

**PRE-SERVICES TEACHERS' LIVED EXPERIENCES OF A
MENTORING INTERVENTION DURING WORK-INTEGRATED
LEARNING**

by

Alwine Elizabeth Strauss

Submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS

Department of Educational Psychology

Faculty of Education

University of Pretoria

Supervisor

Dr Annelize du Plessis-De Beer

PRETORIA

March 2022

I dedicate this research to my husband and son who have not only provided me with the opportunity to conduct this study, but you've supported me all the way and walked this road with me

DECLARATION OF ORIGINALITY

I declare that the dissertation, “**Pre-services teachers’ lived experiences of a mentoring intervention during work-integrated learning**”, which I hereby submit for the degree Magister Educationis in Learning Support, Guidance and Counselling, in the Department of Educational Psychology 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.

Alwine Elizabeth Strauss

January 2022

ETHICAL DECLARATION

The author, whose name appears on the title page of this thesis, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that he/she has observed the ethical standards required in terms of the University of Pretoria's *Code of ethics for researchers and the Policy for responsible research*.

ETHICAL CLEARANCE CERTIFICATE



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

CLEARANCE NUMBER:

EDU045/20

DEGREE AND PROJECT

MEd

Pre-services teachers' lived experiences of a
mentoring intervention during
work-integrated learning

INVESTIGATOR

Ms Alwine Elizabeth Strauss

DEPARTMENT

Educational Psychology

APPROVAL TO COMMENCE STUDY

26 June 2020

DATE OF CLEARANCE CERTIFICATE

30 September 2021

CHAIRPERSON OF ETHICS COMMITTEE: Prof Funke Omidire



CC

Ms Thandi Mngomezulu

Dr Annelize du Plessis-de Beer

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

DECLARATION FROM LANGUAGE EDITOR

DECLARATION

01 January 2022

TO WHOM IT MAY CONCERN

I herewith declare that I did the language editing of the research report on *Pre-Service Teachers' Lived Experiences of a Mentoring Intervention during Work-Integrated Learning* by **Alwine Elizabeth Strauss**, student number: 24248607. The table of content and appendices were not included for editing.

The track changes function was used for corrections, comments and recommendations, and the student was responsible for accepting/ rejecting the changes and recommendations, and for finalising the document.



Dr MJ Bezuidenhout PhD [HPE]; BA [Languages]

Language Practitioner

Pinehurst, Durbanville

e-mail: mjbezuidenhout@absamail.co.za/mjbezuiden@gmail.com

Cell: 0724360299



SAVI /SATI membership number 1003226

South African Translation Institute

ACKNOWLEDGEMENTS

I would like to thank the following people who supported me in completing my master's degree:

- ❖ My Heavenly Father, who was always there for me providing me with strength, knowledge and perseverance throughout my study
- ❖ My supervisor, Dr Annelize du Plessis-de Beer, who fulfilled a much bigger role than to just be my supervisor, she was also a mentor and friend to me. She provided me with invaluable advice and guidance during the study. I appreciated her motivation a lot throughout the study and the fact that she never gave up on me. She truly is an inspirational leader.
- ❖ The editor, Dr Hannamarie Bezuidenhout for all your assistance and advice.
- ❖ My family, friends and colleagues who supported me throughout the study.
- ❖ My dearest husband, Lourens and my sweet little boy, Liam, thank you for all your love, support and patience during this challenging time. I love both of you very much.

ABSTRACT

Mentoring during work-integrated learning has been identified as an important aspect for pre-service teachers' professional development. Within the South African context, it was noticed that mentoring during work-integrated learning (WIL) was linked to mentor teacher responsibility exclusively and not necessarily to university supervisors per se. Therefore, no formal mentoring intervention (MI) currently exists at South African higher education institutions (at least not the eight institutions who participated in the Colloquium held in 2018) that can guide university supervisors in the development of their role as mentors during WIL. The purpose of this descriptive case study was thus to explore and describe the lived experiences of final-year pre-service teachers pertaining to their experience of a seven-week MI they underwent during their second 10-week WIL practicum, and their lived experiences of how they perceived the mentoring of the university supervisor who guided them through the MI. I utilised a descriptive case study design embedded in a qualitative research approach. I relied on phenomenology as a philosophical paradigm to assist me with the capturing of pre-service teachers' lived experiences of the MI. Hudson's adapted mentoring model served as theoretical framework for this study. Eleven pre-service teachers and one university supervisor who acted as a mentor for the students were purposefully selected to participate in the study. Various data collection techniques like semi-structured interviews, pre- and post- open-ended questionnaires, verbatim audio recordings, mentoring intervention booklets, posters and self-reflections to mention but a few, were utilised during this study to gather data. Inductive thematic analysis were used to ensure that these pre-service teachers' lived experiences were captured, analysed and interpreted. Two themes and four sub-themes emanated from the data I analysed. The findings revealed that the MI, enhanced pre-service teachers' professional development because it made room for peer mentoring amongst others. Findings further indicated that the mentoring input of the mentor and the mentor's approach in helping the pre-service teachers to build their own unique professional identity, contributed to their professional development. This study contributed to practice and confirmed that a well-structured MI enhances pre-service teachers' holistic professional development. Furthermore, the study contributed to Hudson's adapted mentoring model and added an additional factor, namely peer mentoring that

should be seen as an important part of any MI that assists with the professional development of pre-service teachers who undergo work-integrated learning practicum.

Keywords: mentoring; peer mentoring; pre-service teachers; professional development; university supervisors; work-integrated learning.

LIST OF ABBREVIATIONS

B.Ed.	Bachelor of Education degree
WIL	Work-integrated learning
HEI	Higher Education Institution
HEIs	Higher Education Institutions
MI	Mentoring Intervention
PE SOTL	Peer Enhanced Scholarship of Teaching and Learning
NRF	National Research Foundation
FIRE	Fourth-year Initiative in Research in Education
MRTEQ	Minimum Requirements for Teacher Education Qualifications
IPET	Initial Professional Education and Training
DBE	Department of Basic Education

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	i
ETHICAL DECLARATION.....	ii
ETHICAL CLEARANCE CERTIFICATE.....	iii
DECLARATION FROM LANGUAGE EDITOR.....	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT	vi
LIST OF ABBREVIATIONS.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xv
LIST OF FIGURES.....	xvi
LIST OF PHOTOGRAPHS	xvii
CHAPTER 1 - ORIENTATION TO THE STUDY	1
1.1 INTRODUCTION, BACKGROUND AND RATIONALE OF THE STUDY.....	1
1.2 PURPOSE OF THE STUDY	5
1.3 RESEARCH QUESTIONS.....	6
1.4 WORKING ASSUMPTIONS	6
1.5 CONCEPT CLARIFICATION	7
1.5.1 Pre-service teacher	7
1.5.2 Professional development	7
1.5.3 Work-Integrated Learning (WIL)	8
1.5.4 University supervisor as mentor	9
1.5.5 Mentoring.....	9
1.5.6 Mentoring Intervention.....	10
1.6 THEORETICAL FRAMEWORK.....	10
1.7 PARADIGMATIC PERSPECTIVES	13
1.7.1 Philosophical paradigm: Phenomenology.....	13
1.7.2 Methodological paradigm: Qualitative approach.....	13
1.8 RESEARCH DESIGN	14
1.8.1 Research design: Descriptive case study.....	14
1.9 METHODOLOGICAL STRATEGIES	14
1.9.1 Selection of participants and research site	14
1.9.2 Data collection and documentation.....	15
1.9.2.1 Semi-structured interviews	15
1.9.2.2 Pre- and post- open-ended questionnaires	16

1.9.2.3 Verbatim audio recordings.....	16
1.9.2.4 Mentoring Intervention booklets	16
1.9.2.5 Mentor field notes and observations.....	17
1.9.2.6 Leaving a legacy behind - Posters	17
1.9.2.7 Self-reflections from pre-service teachers after the Mentoring Intervention.....	17
1.9.2.8 Researcher's reflective journal	17
1.9.3 Data analysis and interpretation	17
1.10 QUALITY CRITERIA.....	19
1.11 ETHICAL CONSIDERATIONS	19
1.12 THE ROLE OF THE RESEARCHER.....	19
1.13 SIGNIFICANCE OF THE STUDY	20
1.14 ARRANGEMENT OF THE REPORT	21
1.15 SUMMARY	22

CHAPTER 2 - LITERATURE REVIEW	23
2.1 INTRODUCTION	23
2.2 PRE-SERVICE TEACHERS' WORK-INTEGRATED LEARNING PROGRAMMES WITHIN A SOUTH AFRICAN CONTEXT	23
2.3 PROFESSIONAL DEVELOPMENT AND IDENTITY FORMATION DURING WORK-INTEGRATED LEARNING	25
2.4 MENTORING AND ITS ROLE DURING WORK-INTEGRATED LEARNING ..	27
2.5 MENTORING SKILLS AND STYLES OF EFFECTIVE MENTORS	30
2.5.1 Personal Attributes of effective mentors	31
2.5.2 Mentoring skills of effective mentors.....	32
2.5.3 Mentoring styles that enhance effective mentoring.....	33
2.6 THE VALUE OF MENTORING PROGRAMMES DURING PRE-SERVICE TEACHER DEVELOPMENT	35
2.7 HUDSON'S ADAPTED MENTORING MODEL.....	39
2.7.1 Rationale for using Hudson's adapted model	40
2.7.2 Personal attributes.....	41
2.7.3 Systemic requirements	42
2.7.4 Pedagogical Knowledge	43
2.7.5 Modelling	44
2.7.6 Feedback.....	45
2.7.7 A supportive and nurturing relationship	45
2.7.8 Professionalism	46
2.8 SYNTHESIS	46
2.9 SUMMARY	50

CHAPTER 3 - RESEARCH DESIGN AND METHODOLOGY	51
3.1 INTRODUCTION	51
3.2 PARADIGMATIC PERSPECTIVES	52
3.2.1 Philosophical Paradigm: Phenomenology	52
3.2.2 Methodological Paradigm: Qualitative approach	53
3.3 RESEARCH DESIGN	55
3.3.1 Research design: Descriptive case study	55
3.4 METHODOLOGICAL STRATEGIES	57
3.4.1 Selection of participants and research site	57
3.4.2 Data collection and documentation.....	60
3.4.2.1 Semi-structured interviews	60
3.4.2.2 Pre- and post- open-ended questionnaires	62
3.4.2.3 Verbatim audio recordings.....	63
3.4.2.4 Mentoring Intervention booklets	64
3.4.2.5 Mentor field notes and observations.....	65
3.4.2.6 Leaving a legacy – Posters	66
3.4.2.7 Self-reflections from pre-service teachers after the Mentoring Intervention	
67	
3.4.2.8 Researcher's reflective journal	68
3.4.3 Data analysis and interpretation	68
3.5 QUALITY CRITERIA.....	71
3.5.1 Credibility.....	71
3.5.2 Transferability.....	72
3.5.3 Dependability.....	72
3.5.4 Confirmability.....	73
3.6 ETHICAL CONSIDERATIONS	73
3.6.1 Permission to use existing data	74
3.6.2 Informed consent.....	74
3.6.3 Voluntary participation	74
3.6.4 Trust	75
3.6.5 No harm to participants	75
3.6.6 Confidentiality and anonymity.....	75
3.7 SUMMARY	76

CHAPTER 4 - RESULTS AND RESEARCH FINDINGS	78
4.1 INTRODUCTION	78
4.2 RESULTS OF THE STUDY	78
4.3 THEME 1: THE UNIVERSITY SUPERVISOR AS A MENTOR.....	79
4.3.1 Sub-theme 1.1: Positive personal attributes of a mentor.	79
4.3.2 Sub-theme 1.2: Mentoring skills	85
4.4 THEME 2: THE VALUE OF A MENTORING INTERVENTION.....	88
4.4.1 Sub-theme 2.1: The value of professional development within a MI.....	89
4.4.2 Sub-theme 2.2: The value of peer mentoring within an MI	93
4.5 FINDINGS OF THE STUDY	96
4.5.1 The university supervisor as mentor	97
4.5.1.1 Positive personal attributes of a mentor	97
4.5.1.2 Mentoring skills of a mentor.....	99
4.5.2 The value of a Mentoring Intervention (MI).....	100
4.5.2.1 The value of professional development during an MI	100
4.5.2.2 The value of peer mentoring within an MI	101
4.6 SUMMARY	102

CHAPTER 5 - CONCLUSION AND RECOMMENDATIONS.....	103
5.1 INTRODUCTION	103
5.2 OVERVIEW OF THE PRECEDING CHAPTERS.....	103
5.3 CONCLUSION.....	104
5.3.1 Secondary research question	105
5.3.2 Primary research question.....	106
5.3.2.1 Personal attributes	106
5.3.2.2 Systemic requirements.....	107
5.3.2.3 Pedagogical knowledge	107
5.3.2.4 Modelling.....	108
5.3.2.5 Feedback.....	108
5.3.2.6 Safe and nurturing relationship.....	108
5.3.2.7 Professionalism	109
5.3.2.8 Peer Mentoring.....	109
5.4 POTENTIAL CONTRIBUTIONS OF THE STUDY	109
5.4.1 Contributions to practice	110
5.4.2 Contributions to theory	111
5.5 CHALLENGES AND POSSIBLE LIMITATIONS	113
5.6 RECOMMENDATIONS.....	114
5.6.1 Recommendations for effective mentoring practices	114
5.6.2 Recommendations for future research	114
5.7 CLOSING REMARKS.....	114
 REFERENCES.....	 117
APPENDIX A(I): ETHICAL CLEARANCE CERTIFICATE	134
APPENDIX A(II): LETTER FROM ETHICS COMMITTEE.....	135
APPENDIX B: INFORMED CONSENT FORM	136
APPENDIX C: QUESTIONS OF THE SEMI-STRUCTURED INTERVIEWS	138
APPENDIX D: COMPLETED PRE- AND POST- OPEN-ENDED QUESTIONNAIRES WITH CODES	139
APPENDIX E: COMPLETED LEAVING A LEGACY BEHIND POSTERS WITH CODES	141
APPENDIX F: COMPLETED REFLECTIONS AFTER THE MI WITH CODES	143
APPENDIX G: ABSTRACTION PROCESS	144

LIST OF TABLES

Table 3.1: Overview of the research methodology	51
Table 3.2: Demographic information of the participants.....	58
Table 3.3: Criteria for the selected participants	59
Table 4.1: Overview of themes and sub-themes	78
Table 4.2: Inclusion and exclusion criteria for Theme 1	79
Table 4.3: Inclusion and exclusion criteria for Theme 2.....	89

LIST OF FIGURES

Figure 1.1: Phases in the PE SOTL project to design and implement an MI to enhance pre-service teachers' professional development.....	4
Figure 1.2: Hudson's adapted mentoring model.....	11
Figure 1.3: Steps outlined for conducting inductive thematic analysis.....	18
Figure 2.1: The main role players and institutions involved during WIL.....	24
Figure 2.2: Hudson's adapted mentoring model.....	40
Figure 2.3: The role that mentors play during an MI and the influence that mentoring has on pre-service teachers during WIL.....	48
Figure 5.1: An adapted conceptual framework that outlines the value of mentoring during WIL.....	112
Figure 5.2: The being extraordinary poster of participant 8 that was created during one of the MI sessions	116

LIST OF PHOTOGRAPHS

Photograph 2.1: The three sections of the MI booklet (academic skills, soft skills and professional development).....	37
Photograph 3.1: The research site in Centurion where the MI sessions took place	60
Photograph 3.2: For conveniency the semi-structured interviews were conducted with the pre-service teachers on campus after the MI since they had to be on campus for class	62
Photograph 3.3: The mentoring intervention booklets of the university supervisor and pre-service teachers	65
Photograph 3.4: Pre-service teachers designing their leaving a legacy and being extraordinary - posters	67

CHAPTER 1 - ORIENTATION TO THE STUDY

1.1 INTRODUCTION, BACKGROUND AND RATIONALE OF THE STUDY

In order for pre-service teachers to graduate successfully and obtain a Bachelor of Education degree (B.Ed.), they have to provide evidence that they underwent at least 20 weeks of teaching practicum during work-integrated learning (WIL), as part of their initial teacher training (Republic of South Africa, 2015). WIL provides pre-service teachers with a realistic real-life experience of how teaching is conducted in the classroom. It grants them the opportunity to showcase their pedagogical competence and understanding of the teaching profession (Capan & Bedir, 2019; Nguyen, 2020). However, WIL is not always perceived as an easy experience.

In many instances pre-service teachers perceive WIL practicum as a daunting and overwhelming experience, bringing with it feelings of anxiety, self-doubt and uncertainty (Abongdi et al., 2015; Koross, 2016; Du Plessis et al., 2017). In order to assist pre-service teachers in overcoming the above-mentioned feelings and to ensure optimal holistic professional development, they have to be mentored and supported, not only by mentor teachers (Republic of South Africa, 2003), but also by their university supervisors (Gillett-Swan & Grant-Smith, 2020). The Department of Higher Education and Training (Republic of South Africa, 2015) requires that mentors of pre-service teachers must not only assist them academically regarding the planning and presentation of lessons, but also support them emotionally to overcome the challenges they face during their WIL practicum (Koross, 2016, Pfister & Paljevic, 2018).

The Education Labour Relations Council (ELRC) (Republic of South Africa, 2003) postulates that appropriate mentoring, support and training are crucial for the optimal development of pre-service teachers during their WIL practicum. Although mentoring is mentioned by the ELRC, the focus is more on the mentoring role of the mentor teacher during WIL, and not necessarily on the mentoring role and responsibility of the university supervisor (Republic of South Africa, 2003). Thus, the question arises: Why is mentoring per se emphasised to such an extent, and why does mentoring play such a pivotal role during WIL? Du Plessis (2013) asserts in this regard, that mentoring during WIL, gained a more prominent role in the foundation of teacher education in the last decade (Hudson, 2016; Koross, 2016; Mena et al., 2017), and it is pivotal in the

development of pre-service teachers.

During WIL pre-service teachers are most likely to develop professionally and their identity is transformed from that of a student to that of a teacher (Koross, 2016; Van Putten, 2020). This transformation period is described by Peterson (2017, p. 2, 5) as a time of “professional vulnerability” and a process of “enculturation”, that would be considered easier if pre-service teachers were guided and assisted, not only by mentor teachers, but also by university supervisors whose guidance, support and mentoring play a pivotal role during the WIL practicum (Mena et al., 2017; Pfister & Paljevic, 2018).

In this regard, literature indicates that higher education institutions (HEIs) are falling short in providing a structured mentoring intervention for pre-service teachers with trained university supervisors as mentors (Lunsford, 2016; Capello, 2020; Gillett-Swan & Grant-Smith, 2020). The role of a university supervisor is seen as someone who is the link between the higher education institution (HEI) and the pre-service teachers, a person who provides the pre-service teacher with academic, administrative and emotional support during their WIL practicum (Gillett-Swan & Grant-Smith, 2020). The guidance and support provided by the university supervisor to the pre-service teacher must take place within a supportive and nurturing relationship (Jooste, 2019). Ellis et al. (2020) support the above opinions; they maintain that in order for a university supervisor to provide support to a pre-service teacher, together they have to create a feeling of nurturing first, where the pre-service teacher feels safe and comfortable to ask questions and to share observations. It is within this supportive mentoring relationship that the university supervisor can give the pre-service teacher constructive feedback regarding lesson preparation and how to meet the required outcomes of the lesson (James et al., 2020). The mentoring sessions also provide a safe place where teaching strategies can be discussed and pedagogical knowledge can be shared (Hudson & Hudson, 2014; Du Plessis et al., 2017). Mena et al. (2017) contend that the discussions taking place between the university supervisor and pre-service teacher during mentoring sessions have a significant influence on the academic development of the pre-service teachers.

Therefore, a well-designed mentoring intervention (MI) may be seen as a tool to be used by the university supervisor as mentor, who is more qualified than the pre-service teachers, to provide the pre-service teachers with emotional support and guidance to

overcome the hurdles that they encounter during WIL (Ambrosetti & Dekkers, 2010; Asplin & Marks, 2013; Hudson & Hudson, 2014; Pfister & Paljevic, 2018). Furthermore, an MI might pave the way to address the needs of both pre-service teacher and mentor to work within a close mentoring relationship where both can learn and grow (Van der Walt, 2016).

Given the above, the current study forms part of a broader interdisciplinary research project known as the Peer Enhanced Scholarship of Teaching and Learning (PE SOTL). The purpose of the project was to focus on the design and implementation of an MI for pre-service teachers to enhance their professional development. University supervisors who participated in this project were trained and given guidance on how to provide adequate support to pre-service teachers in developing them professionally and holistically. The rationale behind this investigation was twofold. The first motivation was that existing literature recognizes mentoring as a foundation for supporting pre-service teachers (Hudson et al., 2013; Phillips, 2013; Lunsford, 2016), however, there appears to be limited South African research on how university supervisors could assist pre-service teachers in developing them professionally other than just to assess them and provide them with feedback on the lessons they presented.

Secondly, the investigation was based on the preliminary findings of a National Research Foundation (NRF) research project, FIRE, or Fourth-year Initiative in Research in Education (2015-2018). The FIRE project focused on the development of pre-service teachers' professional identity during their WIL practicum. The preliminary findings of the FIRE project indicated that the university supervisors played a significant role in the development of the pre-service teachers' professional identity, but that these pre-service teachers needed a safe and nurturing mentor relationship with their university supervisors. The findings further indicated that university supervisors did not meet all the mentoring needs and expectations of the pre-service teachers during WIL, especially owing to the university supervisors perceived primary focus on classroom practice and criticism rather than the holistic development of the pre-service teachers (Fraser et al., 2016; Fraser, 2018). Figure 1.1 indicates the different phases of the Peer Enhanced Scholarship of Teaching and Learning (PE SOTL) project during which the MI was designed and implemented at a university in South Africa.

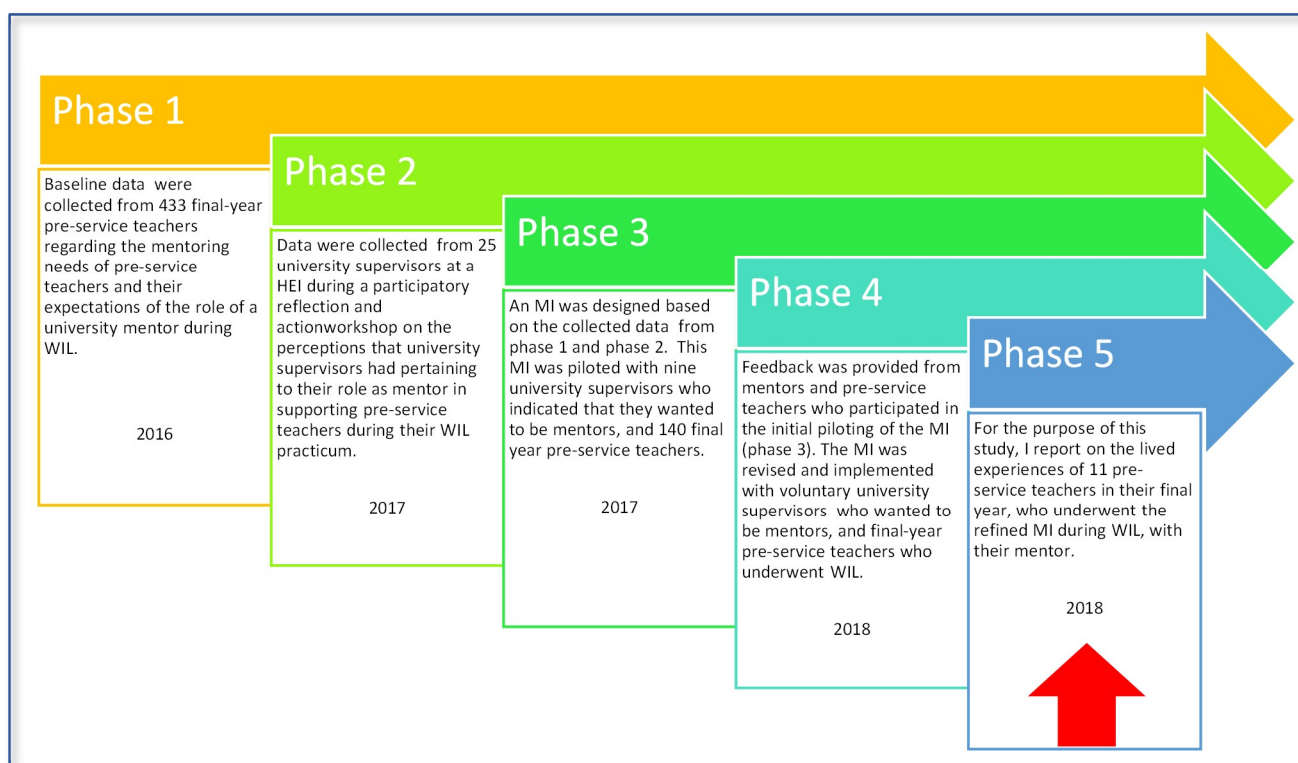


Figure 1.1: Phases in the PE SOTL project to design and implement an MI to enhance pre-service teachers' professional development

The descriptive case study formed part of phase 5, as indicated above. After the initial, piloted MI had been revised during phase 4, it was implemented again in the first semester of 2018, but this time with voluntary university supervisors who wanted to be mentors for final-year pre-service teachers who underwent WIL. The university supervisors were allocated two groups of pre-service teachers each year to assess and supervise, but one of the voluntary university supervisors decided to implement the MI again in the second semester with her second group of pre-service teachers in 2018. Therefore, the study reports on only one voluntary university supervisor and the lived experiences of 11 pre-service teachers who were in the final year of their studies, and completing their second WIL practicum (10 weeks), with no previous mentoring from a university supervisor during their first WIL.

The government of South Africa's *Revised policy on minimum requirements for teacher education qualifications* (MRTEQ) (Republic of South Africa, 2015) states that an effective mentor is someone fulfilling the following roles: Motivator, teacher, role model, supporter, counsellor, advisor, demonstrator, guide, change agent and coach. With regard to the study, the views of Korthagen (2016) and Jooste (2019) should be

noted. They emphasise the importance of a supportive and nurturing relationship between a mentor (university supervisor in this case) and a mentee (final-year pre-service teacher), which is a relationship that consists of professional guidance and a sensitivity towards the needs of the pre-service teacher. Mentoring also assists in preparing pre-service teachers to adapt to the various challenges that the teaching profession may offer in a developing country like South Africa (Mudzielwana, 2014; Koross, 2016; Petersen, 2017). In 2018 a colloquium was held at the University of Pretoria where representatives of eight universities in South Africa joined hands to improve the mentoring of pre-service teachers, with great emphasis on the mentoring roles and responsibilities of university supervisors. During this colloquium it became evident that none of the universities focused on the *mentoring* aspect of university supervisors per se, but rather on aspects such as effective assessment and constructive feedback to pre-service teachers after presenting their lessons (Kwan & Lopez-Real, 2005; Fraser, 2018). Furthermore, none of the universities that were present at the colloquium had any mentorship programme or intervention in place that focused solely on the mentoring role and responsibility of the university supervisor, or was aimed at enhancing their mentoring skills as is the case with mentor teachers. Thus, a need was identified to design a structured MI with emphasis on the *mentoring role* of university supervisors during WIL. It is envisaged that such a structured MI will enhance pre-service teachers' professional development. The latter became evident in the research conducted by Du Plessis and Marais (2013), who confirmed the importance of a safe and nurturing mentoring environment where pre-service teachers have the courage to share their feelings and uncertainties with a university mentor.

1.2 PURPOSE OF THE STUDY

The purpose of this descriptive case study was twofold. Firstly, I wanted to explore and describe the lived experiences of final-year pre-service teachers pertaining to their experience of a seven-week MI they underwent during their second 10-week WIL practicum. Secondly, I wanted to explore and describe their lived experiences of how they perceived the university supervisor (mentor) who guided them through the MI. Noteworthy is the fact that the 11 final-year pre-service teachers who participated in the study, were exposed to WIL practicum for the first time during their final year of study and had not been assessed by the university supervisor during the first 10-week practicum. In this regard, the mentioned pre-service teachers had no mentoring from

the side of the university; the only mentoring they received was from the mentor teachers at the respective schools where they were enrolled for WIL.

1.3 RESEARCH QUESTIONS

In accordance with the rationale and purpose of this study, as described in sections 1.1 and 1.2, the study had to find answers to, and thus was guided by the following primary research question:

- ❖ *What was final-year pre-service teachers' lived experiences of an MI during WIL practicum?*

To supplement the findings based on responses to the primary research requestion, the following secondary research question also was posed:

- ❖ *What were final-year pre-service teachers' lived experiences of the mentor who conducted the MI during their WIL practicum?*

1.4 WORKING ASSUMPTIONS

I conducted the study based on a literature review, and against the background of the views of a university supervisor who mentored pre-service teachers by using an MI as guide. The findings of the literature review and the views the supervisor shared were, inter alia:

- ❖ Pre-service teachers may experience some university supervisors as critical or absent, rather than being supportive and helpful in developing them professionally (Gillet-Swan & Grant-Smith, 2020; Mena et al., 2017; Ingersoll & Strong, 2011).
- ❖ Pre-service teachers want a relationship with their university supervisors where they feel nurtured and safe and where they feel comfortable to open up for growth within their professional development (Korthagen, 2018). For these pre-service teachers to develop professionally, the university supervisors need to be attentive, supportive and positive (Hudson, 2016).
- ❖ Pre-service teachers may want their university supervisors to be mentors rather than supervisors and assessors (Galamay-Cachola et al., 2018).
- ❖ The implementation of an MI during WIL may contribute to pre-service teachers' personal and professional.

1.5 CONCEPT CLARIFICATION

It is deemed necessary to clarify the concepts central to the topic as used in the context of this study:

1.5.1 Pre-service teacher

Pre-service teachers are prospective teachers studying towards a teaching qualification at a HEI, and they can also be referred to as student teachers, mentees, or students in training, but in the context of this study, they are referred to as 'pre-service teachers' (cf. Izadinia, 2016; Koross, 2016; Hudson & Hudson, 2018). A teaching qualification requires both course work and a 20-week WIL practicum that must be completed within a school setting over a period of four years in order to comply with the requirements of the qualification. WIL is considered to be an important aspect in preparing pre-service teachers (Starkey & Rawlins, 2011; Azure, 2015; Republic of South Africa, 2015; Ambrosetti et al., 2017). The pre-service teachers who participated in this study were the last group of final-year pre-service teachers completing the PRO 452 and PRO 453 work-integrated learning modules who were exposed to WIL within a school setting for the first time during their final year of study. They also were the first group to participate in an MI and were assessed and mentored by a university supervisor during their WIL practicum.

1.5.2 Professional development

Fraser (2018) explains professional development in terms of an action, that occurs when a teacher develops the skill to link subject knowledge with applicable teaching strategies in a real-life classroom along with the acquired professional skills that are associated with the pedagogies of practice. Professional development takes place when teachers or pre-service teachers understand themselves professionally and are willing to be informed, formed and reformed to enhance their levels of expertise, expand their content knowledge and amend their teaching strategies (Hudson, 2013; Mena et al., 2017). This opens up possibilities for self-care and self-knowledge which provide the opportunity for personal growth (Smit, 2020). Thus, professional development can be understood as a continuous process that a teacher undergoes to be the best teacher possible (Hudson, 2013). For pre-service teachers to develop professionally and to make sense of their experiences during their WIL practicum, they need to understand themselves, and the ideas they hold on how to be, how to act and

how to make meaning of being a teacher (Timostsuk & Ugaste, 2010). During WIL pre-service teachers have a mentor teacher, an assigned university supervisor and other lecturers who provides them with guidance and support enhancing their professional development. With regard to the study, the collaborative mentoring relationships between the university supervisor and pre-service teacher during the MI where they discussed and reflect on their own teaching styles, beliefs and experiences enhanced professional development (Ivanova, 2017).

1.5.3 Work-Integrated Learning (WIL)

WIL can be understood as the practical part of initial teacher training that provides the pre-service teacher with an opportunity to apply their pedagogical knowledge in an authentic classroom setting (Abongdi et al., 2015; Chimhenga, 2016; Nguyen, 2020). The revised policy on MRTEQ (Republic of South Africa, 2015) indicates that WIL has to be implemented in all initial teacher education qualifications and it is the responsibility of the HEI where the pre-service teachers are enrolled to arrange WIL opportunities. The policy also indicates that WIL practicum should take place within a school setting and must have a duration of at least 20 weeks over a period of four years, which is the minimum number of years for completing a teaching qualification. During WIL, the pre-service teacher should be provided with supervision, assessment and mentoring (Republic of South Africa, 2015). James et al. (2020) postulate that in order for a pre-service teacher to develop the necessary skills and knowledge for the teaching profession, they need support and guidance from a mentor during their WIL practicum. The pre-service teachers who participated in this study were exposed to WIL for the first time during their final year of study, completing the PRO 452 (first semester 10-week WIL practicum) and PRO 453 (second semester 10-week WIL practicum) modules in 2018. These pre-service teachers were allocated to Block A or Block B by the HEI for assessment purposes. The pre-service teachers allocated to Block A were assessed by university supervisors in the first semester and mentor teachers in the second semester. The pre-service teachers allocated to Block B were assessed by mentor teachers in the first semester and university supervisors in the second semester. The final year pre-service teachers who were part of this study, were assessed by a university supervisor in the second semester completing the 10-week WIL practicum (Block B). During this second 10-week WIL practicum, they were part of an MI facilitated by a university supervisor who provided them with supervision

and mentoring, and did the assessment.

1.5.4 University supervisor as mentor

University supervisors serve as the link between the university and the pre-service teacher, but they also are in a position to provide the pre-service teachers with insight, support and valuable information regarding the experiences they have during their WIL practicum (Gillett-Swan & Grant-Smith, 2020). The American Association for Colleges of Teacher Education (2018, p. 12) defines a university supervisor as “a specific type of boundary-spanning teacher educator who engages in evaluation, coaching, instruction, and partnership and assumes expanded and multiple responsibilities within, and often across, each of these four domains”. In this study, the role of the university supervisor (hereafter referred to as the mentor) within the MI, was not only to assess and supervise the pre-service teacher, but to serve as a mentor during their WIL practicum and to create a safe and nurturing environment where they could feel safe and where they could share their uncertainties and develop professionally.

1.5.5 Mentoring

Kram (1985, p. 2 as cited in Lunsford, 2016) defines mentoring as a “relationship between a younger adult and an older, more experienced adult (who) helps the younger individual learn to navigate the adult world and the world of work”. Another explanation of mentoring is that two people are being paired, where the one is less experienced than the other and it is the work of the more experienced person to guide and nurture the development of the less experienced (Vumilia & Semali, 2017; Capello, 2020). In order for effective mentoring to take place, mentoring must be regarded as a professional learning strategy where a relationship is built with a pre-service teacher to develop him/her professionally (Hobson et al., 2009; Ambrosetti et al., 2017). According to Lunsford (2016) a mentoring relationship can also help the pre-service teacher to flourish and grow. When a university supervisor takes on the role of mentor, he or she becomes the connector between the two-directional movements of theory and practice (Nguyen, 2020). Thus, for the purpose of this study, mentoring can be understood as a safe and nurturing relationship between the mentor and pre-service teacher where the latter is given the opportunity to learn from the mentor (Jooste, 2019).

1.5.6 Mentoring Intervention

An MI can be portrayed as a formal programme that is offered by an institution to connect pre-service teachers with mentors (Lunsford, 2016) to offer the pre-service teachers support and guidance to develop professionally (Ragins & Kram, 2007; Lunsford et al., 2017). Within this programme the mentor needs to equip the pre-service teachers with professional skills, so they can be approachable and reflect critically on their own growth and development (Bird, 2012). The mentors and pre-service teachers both have to be active participants within the mentoring process in order for a desired outcome (Hudson, 2013; Lunsford, 2016). The desired outcome of an MI is where the expectations of the mentor and pre-service teacher meet, and where both parties can focus on the relationship between them and the roles and expectations of one another (Gillett-Swan & Grant-Smith, 2020). This study explored 11 pre-service teachers lived experiences of an MI, but also how these pre-service teachers perceived their university supervisor, who facilitated the MI, as a mentor. The pre-service teachers who formed part of the study had to be in the final year of their studies (with no prior exposure to WIL in the previous years of their studies), completing their second WIL practicum, but with no assessment or mentoring during their first WIL practicum. The outcome of the study will contribute towards the implementation of an MI at a HEI. It is further envisaged that the mentioned MI might be implemented at other national HEIs too in the near future.

An introductory discussion will now follow about the implemented theoretical framework for the current study which is Hudson's adapted mentoring model for effective mentoring.

1.6 THEORETICAL FRAMEWORK

For the purpose of this study Hudson's adapted mentoring model for effective mentoring guided the study. This mentoring model consists of seven factors, namely personal attributes, system requirements, pedagogical knowledge, modelling, feedback, a supportive and nurturing relationship, and professionalism (Hudson, 2004; Jooste, 2019; Mthembu, 2019). Figure 1.2 below indicates the seven factors of Hudson's adapted mentoring model.

