre-service teachers who are flourishing are recognized for being individuals whose professional and psychosocial needs are addressed, which contributes to their thriving well-being. At the core of successful integrated mentoring lies the quality of relationships between USs and pre-service teachers (Dreer, 2020; Hudson, 2016). Healthy and mutually satisfactory mentor–mentee relationships, cultivated within a safe and nurturing environment, promote the wellness and flourishing of both the US and pre-service teacher (Hudson, 2016; Jooste, 2019; Lunsford, 2016; Maples et al., 2022; Nguyen, 2017; Strauss, 2022). A holistic mentoring relationship is often characterized by words such as nurture, support, mutuality, and trust (Van der Walt, 2016). Despite USs establishing a safe and nurturing environment and supporting the pre-service teachers' psychosocial needs, this does not imply that the environment will not be challenging for them as they will be stepping outside their comfort zones and experiencing growth.

Therefore, for the mentor–mentee relationship to be successful, the role of the university supervisor must also undergo a transformation, which entails integrating elements of coaching and mentoring. While attributes of mentoring and coaching are sometimes used

interchangeably, they are two distinct concepts that share certain similarities (Ambrosetti et al., 2014; Clutterbuck et al., 2016a; Mullen & Klimaitis, 2021; Mok & Staub, 2021). In their study, Kutsyuruba and Godden (2019) mention that coaching can be considered a component of mentoring. According to Mok and Staub (2021), the focus point of mentoring is providing psychosocial support, whereas coaching is predominantly centred on components of professional development such as instructional support. For US to exercise their responsibilities during WIL, they should find a balance between the roles, skills and attributes of a coach and a mentor. This involves adopting roles such as observer, facilitator and assessor, while also exhibiting positive personal attributes that encourage flourishing (Capello, 2020b). These qualities encompass but are not restricted to being a critical friend, taking a parental role and acting as supporter while being compassionate, understanding, patient, approachable and encouraging (Mthembu, 2019, Strauss, 2022).

In the following section, I elaborate on how Hudson's adapted mentoring model and Seligman's flourishing PERMA model can serve as a foundation for integrated mentoring. I first discussed Hudson's five-factor mentoring model and how it has been adapted over the years and then I discussed Seligman's flourishing PERMA model. Lastly, I shared the integration of these two models or theories.

2.3 THEORETICAL PERSPECTIVES

2.3.1 Hudson's five-factor mentoring model

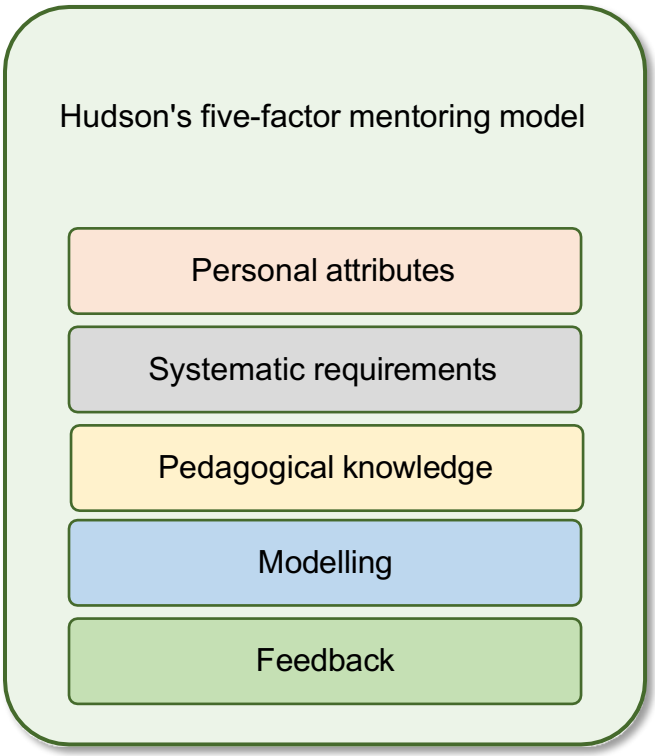
Hudson's five-factor mentoring model, which was initially formulated in 2004 and subsequently expanded upon, served as one of the theories for my research (Hudson, 2004a). Mentoring has become an important component of pre-service teachers' field experience and is a component that should not be left to chance. The presence of well-prepared and competent mentors helps pre-service teachers to succeed throughout the WIL practicum. This is particularly significant since WIL lends itself to the opportunity to nurture both professional and personal growth (Bird & Hudson, 2015).

Although Hudson's five-factor mentoring model is predominantly acknowledged for offering guidance on supervisory techniques, it follows a more coaching-orientated approach. It promotes professional development and assists with the construction of teacher identity. Thus, I believed it was applicable to this study as it could be used as a mentorship guideline for USs to do mentoring (Hudson, 2004a; Hudson, 2012). I used Hudson's five-factor mentoring model as it served to highlight the USs unique roles and responsibilities that

should be utilised to articulate the aims and objectives of their mentoring role (Bird & Hudson, 2015). USs appear to require exposure to a range of mentoring styles, techniques as well as skills to improve interactions between them and pre-service teachers. Consequently, Hudson recognised this need and developed a constructivist mentoring model that identified five essential variables that can potentially be applied to guide pre-service teachers throughout their WIL practicum (Bird & Hudson, 2015; Hudson et al., 2005). The five mentoring factors in the model are personal attributes, systematic requirements, pedagogical knowledge, modelling, and feedback. Figure 2.1, which is presented below, illustrates the five components that constitute Hudson's original five-factor mentoring model.

Figure 2.1

Hudson's (2004) original five-factor mentoring model



2.3.1.1 (Positive) Personal Attributes

The positive personal attributes of the university supervisor involve their ability to provide support to the pre-service teacher, encourage reflective practices, foster positive teaching attitudes, and overall instil confidence in the pre-service teachers about their teaching abilities (Haas et al., 2022). Thus, for USs to be effective mentors and maintain solid and trusting relationships with pre-service teachers, they need to provide psychosocial support

through the utilisation and possession of interpersonal and positive personal attributes (Bird & Hudson, 2015).

It is worth mentioning that Hudson's (2004) five-factor model originally only included personal attributes. However, in 2022, Strauss adapted the model and emphasized the significance of these attributes being positive. Some of these positive personal attributes that enhance the quality of mentoring include but are not limited to providing encouragement, critical feedback, empathy, effective communication and being a life-long learner (Hudson, 2004a, 2016). Most importantly, these attributes should prioritize the significance of the mentoring relationship (Aydin & Arslan, 2022).

In a study Ploj Virtič et al. conducted in 2023, it was revealed that personal positive attributes played an important role in fostering healthy relationships among the mentor and mentee. USs who are encouraging and willing to actively listen to their mentees can be particularly effective in the promotion of learning and growth as the relationship is built on mutual respect and trust (Hudson & Hudson, 2018). According to Jooste (2019), communication facilitated through these personal positive attributes can provide professional and psychosocial support to the pre-service teachers. This is because USs who possess positive personal attributes are able to create safe and supportive environments where pre-service teachers feel comfortable and are able to thrive during WIL. However, Hudson & Hudson (2018) emphasise the significance of these relationships being mutually beneficial. These relationships can enhance the professional growth of USs by encouraging self-reflection and improving their confidence, teaching, and communication skills. On the other hand, at the same time pre-service teachers have the opportunity to gain insight into the students, classroom, school and education systems.

University supervisors can assume pastoral and caring roles, especially when pre-service teachers require psychosocial support, by embodying positive personal attributes such as kindness, approachability, concern, support, transparency, and overall honesty (Strauss, 2022; James et al., 2020). Ndebele and Leggy-Jack (2022) determined that pre-service teachers reported an increase in their sense of acceptance and a boost in their motivation, making them feel successful in their teaching when they received psychosocial support. USs who do not exhibit the above-mentioned personal positive attributes may hinder the overall development of pre-service teachers as it can diminish their confidence and teacher identity (Hudsons, 2004; Izadinia, 2016a).

2.3.1.2 Systematic requirements

As it is the first time pre-service teachers enter functioning schools as part of their WIL, they often find themselves in unfamiliar territory. Consequently, they require guidance and assistance concerning the school's structure, policies and subject-specific curricula (Hudson, 2013). To facilitate the transition of pre-service teachers to the school environment, USs play a crucial role in delivering information that enables pre-service teachers to bridge the gap between theory and practical application through demonstration (Bird & Hudson, 2019). USs should have a solid understanding of national and educational policies, in South Africa as developed by the Department of Education (DOE), as highlighted by Li et al. (2021). A well-known policy that USs should be familiar with is the MRTEQ policy (Republic of South Africa, 2015), as provided by the Department of Basic Education (DBE).

2.3.1.3 Pedagogical knowledge

In order to help students comprehend the subject content being taught during work-integrated learning, it is essential for pre-service teachers to have a firm grasp on how pedagogy and content interact, and accordingly to be proficient in implementing effective strategies. Nopriyeni et al. (2019) characterize pedagogical knowledge as the understanding and application of teaching and learning processes, practices, and methodologies. This encompasses but is not restricted to a range of information about teaching techniques and procedures, such as class management, assessment composition, and lesson plan development. Building on this, James et al. (2020) mention that pedagogical knowledge includes essential practices such as problem-solving, questioning skills, and timetabling.

As stated in the minimum requirements for teacher education qualification (Republic of South Africa, 2015), USs need to be familiar with practices and methods of teaching. This encompasses a range of broad pedagogical knowledge such as being knowledgeable about the learners, curriculum, assessment, and teaching strategies (Republic of South Africa, 2015). Professional pedagogical knowledge may also include technology integration, cultural competence and reflective practice. Furthermore, USs should also familiarize themselves with specialized pedagogical knowledge, which includes presenting a discipline and creating inclusivity for the diverse learners in the classroom. In accordance with Korros (2016), during this period, it is the USs duty to convey the tacit and often inaccessible knowledge of the teaching profession to the pre-service teacher through explanation, observation, and modelling. During WIL, pre-service teachers are expected to actively

construct and reconstruct knowledge to enhance their professionalism. Despite the level of preparation before the practicum, pre-service teachers encounter difficulty reconciling their expectations with the realities of classroom practice (Yin, 2019).

2.3.1.4 Modelling

University supervisors play a critical role in the overall development of pre-service teachers, particularly in terms of modelling effective teaching practices. Pre-service teachers are more likely to internalise strong instructional skills demonstrated by USs and integrate them into their own practice (Bird & Hudson, 2015). USs are responsible for demonstrating physical evidence of teaching approaches that work and those that may not work (Bird & Hudson, 2015). Hudson (2004a) addressed enthusiasm as a characteristic that might demonstrate to a pre-service teacher how creating a connection with learners can aid learning. High-quality mentoring can only be deemed as such if it is connected to certain characteristics and practices. These characteristics are exhibiting subject-specific effective teaching methods, modelling classroom management strategies, demonstrating hands-on lessons, well-planned lesson designs with a clear focus, and using appropriate language for the syllabus while establishing a healthy relationship with the pre-service teachers (Hudson, 2004a; Hass et al., 2022; James et al., 2020).

2.3.1.5 Feedback

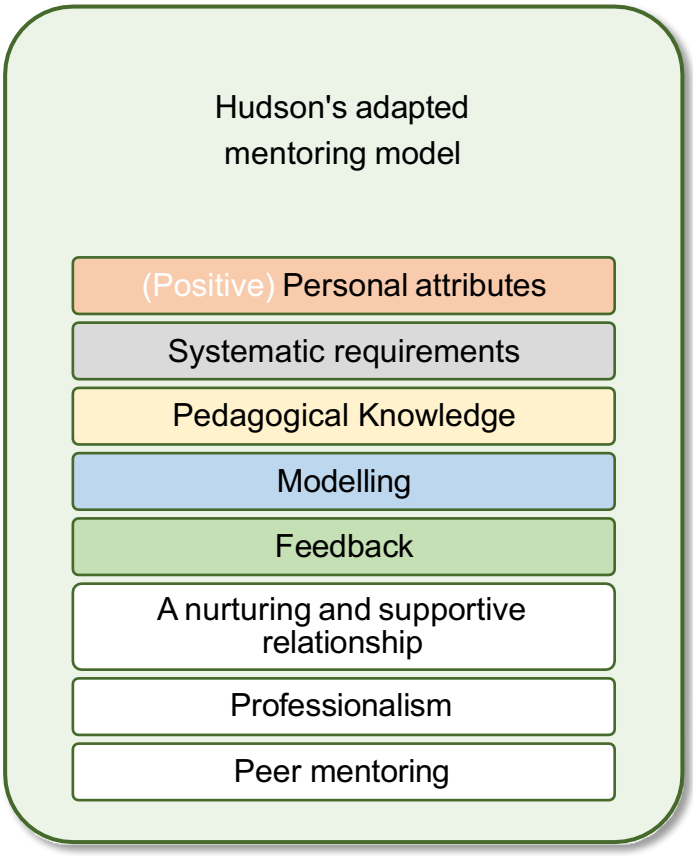
It is impossible to deny that the most crucial activity university supervisors can perform while working with pre-service teachers is to provide frequent feedback, as it is one of their primary responsibilities as mentors (Bird & Hudson, 2015; Ellis et al., 2020). USs who supervise pre-service teachers should address feedback related to, but not limited to, instructional pedagogy, such as classroom management and resource preparation (Bird & Hudson, 2015). Furthermore, it can also be beneficial for the pre-service teachers to receive feedback concerning student discipline strategies, assessments, utilizing resources effectively and maintaining their strong relationships with the other stakeholders involved in WIL (Gooden et al., 2014; Jooste, 2019). Through providing constructive feedback, USs can communicate their expectations and offer guidance that is actionable, specific and focused on the needs of the pre-service teacher, which can enhance the pre-service teacher's teaching techniques. Naidoo and Wagner (2020) argue that this type of constructive feedback is necessary, especially if pre-service teachers have feelings of self-doubt during the uncertain period of WIL.

Feedback is a two-way dialogue and can be presented with diplomatic honesty, respect, and in a supportive manner, in the form of written and oral comments (Hudson, 2004a). Bird and Hudson (2015) suggest that the intention of the feedback should be to build positive attitudes and develop pedagogical skills. Similarly, feedback should intend to boost pre-service teachers' confidence and strengthen their teacher's voices. This was depicted in a study conducted by Izadinia (2016a), in which it was discovered that feedback had a significant impact on the development of the pre-service teacher's professional identities. Concurring with this belief, Naidoo and Wagner (2020) emphasise how effective feedback can increase self-reflection, problem-solving capacity, and critical thinking among pre-service teachers. While this may be true, feedback is viewed as essential for a fruitful mentoring relationship (Izadinia, 2016b). On the other hand, studies such as the one by Kirbulut et al. (2012) depict how inadequate feedback received from USs in a mentoring role harms the overall experience of pre-service teachers. USs should therefore give recognition to the features of high-quality education and the areas for growth during the observation process and provide feedback accordingly (Bird & Hudson, 2015).

By reflecting and providing constant feedback on the pre-service teachers' practice, the mentees themselves can identify areas for improvement and develop strategies to enhance their teaching skills, continuously develop effective pedagogy, and techniques in response to the ever-changing knowledge in the field. However, after more consideration, I agree with the opinions of Jooste (2019), Mthembu (2019) and Strauss (2022), who indicated in their studies that Hudson's (2004) five-factor model is not fully holistic. The reasoning for this statement is that this model lacks integrated elements that promote human flourishing because most of the elements focus on professional development. Thus, during phases 1 to 4 of the PE SoTL project, the framework was adapted, and three additional factors were added, namely a safe and nurturing relationship (Jooste, 2019), professionalism (Mthembu, 2019), and peer mentoring (Strauss, 2022). One could argue that two of the three newly introduced factors (a safe and nurturing relationship and peer mentoring) can be considered as holistic. The three non-colour factors in Figure 2.2 below highlights the factors that were adapted into creating the eight factors that construct Hudson's (2004) adapted mentoring model, which serves as the first model and theory in this study.

Figure 2.2

Hudson's adapted mentoring model



2.3.1.6 A nurturing and supportive relationship

In a study conducted by Jooste (2019), and in Phase 1 of the SOTL project, pre-service teachers highlighted the need for a more nurturing and supportive relationship between the mentor and mentee, which resulted in this factor being added to Hudson's mentoring model. According to Pinion and Hisel (2019), nurturing mentoring can be defined as a relationship built on mutual trust and honesty that encourages personal and professional advancements for both the US and pre-service teacher. Jooste (2019) states that the US must view the pre-service teacher holistically by considering the experiences, both personally and professionally, that may have an impact on their overall development. This holistic approach can only be effective if it occurs in a healthy and supportive manner, which would allow the pre-service teacher to feel protected and able to trust their US. Pre-service teachers should feel confident enough to share personal struggles relating to mental health and stress without the fear of scrutiny (Ewing, 2021). Likewise, Harris & Lee (2019) mentioned how significant it is to foster emotional safety as a mentor. This involves both the US and pre-service teacher building a genuine and meaningful mentoring relationship by being

transparent, honest, and vulnerable. Ellis et al. (2020) argue that USs need to create an environment in which the pre-service teacher feels comfortable enough to ask questions as a healthy nurturing relationship allows for regular communication and specific expectations. Therefore, building a safe and nurturing relationship with the pre-service teacher is crucial for fostering a supportive and encouraging learning environment. Through resolving systematic requirements, providing solid pedagogical knowledge, modelling, effective teaching practices, and giving constructive feedback pre-service, teachers can feel empowered during WIL and become successful and effective integrated educators (Jooste, 2019; Strauss, 2022).

2.3.1.7 Professionalism

Mentoring pre-service teachers requires a high level of professionalism to ensure that they are receiving the appropriate guidance and support to develop their teaching skills. Professionalism can be defined as the way USs present themselves as experts while mentoring pre-service teachers in a professional learning environment such as the WIL practicum (Mthembu, 2019). Radha (2019) propose that having professional degrees and certificates alone does not necessarily make someone a professional but that instead this occurs by an integration of various skills and qualities that contribute to professionalism. In fact, characteristics such as the USs appearance, ethics, demeanour, and dependability all contribute to creating a positive professional image by upholding the respect and trust of the pre-service teachers, co-workers, and other stakeholders involved during WIL (Radha, 2019). Thus, USs need to be well versed in specific documents such as the South African Council for Educators (SACE), which provides certain guidelines and standards pertaining to the professional conduct and ethical stands of teachers.

According to phase 1 of the SOTL project, pre-service teachers indicated the need for mentors who provide them with feedback, guidance, and professional criticism to enable the to demonstrate professional skills. In another study, professionalism was a recurring theme that kept the mentor and mentee relationship on track and was a major contributor to meeting teaching objectives (Hudson, 2006). However, in Mthembu's (2019) study, professionalism is demonstrated through frequent communication, critical and constructive feedback on the observations of lessons presented, and a focus on boosting pre-service teachers' confidence and encouraging professional development. However, for professionalism to be successful and effective, USs need certain personal characteristics such as leadership, attentiveness, fostering trust and healthy relationships, listening,

understanding as well as to maintain an open-door policy with the pre-service teachers (Fraser, 2018; Strauss, 2022). Radha (2019), further explained that when considering turning a teacher into a professional, the addition of impactful mentoring, communication, decision-making, and planning should be considered. Professionalism in general is the ability of USs to deal with and manage foreseen as well as unanticipated challenges without losing sight of the main objective or hindering the growth of pre-service teachers (Radha 2019).

2.3.1.8 Peer mentoring

A study Strauss (2022) conducted resulted in an eighth factor being added to Hudson's mentoring model. The findings obtained from the study depicted that pre-service teachers felt more secure when an element of peer mentorship was introduced as they were able to connect, relate and resonate with like-minded pre-service teachers who were able to provide a different form of support, one that a US cannot give. Peer mentoring can be described as a powerful tool for personal and professional development that is founded on the notion of knowledge construction (Kiviniemi et al., 2021). Kroll (2016) states that peer mentoring is a practice in which three or more individuals are connected by their social relationship for the aim of challenging and supporting one another in order to improve and enhance both their professional and personal development. In this regard, Capan and Bedir (2019) state that an advantage of peer mentoring is that it allows for a more collaborative and supportive learning environment. It affords pre-service teachers an opportunity to reflect on their own teaching practices. By observing and receiving feedback from their peers, pre-service teachers can gain insights into their own teaching strengths and improvement (Capan & Bedir, 2019). In addition, peer mentoring has been identified as a stress-reducing factor and is a valuable source of psychosocial support for pre-service teachers (Nguyen, 2013).

With reference to the discussion on the eight factors, I argue that this model and theoretical perspective nevertheless, even after it has been adapted, does not have sufficient flourishing elements that will develop the pre-service teachers professionally and personally. Although all eight elements are vital and necessary, I hold the view that HAMM can include even more holistic elements. Thus, I am suggesting that Seligman's PERMA flourishing model should be integrated with HAMM to address the unmet psychosocial needs of the pre-service teachers during WIL.

In the next section, I elaborate on Seligman's flourishing PERMA model and the significance of integrating these elements in the context of enhancing the pre-service teacher's subjective well-being.

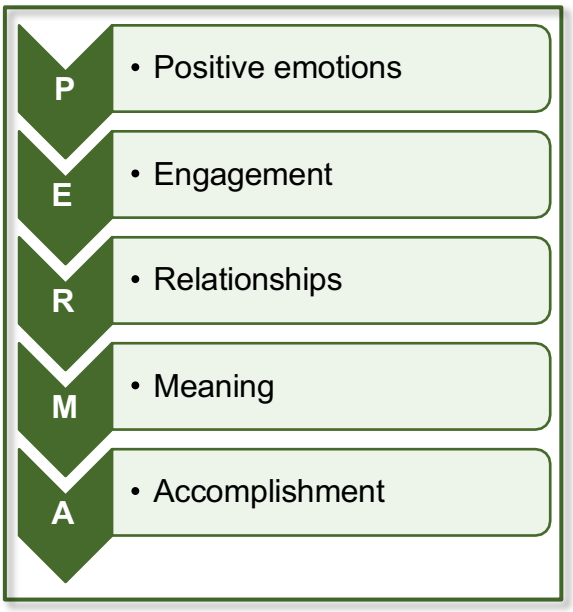
2.4 SELIGMAN'S FLOURISHING PERMA MODEL

Seligman's flourishing PERMA model is associated with positive psychology (Seligman, 2011). According to Seligman's book *Flourish: A Visionary New Understanding of Happiness and Well-being*, he identified five principles which constitute the flourishing PERMA model (Seligman, 2011). The PERMA model highlights fundamental ideas to help individuals flourish as it is included in the broader definition of well-being (Seligman, 2011). Butler and Kern (2016) define the term "flourishing" as a thriving state of psychological and social well-being that comes from performing well in different areas of life. These are Positive emotion (P), Engagement (E), Relationships (R), Meaning (M), and Accomplishment (A) (Seligman, 2011). It is crucial to emphasise that these five PERMA principles are not exclusive and may influence one another. A model like this can be integrated into the mentoring practices of US as it can guide them in navigating the psychosocial needs of the pre-service teachers, as described in section 2.2.3.

