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Factors Affecting NUL Student Teachers' Performance During Teaching Practice: An Analysis of The Mentors' Perceptions

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KEYWORDS *Mentorship, interpersonal skills, National University of Lesotho, pedagogic competence, professional values, quality of support, qualification.*

ABSTRACT Teaching practice is a crucial component of any teacher training programme as it enables prospective teachers to apply learnt theory and skills, under supervision of mentor teachers and lecturers, before certification. Through teaching practice exercise prospective teachers are expected to not only master the art of teaching or delivery of content but also cultivate positive attitudes and values consistent with the profession of teaching. Influenced by Lesotho Council of Higher Education's requirement for Higher Education Institutions (HEI) to evaluate their programmes, researchers undertook a survey to assess how teachers in high schools that have partnership with the Faculty of Education at the National University of Lesotho view performance displayed by student teachers while on internship. Results show that practicing teachers have high regard for student teachers' lesson planning and mastery of content as well as professional skills. Though the mentoring exercise is still well rated, participants concede that some mentors (40.7%) fail to induct student teachers on how to draw lesson plans while others (55.3%) fail to check student teachers' lesson plans every time before they go to

class. For the teaching practice process to yield fruition all mentor teachers, who are qualified and experienced, must supervise and support inductees for the duration of their teaching practice.

INTRODUCTION

This paper was inspired by two issues: 1) lack of research evaluating teaching practice of students studying Bachelor of Education, Bachelor of Science Education and Diploma in Agriculture Education at the National University of Lesotho (NUL), and 2) the need to address Lesotho Council on Higher Education's (CHE) minimum accreditation standard xii[1](iv) which reads, "There is evidence that the faculty/department learns from its stakeholders and uses this knowledge to improve its capacity to serve the needs of stakeholders" (CHE 2013:12). Thus, the paper set out to investigate opinions of teaching practice mentors about the performance of student teachers placed in their schools. But first, it is important to reflect on how research elsewhere report on the significance of teaching practice in pre-service teacher education.

Initial teacher training aims to produce professionals who not only display competence in subject knowledge but also have good values and vested interest in making teaching profession dignified (Hapanyengwi 2003 cited in Mashava & Chingombe 2013). Mapfumo, Chitsiko and Chireshe (2012) indicate that teaching practice (TP) enables student teachers to learn the teaching craft under supervision of qualified and experienced classroom teachers. It is crucial to underscore the words 'qualified' and 'experienced' because they signify that mentors are competent in their practice. Lesotho Council on Higher Education (2013) attaches great significance to the caliber of staff deployed in programmes at Higher Education Institutions (HEIs). For instance, the minimum accreditation standard Vii[g] (ii) reads "...at least 90% of the teaching staff hold a qualification higher than the exit level of the programme" (CHE 2013:7). It could be argued that the quality of teaching practice can be safeguarded by the kind of human resource deployed to support the TP exercise.

Oliver and Koeberg (2013) argue that though teaching practice may be simulated in micro-teaching, nothing compares with actual classroom experiences. Teaching practice is an essential and the most vital component of pre-service teacher training (Haigh 2001 cited in Ferrier-Kerr 2009) and without it teacher education would lose its value and essence (Mashava & Chingombe 2013). For instance, Schoeman and Mabunda (2012) state that HEIs in South Africa offering

initial teacher training are mandated by policy to send student teachers to schools for TP. It is during this process of apprenticeship that student teachers have to blend theory learnt in various courses at university and experiences in the classroom (Fraser et al. 2005 cited in Ntsaluba & Chireshe 2013; Mashava & Chingombe 2013). Teaching practice compares with induction programmes in professions such as medicine, accountancy etc. which highly value trainees' full exposure to the real practice under supervision before actual independent practice (Izuagie 2003 cited in Ntsaluba & Chireshe 2013). Hapanyengwi (2003) (cited in Ntsaluba & Chireshe 2013) further notes that teaching practice helps build rapport between lecturers and individual student teachers and further gives lecturers opportunities of one-to-one guidance in honing the student teachers' skills. For it to succeed, teaching practice is affected by many factors which shall be discussed below.