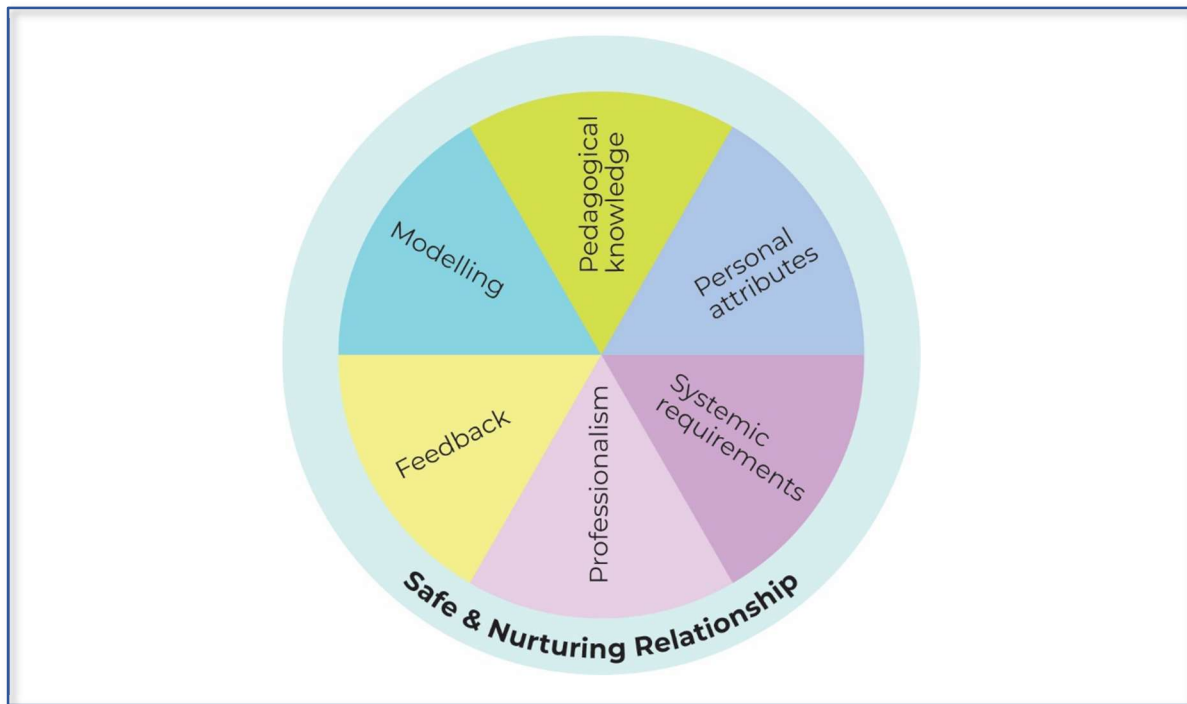


Figure 1.2: Hudson's adapted mentoring model with contributions from Jooste and Mthembu (Hudson, 2004; Jooste, 2019; Mthembu, 2019)

An effective mentor's **personal attributes** can be described against specific personal and interpersonal skills that a mentor should have to develop pre-service teachers professionally. Literature indicates that being active and a willing listener provides guidance and support towards pre-service teachers (Hudson, 2004; Du Plessis et al., 2017). Hudson and Hudson (2018) continue to explain that a mentor who is organised and enthusiastic instils confidence and builds positive attitudes within pre-service teachers which makes it easier for them to reflect on their teaching practices.

For pre-service teachers to become effective teachers, their mentors need to assist them in familiarising themselves with the applicable **systemic requirements** (Hudson, 2004). The systemic requirements consist of the outcomes, policies and curriculum established for each subject, school and the Department of Education. Having knowledge about the systemic requirements provides the pre-service teachers with a framework to measure the quality of their subject teaching practices.

Pedagogical knowledge is described by Hudson and Hudson (2018) as content-specific knowledge and in order for mentors to develop pre-service teachers' pedagogical knowledge for a specific subject, they should ensure that they themselves have sound pedagogical knowledge. Effective mentors who are pedagogically "rich" provides the pre-service teachers with specific content and pedagogical knowledge

along with the curriculum and assessment outcomes that are needed for planning, preparing, and selecting teaching strategies for a lesson (Hudson, 2004). Lastly, the mentors also assist the pre-service teachers with knowledge about classroom management, problem-solving skills and timetabling a lesson (Bird & Hudson, 2015).

Effective mentors are perceived by pre-service teachers as coaches and models (Moir, 2009). According to Hudson et al. (2015), mentors who are **modelling** the following eight attributes and practices towards pre-service teachers, may enhance the development and teaching practices of pre-service teachers within specific subject areas: Showing an enthusiasm for teaching, demonstrating effective teaching practices, building rapport with learners in the classroom, presenting well-structured lesson plans, using syllabus language and classroom language that is suitable for learning, practical hands-on lessons and, lastly, proper classroom management (Hudson et al., 2013).

Constructive **feedback** from mentors assists the pre-service teachers to develop as independent, self-reflective practitioners (Bird & Hudson, 2015). Hudson (2004) is of the opinion that feedback opens a door within the mentor and pre-service teacher relationship where expectations can be clearly communicated and pedagogical issues such as classroom management, assessment practices, reviewing of lesson plans and the preparation of resources can be addressed. Hudson (2004) also states that the mentor should provide the pre-service teacher with oral and written feedback.

A **supportive and nurturing relationship** can be understood as a relationship between the mentor and pre-service teacher that provides a safe space for a pre-service teacher where he or she feels supported and valued not only in a professional way, but at a personal level too (Izadinia, 2015; Jooste, 2019). Hudson (2016) asserts that pre-service teachers need a mentor who can provide them with feedback, builds their confidence and listens to their concerns, but also celebrates their victories with them.

Professionalism is the professional behaviour that a mentor expresses towards a pre-service teacher and it may include having regular scheduled meetings, showing interest, and developing them professionally by building their confidence through constructive and critical feedback (Mthembu, 2019). In a study conducted by Fraser (2018) professionalism was linked to aspects such as confidence, passion,

communication, adaptability, mutual respect, leadership and having good relationships.

1.7 PARADIGMATIC PERSPECTIVES

This section provides an introductory discussion of the philosophical and methodological paradigm that guided the study. These paradigms are thoroughly discussed in Chapter 3.

1.7.1 Philosophical paradigm: Phenomenology

For this study, I relied on phenomenology as a philosophical paradigm (Nieuwenhuis, 2019a). Creswell and Creswell (2017) explain that phenomenology resides under interpretivism as post-positivism and is always subjective in nature. This paradigm suited the proposed study, because I was specifically interested in the lived experience of the pre-service teachers, and not in general norms that are based on the assumptions of mass data (cf. Cohen et al., 2018). By following this approach, I was able to analyse data from people who have experienced a specific phenomenon and thereby gained an understanding and discovered an insider perspective of what they had experienced (cf. Nieuwenhuis, 2019a).

In order to remain objective and to avoid researcher bias, which is essential when using this paradigm, I kept a reflective journal in which I reflected on and documented my thoughts (cf. Creswell & Creswell, 2017). Adding to that, I had regular meetings with my supervisor, which enhanced my research reflexivity (cf. Creswell & Poth, 2018). The applied practices ensured that the study reflected the voices of the pre-service teachers who were part of the MI and their experiences (cf. De Vos et al., 2011). I will discuss the epistemology, ontology and axiology of this paradigm in more detail in Chapter 3.

1.7.2 Methodological paradigm: Qualitative approach

Inductive thematic analysis was suitable to use with the chosen qualitative approach, because it allowed me to work through the data from the “bottom” and to develop interpretations about the pre-service teachers lived experiences of an MI during WIL (cf. Braun & Clarke, 2013, p. 175; Cohen et al., 2018). I regarded the qualitative approach in this study as suitable, as it allows for several realities.

1.8 RESEARCH DESIGN

This section provides a brief overview of the chosen research design for this descriptive case study.

1.8.1 Research design: Descriptive case study

I chose a descriptive case study design for the study, because, as suggested by Creswell and Creswell (2017), it is most suitable when a researcher wants to gain an in-depth understanding of a phenomenon that needs to be described within the “real life context” in which it happened (Baxter & Jack, 2010, p. 548). The descriptive case study was most suitable, because I was provided with the opportunity to gain an in-depth understanding of the pre-service teachers’ lived experiences of an MI during WIL, how it contributed to their professional development, and which aspects of the MI they valued most. This research design is also well known and accredited in the social sciences (Scholz & Tietje, 2002; Yin, 2018). The descriptive case study design is discussed in detail in Chapter 3.

1.9 METHODOLOGICAL STRATEGIES

The following section provides an overview of the methodological strategies that were used for this study.

1.9.1 Selection of participants and research site

This study made use of purposive sampling to select the participants (Nieuwenhuis, 2019b), because the participants of the study had to meet specific selection criteria in order for the researcher to find answers to the research questions (Cohen et al., 2018). The participants therefore had to be informed about the phenomenon under study and willing and able to share their views, opinions and ideas. Selecting the research participants purposefully thus provided the study with “information rich” data, which assisted the researcher to gain ‘insight’ and a more ‘in-depth understanding’ of the phenomenon being studied (cf. Braun & Clarke, 2013, p. 56).

The participants in this study were purposefully selected by means of the following selection criteria.

They had to be:

1. Pre-service teachers who were in their final year of study, completing their B.Ed.

degrees in education, who only had WIL exposure during their final year of study before the new modules, PRO 452 and PRO 453 were introduced from the second year.

2. Pre-service teachers who were completing the PRO 453 module in the second semester, but had not been assessed or mentored in the first semester, completing the PRO 452 module.
3. Pre-service teachers who did WIL at schools based in Centurion, Gauteng.
4. Pre-service teachers who were willing to avail themselves for two hours once a week for seven weeks for mentoring.

Convenience sampling was utilised when the research site was chosen. The mentor who conducted the mentoring sessions with the pre-service teachers chose her residence as the central point, where the mentoring sessions took place. For convenience's sake, the pre-service teachers had to be stationed at a school within a five-kilometer radius from where the mentoring sessions were conducted. The reason for the meetings taking place at the mentor's house was because she wanted to allow the pre-service teachers into her personal space and thus provide them with a safe environment where they could feel comfortable within an informal setting.

This strategy was followed, because the final-year pre-service teachers were the only ones enrolled for the PRO 452 and PRO 453 modules, which were the WIL practicum, and the aim of the study was to explore the pre-service teachers' lived experiences of an MI during their WIL practicum. The cohort comprised 11 pre-service teachers who participated in the MI from 16 July 2018 to 20 September 2018.

1.9.2 Data collection and documentation

I made use of various data-collection techniques to obtain data from the participants in the MI sessions that were facilitated by the mentor. In order to prevent research bias and enhance the trustworthiness of the study, data were collected by four independent B.Ed. Honours students who resided in the Department of Educational Psychology. These four students also worked on the project and were therefore familiar with the full scope of the study.

1.9.2.1 Semi-structured interviews

Cohen et al. (2018) describe an interview as a meeting during which the interviewer can discuss the interviewees' interpretations of a specific event that they have

experienced and they are requested to express their point of view of what they have experienced and how they feel about the experience. The semi-structured interviews enabled the pre-service teachers to discuss and give their opinions regarding their experiences of the MI along with the mentoring they received and how it contributed towards their professional development. The semi-structured interviews, conducted by independent interviewers, were recorded with an audio (voice) recorder. I transcribed and analysed the recordings by making use of inductive thematic analysis (Creswell & Creswell, 2017). The transcribed interviews helped me to work systematically through the verbatim data of the semi-structured interviews.

1.9.2.2 Pre- and post- open-ended questionnaires

Open-ended questionnaires were filled out by the pre-service teachers at the beginning and at the end of the mentoring programme. The questionnaires contained information and feedback about the pre-service teachers' expectations of an MI, the role of a mentor, their experience of the MI and how it contributed to their professional development. Cohen et al. (2018) maintain that questionnaires are beneficial to capture open responses from respondents.

1.9.2.3 Verbatim audio recordings

An audio voice recorder was used to record the semi-structured interviews that were conducted with the pre-service teachers. The audio voice recorder provided the interviewers with a method to record the interview in a non-disruptive way (cf. Creswell & Poth, 2018). Verbatim audio recordings allow the researcher to capture data that can be used and analysed by other researchers (Nieuwenhuis, 2019b). These transcribed verbatim audio recordings helped me to work systematically through everything that was said during the semi-structured interviews and also allowed me to go back and listen to responses again.

1.9.2.4 Mentoring Intervention booklets

The MI process came with a booklet for the mentors, stipulating guidelines for the MI, and the pre-service teachers were provided with a different booklet in which they could write expectations, observations and reflections. The booklet of the pre-service teachers provides an in-depth understanding of the MI (Braun & Clarke, 2013) and their experience thereof. The pre-service teachers reflected after each mentoring session in their booklets about the mentoring session and stated what the session meant to them and what they had learnt.

1.9.2.5 Mentor field notes and observations

Observation can be seen as a method that is used by the mentor to take notes of what is observed during the MI sessions (Creswell & Creswell, 2017). The mentor's field notes contained information of all encounters she had while working with the pre-service teachers which provided a more in-depth understanding of what happened during the MI.

1.9.2.6 Leaving a legacy behind - Posters

Within the MI sessions, the pre-service teachers made posters about the legacy that they wanted to leave as a teacher and also what it meant to be extraordinary. Braun and Clarke (2013) state that creating story-completion is considered to be a form of communication and a unique way to connect with the research participants.

1.9.2.7 Self-reflections from pre-service teachers after the Mentoring Intervention

The pre-service teachers submitted reflections at the end of the MI, which created an opportunity to gain a holistic view of their experience of the MI and the value it had towards their professional development. Creswell and Creswell (2017) explain that the reflective practice assists in gaining a holistic view of the pre-service teachers' experience.

1.9.2.8 Researcher's reflective journal

Nieuwenhuis (2019b) describes a researcher's reflective journal as a journal in which the researcher can reflect on his or her unspoken thoughts and questions while working with the data, limiting researcher bias. The researchers should reflect in their journal on a regular basis (Braun & Clarke, 2013).

1.9.3 Data analysis and interpretation

An inductive thematic analysis (cf. Braun & Clarke, 2013) was conducted based on the data from 2018 that were collected during a seven-week MI. The method of the analysis is in congruence with phenomenology as philosophical paradigm. Creswell (2014) explains that data analysis and interpretation is like peeling back the layers of an onion - it involves segmenting and taking apart the data to make sense out of the text and image data. When the data is analysed, it becomes more manageable and themes, patterns, trends and relationships become more evident (Flick, 2018).

A six-step guide for inductive thematic analysis was suggested by Braun and Clarke (2013) and Creswell and Creswell (2017). In line with the guidelines of Braun and

Clarke (2013) and Creswell and Creswell (2017), the following steps were used in conducting the inductive thematic analysis in this study (Figure 1.3).

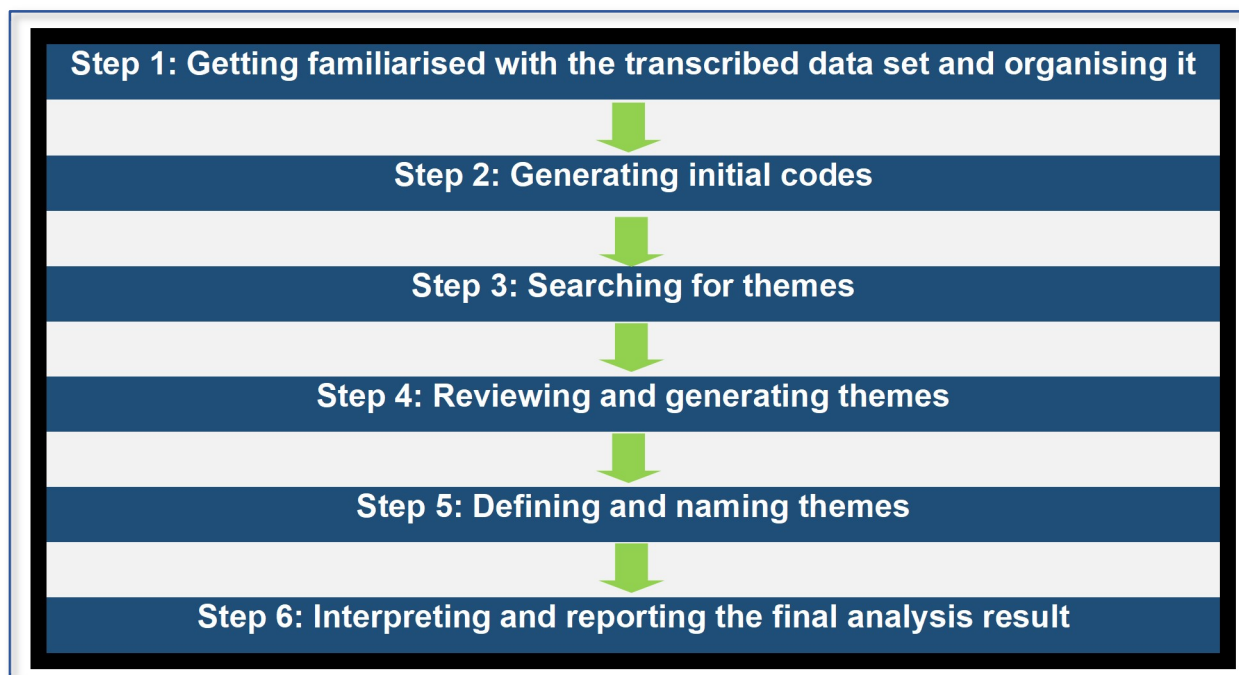


Figure 1.3: Steps outlined for conducting inductive thematic analysis (Braun & Clarke, 2013)

Inductive thematic analysis enabled me to use data that was relevant to the rationale of my study (cf. Prasad, 2008; Cohen et al., 2018), and to gain an in-depth understanding of pre-service teachers' lived experiences of the MI (cf. White & Marsh, 2006). Braun and Clarke (2013) are of the opinion that inductive thematic analysis can be complex and it may be difficult to identify themes. White and Marsh (2006) are of the opinion that the researcher should be cautious when searching for and defining themes and should ensure that the themes are not too broad or too narrow, because in both cases it may lead to problems when it is difficult to interpret and manage the data and the meaning of the original text may get lost. During the research process I explained the methods that I used and how I identified the important themes and ideas that came forth from the data (cf. Braun & Clarke, 2013). I analysed the data in the following order:

1. Pre- and post- open-ended questionnaires that were filled out before and after the MI;
2. the MI booklets for each participant and the mentor that were completed during the seven-week MI;
3. the transcribed interviews;

4. the posters;
5. field notes and observations from the mentor.

1.10 QUALITY CRITERIA

The trustworthiness of this qualitative study can be understood as the quality criteria that the study had to meet in order for the study to be trustworthy (Liamputtong, 2013; Cohen et al., 2018). Liamputtong (2013) divides the quality criteria into four sub-categories: credibility, transferability, dependability and confirmability. *Credibility* is used to determine if the research is reliable and if it was accurately interpreted by the researcher. Thus, the findings must represent the participants' perspectives (Creswell, 2014). *Transferability* refers to the researcher asking to what extent the methods can be applied to other studies or individuals and deliver similar results (Nieuwenhuis, 2019b). *Dependability* is about the integration of the methodology, data collection, data analysis and the theory that were used, in other words, is it consistent and repeatable (Cohen et al., 2018). The last category is *confirmability*, which is about the findings and the results of the study that have to be supported by the data and the research process, and that these are not biased opinions or perspectives of the researcher (Liamputtong, 2013). The study must ensure that the voices of the participants who took part in the study are heard (Patton, 2002; Maree, 2019). Taking into consideration the above-mentioned criteria, I focused on accurate documentation and on not being biased. A detailed discussion of the quality criteria and how these were applied to enhance the trustworthiness of the study will follow in Chapter 3.

1.11 ETHICAL CONSIDERATIONS

I obtained ethical clearance (EDU045/20) for the study from the Ethics Committee of the HEI, and consent from the Dean of the Faculty of Education to participate in the PE SOTL research project. The ethical clearance certificate is attached as Appendix A(i). The ethical considerations which guided the research included obtaining permission to use existing data, gaining informed consent, and ensuring voluntary participation, trust, no harm to participants, confidentiality and anonymity (cf. Creswell & Creswell, 2017; Maree, 2019). The ethical considerations that guided the case study will be discussed in more detail in Chapter 3, section 3.6.

1.12 THE ROLE OF THE RESEARCHER

I am a master's student in Learning Support Guidance and Counselling at a HEI and

my role as researcher was to support the HEI and the larger PE SOTL project to which I was assigned. In conducting the research for my master's degree, I was granted the opportunity to be a co-researcher, allowing me to make use of secondary data. I thus conducted a qualitative study, analysing secondary data from phase 5 of the project. Although I was not part of the initial research process, I transcribed all the semi-structured interviews and analysed all the data under the auspices of my supervisor. Since I am working with secondary data, it confirms that I was not part of the preparation and collection of the data and that the interest I had with regard to this study increased as the study progressed.

Braun and Clarke (2013) state the importance of trust within the relationship between a researcher and participant. Although I was not part of the data collection process, I acknowledge the trust that each participant had in my supervisor. From transcribing and analysing the data, it was evident that my supervisor allowed the pre-service teachers to express their views and opinions regarding their experiences of the MI within a safe and nurturing environment.

Maree (2019) states that the researcher must remain aware of his or her own biases and subjectivity during the research. In order to be aware of my own bias and subjectivity during the research process, data analysis and documentation, I practised reflexive self-awareness and made observational notes in my researcher's reflective journal. In the researcher's reflective journal, I explained my own interpretation and understandings of the data and had regular discussions with my supervisor about the results that I had obtained.

1.13 SIGNIFICANCE OF THE STUDY

This study reports on pre-service teachers' lived experiences of a MI and of the mentor who conducted the MI. This MI took place during the first WIL practicum of the pre-service teachers, during which they also were assessed by the university supervisor. This MI was the first of its kind at the HEI and also at other local HEIs. The MI was developed at the end of phase 1 – 4 of the PE SOTL project (discussed Figure 1.1) which was also regarded as the first of its kind nationally, according to a Colloquium that was held in 2018 at the University of Pretoria.

The objectives of the study were to explore the value of the MI and to determine which aspects of the MI pre-service teachers valued most, as well as the attributes and skills

of the mentor that were valued by the pre-service teachers. Brown et al. (2020) postulate that for pre-service teachers to develop personally, academically and professionally, mentors must be trained and equipped with the necessary skills and attributes to support pre-service teachers during WIL, along with an MI. With the results of the study at hand, the MI now can be implemented at the HEI and researched in a longitudinal study before it is presented to other interested HEIs.

1.14 ARRANGEMENT OF THE REPORT

This report is presented in five chapters, namely

Chapter 1: Orientation to the study

In Chapter 1 I provided a general overview of the study. The overview included the background, rationale and certain key concepts for the study. The problem statement and purpose of the study were explained together with the research questions. The epistemological and methodological paradigms were introduced, and trustworthiness, ethical considerations and the role of the researcher were touched upon.

Chapter 2: Literature review

Chapter 2 provides the theoretical background to the study and I explore appropriate literature. The requirements of WIL within South Africa are discussed, as well as pre-service teachers' professional development during WIL, and the role of mentoring during WIL. I then continue to elaborate on quality mentoring and the value of mentoring programmes during pre-service teachers' development. Different literature sources regarding mentoring, mentoring programmes and pre-service teachers' professional development were explored and will be discussed. Furthermore, I attempt to make sure there is congruence between the purpose and the chosen theory of the study. The chapter is concluded with a discussion of Hudson's adapted mentoring model as the theoretical framework for the study.

Chapter 3: Research design and methodology

In Chapter 3, I provide a detailed explanation of the selected paradigms, applicable research design and the process that was utilised for conducting this study. The methods that were used for sampling, data collection, documentation, data analysis and interpretation are discussed and justified. I conclude the chapter with a discussion on the quality criteria and ethical considerations which guided the study.

Chapter 4: Results and findings

Chapter 4 is devoted to a discussion of the results and findings related to the data obtained during the study. Inductive thematic analysis was used to analyse the data. The results are presented in the form of themes and sub-themes.

Chapter 5: Conclusions and recommendations

Chapter 5 brings the report to a conclusion by providing an overview of the previous chapters, and the conclusions drawn based on the research questions. I further discuss the possible contributions made by the study, the limitations, and final recommendations for further research, training and practice.

1.15 SUMMARY

In this chapter I gave a background to the study, and discussed the rationale for undertaking the study and the assumptions on which the study was based. I have also discussed the core concepts of the study with the primary research question and the secondary question that guided the study. The paradigm that I chose is explained along with the research process. I have also considered the necessary ethical considerations for this study and the trustworthiness.

In Chapter 2 I shall discuss existing literature regarding pre-service teacher's experiences pertaining to mentoring. I will also discuss the theoretical framework that is based on Hudson's adapted mentoring model for effective mentoring.

CHAPTER 2 - LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter a review of literature is provided pertaining to the mentoring of pre-service teachers. As discussed in Chapter 1, the aim of this descriptive case study was to determine the experiences that pre-service teachers had of a mentoring intervention (MI) conducted during work-integrated learning (WIL). Therefore, an explanation of the requirements regarding a WIL practicum within a school setting in South Africa, followed by a discussion of the necessity of mentoring during a WIL practicum is deemed essential. During the WIL practicum the relationship between the mentor and pre-service teacher becomes evident and is established through the MI. The theoretical framework of Hudson's adapted mentoring model will be discussed along with an explanation of the rationale for using this specific theoretical framework in this study. I will conclude the chapter with a conceptual framework integrating Hudson's adapted mentoring model designed for effective mentoring and the outcome of the literature review.

2.2 PRE-SERVICE TEACHERS' WORK-INTEGRATED LEARNING PROGRAMMES WITHIN A SOUTH AFRICAN CONTEXT

In South Africa different Initial Professional Education and Training (IPET) programmes exist that prepare pre-service teachers to become teachers. The National Policy Framework for Teacher Education and Development in South Africa (Republic of South Africa, 2006) requires of all IPET programmes to consist of three components, namely educational theory, professional studies, and a WIL practicum. The WIL practicum of these IPET programmes provides an opportunity to ensure that the pre-service teachers are not only grounded in theory, but also equipped with the knowledge and skills needed in the teaching profession (Levine, 2006). Morrisson and Werf (2012, p. 1) postulates that "theory without practice is empty; and practice without theory is blind". Beijaard (2018) explains that WIL practicums offer pre-service teachers valuable learning experiences that assist in developing the pre-service teachers' teaching experiences and professional identity.

The revised policy on the minimum requirements for teacher education qualifications (MRTEQ) (Republic of South Africa, 2015) states that WIL is part of the minimum requirements for a teaching qualification in South Africa and the guidelines for WIL are stipulated in the MRTEQ document (Republic of South Africa, 2015), requiring pre-service teachers to complete at least 20 weeks of WIL over a period of four years, which is the minimum time frame to complete a teaching qualification. It also states that the WIL practicum has to take place within a school setting and it is the responsibility of the higher education institution (HEI) at which the pre-service teachers are enrolled to arrange WIL opportunities (Republic of South Africa, 2008). Jooste (2019, p. 20) advises that the HEI should ensure that the schools chosen for WIL are acknowledged as a “suitable site for teaching and learning”.

In the WIL practicum there are three important role players, and Fraser (2018, p. 1) refers to the three role players as the “triad alliance”; being the pre-service teacher, the mentor teacher and the university supervisor. It is required by the Department of Basic Education (DBE) that pre-service teachers be assessed and supervised by the mentor teacher and the university supervisor during WIL (Du Plessis, 2013), but for the purpose of this study, the focus will only be on the university supervisor representing the HEI. The figure below (Figure 2.1) indicates all the role players and institutions involved during WIL: schools identified by die DBE, the HEI, pre-service teachers (for the purpose of this study, the final-year pre-service teachers), the mentor teacher, and the university supervisor as mentor.

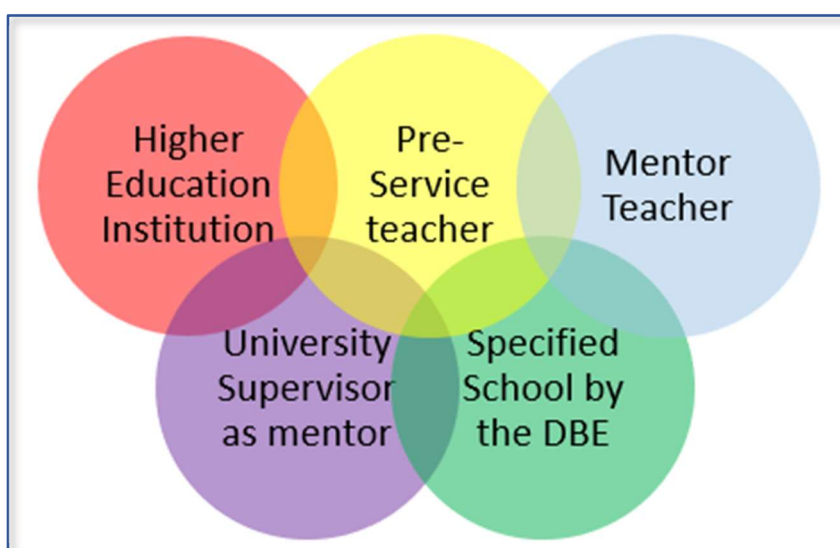


Figure 2.1: The main role players and institutions involved during WIL

WIL provides the pre-service teacher with a hands-on teaching experience and a realistic understanding of the teaching profession (Du Plessis & Marais, 2013; Capan & Bedir, 2019) which assists in bridging the gap between the “world of the university and the world of school” (Van Putten, 2020, p. 20). In theory it means that WIL provides pre-service teachers with an opportunity to apply and integrate their theoretical and acquired knowledge with their experience of the teaching profession (Abongdi et al., 2015). Hudson et al. (2015) point out that WIL is also challenging for the pre-service teachers and a “reality shock” to many other pre-service teachers, leaving them with a mixture of feelings such as anxiety, self-doubt and uncertainty (Hobson et al., 2009, p. 208; Chimhenga, 2016). The MRTEQ (Republic of South Africa, 2015) requires of pre-service teachers to have been mentored, assessed and supervised during WIL.

2.3 PROFESSIONAL DEVELOPMENT AND IDENTITY FORMATION DURING WORK-INTEGRATED LEARNING

Recent studies have identified that WIL influences the development of teacher identity (Zhao & Zang, 2017; Hsieh, 2018; Van Putten, 2020). Teacher identity development indeed has become an emerging research area over the past two decades (Beijaard, 2018). The terms professional development and teacher identity development are used in this case study when referring to identity formation during WIL, but the terms identity and professional identity also will be defined for a more holistic understanding of the interrelatedness of the terms. Van Putten (2020) states that if a term is not well-defined in terms of the context of a study, it may lead to confusion.

Identity development is defined by a postmodern approach as an active and continuous process that takes place within a person when that person interacts with other people in various social worlds (Akkerman & Meijer, 2011). Identity therefore can be understood as referring to “being a certain kind of person in a given context” (Gee, 2001, p. 100), and that identity develops over a person’s life span (Beijaard, 2018). There is no clear consensus about the definition of professional identity, therefore it may lead to misunderstanding if not correctly understood (Fitzgerald, 2020; Van Putten, 2020). According to a study conducted by Fitzgerald (2020), professional identity can be understood as belonging to a person with an identity that consists of sub-identities and who functions in a profession requiring specific skills, knowledge,

and qualifications, and where there is an active, ongoing process of integration between the personal and professional environment (Beijaard et al., 2004).

Although teacher identity is a relatively new research topic, Akkerman and Meijer (2011, p. 315) define the term according to the dialogical approach as “an ongoing process of negotiating and interrelating multiple I-positions in such a way that a more or less coherent and consistent sense of self is maintained throughout various participations and self-investments in one’s (working) life”. Thus, teacher identity development can be understood as a multifaceted, active, ongoing cognitive-emotional process that takes place within a teacher in the teaching profession (Fraser, 2018; Korthagen, 2018).

Zhao and Zhang (2017) compared pre-service teachers’ teacher identity with in-service teachers’ teacher identities and found that the pre-service teachers had more of a student identity than a teacher identity and they took the complexity of the teaching profession too lightly before they entered into the WIL practicum. Whereas Hsieh (2018) is of opinion that the WIL practicum plays a significant role in the development of pre-service teachers’ teacher identity, because it is during this time that they are assigned different tasks in which they will be able to experience various kinds of characteristics of the teaching profession which will give them a greater chance of developing professionally. Beijaard (2018) explains that professional development within pre-service takes place when subject matter, pedagogical knowledge, theories of teaching and learning skills are converted into a practical action, such as WIL.

Korthagen (2016) asserts that pre-service teachers need more than just practical experience to develop professionally; the pre-service teachers need a safe space where they can talk openly about their experiences, concerns and feelings encountered during WIL. Zhu and Zhu (2018) noted changes in important aspects of the professional development of pre-service teachers when they had a safe and nurturing environment in which to reflect during WIL. Some of these changes included feelings of self-doubt and insufficient professional knowledge, and the belief of not being able to teach, to a growth in professionalism and confidence; recovering from the shift of being a student at a HEI to a professionally developed novice teacher. Finally, a transformation takes place in the relationship between pre-service teachers

and mentors, one where the role of the mentor diminishes and the pre-service teacher's role becomes more prominent (Zhu & Zhu, 2018).

Izadinia (2016) and Du Plessis et al. (2017) indicate that pre-service teachers value the input and contributions that mentors make during their WIL practicum and that these have a big influence on their professional development. Their studies indicated that the more positive the relationship was between the mentor and pre-service teacher, the more confident they felt within the teaching profession and the higher their professional development was. Mentoring is considered to be an especially useful and efficacious way of assisting pre-service teachers during the process of professional development (Hobson et al., 2009; Zhao & Zhang, 2017). Sedibe (2014, p. 194) postulates that mentoring during WIL is both an “effective tool and process” to develop pre-service teachers professionally. Akkerman and Meijer (2011) state that professional development of pre-service teachers is not a linear process, but rather a guided, facilitated and ongoing process. Thus, in the next section, a discussion follows on the role of mentoring and how it provides guidance towards pre-service teachers during WIL.

2.4 MENTORING AND ITS ROLE DURING WORK-INTEGRATED LEARNING

The first traces of mentoring dates back to Ancient Greece, where *Mentor* was a character in the Greek mythology. The King of Ithaca, Odysseus, had to leave for the Trojan Wars, and instructed his companion, *Mentor*, to stay in Ithaca, to taking care of his son, Telemachus. *Mentor* had to teach Telemachus everything about becoming a great ruler. Therefore, *Mentor* was a teacher, role model and trusted advisor for Telemachus, and was it the beginning of the mentoring relationship (Ellis et al., 2020).

Over the past two decades there has been an increase in research regarding mentoring and it is now acknowledged and embraced by many businesses, schools, HEIs, and as a formal component for career development (Clutterbuck, 2005; Ragins & Kram, 2007; Van der Walt, 2016). Despite all the research that has been conducted regarding the term mentoring, there still is not an agreement on a precise definition for mentoring (Hudson, 2013; Brown et al., 2020; Smit & Du Toit, 2021). For the purpose of this study mentoring can be understood as a collegial relationship between a mentor and pre-service teacher, which takes a holistic developmental approach in developing

the pre-service teacher to reach specific professional and personal goals (Lunsford, 2016; Capello, 2020; Smit & Du Toit, 2021).

Mentoring has gained a prominent role within the current education programmes of HEIs owing to the developmental influences that it has on pre-service teachers in training (Darling-Hammond, 2012; Hobson et al., 2012; Abongdi et al., 2015; Fraser, 2018; Hudson & Hudson, 2018; Smit & Du Toit, 2021). According to various studies, mentoring is considered to be a cornerstone within WIL, and university supervisors are regarded as a key resource in the development of pre-service teachers during WIL (Brady & Broadbent, 2007; Bird & Hudson, 2015; Bukari & Kuyini, 2015; Mudzielwana, 2014; Mena et al. 2017; Capello, 2020; Gillett-Swan & Grant-Smith, 2020). The mentoring role of the university supervisor during WIL seems to be undervalued and overlooked (Marks, 2002). Steadman and Brown (2011) are of the opinion that the cause of this lies with the name of the university *supervisor*, emphasising the supervisory role and not mentioning the student. A confusion has also been created by mentors, because of the usage of mentoring techniques along with supervisory techniques when practising mentoring (Hudson & Millwater, 2008; Koc, 2011).