Kern et al. (2015) argue that there should be a shift in education and it should be expanded from only academic learning and consideration should be given to including more effective strategies to foster and sustain students' holistic well-being. Concurring with this assertion, Shanmugam and Hidayat (2022) undertook an investigation that suggests the flourishing PERMA model has the potential to serve as a pillar of support for individuals in the education field and serve as a foundation during challenging periods, helping them mitigate some negative factors such as stress and anxiety. This was also demonstrated in studies conducted by Gander et al. (2016) and Slater et al. (2018), where the flourishing PERMA model was used to reduce symptoms of depression and burnout. Therefore, I am of the opinion, that Seligman's flourishing PERMA model can also aid in reducing the negative realities that pre-service teachers encounter during WIL as shown in section 2.4. Since the well-being of USs and pre-service teachers are intertwined, employing the flourishing PERMA model in their mentoring practices can improve the USs well-being but also indirectly benefit the pre-service teachers. According to Seligman (2011), the flourishing PERMA model can improve the mentor's own level of flourishing, while also raising the pre-service teacher's level of thriving and success. Figure 2.3 below is an overview of Seligman's flourishing PERMA model.

Figure 2.3

Seligman's flourishing PERMA model



2.4.1 Positive emotions

"An entire life led successfully around this element; I call the "pleasant life."

-Martin Seligman (2011, p. 11)

Positive emotions drive human behaviours, thus if university supervisors incorporate more positive emotions in their mentoring practices, they will be able to help pre-service teachers excel in their working environment (Kun et al., 2017). An increasing degree of positive emotions from USs can help to build pre-service teachers' physical, intellectual, and psychosocial resources, which would lead to resilience and general well-being (Seligman, 2011). Some examples of positive emotions that USs can show are optimism and hope (Forgeard & Seligman, 2012; Seligman, 2011). In addition, this also includes the positive personal attributes of the US (Strauss, 2022). Incorporating more positive emotions have been shown to enrich relationships and collaboration between the US and pre-service teacher, which will allow both to flourish and develop professionally and psychosocially (Kun et al., 2017).

2.4.2 Engagement

"Engagement is about flow: Being one with the music, time stopping, and the loss of self-consciousness during an absorbing activity."
-Martin Seligman (2011:11)

University supervisors can start to engage fully with mentoring pre-service teachers during the WIL practicum and experience the state of being known as “flow” when they devote attention to the things they genuinely enjoy and care about (Kun et al., 2017). This includes having a sense of involvement and being able to engage fully intellectually and psychosocially with pre-service teachers by focusing on tasks that develop the skills and interests of both. USs increasing their engagement can be done through participating in peer mentoring, further enhancing their pedagogical knowledge, keeping up with the latest pedagogical trends, engaging with and fully understanding all the system requirements in an effort to assist with mentoring pre-service teachers (Seligman, 2012). Furthermore, engagement also includes USs having a psychological connection to their tasks. According to Kern et al. (2015), this involves being interested, actively participating and absorbing oneself in the WIL practicum. Doing so requires USs to have a genuine interest in and care for the well-being of pre-service teachers. In addition, they must have a deep understanding of the complexities of WIL and be active participants in WIL. In-depth understanding will allow them to be holistic mentors and provide the required professional and psychosocial support needed.

2.4.3 Relationships

"Other people are the best antidote to the downs of life and single most reliable up"
-Martin Seligman (2011:20)

Positive relationships between university supervisors and pre-service teachers that are based on trust and honesty can produce academic (head) and psychosocial (heart) benefits for both (Forgeard & Seligman, 2012). I argue that this actually forms the core of holistic mentoring. USs may foster healthy relationships with pre-service teachers by mediating conflicts and addressing specific psychological needs such as the sense of belonging that may have an impact on the overall well-being of pre-service teachers (Korthagen & Evelein, 2016). This can possibly be ascribed to the reality that both mentoring and the teaching profession are rooted in healthy relationships (Dreer, 2020) and may be regarded as an

effective resource for addressing demands of professional and personal challenges in the work environment (Dicke et al. 2017).

2.4.4 Meaning

"Belonging to and serving something that you believe is bigger than the self"

-Martin Seligman *(2011:17)*

The researchers Kun et al. (2017) and Forgeard and Seligman (2012) all emphasize in their study that meaning is a critical element of well-being as it involves utilizing your talents and strengths towards achieving objectives and accomplishments. Dreer (2020) suggests that in order to assist pre-service teachers in achieving meaningful experiences during the WIL practicum, USs can serve as role models, who can also facilitate interactions between pre-service teachers and experienced educators, providing them with opportunities to actively participate in a teaching environment. Furthermore, Dreer (2020) argues that certain types of interactions are considered to enhance a sense of meaning for example constructive conversations and critical reflection (Dreer, 2020). In addition, Izadinia (2016b) suggests feedback from the US also contributes to engender meaning among pre-service teachers. However, this also includes the USs own sense of purpose and the reasons behind employing holistic practices to become full-fledged mentors. Since meaning involves believing that one's life is valuable, this implies that USs need to be passionate and committed to a long-term mentoring relationship with the pre-service teachers. Not only will it benefit them but also contribute to boosting the well-being of pre-service teachers (Kern et al., 2015).

2.4.5 Accomplishment

"Well-being is a combination of feeling good as well as actually having meaning, good relationships, and accomplishment. The way we choose our course in life is to maximize all five of these elements."

-Martin Seligman *(2011:25)*

The last addition to Seligman's (2011) revised model is the accomplishment element of the flourishing PERMA model as it plays a crucial role in the field of education (Dreer, 2020). According to Kun et al. (2017), to attain a level of well-being, USs must be capable of reflecting on their lives with a feeling of achievement. USs can experience a sense of accomplishment when they contribute to the flourishing of pre-service teachers. Flourishing can be enhanced through fostering healthy mentor-mentee relationships that allow the US

to support the pre-service teachers in a professional and a personal manner. In a study Korthagen and Evelein (2016) conducted, the findings suggest that USs may enhance the competence and accomplishment of pre-service teachers by guiding them to establish specific learning objectives, which may be achieved through small, manageable and well-defined steps. Providing positive feedback is recognised as a vital element of mentoring that contributes to fostering accomplishment among pre-service teachers. On the other hand, a study Kovich et al. (2023) conducted identified that accomplishment has the strongest correlation with well-being. Thus, USs accomplishments also involve assisting pre-service teachers to overcome any personal challenges they may face. These challenges include any psychosocial barriers they may experience during the WIL practicum that could hinder their general achievement of well-being such as stress and anxiety.

Having discussed both Hudson's adapted mentoring model and Seligman's flourishing PERMA model, I explore how I integrated these two models, which formed the foundation of the proposed integrated mentoring practice framework that is flourishing in nature.

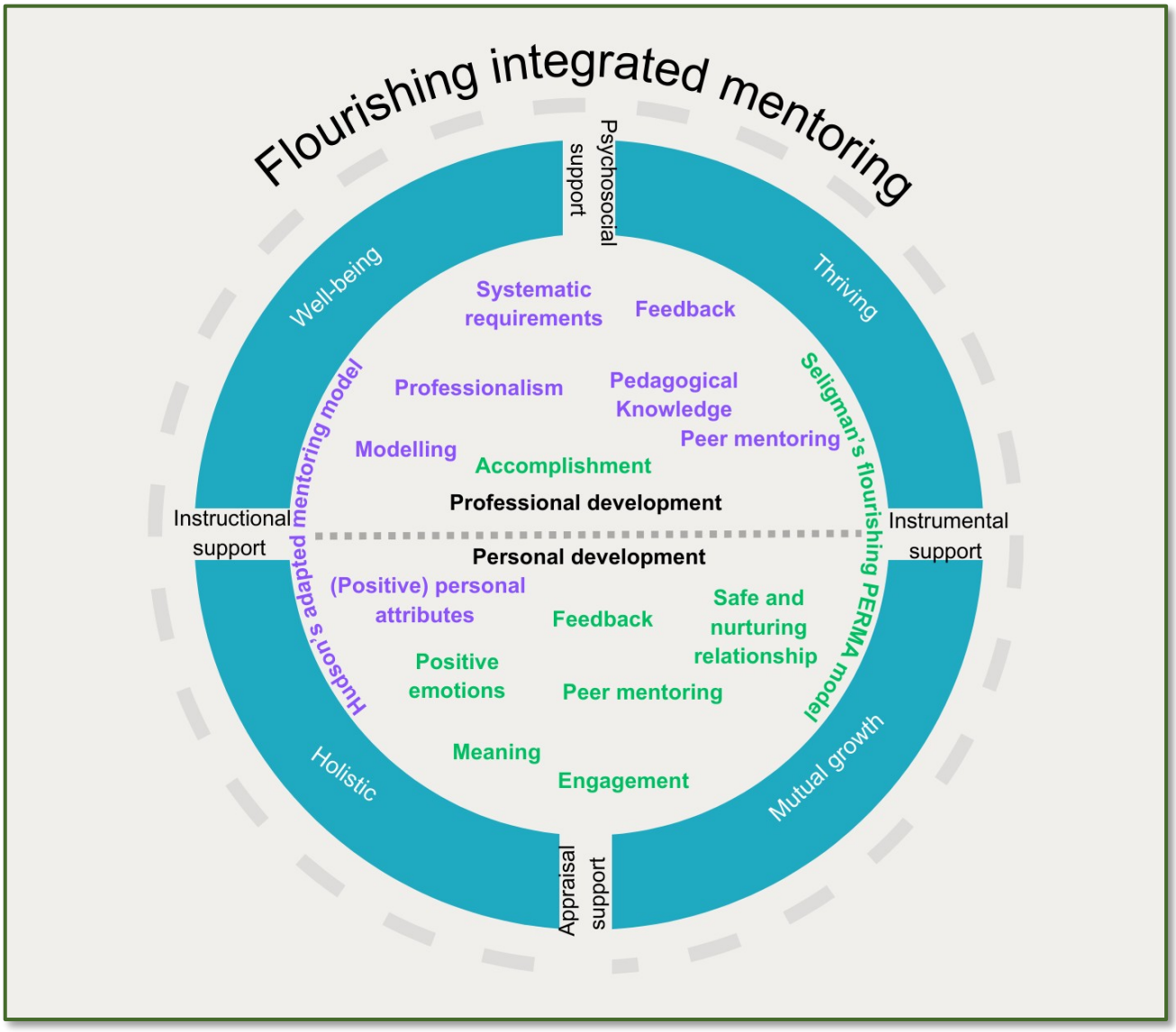
2.5 INTEGRATING HUDSON'S ADAPTED MENTORING MODEL WITH SELIGMAN'S FLOURISHING PERMA MODEL

Evidently, the integration of these two models and theoretical perspectives are mutually complementary as they are both dedicated to fostering growth and development, which strengthen understanding and effectively promote human flourishing and subjective well-being (Van Nieuwerburgh et al., 2018). According to Van Nieuwerburgh and Oades (2017: p 2), an integration of mainly coaching-orientated practices with a positive psychology theory can indeed "unlock potential, building on people's strengths, enhancing well-being and supporting sustainable optimal functioning". In my view, this integration is well suited to this study as it has the potential to provide guidance to USs who mentor pre-service teachers during WIL. Furthermore, it has the capacity to address pre-service teachers' needs, as outlined in the earlier phases of the PE SoTL project and in existing literature.

Green et al. (2012) share similar perspectives, as is clearly reflected in their study. Considering the implementation of this integration in an educational setting is recommended as it can serve as a preventative measure of the negative impact on an individual's mental health (Leach & Green, 2016). The visualization of this integration is depicted in Figure 2.4, on which I elaborated further in a section that follows.

Figure 2.4

An integrated model adapted from Hudson's adapted mentoring model and Seligman's flourishing PERMA model



The core of flourishing mentoring lies in combining elements of both professional and personal development, in acknowledging the entirety of the individual in a holistic or integrated manner. The components of professional and personal development in Figure 2.4 were derived from HAMM and Seligman's flourishing PERMA model. I included some factors of HAMM in the professional development section. Despite being a mentoring model, it places significant emphasis on professional development with a focus on instructional and instrumental support using coaching-orientated strategies. On the other hand, I incorporated numerous components of the PERMA model in the personal development section. I did so because the attributes of this model are rooted in the concept of flourishing and the

promotion of psychosocial support and overall subjective well-being. This does not imply that these components concentrate exclusively on either professional or personal development. The dotted line symbolises that these components exhibit flexibility, with some such as feedback and peer mentoring, overlapping in both sections. Table 2.1 illustrates one of the various ways in which the two theories can overlap and be interconnected. However, the crucial aspect is their central placement, which signifies their equal importance in the complete framework.

Table 2.1

An integration adapted from Seligman's Flourishing PERMA model and Hudson's adapted mentoring model

SELIGMAN'S FLOURISHING PERMA MODEL	HUDSON'S ADAPTED MENTORING MODEL
Positive emotions	Positive personal attributes, supportive and nurturing relationships, peer mentoring and professionalism
Engagement	Systematic requirements, modelling, feedback, professionalism, peer mentoring and pedagogical knowledge
Relationships	Positive personal attributes, supportive and nurturing relationships, and peer mentoring
Meaning	Systematic requirements, pedagogical knowledge, modelling, feedback, professionalism, and supportive and nurturing relationships
Accomplishments	Pedagogical knowledge, feedback, professionalism, and supportive and nurturing relationships

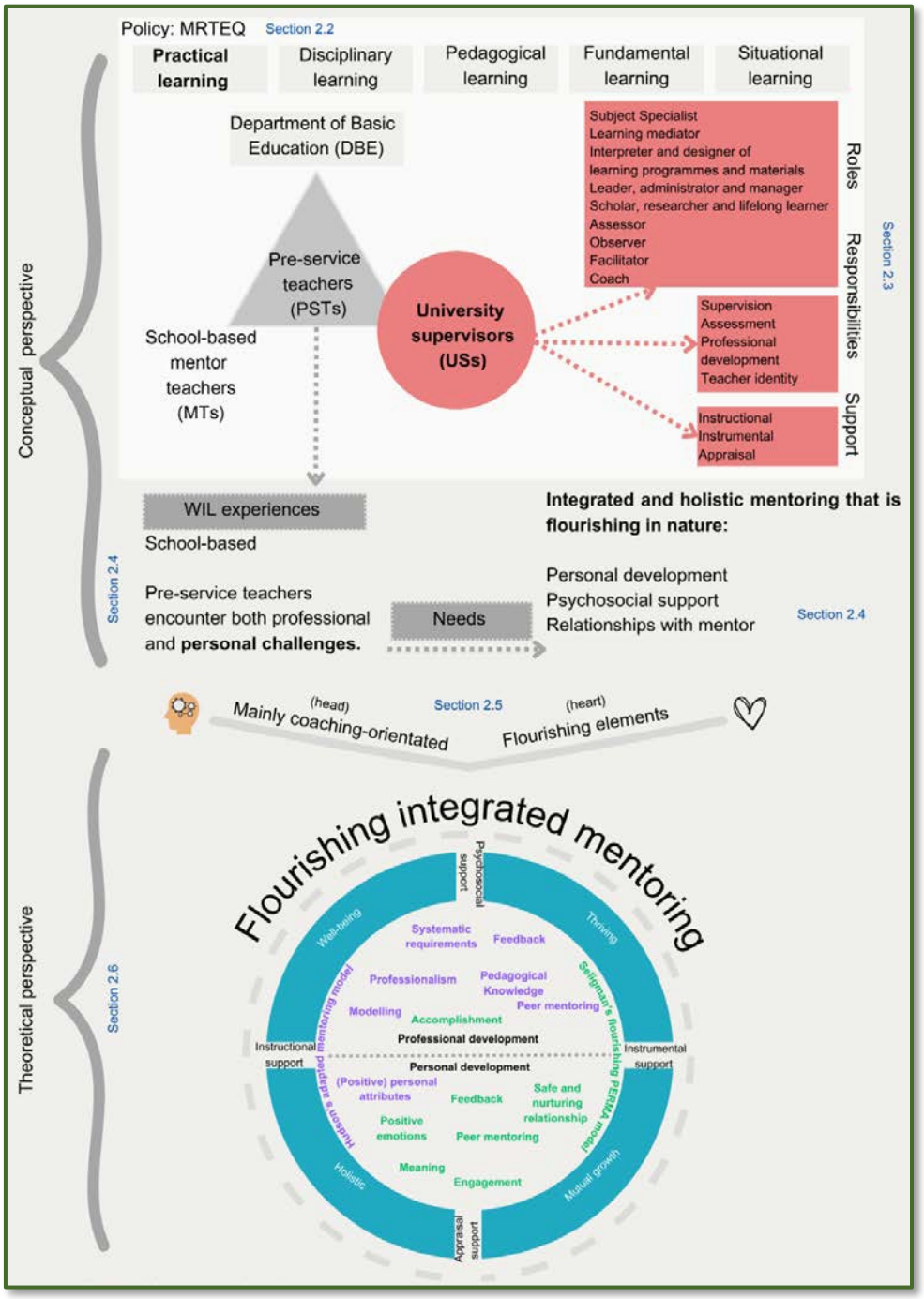
When transitioning to the second sphere in Figure 2.4, it is important to note that there are important components that influence the success of both professional and personal development. This can be achieved if USs consciously try to foster comfortable and safe environments for pre-service teachers. By doing so, USs will not only better understand these pre-service teachers' challenges and needs but also enhance and nurture their relationships with them, which is a key component in flourishing mentoring. Furthermore, USs need to be knowledgeable about their roles and responsibilities as mentors during WIL. It is essential for USs to be aware of the attributes and skills of an ideal mentor and actively work towards enhancing these skills to be able to mentor and support pre-service teachers holistically. Thus, by implementing these strategies, USs will be able to assist the pre-service teachers professionally and personally in accordance with their four main supports. By

incorporating instructional, instrumental, appraisal and psychosocial support into their mentoring approach, USs are certain to be able to cultivate flourishing among themselves and pre-service teachers, strengthen the pre-service teachers' teacher identity and enhance their WIL experiences.

2.6 SYNTHESIS OF CHAPTER

Figure 2.5

Integration of conceptual and theoretical perspectives for the development of an integrated mentoring framework centred around flourishing



When examining the research question regarding what constitutes an integrated mentoring practice framework, it is crucial to explore both the conceptual and theoretical perspectives, which were elaborated on in Chapter 2. Thus, to understand the reasoning for proposing such an integrated framework, I had to explore the realities of work-integrated learning (WIL) and its implications in alignment with the MRTEQ policy (Republic of South Africa, 2015) (section 2.2.3). The MRTEQ policy (Republic of South Africa, 2015) stipulates that pre-service teachers are required to acquire five distinct learning components, namely disciplinary, pedagogical, fundamental, situational, and practical learning. Given that this proposed integrated mentoring practice framework for USs focuses on the WIL practicum, this study focused on the pre-service teachers' practical learning, which occurs both through and during the WIL practicum. This is emphasised in bold in Figure 2.5.

To enhance this practical learning experience for pre-service teachers during the WIL practicum, there are stakeholders who have various roles and responsibilities who must collaborate to assist pre-service teachers to achieve success. This is illustrated in the diagram by the triangle, with the pre-service teachers positioned in the centre. The stakeholders include the DBE, the school-based mentor teachers and the primary focus of this study, as set apart by a large circle in the figure, the Uss. However, when considering the actual roles, responsibilities of the USs and the support provide during WIL, they often fall short in holistically mentoring pre-service teachers. This is because many USs adapt their strategies and roles to align with a more coaching-orientated approach. In doing so they assume roles such as observer, facilitator, assessor, coach and mediator (section 2.2.2). Therefore, they take on responsibilities that fall within the categories supervision and assessment, meaning they concentrate on enhancing the pre-service teachers' professional development and fostering teacher identity through instructional, instrumental and appraisal support.

However, the current roles and responsibilities of university supervisors often fail to meet expectations as numerous pre-service teachers have voiced their negative experiences and dissatisfaction with the lack of holistic support, specifically from the Uss (section 2.2.2). Pre-service teachers are faced with various challenges that include but are not limited to professional development related to pedagogical and academic content. Nonetheless, pre-service teachers may also face personal challenges that affect their general well-being. This can have an impact on their personal development as they often need psychosocial support. Thus, pre-service teachers have indicated a need for more holistic mentoring from USs. When USs follow holistic mentoring practices, they expand their focus beyond pre-service

teachers' professional development and teacher identity through instructional, instrumental and appraisal support. This process also involves providing psychosocial support and cultivating healthy mentor–mentee relationships with the pre-service teachers also to enhance their personal development.

Therefore, an integration of the current coaching-orientated strategies and elements of flourishing is essential. This is illustrated in Figure 2.6, with an image of a head, which symbolizes the USs emphasis on professional development. In addition, the elements of flourishing are represented by the heart, which symbolizes the need for more psychosocial support (section 2.2.3). The aforementioned integration is explained in detail in section 2.5. However, this entails the integration of a coaching-orientated theory, namely HAMM, which emphasises professional development, and Seligman's PERMA model, which focuses on factors that can assist the psychosocial needs of pre-service teachers. By integrating elements of professional and psychosocial support, USs will be able to provide holistic support in the form of mentoring that fosters flourishing, both for them personally and in support of the pre-service teacher. Flourishing is the outcome of instructional, instrumental, appraisal and psychosocial support, which thereby fosters healthy mentor–mentee relationships, enhances pre-service teachers' well-being and contributes to improving their teacher identity.

2.7 CONCLUSION

In this chapter, I discussed the contextual, conceptual and theoretical perspectives of my study. This included contextualizing WIL, exploring the current roles of USs, elaborating on the experiences and needs of the pre-service teachers and examining the concept of holistic mentoring. Later in the chapter, I discussed Hudson's five-factor model, HAMM and Seligman's Flourishing PERMA model, which were all integrated and formed the theoretical perspectives of the study. I brought the chapter to a close by providing a synthesis of my conceptual perspectives and theoretical perspectives which provided an integrated mentoring practice framework for my study.

In , Chapter 3, which is presented after this chapter, I provide a detailed discussion on the methodological strategies that were followed to undertake the research for this study.

CHAPTER 3 - METHODOLOGICAL STRATEGIES

3.1 INTRODUCTION

In Chapter 2 the contextual, conceptual and theoretical perspectives were discussed and it is the chapter in which I carried out a detailed literature review to identify and understand the reasons for the necessity to offer integrated or holistic mentorship during WIL. I identified at least five gaps in the literature about integrated mentoring and drafted a conceptual framework to deal with them. Furthermore, I also conducted an in-depth study of Hudson's five-factor mentoring model, HAMM, and Seligman's PERMA flourishing model, which concerns enhancing pre-service teacher effectiveness and subjective well-being through a holistic approach. The chapter concluded with an integrated version of the conceptual and theoretical perspectives that could serve as a foundation for the proposed IMPF. The latter will guide and enhance USs mentoring practices during the WIL practicum.