FACTORS AFFECTING TEACHING PRACTICE

Research notes several factors that affect teaching practice. For instance, the entire TP environment including student teachers psychosocial health and support, the quality of the learning experience including the kind of support etc. determine the outcome of the teaching practice process (Schoeman and Mabunda 2012). Other studies state that TP is affected by, among others, the choice of schools to place students, that is schools with good facilities (Mashava & Chingombe 2013); effective partnership between host schools and the training institutions detailing roles of lecturers and mentor teachers respectively (Allen 2011; Ntsaluba & Chireshe 2013); choice of and effective guidance from mentor teachers (Mashava & Chingombe 2013; Ferrier-Kerr 2009) and close guidance provided by lecturers to individual students (Ntsaluba & Chireshe 2013).

Mapfumo, Chitsiko and Chireshe (2012) postulate that teacher training institutions are to blame for focusing solely on student teachers' competence on methodology while disregarding their mental readiness. Student teachers can be stressed by many issues outside classroom such as interpersonal relationships with colleagues, workload, and the kind of supervision and/or assessment they receive. In addition, Oliver and Koeberg (2013) note that the choice of teaching practice school is crucial as it determines the quality of training to which student teachers get exposed. For instance, Mashava & Chingombe (2013) state that teacher training institutions in Zimbabwe emphasize on using well-resourced and reputable schools for teaching practice so as to provide high quality mentoring to student teachers. Closely linked with the choice of school is

the selection of mentor teachers as they both influence the quality of support student teachers get during the internship (Mashava & Chingombe 2013). Ferrier-Kerr (2009) further notes that experienced mentors have great insight into the art of teaching and can help promote confidence of the trainees to be better teachers.

As noted previously mentors need to be qualified teachers who should also be experienced if student teachers in the TP exercise have to be guided properly. Although Mashava & Chingombe (2013) consider mentors' experience as a key influence in the quality of teaching practice support they further highlight two other variables for desirable mentors: young and female mentors better support student teachers than their old and male counterparts. Ntsaluba and Chireshe (2013) state that trainees learn skills such as lesson planning, assessment and teaching approaches from qualified and experienced mentors.

Apart from individual mentors' qualities, teaching practice can also be affected by the level of commitment of all stakeholders involved in it. That is, the weak partnership between universities and practicing schools leads to poorly motivated mentors to support student teachers (Ntsaluba & Chireshe 2013). Poor to virtually no communication between lecturers and mentors in the months or weeks leading to commencement of teaching practice and lack of reflective discussions after teaching practice jeopardize the quality of teaching practice (Allen 2011). Lastly, teaching practice is affected by the period student teachers spent in the schools. Schoeman and Mabunda (2012) indicate that student teachers are initially derailed by their need to survive and overcome their insecurities but if TP is long enough they settle and support learners better. However, the issue of how much time is acceptable can be debatable.

TEACHING PRACTICE AT THE NATIONAL UNIVERSITY OF LESOTHO

Teaching practice is an internship meant for three programmes, namely Bachelor of Education (B.Ed.), Bachelor of Science Education (BSc.Ed.) and Diploma in Agriculture Education (Dip Agric Ed). Bachelor of Education and Bachelor of Science Education at NUL are four-year or eight semester programmes, and student teachers have to learn ropes of the profession in eight weeks of the eighth semester (National University of Lesotho 2005). Diploma in Agriculture Education students do two years of content at the Lesotho Agricultural College and come to NUL in their third year to do curriculum studies and teaching practice. However, as schools

begin in mid- to late January and student teachers have to be properly oriented for ease of their experience, TP now takes about ten weeks.