The university supervisor therefore, has a challenging and intertwined role providing the required mentoring and assessment to the pre-service teachers during WIL, since literature indicates that assessment initially was not part of a mentor's role, but rather that of a supervisor (Garringer et al., 2015). A supervisor may be regarded as someone who fulfils the role of teacher, assessor, boss and expert, while a mentor's role is more that of one providing assistance, guidance, counselling and being a friend (Dos Reis, 2012). The role of the mentor during WIL is described by Gillett-Swan and Grant-Smith (2020) as "an emotional endeavour and a form of emotional labour" demanding "intense interpersonal interactions, strong emotional commitment and deliberate emotional management". The mentor should also be familiar with the goals that the pre-service teacher has to achieve, the pre-service teacher's needs, as well as the tasks that the pre-service teacher has to perform to be successful (Bukari & Kuyini, 2015; Hudson & Hudson, 2018; Lejonberg et al., 2018; Moulara & Sougari, 2019; IMA, 2019).

Appropriate mentoring guidelines may assist the mentors to be more effective in their mentoring roles during WIL, reducing the stress and uncertainty about mentoring and the complexity of being a mentor and a supervisor who has to assess the pre-service

teachers (Hudson, 2013). Ragins and Kram (2007) state that the success of effective mentoring outcomes during WIL comes through a trained mentor and an actively participating pre-service teacher whose relationship develop over time and in different settings.

Mentoring is about a collegial relationship between a mentor and pre-service teacher, and Jooste (2019) emphasises that mentoring during WIL should take place within a safe and nurturing environment. Kram (as cited in Van der Walt, 2016) identify guidelines that can be used by mentors to establish a mentoring relationship with a pre-service teacher during WIL, promoting the pre-service teacher's professional development. The mentor needs to establish an authentic relationship with the pre-service teacher, providing a safe and nurturing foundation for the relationship (Van der Walt, 2016; Jooste, 2019). Communicating the requirements and responsibilities of the mentoring relationship assists the mentor and pre-service teacher to gain a clear understanding of what is expected of one another (Ragins & Kram, 2007). A firm and solid relationship between the mentor and pre-service teacher promotes the role of the mentor to become less and the role of the pre-service teacher to become more (Van der Walt, 2016). Finally, when mutual agreement has been reached in the mentoring relationship, both the mentor and pre-service teacher have to stay within the boundaries of the relationship, contributing to and gaining from the relationship and thus making most of the feedback and constructive criticism (Ambrosetti & Dekkers, 2010; Hudson, 2013).

Pre-service teachers are depending on their mentors to assist them with valuable insight about the teaching profession by encouraging them to acquire a variety of skills and introducing them to general and professional classroom practices for the teaching profession (Mena et al., 2017). A valuable benefit of mentoring pre-service teachers, is that it provides the pre-service teachers with the opportunity to form a collegial relationship with their mentors, allowing them to share "practical knowledge and professional knowledge" (James et al., 2020, p 60). Pfister and Paljevic (2018) state that pre-service teachers value being mentored by a university supervisor during their WIL practicum and that the successful experience may have helped them as novice teachers to adjust more easily to the culture of a school and the teaching profession in general (Mena et al., 2017). A research study conducted by Du Plessis et al. (2017) reports that pre-service teachers appreciate the input, guidance, advice and support

from mentors, because it assists in preparing and developing them for the teaching profession.

Mentors also gain personally from mentoring pre-service teachers in terms of the opportunity to “critically reflect on their own practices” (Ambrosetti, 2014, p. 32), having a renewed enthusiasm for their career and contributing towards another’s professional life (Fraser, 2018). Mentoring provides mentors themselves with opportunities to develop professionally, but there is a downside too. Mentors may regard this task as an additional responsibility on their shoulders, leading to an increased workload added to the stress they experience due to the possible lack of confidence and knowledge about mentoring and assessing pre-service teachers (Gillett-Swan & Grant Smith, 2020; Hathorn, 2020; Smit & Du Toit, 2021).

Despite the increased use of mentoring in developing pre-service teacher professionally during WIL, is it anticipated that exploring the pre-service teachers’ experience of an MI and of their mentors during the WIL would provide much needed guidance for mentoring during WIL.

2.5 MENTORING SKILLS AND STYLES OF EFFECTIVE MENTORS

Mentoring models and practices vary between countries and it is important to take note of all the different mentoring models and their applicability in a specific country (Lejonberg et al., 2018). Smit & Du Toit (2021) assert that Ambrosetti’s European mentoring model, which is non-directive, and the American mentoring model which is directive, are not necessarily appropriate for use within the South African context. This study made use of Hudson’s adapted mentoring model (Hudson & Hudson, 2018). In Hudson’s adapted mentoring model the personal attributes of a mentor are regarded as important due to the significant impact these have on determining the success of the mentoring relationship (Hudson, 2013). Geber and Nyanjom (2009) point out that there is a uniqueness in mentoring in South Africa, due to the various cultures, languages and diversity within the country. Clutterbuck and Megginson (1999), emphasize that the cultural group, gender and specific developmental stage of the pre-service teacher should be taken into account during mentoring.

Studies that were conducted with pre-service teachers, identifying the attributes and skills that they appreciated in a mentor, vary from one mentor to another (Bird & Hudson, 2015; Du Plessis et al., 2017; Fraser, 2018). Not all mentoring attributes and

skills are regarded as natural abilities which people just have, mentoring skills and attributes are more of acquired skills that can be “learnt and developed over time” (Ambrosetti, 2014, p. 30). Either learned or naturally acquired, mentoring skills and personal attributes together with a mentoring programme support the mentor in guiding the pre-service teacher to develop professionally during WIL (Abedin et al., 2012; Darling-Hammond, 2017; Gholam, 2018; Capello, 2020). Effective mentoring makes an exceptional contribution to developing self-regulated life-long learners which is needed at HEIs in South Africa (Smith & Du Toit, 2021).

2.5.1 Personal Attributes of effective mentors

A personal attribute that is considered to be fundamental in mentoring is good communication skills (Abedin et al., 2012; Hudson, 2013). Communication assists the mentor in establishing a positive relationship with the pre-service teacher, and by listening actively to the pre-service teachers enhances trust within the relationship and understanding the expectations that they have of one another (Hudson, 2016). Another aspect of mentoring with which communication assists is understanding the pre-service teachers’ cultural background and their view of the teaching profession. Maintaining good communication within a mentoring relationship assists the mentor in showing support and empathy towards and providing guidance to the pre-service teacher (Ambrosetti & Dekkers, 2010). Hudson and Millwater (2008) purport that a good mentor supports a pre-service teacher and build rapport with the pre-service teacher through communication. Other personal attributes that are mentioned in the literature are empathy, role modelling and trust (Du Plessis et al, 2017). Ingersoll and Strong (2011, p. 26) describe a good mentor as someone who is “genuine, kind, enthusiastic, patient, consistent and positive”. The need also exists for the mentor to counsel, be honest, open, and sensitive, have a sense of humour, and be organized and reflective within the mentoring relationship (Hudson & Hudson, 2018). Roles that have been identified by Du Plessis et al. (2017) for the purpose of an effective mentor are the following: Mentors must be a motivator, role model, supporter, counsellor, advisor, demonstrator, guide, change agent, companion and coach.

Findings from a study that was conducted by Ambrosetti and Dekkers (2010) concluded that pre-service teachers appreciate it if their mentors are supportive by providing them feedback and advice, by being a role model from whom they can learn, by including them in the mentoring relationship and letting them feel like a colleague,

being non-judgemental and creating learning opportunities for them. A study conducted by Izadinia (2015) compared mentors' and pre-service teachers' expectations of mentoring, and the impact these had on their professional development, which not only indicated the need that pre-service teachers have for learning how to teach, but that they also need continued encouragement and emotional support. Emotional support can be provided to a pre-service teacher within a reciprocal mentoring relationship, where the pre-service teacher feels safe and respected (Kaplan & Garner, 2017; Mthembu, 2019). A secure and safe mentoring relationship provides the mentor with an opportunity to challenge the pre-service teachers and to enhance their professional development (Jooste, 2019). Ingersoll and Strong (2011) are of the opinion that a quality mentor must be competent and knowledgeable within his/her field, and have highly developed interpersonal skills ensuring good communication and constructive feedback.

Lunsford (2016) states that it is not possible for every mentor to have all the possible personal attributes that are listed in the literature and identified through various studies. An MI is therefore not only based on the personal attributes of the mentor, but also on mentoring skills.

2.5.2 Mentoring skills of effective mentors

Mentoring skills are more like different competencies that a mentor has that assist in developing the pre-service teacher optimally (Garringer et al., 2018). Ambrosetti (2012, p. 4) argues that mentors have to be prepared for their mentoring role, having particular knowledge to take "deliberate action in their mentoring and by developing specific skills to critique constructively, both their own teaching practices and their mentee practices". Abedin et al. (2012) conducted research reviewing literature regarding mentoring skills, and found that it was not a widely researched topic, but despite that, they identified the following mentoring skills: leadership, empowerment, strategic perspectives, integrity skills, judgement skills, political skills, creative thinking skills, problem-solving skills and decision-making skills. Azure (2015) and Ellis et al. (2020) also identified mentoring skills needed to be a good mentor, namely developing capabilities, being inspiring, providing corrective feedback, managing risks and opening doors for pre-service teachers. Hudson (2016) also listed mentoring skills for effective mentors within his mentoring model for effective mentoring.

A competent mentor would know what is expected of a pre-service teacher, and would provide him/her with the necessary knowledge and feedback to develop him/her to become the best teacher he or she can be (Phillips-Jones, 2003). A mentor must have the cognitive skills to not only pass knowledge and skills on to the pre-service teacher, but to use the knowledge and skills in accordance with the curriculum and the latest pedagogy (Hudson, 2013). Hobson et al. (2012) advises the mentor to work with the pre-service teachers in authentic situations, teaching them how to handle real issues in a classroom by providing them with opportunities to observe and co-plan with them. Being inspirational about the profession excites the pre-service teachers and motivates them to pursue their own ideals of greatness (Ellis et al., 2020). Assessing the pre-service teachers provides the mentor with an opportunity to observe the pre-service teachers presenting lessons to a class and assisting them with constructive feedback to improve their teaching strategies and lesson plans (Azure, 2015; Gillett-Swan & Grant-Smith, 2020). Pre-service teachers who trust their mentors, are more open to take appropriate risks (Phillips-Jones, 2003), and skilled educated mentors assist pre-service teachers in “understanding the philosophy of teaching” and to develop professionally (Bukari & Kuyini, 2015:47).

Various literature sources discuss the skills and attributes that mentors need, but do not specify how the mentoring must take place (Ingersoll & Strong, 2011; Hudson et al., 2015; Darling-Hammond, 2017). Mentoring practices and mentoring styles vary greatly from one institution to another, one country to another and one mentor to another (Chimhenga, 2017; Ivanova, 2017; Gholam, 2018; IMA, 2019).

2.5.3 Mentoring styles that enhance effective mentoring

Mentoring styles are dependent on the mentors’ beliefs and willingness to add mentoring to their workload (Lejonberg et al., 2018). Mentoring can be done in various ways, but Kiviniemi et al. (2021) suggest group peer mentoring to develop pre-service teachers professionally. Other forms of mentoring are traditional mentoring; group mentoring, team mentoring and peer mentoring (Ragins & Kram, 2007; Garringer et al., 2015; IMA, 2019).

Traditional mentoring is a one-on-one mentoring relationship, which are hierarchical in nature, when the mentor serves as the expert with all the knowledge and the pre-service teacher as the learner with less knowledge (Garringer et al., 2015; Van der

Walt, 2016). Traditional mentoring is used in various occupations, depending on the need and the skills that the pre-service teacher has to acquire (Clutterbuck, 2005; Hobson et al., 2012; Karaferye, 2018). Group mentoring is a mentoring technique where there usually is one mentor with a few pre-service teachers (Ragins & Kram, 2007; IMA, 2019). This type of mentoring is a well-used technique in education, because it enables broader social learning, as the pre-service teachers raise topics within the group that need to be addressed; possible perspectives can be given from all the participants in the group (Kiviniemi et al., 2021). Peer mentoring refers to youth mentoring other youth and it can be described as a helping relationship where individuals of the same age provide assistance to others in the age group. These relationships are less hierarchical and more balanced (Beltman et al., 2015).

Capan and Bedir (2019) conducted a study on the effectiveness of peer mentoring combined with group peer mentoring. In the study each pre-service teacher was assigned to another pre-service teacher and they were each other's peer mentors, and they formed part of a bigger group who received mentoring from a lecturer mentor. The study indicated that the pre-service teachers appreciated the collegial support, practical feedback and communication they had with their peer mentors. Peer mentoring was a big source of support for the pre-service teachers, because they could share their frustrations and problems encountered during WIL with each other. The pre-service teachers felt encouraged when they observed their peer mentors during group mentoring; it assisted them to reflect on their own teaching practices, pedagogical knowledge, and to seek for alternative solutions for possible problems. The group mentoring also assisted the pre-service teachers with social, psychological and professional support during their WIL practicum.

It is therefore important for mentors to have the much-needed attributes and skills in place and an understanding of the different mentoring styles and outcome of each style to assist pre-service teachers to develop optimally.

In the next section mentoring programmes will be discussed together with the value they hold in developing pre-service teachers.

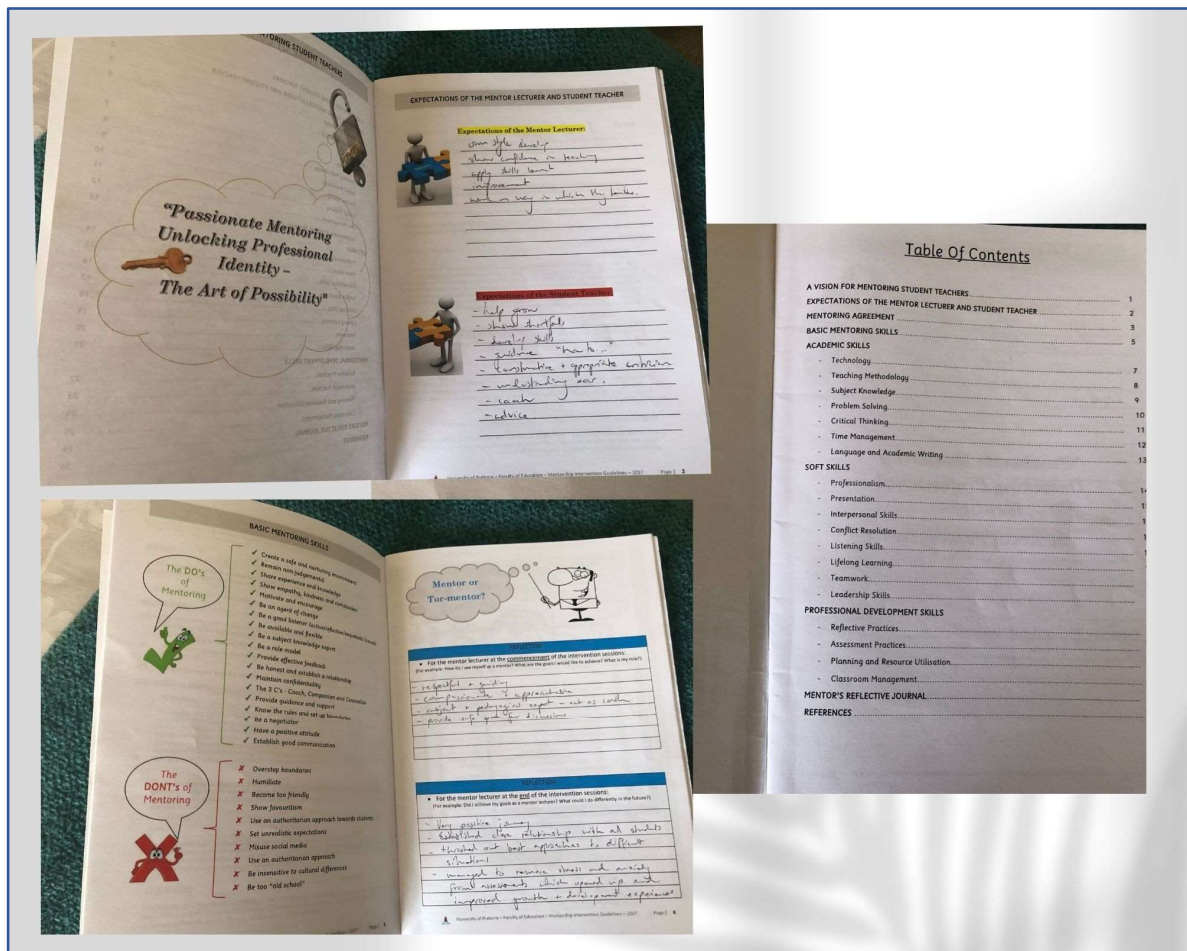
2.6 THE VALUE OF MENTORING PROGRAMMES DURING PRE-SERVICE TEACHER DEVELOPMENT

Mentoring programmes during apprenticeships are a common practice in various professions, and internationally it is a valued topic of discussion within the field of higher education, because skills required in real-life situations usually are mastered with the assistance of some or other form of tutoring or mentoring (Bukari & Kuyini, 2015; Lunsford, 2016; Hudson & Hudson, 2018). Brown et al. (2020) postulate that mentoring programmes usually are designed to fulfil the specific mentoring purpose of an institution and this varies from institution to institution (Hobson et al., 2012). Findings of a study conducted by Hobson et al. (2012) regarding the design of mentoring programmes for pre-service teachers, indicated that existing mentoring programmes at university level should be re-examined. As mentioned previously, it became evident at a colloquium that was held at the University of Pretoria in 2018, which was attended by eight South African universities, that none of these eight universities had a mentoring programme in place that focused solely on the mentoring role and responsibility of the university supervisor. Du Plessis et al. (2017) and Fraser (2018) recommend that the mentoring of pre-service teachers should be guided by a mentoring programme. The PE SOTL grant was initiated at a HEI in 2017 where research was conducted regarding the mentoring role of the university supervisor during WIL.

The results of research conducted by Du Plessis et al. (2017) at a HEI in South Africa on an MI for the professional development of pre-service teachers indicated that the pre-service teachers valued the input and contributions that the university supervisors as mentors made towards their professional development. Mentoring programmes add value to pre-service teachers' professional development by creating social interaction between the pre-service teacher and a mentor, as the pre-service teachers feel safe to open up about experiences encountered during WIL (Clutterbuck, 2005; Jooste, 2019). Effective mentoring programmes have a positive impact on pre-service teachers; it provides them with confidence and a feeling of being fulfilled, and it reduces the feeling of being alone and the only one struggling during WIL (Nguyen, 2017). Other benefits of mentoring programmes are that they provide pre-service teachers with support, guidance, pedagogical knowledge and professional development (Gholam, 2018; Nguyen, 2017; Hudson & Hudson, 2018). Mentoring

programmes offer pre-service teachers an “opportunity to build a launch pad and safety net” for themselves (Pawson, 2004, p. 21). Zhao and Zang (2017) postulate that pre-service teachers who participate in mentoring programmes are more likely to stay within the teaching profession.

The HEI where this descriptive case study was conducted, designed a mentoring intervention (MI) and linked the pre-service teachers with a university supervisor during their WIL practicum to provide them with mentoring, guidance and support. Formal mentoring programmes provide a framework with a structured mentoring relationship, stating the purpose and outcome of the mentoring programme (IMA, 2019). This framework assists in defining the number of mentoring sessions or time frame, the duration of each session, the frequency, the location, and the mode of communication (Ragins & Kram, 2007; Lunsford, 2016). It is important that a mentoring programme has a “blueprint” that is flexible and designed in such a way to offer the pre-service teachers support, an opportunity to explore, reflect and to develop professionally (Garringer et al., 2015, p. 13; Lunsford, 2016). The HEI designed an MI booklet, with all the required information to guide the mentoring sessions. The MI booklet was designed in such a way that it provides the pre-service teachers with the opportunity to add topics of interest to ensure that the needs of the pre-service teacher are satisfied too. The MI was designed in a way that ensures discussions of the main topics regarding the teaching profession, namely academic skills, soft skills and professional development. Photo 2.1 below shows the three sections of the MI booklet.



Photograph 2.1: The three sections of the MI booklet (academic skills, soft skills and professional development)

a) Academic Skills

The academic skills in the MI can also be explained in terms of instructional support which is support that is provided to the pre-service teacher through the provision of information (Suldo et al., 2009; Mthembu, 2019;). This instructional support includes knowledge and skills to assist the pre-service teachers to be effective in the classroom. In this study, the pre-service teachers received information during the MI session in the form of a discussion and constructive feedback. The MI booklet included topics for discussion, such as advantages of technology within a classroom, and different teaching methodologies that the pre-service teachers can use. Due to the mentor not necessarily being a specialist in the specific subject in which the pre-service teacher specialises (Gillett-Swan & Grant-Smith, 2020), the mentor provides information, guidance and feedback on teaching strategies, ensuring that the subject knowledge shared by the pre-service teacher with learners is presented in an understandable and

creative way. Feedback assisted in providing the pre-service teachers with constructive criticism enhancing their effectiveness within the teaching profession. Problem-solving skills were explained by the mentor and practised by creating a scenario where the pre-service teacher had to think of a possible solution. Discussions took place regarding the importance of correct language and academic writing skills.

b) Soft Skills

Soft skills describe how we relate to our environment and the people around us. Soft skills can be explained as personal attributes that enable people to interact effectively and harmoniously with other people. In the mentoring process it also is termed instrumental support. Instrumental support is given to the pre-service teacher in terms of the mentor devoting time to the mentoring relationship (Malecki & Demaray, 2002). When the pre-service teacher spends time with the mentor, they have the opportunity to discuss more than just pedagogical knowledge (James et al., 2020), but also the much-needed soft skills to interact with fellow colleagues and build rapport with students (Bird & Hudson, 2015; Du Plessis et al., 2017). In our study the MI allowed the mentor to discuss professionalism with the pre-service teachers (cf. Mthembu, 2019), as well as conflict resolution and listening skills. The mentor co-constructed the prerequisites for a teacher to be a lifelong learner, staying up to date with the latest trends in the teaching industry and incorporating it into his/her teaching practices. The mentor also guided the pre-service teachers to work as a team and about which skills they needed to be a leader.

c) Professional Development

Professional skills are abilities that help one to succeed in the workplace. A professional skill may be a personality trait, a habit, or an ability that affects one's performance in one's work. Developing professional skills takes place through appraisal support, emotional support, reflective practices and assessment practices (Brady & Broadbent, 2007; Hudson, 2013; Mthembu, 2019; Van Putten, 2020). In our study the MI booklet provided information to the pre-service teacher and the mentor on how to reflect on the experienced teaching practice and what it meant to be a good teacher. Among the topics that came under scrutiny, were assessment practices such as formative assessment, summative assessment and continuous assessment were discussed with the pre-service teacher who then had to provide examples. The mentor

also talked about the utilisation of various resources to use when planning and presenting a lesson. Managing a class can be intimidating for a pre-service teacher (Chimhenga, 2017), but the MI covered this topic by guiding the mentor to allow the pre-service teachers to create their own classroom mantras or mottos and elaborated on these with what they thought would be appropriate class rules. The MI therefore created a safe space where the pre-service teachers could share their understandings and experiences of classroom management. These efforts served to enhance pre-service teachers' professional development.

The implemented theoretical framework of the current case study, Hudson's adapted mentoring model, will be discussed in the following section.

2.7 HUDSON'S ADAPTED MENTORING MODEL

The framework that was used to guide my study, was Hudson's adapted mentoring model for effective mentoring. Mentors are meaningful in shaping pre-service teachers' practices, and developing a common understanding about effective mentoring practices to assist the mentoring process became a dire need. Hudson (2004) recognised the necessity of mentor support and developed a model aimed at giving guidance in the mentoring of pre-service teachers during their WIL practicum (Bird & Hudson, 2015). Hudson et al. (2015) elaborated on the theory and identified five key factors that are crucial during the pre-service teachers' WIL practicum to ensure that they are developed holistically. These five factors are personal attributes, system requirements, pedagogical knowledge, modelling and feedback. Jooste (2019) and Mthembu (2019) revised Hudson's five-factor model and added a sixth and seventh factor respectively. These seven factors are the following: personal attributes, systemic requirements, pedagogical knowledge, modelling, feedback, a supportive and nurturing relationship, and professionalism as shown in Figure 2.2.

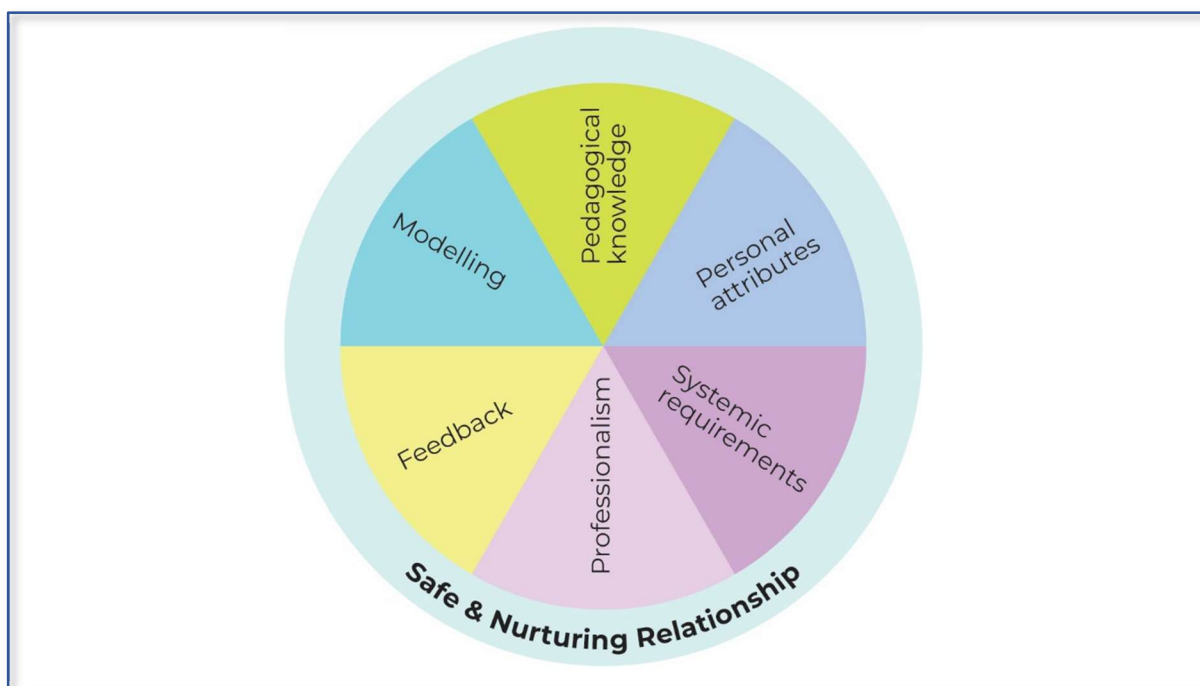


Figure 2.2: Hudson's adapted mentoring model with contributions from Jooste and Mthembu (Hudson, 2004; Jooste, 2019; Mthembu, 2019)

2.7.1 Rationale for using Hudson's adapted model

This theoretical framework has been used in recent studies regarding the mentoring of pre-service teachers (Galamay-Cachola et al., 2018; Jooste, 2019; Mthembu, 2019; Hathorn, 2020; James et al., 2020), and it was an appropriate theory to use as a guide for the current study since its guidelines of what mentoring entails for pre-service teachers, are defined and outlined.

Hudson's five factor model that was first identified by Hudson in 2004, revised in 2015 and again in 2016, offered insight into the responsibilities of mentors of pre-service teachers. This framework enabled me to make a comparison between the experiences of the pre-service teachers in the current study and the ones defined by Hudson (2004), Jooste (2019) and Mthembu (2019), giving me an indication about the most important aspects that are applicable to mentors. This was important for the purpose of my study, because I investigated the lived experience that pre-service teachers had of an MI during WIL, but also how they perceived their university supervisor as a mentor in terms of attributes and skills. Hudson's adapted mentoring model therefore was applicable. The factors contained in the model are discussed below.

2.7.2 Personal attributes

The effectiveness of mentoring in pre-service teachers' development to a large extent, depends on the mentor's personal and interpersonal skills (Bird & Hudson, 2015). These personal attributes are crucial when a mentor is building a sound and trusting relationship with pre-service teachers during their WIL practicum, because such a relationship has a direct impact on their development as a novice teacher (Hudson, 2004). These attributes include being supportive, helpful and encouraging towards the pre-service teachers within a "collaborative give-and-take" relationship between the mentor and the pre-service teacher, ensuing in confidence and positive attitudes being instilled in the pre-service teacher by the mentors' attentiveness and conscientiousness during a mentoring session (Bird & Hudson, 2015:2).

If these personal attributes are used in communication and facilitation effectively when mentoring the pre-service teachers, they might feel less overwhelmed and more supported during their WIL practicum (Hudson et al., 2015; Mansfield et al., 2016). Galamay-Cachola et al. (2018) used Hudson's five-factor model in a quantitative-qualitative case study design to investigate the extent of the mentoring provided to the pre-service teachers. They found that the mentors perceived their personal attributes to have been applied significantly when mentoring pre-service teachers, and they highlighted that an effective mentor had to show selflessness, honesty, trustworthiness and attentiveness towards the pre-service teachers during mentoring. It has been found that a genuinely supportive mentoring relationship between a mentor and pre-service teacher boosts the pre-service teacher's performance and self-efficacy (Gillett-Swan & Grant-Smith, 2020; Phang et al., 2020).

In a study that Hudson and Hudson (2018) conducted, they acknowledge that many mentoring relationships are seen as successful, but as they proceeded to investigate the inevitable tensions that occur in the relationship between the more experienced mentor and the assigned pre-service teacher, they found that the tension arose because of personal, professional or pedagogical differences. These differences could be reduced if personal attributes such as patience, kindness, openness and attentiveness in all communication, as well as a positive attitude that is inspirational and uplifting towards the pre-service teacher, were present. If the mentor does not apply the required interpersonal skills to provide a safe and nurturing environment for the pre-service teacher, it decreases the effectiveness of the WIL practicum and may

lead to a lack of confidence and higher levels of anxiety among pre-service teachers (Chimhenga, 2017).

Mentors should reflect on their own practices and expand their knowledge regarding the mentoring of pre-service teachers and their developmental needs (Hobson et al., 2009). The life-long learning of the mentors will establish a collegial learning relationship between the mentor and pre-service teacher in which the pre-service teachers feel comfortable to be open-minded, implementing recent theories and styles and enhancing their own teaching style, instead of following the mentors' authoritative personal views. Such open-mindedness of mentor allows and encourages the pre-service teacher to see and explore the various perspectives of teaching which boost their self-efficacy in decision making (Hudson & Hudson, 2018). Trust, support and respect within a stimulating relationship between the mentor and pre-service teacher are considered to be crucial when expectations and resources are shared, together with interpersonal skills such as enthusiasm and competency (Aspfors & Fransson, 2015). In conclusion, it remains the mentors' and pre-service teachers' responsibility to show professionalism and adhere to ethical behaviour when teaching and mentoring (Asplin & Marks, 2013).

2.7.3 Systemic requirements

Bird and Hudson (2015) found that pre-service teachers had a lot of theoretical knowledge, but limited knowledge regarding the organisation, its demands, policies and school life. The WIL practicum serves as an opportunity for pre-service teachers to experience real-life within a school setting and acquire the skills needed to put the learned theories into practice (Azure, 2015). Therefore, is it considered necessary to guide them and assist them to overcome the challenges they face in school life (Chimhenga, 2017). Mentoring places mentors in a position to have a positive influence on the pre-service teachers by providing them with valuable insight in classroom practices and management skills during their WIL practicum (Gillett-Swan & Grant-Smith, 2020). The coaching and preparation of pre-service teachers remain important, because when they are confronted with the realities of teaching, they need effective strategies to deal with these unforeseen encounters (Phang et al., 2020).

Pre-service teachers benefit from experienced mentors who understand and explain the curricula, policies and aims of the education system to them, because they must

not only understand classroom-based learning, but also the organisational context in which a classroom exists (Hudson, 2016). James et al. (2020) state that in order for a pre-service teacher to meet the required standards of the education system, mentors need to elucidate the systemic requirements, such as the key policy and curriculum documents thoroughly. The Department of Basic Education (DBE) requires each teacher to have a comprehensive understanding regarding the practices, objectives, outcomes and procedures of the education system, which include knowledge about the curriculum and the various policies (Republic of South Africa, 2006). Mentors are in a privileged role where they can co-construct, with the pre-service teachers, their understanding of the systemic requirements, and if there are any uncertainties, they can provide the pre-service teachers with information to feel more confident within the teaching profession (Mena et al., 2017). In order for a mentor to provide the pre-service teacher with more specific information about a school's routine, their teaching norms and how they adapt the curriculum to meet the requirements of the MRTEQ (Republic of South Africa, 2015), the university must have a close relationship with the various schools where pre-service teachers are conducting their WIL practicum (Phillips, 2013).

2.7.4 Pedagogical Knowledge

Pedagogical knowledge is specific knowledge that teachers have obtained during their studies and within the teaching profession. It enables the teacher to develop a flexible curriculum within the classroom to meet the needs of all the learners and to enable them to participate actively in class to achieve the required learning outcomes (Department of Education, 2001). Darling-Hammond (2012) states that these required learning outcomes make teaching a continuously changing practice.

The WIL practicum requires pre-service teachers to connect their theoretical subject knowledge and teaching strategies within an actual classroom context (Nguyen, 2020). During this time, it is the responsibility of the mentor to explain and share the unspoken and not easily accessible knowledge of the teaching profession to the pre-service teacher (Koross, 2016). This tacit knowledge is information regarding the learners in a class and addressing their different learning styles by being familiar with the curricula and the various teaching strategies (Department of Education, 2001). Pedagogical knowledge is shaped by using different types of knowledge within the teaching profession and students' fields of study, which is delivered best through the

most appropriate teaching practices (Hobson et al., 2009; Republic of South Africa, 2015).

Mentoring is a key aspect in developing pre-service teachers' overall teaching ability, by articulating their expectations and giving insight on the implementation of learned teaching theories (Gillett-Swan & Grant-Smith, 2020). Mentors also can explain other theories and frameworks to the pre-service teacher along with their own personal viewpoints and teaching methodologies. Hudson's theoretical framework has a pedagogical knowledge factor that brings some important aspects to the fore, namely lesson planning, content knowledge; questioning skills and problem-solving (Hudson & Bird, 2015). James et al. (2020) also identified other key aspects of pedagogical knowledge, such as planning, timetabling, preparation, classroom management and assessment. Pre-service teachers have to be provided with information about how the curricula, pedagogy and assessments are linked, and about the role the evaluation of learners plays in teaching and learning (Galamay-Gachola et al., 2018).

2.7.5 Modelling

Mentors' modelling assists pre-service teachers with a visual image of what is expected of them in practice and it can also serve as a framework for anchoring their own learning and development (Darling-Hammond et al., 2017). When mentors demonstrate valuable and constructive pedagogical strategies to the pre-service teachers and allow them the opportunity to perform these teaching strategies themselves, it enables them to have a greater understanding of the real world of teaching (Hudson, 2013). Therefore, pre-service teachers can gain insight into the unspoken world of teaching and the challenges that they have not encountered themselves (Bird & Hudson, 2015).

Hudson (2004) identified eight attributes and practices that are associated with quality mentoring and modelling. James et al. (2020) describe enthusiasm for teaching as a characteristic that can show a pre-service teacher how well-designed lesson plans with appropriate language usage can build rapport with learners and enable learning. Other practices that are also associated with modelling, are effective teaching methods, classroom management, hands-on lesson plans, and proper language for the various subject fields covered in the syllabus (Hudson, 2016).

2.7.6 Feedback

Feedback from a mentor is one of the most influential aspects in developing and moulding pre-service teachers' professional development and growth (Azure, 2015; Bird & Hudson, 2015). Ellis et al. (2020) suggest that the feedback should be positive, constructive and ongoing to enable the pre-service teachers to evaluate and reflect on their teaching experience. Bird and Hudson (2015) state that effective mentors communicate their expectations to the pre-service teacher to develop their teaching practice. According to Hudson's mentoring model, once the mentor has reviewed pre-service teachers' lesson plans, observed them performing a lesson, they should provide them with oral and written feedback (Galamay-Gachola et al., 2018). This feedback assists pre-service teachers to evaluate, improve and develop their own teaching practices (James et al., 2020). Slobodan (as cited in Bukari & Kuyini, 2015, p. 30) stated that "real life skills are usually learnt with the aid of some form of coaching", and "the acquisition of practical capability requires cycles of plan-attempt-feedback-replan".

2.7.7 A supportive and nurturing relationship

In her research on student teachers' expectations of the role university supervisors play in the development of pre-service teacher identity, Jooste (2019) discovered that a need exists for a supportive and nurturing relationship between mentors and pre-service teachers. Azure (2015) describes a supportive mentoring relationship as a positive, warm and welcoming collegial relationship that provides the pre-service teacher with emotional support to overcome the hurdles that they encounter during the WIL practicum. Ellis et al. (2020) state that in order for mentors to connect with pre-service teachers they have to create a feeling of nurturing, enabling the pre-service teachers to feel comfortable to ask questions and to share observations. It is within this supportive and nurturing relationship that pre-service teachers need both professional and personal support from their mentors (Jooste, 2019).