Chapter 3 contains a comprehensive description of the research methodology applied in conducting this study, the paradigmatic viewpoints that underpinned this research, along with the research framework and methodology adopted for gathering, recording, and analysing data. The chapter is concluded with a discussion of the quality criteria and ethical considerations. Lastly, I dealt with my role as co-researcher in this research study. Table 3.1 below provides an overview of the research methodology for this study.

Table 3.1

Overview of the research methodology for this study

PARADIGMATIC PERSPECTIVES	**Philosophical paradigm:** Interpretivist paradigm **Methodological paradigm:** Qualitative approach	
METHODOLOGICAL STRATEGIES	**Research design:** Descriptive document and secondary data analysis design	
DATA COLLECTION AND DOCUMENTATION	**Data generation techniques:** ❖ Descriptive document analysis (including national policies, existing WIL documents, national and international mentoring programmes, the university of Pretoria's mentoring practice programme (UP MPP) ❖ Secondary data (posters of a PRA workshop completed by USs, completed UP MPP booklets for USs) ❖ Informal communication with WIL staff from seven HEIs ❖ Conceptual and theoretical perspectives (see Chapter 2)	**Data documentation techniques:** ❖ Undertake detailed record-keeping, including citations ❖ Summarize key points ❖ Update researcher's reflective journal ❖ Ensure audit trails ❖ Record metadata ❖ Integrate theories into data analysis ❖ Do data archiving
DATA ANALYSIS AND INTERPRETATION		
Deductive thematic analysis		
QUALITY CRITERIA	**ETHICAL CONSIDERATIONS**	
Credibility and authenticity, transferability, dependability, and confirmability	Permission to use existing data, informed consent, confidentiality, anonymity and trust	
MY ROLE AS CO-RESEARCHER		

3.2 PARADIGMATIC PERSPECTIVES

A research paradigm encompasses more than just a methodology as it can be defined as a collection of presumptions and beliefs regarding essential facets of reality that ultimately inform the researcher's overall comprehension and perspective of their world view (Bertram & Christiansen, 2019; Cohen et al., 2018b). Thomas Kuhn is widely recognized as the originator of the concept of paradigm, which is also commonly known as research traditions or world views within the realm of social sciences (Du Plooy-Cilliers et al., 2014; Sefotho, 2018).

De Vos and Strydom (2011) purport that selecting the most appropriate paradigm for a study is crucial as it can influence the overall methodology of the study. Bertram and Christiansen (2019) elaborate on the influence the various paradigms can have on the nature of the questions put, the type of observations, the methods employed for collecting the data, and analysis of the findings. It functions as a lens through which reality is perceived by taking the form of a consistent narrative in which the outcomes of the study can be analysed based on the four primary factors: epistemology, ontology, axiology, and methodology (Creswell, 2014; Ferreira, 2012; Kivunja & Kuyini, 2017; Sefotho, 2018). The following section offers an elaborate examination of the philosophical paradigm involving interpretivism and the methodological paradigms relating to qualitative research that directed the study to create an IMPF for USs during WIL practicum.

3.2.1 Philosophical paradigm: Interpretivism

This study was guided by the interpretivist paradigm that is strongly impacted by phenomenology, hermeneutics, and symbolic interactionists (Du Plooy-Cilliers et al., 2014; Junjie & Yingxin, 2022; Nieuwenhuis, 2016), which developed over the years and challenged positivism (Bertram & Christiansen, 2019; Du-Plooy-Cilliers et al., 2014). Fundamentally, individuals and objects should not be studied in the same way. Interpretivists view individuals as active participants rather than passive objects, as their world views are influenced by their past experiences and the circumstances prevailing in their environment (Al Riyami, 2015; Bertram & Christiansen, 2019; Du-Plooy-Cilliers et al., 2014). Thus, I used interpretivism as it sought to include richness in the insights acquired by understanding how USs construct significance in and add meaning to their world. This understanding was gained through descriptive document analysis and reviewing secondary data, rather than seeking to establish clear and universal principles that can be generalised and applied to everyone

independent of certain essential characteristics and conditions (Alharahsheh & Pius, 2020; Bertram & Christiansen, 2019; Hiller, 2016; Junjie & Yingxin, 2022). It is important to interpret the USs world based on the meaning they assign to it (Du Plooy-Cilliers et al., 2014; Vos et al., 2011) as the social world and human knowledge are interconnected (Creswell, 2016).

One of the driving forces behind utilising an interpretivism paradigm is the distinguishing feature of focusing on the unique perspective of the US (Cohen et al., 2018a). The epistemological nature of interpretivism, which is both subjective and intersubjective (Hiller, 2016), is centred on the realm of human experience (Cohen et al., 2018b). Moreover, the constructivist ontological stance (Junjie & Yingxin, 2022), which has also been referred to as relativist in various studies (Allharahsheh & Pius, 2020; Al Riyami, 2015; Bertram & Christiansen, 2019; Thanh & Thanh, 2015), highlights that reality is socially constructed, and therefore I acknowledge that multiple realities or truths exist. Using a naturalistic approach in this study enhanced the authenticity of the data as it allowed me to gain a better understanding of the phenomenon “integrated mentoring”, and doing so through the eyes of different USs in the real-life context, through the analysis of documents and secondary data (Al Riyami, 2015; Bertram & Christiansen, 2019; Nieuwenhuis, 2019; Pham, 2018). Moreover, the axiology of interpretivism is recognizing and valuing the different viewpoints, perceptions, and realities of the phenomenon. Taking the above into consideration, I acknowledged that my own perceptions and those of the USs that emerged from the data collection process contributed to shaping this study (Du Plooy-Cilliers et al., 2014).

Although the paradigm under discussion places a positive value on my personal perspectives, to an extent it was also viewed as a limitation as it could potentially have introduced biases and have had an impact on the study's overall atmosphere (Al Riyami, 2015; Junjie & Yingxin, 2022; Pham, 2018). On the other hand, researchers argue that the lack of generalisation may also be viewed as a limitation as it creates a gap in validating the accuracy of the findings, resulting in useful general discoveries about some behaviours that are not being analysed (Cohen et al., 2018a; Pham, 2018). My approach to addressing these limitations was to be transparent and reflexive throughout the research, which included both functional and personal reflexivity (Braun & Clarke, 2013). I acknowledged and recognised the objectives of the study, as well as how the research tools, approaches and my personal expression and assumptions could potentially have impacted the study. However, the impact of the limitations was reduced through the utilization of a reflective researcher’s journal and regular discussions with my supervisor (Braun & Clarke, 2013).

3.2.2 Methodological approach: Qualitative approach

Qualitative research is recognized for being a humanistic approach owing to using non-numerical data such as linguistics and visual data to comprehend and convey the perspectives and views of the participants while contributing to the existing knowledge (Nieuwenhuis, 2020; Yin, 2016). A qualitative approach was used to align the objectives with the interpretive perspective of this study. A reason for this was that it centred on the subjective experiences of the participants, which were obtained through document and secondary data analysis. Another reason for selecting the qualitative approach was determining the meaning the participants attached to integrated mentoring during the WIL practicum, rather than to focus on quantifying and measuring the findings (McMillan & Schumacher, 2014; Strydom & Bezuidenhout, 2014). It allowed the data to establish its own frame of reference instead of I myself predetermining one that incorporated the values, beliefs and meanings held by academics (Braun & Clarke, 2013; Yin, 2016).

A qualitative research approach was well suited to this study, particularly when dealing with a phenomenon such as an IMPF aimed at USs who currently have limited existing knowledge (Cohen et al., 2011; Litchtman, 2014). Thus, the utilization of a qualitative approach yielded valuable and multifaceted findings for the benefit of the proposed IMPF that could guide USs, especially given the scarcity of existing literature on this topic (see Chapter 2) (Braun & Clarke, 2013).

Similarly, relating to the paradigm of interpretivism, the ontological perspective of qualitative research was based on the idea that the participants created their own meanings, resulting in identifying the multiple realities and their interpretations (Cohen et al., 2011). Therefore, generating a thick and rich description of each document and all the secondary data aided me better to understand the USs behaviours and the applicable phenomenon (Rahman, 2016; Whitefield & Strauss, 2018). This allowed me to identify and establish certain patterns and themes that emerged from the data, as well as retrieve findings and discover information that would otherwise have remained unknown if I had used other research methods (Braun & Clarke, 2013).

While there are benefits of working with documents and secondary data collected from direct intercation with the participants, there are also limitations associated with this method. One constraint is the lack of involvement in the collection process of the secondary data that I used. If it were not secondary data, I could have influenced the findings and research process,

thereby compromising trustworthiness owing to the presence of bias in the study (Braun & Clarke, 2013). Throughout the study, I gave careful consideration to the limitations that arose from utilizing a qualitative research approach. The multiple realities, subjective data, and interpretivist approach to qualitative research has been criticized for abandoning scientific procedures, as the approach is based on personal meaning and feelings, which can be inaccurate and misleading, and could have an impact on the reliability of and consistency of the data (Eyisi, 2016; Whitfield & Strauss, 2018). I addressed these limitations by following the appropriate ethical procedures, having frequent, in-depth discussions with my supervisor and fostering reflexivity by using a reflective researcher's journal, which created an audit trail throughout the study. Lastly, an additional benefit of and rationale for the appropriateness of this approach was that its flexibility allowed me to focus on creating a holistic image of integrated mentoring derived from using various unique data collection methods. The data provided descriptive details of the complex phenomenon and embraced the chaotic nature of the human experience according to the specific context of WIL (Braun & Clarke, 2013; Creswell & Creswell, 2018; Eyisi, 2016).

3.3 OVERVIEW OF RESEARCH PROCESS AND METHODOLOGICAL STRATEGIES

The following section contains a discussion of the research design that was utilized in the study. It can be described as an outline or procedure of how I intended to address the topic under investigation, what data to collect, and how to analyse the findings (Yin, 2018). The research design is regarded as a key element of the study as the objective is to yield reliable outcomes that are characterized by its non-linear and adaptable nature (Bertram & Christiansen, 2019; Seabi, 2012). While various research styles exist, this study was guided by descriptive document analysis and secondary data design, which will be further elaborated on in the sections that follow.

3.3.1 Research design: Descriptive document and secondary data analysis design

Creswell (2014) states that traditionally there are more popular research designs that exist, namely phenomenology, grounded theory, ethnography, and case study. However, for my study, I decided to use the unique method of incorporating both descriptive document analysis and secondary data analysis (Bowen, 2009). According to Owen (2014), documents constitute an independent field of research and should not be dismissed as mere accessories. Documents are known for their unique nature as they may include a variety of different sources, which may include written reports, policies, academic journals

and diaries, to name only a few (Bowen, 2009; Macmillian, 2019). This analysis design was chosen as it complemented the objectives of the study and focused on creating meaning (Yanow, 2007). I concur with the views of Max Weber (1978, p.4), who stated that "the modern world is made through writing and documentation". It allowed me to explore various other document sources to compare, improve and revise the current UP MPP into a more holistic and integrated framework. Incorporating a wide range of evidential sources is one of the distinctive strengths of descriptive document analysis, and one that I used to enhance the process of triangulation.

Pre-service teachers expressed their need for more holistic mentoring practices by USs during their final-year WIL practicum (see Chapter 2). Hence, the phenomenon under investigation in this study is the USs integrated mentoring practices. The role of USs during WIL was perceived as that of coaches, their focus being on academically supporting pre-service teachers, often neglecting their holistic needs. Therefore, the research-centred nature of this design, which was driven by evidence (Nieuwenhuis, 2016; Seabi, 2012), encouraged holistic exploration of the integrated mentoring practices of USs in the context of WIL. This exploration was achieved through attaching value to the various perspectives of the participants by using different data collection methods in addressing the “how” and “why” of the phenomenon (Baxter & Jack, 2010; Yin, 2018).

Descriptive document analysis possesses notable strengths, which justifies its utilization in this study. In fact, documents are viewed as outcomes shaped by their social environment (Yanow, 2007). Thus, this research design managed to capture the unique qualities of integrated mentoring that may have been overlooked in extensive data sets. The reason for this statement is that this specific design provides background and contextual information about the phenomenon (Armstrong, 2021). In addition, not only is it cost-effective but is known for being one of the more stable designs as the documents are safely stored and often accessible (Mcmilian, 2019). Lastly, the contents are often self-explanatory, straightforward, and easily understood by a large audience.

The secondary data analysis method, which was employed in this study, is a method that has grown dramatically in the last decade (Trinh, 2018). Simply put, this can be described as a method in which the data had already previously been collected by other researchers to answer and explore different research questions and gaps (Ruggiano & Perry, 2019). An advantage of secondary data analysis is that the data can be reanalysed countless times

(Gruenenfelder, 2017). My study is part of phase 5 of a broader interdisciplinary study, thus, I was able to use data from the previous phases, which included the posters 25 USs created and the UP MPP booklets that contain the answers given by the USs. By doing this, I was able to explore and answer new research questions based on the gaps identified in the preceding phases. The advantage of following this procedure was that I was able to do so without any additional costs or the challenge of locating participants and finding a research site. Another advantage of using secondary data was that the data was securely stored and meticulously arranged, which made it easy for me to analyse and it also saved me a considerable amount of time. This study used seven different data collection methods. Creswell (2014) suggests that this secondary method of data collection is most beneficial when there is a substantial amount of data to analyse, in this case the significant number of documents and data relevant to this study (see section 3.4.1).

Alongside the advantages, limitations also exist. One of the drawbacks of descriptive document analysis is the lack of insufficient details, low retrievability and biases (Bowen, 2009). On the other hand, some limitations of secondary data include the lack of authenticity, restricted information and the absence of observations or non-verbal communication (Taylor & Francis, 2013). To mitigate these limitations, I incorporated suggestions provided by Oswald et al. (2014), which included the process of triangulation, keeping an audit trail and cross- checking with the assistance of my supervisor.

3.4 METHODOLOGICAL STRATEGIES

This section offers an overview of the research methodology employed in this study by discussing the data generation techniques as well as the data documentation techniques. Both the data generation and documentation techniques played vital roles in this study. The selected data collection methods were used for directly gathering qualitative data, whereas the data documentation techniques were for organizing and managing the data that was acquired during the study. The following section concludes with a discussion of Braun and Clarke's (2013) six-step model in relation to this study, as it was used for data analysis and interpretation of the findings.

3.4.1 Data generation and data documentation techniques

Diverse data collection methods were used to gather and document the data to conduct adequate research and obtain sufficient information, as outlined in subsequent sections.

Figure 3.1

Data generated for the data analysis process

3.4.1.1 National policies

My study was guided by two different policies: The Higher Education Qualification Sub-Framework (HEQSF) (Council on Higher Education (CHE), 2013), and the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Republic of South Africa, 2015). To create a holistic framework, I became familiar with these documents as they were used as guidelines when creating the proposed IMPF. I examined these policies with the expectation of uncovering more detailed information relating to the mentoring that should take place during WIL and the responsibilities of USs. The data documenting technique that was used for all seven different data collection methods summarising key points by using metadata. The summary included detailed information and key points about the data such as the source, date, and variables of the data. This was done through detailed record-keeping of each document and policy as well as highlighting any citations that were used to enhance trustworthiness.

Photograph 3.1

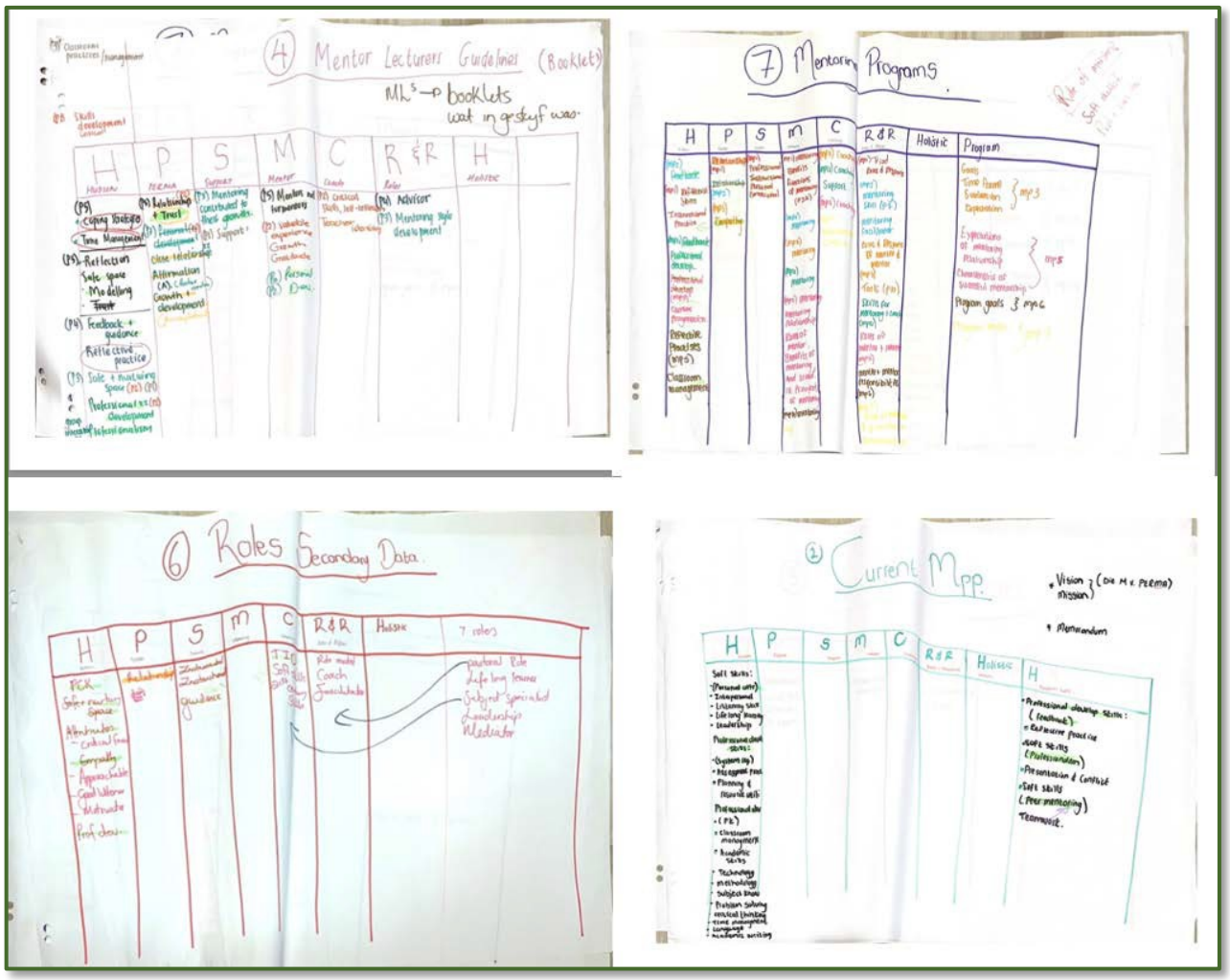
Illustrating the data analysis process

3.4.1.2 Existing work-integrated learning documents from ten Higher education institutions

I made use of existing documents of WIL guidelines that ten higher education institutions in South Africa provided me with. I carefully reviewed each document to identify any disparities between those documents and the existing current UP MPP and also to determine if there were any components I could incorporate into my proposed framework.

Photograph 3.2

A few of the tables generated during data analysis



3.4.1.3 National and international mentoring programmes

Search engines such as Google Scholar, EBSCOhost, Taylor & Francis, Wiley, SAGE research methods and Sabinet were used to find 14 mentoring guidelines, programmes and handbooks of mentoring pre-service teachers at any other institutions, both locally and internationally. Similar to the existing WIL documents, I analysed them and tried to identify any integrated components that could enhance the holistic nature of the current UP MPP.

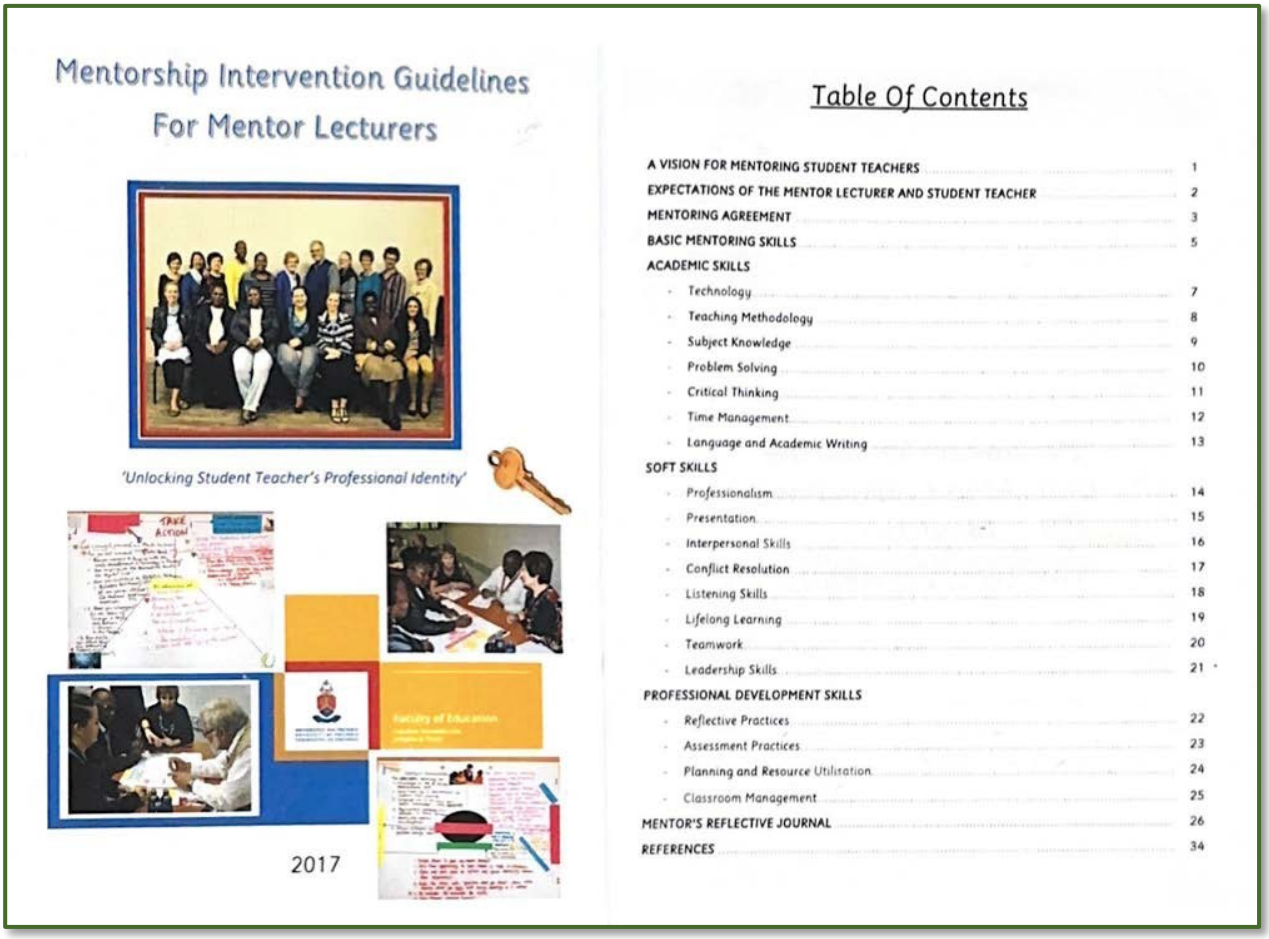
This included some concepts of both mentoring and coaching, which were clearly defined, the roles and responsibilities of the US as a mentor, and the holistic support provided to the students, if applicable.