Students' placement

Placement of student teachers is not based on professional reasons but student teachers are placed in any school that accepts them as long as the school is accessible by road. Student teachers choose schools that they would like to practice their teaching skills from a list of schools that have partnership with NUL. Schools have an upper hand in their partnership with NUL and determine how many student teachers they can take. This results in some schools accepting only two while others admit as many as 12 student teachers through tough negotiations. The Choice of mentors is also left entirely to respective schools. Leaving the choice of mentors at the discretion of schools can bring challenges to the quality of teaching practice because in Lesotho there are unqualified teachers employed by the Ministry of Education and Training in secondary schools. In 2012, twenty-two percent of teachers at secondary school level were unqualified (Ministry of Education and Training 2012). Unqualified teachers, if chosen as mentors, may not be able to help student teachers with lesson planning, teaching methods and other skills, consequently making the TP experience insignificant and of low quality (Ntsaluba and Chireshe 2013).

THE PURPOSE OF THE STUDY

The purpose of this study was to determine how teaching practice mentors, in high schools that have partnership with the Faculty of Education at the National University of Lesotho, perceive the performance displayed by student teachers while on internship.

RESEARCH QUESTIONS:

In addressing the purpose of the study the following question were answered:

1. How do teaching practice mentors view student teachers' (pedagogic) competence during teaching practice?
2. How do teaching practice mentors view student teachers' professional values?
3. How do teaching practice mentors view their own professional input in the development of the student teachers?
4. What improvements do teaching practice mentors wish to see in the training of student teachers during teaching practice?

METHODOLOGY

Research design

A survey design was used to respond to the research questions. A survey was chosen because it collects information on feelings, perceptions and attitudes (Maree & Pietersen 2007). A survey helped researchers to collect data that reflected the perceptions of teaching practice tutors on the performance of NUL student teachers while they were on teaching practice.

Paradigm

The philosophical underpinning of this study was positivism. As Babbie and Mouton (1998) put it positivism denotes the scientific claims that are advanced on the basis of empirical evidence. In positivism, “claims about knowledge are based directly on experience” (Chilisa & Kawulich 2012:53). In this study, mentors’ experiences on TP exercise informed their perspectives about student teachers.

Population

The population of this study constitute all the teachers who were mentoring NUL student teachers on teaching practice in the 2012/2013 academic year. In 2012/2013 academic year, NUL had 118 teaching practice partnering schools in seven districts of Lesotho and therefore all mentors in the 118 schools formed the population of the study. The teaching practice mentors were relevant in this study because they worked with the student teachers on daily basis and were therefore in a position to have informed opinions on the professional and interpersonal skills of the student teachers as well as areas where they were lacking.

Sampling and sampling techniques

In the 2012/2013 academic year, there were 700 teachers acting as mentors to NUL students on teaching practice. This study used all the 700 mentors in the 118 schools partnering with NUL for teaching practice. According to Walliman (2009) the whole population can be used in a study if it is not too big and is easily accessible. Questionnaires were distributed to all 700 mentors but only 479 usable questionnaires, making 68%, were returned.

Instruments

The data in this study was collected using a questionnaire which consisted of closed ended questions, developed by the researchers. According to Babbie and Mouton (2008), closed ended questions require the participants to choose an option from the given answers. In this study, participants had to tick options that they agreed with and leave the ones that they did not agree

with. The instrument was piloted in two schools with participants who had the same characteristics as the target group. Piloting the instrument enabled the researchers to use the appropriate level of language and avoid ambiguous questions.

Data collection procedure

The questionnaire was sent to schools a week after teaching practice exercise was completed, with a covering letter explaining the purpose of the study and requesting teaching practice mentors to voluntarily fill it. The filled questionnaires were collected the following day.

Ethical Issues

The questionnaires were sent with a covering letter explaining the purpose of the study to the participants and requested them to voluntarily fill the questionnaire. The researchers also assured the participants that information collected would only be used for the purposes of research and that the researchers would keep the participants' identity confidential.

Data analysis

The closed items were analysed descriptively using Statistical Package for Social Sciences (SPSS) version 20 to find frequencies and percentile. The results were then summarised using emerging patterns of responses.