Phang et al. (2020) point out that the expectations that the pre-service teachers have of their mentors in terms of support and supervision should not be disregarded. Effective mentoring takes place when mentors and pre-service teachers share resources and expectations (Phang et al., 2020) within a supportive and nurturing relationship where a sense of safeness reigns (Jooste, 2019). Such a safe, close and genuine relationship allows the mentor to reflect on the pre-service teacher's

performance regarding the systemic requirements, pedagogical knowledge, modelling and feedback in such a way that the pre-service teacher feels encouraged, supported and confident about the teaching profession (Gillett-Swan & Grant-Smith, 2020; Jooste, 2019).

2.7.8 Professionalism

Professionalism can be understood as the professional behaviour that a mentor reveals towards a pre-service teacher when the latter is mentored during WIL (Mthembu, 2019). Professionalism is considered to be the cornerstone of mentoring (Cruess & Cruess, 2009), providing the mentor with the opportunity to display values and behaviours of the teaching profession to the pre-service teachers. Mthembu (2019) explains that professionalism is displayed through constant communication with the pre-service teacher, providing them with critical feedback on the lessons presented, building a pre-service teacher's confidence during WIL and assisting the pre-service teacher to develop professionally. Professionalism includes certain personal attributes such as the ability to listen actively, to build trust, to express encouragement, and maintain an open-door policy, and to schedule regular meetings with the pre-service teachers to assist them during WIL (Fraser, 2018). Pre-service teachers need mentors who respect them and treat them as professionals, offering them professional guidance to develop professionally as a novice teacher (Mthembu, 2019).

2.8 SYNTHESIS

Research indicates that mentoring during WIL has a predominant influence on preparing pre-service teachers for the teaching profession (Moulara & Sougari, 2019), developing them professionally (James et al., 2020), providing psychosocial support and instilling confidence in them (Abedin et al., 2012; Hudson & Hudson, 2018). Du Plessis (2013, p. 1) states that "non mentoring" can have a negative impact on the WIL practicum, leaving the pre-service teacher with a sense of uncertainty, which may result in the pre-service teacher leaving the education profession within the first five years. In this chapter, the importance of WIL has been discussed along with the influence that mentoring has on pre-service teacher during WIL. The complexity of mentoring has been emphasised, as well as the skills and attributes needed for quality mentoring.

Mentoring is acknowledged as an effective way of assisting and guiding pre-service teachers to develop practical and professional skills, refining their theoretical knowledge and applying it to a real-life educational setting (Ambrosetti, 2014). Various studies indicated that establishing a reciprocal collegial relationship between the mentor and pre-service teacher has a fundamental influence on the pre-service teacher's passion for teaching, ongoing development as novice teachers and staying within the profession (Le Cornu, 2009; Du Plessis, 2013; Azure, 2015;). Mentoring has gained a prominent role in teacher-training courses and is widely acknowledged as making a valuable impact during WIL.

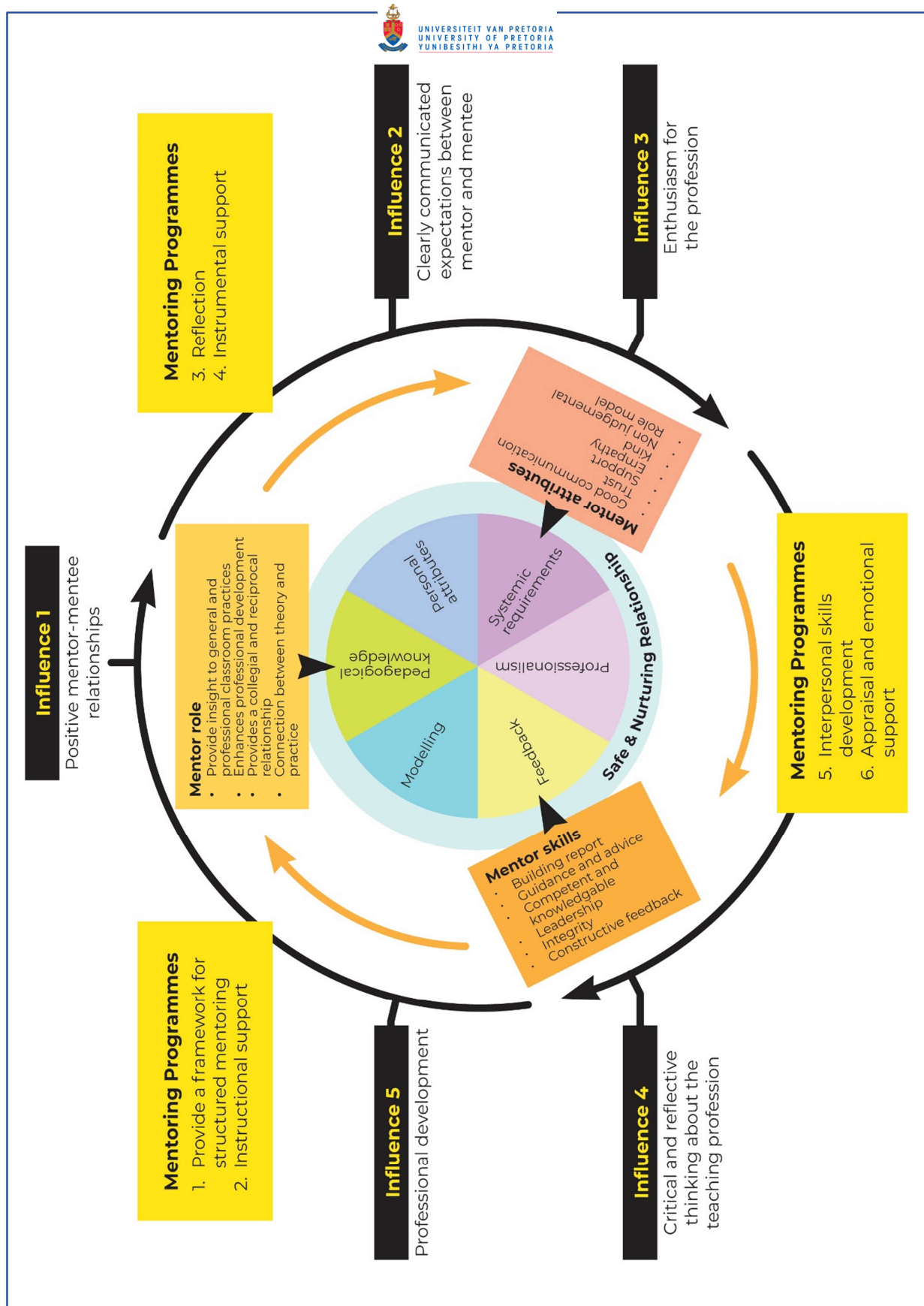


Figure 2.3: The role that mentors play during an MI and the influence that mentoring has on pre-service teachers during WIL

In order for a mentor to assist pre-service teachers during WIL and support them to develop optimally, the mentor has to start with the seven factors of Hudson's adapted mentoring model, indicated in the middle of Figure 2.3. When the mentor incorporates professionalism, systemic requirements, modelling, feedback, pedagogical knowledge, personal attributes and a safe and nurturing relationship in an MI for pre-service teachers during WIL, the pre-service teacher's development is positively influenced (Jooste, 2019; Mthembu, 2019; James et al., 2020; Van Putten, 2020). Mentoring provides the pre-service teachers with insight in general and professional classroom practices and assists the mentor in establishing a collegial and reciprocal relationship with the pre-service teacher (Hudson, 2016). Mentoring also enhances the professional development of the pre-service teacher (Beijaard, 2018).

Quality mentoring therefore takes place through the mentor's role (blue block), the mentor's skills (light green block), and the mentor's attributes (dark green block) as depicted in Figure 2.3. Mentors should ensure effective communication with the pre-service teachers to assist in building rapport with the pre-service teachers (Du Plessis et al., 2017). A kind mentor who supports pre-service teachers and shows empathy are more likely to gain the pre-service teachers' trust (Fraser, 2018). Creating a non-judgemental atmosphere helps to establish a safe and nurturing relationship with the pre-service teacher (Jooste, 2019). A competent and knowledgeable mentor has the skills and integrity to show leadership towards the pre-service teachers by providing them with guidance and advice (Hudson & Hudson, 2018; Gillett-Swan & Grant-Smith, 2020). It is essential that mentors provide the pre-service teachers with constructive feedback in such a way that it enhances their critical thinking and teaching strategies (Bird & Hudson, 2015).

It is in the mentoring process that the mentors have the opportunity to influence (yellow headings in Figure 2.3) the pre-service teacher and it is within this positive mentoring relationship where expectations can be clearly communicated between the mentor and pre-service teachers (Asplin & Marks, 2013). A mentor's enthusiasm for the profession influences the pre-service teacher and instils that same enthusiasm within the pre-service teachers (James et al., 2020). The mentor thus has an influence on pre-service teachers critical and reflective thinking, which has an indirect influence on their professionalism (Mthembu, 2019).

If mentoring is provided in the form of a mentoring programme it holds several advantages which are pointed out in the yellow blocks in Figure 2.3. The mentoring programmes provide a structured framework which includes instructional support, reflection, instrumental support, interpersonal skills development, appraisal and emotional support (Du Plessis et al., 2019).

2.9 SUMMARY

In Chapter 2, a detailed literature review was provided about topic within the context of the current descriptive case study. This included literature on pre-service teachers' professional development during WIL and the mentor's role in WIL as part of the investigation into the pre-service teachers' lived experiences of an MI during a WIL practicum and how they perceived the mentor. I also provided an analysis of the theoretical framework that guided the study. In concluding the chapter, I provided a synthesis of the literature and the theoretical framework, as well as a conceptualisation of how mentoring influences pre-service teachers during WIL.

In Chapter 3 a detailed description is provided of the paradigmatic perspectives and the research procedures that were used in the case study. The research design and methodological strategies are then discussed in detail as well as their advantages and disadvantages; methods of sampling, data collection, data analysis and interpretation are also elucidated. Lastly, the quality criteria and ethical considerations relevant to the descriptive case study are discussed.

CHAPTER 3 - RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In Chapter 2 I discussed Hudson's adapted mentoring model, which served as the theoretical framework for this study. Furthermore, I discussed the topics pertaining to this study and highlighted the gaps in the literature. I did so by focusing on existing literature about mentoring and professional development during WIL and the value of mentoring programmes for pre-service teacher development.

In this chapter, I provide a detailed description about the research process that was employed for this study. I explain the selected paradigmatic perspectives that formed the basis of my research, as well as the research design and methodological strategies for data collection, documentation and analysis. I conclude the chapter by explaining how I followed ethical guidelines and adhered to quality criteria in an attempt to ensure rigour. Table 3.1 provides a summary of the research methodology employed in this study.

Table 3.1: Overview of the research methodology

Paradigmatic perspectives	
Philosophical paradigm	Phenomenology
Methodological paradigm	Qualitative approach
Methodological Strategies	
Research design	Descriptive case study
Selection of participants	Convenient sampling
Selection of the case	Purposeful sampling
Data Collection and Documentation	
Data collection techniques Semi-structured interviews Pre- and post- open-ended questionnaires MI booklets Leaving a legacy behind - posters	Data documentation techniques Verbatim audio recordings Mentor's field notes and observations Researchers reflective journal Self-reflections from pre-service teachers after the MI
Data Analysis and Interpretation	
Inductive Thematic Analysis and interpretation	
Quality Criteria of the study	
Credibility, transferability, dependability and confirmability	
Ethical considerations	
Permission to use existing data, informed consent, voluntary participation, trust, no harm to participants, confidentiality and anonymity	

3.2 PARADIGMATIC PERSPECTIVES

This section provides a detailed discussion of the philosophical paradigm and methodological paradigm that guided the study. Bertram and Christiansen (2020) describe a paradigm as a fundamental model or framework that represents a particular view or belief, and this chosen model serves as the lens through which the research was conducted. De Vos et al. (2011) point out the importance of conducting research within a specific paradigm, because it has an influence on all the areas of the research methodology. Therefore, the chosen research paradigm should guide the researcher in selecting research participants, research instruments and methods for conducting a study (Kivunja & Kuyini, 2017).

3.2.1 Philosophical Paradigm: Phenomenology

The philosophical paradigm that was selected for the study, was phenomenology (cf. Nieuwenhuis, 2019b). This paradigm was chosen because of the value it places on the reflexivity of human experience (cf. Cohan et al., 2018). Given the fact that the study focused on the lived experience of pre-service teachers, which is subjective by nature, the phenomenological paradigm suited the study (cf. Maree, 2019), as it allows the participants to reflect on their lived experiences about a specific phenomenon, and assign meaning to that lived experience (Cohen et al., 2018). These lived experiences were regarded as important within the context of this study, because the purpose of the study was to explore the pre-service teachers' lived experiences of an MI during WIL.

Approaching the participants' lived experiences through a phenomenological lens, allowed for an insider's perspective in discovering the participants' experiences and to report the findings from their point of view (Nieuwenhuis, 2019b). The personal insight that the participants brought to the study regarding their own experiences of their mentors and an MI during WIL, gave the researcher an in-depth understanding of the valued aspects of an MI. This valuable information might have been missed if I did not use phenomenology which acknowledges the subjectivity of human nature, "a world of multiple realities" (Cohen et al., 2018:21).

With a phenomenological approach, according to Nieuwenhuis (2019b, p. 86), the goal of the researcher is to capture the essence of the participants' lived experiences in terms of "what" they have experienced and "how" they have experienced it. By

subjectively examining the pre-service teachers' lived experience of an MI allowed the researcher to develop new meanings and appreciations about the experiences of an MI during WIL and to establish whether it contributed towards their professional development (cf. Liamputtong, 2013; Neubauer et al., 2019).

Despite phenomenology's value in research, there is a lot of criticism about the subjective experiences of human nature when meaning is assigned to the unconscious and internal experiences of reality, because these are not seen as "reliable informative, as objective data that are collected from external stimuli" (Neubauer et al., 2019, p. 90). Merriam and Grenier (2019) point out that the socially constructed world is different from the objectivity of the scientific world, especially when empirically sound scientific research is conducted. The rigour of research findings is questioned when concerns are raised about the generalisability of findings and researcher bias (Aliyu et al., 2015). The concerns about the generalisability of the study are addressed by acknowledging the purpose of the study, which was never about making interpretations about an entire community or population, but instead to understand the subconscious experiences of individuals about a specific event (cf. Maree, 2019).

In order to prevent researcher bias, I made use of a reflective journal throughout the research process to reflect on and write down my observations (cf. Flick, 2018). I also had to acknowledge the influence my own thoughts and assumptions might have when interpreting the results (cf. Creswell & Creswell, 2017), therefore I purposefully avoided researcher bias, and strived to produce true and accurate results and not to misinterpret any of the results.

3.2.2 Methodological Paradigm: Qualitative approach

The study was guided by a qualitative research approach which is well supported by a phenomenological paradigm. Both this approach and paradigms support the subjectivity of human nature in efforts to gain an understanding of the experiences, behaviours and perspectives from another's (the participant's) view and assigning new meaning to it by recognising the existence of several realities (Creswell & Creswell, 2017). The qualitative approach allows the researcher to use small amounts of data to make inferences, but the value of the data is found in the way in which the researcher works through it to make sense of the research participants' experiences and the meaning that they assign to their experiences (Creswell & Poth, 2018). This

approach suited the current study, because I was interested in the pre-service teachers' experiences of an MI and how it contributed to their professional development. The qualitative approach allowed me to collect data in various forms about the experienced phenomenon, which provided rich and thick descriptions (cf. Cohen et al., 2018; Maree, 2019).

An advantageous value that qualitative research holds, is that it explores and interprets an experience from the individual's perspective, but it also offers the opportunity to develop patterns and themes as they emerge from the data (Braun & Clarke, 2013; Creswell & Creswell, 2017). Although I was a co-researcher making use of secondary data, initially the data were collected within the milieu where the pre-service teachers experienced the MI, which helped to gain a better understanding of the contextual factors that played a role in the research process (De Vos et al., 2011; Ormston et al., 2014; Cohen et al., 2018). These were important factors in the study as the purpose was to gather information from the pre-service teachers' point of view about their experience of an MI during a WIL practicum. Another benefit of using the qualitative approach, is that it offers researchers the opportunity to reflect on the research process (Ormston et al., 2014).

Since the researcher is allowed to practise reflexivity within qualitative research, the researcher must be cautious of researcher bias (Creswell & Creswell, 2017). In order to avoid bias and ensure the rigour of the study, I worked in a close collegial relationship with my supervisor, communicating on a regular basis and keeping a researcher's reflective journal throughout the study where I practised reflexive self-awareness and made observational notes (cf. Maree, 2019). Another way to increase the rigour of qualitative research is through triangulation and leaving an audit trail (Braun & Clarke, 2013). The audit trail shows that the findings were guided by the data, interpretations are sound, and correct strategies were used to analyse the data and to group the themes (cf. Cohen et al., 2018). An advantage, but also a concern of qualitative research, is the direct contact that the researcher has with the participants, raising the concern of confidentiality and anonymity (Creswell & Poth, 2018). To protect the participants' identities, pseudonyms were used and, on my computer, data were password protected and all the other data were stored in a place which only myself and my supervisor had access to (cf. Liamputtong, 2013; Maree, 2019).

One of the limitations of the study is that it appears that there is limited information in South Africa about MI programmes with university supervisors as mentors for pre-service teachers during their WIL practicum. Lichtman (2014) suggests that when a researcher works with limited information on a specific phenomenon, it is better to make use of qualitative research.

According to Yin (2018), preparation and planning are important aspects within the qualitative methodological approach. The data that are generated from the research must be used in a scientifically sound way. Being a co-researcher that made use of a qualitative approach, I had to equip myself with the necessary knowledge and available literature regarding the topic of the study to ensure I am informed. The reading preparation was thoroughly done from an empirical point of view.

3.3 RESEARCH DESIGN

The research design and methodological strategies that were utilised in this qualitative study will be discussed in detail in the following section.

3.3.1 Research design: Descriptive case study

The chosen research design for this study is a descriptive case study design. Crowe et al. (2011) describe a case study as a method that researchers use to discover new behaviours within a specific context. According to Flick (2018) case study designs can be used to gain an in-depth understanding of a specific phenomenon and it is a widely recognised research design in the social sciences. The descriptive case study design is the most appropriate research design to use to gain an in-depth understanding of the pre-service teachers' lived experiences of an MI during their WIL practicum. The pre-service teachers' experiences were the phenomenon under investigation, since the lived experiences of the pre-service teachers of an MI during their WIL practicum, were the focal point. The focus of the study therefore was to gain an in-depth understanding of the pre-service teachers' experiences in their real-life context (cf. Yin, 2018).

The case study consisted of one mentor and 11 pre-service teachers who were exposed to WIL for the first time during their final year of study and who had not been assessed by a mentor in the first semester, during their first 10-week practicum. The pre-service teachers were about to complete their second 10-week practicum within the second semester, but this time they participated in an MI and were assessed by

their mentor. The pre-service teachers were all Afrikaans speaking, conducting their WIL at Afrikaans schools situated within a five-kilometer radius of the research site. These pre-service teachers were the last group of pre-service teachers who only had WIL exposure during their final year of study before the new WIL modules, PRO452 and PRO453, were introduced. In these new modules the pre-service teachers are exposed to WIL from their second year onwards. The pre-service teachers who formed the case had a meeting with their mentor once a week, for two hours, over a period of seven weeks. A detailed description of the participants who constituted the case will be provided in section 3.4.1.

Research on mentoring during the WIL period thus far has focused mainly on the mentoring of mentor teachers and not on the mentoring of university supervisors (Bird, 2012; Fraser, 2018). Therefore, Hudson and Hudson (2014) postulate the need for an MI, so that pre-service teachers and mentors become aware of the needs of each other, as well as the required qualities and practices that would help both to work in a close relationship.

In order to gain a holistic understanding of the pre-service teachers' experiences of an MI, a qualitative descriptive case study was the most appropriate research design to use (Baxtor & Jack, 2010). There are various other research designs that were not appropriate, such as a historical, experimental or survey study, that would have not allowed me to gain an in-depth understanding of the pre-service teachers' lived experiences of the MI. Qualitative case studies consist of four important assets (Merriam & Grenier, 2019), namely

- ❖ Being particularistic: they focus on a specific phenomenon, and are problem-centred (Yin, 2018), which in this case was the lived experiences that the pre-service teachers had of the MI during their WIL practicum;
- ❖ descriptive: the findings of the study are a rich representation of the phenomenon (Cohen et al., 2018), which in this case was the pre-service teachers' lived experiences;
- ❖ heuristic: the understanding of the phenomenon is explained (Merriam & Grenier, 2019), which means that in this case an attempt was made to gain a greater understanding of how the pre-service teachers experienced their mentoring during the MI; and

- ❖ inductive: which means that patterns developed from the observations that were made (Creswell & Creswell, 2017), and in this case, the categories and themes that formed from the data.

An advantage of a case study is that it provides the opportunity to explore a phenomenon and its circumstances in detail to provide specific feedback regarding the circumstances of that phenomenon instead of general broad findings (Maree, 2019). The pre-service teachers' lived experiences regarding the MI and the impact it had on their professional development, however, allowed for more comprehensive lessons that could be implemented in future mentoring programmes (cf. Crowe et al., 2011). The case study design allowed me to portray each pre-service teacher's lived experiences of the MI programme which represented each one's individual experiences of the mentor and how that contributed to their professional development (McMillan & Schumacher, 2014). Case study research, however, also holds potential limitations such as too much data to analyse, which can also result in being expensive if attempted on a large scale (Hodkinson & Hodkinson, 2001; Maree, 2019). To avoid these potential disadvantages, I made sure of a reasonable sample size to work with and allocated enough time to analyse and interpret the data.

When interpreting the data of a case study, there is always the possibility of making a mistake, since we are human. Bengtsson (2016) explains that one of these possible mistakes is the researcher's pre-knowledge and understanding of the case that may lead to researcher bias. In order to minimise the possibility of making a mistake during the analysis, interpretation and reporting of the case study, I made use of an audit trail. Another concern about case study research is that it lacks numerical representation (Yin, 2018). Bengtsson (2016) suggests transparency as a way to overcome this concern.

3.4 METHODOLOGICAL STRATEGIES

In order for research to be conducted, certain processes need to be undertaken. The processes that I undertook with this study will be discussed in detail with the advantages and disadvantages it entails.

3.4.1 Selection of participants and research site

The research that I am reporting on here, is part of a bigger research project, called the PE SOTL grant. In the PE SOTL project pre-service teachers were asked what

their mentoring needs were and the mentors, who were invited to take part in this project were requested to give an indication of what their role was during the MI. With both these data sets in hand an intervention was designed and piloted in 2017. Nine mentors and 140 pre-service teachers participated. Feedback was obtained from these mentors and pre-service teachers to revise the MI and it was implemented again in 2018 with voluntary mentors and final-year pre-service teachers who were doing their WIL practicum. For the purpose of this study, I report on only 11 final-year pre-service teachers who participated with their mentor in the refined MI during their WIL practicum. Table 3.2 stipulates information on the participants who constituted the case.

Table 3.2: Demographic information of the participants

Participant	Year of Study	Gender	Language	Assigned School
Participant 1	4 th and final year	Female	Afrikaans	All the participants were conducting WIL in an Afrikaans school within a 5 km radius of the research site.
Participant 2	4 th and final year	Female	Afrikaans	
Participant 3	4 th and final year	Female	Afrikaans	
Participant 4	4 th and final year	Female	Afrikaans	
Participant 5	4 th and final year	Female	Afrikaans	
Participant 6	4 th and final year	Female	Afrikaans	
Participant 7	4 th and final year	Female	Afrikaans	
Participant 8	4 th and final year	Female	Afrikaans	
Participant 9	4 th and final year	Male	Afrikaans	
Participant 10	4 th and final year	Male	Afrikaans	
Participant 11	4 th and final year	Male	Afrikaans	

Purposive sampling was used to select the participants of this study (cf. Nieuwenhuis, 2019a), because they had to meet specific selection criteria in order for the researcher to answer the research question (cf. Creswell, 2014; Cohen et al., 2018). Patton (as cited in Palinkas et al., 2016, p. 535) explains that purposive sampling is a “technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources”. Purposive sampling goes hand in hand with case study research designs (Yazan, 2015). The participants participated voluntarily in the study, which ensured meaningful contributions (cf. Cohen et al., 2018). Table 3.3 lists the criteria with which the selected participants of the study had to comply.

Table 3.3: Criteria for the selected participants

Selection criteria for participants	
1.	Pre-service teachers in the second semester of their final year of study completing the PRO 453 module.
2.	Pre-service teachers who were not exposed to WIL in previous years of study, only in the first semester completing PRO 452, but not assessed by a mentor.
3.	Pre-service teachers completing their WIL practicum in schools based in Centurion, Gauteng.
4.	Pre-service teachers availing themselves for mentoring for two hours once a week for seven weeks.

Convenient sampling was used when the research site was chosen, because the pre-service teachers had to have easy access to the research site (Cohen et al., 2018), which was the mentor's residence. For conveniency purposes the pre-service teachers had to be located in a school within a five-kilometer radius from where the mentoring sessions were held. The rationale for choosing the mentor's residence, was because she wanted to let the pre-service teachers into her personal space and to give them a safe environment where they could feel comfortable in an informal setting. The participants attended a mentoring session of two hours once a week for a period of seven weeks. Cohen et al. (2018) note that convenient sampling often is used when research is conducted with pre-service teachers because their time and the place have to be taken in consideration. The semi-structured interviews were held on the campus of the HEI in two venues, the one venue being the mentor's office and the other being a seminar room of the HEI. The interviews were held with the pre-service teachers when they had to attend classes again at the HEI. The semi-structured interviews were not a time-consuming process and, most importantly, pre-service teachers were considered knowledgeable to give in-depth insight into the research phenomenon (cf. Maree, 2019).

Using purposive and convenient sampling in this study caused some limitations in terms of the data. The group of selected pre-service teachers were a small sample in terms of all the pre-service teachers who were busy with their WIL practicum. This group of students were only from one HEI and therefore excluded the pre-service teachers at the other tertiary institutions in South Africa, and in the world. When writing up the findings I was vigilant not to generalize the outcome of the results, because sample size did not represent the opinion of all pre-service teachers on their lived

experiences of an MI. When reporting the findings, I tried to be as impartial as possible and avoided researcher bias.



Photograph 3.1: The research site in Centurion where the MI sessions took place

3.4.2 Data collection and documentation

The methods and tools that were utilised for data collection and documentation will be discussed in this section.

3.4.2.1 *Semi-structured interviews*

One of the data collection methods utilised was semi-structured interviews at the end of the MI to gain an in-depth understanding of the pre-service teachers' ideas, beliefs, views, opinions and lived experiences of the MI and how it contributed to their professional development (cf. Cohen et al., 2018). Semi-structured interviews are described as flexible by De Vos et al. (2011), which assisted the researcher to gain a detailed picture of the phenomenon experienced by the research participants. The Hawthorne effect states that when research is conducted the context of the study and the power of the researcher conducting the study must not overwhelm the participants and affect the outcome and behaviour of the research participants (Cohen et al., 2018). In order to overcome the above concern, the semi-structured interviews were conducted by two independent researchers, who were B.Ed. Honours students in the

Department of Educational Psychology at the particular HEI who worked on the project and were therefore familiar with the full extent of the study.

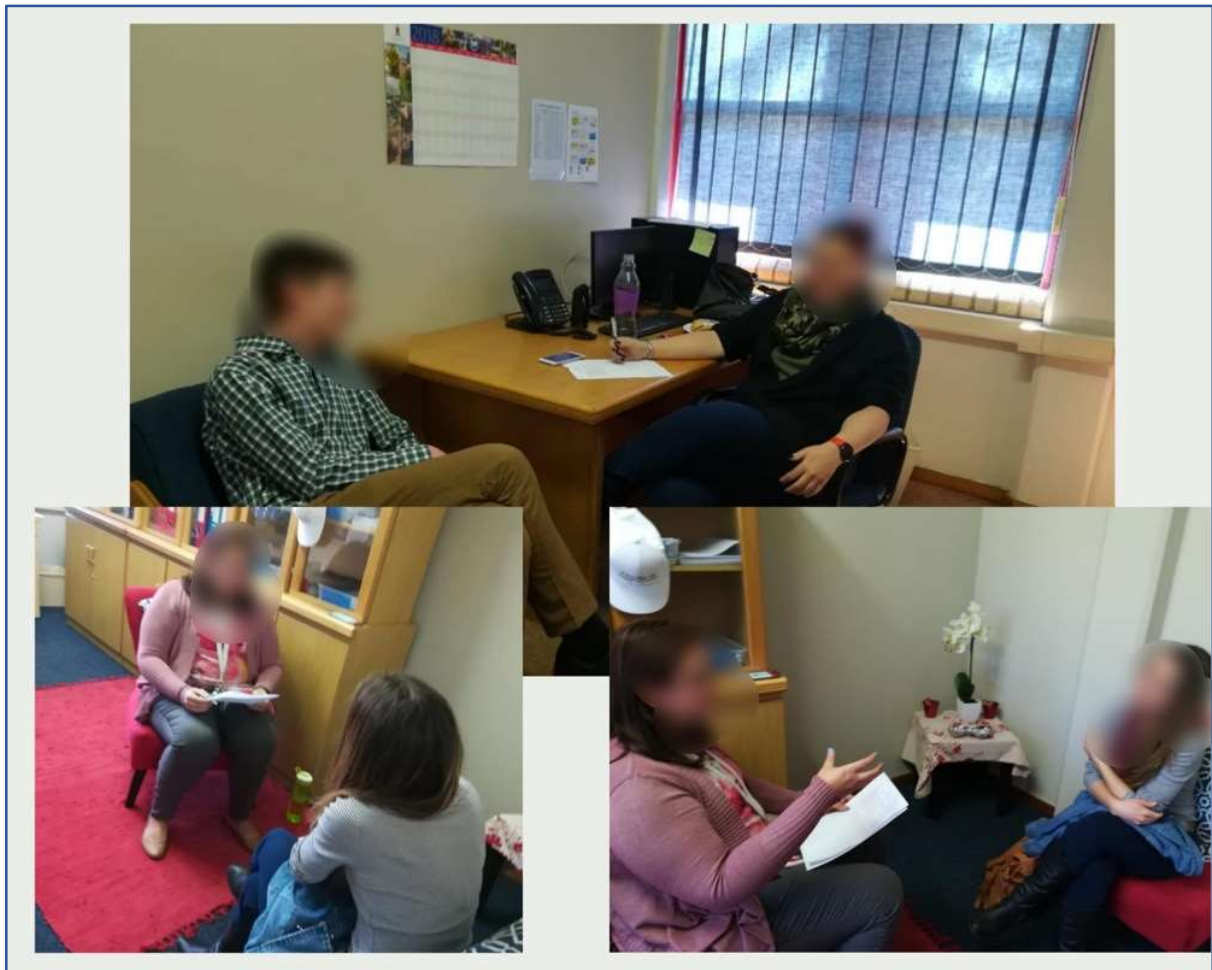
The questions for the semi-structured interviews were created following McMillan and Schumacher (2014) steps, namely reviewing existing literature; identifying aims; writing items; re-evaluating items; assembling the general format; and then revising the questions before their final administration. The questions for the semi-structured interviews were piloted with a few university supervisors and a few final-year pre-service teachers who were not part of the study. Feedback was then incorporated into the questions and the refined questions were then used in the semi-structured interviews. The following questions were used in the semi-structured interviews:

- ❖ How did the MI contribute towards your professional development?
- ❖ What aspects of the MI stood out for you, and why?
- ❖ What role did the university supervisor play during the MI?
- ❖ How did you perceive the university supervisor during the MI sessions?
- ❖ What would you like to change about the MI sessions, and why?

Advantages of using semi-structured interviews are that it is more of a conversational style of interview with the pre-service teachers. The interviewer had a set of predetermined questions that were used to guide the interview, but if a topic of interest arose during the interview, the interviewer asked the pre-service teacher to elaborate on the topic of interest in order to gain a clear understanding of the pre-service teacher's view (cf. Cohen et al., 2018; Maree, 2019). Braun and Clarke (2013) are also of opinion that the pre-service teachers who are the research participants, must be seen as the experts on the subject and that they should be allowed maximum time to tell their story. An audio-recorder was used when the interviews were conducted with the pre-service teachers so that the interviewer could pay full attention to the interviewing process (cf. Liamputtong, 2013). It is also an advantage if the interviews are recorded, because they can then be transcribed and analysed at a later stage (Nieuwenhuis, 2019b).

According to De Vos et al. (2011), a possible challenge regarding semi-structured interviews is that the interviewer may get side-tracked by aspects that are not of relevance to the study. Another challenge that Liamputtong (2013) mentions is that

the interviews can get lengthy and the transcribing process can take much of the researcher's time. Since I worked with data that had been collected previously, I am relieved to confirm that the interviewers overcame the above-mentioned challenges by sticking to the questions outlined in the questionnaire. In terms of the duration of the interview, the interviewer tried to keep the interviews within a time frame of 18 minutes per interview, but still gained all the needed information within that time.



Photograph 3.2: For convenience the semi-structured interviews were conducted with the pre-service teachers on campus after the MI since they had to be on campus for class

3.4.2.2 Pre- and post- open-ended questionnaires

Part of the data-collection process in the MI was that the pre-service teachers had to fill out a pre- and post-open-ended questionnaire at the beginning and at the end of the MI. The questions were designed by my supervisor and the data were also gathered by my supervisor who made sure that the data-collection process was done in a professional way.

It is clear to me that the steps outlined by McMillan and Schumacher (2014) were used when both the pre-and post-open-ended questionnaires were designed. These steps were: reviewing existing literature; identifying aims; writing items; re-evaluating items; assembling the general format; and then revising the questions before its final administration.

The pre-open-ended questionnaire provided the pre-service teachers with the opportunity to express how they experienced their WIL practicum from the previous semester where they were not supervised or mentored by a university supervisor. In the post-open-ended questionnaire the pre-service teachers expand on how they experienced the MI with the university supervisor who assessed and mentored them during WIL and also if they developed professionally (McMillan and Schumacher, 2014). They were able to express themselves because the pre-and post-open-ended questionnaires were anonymous, preventing the pre-service teachers to be discreet and not expressing any negative feelings or aspects. The semi-structured interviews were not anonymous and the pre-service teachers might have oppressed negative experiences.

Limitations in using the pre-and post-open-ended questionnaire are that the researcher cannot clarify any unclarities in the research participants' responses, does not know whether they are honest or not, or only say what they think the interviewer wants to hear (Cohan et al., 2018). These limitations were avoided by the design of the questionnaire which ensured clear, unbiased, relevant and no double-barrelled questions (cf. McMillan & Schumacher, 2014).

3.4.2.3 *Verbatim audio recordings*

An audio voice recorder was used to record the semi-structured interviews that were conducted by the two independent researchers. Nieuwenhuis (2019b) states that the original tape recorder has always been part of qualitative research in collecting data, but it has been replaced with new technologies such as a digital recorder and a smartphone. The latest technologies and programmes allow for the audio recordings to be downloaded onto a computer and transcribed by using a specific programme which also assists with the data analysis (Nieuwenhuis, 2019a). Although I was not part of the interviewing process, I transcribed all the audio recordings and analysed them myself, which allowed me to listen to the pre-service teachers' tone of voice and emotions when responding to the questions. The transcribed interviews also allowed

me to read and re-read the interviews which were part of the data analysis process (cf. Braun & Clarke, 2013). Cohen et al. (2018) assert that valuable information about what happens during an interview gets lost when the recorded version is changed from one communication system to another, such as from oral to written language.

Although the audio recordings assisted in answering the research questions, Nieuwenhuis (2019b) lists a few other concerns about the use of new technologies such as voice recorders and smartphones. The researcher must ensure that the data are transferred correctly between sources and stored safely on a computer and if the researcher is using their personal laptop to store the data on, they have to put certain security measures in place, because once the data are in the researcher's possession, he or she has to take responsibility for it (Nieuwenhuis, 2019b; Yin, 2018). To overcome the above concerns, I anonymised the data and encrypted sensitive information to ensure confidentiality and I made backups of the data on an external drive which were stored in a safe place (cf. De Vos et al., 2011).

3.4.2.4 Mentoring Intervention booklets

For the mentoring intervention (MI) the mentor and the pre-service teacher were each provided with a different MI booklet. Both these booklets were designed by my supervisor. The mentor's booklet contained guidelines for a mentor to administer the MI sessions. The purpose of the pre-service teachers' MI booklet was to encourage the pre-service teachers to reflect on their expectations before each MI session, and to reflect after each session on the value of the session and what they would like to be discussed during the next session. The MI booklet provided the pre-service teachers with a tool to consciously reflect on the unspoken part of their thoughts and emotions, that is, how they felt during the MI (Nieuwenhuis, 2019b). The MI booklets were an effective way to monitor the pre-service teachers' experiences and thoughts and to gain a more in-depth understanding of the MI from the pre-service teacher's point of view (cf. Braun & Clarke, 2013). It was also designed in such a way as to assist the pre-service teachers to develop professionally.