3.4.1.4 Completed current mentoring practice programme

The current mentoring practice programme guided this study as it was created during the early phases of the PE SoTL project and is currently the only mentoring programme available at UP in which this study took place (Strauss, 2022). I needed to understand the reasoning behind the creation of the current UP MPP, and what it currently constitutes before I could highlight the gaps that needed to be addressed through the revised, integrated framework I drafted.

Photograph 3.3

Completed current mentoring practice programme at the University of Pretoria

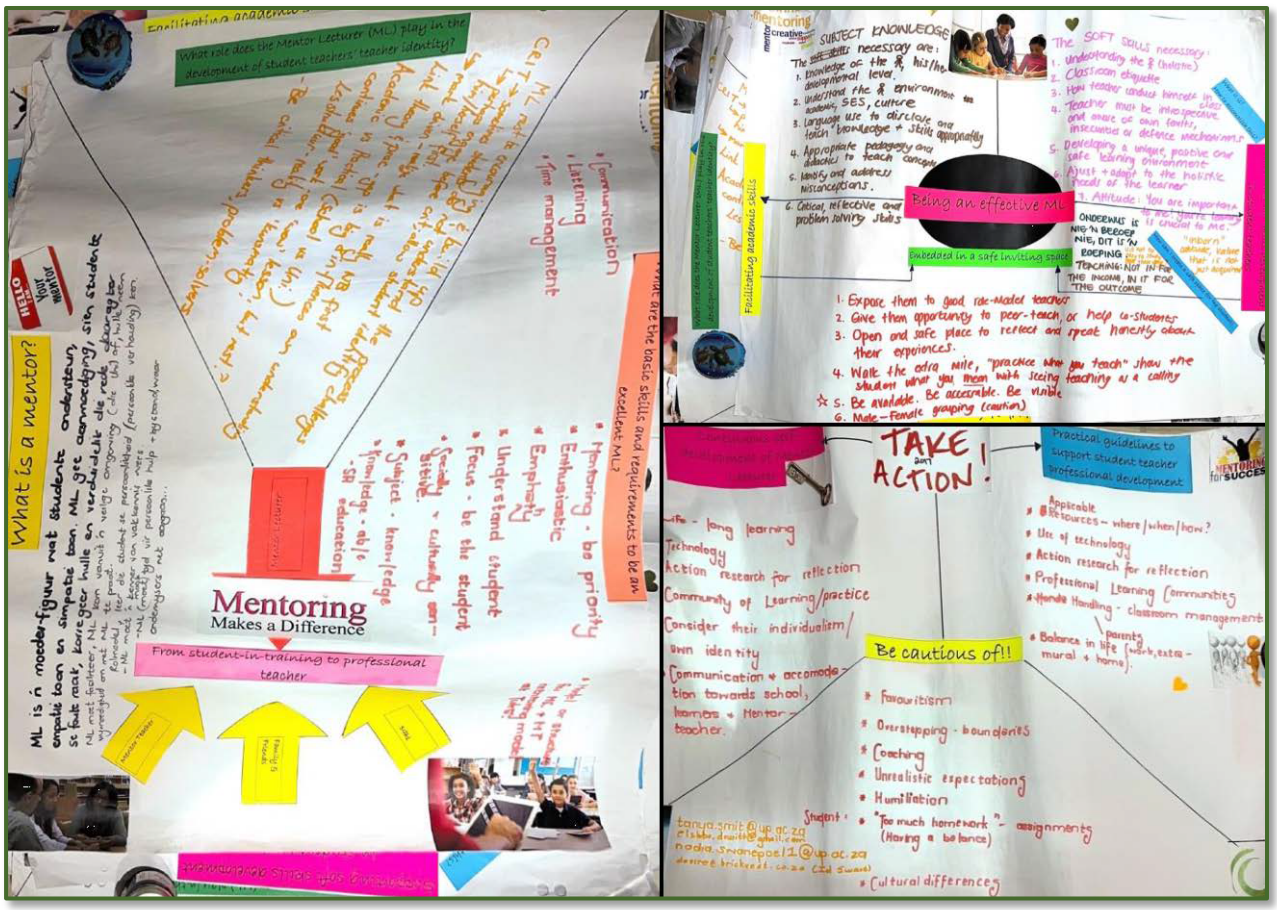


3.4.1.5 Secondary data

It was necessary to read through secondary data that was collected in the previously conducted phases of the PE SoTL project to gain a holistic understanding of the research gap and examine the need for effective mentoring, as indicated by the pre-service teachers. The first secondary sources included posters that were completed by 25 USs from the UP during the two phases of the baseline study (2016–2017) (Strauss, 2022). The information on the posters was transcribed into separate columns. These posters highlighted the roles and responsibilities of the USs during the WIL programme. Secondly, I analysed 10 completed UP MPP booklets that were completed by the USs during phase 3 and phase 4. Although there were 15 participants, only 10 completed the UP MPP booklets. These documents played a crucial role as they served as a valuable source of information for the background to this study.

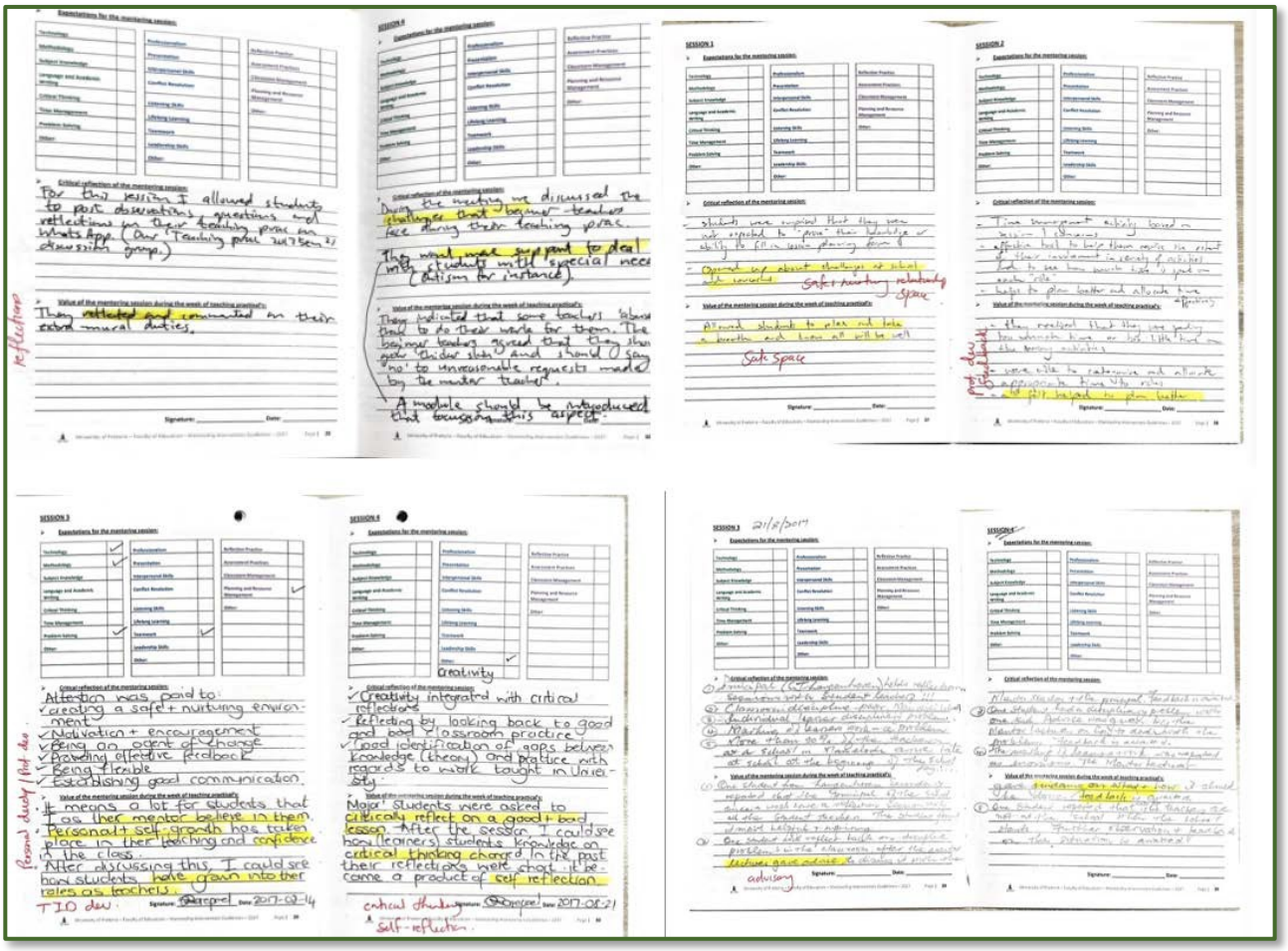
Photograph 3.4

Posters created during phases 2 and 3 of the PE SOTL project that were analysed



Photograph 3.5

Mentoring intervention booklets completed during the MPP



3.4.1.6 Conceptual and theoretical perspectives

In addition, this study used factual mass media documents. According to Strydom (2011) and Delport et al. (2011), these refer to any data or information that is free and accessible to all. Public documents such as scientific journals, thesis dissertation papers, and books as well as Hudson's mentoring model, HAMM and Seligman's PERMA flourishing model were employed during this study (Chapter 2). This formulated the foundation that was used in Chapter 4.

3.4.1.7 Reflective researcher's journal

Throughout the study I kept a researcher's reflective journal. This is a popular reflective tool among qualitative researchers to document their experiences (Lamb, 2013; Vicary et al., 2017). McGrath (2021) states that journals encompass more than just documenting the research process. They are viewed as subjective and interpretative tools as they not only

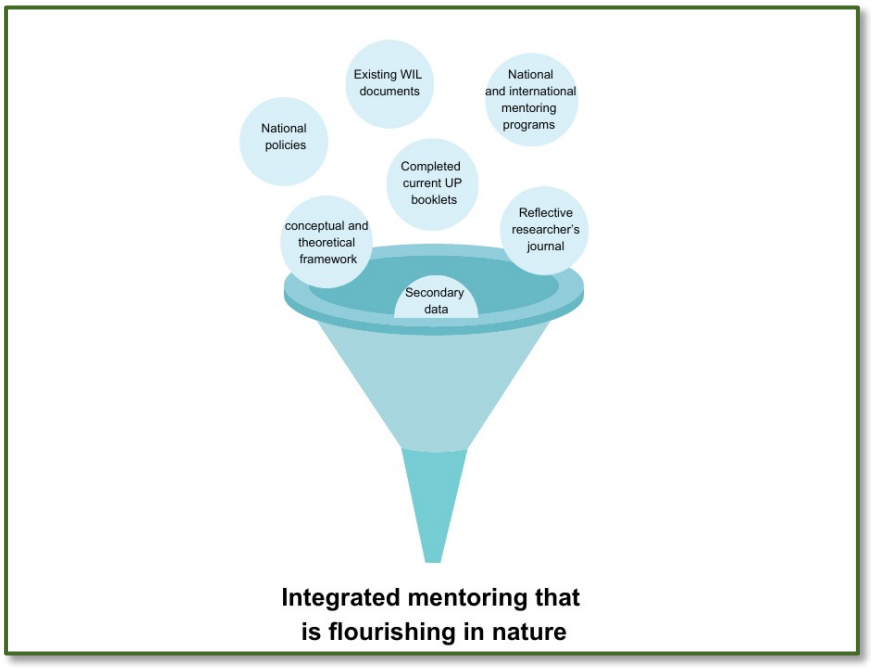
include field notes based on the research process but also the researchers' perceptions and world views (McGrath, 2021). However, a reflective journal can be viewed as time-consuming and, for a novice researcher engaging in valuable reflexivity, it poses challenges (Orange, 2016). Regular meetings with my supervisor assisted me with mitigating these limitations. The written texts and visual representations contribute to gaining an understanding of how the research questions were addressed, as well as the significance of my role in the study. The benefit of this tool and the data documenting technique that was implemented was the audit trail it established of the study and enabled me to develop my reflexive practice skills. The narrative aspect of a journal enhanced the credibility and transparency of this study as I was able to acknowledge any bias, especially during interpreting the data (McGrath, 2021; Noble & Smith, 2015).

3.4.1.7.1 Personal communication with WIL representatives from seven different higher education institutions

My supervisor and I engaged in informal discussions with representatives of seven different HEIs telephonically and through email. The discussions revolved around exploring the guidelines, policies and documents provided by their universities, which can serve as a framework for USs when engaging in the WIL practicum. Furthermore, these representatives also offered clarifications regarding their perceived roles and obligations as USs, in accordance with their respective universities WIL polices.

Figure 3.2

Graphic summary of data collected



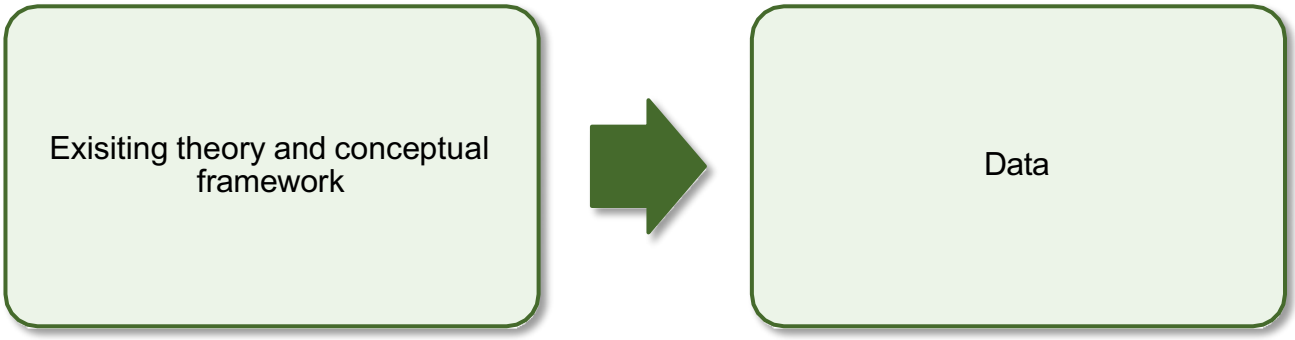
3.4.2 Data analysis and interpretation

Upon data collection, researchers are required to organize the data in a meaningful and structured manner to identify patterns that would facilitate holistic analysis and understanding of the findings (Clarke & Braun, 2013). This is precisely what thematic analysis entails, and was the method employed in this study. It hinges on the tools and strategies, instead of methodologies, that are used to interpret the data (Clarke & Braun, 2013; Morgan, 2022a). Graue (2015), describes the process of qualitative data analysis as establishing a connection between the phenomenon under investigation and the research methods employed in the study. This therefore means transferring the findings into meaningful derivatives (Liamputtong, 2013; Schurink et al., 2011). Simply summarising data does not lend itself effectively to answering the research question as the analysis of meaning is not carried out (Braun & Clarke, 2013). To gain a better understanding of data analysis, the method is deconstructed into three distinct components: reduction of data, presentation and conclusion, and validation of the findings (Bertram & Christiansen, 2019; Miles & Huberman, 1994).

In many cases, researchers combine both inductive and deductive approaches. However, in this study I relied more on the deductive approach. My preference for deductive analysis was motivated by theories built on the findings derived during the early phases of the PE SoTL project, in which overlapping theoretical concepts were prevalent (Bertram & Christiansen, 2019).

Figure 3.3

The deductive approach used



Although different steps are followed when analysing qualitative data, and variations occur, I used Braun and Clarke's (2013) six-step framework for data analysis and simultaneously to streamline the process. It is important to note that throughout all these steps, I made notes

in my reflective journal, which contributed to strengthening the trustworthiness of the study through creating an audit trail. The different steps that guided the analysis are introduced below.

Figure 3.4

Overview of Braun and Clarke's (2013) six-step framework for data analysis

Step 1: Get acquainted with the data

As a co-researcher in the larger interdisciplinary PE SoTL project, I was aware that data had already been collected in the preceding PE SoTL phases and thoroughly examined to gain a better understanding of the concepts underpinning the study. Step 1 included actively rereading the data that I collected in this study, with the aim of identifying patterns and similarities in the data set. During this step, I examined the various documents that were collected and therefore mainly focused on preparing the data. The order in which I analysed the data was the following: national policies, conceptual and theoretical perspectives, existing WIL documents, national and international mentoring programmes, completed current booklets (UP), secondary data such as the posters and the completed UP MPP booklets as well as my reflective journal, which I used throughout the whole data analysis process.

Step 2: Generate initial codes

Step 2 began once I had become acquainted with the data and noted the unique features.

To structure the data in a meaningful and systematic manner, I broke it down into smaller groups referred to as codes. I identified any interesting elements, connections, or key factors in the raw data and used well-defined labels with phrases or keywords that captured the core meaning (Kiger & Varpio, 2020). This process was carried out manually, using highlighters and handwritten notes to identify and establish connections within and among the data. According to Terry et al. (2017, p. 26) researchers may consider utilizing the "take away the data" test to ensure that the codes provide sufficient information and can be understood independently from the data.

Step 3: Identify potential themes

This step included a broader analysis of the data by comparing, examining, integrating, and mapping out the different codes, capturing them into themes through the process of active interpretation (Clarke & Bruan, 2013; Kiger & Varpio, 2020). According to Braun & Clarke (2013), codes and themes are not the same and should not be used interchangeably. As mentioned by Braun & Clarke (2013), themes are referred to as fundamental organising concepts whereas codes focus on one main idea. The initial themes were represented visually through the use of a tabular structure and were based on the conceptual and theoretical perspectives in Chapter 2. Colour-coding was used during this process (Terry et al., 2017). By the end of this step, I had an in-depth comprehension of the themes, sub-themes, and the codes that did not align with any themes. The outcome was a perception of the data as a holistic picture, which examined the relationships between themes, and identified the key concepts that answered the research question (Braun & Clarke, 2013).

Step 4: Review the themes

During this step, the focus was placed on refining and reviewing the themes that were created during step 3. This consisted of quality control by disregarding some and integrating other themes to ensure achieving a consistent, golden thread that ran throughout the data set, centred on addressing the research questions (Braun & Clarke, 2013). The two methods suggested by Braun & Clarke (2013) were used for reviewing the themes that emerged in this study. The first approach included rereading all the codes under each theme to ensure they were coherent and valuable to the theme. The second approach required of me to review the whole data set in a type of visual representation to ensure reliability and precision. The objective of this step was to ensure the themes represented a holistic overview of the data while aiming to answer the research questions (Braun & Clarke, 2013).

Step 5: Define and name the themes

This step, which involves defining, only began once I was content with the visual representation of the data created in step 4. Thus, I conducted a comprehensive analysis of each theme, through uncovering its fundamental characteristics and forming appropriate sub-themes. According to Braun and Clarke (2013), paraphrasing the data content is not sufficient, therefore I refined each theme by using detailed descriptions, which included significant attributes as well as the connection to other themes and the research question. During step 5 , I created names for each theme, which were catchy but also straightforward (Braun & Clarke, 2013).

Step 6: Report on the final analysis results

During the final step, the conclusive report was written, which included a coherent narrative of both the data set as well as the contextualisation of the current findings in comparison against existing literature (Clarke & Braun, 2017). The key element of step 6 was to ensure that I simplify the complexity of the data and make it easy for the reader to comprehend the phenomenon under investigation holistically. I presented my arguments by incorporating excerpts to enhance the credibility, transferability, and confirmability of the study (Braun & Clarke, 2013; Kiger & Varpio, 2020). The aforementioned actions collectively contributed to highlighting the connections between the data, existing literature, and the research questions (Braun & Clarke, 2013).

One advantage of thematic analysis, which made it suitable for this study, is that it was straightforward and easy to understand (Kiger & Varpio, 2020). Its accessibility and user-friendliness therefore made it suitable for novice researchers like me. In not only answering the research question, it enabled analysis of any form of data and was suitable for smaller data sets, like the one in this study (Clarke & Braun, 2013). Moreover, thematic analysis is not bound to any predetermined theoretical structure in comparison to other qualitative methods (Maguire & Delahunt, 2017). Therefore, its feature of flexibility allowed me to engage with the data systematically and in depth, resulting in a strong and justifiable analysis of what constituted an IMPF for USs (Terry, et al., 2017).

On the other hand, the limitation of thematic analysis is that it is known as one of the most vaguely defined qualitative research techniques (Lochmiller, 2021). The flexibility of its process contributed to giving it a bad name in research as the interpretations of and statements about the data can be broad and subjective (Braun & Clarke, 2013). In addition, as a novice researcher categorising the data according to specific patterns and themes, it

presented me with a challenge. Thus, triangulation, member-checking, and a reflective journal was employed throughout the data analysis process (Nieuwenhuis, 2016). Lastly, to avoid some limitations, I worked alongside my supervisor, who reviewed my work, engaged me in numerous discussions, and provided consistent guidance throughout the research process.

In the section that follows, the concept of trustworthiness is discussed by expanding on the quality criteria of a qualitative study.

3.5 TRUSTWORTHINESS

Qualitative researchers are expected to complete research studies that not only enhance understanding of a phenomenon but are precise and based on strong ethical practices. This is required to ensure that the findings are authentic and credible. Therefore a credible study ensures that the data was properly obtained and evaluated, and that the findings and conclusions appropriately reflect and represent the environment that was studied (Yin, 2016). This can be done through a term coined by Lincoln and Guba (1895), namely trustworthiness. This is regarded as the fundamental foundation for evaluating qualitative research (Billiups, 2020; Nieuwenhuis, 2016). Trustworthiness is achieved through four elements: credibility and authenticity, transferability, dependability, and confirmability.

3.5.1 Credibility and authenticity

In this qualitative study, the findings had to be presented accurately and entail holistic depictions of the integrated mentoring practices of USs, which were under investigation, to be considered reliable qualitative findings (Billups, 2021; Koonin, 2011). Credibility was strengthened throughout the study, as thick descriptions were provided of the research processes such as the methodology, theoretical underpinning, research design and the data collection process that was followed (Nieuwenhuis, 2019). Moreover, the method of triangulation was implemented as numerous data sources were used to increase the depth of understanding of integrated mentoring practices (Billiups, 2014; Koonin, 2014; Shurink et al., 2011). Anney (2014) suggests that qualitative research should incorporate at least one of the three triangulation methods as different world views can enhance the integrity of the study. In addition, excerpts were extracted from existing literature and the data collected to enhance credibility (Yin, 2018). In order to prevent any research bias and ensure that my study remained unaffected by my personal beliefs and experiences, I maintained objectivity in my research by having open dialogues and undergoing peer review with experts in the

field of higher education and mentoring (Nieuwenhuis, 2016). One example of an effort to enhance credibility was frequent meetings with my supervisor and doing member-checking, which is known as the "heart of credibility" (Anney, 2014, p.277; Liamputtong, 2016; Nieuwenhuis, 2016). I also prevented research bias by being as transparent as possible and achieving data validation by ensuring that the data was collected and analysed ethically and accurately.