RESULTS

The mentors' qualifications

Table 1 gives information about highest educational qualifications of NUL student teachers' mentors in the 118 partner schools in 2012/2013 academic year.

The results show that the majority of the teaching practice mentors (83.9%) had a teaching qualification, meaning that they were trained as teachers. Nonetheless, the bulk of these mentors (56.8%) had a qualification equivalent to what the student teachers would acquire at the end of their training. About 10% mentors had a higher teaching qualification, a post graduate diploma or a master's degree in education. However, some teaching practice mentors (12.0%) had a teaching qualification that was lower than what the student teachers were working towards attaining and some mentors did not have a teaching qualification (16.1%).

Teaching practice mentor's experience

Table 2 shows teaching experience of NUL student teachers' mentors in 2012/2013 academic year. Their experiences ranged from less than a year (one mentor, making 2%) to forty-two years

(one mentor, making 2%). However, the years of teaching experience were grouped to allow easy interpretation. The teaching practice mentors had diverse number of years of teaching experiences. The majority of mentors had fewer years of experience as shown on Table 2. Thirty-seven per cent of the participants had 0-5 years of experience, followed by 6-10 years range which enjoyed 2nd position at 25.1%. The third and fourth positions were taken by 11-15 and 16-20 years at 15.2% and 10.6% respectively. The remaining categories had less than ten per cent each.

Student teachers' pedagogic strengths

Table 3 indicates how mentors scored student teachers' pedagogical abilities. According to the mentors, student teachers in 2012-13 academic year had good instructional skills. The mentors favourably judged the student teachers in three related areas, namely content knowledge, lesson preparation as well as lesson execution. As shown on Table 3, a significant number of mentors (88.3%) indicated that student teachers were cognisant of the content that has to be taught in schools and 74.5% alluded that student teachers were also competent in areas that they have to teach. On the area of planning for their lessons an impressive 89.6% of mentors felt that student teachers planned well for their lessons. On the same breath, mentors felt that student teachers were performing well when delivering their content in the classroom. Eighty-five point six per cent indicated that student teachers used appropriate language. Student teachers' choice of teaching methods which allowed learners to participate was also rated well by 80.0% of mentors. In the majority of cases (76.6%) student teachers were said to cover topics at the appropriate depth. On the matter of using suitable examples, student teachers were also assessed favourably by their mentors (85.6%) as well as on setting intelligible tests (81.4%). Though the student teachers were still rated well for addressing individual needs and being resourceful in making teaching aids, the scores were slightly lower with the former obtaining 67.2% and the later scoring 60.8%.

The nature of student teachers' interpersonal skills

Table 4 displays how mentors rated student teachers' interpersonal skills. The participants' responses indicated that student teachers had good interpersonal skills, as shown on Table 4. Ninety-seven point five per cent of respondents felt that student teachers worked harmoniously with their mentors while 96.0% indicated that student teachers were cooperative with their colleagues. Furthermore, student teachers were also found to be respectful of their colleagues.

Student teachers did not seem to have good relations with teachers and mentors only, but they also forged good relationships with the learners. Ninety-three point five per cent of the participants felt that student teachers had healthy relationships with learners of both sexes and an equally huge number (91.6%) indicated that student teachers behaved responsibly.

Mentors' professional in-put during teaching practice.

Table 5 displays mentors' self-evaluation of their work with student teachers during teaching practice. The teaching practice mentors were also asked about their own in-put during teaching practice, and results showed that the mentors' in-put is two directional. In the first instance, mentors allowed student teachers to observe and learn from them and later mentors comment on the student teachers' performance after mentors have observed student teachers in class. The majority of the mentors (75.6) revealed that they knew what was expected from them in supporting student teachers. They supported student teachers by giving them orientation (81.4%), did the scheme of work with student teachers (89.8%), demonstrated how to execute lessons in class (74.5%) and they also discussed lesson execution with the student teachers (87.9%). When the student teachers went to class the mentors supported them by observing their lessons (94.4%), and assisted them with self-reflection after their lessons (72.9%). Fewer mentors indicated that they always checked student teachers' lesson plans before student teachers went to class (47.7%).