Photograph 3.3: The mentoring intervention booklets of the university supervisor and pre-service teachers

3.4.2.5 *Mentor field notes and observations*

During the research process, I took on the role of co-researcher and relied on the observations and fieldnotes that were recorded in an unstructured way by my supervisor during the seven-week MI. Creswell (2014) describes observation as a method that is used to document activities of the research participants, that are observed during the research process. Unstructured observation is a way of recording the research participants' behaviour without a pre-coded agenda (Bertram & Christiansen, 2020). According to Creswell (2014) and Lashley (2018), participant observation is when the researcher has the opportunity to interact with the research participants in order to gain a better understanding of what is observed and to allow the research participants to respond spontaneously about their views. This method was used by my supervisor when recording the pre-service teachers' behaviour during the MI sessions.

Possible limitations that were faced when using participant observation in this study is that the observation was done by my supervisor who was known to the pre-service teachers, which could have had an influence on their behaviour and that not all the

observed information always was recorded (cf. Lashley, 2018; Yin, 2018). In order for my supervisor to overcome this potential challenge, she was transparent regarding her agenda and the motivations of the MI (Yin, 2018). Throughout the study my supervisor was sensitive towards the pre-service teachers and valued their beliefs and opinions. As co-researcher she was bound by the same ethical and research-related rules and commissions than I am.

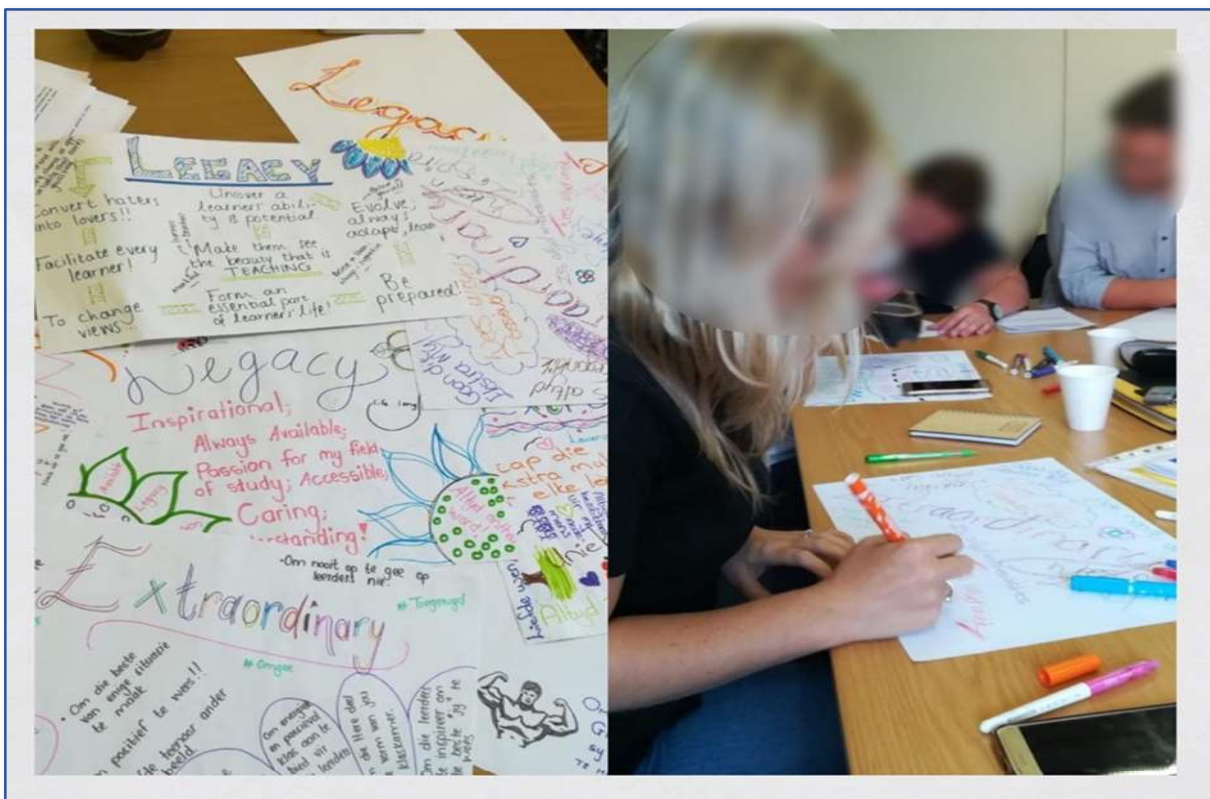
Field notes were used to document any other observations made or experiences encountered by my supervisor as she was working with the pre-service teachers. According to Bertram and Christiansen (2020) field notes can be understood as notes that researchers make for themselves during the research process. Phillippi and Lauderdale (2018) suggest that the researcher write keyword-based notes during an interview to ensure eye contact with the participant and to keep the flow of the conversation. Yin (2018) is also of opinion that field notes should include information such as participants' details, date, time and location in order to link the field notes to the study. The field notes from my supervisor were documented as previously described which constructed thick and rich descriptions and improved the depth of the findings (Phillippi & Lauderdale, 2018).

3.4.2.6 *Leaving a legacy – Posters*

Braun and Clarke (2013) suggest that by using the story-completion approach, the participants need to be provided with a story stem or a story cue. In this case the pre-service teachers were asked to design a poster after the MI and, on the poster, they had to compile a story and indicated how they saw themselves as professionals after the MI and what legacy they wanted to leave behind as a teacher. Leaving a legacy behind can be understood in terms of what they wanted to put back into the teaching profession once they were teachers. Some of the story completion responses about leaving a legacy behind contained phrases such as: *“Going the extra mile, be energetic, inspirational, passionate about your work, make a difference in a child’s life, never give up on learners and be understanding”*.

Qualitative research uses story-completion to gain an understanding about the meanings that come out of the stories that the participants write (Braun & Clarke, 2013). Therefore, the purpose of the posters was to explore how the pre-service teachers saw themselves as professionals after the MI, and what they wanted to put back into the teaching profession and be remembered for. This is an advantageous

method for exploring participants' understanding of a specific topic and the topic is indirectly addressed by asking the participants to complete the story and filling out the missing detail (Braun & Clarke, 2013). A concern about story-completion is that it can be lengthy process and the participants' responses can differ widely, which turns the data analysis into a time-consuming effort (Braun & Clarke, 2013). In order to overcome this, the pre-service teachers had to design the posters at the end of the MI sessions, on the same day after they had their semi-structured interview, and they only had an A3 sheet of paper to use for the design. This was done in order for the pre-service teachers to look back at the MI process and capture the impact it had on them.



Photograph 3.4: Pre-service teachers designing their leaving a legacy and being extraordinary - posters

3.4.2.7 Self-reflections from pre-service teachers after the Mentoring Intervention

After the seven-week MI, all pre-service teachers, had to do self-reflection regarding the MI, their lived experience of it and how it contributed to their professional development. These reflections created an opportunity for the researcher to gain a holistic view of the MI. The self-reflections that the pre-service teachers did, together with the MI booklets constructed thick and rich descriptions which resulted in findings

to be more realistic and richer. This added to the validity of the results (cf. Creswell & Creswell, 2017).

3.4.2.8 Researcher's reflective journal

I kept a reflective journal throughout the study. It was an effective way to monitor my reflections and to record insights that I gained while working with the data (Bruno & Dell'Aversana, 2017). The reflective journal provided me with a tool to consciously reflect on the unspoken part of my thoughts, as well as any emotions that I felt and the lessons I learned (Nieuwenhuis, 2019b). Having frequent meetings with my supervisor and keeping notes of those meetings, discussing what I had learnt while working with the data, provided me with an opportunity to gain insight from the data that I had worked with and to become aware of my own personal values and possible biases in the study (Mack et al., 2005). The reflective journal helped me to reflect on questions I had asked myself regarding the data and any prejudgments that might have influenced my understanding of the data, to acknowledge these subjectivities and to ensure greater credibility in this descriptive case study.

3.4.3 Data analysis and interpretation

I used inductive thematic analysis to analyse the secondary data in the case study. Braun and Clarke (2013) describe inductive thematic analysis as a method that researchers used to identify, analyse and report on patterns or themes that develop from the data. Bertram and Christiansen (2020) suggest that data analysis entails the organisation, categorisation, coding, interpretation and making meaning of the data.

Utilising thematic analysis assisted in examining the raw data thoroughly and comparing the data sets with one another to gain an in-depth understanding of the pre-service teachers lived experience of the MI. The raw data that were used in the study were: transcribed semi-structured interviews, pre- and post- open-ended questionnaires, MI booklets, mentor field notes and observations, and the leaving a legacy – posters and self-reflections of pre-service teachers after the MI. Braun and Clarke's (2013) six-step guide for inductive thematic analysis served as a guideline when I analysed the data. The six-steps that were followed in the data analysis are the following (see Appendix G for an example):

Step 1: Familiarising myself with the data

I started to familiarise myself with the data by reading through it to get a better understanding of the data and what it entailed (Braun & Clark, 2013). After familiarising myself with the data, I started with the coding process and while I was busy with the coding process, I kept on reading through the data in active ways to search for meanings and patterns (cf. Terry et al., 2017).

Step 2: Generating initial themes

After I had familiarised myself with the data and reflected on the coding process, I started to generate themes from the data (Nowell et al., 2017). The coding process allowed me to focus on specific characteristics within the data. Therefore, I used Creswell's (2014) systemic process to sort the unstructured data and to make sure I pay equal attention to all the aspects of the data, by coding the data and categorising it into themes. Saldaña (2009) explains that a theme is a phrase or sentence that describes recurring observations and patterns in the data. Braun and Clark (2013, p. 224) state that a "theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set". Much of the data are linked together by themes. I kept detailed notes of the coding process and the development of themes, it is included in the audit trail to ensure confirmability of my research questions.

Step 3: Searching for themes

Before I started with this step, I made sure that I had completed the coding process. Braun and Clarke (2013) advise the researcher to consider each theme on its own, but also with consideration of the existing relationships between the themes. This means that each theme has to be 'distinctive' and 'makes sense on its own' while they still have to "fit together to form the overall analysis" (Braun & Clarke, 2013, p. 230). During this step I categorised all the possible themes that derived from the coding.

Step 4: Reviewing themes

By now, I had created a set of themes which requires refinement (Braun and Clarke, 2013). Some of the themes could not be used, some had merged into one another, and others had to be broken down into separate themes (Nowell et al., 2017). The selected themes were refined and reduced so that the data were more manageable. I ensured that the data within the themes were meaningful, clear and identifiable, and that there was a clear distinction between the themes. By keeping a journal in which

I reflected, I kept an audit trail of all the themes that derived from the data, and ensured that the story that was told by the data, corresponded with the selected themes.

Step 5: Defining and naming themes

During this step I determined the aspects of the data that were captured under each theme and identified why they were of interest. I also wrote a detailed analysis of each individual theme and the story told by the theme (see Appendix G). Braun and Clarke (2013) suggested that each theme should be brief and straight to the point, in order for the reader to know what the theme is about. I made use of Yin's (2018) advice and ensured that I had enough time to search for themes to increase the probability of getting credible findings. During this phase all the themes were clearly defined (Nowell et al., 2017).

Step 6: Producing the final analysis results

Applicable examples were selected and extracted from the data, which completed the final analysis. Excerpts were selected from the transcribed semi-structured interviews, pre- and post- open-ended questionnaires, MI booklets, mentor field notes and observations, and the posters and self-reflections form pre-service teachers after the MI (leaving a legacy behind), in order to relate back to the research questions and the literature (Braun & Clarke, 2013).

De Vos et al. (2011) postulate that by using inductive thematic analysis, the researcher is enabled to discover the themes in the data, the meaning of the themes and how they relate to the research questions. Although inductive thematic analysis can be complicated for a relatively new researcher with limited experience, I found it the most appropriate and flexible method for the study (cf. Braun & Clarke, 2013).

Maree (2019) describes inductive thematic analysis as a challenging and complicated method because it makes use of objectivity and it is not as standardised as quantitative methods. The researcher should also keep in mind that the themes can be quite abstract and difficult to identify (Hancock & Algozzine, 2017). In order to ensure objectivity, I approached the research systematically by starting to read through the transcribed semi-structured interviews and by working my way through pre- and post-open-ended questionnaires and MI booklets to gain a bigger picture of the data (cf. White & Marsh, 2006). By reading through the data multiple times, each time starting at a different page, made the findings more stable and reliable (cf. Hancock &

Algozzine, 2017). Reflecting on my own personal experiences in the field, helped me to interpret the data as objectively as possible. Yin (2018) suggests triangulation to enhance the quality of the research findings which I did by asking my supervisor to also code the data and we then compared our results. To ensure that my findings were valid, I compared them with existing literature.

3.5 QUALITY CRITERIA

Qualitative research is about exploring the meaning that people assign to a specific phenomenon, and this socially constructed reality cannot be measured, but interpreted (Liamputtong, 2013). Braun and Clarke (2013) state that there are no 'absolute' criteria to determine whether a qualitative study is good or not. Since the terms reliability and validity are used in quantitative research, but are not suitable for determining the quality of a qualitative study, researchers Lincoln and Guba proposed four categories, which they believe determine the trustworthiness of a qualitative study (Liamputtong, 2013; Maree, 2019). These four categories are: credibility, transferability, dependability and confirmability. In order to enhance the trustworthiness of the qualitative study, the researcher needs to disclose evidence regarding the data analysis and methods that were applied (Du Plooy-Cilliers et al., 2014).

3.5.1 Credibility

In qualitative studies, credibility is similar to internal validity, because both seek to demonstrate the accuracy of the researcher's work and findings (Du Plooy-Cilliers et al., 2014; Cohen et al., 2018). Nieuwenhuis (2019a) states that credibility member checks determine the congruency of the findings with reality and allow the researcher to feel confident about the observations and interpretations that were made about a particular event or issue within a specific context (Creswell & Creswell, 2017). The credibility of a study increases when the participants' perspectives are shared between the participants and the researcher. In other words, the findings need to be reliable and valid from the participants' perspective (Lincoln & Guba, 1986).

Nieuwenhuis (2019a) identifies 10 strategies that ensure the credibility of a qualitative study, all of which were employed in this descriptive case study: Recognised research method, a suitable research design and theoretical framework that can answer the research question, purposive sampling, thorough data collection methods,

triangulation, regular meetings between the researcher and supervisor, researcher reflective notes, member checks and thick descriptions. Triangulation can be understood in qualitative research as the use of various methods to collect data, ensuring a thorough understanding of the phenomenon (Patton, 2002). The different data generating methods utilised in the descriptive case study design were transcribed semi-structured interviews, pre- and post- open-ended questionnaires, MI booklets, mentor field notes and observations, leaving a legacy behind – posters and self-reflections from pre-service teachers after the MI, ensuring that it was not just the viewpoint of one source or method. After the semi-structured interviews had been transcribed, member checking was employed by handing the transcribed interviews back to the pre-service teachers to correct any errors, ensuring the interview was interpreted correctly. Credibility was also strengthened by using excerpts from the data (Yin, 2018).

3.5.2 Transferability

Transferability in qualitative studies is similar to external validity, since both has to do with whether the study was described well enough to be conducted (or transferred to) another setting (Lincoln & Guba, 1986; De Vos et al., 2011; Cohen et al., 2018). If research is transferable, it demonstrates the accuracy of the researcher's work and findings (Nieuwenhuis, 2019b). Thus, transferability can be understood as the generalisability of research findings within a qualitative descriptive case study (Patton, 2002).

The aim of this research study was not to generalise its results, but rather to understand the pre-service teachers' lived experience of an MI and to transfer the results to the current MI of a HEI and to revise the MI programme. The researcher included pictures of the context of the study, participant selection, data collection, data analysis and in-depth thick descriptions to give other researchers the opportunity to familiarise themselves with the research setting and to determine if it is applicable to their context (cf. Liamputtong, 2013; Nieuwenhuis, 2019b). Throughout the research I kept a thorough and careful audit trail of my research.

3.5.3 Dependability

Dependability is similar to the term reliability in quantitative studies and refers to the integration of the research process; whether it is sound, traceable and thoroughly

documented (Lincoln & Guba, 1986; Nieuwenhuis, 2019b). Denzin and Lincoln (2005), explain that dependability can be understood as the degree to which clear relationships are established between the data and reported findings of previous studies (Denzil & Lincoln, 2005). Triangulation of methods and thick descriptions were used in the descriptive case study to ensure that the research findings that derived from the data are appropriate (De Vos et al., 2011). An audit trail of the research process was created, entailing the documentation on data collection, data analysis and report writing to ensure dependability (Yin, 2018). Throughout the research process I documented all notes that were made regarding the coding and labelling of the data.

3.5.4 Confirmability

The findings of the study need to be transparent and based on facts of the research and not on the researcher's own biased opinions and imagination (Cohen et al., 2018). Confirmability of a study refers to thoroughness in the data collection process and data analysis, whether it supports the findings arrived at and if the findings can be confirmed by another researcher with similar conclusions (Liamputtong, 2013).

During the research process I kept an audit trail of how the data were analysed and processed to enhance confirmability. I made use of different strategies such as triangulation and thick description to increase the confirmability of the research, and kept a reflective journal to write up the progression of thematic analysis when the information was categorised and organised (Yin, 2018).

3.6 ETHICAL CONSIDERATIONS

Conducting research requires ethical guidelines to ensure that the research is in the best interest of the research participants, and to protect them from any harm during the research process (Bertram & Christiansen, 2020; Maree, 2019). Qualitative research can be ethically complex, since it is subjected to human nature dealing with people's perceptions and experiences (Lichtman, 2014). As a co-researcher working with previously collected data, approval and ethical clearance had to be obtained from the HEI where the research was going to be conducted as well as permission to make use of existing data. The guidelines prescribed by the Ethics Committee of the Faculty of Education at the HEI (University of Pretoria, 2015) for conducting research, were the following: Permission to use existing data, informed consent, voluntary

participation, trust, no harm to participants, confidentiality and anonymity. These were complied with for this study.

3.6.1 Permission to use existing data

Permission was granted by the Dean of the HEI and the Faculty Ethics Committee to conduct the initial study. As a co-researcher I obtained ethical clearance from the UP, EDU045/20, in order to work with secondary data from the PE SOTL grant (see Appendix A (i) and Appendix (ii)) to do an inductive thematic analysis of the pre-service teachers' lived experiences of an MI during their WIL practicum.

3.6.2 Informed consent

Cohen et al. (2018) explain that informed consent is derived from the law that each person has the right to freedom. Thus, informed consent is an ethical principle that demands respect for and maintains the dignity of the research participants, informing them about the study and assuring them that they will not be harmed or exploited and that participation is voluntary (Liamputtong, 2013). Informed consent also includes information about the purpose of the study, the procedures, the right to withdraw from the study at any given time, and that the participants are allowed to ask as many questions as they want to about the content of the study (Du Plooy-Cilliers et al., 2014; Maree, 2019). Furthermore, the informed consent informs the participants about the advantages and disadvantages that the study holds for them if they decide to partake in the study (Creswell & Poth, 2018).

The pre-service teachers who were part of the initial PE SOTL grant, were provided with an informed consent form at the beginning of the study which stated the information regarding the study. Therefore, permission was obtained from the pre-service teachers before the research was conducted and a copy of the informed consent form is attached as Appendix (B).

3.6.3 Voluntary participation

Creswell (2014) states the importance of voluntary participation and that participants must have a choice to partake in the research process and also to withdraw from the research process at any time. The informed consent that was signed by the pre-service teachers who participated in the study emphasized that they should not

feel obligated to participate in the study and that they could withdraw from it at any time during the research process.

3.6.4 Trust

In qualitative research trust within the relationship between the researcher and the research participants and maintaining that trust are vital during the research process (Braun & Clarke, 2013). The mentor interacted in a warm and friendly manner which built trust from the side of the pre-service teachers and that trust was maintained throughout the research process by being open and supportive towards the pre-service teachers and only gathering information that was relevant to the MI (Jooste, 2019). The mentor gained the pre-service teachers' trust by being transparent about the purpose of the study and what the results were going to be used for. Throughout the MI the relationship between the mentor and the pre-service teachers was one of trust. The pre-service teachers were treated as professionals within their field of study and valued as important role players in the research process (cf. De Vos et al., 2011).

3.6.5 No harm to participants

Liamputtong (2013) states that when research involves working with people, the researcher must ensure that all the research participants are protected from harm and rather benefit from the research. No harm to participants is also called beneficence and non-maleficence (Cohen et al., 2018). Beneficence refers to the benefits that a study holds for the research participants, research society and existing literature (Maree, 2019). Non-maleficence can be understood as the responsibility taken to protect the research participants from any harm during the research process (Yin, 2018). At the onset of the research process and the MI sessions the mentor worked in a professional way with the pre-service teachers by clarifying her role in the research process, and explaining what was expected of them to ensure no harm. Allan (2016) reminds the researcher that all possible harm, physical and psychological must be prevented. Before the onset of the study in 2018, a discussion was held with all the parties involved about possible risks that the MI might have, but no physical or psychological risks were identified.

3.6.6 Confidentiality and anonymity

According De Vos et al. (2011), confidentiality and anonymity must be maintained throughout the research process to protect the research participants. Liamputtong

(2013) defines and explains the restrictions that are put in place to control and limit access to the data and to ensure that the data are handled in such a way that the identity of the research participants is known only to the researcher, as confidentiality. In order to ensure that the participants' privacy was safeguarded during the research process and to prevent any risk when handling the data, I ensured that all the data on my computer were password protected and that the hard copy data were stored in a safe place to which only I had access (Maree, 2019).

Anonymity can be understood as the identifiability of the research participants in the study without using their names or identifiable details such as their work or and location (Liamputtong, 2013). In order to ensure anonymity in the study, I made use of pseudonyms and disguised the locations in a way that no connection can be made between the data and the research participant (cf. Cohen et al., 2018).

Creswell and Creswell (2017) suggest that the researcher removes all names and possible confidential details that could identify the participants as early as possible. The guidelines for qualitative research state that all the recorded data must be stored for 15 years in a safe place. I ensured that all the data were stored in a safe place at the UP for the suggested time. The stored data included the transcripts of the semi-structured interviews, pre- and post- open-ended questionnaires, verbatim audio recordings, MI booklets, mentor field notes and observations, and the legacy left behind, that is, the posters and self-reflections of the pre-service teachers after the MI. I ensured that I worked with the data in a professional and confidential manner, respecting each pre-service teacher's confidentiality by not allowing anyone other than myself and my supervisor to work with the data. I ensured privacy through maintaining anonymity and confidentiality by safe keeping the data.

3.7 SUMMARY

In this chapter I discussed the methodology that was used in this study, as well as the chosen paradigm and implemented research design. Procedures for data collection, documentation and analysis also were discussed thoroughly. Along with the role that I played as researcher, I aimed to meet the quality criteria by adhering to the necessary ethical considerations.

In the following chapter, Chapter 4, the findings of the data will be discussed in terms of themes and sub-themes that were identified during the data analysis. I present the

findings against the background of existing literature in terms of correlations and contradictions. New insights that have emanated from the research are emphasised.

CHAPTER 4 - RESULTS AND RESEARCH FINDINGS

4.1 INTRODUCTION

In Chapter 3, I discussed the research process and described the paradigmatic approaches. I also explained the data collection and documentation strategies employed in this study. In addition to this, I elaborated on the data analysis and interpretation process utilised in this study. Finally, I explored the quality criteria and ethical considerations relevant to the study.

In this chapter, I report on the results of the study that were identified through the inductive thematic analysis process. Two themes were identified along with related sub-themes from the generated data. Excerpts from the generated data were added in this chapter to validate the results (themes and sub-themes). I conclude the chapter by discussing the findings of the study as they relate to pre-existing literature to determine the study's value and input to the broader understanding of a MI during WIL from the perspective of the pre-service teacher.

4.2 RESULTS OF THE STUDY

In this section, I discuss the two main themes that were identified, along with the sub-themes. In Table 4.1 an introductory overview of the themes and sub-themes of the study is provided.

Table 4.1: Overview of themes and sub-themes

THEMES	SUB-THEMES
Theme 1 The university supervisor as a mentor	Sub-theme 1: Positive personal attributes of a mentor Sub-theme 2: Mentoring skills of a mentor
Theme 2 The value of a mentoring Intervention	Sub-theme 1: The value of professional development Sub-theme 2: Value of peer mentoring within the MI

4.3 THEME 1: THE UNIVERSITY SUPERVISOR AS A MENTOR

This theme highlights the participants' experiences of a university supervisor portraying a mentoring role while conducting an MI with them during WIL. Two sub-themes were identified that relate to the university supervisor as mentor, namely positive personal attributes of a mentor and mentoring skills of a mentor. In Table 4.2 an overview is provided regarding the criteria used to demarcate the identified sub-themes.

Table 4.2: Inclusion and exclusion criteria for Theme 1

IDENTIFIED SUB-THEME	INCLUSION CRITERIA	EXCLUSION CRITERIA
Sub-theme 1.1 Positive personal attributes of a mentor	Any reference to personal attributes of a mentor that contributes towards a positive mentoring relationship	Contributions that focus on mentoring skills of a mentor
Sub-theme 1.2 Mentoring skills of a mentor	Any reference to mentoring skills of a mentor that assist in building a positive mentoring relationship.	Contributions that indicate positive personal attributes of a mentor

4.3.1 Sub-theme 1.1: Positive personal attributes of a mentor.

Sub-Theme 1.1 (positive personal attributes of a mentor) was developed from the importance with which pre-service teachers regarded the mentoring within an MI during WIL. All the participants in this study indicated that the positive personal attributes of the mentor had a positive influence on the mentoring relationship and their professional development during WIL. It is important to take note that it was the first time that the participants were mentored and assessed by a university supervisor during WIL. With the pre-service teachers looking back at their first WIL experience during the first semester knowing what difference it made having a university supervisor who mentored them during the second semester participant 3 says: *"I felt a little abandoned during the first teaching practice."* In my researchers' reflective journal, I wrote a note about the pre-service negativity about the upcoming mentoring sessions and their excuses to not attend the mentoring sessions. The mentor was

extremely polite with the pre-service teachers, but also strict and advised them to just attend the first session and if they did not want to come to the subsequent sessions, she would respect that. The mentors' observational notes indicated that she was aware of the pre-service teachers' preconceived ideas about the MI sessions.

Excerpts from the pre-service teachers' responses reflecting their thoughts and expectations before the onset of the MI sessions and the mentor are quoted (please note, as most of these were Afrikaans-speaking respondents, the responses were translated for the purposes of this report): Participant 1 said: *"I was sceptical about the mentoring sessions at first, because I was concerned about an uncomfortable atmosphere at the sessions, but my concerns faded when we became friends, and colleagues from being strangers."* This was reiterated by participant 5, stating that, *"Ek was baie onseker oor wat om te verwag en was bang dat die lektor nie sou verstaan wat by my skool aangaan nie en dat wat van ons verwag word moontlik onrealisties was."* ["I was very unsure about what to expect and was worried that the lector would not understand what goes on at my school, and that their expectations about us might have been unrealistic"]. A concern raised by participant 6 was that he/she would be "judged" as she resented being humiliated: *"My grootste bekommernis met betrekking tot die mentorproses was dat ek 'gejunge' beoordeel gaan word as ek iets met die groep en lektor deel, omdat ek nie daarvan hou om verneder te word nie."* ["My greatest fear with regard to the mentorship process was that I might be judged when I share something with the group and lector as I do not like being belittled"]. Participant 10 indicated that she had no clue what to expect from the MI sessions: *"Ek het nie geweet wat om te verwag nie. Aan die begin gedink ek mors my tyd om sessies by te woon"* ["I did not know what to expect. At first, I thought that I was wasting my time to attend the sessions"], whilst participant 11 said, *"Aan die begin was ek onder die wanindruk dat die dosent my gaan forseer om haar idees in my klas toe te pas, maar hierdie wanpersepsie was nog in die eerste sessie verkeerd bewys."* ["In the beginning I had the misconception that the lecturer would force me to apply her ideas in my classroom; however, this misperception was proven not to be true during the first session"]. Despite the negative feelings and ideas that the pre-service teachers had at the beginning of the MI and the mentor, there was a change of heart within the first MI session. Participant 1 succinctly stated that the mentor was *"oop en verwelkomend"* ["Open and welcoming"] during the first session and

participant 9 confirmed this by saying that, *“sy het ons verwelkom, dadelik belanggestel in ons.”* [“She welcomed us and showed immediate interest in us”].

The MI sessions took place off campus at the mentor’s residence, where the mentor had the opportunity to allow the pre-service teachers into her space. During a session that I had with the mentor, discussing the results of the study, I asked why she chose her residence to conduct the MI sessions. The mentor explained that on campus pre-service teacher easily might experience a cold atmosphere with different connotations, and she wanted them to have a warm and ‘homely’ experience. It was important for the mentor to create a space where the pre-service teachers felt safe.

It seems that the mentor made a deeper connection with the pre-service teachers due to of certain positive personal attributes. At a most basic level, the common element of being friendly and approachable stood out as a vital attribute required of the mentor. Participant 1 explained it as follows: *“Dok is altyd so vriendelik, maar sy is ook baie approachable, en ek dink dit is die ander ding, as jou mentor lektor nie approachable is nie dan wat maak hulle as ‘n mentor? Jy het ‘n sekere personality nodig as ‘n mentor.”* [“Doc is always so friendly and so very approachable, and I think another thing is if the mentors are not approachable, then why are they considered to be a mentor? One needs a special personality to be a mentor”].

The pre-service teachers mentioned the mentors’ care and support for them a number of times and on different occasions. In my researcher’s reflective journal, I have made the following note about care and support: *“Is there a difference between care and support or is it the same?”* I read up about the difference and wrote: *“Care is when you wrap something valuable, so that it is protected, and support is when you reinforce something to become stronger.”* Participant 6 explained that they felt cared for by the mentor because: *“Sy het ons onder haar geneem soos haar kinders en dit voel soos ‘n tweede ma; sy het ons belange op die hart gedra.”* [“She took us in under her, like her children, and she feels like our second mother, she had our interests at heart”]. It seems that deeper and more insightful mentoring developed when the mentor showed care towards the participants which is evident from the response of participant 8: *“Sy het in jou karakter ingegaan, sy het jou leer ken en sy het jou beste punte probeer uitbring en jou swakste punte probeer verbeter, sy het regtig uit haar pad uit gegaan om jou te leer ken.”* [“She got into one’s character, she got to know one and tried to

bring out one's strengths and improve one's weaknesses. She really went out of her way to try to get to know one"]].

In a school system a new teacher has a certain support structure on which they can depend and ask for advice, but a pre-service teacher does not necessarily have a support system other than the mentor teacher. The mentoring support of the university supervisor thus is crucial for the professional development of the pre-service teacher. Participant 8 used the following comparison to illustrate the mentor's support: *"Die lektor is half daardie sweminstrukteur en tjoepie wat jou help en slowly deflate, sodat jy kan self leer swem."* ["The lecturer is kind of like a swimming instructor and tube helping one, but the tube is slowly deflating, allowing one to learn to swim by oneself"]. The support in the MI continued throughout the mentoring sessions, as participant 11 explains: *"Ek kon die ondersteuning gevoel het, heeltyd, al die pad van die begin tot die einde heeltyd ondersteun."* ["I felt the support, the whole time, from the beginning until the end there was support"]. Participant 10 had a similar response regarding the support of the mentor during the MI: *"Die ondersteuning en die gevoel van dat ek belangrik is en dat my sê tel, het die sessies vir my die moeite werd gemaak."* ["The support and that feeling that I am important and that what I say also counts, made the sessions worth it for me"].

The mentor's dedication to each participant instilled trust within the mentoring relationship. The participants knew that they could rely on their mentor, day or night. Participant 5 said that she once contacted the mentor late in the evening about a problem she had encountered, and within a few minutes she received a response from the mentor and she said: *"Dit was lekker om te weet dat sy terugkom."* ["It gave a good feeling to know she would respond"]. Participant 6 went on and explained that: *"It made a huge difference to be able to rely on her each and every week."* In difficult times, they knew the mentor would be there for them as participant 7 said: *"She is a highly motivated woman dedicated to the development of students."*

I made notes in my researcher's reflective journal about the "openness and genuineness" of the mentor and how comfortable the pre-service teachers felt in the presence of the mentor. Participant 6 explains that: *"Daar was nooit 'n oomblik wat ek gedink het weet jy ek kan nie dit vir haar sê nie."* ["There never was a moment when I felt I couldn't say something to her"]. Having such a non-judgemental atmosphere assisted in creating an open and supportive environment. Participant 2

said: *“I didn’t feel judged and could be myself the entire time”*, and participant 5 similarly explained: *“Daar was geen soos grense of sulke goeters opgestel nie ons was almal maar net mense en ons almal het dieselfde passie vir onderwys en ons kan praat daaroor.”* [“There were no set boundaries or any similar limitations, we were all simply people with a shared passion for education and were able to talk about it”]. Participant 10 described the mentor as: *“’n Voorbeeld van iemand wat konsekwent is en wat haar medemens waarlik met respek ontmoet.”* [“An example of someone who is consistent and who truly treats her fellow human beings with respect”].

As I worked through the data, participants 5’s response stood out to me regarding the attention that the mentor gave to the pre-service teachers: *“Dit klink nou baie kleuterskoolagtig, maar ons het almal ewe veel aandag gekry.”* [“It sounds kind of like a crèche, but all of us received the same amount of attention”]. The mentor listened actively and attentively to each participant and they were all equally important, as participant 1 said: *“Sy het ons elkeen persoonlik leer ken”* [“She got to know each of us personally”], and participant 3 said: *“Ek het altyd gevoel dat u my beste belange op die hart dra, en fokus op ons individualiteit.”* [“I always felt that you had my best interest at heart, and focused on our individuality”]. Participant 7 expressed his/her gratefulness by stating that: *“Dat u werklik in my glo en dat u my persoonlike suksesse sien as u suksesse.”* [“That you truly believed in me and regarded my personal successes as your own success”].

A mentor who facilitates MI, knows that at a point the role of the mentor becomes less and the role of the pre-service teacher becomes more and to be able to ensure this role change the mentor must create opportunities for the pre-service teacher to grow personally and professionally. Participant 4 explained that: *“Sy het leiding gegee wanneer sy moes, maar ook teruggestaan op ander tye.”* [“She gave guidance, when necessary, but at other times she stood back”]. Furthermore, participant 2 contributed by saying: *“Die mentor-lektor het my geïnspireer om addisionele navorsing te doen oor die inhoud wat ek wil aanbied, sodat leerders en ek die leerproses geniet en sodat hulle die groter prentjie kan sien.”* [“The mentor-lecturer inspired me to do additional research on the content I wanted to present so that the learners and I would enjoy the learning process and see the bigger picture”]. The mentor was truly an inspirational leader to the pre-service teachers.

A person who is passionate and enthusiastic about his or her work, will transmit it to others. Part of the success of the MI and the pre-service teachers returning for more mentoring sessions was due to the enthusiasm and positive energy of the mentor. Participant 11 said that: *“Sy het net so ‘n atmosfeer om haar”* [“She has such an atmosphere around her”], and participant 6 said: *“Sy straal net hierdie aura af, jy wil net deel wees daarvan en ek kan nie uit haar plek stap en nie positief wees nie.”* [“She radiates an aura of which one wants to be part. I cannot walk out of her place and not be positive”]. Participant 8 elaborated succinctly: *“Ek sal altyd dankbaar wees vir die positiewe invloed wat u op my persoonlike lewe sowel as professionele lewe gehad het.”* [“I shall always be grateful for the positive influence that you had on my personal and professional life”].

The mentor knew that the pre-service teachers had one foot in the world of being a student and one foot in the world of being a working adult; dealing with issues from the student’s world and the uncertainties of the world of work can be overwhelming. The mentor therefore took the role on of counsellor which enhanced the mentoring relationship as participant 4 states: *“Die mees positiewe aspek met betrekking tot die mentorproses was dat die mentor lektor ons weekliks ‘berading’ gegee het en ons ‘encourage’ het op ‘n weeklikse basis om ons beste te gee.”* [“The most positive aspect of the mentoring process was that the mentor-lecturer ‘counselled’ us weekly and encouraged us to do our best on a weekly basis”]. Participant 8 elaborated and explained how the mentor had supported him through counselling: *“She helped me through tough times at school and at home.”* Participant 7 pointed out that the mentor had the qualities of a counsellor: *“Sy het simpatie en empatie.”* [“She had sympathy and empathy”].