3.5.2 Transferability

Transferability refers to whether the findings of integrated mentoring practice framework, specifically for USs who mentor pre-service teachers during WIL, can be used in another study (Schurink et al., 2011). While the goal of qualitative research is not to create statistically generalisable findings, the intention is to analyse the applicability of the findings (Di Fabio & Maree, 2012) to areas outside the WIL practicum context (Billups, 2020). Nieuwenhuis (2016) posits that this does not necessarily mean the findings should be generalised but that they could be used as an opportunity for other researchers to establish connections with the various phenomena of this study. Transferability was enhanced using one of the strengths of qualitative research, thick and rich descriptions (Liamputtong, 2013). Thick, rich descriptions were maintained through a thorough discussion of the findings, as well as the inclusion of relevant excerpts from the data. Thus, to enhance the trustworthiness of the study, rich and thick descriptions were achieved by incorporating excerpts, triangulation and detailed descriptions of the context, the rationale and the research design.

3.5.3 Dependability

Dependability refers to the quality and consistency of the logical flow between the research process and methods (Di Fabio & Maree, 2012). Owing to the non-linear nature of the research design (Bertram & Christiansen, 2019), it can evolve, in so doing promoting changes in the data-gathering techniques. To ensure dependability, an audit trail was established to ensure the whole research process was reasonable, traceable, and documented (Schurink et al., 2011; Stringer, 2014). Triangulation and peer debriefing was applied throughout my study. I used and updated a researcher’s reflective journal throughout the study to document my opinions, thoughts, and the rationale behind the changes made in the study. This was especially prevalent during the process of data collection and analysis. The transparency of the audit trail encouraged me to self-reflect and eliminate any factors such as bias that could have informed the study (Bertram & Christiansen, 2019).

3.5.4 Confirmability

According to Lincoln and Guba (1985), confirmability refers to the extent to which the interpretations of the findings accurately represent the world views of the participants and is not influenced by the researcher's motivation or bias (Koonin, 2014; Nieuwenhuis, 2016). Thus, to avoid the aforementioned, I used various techniques such as triangulation, the researcher's reflective journal, and an audit trial to capture the progression of the research study in detail (Anney, 2014; Liamputtong, 2016; Nieuwenhuis, 2019a). Moreover, to strengthen confirmability, I tried to maintain transparency throughout the study by including excerpts of the authentic, raw data without manipulating the findings. During data analysis, reflexivity was important to an interpretive researcher such as me. Thus, it was necessary to have regular meetings with my supervisor, to guide me in objectively analysing the data and remaining neutral.

The next section explores the ethical conduct of the study and how it was carried out to ensure the data was handled with integrity while following ethical procedures to protect myself, the public, HEIs , the community, and the policymakers (Louw, 2014).

3.6 ETHICAL CONSIDERATIONS

Ethics in research is considered as the researcher's professional conduct and beliefs, which allow them to differentiate what is wrong and right from a moral perspective when engaging with the stakeholders and data (McMillan & Schumacher, 2014). According to Creswell & Poth (2018), a prevalent misperception is that these vulnerabilities only become apparent during data collection. However, they may appear in all phases of the research. As specified in Maree (2019), researchers in qualitative studies must be especially conscious of the ethical issues that may arise owing to their subjective personal involvement. These considerations are not only safeguarded by the researcher but also enforced by institutional committees or boards that prioritise safety and integrity (Billups, 2021). To attain this goal, best practice guidelines must be applied throughout all phases of the research, as it is expected to be grounded in mutual trust, acceptance, and cooperation (Strydom, 2011). The ethical considerations that were followed in the study were permission to use existing data, informed consent, confidentiality and anonymity, as well as trust.

3.6.1 Permission to use existing data

I applied for ethical clearance from the Ethics Committee of the Faculty of Education under the SOTL project run by my supervisor. The ethical clearance number for phase 5 is UP16/11/03 DUPLESSIS23-01 (Annexure B). The ethical clearance gave me permission to work with the SOTL project's secondary data.

3.6.2 Informed consent

Each participant who was involved in the secondary data that I used was fully aware of their involvement in the preceding phases of the study (Cohen et al., 2018b; Du Plooy-Cilliers et al., 2014). Appropriate measures were implemented to guarantee that all participants in the prior phases of the PE SoTL project were competent and above the age of 18, thus capable of making decisions, and were not impacted by any psychological impairments (Louw, 2014).

3.6.3 Confidentiality and Anonymity

It is important to mention that confidentiality and anonymity are not used interchangeably as they address different ethical concepts (Louw, 2014). Confidentiality refers to the measures taken by the researcher to safeguard the participant's right to privacy (Cohen et al., 2011). To ensure this, my supervisor and I were the only ones who had exclusive access to the secondary raw data (Bertram & Christiansen, 2019; McMillan & Schumacher, 2014).

Confidentiality was maintained throughout the study as no personal or distinguished information of the participants was documented, and they remained anonymous. The hard-copy documents that were collected from a personal reflective journal were kept in a secure location that only the researcher had access to for the required duration of the research (Maree, 2019).

Conversely, anonymity refers to addressing the privacy of the participants and the HEIs from which the documents were collected. Anonymity therefore ensured that the information the participants submitted did not reveal their identities in any way. Furthermore, anonymity was ensured during the study by using aliases, pseudonyms, and codes during secondary data analysis (Cohen et al., 2018b). Lastly, it is relevant to note that no duplication of the data occurred.

3.6.4 Trust

Trust is gained through mutual respect and clear communication throughout the research study (Creswell & Creswell, 2018). I maintained trust with my supervisor and the HEI where the secondary data was obtained by avoiding deception and not mishandling the data. Throughout the study, the raw data was kept confidential and the only individuals who had access to the data were my supervisor and I. The data analysed and collected through descriptive document analysis during this study were stored in a secure location and will remain there for at least five years. I moreover established a trustworthy rapport with the personnel from the seven HEIs who are actively engaged in WIL and shared WIL documents with me, and with whom I communicated telephonically and by email.

3.7 ROLE OF THE RESEARCHER

Although this study is a component of a larger SoTL project, I served as a co-researcher without direct involvement in the data collection during the early phases of the PE SoTL project. Considering my role in the earlier research, it is important to note that I was actively involved in phase 5 of the project, which specifically related to this study. I held various roles in this study, which included but was not limited to allocating local WIL documents from various HEIs, conducting literature research, analysing data and composing a proposed IMPF. Throughout all these activities, I consistently adhered to the ethical considerations and quality criteria to the best of my abilities. My role as an interpretive researcher in this study was to achieve a holistic understanding of the complex phenomenon of integrated mentoring practices in the unique context of the WIL practicum (Maree, 2020). Thus, I was considered an instrument of research. My subjective experiences were used to enhance understanding and explore the interconnected components that constituted the phenomenon of integrated mentoring that contributes to answering the research question (Aliyu et al., 2015). However, as a partial participant, I maintained a level of detachment throughout the document and secondary data analysis, which enabled a certain level of objectivity (Strydom & Bezuidenhout, 2014).

It was important for me to be knowledgeable about the ontological and epistemological positions of the study as it served as the foundation of the research (Xu & Sorrr, 2012). A key strategy I had to adopt was verstehen (understanding) and hermeneutics (interpreting meaning). I applied these concepts throughout the research study by adopting the USs

perspective and perceiving the world of integrated mentoring through their eyes during document and secondary data analysis (Cohen et al., 2011).

On the other hand, as a qualitative researcher, I was required to adopt specific skills, which included, among others, showing appreciation for my supervisor, being critical, listening actively and being flexible (Theron & Malindi, 2012). Throughout the study, the concept of applying reflexivity as qualitative researcher was of vital relevance. I was responsible for keeping written records of the research process, engaging in reflective practices, and acknowledging any potential influence of these experiences on the interpretation of the findings (Creswell & Creswell, 2018). I assumed the role of attentive observer who noted phenomena as accurately as possible, maintained ethical considerations throughout but also proposed new questions and delved deeper into the analysis of integrated mentoring practices for USs (Maree, 2019).

3.8 CHAPTER SUMMARY

In this chapter, I explored the research methodology that guided an integrated mentoring practice framework for USs. This investigation included a discussion of the philosophical paradigm of interpretivism and the methodological paradigm of qualitative research regarding the IMPF phenomenon under investigation. Subsequently, the chapter expanded on the methodological strategies of the study such as the research design that was employed in this study, which included document and secondary data analysis. Following that, the chapter delved into the Braun and Clarke (2013) six-step model, as it guided data analysis of the findings. In the latter part of the chapter, the quality criteria of the study were covered by further exploring the credibility and authenticity, transferability, dependability, and confirmability of the study. Moreover, the ethical considerations that were addressed were discussed. Furthermore, I elaborated on the trustworthiness of the study to ensure that the findings of the qualitative study were authentic, credible, and accurate. To conclude the chapter, my role as an interpretive and qualitative researcher was analysed.

In Chapter 4, I present the data analysis, and the findings of the data in terms of the various themes and sub-themes that emerged during the data analysis process. The identified themes were then compared with the findings in existing literature (see Chapter 2) to identify any new insights by research and contribute to answering the research question.

CHAPTER 4 - DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

In the preceding chapter, Chapter 3, I engaged in an in-depth investigation of the research design and methodology used for this study. This academic enquiry involved an examination of paradigmatic perspectives, methodological strategies, the methods I used to collect and document the data as well as the procedure I followed to analyse and interpret the data. Chapter 3 also elaborated on an exploration of the quality criteria and ethical considerations, and concluded with a discussion of my role as co-researcher.

In this Chapter, I unveil the present study's findings by extracting meaning from the entire data set, which comprised seven sources, that had been analysed. I showcased my findings using tables and highlighted the themes and sub-themes that were derived from the data. To support my findings, I provided a detailed analysis and interpretation of each theme and sub-theme, incorporating diverse expects of the data. I concluded the chapter by evaluating the alignment of the study's research questions and assessing the study's contribution to understanding the different components that constitute an IMPF.

The section that follows below contains the findings of the study and the themes and sub-themes that emerged.

4.2 FINDINGS OF THE STUDY

The contextual, conceptual and theoretical perspectives explained in Chapter 2 (see Figure 2.5) served as the foundational framework for Chapter 4. While the intention was to employ inductive and deductive thematic analysis approaches, the data pertaining to integrated flourishing mentoring lacked sufficient substance, causing me to employ a deductive thematic analysis approach, using Braun and Clarke's (2013) method as discussed in Chapter 3. In following the deductive thematic analysis approach, I relied on the expectations I had from the prior Phases of the PE SoTL project, the conceptual and theoretical perspectives to construct the main themes, indicated in Table 4.1, from all the data collected (see Figure 3.2). I positioned it in the top left-hand corner of Table 4.1, as it is the foundation of Chapter 4. The information captured in the columns of Table 4.1, introduced below, was first highlighted in Chapter 2. Subsequently, I analysed the data in

correlation with this information and placed it in each relevant column. The data sources are colour-coded in Table 4.1, and agree with the colours allocated to the excerpts used throughout the discussion of the themes. It is essential to highlight that my findings remained grounded in the data.

Table 4.1

A comprehensive overview of the conceptual and theoretical perspectives of the data from which the themes and sub-themes emanated

CONCEPTUAL AND THEORETICAL PERSPECTIVES	**THEME 1:** CAREER AND SKILL ENHANCEMENT	**THEME 2:** SELF-GROWTH AND WELL-BEING	**THEME 3:** CONTINUOUS LEARNING AND GROWTH	**THEME 4:** BUILDING A MENTORING CULTURE	**THEME 5:** CULTIVATING A FLOURISHING NATURE
National policies	**SUB-THEME 1.1:** PROFESSIONAL SKILLS DEVELOPMENT	**SUB-THEME 2.1:** PERSONAL SKILLS DEVELOPMENT	**SUB-THEME 3.1:** FOUR SUPPORTS REQUIRED BY PRE-SERVICE TEACHERS	**SUB-THEME 4.1:** INTEGRATED ROLES AND RESPONSIBILITIES OF USS	**SUB-THEME 5.1:** FLOURISHING INTEGRATED MENTORING
Existing WIL documents	Pedagogical knowledge System requirements Professionalism Peer mentoring Modelling Feedback Accomplishment Skills: Academic and career-related	Engagement Meaning Safe and nurturing relationships Skills: Psychosocial skills	1. Instructional 2. Instrumental 3. Appraisal 4. Psychosocial	Subject Specialist Assessor Companion Observer Facilitator Coach Critical friend Parental role Supporter Supervision Assessment Teacher identity Foster relationships	Subjective well-being Flourish Holistic Mutual growth All four supports: instructional, instrumental, appraisal and psychosocial Integration of professional and personal development
National and international mentoring programmes					
Completed current UP MPP					
Secondary data: Posters on the roles and responsibilities of USs					
Secondary data: The MPP booklets completed by USs				**SUB-THEME 4.2:** MENTORING ATTRIBUTES OF THE USS Positive emotions Positive personal attributes	
Research reflective journal					

The themes and sub-themes identified for the purposes of this study are clearly indicated in Table 4.2, which I present below. The themes and sub-themes in Table 4.2 were recurring themes in all the data sets, I continued to investigate them until new data no longer gave new insights or information about those topics and reached data saturation (Braun & Clarke, 2021) (Table 4.2).

Table 4.2

An Overview of the themes and sub-themes

THEME 1: CAREER AND SKILL ENHANCEMENT	**THEME 2:** SELF-GROWTH AND WELL-BEING	**THEME 3:** CONTINUOUS LEARNING AND GROWTH	**THEME 4:** BUILDING A MENTORING CULTURE	**THEME 5:** CULTIVATING A FLOURISHING NATURE
Sub-theme 1.1: Professional skills development	**Sub-theme 2.1:** Personal skills development	**Sub-theme 3.1:** Four supports required by pre-service teachers	**Sub-theme 4.1:** Integrated roles and responsibilities of USs **Sub-theme 4.2:** Mentoring attributes of the USs	**Sub-theme 5.1:** Flourishing integrated mentoring

4.3 THEME 1: CAREER AND SKILL ENHANCEMENT

The first theme showed constantly across all the data sets, indicating a strong emphasis on enhancing the pre-service teacher competencies during WIL. Only one sub-theme was identified that was concerning their professional growth, specifically the improvement of the pre-service teachers' skills. Table 4.3 inserted below provides a summary of the inclusion and exclusion criteria used in Theme 1.

Table 4.3

A summary of the inclusion and exclusion criteria in Theme 1

#	SUB-THEME	INCLUSION CRITERIA	EXCLUSION CRITERIA
1.1	Professional skills development	Professional development factors in HAMM and Seligman's flourishing PERMA model: Pedagogical knowledge, system requirements, professionalism, peer mentoring, modelling, feedback, and accomplishment. Any academic and career-related skills	Factors in HAMM and Seligman's flourishing PERMA model related to self-growth and well-being. Any personal/psychosocial skills.

4.3.1 Sub-theme 1.1: Professional skills development

Upon closer examination of the various data sources, a prominent theme that was of special interest to me was placed on only one aspect of mentoring, namely specifically the professional and academic development of pre-service teachers. This was particularly prominent in nine of the fourteen national and international mentoring programmes (labelled as #1, #2, #3, #4, #5, #7, #8, #10, #14) that linked their programme goals to professional development and enhancing the mentee's career. Examples drawn specifically from mentoring programme #2, as captured for reference, articulated that it "...focuses on mentoring within a professional context" (p. 6). Conversely, mentoring programme #4 emphasized that it was "a structured, sustained process for supporting professional learners through significant career transitions" (p. 3). Similarly, mentoring programme #5 conveyed a comparable message in stating that mentoring, according to them, was "a process of deploying experienced individuals to provide guidance and advice that will help to develop the careers of mentees allocated to them" (p. 2).

It is noteworthy that four of the nine mentoring programmes, those labelled #1, #7, #8 and #14, emphasised professional growth in mentoring was intended primarily for novice teachers. Mentoring programme #13 lacked clarity on the nature of development in asserting that "mentoring is an intentional pairing of individuals with the goal of providing the inexperienced person (mentee) with an experienced partner (mentor) to guide and nurture his or her development" (p. 13). This statement appears in a mentoring programme

directed at beginner teachers, simply referenced as "development", a term that is particularly broad as it may include a wide-ranging variety of components.

Furthermore, coaching-orientated factors that foster professional development were highlighted in the MRTEQ policy (Republic of South Africa, 2015). This included factors from HAMM, such as pedagogical knowledge, professionalism and system requirements. The policy referenced concepts such as general and specialised "pedagogical content knowledge" (p. 10), "information and communication technologies" (p. 11) and "academic literacies" (p. 11). MRTEQ (Republic of South Africa, 2015) even went to the extent of highlighting the emphasis on the professional development components by stating that "professional ethics and the development of professional attitudes and values constitute key elements of all teacher education programmes" (p. 11). The emphasis on professional development was echoed in existing WIL documents and in the guidelines of other HEIs in South Africa. I observed that the documents often describe coaching-orientated strategies interchangeably with mentoring, focusing on only one aspect of mentoring, and failing to render it holistic. An example of such an occurrence was captured in the WIL guidelines of University #3, where mentoring was defined along coaching principles such as modelling and pedagogical knowledge found in HAMM.

> Mentoring is the process of serving as a mentor, someone who facilitates and assists another's development. The process includes modelling because the mentor must be able to model the messages and suggestions being taught to the beginning teacher. Also, as indicated, the mentor must be able to serve as a model of the teacher's role in education. The mentoring process includes coaching as an instructional technique used in apprenticeship at the workplace. In addition, it includes "cognitive coaching," a term gaining wider familiarity in education. To be effective, the mentor must be able to demonstrate a range of cognitive coaching competencies, such as posing carefully constructed questions to stimulate reflection, paraphrasing, probing, using wait-time, and collecting and using data to improve teaching and learning. Mentoring, like coaching, is a collaborative process (WIL guidelines University #3, p. 4).

Nonetheless, the WIL guidelines I obtained from the higher education institutions in South Africa do not provide uniform definitions of mentoring that are unique to their respective institutions. University #1 structured its mentoring guidelines based on Hudson's five-factor model, which is centred on coaching strategies associated with the professional development of pre-service teachers. To the contrary, University #7 and University #5 did not undertake an in-depth exploration of mentoring, but rather outlined the assessment and feedback process for US during WIL.

This was also apparent when I explored the completed current University of Pretoria mentoring practice programme. This was one of the few universities that had established a mentorship intervention guideline specifically for USs. During the data analysis process, I recorded, in my research journal, a possible explanation for this: "The current UP MPP was more detailed than other universities' as it was involved in the development of the early stages of the PE SoTL project" (Reflective Journal, 15 September 2022). Thus, the feedback received from actual USs was used to draft the current UP MPP. A recurring observation was that, despite being labelled as a mentoring programme, the UP MPP emphasized skills that aligned with coaching, with a view to enhancing professional development. This was also apparent in the vision of the mentoring programme, which states "Passionate Mentoring Unlocking Professional Identity - The Art of Possibility" (p. 1). The current UP MPP also elaborates on the fundamental mentoring skills required for USs. Upon closer examination, the skills listed are rooted in factors such as pedagogical knowledge, system requirements, peer mentoring, professionalism and feedback, which are all found in HAMM. Therefore, these basic mentoring skills were categorized according to "academic skills", "soft skills" and "professional development skills". Mostly the skills listed, with the exception of one or two, focused on the professional aspects of mentoring. Some examples included: "subject knowledge" (p. 9), "time management" (p. 12), "professionalism" (p. 14), "assessment practices" (p. 23) and "classroom management" (p. 26).

A striking observation in the data relates to the absence of information regarding the mentoring skills associated with that of the US or mentor. Whereas coaching was mentioned in 12 of the 14 national and international mentoring programmes, it was also referenced interchangeably with mentoring, particularly in mentoring programmes #9 and #8. However, what drew my attention was the emphasis that mentoring programmes #12, #13 and #14 placed on the coaching skills of mentors. Notably, these three programmes were developed specifically for novice teachers who are mentored by school-based mentor teachers.

Mentoring programme #14 indicated the following as mentors' skills: "growth through feedback, reflection, and coaching, and ongoing professional learning" (p. 4). Programme #12 also makes reference to the aforementioned skill by asserting that mentors need to demonstrate "good coaching skills" (p. 7).

The mentors' skills that focus on coaching are also highlighted in the existing university guidelines for WIL. I observed a special emphasis on academic and professional skills in the WIL guidelines of universities #2, #3, #6, #8 and #9. The guidelines of all these universities made reference to skills pertaining to pedagogical knowledge, system requirements and feedback, with a lesser emphasis on soft skills. The WIL guidelines of University #6 were the only guidelines that predominately referenced soft skills such as "interpersonal skills" (p. 37) and "listening skills" (p. 62). University #8 stresses the necessary professional development skills required as the mentors are expected to "provide additional advice and support, regarding the lesson or classroom management" (p. 2). Conversely, another instance is represented in programme #2, which in turn emphasises feedback throughout the guideline, which is regarded as a reflective practice skill. What is interesting is that this is also the professional development skill that participants #4, #2 and #5 emphasised when completing the UP MPP booklets. Although Participant #2 mentioned "self-reflection" (p. 30), I still consider it a component of reflective skills. Other academic skills that Participant #5 considered important were "time management" (p. 33) and "coping strategies" (p. 33). Participants #1, #2 and #3 constantly referred to "critical development skills, classroom practice management" and "group interactions" throughout the UP MPP booklets. As indicated in my research journal, "classroom practice management and group interactions are not traditionally known as skills; they involve the use of other various developmental skills" (Reflective Journal, 15 September 2022). These were also the most prominent professional skills a mentor should possess, as highlighted in the national and international mentoring programmes. Therefore, the professional skills that stood out the most were "leadership" (#3, #5 and #7), "communication skills" (#8, #9, #12), "reflective skills" (#1, #3 and #11), and "feedback" (#7 and #9). Conversely, national and international mentoring programmes #14, #13 and #10 briefly alluded to the mentor's "skills", without additional details or context. A notable example of this occurred in mentoring programme #14, with reference to the mentor being "...respected by peers and leaders for professional knowledge and skills" (p. 4).

4.4 THEME 2: SELF-GROWTH AND WELL-BEING

The second theme was identified as a crucial component of holistic mentoring, despite receiving only a brief mention in the data set. Personal skills development is an important component of self-growth in holistic mentoring, hence this sub-theme formed. Table 4.4 provided a brief overview of the inclusion and exclusion criteria of Theme 2.