Suggestions for improvements to current NUL teaching practice.

Table 6 indicates mentors' preferences concerning changes they would like to see happen regarding the NUL teaching practice exercise. The majority of the mentors (72%) felt that teaching practice should take longer than ten weeks and that student teachers should be observed more frequently by their lecturers (79.1%). Fifty-nine point three percent (59.3%) of the participants felt that student teachers should be evaluated by their mentors. Though the mentors felt that the lectures should observe the student teachers more frequently, very few (37.0%) felt that student teachers should only be observed and evaluated by their lectures. This shows that the teaching practice mentors wanted to have a major stake in supervising student teachers, though they wanted lecturers to observe student teachers frequently. This is supported by the fact that a significant number of mentors (83.3%) wanted to engage with lecturers on student teachers' progress during their school visits. A large number of mentors (83.9%) also felt that they needed training that would empower them to support student teachers.

DISCUSSION

Mentors in the 118 practice schools positively evaluated student teachers from the NUL with reservation on the quality of their input as mentors but a huge desire to be trained and involved more by NUL staff as they visit schools. The following are the findings of the study and their implication for the quality of teaching practice. The National University of Lesotho student teachers are supported by people with vast experiences including 9.8 mentors who had postgraduate qualifications in education such as Honours and Master's Degrees in Education. It was found that 83.9% of the mentors had a teaching qualification; they were trained as teachers and thus presupposing good support for student teachers. However, 12% of these qualified mentors had a qualification lower than the exit qualification that student teachers were pursuing. This could undermine the quality of support for student teachers. CHE Lesotho (2013) values the quality of resources, including human resources, deployed for programmes if such programmes are to be credible. This seventh CHE standard for accreditation would also apply to the relaxation of standards for NUL Faculty of Education as it selects school for teaching practice.

The number (16%) of unqualified teachers mentoring Faculty of Education students is also noteworthy. Mentorship presupposes that the mentors have attained certain craft in their work hence their ability to impart such skills. Mapfumo et al. (2012) emphasized that mentors have to be qualified teachers while Mashava and Chingombe (2013) pointed to schools' resources and reputation as necessities that would enhance student teachers' support. It is evident that some NUL student teachers may complete their TP without competence in lesson planning, assessment and teaching approaches which Ntsaluba and Chireshe (2013) argue that they are imparted by qualified mentors. Teaching experience of the mentors varies from less than a year to above 40 years; however more mentors 37% had 5 years of teaching experience or less. This finding may cast doubt on the quality of mentorship NUL student teachers receive from these novice mentors because research argues that experienced mentors are more credible (Mapfumo et al. 2012). Just as observed previously that anyone becomes a mentor for NUL students, including unqualified teachers, this use of unqualified mentors compromises the quality of the internship.

Student teachers' pedagogic competence was highly rated by mentors. Six of the ten thematic areas were rated above 80% while two were rated in the 70s and the last two were 67.2% and 60.8% respectively. It is however not clear how 88.3% of mentors say student teachers are aware of the content but only 74.5% of them say student teachers are competent in teaching it. The study failed to establish how mentors judged awareness of content separately from competence in content. The rating on competence 74.5% is closely rated with making good coverage of the content at 76.6%. Can student teachers be aware of the content but make a poor coverage of it leading to being judged as less competent? Current results are not able to answer this question. The two lowest ranked standards involve the ability to address individual needs and the ability to create and use teaching aids. These two ratings may relate to the reason student teachers were rated low on competence and coverage but since there was no qualitative inquiry to assess why mentors made their choices such assumption may be misguided. Again the validity of the ratings could be undermined by the caliber of respondents, especially unqualified mentors and those with qualifications junior to B.Ed. and B.Sc. Ed. as they could have appraised student teachers out of feelings of inferiority to the qualification student teachers were pursuing.