The final aspect related to the sub-theme, which emerged from the data, is the mentor as role model. Being a role model means to lead by example; participant 7 explains: *“She not only taught us, but showed us the true meaning of why you are destined for teaching.”* A role model is also someone who inspires and is looked up to, which is an aspect that was valued by participant 6: *“Sy is definitief ‘n rolmodel ons kyk op na haar, sy help met enigiets wat jy kan vra.”* [“She definitely is a role model and we look up to her, she helps us with anything we ask for”].

It became evident from the study that it was not only the positive personal attributes of the mentor that contributed to the professional development of the pre-service

teachers during WIL, but also certain mentoring skills which are discussed in the following sub-theme.

4.3.2 Sub-theme 1.2: Mentoring skills

Sub-theme 1.2 (mentoring skills of a mentor) was developed from the importance that pre-service teachers placed on the mentoring within a MI during WIL. The pre-service teachers indicated that the skills that mentors used added value to the mentoring sessions. It is evident from the data that if a mentor applies the skills with competency, a deeper mentoring relationship is established. Participant 5 explained: *“I realised this woman knows what she is doing and that I need to pay attention and take note of everything she says.”* Furthermore, participant 4 believed that a competent mentor *“Equips students to be teachers in their own identity, not in the identity of anyone else.”* Being a competent mentor means the mentor is equipped with exceptional mentoring skills and has the ability to be a great mentor. The competency of a mentor can be categorised into being competent as a mentor, and being competent as an academic. First impressions last and determine the start of a relationship, and within a MI, this refers to the first contact between mentor and pre-service teacher, and the preparedness of the mentor. Participant 7 commented: *“Ek voel alles was net so goed vooruit beplan, georganiseerd, het goed verloop.”* [“I feel that everything was well planned, organised and also went well”].

To communicate and exchange information is an important aspect in any relationship and it is not any different within a mentoring relationship. There are various platforms through which communication can take place such as e-mail, Whatsapp, Skype and a phone call, to just name a few. The mentor communicated with the pre-service teachers through a preferred way, which was decided on by both the mentor and pre-service teacher. Since communication played such an important role in relationships, the mentor took the time to contact each participant individually, introducing herself and inviting them to the MI sessions. Participant 7 confirmed the weekly meetings: *“Die mentor dosent het weekliks met ons ontmoet en ek het dus geweet wat van my verwag word.”* [“The mentor-lecturer met with us weekly and therefore I knew what was expected of me”]. The mentor also communicated with the pre-service teachers regularly, as participant 7 remarked: *“She contacted us at least once a day.”* The communication gave participant 11 a feeling of belonging: *“Jy is nie net deel van ‘n nommer of getal nie, maar jy is eintlik iets.”* [“You are not only just part of a number,

but you are something”]. Being able to make contact with the mentor outside of the mentoring sessions gave participant 5 peace of mind: *“dit het jou net veilig laat voel, dit het regtig ons vertrouwe gewen en ons veilig laat voel.”* [“It made me feel safe; it really won us over”]. The mentor did not have set times in which the pre-service teachers were allowed to contact her, as participant 3 succinctly explains: *“Die dosent was altyd bereikbaar en het onmiddellik teruggekom op enige vorm / platform van kommunikasie.”* [“The lecturer was always accessible and immediately responded on any form / platform of communication”].

The mentor taught the pre-service teachers some interpersonal skills, which are tactics and skills that can be used to interact with others effectively. Examples of these skills were to put yourself in someone’s shoes before you judge and make assumption as explained by participant 2: *“Sy moedig ons aan om leerders se omstandighede te verstaan en simpatie te toon”* [“She encourages us to try and understand the learners’ circumstances and give them our sympathy”], and knowing one’s own limitations, as participant 1 affirms: *“Ek het geleer dat geduld baie belangrik gaan wees vir my om ‘n goeie onderwyser te wees en die regte hoeveelheid aandag te gee om die geduld goed toe te pas.”* [“I have learned that patience will be very important for me to become a great educator, and to give the right amount of attention in order to obtain patience”]. The honesty of participant 11 about critical thinking made me smile: *“n Ander ding wat ek geleer het is, wat ek moes geweet het, maar nie geweet het nie, dat ons leerders eerder behoort te fasiliteer as om hulle te spoonfeed.”* [“Another thing that I learnt - something I was supposed to know, is to rather facilitate the learners than to spoon feed them”]. It is thus evident that the mentor taught the pre-service teachers how to think critically, which developed them professionally. Participant 5 elaborated on this: *“Ek het geleer hoe om outcomes te doen, aktiwiteite uit te dink, hoe om kinders krities te laat dink.”* [“I have learned how to formulate outcomes, develop activities, and how to get learners to think critically”].

To give guidance and advice also is a mentoring skill that were valued by the pre-service teachers. It thus was not odd to find these terms among the mentoring skills that were valued in an MI during WIL. It seems that the pre-service teachers appreciated how the mentor took each one by the hand and provided them with the much-needed guidance and advice to overcome challenging situations and to develop - personally and professionally. Participant 10 related the guidance and advice he/she

received: *“Ons het altyd raad gekry vir wat ook al ons mee gesukkel het.”* [“We always received advice on whatever we struggled with”]. Participant 5 expanded on this by saying: *“Daar was vir ons gesê wat sy wil hê ons moet bereik en daar was vir ons maniere gegee om dit te bereik en dit het ons baie vertroue gegee dat ons maniere gehad het om te verbeter.”* [“She told us what she wanted us to achieve and told us methods on how to achieve it, and that gave us a lot of confidence”]. Participant 8 were quite surprised about what he/she got in terms of advice and guidance during the MI session: *“Ek het hulp gekry van haar af wat ek nie eens geweet het ek kort nie.”* [“I received support from her which I did not even realise that I needed”].

Since the pre-service teachers didn't have previous opportunities to apply the theoretical knowledge that they had obtained during their years of study at the HEI in a practical environment where they could adopt a practical approach, the mentor had to assist them in developing and adopting a practical approach in an authentic classroom setting. Participant 4 was impressed by the mentor's academic competency skills and noted: *“Sy het soveel vak-kennis oor onderwys, dat dit onmoontlik sal wees om nie by haar te kan leer nie.”* [“She has so much subject-knowledge about education that it would be impossible not to learn from her”]. The mentor provided the pre-service teachers with guidance on lesson preparation. Preparing a lesson can be understood as the teacher's road map which stipulates which content needs to be learned and how it will be done within the given time period. Participant 3 explained how the mentor provided him/her with guidance on lesson preparation: *“Daar was vir ons leiding aangebied om ons te help met wat ons sukkel en hoe om lesse uit te werk wat beter gepas sal wees.”* [“We were offered guidance on the things with which we struggled, and on how to work out lessons that would be more appropriate”]. Participant 2 continued to elaborate on this: *“Sy het ons geleer hoe om ons lesplan te gebruik om te wys wat ons in die klas wil bereik.”* [“She taught us how to use our lesson plans to show what we wished to attain in the class”].

Teaching strategies are the principles and methods that teachers use to enable and optimise learning in a class. Participant 9 explained how the mentor assisted him/her with teaching strategies: *“Iets wat my baie gehelp het was die praktiese manier hoe u ons gewys het om verskillende metodes in die klas te implementeer om leerders aktief by die klas te betrek en om hulle te help om krities te dink.”* [“Something that really

helped me was the practical ways that you showed us to implement different methods in the classroom so that learners will be actively involved and think more critically”].

Being a pre-service teacher in a new school completing WIL can be daunting and overwhelming, the mentor therefore took the time to teach the pre-service teachers problem-solving skills in order to prepare them for the teaching profession. The mentor assisted them to find solutions to difficult situations. Participant 4 explained the problem-solving advice he/she received: *“Die mentor lektor het ons ingelig oor wat ons kan teëkom in die praktyk en hoe om dit toe te pas en op te tree in moeilike situasies.”* [“The mentor-lecturer informed us about what might happen in our practice and how to address it and how to act in difficult situations”].

Classroom management skills and knowing how to ensure discipline in a class were topics which emerged often from the data. The mentor knew that what works for one teacher regarding management in a class, does not necessarily work for another teacher, or in another class. It is evident from the data that the mentor had various discussions with the pre-service teachers regarding classroom management and how to use it. While I was working with the data, I made the following note in my researcher’s reflection journal about classroom management: *“I remembered how each student that walked into my class was different, and so was each class; as time passed, I learned how to manage each student who seemed to be difficult and each class that seemed unmanageable.”* Participant 11 explains how the mentor provided him/her with the necessary classroom management skills: *“Die mentor lektor het my geleer oor hoe om outoriteit te neem as dit by klaskamerbestuur kom sodat ek nie my gesag verloor nie.”* [“The mentor-lecturer taught me how to be more authoritative in terms of classroom management so that I would not lose my authority”].

4.4 THEME 2: THE VALUE OF A MENTORING INTERVENTION

This theme describes the aspects of the MI which pre-service teachers regarded as important when mentored during WIL. Two sub-themes were identified that related to the value of an MI namely, The professional development within an MI, and the value of peer mentoring within an MI. In Table 4.3 an overview is provided regarding the criteria used to demarcate the identified sub-themes.

Table 4.3: Inclusion and exclusion criteria for Theme 2

IDENTIFIED SUB-THEME	INCLUSION CRITERIA	EXCLUSION CRITERIA
Sub-theme 2.1 <i>The value of professional development within an MI</i>	Any reference to professional development	Contributions that focus on the value of peer mentoring within the MI
Sub-theme 2.2 <i>The value of peer mentoring within an MI</i>	Any reference to peer mentoring	Contributions that indicate the value of professional development within a MI

4.4.1 Sub-theme 2.1: The value of professional development within a MI

These pre-service teachers entered the MI with a strong student identity, and part of the purpose of the MI was to bridge the gap between the student identity and teacher identity by enhancing their professional development. The pre-service teachers indicated in their responses that the MI, together with the guidance of the mentor, assisted them in developing professionally and preparing them for the profession. Participant 7 said that: *“Baie keer cope ons nie en soos die mentorsessies help om ons gegrand te kry”* [“Many times we don’t cope; the mentor sessions helped to ground us”], and participant 8 explained his/her feelings in this regard in more detail: *“The mentoring sessions were highly valuable; they enabled me to deal with my problems. It enabled me to be myself. I was uncertain whether or not teaching was for me just because we have never practised being a teacher before 4th year. I panicked during first semester, yet survived, but I needed to learn how to (especially) manage a classroom. During this semester I applied everything Dr said about my style of teaching. Thus, these sessions contributed a lot to my mindset and skills and the improvement thereof. Dr mentally reassured me I was fine. I am meant to teach because I have a love for it.”*

It seemed, from the responses captured in the data, that pre-service teachers, were emotionally vulnerable during their WIL practicum, but valued the input that the mentor made towards their emotional well-being during the MI sessions. Participant 5 succinctly explained: *“My overall psycho-social well-being improved due to Dr assisting me; she really helped me by supporting me through my TP. This in turn played a big role in maintaining good mental health.”* Another element that stood out was the mentor’s approach to developing each participants’ professional identity.

Participant 2 explained that: *“My mentor helped me to find myself as a professional and to stay true to myself. She taught me to learn from others by imitating their positive qualities and integrating these with my positive qualities, but to never change who I am or lose myself in difficult challenging circumstances.”*

A number of participants explained how the MI contributed to the development of their interpersonal skills and that it then was easier for them to interact with learners in a class and to have a better understanding of and empathy with their circumstances. Participant 9 stated: *“I learned to be open with learners, to be sensitive about their well-being, as well as their needs and understandings – approachable and not closed-off.”* It is not always what you say, but how you say it, and participant 11 explained how the MI changed her way of communicating with others: *“Ons het geleer van die relational en die ander vorm van kommunikasie en ook besef dis nie wat jy sê nie, dis hoe jy dit sê en dit is hoe die mentorsessie my gehelp het met die professionele beeld.”* [“We learnt about the relational and the other form of communication, and also realised it is not about what one says but about how one says it”]. For participant 6 the value of the MI was found in the following: *“Dit het nie net my onderwysidentiteit nie, maar ook my persoonlike identiteit verbeter en my beslis beter voorberei vir ‘n pos as ‘n volwaardige onderwyser.”* [“The MI did not only improve my teacher identity, but also my personal identity, and definitely prepared me better for a position as a fully-fledged teacher”].

Part of the aim of the designed MI was also to equip the pre-service teachers with various academic skills such as teaching methodology, transferring subject knowledge, problem solving and critical thinking. It is evident from the research that the mentors’ knowledge about teaching strategies and the application thereof in any subject provided the pre-service teachers with an opportunity to be more confident when teaching and striving to involve everyone in the class. Participant 9 succinctly explains: *“My mentor was not a specialist in the subject I was specialized in, but she taught me more creative ways of teaching my subject so as to involve my entire audience and create a love for the subject which opened up many channels to other strategies and techniques that I wasn’t familiar with.”* The following statement of participant 2 emphasises the significance of mentors when sharing their methodology with the pre-service teachers during the MI sessions: *“This motivated me to be more*

innovative, creative and dynamic as a teacher so that I am more flexible and do not hold back when experimenting with methods and to avoid becoming rigid.”

The overwhelming task of lesson preparation and meeting the required outcomes of a lesson and the difference that the mentor made in their understanding of it, was also included in the data, and expressed by participant 5: *“Ek meen, toe ek by dr aankom het ek nog gesukkel met die uitkomst van my lesse.”* [“I mean, when I arrived at Dr ... (MI) I had problems with the outcomes of my lessons”]. The mentor explained the applicability of lesson planning for various classroom situations and assisted the pre-service teachers to improve their lesson planning where necessary. Participant 2 maintained: *“Sy het ons geleer hoe om lesplanne te gebruik, om te wys wat ons in die klas wil bereik. Sy het ons geleer hoe om ‘n flipped classroom en Jigsaw te gebruik om die leerders betrokke te kry en self die inligting te ontdek en dit het gehelp sodat die kinders self knowledge opbou”.* [“She taught us how to use lesson planning to show what we wanted to achieve. She showed us how to use the flipped classroom and Jigsaw techniques to involve the learners by discovering information themselves, and that helped the learners to construct knowledge”].

The pre-service teachers reported that after the MI, they had a clear understanding of what it meant to think critically and how to apply knowledge to a lesson. Participant 8 explains this in the following way: *“My mentor het baie gehelp deur ons te leer hoe om ons vakinhoud op ‘n kritiese manier te evalueer deur ons te leer hoe om kritiese vrae te vra.”* [“The mentor helped much by teaching us how to evaluate our subject content critically by asking critical questions”]. Participant 10 says: *“Sy’t vir ons geleer jy kan nie net sê, ok, noem dit, nie, jy moet vir hulle sê, wat verstaan jy onder dit, wat het dit vir jou beteken en ... dit is, hulle moet die knowledge regtig self ontdek, jy moet nie net vir hulle alles gee nie.”* [“She taught us that we can’t just say, Name these ... , we have to ask, Do you understand this?, or, What does it mean to you?, that is, they really have to discover the knowledge themselves, you must not just give everything to them”].

The purpose in the MI also was to support the pre-service teachers in developing certain professional skills. All the participants declared that the MI contributed in helping them to manage and maintain discipline in a class. Participant 4 said: *“Dr advised me on how to enact discipline. This helped me when I did not know how to handle it.”* Participant 3 pointed out: *“Hoe om die klas te lees en weet watter dissipline*

wanneer en hoe toe te pas in die klas.” [“To ‘read’ the class and know which type of discipline to apply and how to do it”]. Participant 4 valued the fact that the mentor taught her to be more authoritative: *“Sy het my geleer om ‘n sterker mens te wees en outoriteit in my lewe en klaskamer te neem.”* [“She taught me to become a stronger person, and to be authoritative in my life and in the class room”]. Participant 8 said that due to the mentor and the MI: *“Ek kan volle beheer in die klas neem as gevolg van die mentor sessies teen die einde van die semester omdat ek in die mentor sessies geleer het oor hoe om volle beheer te neem.”* [“I could be completely in control of the class by the end of the semester thanks to the mentor sessions – I was taught during the mentor sessions how to take full control”]. It is evident from the participants’ responses that the mentor prepared them on how to handle different classroom scenarios. Participant 7 elaborated on this: *“She also discussed the different methods to use / reflect on, to react professionally during class disruptions / discipline.”*

Drawing on personal experiences and sharing practical tips, the mentor inspired the participants during the MI to plan and to utilise resources. Participant 3 succinctly explained: *“Die mentor-lektor het my geïnspireer om addisionele navorsing te doen oor die inhoud wat ek wil aanbied sodat leerders en ek die leerproses geniet en sodat hulle die groter prentjie kan sien.”* [“The mentor-lecturer inspired me to do additional research on the content I wanted to present in order for me and the learners to enjoy the learning process and for them to see the bigger picture”]. Participant 1 said: *“She made the mentor sessions fun and you wanted to learn from her, and she gave me the tools and enabled me to grow as a pre-service teacher.”* The MI also created the opportunity for the pre-service teachers to reflect on the lessons they had presented during WIL. Participant 7 described the value of reflection and to take a critical stance on one’s own work: *“My geleer hoe om my klaskamer ‘n veilige en lekker plek te maak waar die kinders elke dag iets nuut leer.”* [“Taught me how to turn my class room into a safe and pleasant place where the learners could learn something new every day”]. Participant 5 said that: *“To perfectly reflect on already presented lessons was essential.”*

The excerpt from the response of participant 2 about the pre-service teacher’s development work during the MI was: *“Ek voel meer professioneel, want die ding is as ‘n mens net uit Universiteit uit kom is jy eintlik mos nog ‘n student, ek het baie geleer van myself en ek het meer selfvertroue ontwikkel wanneer ek tussen mense is en*

wanneer ek klasgee.” [“I feel more professional, because, you see, when one has just left the university one actually still is a student; I learnt a lot about myself and I became more self-assured when among other people and when I presented a lesson to the class”]. This encapsulates the importance of the MI for pre-service teachers to develop holistically and professionally during WIL.

4.4.2 Sub-theme 2.2: The value of peer mentoring within an MI

Peer mentoring within an MI offered pre-service teachers an opportunity to have empathy, and a sense of equity and shared expertise with other pre-service teachers during WIL. These pre-service teachers could exchange knowledge and skills, and provide support towards one another in a one-on-one relationship or in a group, which enhances professional development. The responses of the pre-service teachers indicated that they valued the fact that they were mentored in a group together with their peers during the MI, as participant 4 explained: *“Ons is meer gemaklik met onself en jou eie ouderdom ook, en ons is in dieselfde skoene ook, en ons weet waardeur elkeen gaan. Jy kan gaan met jou probleme, en dit gaan nie wees jy is die enigste een met die probleme nie.”* [“We were more comfortable with ourselves and our age, and we could imagine being in another’s shoes too, as we knew what each of us was going through. One could go there with one’s problems and it wouldn’t be as if one is the only one with problems”]. Participant 7 explains what she initially thought it would be like to be mentored in a group with people she did not know, and how it turned out: *“Ek moet sê ek het gedink dit gaan styf en ongemaklik wees, maar daar is soveel verskillende persoonlikhede en ons proef by soveel verskillende skole, ons is eintlik vreemdelinge, party ken ons van klasse van die eerste, tweede en derde jaar, ken nie mekaar nie ons is nie vriende nie en ek het dit verwag, dalk ‘n weird atmosfeer wees, maar die feit dat ons so gemaklik pas bymekaar en van vreemdelinge na vriende en net kollegas ook gegaan so en ons voel soos ‘n span, jy sit saam, jy praat saam, jy help mekaar.”* [“I must say, I thought it would be formal and uncomfortable, but there were so many different personalities, and we did our WIL at so many different schools, we actually are strangers to each other; although some of us knew each other from the first, second or third year, we didn’t really know each other and we were not friends, therefore I expected a weird atmosphere, but we were comfortable who became friends and colleagues from strangers, and we feel like a team. We sat together, discussed matters, and helped each other”].

The MI sessions are described by participant 6 as a safe place where the pre-service teachers connected with peers and realised that they were not the only ones struggling with a certain problem and having no one to ask for help: *“Wat ek uit die peer mentoring uit geleer het, is dat ons almal gaan maar deur dieselfde goed, en uhm, almal is maar net so deurmekaar, dit was regtig lekker om saam goed te leer en saam te bou en mekaar te help, ja. Jy leer soveel van ander studente, jy dink jy is die enigste een wat daai probleem het en dan besef jy daar is eintlik so baie mense wat soos jy dink, maar hulle weet ook nie eintlik wie om te vra nie. Deur die gevoel van ‘n ‘safe place’ het ons oor moeilike situasies gepraat en so ook mekaar se vertroue gewen.”* [“What I learnt from the mentoring, was that we all had to go through the same experiences, and all were equally confused. It was really enjoyable to learn things together and to build together and help each other. One learns so much from other students, you think you’re the only one with that problem, and then you realise there actually are so many people who think the same as you do, but they actually also don’t know whom to ask. Due to the feeling of a ‘safe place’ we talked about difficult situations, and thus also gained each other’s trust”]. The peer mentoring also provided the pre-service teachers with a sense of belonging, participant 4 elaborated and said: *“Dit was lekker om te weet jy behoort aan ‘n groep en daardie groep motiveer en ondersteun jou en stel eintlik belang in jou, so ek dink dit was ook lekker, die dosent het belanggestel in wie ek is en dit was regtig comforting.”* [“It was good to know that one belonged to a group, and that group motivated and supported one and actually had one’s interests at heart. Thus, I think it also was good to know the lecturer also had an interest in who I am, and that really was comforting”].

Feeling emotionally drained, overwhelmed and incapable of handling a class were just some of the emotional struggles that the pre-service teachers were dealing with on a daily basis during WIL, but meeting up with the peers once a week gave them new perspectives and insight on how to handle a situation. Participant 9 explained it as follows: *“Dit help net om bietjie die diversiteit van probleme te hoor wat sekere leerders het en om dan die ander se opinie te hoor.”* [“It helps somewhat to hear the variety of problems with which some learners battle and to then hear the others in the MI giving their opinions on the matters”]. Participant 7 said: *“Dis vir my verskriklik van hulp, partykeer is jy nie seker hoe nie en dan is jy bang jy doen iets verkeerd, maar ek moet sê ons ondersteun mekaar regtig baie en ons kan daar intrek en ons kan net stoom afblaas en almal praat saam.”* [“It helps me tremendously; sometimes one feels

unsure and fears one would do something wrong, but I must say, we support each other really well and we can go in there and just let off steam, and we all have a discussion”]. In addition to this, participant 4 states: *“Elkeen van ons is soos ‘n kennisryke bron. Jy sien almal sit met daardie soortgelyke probleem en dan kry almal ‘n gesamentlike idee van hoe om die probleem op te los.”* [“Each one of us is like a knowledge-rich source. One can see all of us have a similar problem, and then together we all would find an idea to solve the problem”].

It became evident that during the MI, the pre-service teachers connected and became friends. Within these relationships the pre-service teachers turned to one another for support and advice outside of the MI sessions. Participant 7 explained: *“Dit wat ek uit die mentorsessies beleef het en die effek wat dit op my gehad het, was dat ek lewenslange vriende gemaak het by die sessies omdat dit mense sal wees wat altyd daar sal wees vir my, my sal ondersteun en help as ek ‘n probleem het.”* [“What I experienced in the MI sessions and the effect it had on me, is that I have made life-long friends, because they are people who will always be there for me, support me and help me when I have a problem”]. Participant 4 elaborated on this: *“Dit is altyd daai, as jy sukkel ... ek sukkel, kom ons vind onself in hierdie chaos en druk deur, maar ook om vir die mense wat saam met my in die mentorsessie was by die skool te kan sê, weet jy wat, dit waaroor ons gepraat het by die mentorsessie het nou weer vandag gebeur. Die feit dat daar ‘n groepie is saam met jou, dit is iemand, jy vorm half ‘n verhouding met daardie groepie.”* [“It always is that ... when one struggles – I am struggling, let’s find ourselves in this chaos and pull it through; but then, also, to be able to say to those at the school who were with you in the mentoring session: You know what, that which we discussed during the mentoring session again happened today. The fact that there is a small group with you, you kind of establish a relationship with that group”]. In relation to this point, participant 6 explained: *“Om mekaar te mentor het gehelp want ek het nou student om na hulle te gaan en hulle raad te vra - Wat kan ek nou eintlik doen? Vandag sukkel ek nog bietjie, wat kan ek vandag doen? Wat het jy gedoen? So dan leer ons bymekaar, ons groei; so dit was vir my baie waardevol en dis nie net die dosent wat praat en ons engage tydens die sessies nie.”* [“To mentor each other was helpful, because now I had a student to whom I could go to ask for advice. Today I’m having problems, what can I do? What did you do? This way we learn from each other, we grow; that was very valuable, and then it is not only the lecturer who talks and engages with us during the sessions”]. Participant 1 pointed

out the uniqueness of each pre-service teacher, but hoped to remain in contact with them: *“Elkeen is anders, maar elkeen het soveel om by te voeg, so ek hoop nie ek verloor kontak met hulle nie.”* [“Each one is different, but each one has so much to add – I do hope I will not lose contact with them”].

A contribution from participant 2 emphasised the worth of the group mentoring approach by maintaining: *“I think a group session approach is best because we learned a lot from each other and this will benefit us during our teaching career”*. Participant 1 supported this and elaborated: *“Ons praat dieselfde taal, want ons is deur presies dieselfde goed en ek voel en daai hele ding van social constructivism ek voel ons is meer in ‘n sosiale omgewing, so om te sit en te praat met iemand wat jou eweknie is, ek voel dis baie waardevol.”* [“We speak the same language because we went through the same things, and that whole thing about social constructivism – I feel we are more in a social environment; thus, to sit down and talk to some-one who is your peer is very valuable”]. There thus is no doubt that the pre-service teachers influenced one another as stated by participant 3: *“Die mede-studente het my lewe verander met die passie wat hulle vir onderwys het en om ‘n verskil in elke kind se lewe te maak wat hulle aanraak.”* [“The fellow-students changed my life with the passion they had for teaching, and to make a difference in the life of each child whom they touch”].

Sub-theme 2.2 encapsulates the value of peer mentoring within an MI. The responses of the pre-service teachers affirmed the value of peer mentoring during WIL in an MI, by emphasising that people of the same age can learn a lot from one another.

This brings my discussion on the emerging themes to an end. In the next section, I will discuss the findings in relation to the literature and the theoretical framework of the study.

4.5 FINDINGS OF THE STUDY

In this section, I report on the identified themes and sub-themes of the study in relation to the themes identified from the existing literature. This is achieved by considering correlations and contradictions that exist between the findings of the descriptive case study and what had already been found in the literature.

4.5.1 The university supervisor as mentor

The mentoring role of the university supervisor in an MI with the pre-service teachers during WIL has been identified in the existing literature and this case study as an important component in the professional development of pre-service teachers (Azure, 2015; Mena et al., 2017; Pfister & Paljevic, 2018). Pre-service teachers reported that they were depending on their university supervisors as mentors to support them and assist them with valuable insight about the teaching profession (Bukari & Kuyini, 2015; Mena et al., 2017). The existing literature suggests that the personal attributes of a university supervisor who portrays a mentoring role, helps to establish a collegial relationship with the pre-service teacher, which enhances their professional development during WIL (Du Plessis et al., 2017; Gillett-Swan & Grant Smith, 2020). The importance of the positive personal attributes of a mentor and the impact it has on the mentoring relationship in an MI during WIL as discussed in Chapter 2, is confirmed by the data generated from the descriptive case study.

In addition to the positive personal attributes of a mentor, the existing literature and this study suggest that the mentoring skills of a mentor also are of great importance. This means that the mentor must be equipped with the necessary skills to mentor pre-service teachers during WIL to enhance their professional development (Hudson, 2018). Exploring the mentoring skills of the mentors, it became evident from the literature that skilled mentors provide the pre-service teachers with a variety of skills and introduce them to general and professional classroom practices required in the teaching profession (Mena et al., 2017). Being a skilled mentor provides the pre-service teachers with much needed knowledge to develop professionally and become the best teachers they can be (Phillips-Jones, 2003). The competency of a skilled mentor and the influence it has on the professional development of the pre-service teachers who attend MI sessions during WIL, correlate with Hudson's adapted mentoring model for effective mentoring and were also confirmed by the data generated in this study (Hudson, 2004; Du Plessis et al., 2017; Jooste, 2019; Mthembu, 2019).

4.5.1.1 *Positive personal attributes of a mentor*

In order for pre-service teachers to make the most of their WIL practicum and to develop optimally during WIL, they are in need of a mentoring relationship with their university supervisors (Du Plessis et al., 2017; Beijaard, 2018). This requires

university supervisors as mentors to draw upon certain personal attributes to establish a warm and sincere relationship with the pre-service teachers to support and guide them through this challenging phase of their development (James et al., 2020; Jooste, 2019). This study confirmed that there are certain positive personal attributes that a mentor must have, which were also identified in the existing literature, to establish a meaningful mentoring relationship with a pre-service teacher to enhance his or her professional development.

The pre-service teachers in the study indicated that in the MI the following positive personal attributes of the mentor contributed towards the establishment of a meaningful mentoring relationship: friendliness, approachability, care, support, dedication, active and attentive listening skills, openness and genuineness. It is also evident from the pre-service teachers' responses that the positive personal attributes of the mentor determined their commitment towards the MI. This is supported by the findings of Ingersoll and Strong (2011), namely that mentors need well developed interpersonal skills to build a relationship with pre-service teachers in which they can communicate openly and give constructive feedback. These attributes were perceived by the pre-service teachers in this study as important because having a mentor whom they could depend on for support and guidance, developed them personally and professionally. This is in line with the literature which signifies the importance of personal attributes and the impact these have on the success of the mentoring relationship (Hudson, 2013; Jooste, 2019), and developing the pre-service teachers' professional identity (Beijaard, 2018).

Based on the responses from the pre-service teachers, a mentor who is an inspirational leader, holds a passion for the teaching profession, and has good counselling qualities, assisted them to make the best of their own qualities and not to be a replica of someone else. This is also important, because a mentor who is familiar with the challenges that the pre-service teacher experiences during WIL will know how to draw on their own personal attributes to inspire, motivate and counsel them to build their own unique teaching style. These positive personal attributes of the mentor enabled the pre-service teachers to question their own qualities and limitations and their own beliefs about the teaching profession, which facilitated their professional development (cf. Izadania, 2016).

Data from this study suggest that the positive personal attributes of mentors are important factors in establishing a mentoring relationship in an MI with a pre-service teacher during WIL. Some of the pre-service teachers indicated that a mentor needs a specific type of personality to be a mentor and others stated that a mentor needs to be trained to have the necessary positive personal attributes to mentor. This supports existing literature about the importance of positive personal attributes that must be present in a mentor to establish a mentoring relationship (Ambrosetti, 2014; Bird & Hudson, 2015; Du Plessis et al., 2017).

4.5.1.2 Mentoring skills of a mentor

In order for mentors to establish a relationship with pre-service teachers in an MI and to develop them fully during WIL, they should not only make use of personal attributes, but also of certain mentoring skills, which were identified in both the existing literature and the current study (Lunsford, 2016; Du Plessis et al., 2017). This requires of the university supervisors to familiarise themselves with the mentoring skills needed to establish a relationship with pre-service teachers in an MI (Ragins & Kram, 2007; Hudson et al., 2015).

This study indicated that the pre-service teachers who were part of the MI, valued the mentor's competency as mentor and as an academic, the mentor's communication skills, the guidance and advice they received, and the mentor being a role model to them. It is also evident from the responses of the pre-service teachers that the mentoring skills of the mentor contributed to establishing relationships in which they felt worthy and safe to adjust and improve their professional development. This is supported by existing literature which signifies that an effective mentoring relationship is built on specific mentoring skills, resulting in an improved mentoring relationship (Phillips-Jones, 2003; Hudson & Hudson, 2014) in which professional development can take place (Beltman et al., 2015). The pre-service teachers participating in this study perceived this as important, because a competent mentor will have the personal skills to reach out to them, and will have the academic skills along with the acquired knowledge to support them in developing personally and as a professional while they are transitioning from a student identity to a teacher identity. This is in line with the literature, which states that a mentor must not only pass knowledge on to the pre-service teacher, but also must have the acquired and obtained skills to plan and co-construct, and to find solutions to problems together with the pre-service teachers by

exchanging knowledge about the curriculum and pedagogy (Ambrosetti, 2012; Hudson, 2013; Du Plessis et al., 2017).

4.5.2 The value of a Mentoring Intervention (MI)

An MI for pre-service teachers during WIL has been identified by the existing literature and the current study as an important component of providing structured mentoring for pre-service teachers to enhance their professional development (Du Plessis et al., 2017; Nguyen, 2017). The MI plays an important role in WIL, since it boosts the pre-service teachers' confidence, reducing the feeling of being alone and anxious during this time with no one to turn to for guidance and advice (Hobson et al., 2012; Chimhenga, 2016; Eksi & Yakisik, 2016). The value of an MI was confirmed by this study with the pre-service teachers stating their appreciation towards the mentor who conducted the MI, and the fact they were part of a group and mentored in a group. In particular, the pre-service teachers participating in the study cherished the mentor's availability and the support they received from the mentor and their peers during WIL. The value of an MI during WIL and the impact it has on the pre-service teachers' development as discussed in Chapter 2, were confirmed by the data, generated from the descriptive case study.

4.5.2.1 The value of professional development during an MI

Pawson (2004) explains that an MI provides pre-service teachers with a platform to depart from, but also a place of safety to return to during WIL, resulting in a significant influence on the challenges and successes that pre-service teachers experience during WIL. This is achieved because the MI becomes a safe place for the pre-service teachers where they feel supported and nurtured by a mentor (Asplin & Marks, 2013; Du Plessis et al., 2017).

Du Plessis et al. (2017) state that in an MI the mentors can positively influence the pre-service teachers' academic skills and interpersonal skills. The pre-service teachers indicated in their responses during the study that the MI equipped them with academic and professional skills, such as teaching strategies, subject knowledge, lesson planning and preparation, critical-thinking skills and classroom management skills. In terms of interpersonal skills, the study confirmed that the MI developed the pre-service teachers' understanding of other people's emotions and also how to take control of their own emotions. It is evident from the study that the pre-service teachers

were provided with feedback in the MI contributing to their professional development. Bird and Hudson (2015) express the opinion that when pre-service teachers are provided with constructive feedback, they have something which they can reflect on with a view to improving that on which they received feedback.

This study confirmed that an MI enhances pre-service teachers' professional development. The MI initially was designed to prepare and develop pre-service teachers professionally for the teaching profession. It was found in the study that the input of the mentor to the pre-service teachers' emotional well-being, and the mentor's approach in helping the pre-service teachers to build their own unique professional identity contributed to their professional development. Zhao and Zang (2017) are of opinion that mentoring is an extremely effective method to use to develop pre-service teachers professionally.

4.5.2.2 The value of peer mentoring within an MI

Literature indicates that there has been a shift from traditional mentoring to a more peer-driven mentoring style since people who are in the same situation are seeking support and information from one another rather than from a supervisor (Emelo, 2015; Collier, 2017; Alcocer & Martinez, 2018). MI is a more informal type of peer mentoring which occurs more often among pre-service teachers because they provide one another with advice and support about a specific topic on the spur of the moment (Lunsford et al., 2017). The pre-service teachers participating in this study valued the fact that they were mentored in a group, with people who understood them and knew what they were going through. In the study the pre-service teachers also reported that the peer mentoring created a safe space where they felt they could open up and talk about their emotions and experiences. This is supported by literature which states that peer mentoring within HEIs enhances professional growth among pre-service teachers and it helps the pre-service teachers to create a network from where they can receive support, gain skills and share their knowledge (Emelo, 2015; Gunn et al., 2017).

Capan and Bedir (2019) state that another benefit of peer mentoring is that it allows pre-service teachers not only to take note of their peers' strengths and weaknesses, but also to become more aware of their own strengths and weaknesses, since they are comparing themselves constantly with their peers and their own teaching styles. The findings from the study support this view, since the MI provided the participants

with a network of peers, who each had a different perspective and insights regarding a problem, allowing them to share without fear and thereby develop professionally.

Data from this study suggest that an MI for pre-service teachers during WIL should allow peer mentoring to take place within the MI sessions. The pre-service teachers appreciated the input of the mentor and how the mentoring sessions were guided, but not being alone and having peers who were in the same situation and were facing the same challenges and stumbling blocks to overcome, provided them with a different type of support. Literature indicates that there is a shift from the traditional mentoring style to a more reciprocal peer-driven mentoring style, and Capan and Bedir (2019) are of the opinion that peer mentoring within group mentoring is more advantageous to the participants (Emelo, 2015).

4.6 SUMMARY

In Chapter 4, I reported on the findings of the study in terms of two main themes and the related sub-themes that had emerged. I presented the data by including supporting excerpts from the data. Thereafter I contextualised the results by discussing them in relation to existing literature and Hudson's adapted mentoring model for effective mentoring (Hudson, 2004; Jooste, 2019; Mthembu, 2019). This was achieved by highlighting both the correlations and contradictions in existing literature and the findings of this descriptive case study.