Table 4.4

A summary of the inclusion and exclusion criteria of Theme 2

#	SUB-THEME	INCLUSION CRITERIA	EXCLUSION CRITERIA
2.1	Personal skills development	Factors targeting personal development in HAMM and Seligman's flourishing PERMA model. These include positive personal attributes, positive emotions, engagement, meaning, safe and nurturing relationships. Any mention of personal skills that USs should possess such as resilience, self-confidence, emotional intelligence, and self-esteem.	Professional development factors and skills in HAMM and Seligman's flourishing PERMA model

4.4.1 Sub-theme 2.1: Personal skills development

Upon reviewing the Minimum Requirements for Teacher Education Qualifications and the Higher Education Qualification Sub-Framework, it became evident that no references to personal development and well-being were linked to either the US or pre-service teacher. Therefore, elements that promote self-growth such as engagement, meaning and fostering nurturing and supportive relationships remained undressed (see Table 4.1). As noted in my research journal, I inferred that "the personal development and well-being of the pre-service teacher during WIL were not necessarily considered when developing the MRTEQ and HEQSF policies"(Reflective Journal, 13 September 2022). I also observed this when I analysed the current UP MPP. Although it is referred to as "mentorship intervention guidelines for mentor lecturers", it only addresses academic aspects of mentoring, and encompasses only the necessary academic skills of USs (see Theme 4.3.1). I observed this discrepancy as there was no sub-section attached to the basic mentoring skills that

exclusively targeted and encouraged skills aimed at fostering personal growth and well-being. However, three distinct sub-sections were dedicated to academic skills. Despite this, Participant #2 was the sole US who noted personal development, through the academic-orientated UP MPP, among their students. Participant #2 expressed this by documenting "personal and self-growth has taken place in their teaching and confidence in the class" (p. 29). As noted in my research journal, a reason for this could be that "there are certain soft skills in the current UP MPP such as 'interpersonal skills' (p.16) and 'teamwork' (p. 20) that are thought to be both professional and personal enhancements" (Reflective Journal, 15 September 2022). These skills could evidently both be linked to fostering relationships. This is the only possibly noteworthy observation about the significance of personal development in these documents.

Among the 14 national and international mentoring programmes that I examined, only five mentoring programmes (#1, #3, #5, #6 and #9) acknowledge that personal development is a component of mentoring. "Relationships", a component that fosters professional development, was referenced throughout these mentoring programmes. Nevertheless, there were brief references to certain personal positive emotions such as empathy, trust and respect, which foster these relationships. However, they did not present details regarding ways mentors can nurture and support these relationships. Three of the five mentoring programmes (#1, #6 and #9) were specifically developed for teachers. Furthermore, mentoring programmes #1 and #6 reflect similar programme objectives. Both the latter programmes indicate that their objectives are "to promote the personal and professional well-being of beginning teachers" (p. 8). Mentoring programme #1 refers to it as "personal and emotional" (p. 13) that encompass components such as "moral support" (p. 13), "befriendment" (p. 13) "well-being" (p. 13) and "encouragement" (p.13). Conversely, programme #6 associates "personal development" solely with well-being. According to my research journal, "these are all components that I consider to be significant in enhancing personal development" (Reflective Journal, 14 September 2022).

Interestingly, among these five mentoring programmes, programmes #1 and #6 were the only ones to mention the well-being of the pre-service teacher. Whereas this is a positive step towards perceiving mentoring in a holistic manner, it lacks a detailed explanation of what well-being entails. I obtained similar findings when examining the WIL documents of universities in South Africa, which indicate a general failure to report on well-being. The WIL guidelines of universities 1#, 2#, 6# and 8# briefly mentioned the concept of personal development. An example of the lack of detail when referring to the concept of personal

development is apparent in the WIL document of University #8. The sole reference to personal development goes, "the portfolio must be an accurate reflection of the student's professional and personal growth" (p. 3). Upon further examination, the concept of "well-being" was not mentioned a single time throughout any of the WIL guidelines of universities in South Africa. Nevertheless, the lack of components that can enhance personal development resonated in the posters. Even though the precise words "personal development" or "well-being" were not written down on the posters, USs wrote down words and phrases that alluded to fostering personal development. These included "relationships" (p. 1), "being a life-long learner" (p. 1) and "critical, reflective and problem-solving skills" (p. 2).

4.5 THEME 3: CONTINOUS LEARNING AND GROWTH

University supervisors should prioritise providing continuous learning and growth, which is one of the many purposes of WIL. This can be achieved by offering holistic support in the form of four types of support, constituting sub-theme 3.1. Table 4.5 offers a summary of the inclusion and exclusion criteria in Theme 3.

Table 4.5

A summary of the inclusion and exclusion criteria in Theme 3

#	SUB-THEME	INCLUSION CRITERIA	EXCLUSION CRITERIA
3.1	Four supports required by pre-service teachers	The four necessary supports provided by USs, as indicated by pre-service teachers, which comprise instructional support, instrumental support and appraisal support.	Any additional forms of support from stakeholders other than USs, beyond instructional, instrumental, appraisal and psychosocial support.

4.5.1 Sub-theme 3.1: Four supports required by pre-service teachers

The necessary support university supervisors are expected to provide to the pre-service teachers was consistently referenced across all data sets. As highlighted in Mentoring programme #1, "mentors are support providers, not evaluators" (p. 29). This was exceptional, and I noted it in my research journal as follows: "I found this somewhat intriguing because even though the USs are referred to as support providers, their focus seems to be on providing only one type of support" (Reflective Journal, 14 September 2022). As I delved

into the national and international mentoring programmes, it became apparent that instructional support was the most frequently mentioned as it was, significantly, emphasised in all 14 mentoring programmes. The second-most noted support, referenced in 11 of the 14 programmes, was appraisal support. While these programmes did not explicitly state "appraisal support", across all the mentoring programmes, elements such as "assessment", "evaluation" and "feedback" were referenced. These factors can be regarded as components of appraisal support. Although instrumental support was reported in five of the mentoring programmes, it was not explored in detail. In instances where it was briefly mentioned, this factor was linked to mentors providing resources to the mentee. In affirming this statement, Mentoring programme #9 states "share examples, information and resources" (p. 13). Psychosocial support was only cursorily mentioned in Mentoring programme #5, a general mentoring programme, rather than one tailored with the intention to mentor pre-service teachers. It states that:

> The role of the mentor is not merely to provide guidance and advice on how to accomplish certain tasks skillfully. The mentor's primary role is twofold:
>
> - To provide career development behaviours such as coaching, providing challenging assignments and fostering the mentee's visibility.
> - To provide psychosocial support such as counselling, support and role modelling (p. 3).

A noteworthy observation I made was that none of the mentoring programmes referenced all four supports. Three was the highest number of supports encompassed in one mentoring programme, as indicated in #5, #6, #7, #8 and #9. Similarly, I noticed that the emphasis on instructional support was also reflected in the existing WIL guidelines for universities #2, #4, #6 and #9. Across all these WIL guidelines, there was a noteworthy reference to instructional support, provided through "pedagogical knowledge" and "assisting" the pre-service teachers to enhance their professional skills and knowledge. In addition, "feedback" and "assessment" that alluded to appraisal support and were referenced throughout these WIL guidelines. What clearly remained silent in the WIL documents was instrumental and psychosocial support, which was yet again solely mentioned in the WIL guidelines of University #6. I noted the following in my journal during this phase of the study: "The WIL guidelines that I explored focused on elucidating the evaluation and assessment process that the USs are expected to undertake, rather than providing information and suggestions

on ways to holistically support the pre-service teachers" (Reflective Journal, 13 September 2022). A sentence that caught my attention the WIL guidelines of University #6 was that "each cluster of schools should have an assigned teaching practice supervisor who is responsible for the initial training and ongoing support of school-based mentors as well as the formal assessment of students on teaching practice" (p. 23). In this regard, I captured in my personal record: "… a rare instance where the 'support' provided by the USs was associated with the school-based mentor and not the pre-service teacher "(Reflective Journal, 13 September 2022).

In the current University of Pretoria mentoring practice programme, a substantial focus on the teacher's identity is made by utilising the factor "instructional support". Components that foster professional development such as "classroom management" (p. 26), "teaching methodology" (p. 8), "assessment practices" (p. 23) and "professionalism" (p. 14) were referenced throughout the current UP MPP. However, employing "peer mentoring" to enhance instructional support caught my attention in the completed UP MPP booklets. Participant #1 acknowledged the benefits of incorporating peer mentoring into the lesson by asserting that the pre-service teachers "...enjoyed being part of a PLC/COP group to share, assist, listen and support each other" (p. 31). Finally, upon reviewing the posters the US had created, there were significant phrases and words pertaining to instructional, appraisal and psychosocial support. As documented in my research journal, "the posters were the sole data source that [in which] psychosocial support was overtly evident. This enables me to infer that the USs value it equally to instructional support during WIL" (Reflective Journal, 18 September 2022). Although the support that enhances teacher identity featured prominently, there were far more phrases that alluded to psychosocial support, emotional support and the overall well-being of the learner. Examples of some of these phrases were: "… an ear and shoulder to weep on/listen to" (p. 1), "understanding the student (holistic)" (p. 5), "provide guidance on personal issues" (p. 5) and "adjust & adapt to the holistic needs of the learner" (p. 5).

4.6 THEME 4: BUILDING A MENTORING CULTURE

University supervisors must be aware of their roles, responsibilities, and attributes of holistic mentos, to develop a mentoring culture during WIL. These aspects are expanded on in the sub-theme 4.1 and sub-theme 4.2 below. Table 4.6 below provides a summary of the inclusion and exclusion criteria in Theme 4.

Table 4.6

A summary of the inclusion and exclusion criteria in Theme 4

#	SUB-THEME	INCLUSION CRITERIA	EXCLUSION CRITERIA
4.1	Integrated roles and responsibilities of the US	Any existing roles and responsibilities of USs during WIL in their capacity as holistic mentors	Excludes any school-based mentoring roles and responsibilities other than those provided by USs outside of WIL
4.2	Mentoring attributes of the US	Personal and professional attributes of a US that contribute to their role as a holistic mentor	Excludes any attributes that are not related to a holistic mentor during WIL

4.6.1 Sub-theme 4.1: Integrated roles and responsibilities of the university supervisor

In a significant portion of the data I analysed, excluding the current UP MPP, the roles and responsibilities of a mentor and the US were prominent. I excluded the current UP MPP as there was a notable absence of information regarding a mentor's roles and responsibilities during WIL. However, the roles and responsibilities of a mentor were not evident in the MRTEQ policy either (Republic of South Africa, 2015). I observed that this policy included an Appendix A that listed the "Collective roles of teachers in a school" (p. 60). A question that I raised in my reflective journal was: "How can USs model effective teaching practices for pre-service teachers during WIL, if they do not embody the roles of teacher"(Reflective Journal, 13 September 2022)? The seven roles mentioned in the MRTEQ policy (Republic of South Africa, 2015) are (1) "specialist in a phase, subject discipline or practice" (p. 58), (2) "learning Mediator" (p. 58), (3) "interpreter and designer of learning programmes and materials" (p. 58), (4) "leader, administrator and manager" (p. 58), (5) "scholar, researcher and lifelong learner" (p. 58), (6) "assessor" (p. 59) and (7) "community, citizenship and pastoral role" (p. 59). I found this rather intriguing as the roles and responsibilities of USs found in the other documents primarily highlighted the first six roles, rather than also placing emphasis on the seventh. In my analysis, 11 of the 14 national and international mentoring programmes alluded to the roles and responsibilities linked with a mentor. However, upon further investigation, the referenced roles and responsibilities were aligned with those of a coach rather than a mentor. I had found that the roles and responsibilities were centred on offering the mentee instructional support, enhancing their skills and assisting them in their

career. Mentoring programme #2 moreover asserts that a mentor should consider themselves as a "'learning facilitator' rather than the person with all the answers. Help your protégé find people and other resources that go beyond your experience and wisdom on a topic" (p. 15). Mentoring programme #3 encapsulates this coaching-orientated role by summarizing it in four main points: "relating, assessing, coaching" and "guiding" (p. 16). Furthermore, roles and responsibilities such as "modelling", "observing", "providing guidance" and "feedback" were all referenced throughout mentoring programmes #1, #4 and #10. A remarkable factor that emerged was that only mentoring programmes #5 and #12 addressed the role of the mentor in a holistic manner. Mentoring programme #5 provided as many as 15 roles of a mentor: "father, mother, sounding board, advisor, inspirer, developer, role model, networker, champion, knowledge broker, communicator, listener, storyteller, teacher and coach" (p. 22). Mentoring programme #12 articulated comparable mentor roles: "teacher" (p. 7), "friend" (p. 7), "guide" (p. 7), "coach" (p .7) and "role model"(p. 7). These roles allow the mentor to support the pre-service teachers' professional and psychosocial needs. An observation in this regard that I had written in my reflective research journal was the following:

> Mentoring programmes such as #1, #2 and #4 also referenced providing "encouragement" and "support" as the roles and responsibilities of a mentor; however, the type of support provided was not elaborated [on]. Therefore, I cannot assume whether this support encompasses psychosocial support (Reflective Journal, 14 September 2022).

Furthermore, there were various responses alluding to the professional roles of the mentor on the posters. When USs were asked about their role during WIL, written responses included "encourage them to develop their own teacher identity" (p .2), "link theory & practice" (p. 2), "an expert in his/her field of methodology teaching" (p. 1). Nevertheless, this did not come as a surprise to me, but what did draw my attention was the number of answers that were centred on providing psychosocial support and guidance as their role. These written responses included, "being a support system" (p. 1), "protector, nurturer, guide, motivator and role model" (p. 1) and "a critical friend to the students" (p. 1). A potential explanation, as noted in my research journal, is that:

> … the other documents I analysed such as the policies, WIL guidelines of universities and the national and international mentoring programmes are not necessarily written with

> the input of USs, in contrast to the posters that were created by the USs, who have experienced and witnessed the realities of WIL and the needs [of] the pre-service teachers (acquire) (Reflective Journal, 18 September 2022).

It is relevant to put on record I also observed the aforementioned in the completed UP MPP booklets. Participants #1, #2, #3 and #5 referenced the significant role of fostering a "safe and nurturing space" for the pre-service teachers during WIL. Participant #5 expressed this observation, "... they should be mentors and not tormentors of beginner teachers..." (p. 32).

Furthermore, a shared mentor responsibility in mentoring programmes #1, #7, #8, and #14 related to fostering and maintaining relationships with their mentee. However, this was briefly referenced in these programmes and not at all further elaborated on. Among the ten existing WIL guidelines for USs, only five WIL guidelines specified any roles and responsibilities linked to the mentor. In fact, two of these five universities listed integrated roles associated with holistic mentoring. In the WIL guidelines of University #8, mentors were referred to as "coach, guide, resource, colleague, friend or role model" (p. 1). Likewise, in the WIL guidelines of University #9, a mentor was defined as "a person who performs the role of host, friend, confidant and advisor to the student..." (p. 5). Comparable mentor responsibilities were outlined in the national and international mentoring programmes. The mentor's responsibilities, according to the WIL guidelines of University #3, were centred on "mentoring and assessment of WIL placed students" (p. 16). This was also highlighted in the WIL guidelines of University #2, which convey that USs are responsible for:

> Assessing their students' practical lessons
>
> Marking their students' Portfolio of Evidence files as work-in-progress
>
> Supporting students with questions, information, advice, guidance and motivation
>
> Completing all assessments on time
>
> Completing and submitting all assessment-related documentation correctly and on time
>
> Completing the School Report (p. 10)

Similarly, the WIL guidelines of University #6 stated: "TP supervisors are responsible to build relationships with the schools in their cluster as well as with district officials wherever possible, and to recruit, train and support school-based mentor teachers. They also assess the students on teaching practice" (p. 24).

4.6.2 Sub-theme 4.2: Mentoring attributes of the university supervisor

As the concept of mentoring is only mentioned in the Minimum Requirements for Teacher Education Qualifications (Republic of South Africa, 2015), the attributes of the USs as mentors were not indicated. Although some national and international mentoring programmes referenced both professional and personal mentoring attributes, mentoring programmes #1, #7 and #11 did not indicate any attributes. Alternatively, mentoring programmes #3, #8 and #12 stressed professional attributes, incorporating qualities such as "good communication skills", "being organized", "committed" and "innovative". On the other hand, mentoring programme #3 asserted that the attributes the mentor possesses should effectively "challenge" (p. 8) the mentee. The remaining mentoring programmes, namely #2, #4, #5, #6, #9, #10, #13 and #14, listed the various personal attributes of the mentor. The most prevalent personal attributes that appeared throughout these mentoring programmes were "active listening", "empathy", "trustworthiness", "respect", "non-judgement", "optimistic" and "enthusiastic". The underpinnings of these personal attributes were based on encouraging and empowering the mentee. This was articulated in Mentoring programme #5, which stipulated that: "Mentors empower rather than enable their mentees! Empowerment is about giving the mentee hope and building the confidence that he or she can actually get it right with or without the mentor" (p. 5). Participant #2 verified this argument, asserting that "students were willing to share personal experiences. They valued the notion of having a lecturer who understands them and who is willing to empower them. Students were excited and eager to participate in the study" (p. 27).

Upon analysing the mentor attributes on the posters and the current UP MPP, I noted an observation in my research journal: "The attributes mentioned primarily were centred around fostering relationships and creating a safe environment for the pre-service teacher" (Reflective Journal, 15 September 2022). In addition, the following attributes were referenced across the posters that caught my attention: "compassion", "energy", "approachability", "friendliness", "discipline", "sensitivity", "emotional intelligence", "enthusiasm", "encouragement" and "good listener". In contrast, some of the noteworthy attributes presented in the current UP MPP were listed as: "kindness" (p. 5), "compassion" (p. 5), "availability" (p. 5), "constructive feedback" (p. 5), "confidentiality" (p. 5), "counsellor" (p. 5), "positive attitudes" (p. 5) and "good communication" (p. 5). The briefly mentioned attributes associated with a "coach" and "counsellor" (p. 5) were also included.

When examining the existing WIL documents for mentoring attributes, it became apparent that they were only cited in the WIL guidelines of universities #2, #6 and #8. I noted a concerted effort to acknowledge the holistic nature of the mentor role as both personal and professional attributes were listed. As asserted in the WIL documents of University #6:

> Note that a mentor is supposed to have both personal and professional qualities. Having one set of qualities and not another does not make one an effective mentor. If, for instance, you have relevant personal qualities, but lack professional qualities, it means while you might get on well personally, you will not relate effectively to your mentee because you lack professional qualities. In other words, the two sets of qualities are two sides of one coin (p. 53).

The mentor attributes that drew my attention to University #6, which were not previously acknowledged, are: "integrity" (p. 53), "sincerity" (p. 53), "willingness to spend time" (p. 53), "receptivity" (p. 53), "openness" (p. 53), "cooperativeness" (p. 53), "commitment to ethical practice" (p. 53) and "committed to providing both professional emotional support and challenge" (p. 53). University #2 also highlighted the attribute "being present" (p. 30) by stating that mentors need to be "present for your student-teacher by being supportive, cognisant of their struggles, warm in your conversations when guiding them and professional in giving emotional, practical and technical advice" (p. 30).

4.7 THEME 5: CULTIVATING A FLOURISHING NATURE

To meet the holistic needs of the pre-service teachers, university supervisors should prioritize building a thriving environment during WIL. As a result, the emerging sub-theme 5.1, achieves this through flourishing integrated mentoring. Table 4.7, provides a summary of the inclusion and exclusion criteria in Theme 5

Table 4.7

A summary of the inclusion and exclusion criteria in Theme 5

#	SUB-THEME	INCLUSION CRITERIA	EXCLUSION CRITERIA
5.1	Flourishing integrated mentoring	Mentoring components that integrate professional and personal developments and all four supports (instructional, instrumental, appraisal and psychosocial). Elements that foster the flourishing and thriving of both pre-service teachers and USs during WIL, which include mutual growth and subjective well-being.	Excludes any coaching-orientated approaches to mentoring that are not holistic in nature.

4.7.1 Sub-theme 5: Flourishing Integrated Mentoring

To gain a comprehensive understanding of the mentoring that takes place during WIL, the initial data set that I reviewed entailed the policies. Upon analysing MRTEQ (Republic of South Africa, 2015) for the concept of mentoring, it became apparent that it was only mentioned on a single occasion in the entire policy, and that on page 18. Conversely, it was not mentioned at all in the HEQSF policy. The sole mention of mentoring in MRTEQ (Republic of South Africa, 2015) stated that "practical learning must be appropriately structured and fully integrated into overall learning programmes, while including structured supervision, mentoring and assessment" (p. 18). Although mentoring was mentioned, it did not provide any details regarding what mentoring involves or specify who should be mentoring the pre-service teachers during their practical learning. In neither policy was there any mention whatsoever of any form of holistic mentoring practices that are flourishing in nature.

Comparable outcomes were evident in the current University of Pretoria mentoring practice prgramme and the completed UP MPP booklets. These booklets centred on coaching-orientated strategies, which is only one facet of mentoring emphasising that pre-service teachers are not perceived as holistic individuals. In the completed UP MPP booklets, USs were tasked to reflect on the current UP MPP, which focused exclusively on professional development and academic content. This caused me to raise a question in my research journal about "the amount of integration evident within the mentoring process and whether

flourishing aspects were even considered" (Reflective Journal, 15 September 2022). Participant #1 supported the aforementioned query, as the suggestions arising from completing the UP MPP were solely linked to academic components. They suggested: "I think more emphasis should be placed on showing student teachers how to teach grammar ..." (p. 31).

Furthermore, I must reiterate that the concept of integrated flourishing mentoring was noticeably silent throughout the WIL guidelines of universities in South Africa. This became significantly apparent as the only reference to mentoring being "holistic", "integrated" or "flourishing" was in the WIL guidelines of universities #2, #3 and #6. However, yet again these concepts were cited once and were not explained or accorded further emphasis. An instance in the WIL guidelines of University #6, is where the concept of "flourish" was cited pertaining to the development of mentor–mentee relationships. This WIL document indicated that "it is advisable to create an environment conducive for these kinds of informal mentor–mentee relationships to flourish" (p. 34). Similarly, the posters did not explicitly mention the words "flourish" or "integrated". However, there were components that alluded to holistic mentoring practices, "developing a unique, positive & safe learning environment" (p. 5), "all about relationships" (p. 1) and "ML moet tyd maak vir persoonlike hulp & bystand, waar onderwysers net aangaan" [ML must [make the] time for personal help & assistance, where teachers only go on] (p. 1).

The loaded term "holistic" was cited in the WIL guidelines of University #2 in relation to the professionalism of the pre-service teacher. The WIL guidelines proclaimed that USs needed to experience the WIL programme to comprehend "...how different aspects support learning and the holistic development of the child" (p. 28). Lastly, University #3 was the only one to refer to the WIL practicum as "holistic and integrated" (p. 5), in stating that:

> WIL is not intended to be once-off, loose standing event that happens twice a year and that is separate from teaching and assessment through the rest of the semester. It should form the backbone of students' academic experiences during their years of initial teacher training (p. 5).