Researchers are of the view that results from mentors' assessment of interpersonal skills would be the most reliable; assessing whether or not student teachers are friendly, respectful, cooperative and responsible may be judged accurately by most people despite being trained as teachers or not. Mentors rated student teachers to have high moral and professional standards as evidenced by the scores ranging from 91.6% to 97.5%. Student teachers are viewed to have the ability to create working relationships with colleagues and learners alike.

Results of the study on mentors' self-evaluation of own professional input in training student teachers provide a generally positive view of their mentorship. They scored themselves significantly high on giving student teachers orientation (81.4%), doing scheme of work together (89.8%), inviting student teachers to critique their lessons (87.9%), observing student teachers (94.4%), and giving critical feedback on student teacher's lessons (85.8%). Three statements were rated in the 70s namely, awareness of their role as mentors (75.6%), demonstrating how lessons are executed in class (74.5%), and supporting student teachers on self-reflection. These results show great support for student teachers' teaching and learning process but there are some mentors, though few, who do not support trainees. There are some (40.7%) mentors who do help student teachers draw lesson plans while others (55.3%) do not even check such lesson plans

before trainees go to class. This challenge needs to be addressed by the Faculty of Education by first establishing the basis of such negligence of duty on the part of mentors. Can mentors who have qualifications lower than the exit level of student teachers or mentors' lack of education qualification contribute to the reluctance? This study was not able to address this question but as Mashava and Chingombe (2013) state, that the choice of mentor is critical to making TP experience beneficial to trainees.

There is research evidence that mentors can lose motivation even if they are qualified so long as they do not feel ownership of the process. For example, Ntsaluba and Chireshe (2013) argue that poor mentorship could result from lack cooperation and mutual understanding between training institutions and TP schools. Finally, mentors aired their views on areas that the Faculty needs to address if TP is to improve. They have highly rated the need to train and sensitise them about their roles as mentors (83.9%) and the need to share information about progress of learners with NUL staff while on school visits (83.3%). Equally important in their responses was the need to increase the duration of TP from 10 weeks. This is a concern shared by some researchers such as Schoeman and Mabunda (2012) who state that in the initial weeks student teachers focus on their own anxieties and their need to survive, but if they stay longer, their teaching skills and ability to support learners unfolds.

Mentors also feel that lecturers should increase their schools visits to support student teachers; besides, trainees need one-to-one support which lecturers cannot afford in congested lecture theatres (Hapanyengwi cited in Ntsaluba and Chireshe 2013). Respondents show their commitment to support teaching practice by responding poorly (37.0%) to a statement that asked if student teachers should be observed and assessed by their lecturers only. The response seems to say that mentors deem it their responsibility to participate actively in the teaching practice exercise. Researchers could only wonder if majority of respondents who answered yes to the preceding statement were indeed unqualified teachers feeling the demand to be out of their expertise.

CONCLUSION

This study concludes that mentors have high regard for student teachers from NUL and highly regard student teachers' professional values. They are committed to supporting student teachers during teaching practice but the some mentors (40.7%) fail to show student teachers how to plan

for lessons, while others (55.3%) do not even check their lesson plans before class should be a concern for the Faculty. The Faculty of Education at NUL needs to consider some of the concerns from Mentors in order to improve the quality of TP. The concerns include: mentors need to be empowered through training and yearn for better interaction with NUL staff during the TP process. Mentors are also of the view that NUL staff needs to increase the number of their observation of student teachers and increase duration of teaching practice. Additionally, to ensure that student teachers are provided with high quality internship, NUL also needs to exercise control on the choice of schools for TP and the choice of personnel for supporting student teachers. The Faculty also needs to create some form of surveillance that student teachers are indeed supported adequately in the schools.