I conclude this descriptive case study with Chapter 5, by addressing the research questions of the study formulated in Chapter 1. The potential value that this study holds, furthermore is discussed along with its limitations. Finally, I bring the chapter to a close by discussing recommendations that emerged as a result of the findings and some closing remarks.

CHAPTER 5 - CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

In Chapter 4 I presented the results and findings of the descriptive case study. This was accomplished by linking the results of the current study with the findings of other researchers in existing literature. The various ways in which the findings of this study concurred with findings reported in literature were discussed, as well as the aspects that seemed to be contradictory with what was already known from the literature. I pointed out new information that was gained through this study, and discussed the findings where applicable and appropriate.

Chapter 5 is the final chapter with which I conclude this study report. I start by giving an overview of the previous chapters, followed by a discussion of my initial research questions and how the findings answered the research question. Furthermore, the potential contributions of the study are presented, along with the limitations that were experienced. I conclude the chapter by offering recommendations for future training, practice and research based on the findings of the study, and my concluding remarks.

5.2 OVERVIEW OF THE PRECEDING CHAPTERS

Chapter 1: Orientation to the study

In Chapter 1 a general overview of the study was provided to orientate the reader. The background to the study, the rationale for and certain key concepts in the study were discussed. I stated the problem that gave rise to the study, as well as the purpose of the study, and the primary and secondary research questions. A summary of the epistemological and methodological paradigms were succinctly elucidated. The chosen theoretical framework of the study, and trustworthiness and ethical considerations were touched on briefly, followed by a detailed discussion of my role as researcher. Lastly, the chapter concluded with a description of the significance of the study and an overview of the chapters containing the study report.

Chapter 2: Literature review

In Chapter 2, a detailed review of the existing literature relevant to the current study was provided. This included requirements of WIL in the South African educational system, pre-service teachers' professional development during WIL, and the role of mentoring during WIL. I then continued to elaborate on quality mentoring and the value of an MI during pre-service teachers' WIL practicum. The theoretical framework for the study was then discussed, which was Hudson's adapted mentoring model. I again referred to the background of the study by discussing appropriate literature. The chapter was concluded with a synthesis, which aimed to bring the existing literature and the theoretical framework of the study together in the form of a summarised diagram and discussion.

Chapter 3: Research methodology

Chapter 3 presented a detailed explanation of the research process, which included the selected paradigms, applicable research design and the process pursued during the descriptive case study. The methods utilised for sampling, data collection, documentation handling, data analysis and interpretation of findings were described and justified. I concluded the chapter with a comprehensive discussion of the quality criteria and ethical considerations underpinning the study.

Chapter 4: Results and findings

In Chapter 4 I reported on the results and findings of the study which were supported by excerpts from the data. The themes and sub-themes that emanated from the inductive thematic analysis process were provided. Lastly, I concluded the chapter with an interpretation of the results which took the existing literature and the theoretical framework of the study into account.

5.3 CONCLUSION

Within the following subsection, the study is drawn to a close by using the findings of the study to answer the secondary research question followed by a discussion of the primary research question which was formulated in Chapter 1.

5.3.1 Secondary research question

What were final-year pre-service teachers' lived experiences of the mentor who conducted the MI during their WIL practicum?

The results of the descriptive case study confirmed the statement described in Chapter 2 that pre-service teachers value the input and contributions that mentors make during their WIL practicum and that these have a major influence on their professional development (see Izadinia, 2016; Du Plessis et al., 2017). Mentors are in a position to exert influence over pre-service teachers in the different areas of the teaching profession (Chimhenga, 2016). Hudson et al. (2015) state that when pre-service teachers are mentored and supported during the challenging WIL practicum, it creates an understanding within the pre-service teacher of what is meant by a collegial relationship which promotes professional development as discussed in section 2.4. Existing literature, as described in Chapter 2, acknowledges that mentoring during WIL is considered to be one of the “most effective forms of supporting the pre-service teachers” during WIL, and it enhances their personal and professional development (Hobson et al., 2009, p. 208; Sedibe, 2014). It was confirmed by the data that it was the case with the pre-service teachers in this study, as described in Chapter 4. The university supervisor as mentor is considered to be a key resource for pre-service teachers during WIL since he or she can have a significant influence and provides valuable insight into the placement experiences and success of the pre-service teacher (Gillett-Swan & Grant-Smith, 2020) as discussed in section 2.4. The results of the descriptive case study demonstrated that the positive personal attributes of the mentor and the mentor's skills are important aspects when university supervisors are mentoring pre-service teachers as purported by Hudson (2016), which was discussed in section 2.5.

The friendliness and approachability of the mentor assisted in letting the pre-service teachers feeling comfortable when they first met the mentor, which contributed to establishing a safe and nurturing relationship with the pre-service teacher. Positive personal attributes are fundamental in a mentoring relationship, as discussed in section 2.5.1; it enhances trust in the relationship (Hudson, 2016), which assists in guiding the pre-service teachers towards independence, discovering their own unique teaching and learning strategies during WIL (Heeralal, 2014). The mentor's non-judgemental approach, her dedication, care and support in the MI were evident from

the data, as captured in section 4.3.1. A mentor's mentoring and academic competency assist in passing knowledge and skills on to the pre-service teachers (Hudson, 2013), developing them in such a way as to become the best teachers they can be (Phillips-Jones, 2003). In this regard, one of the participants confirmed that, "die mentor het ons ingelig oor wat ons kan teëkom in ons praktyk en hoe om die teorie toe te pas en op te tree in moeilike situasies" ['The mentor informed us about the things we might encounter in practice and how to apply theory and act in difficult situations'], as noted in section 4.3.1.

5.3.2 Primary research question

What was final-year pre-service teachers' lived experiences of an MI during WIL practicum?

Based on the findings of the case study, I can conclude that Hudson's adapted mentoring model for effective mentoring (Hudson, 2004; Jooste, 2019; Mthembu, 2019), which outlines seven important factors related to mentoring pre-service teachers, are relevant to the MI of an HEI the pre-service teachers of which participated in the case study. Evidence of all seven factors was prevalent in the data findings of this descriptive case study, which confirmed that they were essential aspects within an MI conducted with pre-service teachers during WIL in respect of developing the pre-service teachers professionally. I explain these seven factors, together with an eighth factor, namely 'peer mentoring', in the section that follows.

5.3.2.1 Personal attributes

The pre-service teachers indicated that the personal attributes of the mentor played an important role in the success of mentoring in the MI. According to the pre-service teachers participating in the study, the mentors should have certain positive personal attributes to successfully communicate with the pre-service teachers and to establish a relationship with them. The positive personal attributes that were valued by the pre-service teachers during the MI were friendliness, approachability, care, support, dedication, openness and genuineness. Being a counsellor, an inspirational leader, and passionate and enthusiastic about the teaching profession also were noted as significant positive personal attributes of a mentor which contributed towards the success of a mentoring relationship in an MI. Another characteristic which was highly valued was the mentor's ability to be conscious of the needs of the pre-service

teachers, as it assisted in establishing a deeper relationship with the pre-service teachers – a relationship in which the pre-service teachers felt comfortable to share their experiences and the challenges that they encountered during WIL.

5.3.2.2 Systemic requirements

It was not indicated in the study that the pre-service teachers expected of the mentor to guide them in terms of school policies and specific curriculum planning. What the pre-service teachers did indicate, was that the mentor assisted them to attain the aims or outcomes set for the specific subject that they taught. The pre-service teachers also indicated that the mentor gave them guidance and advice about the system requirements of the HEI regarding the portfolio which they had to submit as part of completing their PRO 453 work-integrated learning module. The findings of the study are similar to the findings of Hudson (2007), indicating that systemic requirements are an underutilised factor in mentoring. It does, however, appear that in the discussions taking place during the MI sessions, the pre-service teachers and mentor unintentionally shared information on practical elements of the curriculum and school policy.

5.3.2.3 Pedagogical knowledge

The pre-service teachers indicated that they valued the competency the mentor had in guiding them during the MI in terms of their pedagogical development, because they entered WIL with a broad theoretical knowledge, but an uncertainty about how to apply it practically. In the MI sessions the mentor provided the pre-service teachers with advice and guidance in compiling a lesson plan and attaining the intended outcomes of the lesson, about planning how to present the lesson by choosing the most suitable and applicable teaching methodology, and how to and what it means to think critically. When the pre-service teachers encountered a problem during their WIL practicum, the pre-service teachers appreciated the input of the mentor who guided them in mastering the required skills and applying critical thinking to solve the problem. One of the major concerns of the pre-service teachers was classroom management. Since the mentor took the time to get to know the pre-service teachers individually, the pre-service teachers' strengths and growth points were taken into account together with their unique personality traits when classroom management strategies were discussed. The pre-service teachers valued the mentor's approach to equip each one of them to be teachers with their own identity. The mentoring in an MI provides the

mentor with an opportunity to facilitate the ongoing development of the pre-service teachers.

5.3.2.4 Modelling

The mentor modelled different forms of the pedagogy to the pre-service teachers during the MI sessions. These modelled scenarios created a space for the mentor to let the pre-service teachers think and come up with alternative forms of teaching, allowing them to discuss and debate these ideas. Allowing the pre-service teachers this opportunity assisted them to cross-examine their own ideas and enhancing their professional development.

5.3.2.5 Feedback

The MI sessions provided the mentor with a platform to give feedback about specific challenges encountered during WIL and to let the group discuss the feedback, allowing them to hear what lies close to each other's hearts, but to also let them think together to find a best solution, or teaching strategy to use. The mentor also gave the pre-service teachers individual feedback which enhanced each pre-service teacher's personal and professional growth. The mentor's feedback inspired and encouraged the pre-service teachers to expand their knowledge about the teaching profession and to be the best teacher they could be.

5.3.2.6 Safe and nurturing relationship

The mentor was aware that the WIL practicum is an anxiety-provoking time for pre-service teachers and to make the most of the MI for the pre-service teachers, the mentor established a safe and nurturing relationship with each one. In order to create this kind of relationship with the pre-service teachers the mentor conducted the MI sessions at her home, allowing the pre-service teachers into her personal space. The mentor also contacted the pre-service teachers regularly, which instilled trust in the relationship, giving the pre-service teachers a sense of safety, knowing their mentor is always there for them. The pre-service teachers valued the extra personal time that the mentor invested in them outside of the MI sessions bringing about a feeling of belonging. The safe and nurturing relationship assisted with the pre-service teachers' personal growth and professional development.

5.3.2.7 Professionalism

The pre-service teacher admired the mentor's professional manner and conduct when she interacted with them. For the pre-service teachers the mentor was a role model and someone whom they looked up to. The advice and guidance that were given to the pre-service teachers during the MI, also were displayed by the mentor to the pre-service teachers during the MI. The professionalism that was instilled and strengthened in the pre-service teachers during the MI, was contained in the interpersonal skills that were strengthened within the pre-service teacher, with added features such as being on time always, dressing professionally or according to the dress code of the relevant school, using acceptable language, being courteous, and more. These were all modelled by the mentor, that is, were the same principles that the mentor used.

5.3.2.8 Peer Mentoring

Hudson's adapted mentoring model (Hudson, 2004; Jooste, 2019; Mthembu, 2019) featured throughout the findings, and an eighth factor received prominence in the descriptive case study, namely peer mentoring. The pre-service teachers who participated in the MI during WIL were all experiencing similar challenges and the group mentoring allowed them to support each other. The mentoring was of great value for the pre-service teachers, since it gave them a safe place to vent and ask for guidance and advice. The pre-service teachers bonded with each other during the course of the MI and the friendships that formed between the pre-service teachers allowed them to be emotionally there for each other outside of the MI sessions. The peer mentoring created a feeling of safety within the MI sessions.

Through conscious application of the aforementioned eight factors, a mentor who conducts an MI should include peer mentoring (see section 2.5.3), which is confirmed in the findings of the descriptive case study. By including peer mentoring within an MI allows the mentor-to-mentor pre-service teachers more effectively in terms of the pre-service teachers personal and professional development. The peer mentoring provides the pre-service teachers with extra mentoring and support during WIL.

5.4 POTENTIAL CONTRIBUTIONS OF THE STUDY

In this section the potential contributions of the descriptive case study of limited scope to practice and theory in HEI are elucidated.

5.4.1 Contributions to practice

The impact that university supervisors as mentors have on pre-service teachers during their WIL should not be underestimated in terms of preparing and developing them personally and professionally for the teaching profession. This study formed part of the broader interdisciplinary research project, the PE SOTL, which focused on the development, implementation and evaluation of an MI for pre-service teachers. The findings of the study may be used to refine and implement the current MI at any HEI (Du Plessis et al., 2017), including the HEI where the study was conducted, since it will assist the university supervisors who want to mentor pre-service teachers with a more structured MI, enhancing the quality of the university supervisors' mentoring skills. The MI sessions provided the pre-service teachers with a place of safety where they could express their concerns and discuss the challenges they encountered during WIL. In a country such as South Africa, the mentoring of pre-service teachers by a university supervisor is important to maintain the standard of education in South African schools, and especially in less privileged areas.

In section 1.1 it was mentioned that in 2018 a colloquium was held at the University of Pretoria where representatives of eight universities of South Africa joined hands to improve the mentoring of pre-service teachers, with great emphasis on the mentoring roles and responsibilities of university supervisors. During this study it became evident that none of the universities that were present at the colloquium had mentorship programmes or interventions in place that focused solely on the mentoring role and responsibility of the university supervisor. Thus, a need was identified to design a structured MI with emphasis on the mentoring role of university supervisors during WIL.

In the MI discussed in this report, the factors taken up in Hudson's adapted mentoring model (Hudson, 2004; Jooste, 2019; Mthembu, 2019) were used/mastered/developed, namely personal attributes; systemic requirements; pedagogical requirements; modelling; feedback; safe and nurturing relationships, and professionalism. By using, applying and modelling these factors the mentor provided guidance for the pre-service teachers, as was highlighted in the literature and emerged from the data. The need for the MI to include peer mentoring also was emphasised.

5.4.2 Contributions to theory

This descriptive case study provided an overview of pre-service teachers' lived experiences of an MI during WIL and of the mentor who conducted the MI. The study indicated that the factors of Hudson's adapted mentoring model for effective mentoring (Hudson, 2004; Jooste 2019; Mthembu 2019), namely personal attributes; systemic requirements; pedagogical requirements; modelling; feedback; safe and nurturing relationships and professionalism, as stated above, were made use of in the MI and developed by the mentor who conducted the MI. Since much emphasis was placed on the value of peer mentoring in the MI in the findings of the study, it can be added as an eighth factor to Hudson's adapted mentoring model. The peer mentoring in the MI provided the pre-service teachers with a safe space where they could connect with the other pre-service teachers in the group. These pre-service teachers established relationships, and then became friends who provided emotional support to each other during the MI sessions, but also outside of the MI sessions.

The findings of the descriptive case study agree with the statements relating to the value of peer mentoring in an MI session as found in existing literature. However, this study contributes to the existing literature about an MI at an HEI and about peer mentoring, and suggests that an eighth factor should be added to Hudson's model for effective mentoring. All eight factors should be incorporated when designing and implementing an MI for pre-service teachers at an HEI.

In the light of these findings, I would modify Figure 2.2 by adding to Hudson's adapted model for effective mentoring (Hudson, 2004; Jooste, 2019; Mthembu, 2019), the eighth factor that had been identified, namely peer mentoring, as demonstrated in Figure 5.1.

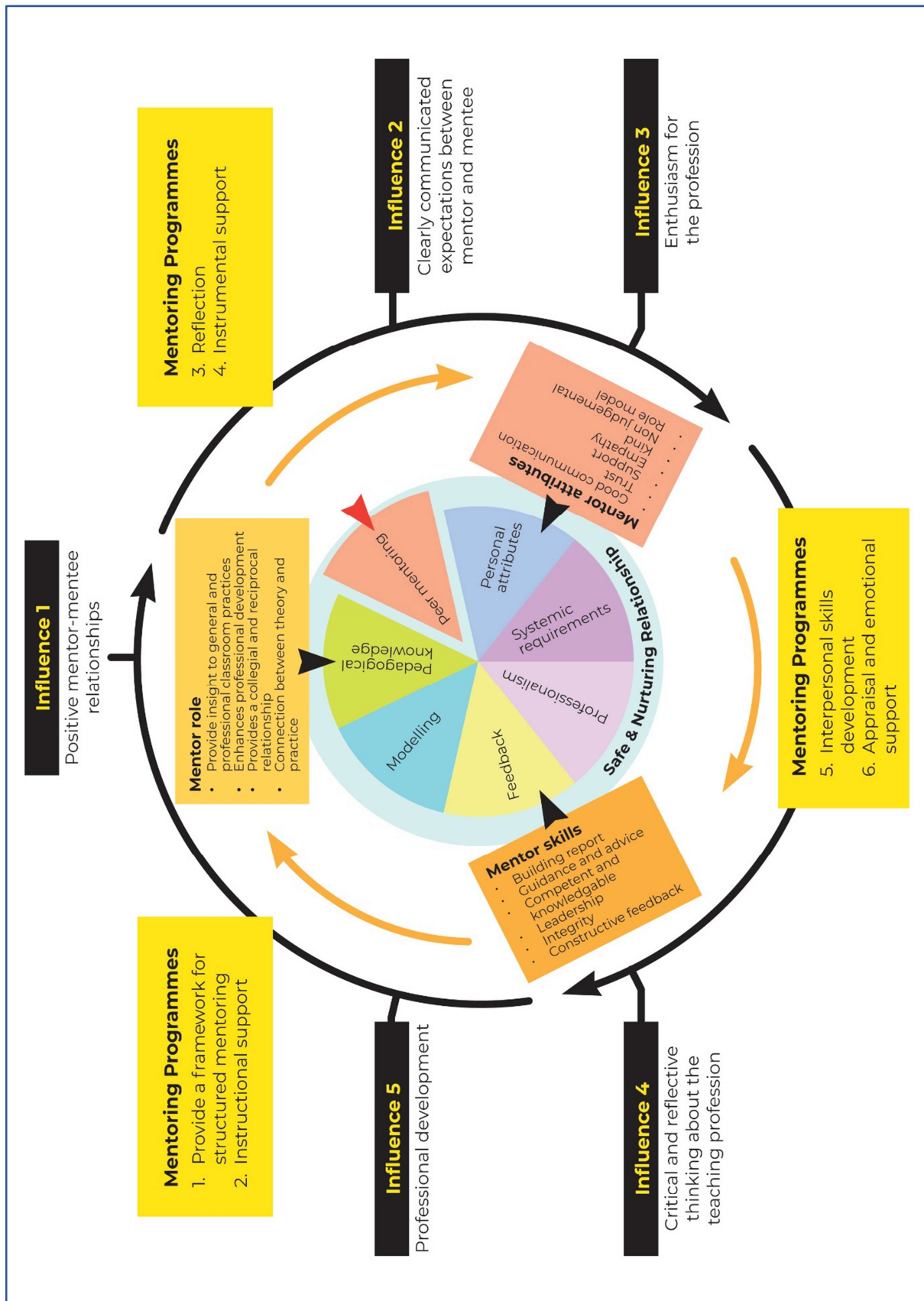


Figure 5.1: An adapted conceptual framework that outlines the value of mentoring during WIL

5.5 CHALLENGES AND POSSIBLE LIMITATIONS

Qualitative research is often marked with the limitation regarding the generalisability of the findings (Creswell & Creswell, 2017). The participants of the descriptive case study were 11 pre-service teachers and one university supervisor - all from the same HEI, which implies that the findings cannot be generalised. The purpose of the study was not to achieve generalisable findings, but rather to explore and gain an insider perspective's view of how this particular group of pre-service teachers experienced the MI sessions and the mentor who conducted the MI. Valuable insight is provided by the findings generated from this case study and these have the potential to be transferred to similar contexts.

It is important to acknowledge the warm and welcoming personality that the university supervisor had who conducted the MI, and how she welcomed the pre-service teachers into her personal space. University supervisors have different personal attributes and therefore can the personal attributes of the mentor portrayed in this study, not be generalised or set as the norm for all university supervisors who mentor pre-service teachers.

During the research process it was essential for me as co-researcher to consider the possible limitations of the study. One of the limitations was that I was not part of the initial data collection process, which made it difficult for me at the beginning to grasp the full picture of what had been done during the MI and how it was done. I overcame this by having regular meetings with my supervisor who guided me through the MI sessions, ensuring that I interpreted the results accurately. My supervisor also included me in an MI session that she conducted with a group of pre-service teachers during 2020. Despite the fact that these sessions were not exactly the same, due to the covid pandemic and it had to be conducted online, I still joined which helped me to gain a fuller perspective of the MI.

Another limitation for me was the time period I had to work on the study due to personal challenges and the covid pandemic. In order to overcome the time constraint in the study, I kept a researcher's reflective journal in which I reflected regularly to help me keep track of where I was in the study, which helped me to remain focused on the important aspects listed in the literature and in the data.

5.6 RECOMMENDATIONS

In the following sub-section, the findings of the study are used to provide recommendations for training, practice and future research.

5.6.1 Recommendations for effective mentoring practices

The findings of the study support the claims in research about the HEIs, and, specifically the university supervisors who do not succeed in providing pre-service teachers with adequate mentoring during WIL. I therefore recommend that all the university supervisors at the Faculty of Education at the HEI where the study was conducted, who want to mentor, should be properly trained in mentoring by means of an MI. Another recommendation is that this practice should be extended nationally to other HEIs to improve mentoring practices overall, ensuring that successful professional development of pre-service teachers is taking place. The last recommendation is that it should be compulsory for all final-year pre-service teachers to attend an MI during their WIL practicum to improve their professional development.

5.6.2 Recommendations for future research

Based on the findings of the study, I make the following recommendations for future research:

- ❖ Follow up this case study research by implementing the refined MI at the HEI and testing it with more mentors and pre-service teachers conducting their WIL practicum.
- ❖ A longitudinal case study might be conducted that runs over two semesters in which the refined MI can be tested to define the important aspects and expectations that should be included in the MI and refining the MI again.
- ❖ Exploratory studies may be considered, that share the MI with other interested HEIs that want to pilot the MI and give feedback about their experiences of the MI, which will contribute towards the enhancement of the MI.

5.7 CLOSING REMARKS

In this descriptive case study, I aimed to explore how an MI was experienced by pre-service teachers, and establish the aspects of the MI they valued most as, specifically, contributing to their professional development. The findings of the study confirmed that Hudson's adapted model for effective mentoring (Hudson, 2004; Jooste, 2019;

Mthembu, 2019) played a role in the MI. The findings reported indicate that peer mentoring should be included in the MI sessions because the pre-service teachers related and resonated with each other and provided a different type of support to one another that cannot be provided by the mentor.

This study provided suggestions for the refinement and implementation of the MI in the PE SOTL at an HEI. The findings of this study are relevant for mentoring and MI sessions at HEIs in South Africa. The findings provide an understanding of the pre-service teachers' experience of an MI and the mentor who conducted the MI, which may contribute to improving mentorship programmes in South Africa. I am of the opinion that all pre-service teachers should receive mentoring from a university supervisor in the final year of their studies, because they are more mature in the final year of their studies and more open to professional development. The excerpt from the extraordinary poster of participant 8 provide a good summary of why pre-service teachers should receive mentoring in the final year of their study:

Energiek en vol passie vir kinders en om 'n verskil te maak. ['Energetic and full of passion for children to make a difference']

X - Faktor. Om dinge op 'n ander manier te sien. ['X-Factor. To see things differently']

Triumphant**R**eal, keeping it real. Ek is 'n mens en dit is my voorreg. ['Real, Keeping it real. I am a person and it is my privilege']

Aandag, almal verdien aandag en motivering. ['Attention, everyone deserves attention and motivation']

Ondersteunend en motiverend om die beste weergawe van hulleself te wees. ['Supportive and motivational to let them be the best version of themselves']

Realities, maar is simpatiek en empaties teenoor die mens of kind voor my. ['Realistic, but sympathetic and empathetic towards the person or child in front of me']

Die Here bo alles te eer en deel te maak van alles van my. ['To praise the Lord at all times and to include Him in everything']

Interessant, Innoverend en Integriteit. ['Interesting, Innovative and Integrity']

Never give up.

Aanpasbaar want die lewe wag vir niemand nie en gee selde 2de kanse. [Adaptable, because life doesn't wait for anyone and seldomly gives a 2nd chance']

Respek. Behandel almal met respek. ['Respect – Treat everyone with respect']

You are worth it and you can achieve it

Figure 5.2: The being extraordinary poster of participant 8 that was created during one of the MI sessions

REFERENCES

- Abedin, Z., Biskup, E., Silet, K., Garbutt, J. M., Kroenke, K., Feldman, M. D., & Pincus, H. A. (2012). Deriving competencies for mentors of clinical and translational scholars. *Clinical and Translational Science*, 5(3), 273-280. <https://doi.org/10.1111/j.1752-8062.2011.00366.x>
- Abongdi, J. A. A., Adu, E. O., & Fonacha, J. W. (2015). Pre-service teachers' challenges during teaching practice in one university in the Eastern Cape, South Africa. *International Journal of Education Science*, 11(1), 50–56. <https://doi.org/10.1080/09751122.2015.11890374>
- Akkerman, S., & Meijer, P. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*, 27(2), 308-319. <https://doi.org/10.1016/j.tate.2010.08.013>
- Alcocer, L. F., & Martinez, A. (2018). Mentoring Hispanic students: A literature review. *Journal of Hispanic Higher Education*, 17(4), 393-401. <https://doi.org/10.1177/1538192717705700>
- Aliyu, A. A., Singhry, I. M., Adamu, H. A. R. U. N. A., & AbuBakar, M. A. M. (2015, December 22). *Ontology, epistemology and axiology in quantitative and qualitative research: Elucidation of the research philosophical misconception*. [Conference session]. In Proceedings of the Academic Conference: Mediterranean Publications & Research International on New Direction and Uncommon 2(1). <https://www.researchgate.net/profile/Aliyu-Aliyu2/publication/318721927>
- Allan, A. (2016). *Law and ethics in psychology: An international perspective*. Inter-Ed Publishers.
- Ambrosetti, A. (2012, December 2-6). The Impact of Preparing Mentor Teachers for Mentoring. *Australian Association for Research in Education* (NJ1) [Paper presentation]. Asia-Pacific Educational Research Association Conference (AARE-APERA 2012) World Education Research Association (WERA) Focal Meeting, Sydney. New South Wales.

- Ambrosetti, A. (2014). Are you ready to be a mentor? Preparing teachers for mentoring pre-service teachers. *Australian Journal of Teacher Education*, 39(6), 30–42.
<https://doi/abs/10.3316/ielapa.479138039539220>
- Ambrosetti, A., & Dekkers, J. (2010). The interconnectedness of the roles of mentors and mentees in pre-service teacher education mentoring relationship. *Australian Journal of Education*, 35(6), 42–55.
<https://doi/abs/10.3316/ielapa.862492789739766>
- Ambrosetti, A., Dekkers, J., & Knight, B. (2017). Mentoring triad: An alternative mentoring model for preservice teacher education? *Mentoring & Tutoring: Partnership in Learning*, 25(1), 42–60.
<https://doi.org/10.1080/13611267.2017.1308093>
- American Association for Colleges of Teacher Education. (2018). A pivot toward clinical practice, its lexicon, and the renewal of educator preparation. *A Report of the AACTE Clinical Practice Commission*.
- Asplin, K. N., & Marks, M. J. (2013). *Increasing the Influence of University Supervisors during Student Teaching* (EJ1018796). ERIC.
<https://eric.ed.gov/?id=EJ1018796>
- Aspfors, J., & Fransson, G. (2015). Research on mentor education for mentors of newly qualified teachers: A qualitative meta-synthesis. *Teaching and Teacher Education*, 48, 75–86. <https://doi.org/10.1016/j.tate.2015.02.004>
- Azure, J. A. (2015). Influence of the pedagogical content knowledge of mentor teachers and college tutors to classroom practice of student teachers. *American Journal of Educational Research*, 3(10), 1261–1223.
<https://pubs.sciepub.com/education/3/10/2>
- Baxter, P., & Jack, S. (2010). Qualitative case study methodology: Design and implementation for novice researchers. *The Qualitative Report*, 13(4), 543–559.
<https://www.researchgate.net/publication228621600>
- Beijaard, D. (2018). Teacher learning as identity learning: Models, practices, and topics. *Teachers and Teaching*, 25(1), 1–6.
<https://doi.org/10.1080/13540602.2019.1542871>

- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20(2), 107–128. <https://doi.org/10.1016/j.tate.2003.07.001>
- Beltman, S., Glass, C., Dinham, J., Chalk, B., & Nguyen, B. (2015). Drawing identity: Beginning pre-service teachers' professional identities. *Issues in Educational Research*, 25(3), 225-245. <https://doi.org/10.3316/informit.535515724376399>
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2, 8-14. <https://doi.org/10.1016/j.npls.2016.01.001>
- Bertram, C., & Christiansen, I. (2020). *Understanding research: An introduction to reading research* (2nd ed.). Van Schaik.
- Bird, L. K. (2012). *Student teachers perceptions of the impact of mentoring on student teaching* [Doctoral dissertation, Minnesota State University]. Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato. <https://cornerstone.lib.mnsu.edu/etds/82/>
- Bird, L., & Hudson, P. (2015). Investigating a model of mentoring for effective teaching. *Journal of Teaching Effectiveness and Student Achievement*, 2(2). <https://eprints.qut.edu.au/83687/23//staffhome.qut.edu.au/staffgroup1%24/leaderj/Desktop/Mentoring%2BPractices%2Bfor%2BJTESA.pdf>
- Brady, J., & Broadbent, C. (2007). *The academic mentor: A new vision of secondary pre-service teacher education in Canberra* [Conference session]. International Conference on Catholic Educational Leadership. Australian Catholic University. <https://acuresearchbank.acu.edu.au/item/857ww/the-academic-mentor-a-new-vision-of-secondary-pre-service-teacher-education-in-canberra>
- Braun, V., & Clarke, V. (2013). *Successful qualitative research*. SAGE.
- Brown, R. D., Geesa, R. L., & McConnel, K. R. (2020). Creating, Implementing, and Redefining a Conceptual Framework for Mentoring Pathways for Education Doctorate Students. *Higher Learning Research Communications*, 10(2), 20-37. <http://doi.org/10.18870/hlrc.v10i2.1188>

- Bruno, A., & Dell'Aversana, G. (2017). Reflective Practice for Psychology students: The use of reflective journal feedback in Higher Education. *Psychology Learning & Teaching*, 16(2), 248-260. <https://doi.org/10.1177/1475725716686288>
- Bukari, M., & Kuyini, A. (2015). Exploring the role of mentoring in the quality of teacher training in Ghana. *International Journal of Learning & Development*, 5(1), 46-66. <http://dx.doi.org/10.5296/ijld.v5i1.6822>
- Çapan, S. A., & Bedir, H. (2019). Pre-service teachers' perceptions of practicum through reciprocal peer mentoring and traditional mentoring. *Journal of Language and Linguistic Studies*, 15(3), 953-971. <https://doi.org/10.17263/jlls.631539>
- Capello, S. (2020). Re-examining faculty roles in the supervision of pre-service teachers: Responding to the call for clinically-rich teacher education. *Journal of Educational Supervision*, 3(3), 18. <https://doi.org/10.31045/jes.3.3.3>
- Chimhenga, S. (2016). Theory vs practice: The experiences of post graduate diploma in education (PGCE) students for Zimbabwe open university during their teaching practice in inclusive secondary schools. *International Journal of Multidisciplinary Academic Research*, 4(4).
- Chimhenga, S. (2017). The student teachers' perceptions on teaching practice supervision in Zimbabwe: Is it a process of grading or improvement of teaching skills? *International Journal of Scientific and Technology Research*, 6(7), 1-5.
- Clutterbuck, D. (2005). Establishing and maintaining mentoring relationships: An overview of mentor and mentee competencies. *South African Journal of Human Resource Management*, 3(3), 2-9. <https://hdl.handle.net/10520/EJC95821>
- Clutterbuck, D., & Megginson, D. (1999). *Mentoring executives and directors*. Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2018) *Research Methods in Education* (8th ed.). New York.

- Collier, P. (2017). Why peer mentoring is an effective approach for promoting college student success. *Metropolitan Universities*, 28(3), 9-19. <https://doi.org/10.18060/21539>
- Creswell, J. W. (2014). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE.
- Creswell, J., & Poth, C. (2018). *Qualitative inquiry and research design* (4th ed.). SAGE.
- Crowe, S., Creswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The case study approach. *BMC Medical Research Methodology*, 11(1), 100. <http://www.biomedcentral.com/1471-2288//11/100>
- Cruess, R. L., & Cruess, S. R. (2009). Principles for designing a program for the teaching and learning of professionalism at the undergraduate level. *Teaching Medical Professionalism*, 73-92. <https://www.cambridge.org/978052188104>
- Darling-Hammond, L. (2012). The right start: Creating a strong foundation for the teaching career. *Phi Delta Kappan*, 94(3), 8-1. <https://doi.org/10.1177/003172171209400303>
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291-309. <https://doi.org/10.1080/02619768.2017.1315399>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute (ED606743). ERIC. <https://files.eric.ed.gov/fulltext/ED606743.pdf>
- Denzin, N. K., & Lincoln, Y. (2005). *Handbook of qualitative research* (3rd ed.). SAGE.
- Department of Education (2001). *The Education White Paper 6 on Inclusive Education*. Pretoria, South Africa: Government Printers. <https://www.gov.za/sites/default/files/gcis/document/201409/educ61.pdf>
- De Vos, A. S., Strydom, H., Fouche, C. B., & Delport, C. S. L. (2011). *Research at grass roots* (4th ed.). Van Schaik.

- Dos Reis, K. M. (2012). Challenges pre-service teachers face while learning to teach Accounting in the context of mentoring [Doctoral dissertation, Cape Peninsula University of Technology]. Cape Peninsula University of Technology Libraries. <http://etd.cput.ac.za/handle/20.500.11838/1986>
- Du Plessis, E. C. (2013). Mentorship challenges in the teaching practice of distance learning students. *The Independent Journal of Teaching and Learning*, 8(1), 29–43. <https://hdl.handle.net/10520/EJC145141>
- Du Plessis, E. C., & Marais, P. (2013). Emotional experiences of student teachers during teaching practice: A case study at Unisa. *Unisa Press*, 35(1), 206-222. <https://hdl.handle.net/10520/EJC144297>
- Du Plessis, A., Ferreira, R., De Jager, L., & Fraser, W. J. (2017). A mentoring intervention for the professional identity development of student teacher. *The Cronicle of Mentoring & Coaching*, 2(10), 377-382.
- Du Plooy-Cilliers, F., Davis, C., & Bezuidenhout, R. (2014). *Research matters* (1st ed.) Juta.
- Eksi, G. Y., & Yakisik, B. Y. (2016). To Be Anxious or Not: Student Teachers in the Practicum. *Universal Journal of Educational Research*, 4(6), 1332-1339. <http://doi.org/10.13189/ujer.2016.040610>
- Ellis, N. J., Alonzo, D., & Nguyen, H. T. M. (2020). Elements of a quality pre-service teacher mentor: A literature review. *Teaching and Teacher Education*, 92, 103072. <https://doi.org/10.1016/j.tate.2020.103072>
- Emelo, R. (2015). *Modern mentoring*. American Society for Training and Developing. <https://www.td.org/books/modern-mentoring> .
- Fitzgerald, A. (2020, July). Professional identity: A concept analysis. *In Nursing Forum*, 55(3), 447-472. <https://doi.org/10.1111/nuf.12450>
- Flick, U. (2018). *The Handbook of qualitative data collection*. SAGE.