Upon my investigation of the national and international programmes, it became apparent quite early on that they were silent on integrated flourishing mentoring. The concepts "holistic" and "flourish" were only briefly referenced in two of the fourteen national and

international mentoring programmes. Programme #2 acknowledged that mentoring possessed a "holistic nature" (p. 5) and Programme #12 merely advanced that "new teachers flourish in an integrated professional culture that encourages teacher collaboration across experience levels"(p.39). This was the only mention of these two concepts, without any further elaboration. On concluding the data analysis, I noted that the only mentoring programmes that could potentially be described as having flourishing integrated mentoring elements were mentoring programmes #6 and #9. A distinguishing factor is that these mentoring programmes both stressed that mentoring was an integration of both professional and personal growth. However, mentoring programme #6 was the only programme that associated personal growth with "well-being" (p. 8). A conundrum captured in my journal is, "whether any of these mentoring programmes have the potential to promote flourishing integrated mentoring" (Reflective Journal, 15 September 2022). A reason for this is that not one mentoring programme acknowledges mentoring as twofold, as including personal and professional aspects, while at the same time integrating instructional, instrumental, appraisal and psychosocial support.

In the next section, I cross-reference the correlations and discrepancies in the themes and sub-themes identified in this chapter against the existing literature, which was presented in Chapter 2.

4.8 DISCUSSION OF THE FINDINGS OF THE STUDY

The section that follows explores the two main themes and their respective sub-themes with a view to presenting the findings of the current study.

4.8.1 Holistic Mentoring Practices Are Essential

Work-integrated learning is recognized by the existing literature as being one of the most significant opportunities for pre-service teachers to develop their teacher identity (see section 2.2.3). This is because the WIL practicum has the potential to foster professional and personal development through practical learning, in bridging the gap between theoretical knowledge and practice (Bird & Hudson, 2019). This structured and organized practicum experience is regulated by the guidelines stipulated in the MRTEQ (Republic of South Africa, 2015) and HEQSF policies (see section 2.2.1), which ensure that all pre-service teachers meet the prerequisite requirements and become fully qualified educators. Noteworthy information in the MRTEQ policy (Republic of South Africa, 2015) is the required learning types outlined in section 2.2.1 of this study, which formulate the foundations of

some of the data sources included in the document and secondary data analysis. For instance, in theory the WIL guidelines of universities in South Africa should be developed based on the information referenced in MRTEQ (Republic of South Africa, 2015). However, the guidelines I obtained from various universities around South Africa lacked substance, leaving me to rely on conceptual and theoretical perspectives.

In Chapter 2 (section 2.2.3) significant emphasis is placed on the psychosocial challenges pre-service teachers face during WIL and the neglect of the mentoring role by USs (Jooste, 2019; Mthembu, 2019). Therefore, in doing so, USs deny pre-service teachers a holistic support system through their mentoring practices. As highlighted by Hobson (2016) in Chapter 2, a fundamental prioritization in mentoring is nurturing the well-being of the mentee. However, there seems to be a disparity in the data, as the concept of “well-being” is scarcely explored or even referenced throughout the documents and policies. Thus, the data validated the concerns expressed by a pre-service teacher in Mthembu’s (2019) study regarding their need for a mentor who takes care of their well-being (see section 2.2.3).

Section 2.6 highlights key components that should encompass a holistic mentoring practice. These elements include the integration of coaching-orientated practices with the components of flourishing included in Seligman's PERMA model (see section 4.8.1.1). In addition, holistic mentoring practice offers pre-service teachers all four supports (see section 4.8.1.2), which foster relationships and mutual growth. As highlighted in sub-theme 5.1, of the current UP MPP, the mentoring programmes and the WIL guidelines of universities in South Africa, none includes the components essential for qualifying them as holistic in nature. Although many pre-service teachers have not hesitated to articulate their need for more holistic mentoring, specifically from their USs, this call received little to no response. The urgency for more holistic mentoring practices has furthermore not yet been emphasised in research data. The findings are alarming, as Green et al. (2012) acknowledge, as holistic integrated mentoring could be regarded as a preventative measure to pre-service teachers’ suffering adverse mental health during WIL (see section 2.2.3). However, to the detriment of the pre-service teachers, this is not recognized or implemented in practice.

The absence of an integrated mentoring programme specifically designed for USs was emphasized in both the previously written literature and is evident in existing data. The mentoring programmes I investigated were either general mentoring programmes or aimed at enhancing the mentoring skills of the school-based mentor teacher. The data affirmed the statement made in section 2.2.2, that it is school-based teachers who typically provide

mentoring to pre-service teachers (Ambrosetti, 2014; Hennissen et al., 2011; Phang et al., 2020; Li et al., 2021).

4.8.1.1 Integrated Mentoring Ensures Flourishing

Integrated mentoring encompasses two significant components that are interlinked to achieve flourishing among pre-service teachers (Butler & Kern, 2016). As mentioned in Chapter 2, to achieve a flourishing state goes beyond the professional development needs of the pre-service teachers. What is required is incorporating components that provide for the personal development of the pre-service teachers such as psychosocial support (Goodwin et al., 2021). The overall data findings, particularly in sub-theme 1.1, 1.2 and 5.1, substantiate an assertion by Nikoçeviq-Kurti and Saqipi (2022) that mentoring programmes for pre-service teachers need to be reassessed (see section 2.2.4). As reiterated in Chapter 2, this requirement is an outcome of pre-service teachers' holistic needs not being fulfilled (see section 2.2.3). Considering that USs do not view pre-service teachers as cohesive individuals (Goodwin et al., 2021; McKinsey, 2016), they disregard all the necessary support these pre-service teachers require (see sections 2.2.3 and 4.8.1.2). The data aligns with the findings of Van der Walt (2016) and Ambrosetti (2010), who observe that mentoring programmes are known for focusing on one facet of mentoring; one that is grounded and driven solely by elevating the professional development of pre-service teachers, therefore implying that the concept of mentoring is antiquated. Only a minor percentage of the data acknowledges the significant value of integrating personal development in mentoring, alluding to the idea, found in section 2.2.4, that mentoring is standardized rather than providing for the individual needs of pre-service teachers (Hollywood et al., 2016; Labovich, 2022; Nora & Crisp, 2007; Salter, 2014).

The data findings in sub-theme 1.1 do not necessarily contribute to the flourishing of pre-service teachers (see section 2.4) as there is minimal evidence of USs addressing their professional and personal needs. A reason for this could be the failure to integrate flourishing components with the mentoring. When comparing the realities of WIL (see section 2.2.3), the support currently provided by USs (see sections 2.2.2 and 4.8.1.2) and mentoring models such as Hudson's five-factor model (see Figure 2.1), evidently highlight that there are minimal flourishing elements. The emphasis is on the professional and academic skills of the pre-service teachers during WIL. According to sub-theme 1.1, mentors often focus only on the academic, professional and soft skills, through factors such as pedagogical knowledge, system requirements, feedback and modelling. While professional

development was emphasized throughout the data, the WIL guidelines of #1 explicitly mentioned that their mentoring programme was developed from Hudson's five-factor model. This raised concerns regarding how much of the data I explored was based on professional development elements, such as Hudson's five-factor model. Although the pre-service teachers voiced their need for personal growth and support through psychosocial aid, the data continues to remain silent in regard to the well-being of pre-service teachers. Chapter 2 indicated that factors incorporated in Seligman's flourishing PERMA model such as positive emotions, engagement, relationships, meaning and accomplishment could foster personal development and address the psychosocial and well-being needs of pre-service teachers (see section 2.4). Nevertheless, the data did not reflect this as minimal PERMA factors were mentioned. One of these factors is relationships, which were somewhat referenced in the data but were more significantly emphasised as a requirement by the pre-service teachers in the literature. This merely confirms what was stated in section 2.2.1, that USs neglect the psychosocial needs of pre-service teachers (Mena et al., 2017). In summary, the findings indicate that the mentoring that is taking place during WIL should rather be labelled as coaching as the realities correlate with the definition of this term provided in section 2.2.2. The reason for this is that mentoring is only being provided for a short period of time and that the emphasis is on “enhancing specific competencies, knowledge and resources in order to reach a certain objective” (p. 7). Mok and Staub (2021) assert that coaching focuses on improving professional and academic skills, as was verified by the data.

4.8.1.2 Integrated support provided by the university supervisor

Throughout Chapter 2, specifically in section 2.2.4, it is clear that existing literature highlights USs should be cognizant of the circumstances and developments in the whole of pre-service teachers' lives. Therefore, consistent engagement should be encouraged rather than appearing solely when pre-service teachers must be assessed (Mthembu, 2019). It has been reported that pre-service teachers experience reality shock (see section 2.2.3) during WIL and this practicum can furthermore be anxiety-inducing. Negative emotions such as anxiety and stress have various reasons such as struggling to link theory to practice, the evaluation process and even pe-service teachers’ meeting their USs for the first time (Kaur et al., 2021; Kim & Cho, 2014; Pendergast et al. 2011; Smit & Du Toit, 2021; Wiegerova & Lukasova, 2021). According to Vesely et al. (2014), these adverse emotions are exacerbated by insufficient holistic mentoring practices, often neglected by USs. Pre-service teachers have articulated the need for USs to provide support that addresses both their professional and personal needs. Tardy (1895) outlines four primary supports that are

elaborated on in section 2.2.3 of Chapter 2. These are instructional, instrumental, appraisal and psychosocial support (Mthembu, 2019). It is thus very important that USs integrate all four supports in their mentoring practices, as it contributes to pre-service teachers' well-being and overall teacher identity development. It is noteworthy to mention that one support is not superior to another.

However, the findings categorised under Theme 3.1 revealed a different reality regarding the support that USs provide during WIL. In the data I explored, there was no mentoring programme that included all four forms of support. The most prominent support provided by USs , as indicated in Chapter 2 and the findings of this study, were mainly instructional and appraisal support. Both these types of support are grounded in the enhancement of pre-service teachers' professional and career skills (Mok & Staub, 2021), which could be ascribed to USs coaching-orientated roles. Sub-theme 1.1 indicated that USs offer instructional and appraisal support through utilizing pedagogical knowledge, system requirements, feedback, and modelling, among others (see section 2.2.2). The factors that USs employ during WIL to foster instructional and appraisal support are interlinked with many factors in HAMM (see Figure 2.3). Therefore, I can infer that HAMM tends to lean more towards a coaching-orientated approach as it focuses primarily on enhancing elements relating to instructional and appraisal support.

Furthermore, the data also indicated that psychosocial support was not a priority for USs, which concurs with the statement of Liu (2014) (see section 2.2.2) that it was absent. This argument confirmed that psychosocial support was not valued equally to instructional support in a mentoring programme. This was particularly noticeable with the data regarding the existing WIL, and national and international mentoring programmes. These programmes failed to highlight the key statement by Mairitsch et al. (2021, p. 11), that training programmes during WIL should strive actively to "preserve and improve their well-being and psychosocial competence" (see section 2.4).

Moreover, in Chapter 2, there was significant emphasis on building mentor–mentee relationships as this can foster psychosocial support (see section 2.2.3). Factors that could potentially cultivate relationships and lead to psychosocial support in HAMM were positive personal attributes, feedback, professionalism, and peer mentoring (see section 2.3). These were all factors that were apparent across the various data sources. Although some of these factors were briefly mentioned in the data, they were not referenced with the sole focus on enhancing the psychosocial support of the mentee. Conversely, of the factors of the PERMA

model, which was developed to encourage flourishing through psychosocial and well-being elements, positive emotions and relationships were evident. Garcia-Martinez et al. (2022) mentions that emotional intelligence and resilience are two skills that can foster relationships. Although the data indicated “emotional intelligence”, more skills were mentioned such as being a “life-long learner” and developing “problem-solving skills”. Therefore, I can conclude that greater effort needs to be exerted by USs to meet the unaddressed emotional needs of pre-service teachers. This is evident in the USs current mentoring approach as psychosocial support and instrumental support, which are, although briefly mentioned, neglected.

4.9 UNIVERSITY SUPERVISORS AS MENTORS

A recurring observation in both the prior literature and the data is that USs are generally referred to as mentors, irrespective of whether they have the attributes, roles or responsibilities associated with being a mentor.

4.9.1 Holistic roles and responsibilities of a mentor

According to the currently existing literature, the responsibilities of the university supervisor are to bridge the gap between theory and practice, provide feedback, and observe and assess lessons (Steadman & Brown, 2011). Thus, their roles are derived from their WIL responsibilities as they are expected to be “supervisors, mentors, observers, model teachers and supporters” (Masadeh, 2017, p. 1060). Given that one of their roles, as listed above, is to be a mentor, in her study, Jooste (2019) elaborated on a mentor's roles by affirming that they are a “subject expert, role model, reflective practitioner, coach and companion” (p. 5). Some of the responsibilities associated with the role of a mentor are to build relationships, provide feedback, be an expert in subject knowledge, and provide emotional support and learning. One aspect that was unveiled in the national policies that could contribute to transforming USs mentoring roles was the responsibilities of teachers, as mentioned in MRTEQ (Republic of South Africa, 2015) (see Theme 4.1). As they are expected to be role models for pre-service teachers, they should be acquainted with and embody all seven roles.

In contrast, the findings in the data revealed certain discrepancies in the roles and responsibilities of USs as mentors. The data in sub-theme 4.1 highlighted that the current role of USs have been inaccurately identified as mentor and should rather be coach. A reason for this could be that the priority of USs roles is enhancing their careers through academic skills and instructional support (see section 4.8.1.2). An example of this in the

data was captured under sub-theme 4.1, where developing a teacher identity and being an expert in methodology teaching were listed as two important responsibilities of a mentor. The data findings correlate with those of Capello (2020), who highlighted that the US should be referred to as “observer, facilitator and assessor” (p. 5), because their responsibilities encompass “assistance, guidance and collaboration with other stakeholders” (p. 5). Furthermore, the data confirmed what Dreer (2020) and Range et al. (2013) was presented, that USs concentrate on developing skills and pedagogical knowledge (see section 4.8.1.1) and fail to foster relationships and guide students holistically. Throughout Chapter 2, building healthy relationships was consistently emphasised as a responsibility of the mentor. The rationale for this is that at the core of integrated mentoring lies healthy mentor–mentee relationships (Dreer, 2020; Hudson, 2016). Although the data did not explicitly emphasise relationships, as in Chapter 2, it was referenced as valuable in some data sources.

Furthermore, in section 2.2.2 it was mentioned that university supervisors should transform from following a more coaching-orientated approach to following a mentoring-orientated approach. This adjustment would include expanding their current roles to being “a friend”, “parental” and “a supporter”. These mentoring roles were reflected in the data but encompassed the much more personal, such as being a “nurturer”, “inspirer” and “soundboard”, to name a few, as shown in Theme 4.6. A noteworthy observation is that these holistic roles were primarily found in the national and international mentoring programmes and the posters, and not in the WIL guidelines of universities, national policies or current UP MPPs. This, therefore, clearly demonstrates the contrast between the expected roles of the ideal mentor and the reality of the US taking on the role of mentor.

4.9.2 Flourishing attributes of university supervisor

To achieve holistic mentoring, university supervisors need to internalise certain attributes that enhance their mentoring. This includes finding a healthy balance between fostering growth and coaching. In Chapter 2, there is a notable focus on personal mentoring attributes of the US, particularly as associated with fostering relationships and psychosocial support. Bird and Hudson (2015) assert that relationships can provide psychosocial support simply by possessing interpersonal and positive personal attributes. Nevertheless, positive personal attributes and positive emotions were significantly highlighted throughout the literature. These attributes and emotions include providing “encouragement”, “empathy”, “trustworthiness”, “compassion”, “optimism”, “understanding”, “patience”, “approachability” and many more (see sections 2.3.1.1 and 2.4.1). Neglecting these personal attributes would

most probably impede the pre-service teacher's developing confidence and establishing their teacher's identity, as indicated in Hudson (2004b) and Izadinia (2016a). It is evident that the findings make substantial reference to personal attributes, particularly in the mentoring programmes and posters. Similarly, the aforementioned attributes aligned with fostering relationships and creating safe environments for pre-service teachers, as noted in Chapter 2.

Thus, the majority of personal attributes mentioned in the literature corresponded with the data findings, along with an additional few. Examples of these previously mentioned attributes include "non-judgemental", "energy" and "empowered" (see sub-theme 4.2). In addition, references to certain professional attributes that a mentor should possess, which include "problem-solving", "critical thinking", "professionalism", "good listening skills" are found in the data, and are highlighted in Chapter 2. Compared to the professional attributes of the mentor in the data, there were no significant differences as they all aligned, even with a few others. Some that were not referenced in the literature included "being present", "cooperativeness" and "sincerity" (see sub-theme 4.2). It is noteworthy to mention that the aforementioned mentor's attributes were not necessarily obtained from the WIL guidelines of a university in South Africa, which further emphasises the discrepancies between the literature and the realities of mentoring during WIL. Therefore, there can be but one conclusion, that USs need to make a conscious effort to become aware of these attributes if they intend to mentor pre-service teachers holistically, which is what pre-service teachers require.

4.10 CONCLUSION

In Chapter 4, I presented the findings of my study by presenting an in-depth exploration of the themes and sub-themes emanating from the data. Across each theme, I enhanced the study's trustworthiness by incorporating thick and rich data, supported by colour-coded excerpts and triangulation. I subsequently cross-referenced the findings captured in this chapter to the existing literature and theories, in doing so revealing the noteworthy correlations and discrepancies.

The chapter that follows commences with an overview of the previous chapters and align my findings with the research questions. Moreover, in this section, I also briefly propose an IMPF with reference to the various components that I believe it should constitute. Therefore,

in the final chapter I brought this study to a close by addressing the potential contributions, limitations and concluding recommendations for future research.

CHAPTER 5 - SUMMARY, CONCLUSIONS AND FUTURE RECOMMENDATIONS

5.1 INTRODUCTION

In the preceding chapter, I discussed the themes and sub-themes that emanated from the document and secondary data analysis. I highlighted relevant and appropriate new insights by cross-referencing the data-derived findings with the conceptual and theoretical perspectives presented in Chapter 2. Cross-referencing entailed contrasting the correlations and discrepancies between Chapter 2 and the data. Throughout the chapter, confirming the trustworthiness of the study was taken into consideration as I incorporated rich and thick data, triangulation, and colour-coded excerpts from the various data sources.

In this, the concluding chapter of this study, I initiate Chapter 5 by presenting a brief overview of the previous chapters. I subsequently delved into the conclusions of this study by exploring the secondary and primary research questions. In this section of the current chapter, I also proposed the IMPF. Furthermore, I discussed the potential implications, and recommendations for further research, as well as the limitations of this study. I concluded this chapter by discussing the practice and theory contributions of the study, followed by closing remarks.

The following section provides an overview of the preceding chapters.

5.2 OVERVIEW OF PRECEDING CHAPTERS

Chapter 1: Orientation of the study

Chapter 1 initiated the exploration of the phenomenon by providing a brief overview of the study. This encompassed a discussion on the background of the study, the essential key concepts, the problem statement, and the purpose of the research. The primary and secondary research questions were also explored. This chapter subsequently contained a summary of the theoretical perspectives, which introduced the paradigmatic perspectives, the document and the secondary data analysis design as well as the methodological strategies. Towards the end of the chapter, the trustworthiness and ethical considerations were highlighted. This chapter was concluded by presenting the significance of the study and arrangement of the components of the dissertation.

Chapter 2: Contextual, conceptual and theoretical perspectives

Chapter 2 engaged with the conceptual perspectives of this study. This comprised contextualizing WIL, the current roles and responsibilities of USs during WIL, the pre-service teachers' experiences and mentoring needs during WIL and integrated mentoring that is flourishing in nature. Further into the chapter, I discussed the theoretical perspectives. This involved initially investigating Hudson's five-factor mentoring model and the additional factors that were added, shaping it into the expanded adapted Hudson's mentoring model. Furthermore, I explored Seligman's flourishing PERMA model as well as the integration of these two models. The chapter came to an end with an integration of the conceptual and theoretical perspectives that formed the background of the IMPF. The proposed IMPF was presented in the form of an extended figure.

Chapter 3: Research design and methodology

Chapter 3 covered the research methodology that guided the integrated mentoring practice framework specifically for USs. This involved investigating interpretivism as the philosophical paradigm that guided this study and the methodological paradigm of qualitative research. Furthermore, this chapter discussed documents and secondary data analysis design, along with the six-step model devised by Braun and Clarke (2013), which was used for data analysis. Further along in the chapter, I elaborated comprehensively on the trustworthiness and ethical considerations adhered to in the study. Chapter 3 concluded with the significance of the role of the researcher in the study.

Chapter 4: Data presentation and discussion of findings

In Chapter 4, I reported on the findings of the data that emanated from this study. I used a deductive thematic analysis approach to develop the themes and sub-themes as they emerged. I maintained trustworthiness throughout my chapter by substantiating my findings with color-coded excerpts, thick and rich data and triangulation. I interpreted the data and discussed any relevant insights by cross-referencing the findings with the conceptual and theoretical perspectives in Chapter 2. This included noting any significant correlations and discrepancies between Chapter 2 and the findings of the data.

5.3 RESEARCH CONCLUSIONS

The subsequent section concludes the research with the findings of this study. I initiated this conclusion by approaching all three of the secondary research questions that underpinned

the document and secondary data analysis. Further into the section, I addressed the primary research question that outlined this study.

5.3.1 Secondary research questions

5.3.1.1 Why is there a need for integrated mentoring during WIL?

As outlined in the Minimum Requirements for teacher Education Qualifications policy (Republic of South Africa, 2015), one of the requirements for pre-service teachers to become qualified educators is to acquire multiple forms of knowledge during their undergraduate B.Ed degree. As referenced in section 2.2.1, the learnings encompass disciplinary, pedagogical, fundamental, situational and practical learning (Republic of South Africa, 2015). Although all the learnings are interlinked, this study focused on the holistic needs of pre-service teachers during practical learning. A reason for this is that the practicum is perceived as a significant opportunity for pre-service teachers to merge theoretical knowledge and work-based experience to improve their professional skills (Schonell & Macklin, 2019). Nevertheless, additional literature emphasises that WIL expands beyond just professional benefits but can moreover promote lifelong learning, emotional intelligence, and overall teacher identity (see section 2.2.1) (Coward et al., 2015; Gribble et al., 2017; Ivanova & Skara-Mincane, 2016; Kavrayici's, 2020; Zegwaard et al., 2019).

Minimum Requirements for Teacher Education Qualifications policy (Republic of South Africa, 2015) also mentions another prerequisite during WIL, which emphasises the the “integrated and applied competence” (Republic of South Africa, 2015, p. 8) of the pre-service teacher. This can be accomplished through providing holistic mentoring to pre-service teachers. The data findings indicated a discrepancy as pre-service teachers were not receiving integrated mentoring from all the stakeholders involved in WIL (see sections 2.2.1 and 4.8.1). Although the literature indicated that the school-based mentor teachers were the only stakeholders that provided physical and emotional support to pre-service teachers (Maphalala, 2013), this study focused on the roles of USs. A reason for this is that the underpinnings of this study were based on findings that emanated from Phase1 to 3 of the PE SoTL project. Pre-service teachers articulated their demands for psychosocial support in the form of holistic mentoring practices, specifically from the USs (Mthembu, 2019; Strauss, 2022). Upon further examination, I realized that the pre-service teachers' concern was reflected in existing literature beyond the PE SoTL project and South Africa (Imsa-ard

et al., 2021). What emerged was that evidently both USs and pre-service teachers needed a more structured UP MPP.