RECOMMENDATIONS

The study recommends that:

- ▶ The Faculty of Education should make an effort to enhance partnership with schools and train mentors on its expectation about TP.
- ▶ The Faculty of Education should develop a policy on mentorship that would be used to identify only competent teachers as mentors
- ▶ A needs analysis be made to assess:
 - Perspectives of student teachers about support they receive from mentors in schools.
 - The duration of teaching practice, with the view of giving student teachers enough opportunity to grow from their experiences in the field.
 - The extent to which student teachers lack skills in addressing individual needs and their poor skills in making teaching aids.

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Tables:

Table 1: Qualifications of teaching practice mentors in 2012/2013 academic year

MENTOR QUALIFICATIONS IN 2012/2013	FREQUENCY	%
Qualifications lower than B. Ed or BSc Ed.	58	12.0
None-teaching Qualifications	77	16.1
Teaching qualifications	402	83.9
Postgraduate qualifications in education	47	9.8
Qualifications equivalent to those pursued by student teachers	272	56.8

Table 2: Mentors' years of teaching experience in 2012/2013 academic year

MENTORS' TEACHING EXPERIENCE	FREQUENCY	%
0 – 5	177	37.0
6 – 10	120	25.1
11 – 15	73	15.2
16 – 20	51	10.6
21 – 25	28	5.8
26 – 30	21	4.4
31 & Above	6	1.3
No response	3	.6
TOTAL	479	100

Table 3: Student teachers' pedagogic strengths

STUDENT TEACHERS' PEDAGOGIC STRENGTHS	FREQUENCY	%
Student teachers are aware of the content that has to be taught in schools	423	88.3
Student teachers are competent in the content areas they have to teach in schools	357	74.5
Student teachers plan well for their lessons everyday	429	89.6
Student teachers are able to use language that is appropriate for the levels they teach	410	85.6
Student teachers use teaching methods that allow participation of	383	80.0

majority of learners in their lessons		
Student teachers are able to address individual needs of learners in their lessons/classes	322	67.2
Student teachers make a good coverage of assigned topics	367	76.6
Student teachers are resourceful to find teaching aids for their lessons	291	60.8
Student teachers give relevant context (examples) to topics they teach	410	85.6
Student teachers set tests that comprehensible for learners	390	81.4

Table 4: student teachers interpersonal skills

STUDENT TEACHERS INTERPERSONAL SKILLS	FREQUENCY	%
Student teachers work harmoniously with their subject tutors/mentors	467	97.5
Student teachers are cooperative with colleagues	460	96.0
Student teachers are respectful of colleagues	455	95
Student teachers have healthy relationships with learners of both sexes	448	93.5
Student teachers are responsible	439	91.6

Table 5: Mentors' professional in-put during teaching practice

MENTORS' PROFESSIONAL INPUT DURING TP	FREQUENCY	%
I know what is expected of me for full support of the student teachers' development	362	75.6
I give student teachers sufficient orientation when they arrive	390	81.4
I do scheme of work with the student teacher for the week/month/quarter	430	89.8
I show student teachers how to plan for their lessons	284	59.3
I demonstrate (in class) to student teachers how to execute lesson plans	357	74.5

I invite student teachers' views on how I teach in class	421	87.9
I observe student teachers teach	452	94.4
I give critical comments on student teachers' lessons	411	85.8
I check student teachers' lesson plan every time before they go to class	214	44.7
I support student teachers in their self-reflection after each lesson	349	72.9

Table 6 Improvement needs to current training

IMPROVEMENT NEEDS TO CURRENT TRAINING	FREQUENCY	%
Student teachers' internship should take a longer time than 10 weeks.	345	72
Student teachers should be observed more frequently by their lecturers.	379	79.1
Student teachers should only be observed and evaluated by their lecturers.	177	37.0
Student teachers should be observed and evaluated by their subject tutors in TP schools.	284	59.3
There should be (frequent) discussions/interaction between subject tutors and NUL lecturers about student teachers' development.	399	83.3
There should be training of subject tutors about their role in the development of student teachers.	402	83.9