- Fraser, W. (2018). Filling gaps and expanding spaces: Voices of student teachers on their developing teacher identity. *South African Journal of Education*, 38(2), np. <https://hdl.handle.net/10520/EJC-f1304e9b6>
- Fraser, W., Ferreira, R., Kazeni, M., Eberlein, E., Beukes, L., Beckmann, J., & Mwambakana, J. (2016). *Utilizing Participatory Reflection and Action to establish a community of practice and support teacher identity development amongst final-year teacher training students* [Conference session]. International Conference of Education and New Learning Technologies, Valencia, Spain.
- Galamay-Cachola, S., Aduca, C. M., & Calauagan, F. (2018). *Mentoring Experiences, Issues, and Concerns in the Student-Teaching Program: Towards a Proposed Mentoring Program in Teacher Education* (EJ1198689). ERIC. <https://files.eric.ed.gov/fulltext/EJ1198689.pdf>
- Garringer, M., Kupersmidt, J., Rhodes, J., Stelter, R., & Tai, T. (2015). *Elements of effective practice for mentoring* (ED594036). ERIC. <https://files.eric.ed.gov/fulltext/ED594036.pdf>
- Geber, H., & Nyanjom, J. A. (2009). Mentor development in higher education in Botswana: How important is reflective practice? *South African Journal of Higher Education*, 23(5):894–911. <https://hdl.handle.net/10520/EJC37567>
- Gee, J. P. (2001). Chapter 3: Identity as an analytic lens for research in education. *Review of Research in Education*, 25(1), 99-125. <https://doi.org/10.3102/0091732X025001099>
- Gillett-Swan, J., & Grant-Smith, D. (2020). Addressing mentor wellbeing in practicum placement mentoring relationships in initial teacher education. *International Journal of Mentoring and Coaching in Education*, 9(4), 393-409. <https://doi/10.1108/IJMCE-02-2020-0007/full/html>
- Gholam, A. (2018). A Mentoring Experience: From the Perspective of a Novice Teacher. *International Journal of Progressive Education*, 14(2), 1-12. <http://doi:10.29329/ijpe.2018.139.1>

- Gunn, F., Lee, S. H., & Steed, M. (2017). Student perceptions of benefits and challenges of peer mentoring programs: Divergent perspectives from mentors and mentees. *Marketing Education Review*, 27(1), 15-26. <https://doi.org/10.1080/10528008.2016.1255560>
- Hancock, D., & Algozzine, R. (2017). *Doing case study research: A practical guide for beginning researchers*. (3rd ed.). Teachers' College.
- Hathorn, L. (2020). *Mentor teachers' perspectives on their mentoring role in the development of student teachers' teacher identity* [Unpublished master's thesis]. University of Pretoria.
- Heeralal, P. J. H. (2014). Student teachers' perspectives of qualities of good mentor teachers. *Anthologist*, 17(1), 243–249. <https://doi.org/10.1080/09720073.2014.11891434>
- Hobson, L. D., Harris, D., Buckner-Manley, K., & Smith, P. (2012). The importance of mentoring novice and pre-service teachers: Findings from an HBCU student teaching program. *Educational Foundations*, 26(3), 67-80. <https://files.eric.ed.gov/fulltext/EJ1000231.pdf>
- Hobson, A., Ashby, P., Malderez, A., & Tomlinson, P. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, 25(1), 207-216. <https://doi.org/10.1016/j.tate.2008.09.001>
- Hodkinson, P., & Hodkinson, H. (2001, December 5-7). *The strengths and limitations of case study research* [Paper presentation]. The learning and skills development agency conference, Cambridge.
- Hsieh, B. (2018). This is how we do it: Authentic and strategic technology use by novice English teachers. *Contemporary Issues in Technology and Teacher Education*, 18(2), 271-288. <https://www.learntechlib.org/p/180557/>
- Hudson, P. (2004). From generic to specific mentoring: A five-factor model for developing primary teaching practices. *European Journal of Teacher Education*, 27(2), 139-146. <http://doi: 10.1080/0261976042000223015>

- Hudson, P. (2013). Mentoring as professional development: 'Growth for both' mentor and mentee. *Professional Development in Education*, 39(5), 771-783. <https://doi.org/10.1080/19415257.2012.749415>
- Hudson, P. (2016). Forming the mentor-mentee relationship. *Mentoring & tutoring: Partnership in learning*, 24(1), 30-43. <https://doi.org/10.1080/13611267.2016.1163637>
- Hudson, P. B., & Hudson, S. M. (2014, October 29-31). *Mentors' and mentees' views about desirable attributes and practices for preservice teachers* [Conference session]. In 5th World Conference on Learning, Teaching and Educational Leadership. Czech Republic, Prague. <http://eprints.qut.edu.au/80089/>
- Hudson, P., & Hudson, S. (2018). Mentoring preservice teachers: Identifying tensions and possible resolutions. *Teacher Development*, 22(1), 16-30. <https://doi.org/10.1080/13664530.2017.1298535>
- Hudson, S., Hudson, P., & Adie, L. (2015). The school-community integrated learning pathway: Exploring a new way to prepare and induct final-year preservice teachers. *Improving Schools*, 18(3), 221-235.
- Hudson, P., Hudson, S., Gray, B., & Bloxham, R. (2013). Learning about being effective mentors: Professional learning communities and mentoring. *Procedia-Social and Behavioural Sciences*, 93, 1291-1300. <https://doi.org/10.1177/1365480215596223>
- Hudson, P., & Millwater, J. (2008). Mentors' Views about Developing Effective English Teaching Practices. *Australian Journal of Teacher Education*, 33(5). <https://doi.org/10.3316/aeipt.174028>
- Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233. <https://doi.org/10.3102/0034654311403323>
- Ivanova, I. (2017). Collaborative teacher learning and development through mentoring, coaching and supervision. *Knowledge International Journal*, 19(2), 489-493.

- Izadinia, M. (2016). Preservice teachers' professional identity development and the role of mentor teachers. *International Journal of Mentoring and Coaching Education*, 5(2), 127–143. <http://org/doi/10.1108/IJMCE-01-2016-0004/full/html>
- Izadinia, M. (2015). A closer look at the role of mentor teachers in shaping pre-service teachers' professional identity. *Teaching and Teacher Education*, 52, 1-10. <https://doi.org/10.1016/j.tate.2015.08.003>
- James, S., Hudson, S., & Lasczik, L. (2020). Secondary Preservice Teachers' Perspectives of their Literacy Mentoring Experiences during Professional Placement. *International Journal of Social Policy and Education*, 2(7), 59-70. <http://esearchgate.net/profile/Sarah-James-4/publication/348677035/Secondary/preservice/teachers'/perspectives/their/literacy/experiences/during/professional/placement/links/605a90c3299bf17367644646/Secondary-preservice-teachers-perspectives-of-their-literacy-experiences-during-professional-placement.pdf>
- Jooste, A. (2019). *Student teacher expectations of the role mentor lecturers play in developing teacher identity* [Unpublished master's thesis]. University of Pretoria.
- Kaplan, A., & Garner, J. (2017). A complex dynamic systems perspective on identity and its development: The dynamic systems model of role identity. *Developmental Psychology*, 53(11):2036-2051. <https://doi.org/10.1037/dev0000339>
- Karaferye, F. (2018, October). *Student mentoring models: A systemic review*. [Conference session]. Ines International Education and Social Science Congress. <https://www.researchgate.net/publication/330425736>
- Koç, E. M. (2011). Development of mentor teacher role inventory. *European Journal of Teacher Education*, 34(2), 193–208. <https://doi.org/10.1080/02619768.2010.539199>
- Korthagen, F. (2016). Inconvenient truths about teacher learning: Towards professional development 3.0. *Teachers and Teaching*, 23(4), 1-19. <https://doi.org/10.1080/13540602.2016.1211523>

- Korthagen, F. (2018). Making teacher education relevant for practice: The pedagogy of realistic teacher education. *Orbis Scholae*, 5(2), 31-50.
- Koross, R. (2016). The student teachers' experiences during teaching practice and its impact on their perception of the teaching profession. *International Journal of Education & Multidisciplinary Studies*, 5(2), 76 - 85. <http://research-advances.org/index.php/IJEMS>
- Kiviniemi, U., Tynjälä, P., Heikkinen, H. L. & Martin, A., (2021). Running a hybrid: mingling in-service and pre-service teachers in peer-mentoring groups. *European Journal of Teacher Education*, 44(4), 555-571. <https://doi.org/10.1080/02619768.2020.1766442>
- Kivunja, C. & Kuyini, A. B. (2017). Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education*, 6(5), 26–41. <https://files.eric.ed.gov/fulltext/EJ1154775.pdf>
- Kwan, T., & Lopez-Real, F. (2005). Mentors' perceptions of their roles in mentoring student teachers. *Asia-Pacific Journal of Teacher Education*, 33(3), 275-287. <https://doi.org/10.1080/13598660500286267>
- Le Cornu, R. (2009). Building resilience in pre-service teachers. *Teaching and Teacher Education* 25(5), 717-723. <https://doi.org/10.1016/j.tate.2008.11.016>
- Lejonberg, E., Elstad, E., Sandvik, L. V., Solhaug, T., & Christophersen, K. A. (2018). Mentors of preservice teachers: The relationships between mentoring approach, self-efficacy and effort. *International Journal of Mentoring and Coaching in Education* 7(3), 261 – 279. <http://doi.org/10.1108/IJMCE-12-2018-0076>
- Levine, A. (2006). *Educating School Teachers*. Princeton, NJ: The Education Schools Project.
- Lashley, C. M. (2018). *The Sage Encyclopaedia of Communication Research Methods: Observational research methods*. 1116 -1118. <https://doi.org/10.4135/9781483381411>

- Liamputtong, P. (2013). *Qualitative Research Methods* (4th ed.). Oxford University Press.
- Lichtman, M. (2014). *Qualitative Research for the Social Sciences* (1st ed.). SAGE.
- Lincoln, Y., & Guba, E. G. (1986). But Is It Rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New directions for program evaluation*, 30, 73-84. <https://doi.org/10.1002/ev.1427>
- Lunsford, L. G. (2016). *Handbook of managing mentoring programs: Starting, supporting, and sustaining mentoring*. Gower.
- Lunsford, L. G., Crisp, G., Dolan, E. L., & Wuetherick, B. (2017). Mentoring in higher education. *The SAGE Handbook of Mentoring*, 20, 316-334. <http://doi/10.4135/9781526402011.N20>
- Mack, N., Woodsong, C., MacQueen, K. M., Quest, G., & Namey, E. (2005) *Qualitative research methods: A data collector's field guide*. Family Health International. <http://repository.umpwr.ac.id:8080/bitstream/handle/123456789/3721/Qualitative%20Research%20Methods/Mack%20et%20al/05.pdf?sequence=1>
- Malecki, C., & Demaray, M. K. (2002). Measuring perceived social support: Development of the child and adolescent social support scale (CASSS). *Psychology in the Schools*, 39(1), 1-19. <https://doi.org/10.1002/pits.10004>
- Mansfield, C., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and Teacher Education*, 54, 77-87. <https://doi.org/10.1016/j.tate.2015.11.016>
- Maree, K. (Ed.). (2019). *First steps in research* (3rd ed.). Van Schaik.
- Marks, M. J. (2002). *From coursework to classroom: A qualitative study on the influences of pre-service teacher socialization* (Publication No. 3062054) [Doctoral dissertation, University of Cincinnati]. ProQuest Dissertation and Theses Global.
- McMillan, J. H., & Schumacher, S. (2014) *Research in education* (7th ed.): Evidence-based inquiry. Pearson.
- Merriam, S. B., & Grenier, R. S. (Eds). (2019). *Qualitative research in practice: Examples for discussion and analysis*. John Wiley & Sons.

- Mena, J., Hennissen, P., & Loughran, J. (2017). Developing pre-service teachers' professional knowledge of teaching: The influence of mentoring. *Teaching and Teacher Education*, 66, 47–59. <https://doi.org/10.1016/j.tate.2017.03.024>
- Moir, E. (2009). Accelerating teacher effectiveness: Lessons learned from two decades of new teacher induction. *Phi Delta Kappan*, 91(2), 14-21. <https://doi.org/10.1177/003172170909100204>
- Morrisson, K., & Werf, G. (2012). Educational Research and Evaluation: An International Journal on Theory and Practice. *Educational Research and Evaluation*, 18(5), 3099-401
- Moulara, P., & Sougari, A. (2019). Investigating the impact of a practicum on mentor-teachers' beliefs about teaching and teaching practices. *Du Laboratoire Ouvert*, 3, 237-250.
- Mthembu, M. P. (2019). *The mentoring needs of final year student teachers during their first teaching practicum* [Unpublished master's thesis]. University of Pretoria.
- Mudzielwana, N. P. (2014). Exploring the roles and responsibilities of mentors during teaching practice session. *Mediterranean Journal of Social Sciences*, 5(20), 1833-1833. <http://doi:10.5901/mjss.2014.v5n20p1833>
- Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on Medical Education*, 8(2), 90. <http://doi:10.1007/s40037-019-0509-2>
- Nguyen, H.T.M. (2017). *Models of mentoring in language teacher education*. International Publishing AG
- Nguyen, T. (2020). The Factors Influencing the Pre-service Teachers' Learning in the Practicum. *Journal of Comparative & International Higher Education*, 12(61), 31-36. <https://doi.org/10.32674/jcihe.v12i6S1.3089>
- Nieuwenhuis, J. (2019a). Introducing qualitative research. In K. Maree (Ed.), *First Steps in Research* (3rd ed., pp. 60-61). Van Schaik.

- Nieuwenhuis, J. (2019b). Qualitative Research Designing and Data Gathering Techniques. In Maree, K. (Ed.). *First Steps in Research* (3rd ed., pp. 70-97). Van Schaik.
- Nowell, S. L., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16, 1-13. <https://doi/10.1177/169406917733847>
- Ormston, R., Spencer, L., Barnard, M., & Snape, D. (2014). The foundations of qualitative research. In J. Ritchie., J. Lewis, J.C.M. Nicholls & R. Ormston (Eds), *Qualitative research practice: A guide for social sciences students and researchers* (2nd ed., pp. 1-25). SAGE.
- Palinkas, L., Horwitz, S., Green, C., Wisdom, J., Duan, N., & Hoagwood, K. (2016). Purposeful sampling for qualitative data collection and analysis in mixed-method implementation research. *Administration and Policy in Mental Health*, 42(5), 533-544. <https://doi.org/10.1007/s10488-013-0528-y>
- Patton, M. Q. (2002) *Qualitative research and evaluation methods*. SAGE.
- Pawson, R. (2004). *Mentoring relationships: An explanatory review*. ESRC UK Centre for Evidence-based Policy and Practice.
- Petersen, N. (2017). The liminality of new foundation phase teachers: Transitioning from university into the teaching profession. *South African Journal of Education*, 37(2), 1-9. <http://doi.org.10.15700/saje.v37n2a1361>
- Pfister, C. C., & Paljevic, S. (2018). A Cooperating Teacher, a Supervisor, and a Critical Confidant: The Journey moving toward a new Model of Support for Student Teachers. *Northwest Journal of Teacher Education*, 13(2), 3. <http://doi.org.10.15760/nwjte.2018.13.2.3>
- Phang, B. L., Sani, B. B., & Azmin, N. A. B. M. (2020). Investigating Mentor Teachers' Roles in Mentoring Pre-Service Teachers' Teaching Practicum: A Malaysian Study. *English Language Teaching*, 13(11), 1-11. <https://doi.org/10.5539/elt.v13n11p1>
- Phillips-Jones, L. (2003). *Skills for successful mentoring: Competencies of outstanding mentors and mentees*. The Mentoring Group.

- Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research. *Context and Conversation*, 28(3), 381-388. <http://doi/10.1177/1049732317697102>
- Phillips, H. N. (2013). *Interrogating student and lecturer perspectives of professional knowledge delivery in the initial teacher-education programmes in South Africa within a context of quality* [Unpublished doctoral dissertation]. Cape Peninsula University of Technology.
- Prasad, B. D. (2008). Content analysis: A method of social science research. *Research Methods for Social Work*, 5, 1-20.
- Ragins, B. R., & Kram, K.E. (2007). *The handbook of mentoring at work: Theory, research, and practice*. SAGE.
- Republic of South Africa. (2003). *Department of Education: Education Labour Relations Council: Resolution 8*. Pretoria: Government Printer.
- Republic of South Africa. (2006). *Department of Education: The national policy framework for teacher education and development in South Africa*. Pretoria: Department of Education.
- Republic of South Africa. (2008). The South African revised policy on minimum requirements for teacher education qualifications. *National Qualifications Framework Act* (Act no. 67 of 2008). Pretoria: Government Printer.
- Republic of South Africa. (2015). Department of Higher Education and Training. *Revised policy on the minimum requirements for teacher education qualifications*. Pretoria: Department of Higher Education and Training.
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. SAGE.
- Scholz, R. W., & Tietje, O. (2002). *Embedded case study methods: Integrating quantitative and qualitative knowledge*. SAGE.
- Sedibe, M. (2014). Exploring student teachers' perceptions on mentoring during school experience at high schools in Gauteng Province, South Africa. *Journal of Educational and Social Research*, 4(3), 197-197.

- Smit, T. (2020). *Self-regulated professionalism: A Whole Brain® Participatory Action Research design in a pre-service teacher mentoring context* [Doctoral dissertation, University of Pretoria]. University of Pretoria digital archive. <http://hdl.handle.net/2263/78495>
- Smit, T., & Du Toit, P. H. (2021). Exploring the pre-service teacher mentoring context: The construction of self-regulated professionalism short courses. *South African Journal of Education*, 41(2), 1-13. <https://hdl.handle.net/10520/ejc-educat/v41/n2/a15>
- Starkey, L., & Rawlins, P. (2011). *Teaching practicum in 21st century New Zealand*. University of Wellington.
- Steadman, S. C. & Brown, S. D. (2011). Defining the job of University Supervisor: A Department-Wide Study of University Supervisors' Practices. *Issues in Teacher Education*, 20(1), 51-67. <https://files.eric.ed.gov/fulltext/EJ922282.pdf>
- Suldo, S., Friedrich, A., White, T., Farmer, J., Minch, D., & Michalowski, J. (2009). Teacher Support and Adolescents' Subjective Well-Being: A Mixed-Methods Investigation. *School Psychology Review*, 38, 67-85. <https://doi.org/10.1080/02796015.2009.12087850>
- Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. In W. Stainton Rogers & C. Willig (Eds), *The SAGE Handbook of Qualitative Research in Psychology* (2nd ed., pp. 147-37). SAGE.
- The International Mentoring Association (IMA). (2019) *The Mentoring Handbook*. <https://cdn.ymaws.com/www.healthconomics.org/resource/resmgr/files/mentorship/program/booklet/mentoring/ihea/nh.pdf>
- Timostsuk, I., & Ugaste, A. (2010). Teaching and teacher education. *Institute of Educational Sciences*, 26, 153 – 1570.
- University of Pretoria. (2015). *Code of ethics for research*. <http://www.up.ac.za/media/shared/6/ZP/Files/Education/Ethics/code>
- Van der Walt, H. S. (2016). *The impact of teacher mentoring on student achievement in disadvantaged schools* [Doctoral dissertation, University of the Free State]. University of the Free State digital archive. <http://hdl.handle.net/11660/456>

- Van Putten, J. K. (2020). *The influence of the mentor lecturer on pre-service professional teacher identity* [Doctoral dissertation, University of Pretoria]. University of Pretoria digital archive. <http://hdl.handle.net/2263/78500>
- Vumilia, P., & Semali, L. (2017). Ways to Improve “BTP Quality” and the Extent Teaching Practice Contributes to Teaching Effectiveness. *International Journal of Advanced Research*, 9(33), 17-31.
<https://doi.org/1082-1131.10.21474/IJAR01/5629>.
- White, M. & Marsh, E. (2006). Content analysis: A flexible methodology. *Library Trends*, 55(1), 22-45. <http://doi.org/10.1353/lib.2006.0053>
- Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *Qualitative Report*, 20(2), 134-152.
<http://nsuworks.nova.edu/tqr/vol20/iss2/12>
- Yin, R. K. (2018). *Case study research and applications* (6th ed). SAGE.
- Zhao, H., & Zhang, X. (2017). The influence of field teaching practice on pre-service teachers’ professional identity: A mixed-methods study. *Frontiers in Psychology*, 8, 1264. <http://doi.org/10.3389/fpsyg.2017.01264>
- Zhu, J., & Zhu, G. (2018). Understanding student teachers’ professional identity transformation through metaphor: An international perspective. *Education for Teaching*, 44(4), 500-504. <https://doi.org/10.1080/02607476.2018.1450819>

APPENDIX A(I): ETHICAL CLEARANCE CERTIFICATE



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

CLEARANCE NUMBER: **EDU045/20**

DEGREE AND PROJECT

MEd

Pre-services teachers' lived experiences of a
mentoring intervention during
work-integrated learning

INVESTIGATOR

Ms Alwine Elizabeth Strauss

DEPARTMENT

Educational Psychology

APPROVAL TO COMMENCE STUDY

26 June 2020

DATE OF CLEARANCE CERTIFICATE

30 September 2021

CHAIRPERSON OF ETHICS COMMITTEE: Prof Funke Omidire



CC

Ms Thandi Mngomezulu
Dr Annelize du Plessis-de Beer

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

APPENDIX A(II): LETTER FROM ETHICS COMMITTEE



Faculty of Education

Ethics Committee

26 June 2020

Mrs AE Strauss

Dear Mrs AE Strauss

REFERENCE: EDU045/20

We received proof that you have met the conditions outlined. Your application is thus **approved**, and you may start with your fieldwork. The decision covers the entire research process, until completion of the study report, and not only the days that data will be collected. The approval is valid for two years for a Masters and three for Doctorate.

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 (Section E), 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. Non-compliance implies that the Committee's approval is null and void. 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.

Upon completion of your research you will need to submit the following documentations to the Ethics Committee for your

Clearance Certificate:

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

Please quote the reference number EDU045/20 in any communication with the Ethics Committee.

Best wishes



Prof Funke Omidire
Chair: Ethics Committee
Faculty of Education

APPENDIX B: INFORMED CONSENT FORM



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

9 March 2018

Dear Colleague/Participant

My name is Dr. Annelize du Plessis. I am steering a research project which form part of a Teaching and Development Grant. In collaboration with co-researchers we are conducting research on the impact of effective mentoring practices on the development of student teachers professional identity. Your participation is however completely voluntary, therefore you may opt out at any time during the research study without any consequences. Your anonymity is guaranteed at all times.

This project will focus on the development, implementation and evaluation of mentorship interventions for student teachers, mentor lecturers and also mentor teachers. It will further focus on the collaboration and partnership of the trio, i.e. student teachers, mentor lecturers and also mentor teachers.

We foresee that the outcomes of the mentorship interventions that will be developed and implemented will have value for all the HEI's involved in teacher education. Should you agree to participate in the research, you will be expected to participate in the research during the design phase, the implementation phase as well as the evaluation phase where it will be expected of you to keep a reflective journal. Your participation may include a PRA workshop followed by interviews.

Please feel free to ask me any questions relating to this research. If you agree to participate, please sign this consent form indicating that you are aware of your rights and wish to take part in the research activities of the study. Thank you for considering participation in this research. If you have any further questions, now or as the research progresses, please feel free to contact me.

All data collected with public funding may be made available in an open repository for public and scientific use

Thank you in advance



Dr Annelize du Plessis

012 420 2498

Informed Consent

The research study has been explained to me and I have been given the opportunity to ask questions. I am content with the answers provided. I understand that I can remove myself from the study at any point of time if I wish to do so. I am also

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

aware that the study is being conducted by co-researchers from the University of Pretoria too and that they will have access to all data. I am satisfied to know that my anonymity is guaranteed at all times since all data will be available on the open resource repository.

Signed _____ by _____ on this _____ day of
_____ 2018.

APPENDIX C: QUESTIONS OF THE SEMI-STRUCTURED INTERVIEWS

Onderhoude

PRO 400 studente

31 Augustus and 4 September 2018

1. Wat is/was die waarde van die Mentor Intervensie tot dusver?
2. Hoe het die MI bygedra tot die ontwikkeling van jou professionele indentiteit?
3. Watter aspekte van die MI het vir jou uitgestraan en hoekom?
4. Watter waarde het peer mentoring gehad tydens die sessies?
5. Watter rol het die mentor lektor gespeel tydens die MI?
6. Hoe het jy die mentor lector ervaar tydens hierdie sessies?
7. Wat sou jy graag wou verander in die mentor sessies en hoekom?
8. Watter rol sou jy graag wou speel tydens die mentor sessies?
9. Sou jy hierdie mentor sessies aanbeveel, hoekom?

APPENDIX D: COMPLETED PRE- AND POST- OPEN-ENDED QUESTIONNAIRES WITH CODES

Pre-open-ended questionnaires

Open-ended questionnaire – Fourth Year B.Ed students –

Oop-einde vraelys – Vierdejaar B.Ed studente –

Date/Datum: 31/08/2018	Gender/Geslag: Vroulik
Course/Programme/ Kursus/Program: BEd : VOO - Algemeen	
Subject area/Vakgebied: Afrikaans & Lewens Oriëntering	

Please complete the following questions to the best of your ability and as honest as possible. There are no right or wrong answers. / Voltooi asseblief die volgende vrae na die beste van jou vermoë en so eerlik as moontlik. Daar is geen regte of verkeerde antwoorde nie.

1. Describe the ideal role of a Mentor Lecturer in assisting a student teacher to develop a professional Teacher Identity? / Beskryf die ideale rol van die Mentor Lektor om 'n Onderwysstudent te help om 'n professionele onderwyseridentiteit te ontwikkel?

Motivator
Supporter
encourager
Inspire.
Skills Dev

Die mentor moet studente motiveer, ondersteun, aanmoedig en inspireer om die beste en mees verskillende onderwysers moontlik te wees. Die mentor moet die studente kan voorberei en toerus vir wat die toekoms vir hulle inhoud en wat daar van hulle verwag sal word.

2. According to your opinion, what kind of practical contributions should a Mentor Lecturer make to enhance the development of a professional Teacher Identity? / Volgens jou mening, watter tipe praktiese bydraes behoort 'n Mentor Lektor te maak ten einde die ontwikkeling van 'n professionele onderwyseridentiteit te verbeter?

Lesson Planning
Support
Motivate
Sympathy
Empathy
Available
Fair

- Praktiese en uitvoerbare idees en opdragte aan die studente gee om te doen in die klas kamer.
- Die studente ondersteun en motiveer.
- Simpatiek en empatiek te wees met situasies waarin die studente is.
- Altyd bereikbaar en toekombaar sal wees met studente.

3. How did your Mentor Lecturer contributed to your professional development as Teacher during the teaching practice period pertaining to the following? / Op welke wyse het jou Mentor Lektor wel bygedra tot jou professionele ontwikkeling as onderwyser gedurende die praktiese onderwysydperk met betrekking tot die volgende:

Post-open-ended questionnaires

The value of a mentorship intervention during teaching practice as experienced by student teachers.

Open-ended questionnaire

Date/Datum:	July to end of September 2018
Year of Study:	Final year Student Teachers, Teaching Practice 2017: Semester 2

Please complete the following questions to the best of your ability and as honest as possible. There are no right or wrong answers.

1. Compare the first semester mentoring sessions during teaching practice to the second semester mentoring sessions. How did it differ (if so) from each other and why? Thus, what made the difference?

During the first semester, I only came into contact with my mentor during my first crit lesson. Even though she was one of my professors during 2nd & 3rd year, I expected her to contact me early on. The only advice, criticism or improvements she gave me, were about the lessons I presented and not so much as the way I taught.

On the other hand, during the second semester, once we were assigned a mentor lecturer, we all joined a Whatsapp group and Mrs. De Villiers introduced herself. We were invited to join or attend numerous helpful sessions which not just improved our teaching style but me, as a person - I am thankful *

Relationship helpful
Professional Development

2. How did you perceive the role of the Mentor Lecturer during the second semester of teaching practice? Any difference in the mentoring approach? Please elaborate.

A definite difference! I have improved so much since the first semester. I have worked extremely hard to develop myself as a learning style / teaching style as well as becoming a worthy teacher. Mrs. De Villiers used a more on-hand approach. She used us, as students, plenty of times as examples to elaborate on theory and models (that some of us have never used before). She cares about each & everyone of us. I believe a group session approach is best because we learned a lot from each other and this will benefit us during our teaching career.

Develop Professional Knowledge

Learning Individual

Peer Mentoring

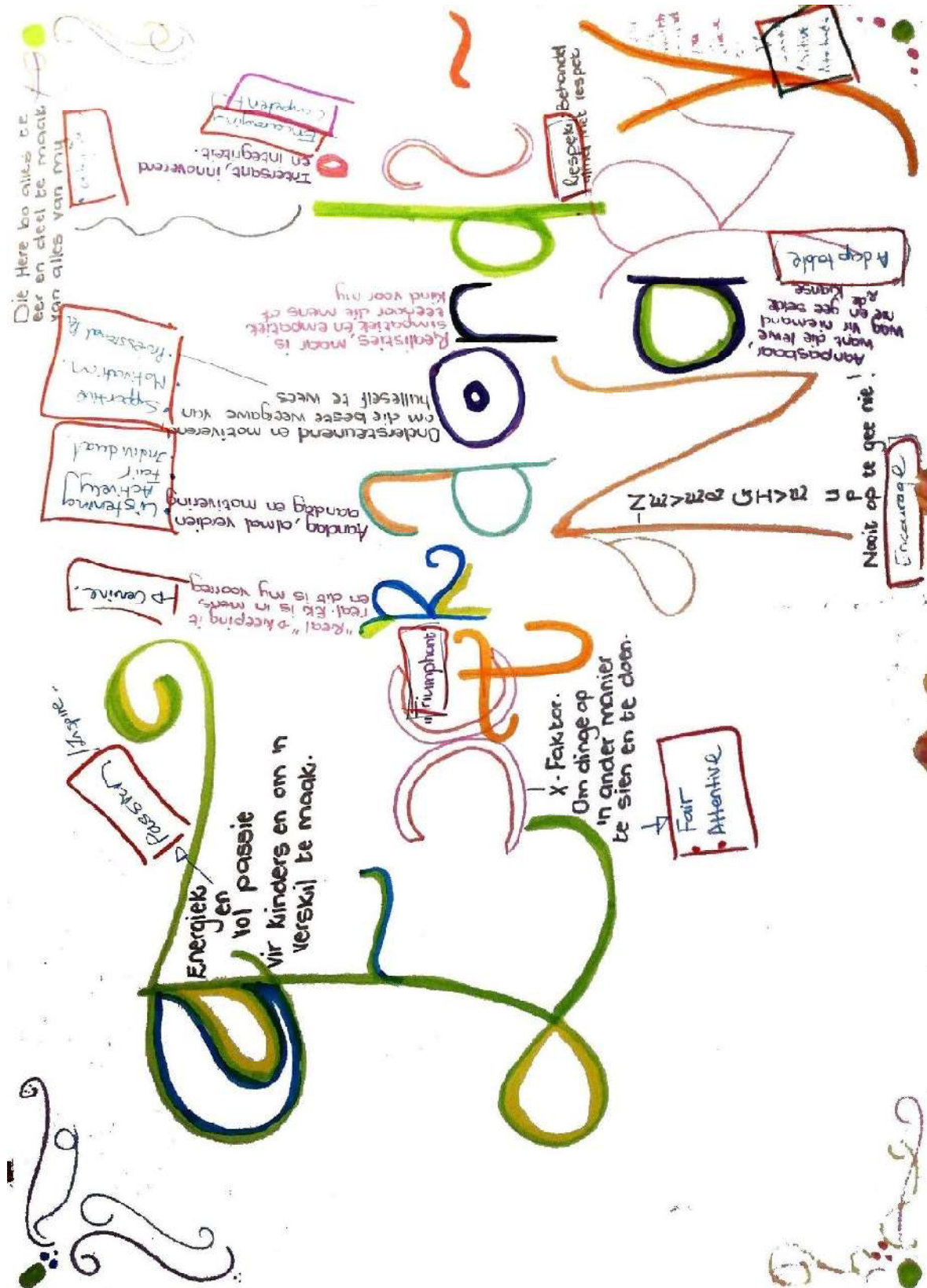
MS

Regular Meetings

* It made a huge difference to be able to rely on her each and every week. She made sure to captivate our time and use it to benefit us; thus improving our overall capabilities. - Professional Development

PM

APPENDIX E: COMPLETED LEAVING A LEGACY BEHIND POSTERS WITH CODES



My leaders

saltyd sal kies om te
 leg, die leiers sal wees,
 loyaal sal wees. Die
 lewe sal kies en om
 onvoorwaardelik lief
 sal wees. Dat
 hulle leer sal lief
 he en in lewenssta-
 leender sal wees
 Dat hulle lig sal
 wees, wat ver-
 wyl sal ag en
 Die lewe in al
 fasette sal
 geniet.

Insane

Wat heeft lewte en gemiet, groot
verbillt en want sal uitgaan en
in verskil sal maak. Tweede
kanse gee. Gered sal gliming.
Inspire und Motive.

Yes you can!

Anthon probeer
 en raak op 'n
 Altyd die beste sal
 raak sien in alles.
 Aksie sal neem, vandag
 sal gee aan almal.
 Anthon glo! Dedicated

Qat huile altijd
volle energie sal
wees. Dat huile
empathiek en
simpatiek sal
wees. Dat huile
phorie sukkere sal
wees. Dat huile effectief
sal wees

- energetic.
- empathy
- sympathy

APPENDIX F: COMPLETED REFLECTIONS AFTER THE MI WITH CODES

Mentor Sessions – Reflection

At first, I had no idea what I have gotten myself into. I did not expect anything as I approached this session for the first time. My first impressions were that these sessions will probably not benefit me at all. I just assumed these sessions had no promise nor potential for my teaching career. Where I went wrong, was that I walked into this first session with a negative attitude. The reason for this was that I was uncertain if teaching is for me. The same day (the day the third quarter began) I had a panic attack about my subject – Mathematics. Thus, I did not give this session nor the mentor any thought or chance of convincing me these sessions are or will be valuable. I was also very timid and quiet throughout the first few sessions, not really contributing to anything (only when asked).

Continuing from the fourth session, I started to like these sessions. It was your weekly source of reflecting and psychology sessions where all of us told the rest (confided) about our weekly experiences as a teacher and student. We all seem to have our own look on each of the certain situations mentioned by each of the students present. Not only did we contribute to a reaction we would have during such difficult scenarios, but we learned about the other students' reactions or feedback. We started to rely on each other during these sessions – especially while we were starting to find our feet within the chosen schools and subjects as well as among the learners and fellow teachers.

From the 5th week onwards, I started to fully take part in these sessions, I started to listen and adapt my lessons according to what Dr. du Plessis said we should try to do such as the different methods of knowledge transport – from the jigsaw method to the flipped classroom method (which was a definite winner during this teaching practice throughout almost every lesson this quarter). I was too scared to change methods, because it worked so well with all the classes. Each class has their own challenges and cognitive levels, I learned to adapt and evolve my knowledge during this practical so that I can accommodate all learners.

Also, throughout this practical, I never lost my temper nor my authority and it is all thanks to Dr. du Plessis hammering on that we never lose it..ever (whether it be with a fellow teacher who bullies me or learners who are ill-disciplined). The best advice Dr. du Plessis has ever given me, was to just be myself. Incorporate my personality (all of it – add spark to all my lessons) into every lesson I give to improve myself and be happy whilst teaching.

To summarise, without typing an entire essay, these sessions are extremely beneficial to you as a future teacher as well as improving your own mental state as a human being. I will forever be thankful for these sessions. I am certain I would have left teaching as a career if it was not for her guidance and wisdom as well as insight into the world of being a teacher. She not only taught us, but showed us, the true meaning of why you are destined for teaching. I recommend anyone to at least go to one session to experience this for yourself.

entering Growth

critical peer support

advice

Teaching Strategy

skills Dev. of Dev. PP

Theme PD

Teacher - mentor

Peer support

PK - Theoretical - prac.

Advice

Professional Development

MZ Value

Guidance & support

Role Model

PA

Passionate

APPENDIX G: ABSTRACTION PROCESS

Development of the theme 1 in the current descriptive case study

Initial Themes	Refined themes	Sub-themes	Main Themes
Instil confidence	Inspirational leader	Positive personal attributes of a mentor	The university supervisor as a mentor
Inspire			
Positive			
Building trust			
Encourage			
Passionate			
Patience	Supportive		
Helpful			
Open and supportive climate			
Approachable			
Caring			
Listening actively	Active and attentive listening		
Reflecting			
Involvement			
Attentive			
Respect	Non-Judgemental		
Sensitive			
Fair			
Understanding			
Individual			
Entertainer	Enthusiasm		
Energetic			
Optimistic			
Friendly			
Available	Dedicated		
Communicates regularly			
Warm hearted	Counsellor		
Sincere			
Motherly			
Empathetic			
Sympathetic			
Genuine			
Noble			
Gentle			
Articulate expectations		Building relationships	Mentoring skills of a mentor
Communication			
Open door			

Adaptable			
Regular meetings			
Constructive feedback	Guidance, support and advice		
Problem solving	Competence of mentor pertaining to: Competent as a mentor and competent as an academic		
Classroom management			
Content knowledge			
Implementation			
Planning for teaching			
Lesson preparation			
Teaching strategies			
Facilitator	Role model		

Development of the theme 2 in the current descriptive case study

Initial Themes	Refined themes	Sub-themes	Main Themes
Teaching methodology	Academic skills	The value of professional development	The value of a Mentoring Intervention
Subject knowledge			
Problem solving			
Critical thinking			
Professionalism	Soft skills		
Presentation			
Interpersonal skills			
Conflict resolution			
Listening skills			
Lifelong learning			
Teamwork			
Leadership skills			
Reflective practices	Professional development skills		
Assessment practices			
Planning and resource utilisation			
Classroom management			
Provide peers with advice		Emotional peer support	
Received advice from peers			
Lifelong friend	Peer mentor relationships	Value of peer mentoring within the MI	
Communicate regularly			
Valued group peer mentoring	Learned to work as a team		
Listen to the stories of peers			