While work-integrated learning can be considered both a positive and negative experience for pre-service teachers, this study concentrated on the negative experiences, which is why they require integrated mentoring from their USs (see section 2.2.3). Pre-service teachers require professional and personal support, and specifically psychosocial support (see Chapter 2). However, the data reveals that USs are currently providing only professional support, mainly in the form of instructional and appraisal support (see Theme 4.8.1.2). This type of support is insufficient when pre-service teachers are experiencing adverse mental health issues related to anxiety and depression (Gray et al., 2017; Jusoh, 2013; Kaur et al., 2021; Ulla, 2016). In other studies, re-service teachers have associated negative emotions such as nervousness and fear with the WIL practicum. The lack of psychosocial support provided by USs was significant in the data, as it was not viewed as a priority (see Theme 4.8.1.2). Therefore, the necessity of an IMPF that can guide USs in becoming successful and integrated mentors during WIL became abundantly clear. Such a framework could enable USs to elevate their mentoring skills and incorporate both academic-related and psychosocial support. Thus, if they were to do so, they would provide essential holistic support to pre-service teachers.

5.3.1.2 What are the perceived mentoring roles and responsibilities of university supervisors within an integrated mentoring practice framework?

Owing to the unresolved needs of the pre-service teachers (see Chapter 2), the current mentoring roles of USs need to transform (see section 4.9.1). A contributing factor to the necessary transformation is clarity in the mentoring roles of USs during WIL. According to the findings in sub-theme 4.9.1, the current coaching-orientated roles and responsibilities of USs lack holistic factors and do not align with the proposed IMPF that emerged from (see sections 4.8.1 and 4.9.1) this study. The perceived mentoring role of USs is twofold. Given that WIL is a practical opportunity for pre-service teachers to be challenged professionally and enhance their teacher competencies (Schonell & Macklin, 2019), USs are nevertheless required to provide instructional, instrumental and appraisal support to pre-service teachers. Therefore, three facets of the mentoring role of USs are expected to continue fulfilling are to be supervisors, observers and facilitators (Masadeh, 2017). The reason for this is that they remain responsible for bridging the gap between theoretical knowledge and practical

experience. Filling this divide still encompasses assessment and providing feedback to pre-service teachers' observed lessons (Bird & Hudson, 2015; Steadman & Brown, 2011).

However, USs are also required to assist pre-service teachers with personal concerns and provide psychosocial support to pre-service teachers. Thus, they are also required to undertake pastoral roles such as being a friend, role model, teacher, guide, supporter and nurturer, among others (see section 4.9.1). Therefore, their responsibilities expand beyond merely academic-related support and include fostering supportive and nurturing environments for mentor–mentee relationships to develop (Dreer, 2020; Hudson, 2016; Jooste, 2019; Livingstone & Naismith, 2017). The aforementioned requires investing time and prioritizing the well-being of pre-service teachers (see section 2.2.3). Also included in these responsibilities is the obligation for USs to remain lifelong learners and acquire both professional and personal attributes that enhance their mentoring roles and responsibilities (see section 4.9.2). An integration of these highlighted attributes, as outlined in Chapter 2 and section 4.9.2, are anticipated to promote mutual growth and flourishing for both the USs and pre-service teacher, as indicated in the proposed IMPF.

5.3.1.3 How can Hudson's adapted mentoring model and Seligman's PERMA™ flourishing model serve as a foundation for integrated mentoring practices?

The underpinnings of integrated mentoring practices rest in combining professional and personal development components (see sections 2.5 and 4.8.1.1). As Goodwin et al. (2021) and McKinsey (2016) noted, this involves not just viewing pre-service teachers as individuals subject to assessment during WIL but recognizing them as more complex beings who are shaped by their professional and personal challenges (see section 2.2.3). Therefore, integrated mentoring practices recognize the developmental, relational and contextual factors relevant to pre-service teachers while promoting their thriving and well-being (Van der Walt, 2016).

Hudson's adapted mentoring model can serve as a foundation for integrated mentoring practices as many of the factors in this model can be considered coaching-orientated as they primarily enhance professional development (see 4.8.1.2). Pre-service teachers, the aforementioned notwithstanding, require assistance with factors such as classroom management, discipline and resource preparation. Thus, USs can provide instructional, instrumental and appraisal support to pre-service teachers by assisting them with the factors such as pedagogical knowledge, system requirements, professionalism, peer mentoring,

modelling and feedback (see section 4.8.1.2). In addition to this, HAMM can serve as a guideline for USs to promote the professional attributes and roles of a mentor.

On the other hand, Seligman's flourishing PERMA model (see section 2.4) can serve as a foundation for integrated mentoring practices as it is centred on well-being and flourishing, factors that are not necessarily included in HAMM. Although HAMM includes one or two aspects that could promote psychosocial support, such as positive personal attributes and safe and nurturing relationships, it is nevertheless lacking. The researchers Shanmugam and Hidayat (2022), the flourishing PERMA model can serve as a support pillar. In doing so, it can also serve as a foundation for integrated mentoring practices, as indicated in its utilization in two studies, those of Gander et al. (2016) and Slater et al. (2018). These studies were employed to reduce adverse mental health challenges such as anxiety, stress and depression, which were some of the concerns dealt with in this study (see section 2.2.3). The flourishing components of the PERMA model can guide USs to foster psychosocial support and well-being by displaying the necessary personal attributes and enhancing the growth and flourishing of both the USs and pre-service teachers (see sections 2.4).

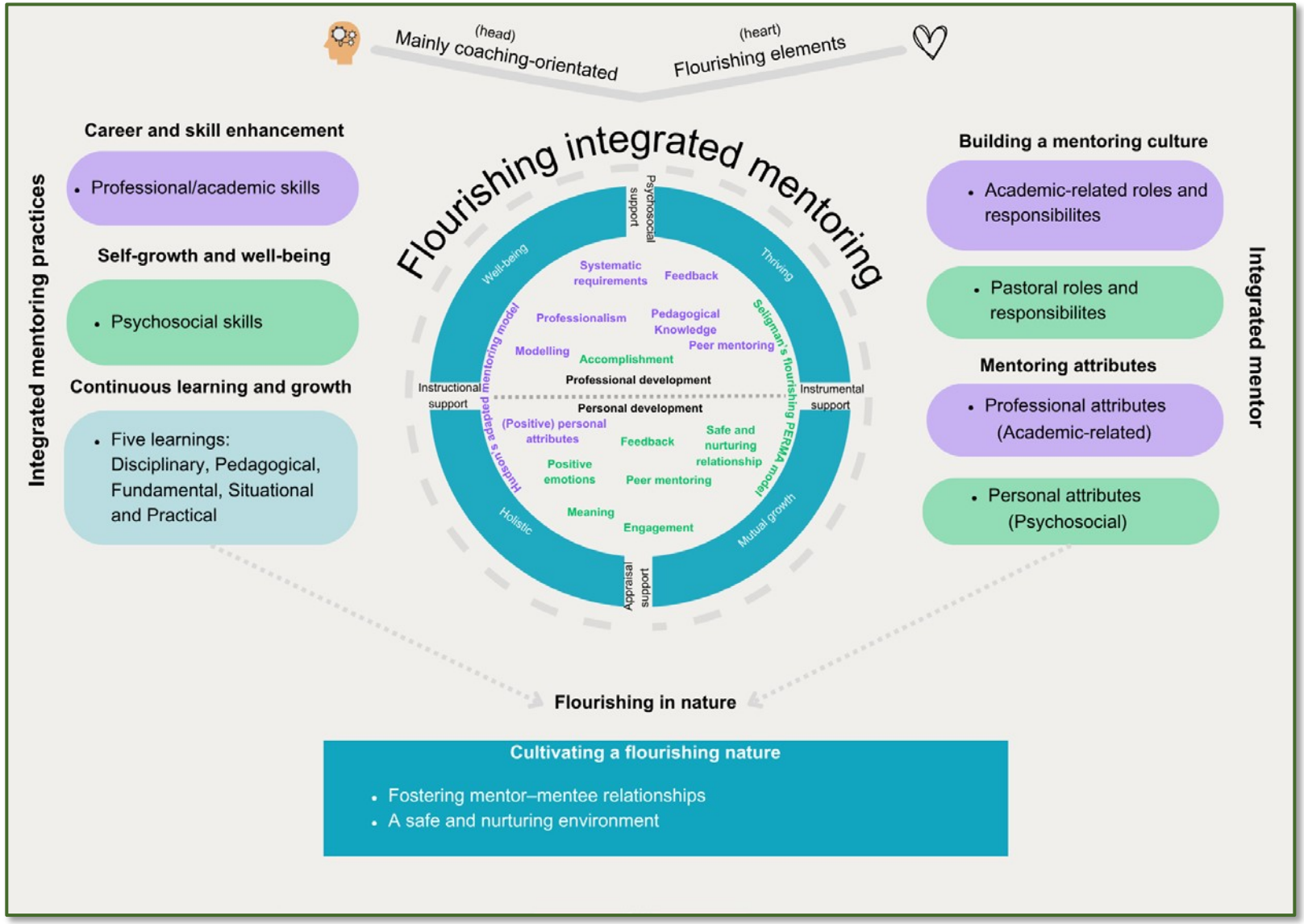
5.3.2 Primary research question

5.3.2.1 What constitutes an integrated mentoring practice framework?

The various elements of the proposed integrated mentoring practice framework are briefly outlined in Figure 5.1 below.

Figure 5.1

Overview of proposed integrated mentoring practice framework



The proposed integrated management practice framework serves to provide a brief overview of key components that should be included in an integrated mentoring framework specifically aimed at USs. The broad support structure of this IMPF consists of the conceptual and theoretical perspectives that were integrated and expanded in Chapter 2, as specifically displayed in Figure 2.5. Therefore, the components were colour-coded based on whether they facilitated professional or personal development by offering support through either one of the two models (see Figure 5.1). Based on the findings in this study, the central section of Figure 5.1 was expanded on, emphasising the three essential components of an IMPF.

University supervisors need to be aware of the components of an integrated mentoring practice, which also formed the initial element of this framework. For their mentoring to be comprehensive, USs need to offer support that encompasses career and skill enhancement as well as self-growth and well-being (see sections 4.8.1 and 4.8.1.1). Thus, it emerged they should acquire specific professional and psychosocial skills, which were further elaborated on through examples in sub-theme 1.1 and 2.1. Furthermore, it became clear that they also needed to assist pre-service teachers in acquiring these skills during WIL. The aforementioned integrated mentoring practices are anticipated to expose pre-service teachers to the necessary learnings they require to expand their teacher competencies. The second component that constitutes an IMPF is the integrated mentor. One reason for this is that USs will not be able to mentor effectively if they are not certain of their roles, responsibilities, and attributes as a holistic mentor. Therefore, this IMPF expands on the professional and pastoral dimensions of a holistic mentor. The extended IMPF should encourage the role of the USs to expand beyond being an assessor and subject specialist to include community and pastoral components. These factors are further expanded on in sections 4.9.1 and 4.9.2. The last component of this IMPF is that it must emphasise flourishing in mentorship. Thus, when all these components collaborate harmoniously, they will undoubtedly cultivate a flourishing environment and foster mentor–mentee relationships in WIL for both the USs and pre-service teachers. Integrating the current coaching-orientated strategies with flourishing elements, which may be anticipated to enhance the mentoring skills of USs and resolve the lack of psychosocial support currently provided to pre-service teachers.

5.4 POTENTIAL IMPLICATIONS OF THE STUDY

This section explores the implications of this study.

- National policy makers will need to contemplate revising existing higher education policies to incorporate more integrated mentoring practices. The focus should be on transforming the mentoring role of USs during WIL.
- The national policy will need to consider implementing a revision of the current policies governing higher education to incorporate integrated mentoring practises that focus on personal and professional development and skills-building for USs and pre-service teachers.
- WIL offices will have to revise institutional WIL policies and guidelines aimed at university-based mentoring that is flourishing in nature.
- WIL offices will be required to train USs on integrated mentoring practices that are flourishing in nature so that the USs could take up their role as mentors.
- WIL offices will also have to ensure that they select external USs who are willing to serve as holistic mentors, who have the necessary mentoring attributes and are dedicated to personalizing their mentoring according to the needs of pre-service teachers.

5.5 POTENTIAL RECOMMENDATIONS OF THE STUDY

Drawing from the findings of this study, I propose the following recommendations for future research:

5.5.1 Recommendations for the proposed integrated mentoring practice framework

These recommendations are made with a view to achieving the following objectives:

- Provide an extensive elaboration on the components that constitute the proposed IMPF in this study.
- Pilot the IMPF at participating universities and collect feedback from USs and pre-service teachers regarding its relevance and value.
- Identify the mutual flourishing benefits of this IMPF for both USs and pre-service teachers.
- Explore the potential of a hybrid and e-mentoring IMPF specifically developed to enhance the mentoring skills of USs.

5.5.2 Recommendations for future research

- ❖ To delve deeper into the investigation of the relevance of the current UP MPP and how it could be further adapted to address the unmet needs of both pre-service teachers and the mentoring needs of USs.
- ❖ To incorporate additional components into HAMM that focus on the well-being of the mentee.
- ❖ To broaden the scope of the IMPF to enhance the mentoring skills of other WIL stakeholders such as the school-based mentor teachers.
- ❖ To expand on the other various psychosocial needs required by the teachers during WIL, which goes beyond emotional support.

5.6 POTENTIAL LIMITATIONS OF THE STUDY

This section explored the potential limitations of my proposed integrated mentoring practice framework as well as the challenges I encountered throughout the course of completing this study, which could be construed as limitations.

The initial limitation that presented itself was the scarcity of resources. There was an absence of WIL documents and guidelines as not all the HEIs I contacted contributed to this study. Among those I approached, only a handful had comprehensive documentation and guidelines linked to the expected roles and responsibilities of USs during WIL. Many of the documents and WIL guidelines that HEIs are still using are outdated and lack important mentoring information, and no mention is made of holistic mentoring. As a result, it appeared that HEIs were not necessarily acknowledging the value of mentoring, which could be rooted in many origins, one of which may be the massification of pre-service teachers during WIL. This factor was significantly highlighted in the findings as there seemed to be a diminishing presence of mentoring by HEIs during WIL. Furthermore, there was a scarcity of literature pertaining to the mentoring role of USs, integrated mentoring practices as well as mentoring aimed at USs.

The second limitation regarding the proposed integrated mentoring practice framework is that the implications of the proposed IMPF might not be accepted by the WIL departments of HEIs. A reason for this could be that these HEIs may consider the time frame as unrealistic and the demands associated with the implementation of this IMPF as problematic. Furthermore, USs might not be very positive about engaging with the IMPF, as they were being perceived to be neglecting the holistic needs of pre-service teachers and not having

sufficient mentoring skills. The latter took me to the third limitation regarding the IMPF. The possibility exists that not all USs may want to take up the role of mentors or establish relationships with the pre-service teachers. I acknowledge this as mentoring is a long-term process and the USs also have other time-consuming responsibilities such as writing and publishing academic articles. Conversely, not all pre-service teachers require holistic mentoring by their USs during WIL.

In addition, a personal challenge that I experienced was analysing a substantial amount of data although I found a dearth of data regarding holistic mentoring. To mitigate this challenge, I had to incorporate various data sources to ensure that I had a comprehensive understanding of the realities of mentoring during WIL. Another limitation was document and secondary data analysis (see section 3.3.1). This highlighted another challenge I tried to avoid, namely human error and researcher bias. The approaches I followed to avoid these challenges were addressed in sections 3.3 and 3.5.

5.7 CONTRIBUTIONS

This section aims to address the five gaps identified in Chapter 1 (section 1.3), which, upon being filled, would provide significant contributions to practice and theory.

5.7.1 Contributions to practice

Firstly, this study extended the limited research that exists on the roles, responsibilities and attributes associated with USs as holistic mentors during WIL. Unlike previous research, this study focused on establishing a clear definition of a holistic mentor and their responsibilities and attributes, which go beyond simply coaching. Consequently, this study proposed an IMPF that offers a brief overview of key components that USs should consider when aspiring to be holistic mentors during WIL.

Secondly, this study is one of the few that focused solely on training USs in integrated mentoring practices during WIL. Presented in this study was an exploration of the integration principles of mentoring tailored for USs to meet the needs of pre-service teachers. Acknowledging the value of both professional and personal development within mentoring, which the findings suggest, was often found to be overlooked. This study's contribution to practice could contribute to HEIs reassessing their WIL policies with a view to amending their definition of mentorship and expanding its scope. The factors that contribute to

integration, as identified in this study, can contribute to enhancing the mentoring practices during WIL, for the benefit of all the stakeholders involved.

Thirdly, this study made a notable contribution by resolving a gap, both nationally and internationally, regarding the scarcity of a mentoring framework exclusively aimed at USs. The IMPF proposed in this study was therefore developed specifically to be used by USs as a guideline to enhance their own mentoring skills and practices while simultaneously addressing the holistic needs of the pre-service teacher during WIL. The IMPF was grounded in an integration of the conceptual and theoretical perspectives, which enhanced the current knowledge and broadened the understanding of integrated mentoring practices.

Moreover, this brings me to the fourth significant contribution of this study. This proposed IMPF could serve as a guideline that could be applied to improve other mentoring programmes, such as the current UP MPP, which is primarily coaching-orientated. The newly proposed IMPF provides practical solutions that could contribute greatly to the holistic transformation of the current UP MPP. Therefore, it would be contributing to the broader awareness of holistic mentoring in HEIs, rather than mentoring being viewed simplistically.

5.7.2 Contributions to theory

The fifth contribution of the study relates to the theory as it explored the factors that would deal with the holistic needs of pre-service teachers during WIL. This study combined two models from different disciplines (HAMM and Seligman's flourishing PERMA model) to achieve mentoring that was integrated and flourishing in nature. Mentoring provided by USs during WIL was primarily focused on professional development and, therefore, the need for more psychosocial factors to be included was identified. Thus, the aforementioned two mentoring models complement one another as Hudson's is primarily focused on enhancing professional skills and Seligman's flourishing PERMA model is centered on improving well-being. The integration of these two models broadened the scope of knowledge of holistic support, which USs should provide. Furthermore, the proposed integrated model expands on the roles and responsibilities of a holistic mentor. Lastly, my contribution to theory was my critical analysis of Hudson's five-factor model, and finding that it was more coaching-orientated instead of mentoring-orientated. Hudson’s model was found to contain limited flourishing factors that promoted the roles, responsibilities and attributes of a holistic mentor.

5.8 CLOSING REMARKS

This study aimed to propose an integrated mentoring practice framework to help university supervisors become holistic mentors during WIL. To provide a holistic approach to mentoring pre-service teachers in South Africa, this integrated framework emphasies both academic and psychosocial support. This is because WIL is an important part of pre-service teachers' development, and USs must be holistic mentors in order to provide them with the support they require. Therefore, I proposed an IMPF that was grounded in the fusion of two theories. The factors contained in each model collaborated to attain flourishing and thriving, without diminishing or undermining the professional development factors. This study briefly outlined the key elements that constituted it, as it could consequently serve as a guide for USs to be effective mentors. Subsequently, this IMPF encourages mutual mentor–mentee relationships and safe environments during WIL, with emphasis on the well-being of pre- service teachers. I conclude this study by emphasising that integrated mentoring can promote flourishing and holistic development as it fosters academic growth and contributes to the well-being of pre-service teachers. I encourage USs who aspire to be holistic mentors to embrace integrated mentoring practice, and draw inspiration from Jung (n.d), who perfectly encapsulated the significance of holistic support in the quote that follows below:

> One looks back with appreciation to the brilliant teachers but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child. (n.p)

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APPENDIX A: ETHICAL CLEARANCE

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
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FACULTY OF EDUCATION
Ethics Committee

Amendment

15 March 2023

Dear Ms P Prokopos

The application for ethical clearance for the research project described below served before this committee on 15 March 2023 :

Ethics Protocol No:	**UP16/11/03 DUPLESSIS23-01**
Principal investigator:	**Ms P Prokopos**
Student/Staff No:	**17175322**
Degree:	**Masters**
Supervisor/Promoter:	**Dr A du Plessis-de Beer**
Department:	**Humanities Education**

The decision by the committee is reflected below:

Decision:	**Approved**
Comments:	
Period of approval:	**Two years**

The approval by the Ethics Committee is subject to the following conditions being met:

1. The research will be conducted as stipulated on the application form submitted to the Ethics Committee with the supporting documents.
2. Proof of how you adhered to the Department of Basic Education (DBE) policy for research must be submitted where relevant.
3. In the event that the research protocol changed for whatever reason the Ethics Committee must be notified thereof by submitting an amendment to the application, together with all the supporting documentation that will be used for data collection namely; questionnaires, interview schedules and observation schedules, for further approval before data can be collected. The changes may include the following but are not limited to:
    - Change of investigator,
    - Research methods any other aspect therefore and,
    - Participants.

The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.

Best wishes

Prof Funke Omidire
Chair: Ethics Committee
Faculty of Education

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APPENDIX B: PE SOTL ETHICAL CLEARANCE

Ethics Committee
14 December 2016

Dear Dr. A. du Plessis,

REFERENCE: UP 16/11/03

Your application was carefully considered by the Faculty of Education Ethics Committee and the final decision of the Ethics Committee is:

Your application is approved.

This letter serves as notification that you may continue with your fieldwork. Should any changes to the study occur after approval was given, it is your responsibility to notify the Ethics Committee immediately.

Please note that you will have to fulfil the conditions specified in this letter from the Faculty of Education Research Ethics Committee. The conditions include:

1) The ethics approval is conditional on the research being conducted as stipulated by the details of all documents submitted to the Committee. In the event that a further need arises to change who the investigators are, the methods or any other aspect, such changes must be submitted as an Amendment (Section E) for approval by the Committee.
    - Any amendments to this approved protocol need to be submitted to the Ethics Committee for review prior to data collection. Non-compliance implies that the Committee's approval is null and void.
    - Final data collection protocols and supporting evidence (e.g.: questionnaires, interview schedules, observation schedules) have to be submitted to the Ethics Committee before they are used for data collection.

2) The researcher should please note that this decision covers the entire research process, until completion of the study report, and not only the days that data will be collected.
3) Should your research be conducted in schools, please note that you have to submit proof of how you adhered to the Department of Basic Education (DBE) policy for research.

4) The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.

Please note that this is not a clearance certificate.
Upon completion of your research, you need to submit the following documentation to the Ethics Committee:

- **Integrated Declaration Form (Form D08),**
- **Initial Ethics Approval letter and,**
- **Approval of Title.**

On receipt of the above-mentioned documents you will be issued a clearance certificate. Please quote the reference number ***UP 16/11/03*** in any communication with the Ethics Committee.

Best wishes

Prof Liesel Ebersöhn
Chair: Ethics Committee
Faculty of Education

APPENDIX C: DATA ANALYSIS