

**THE ROLE OF THE LECTURER IN CULTIVATING
A RELATIONSHIP OF TRUST WITH THE STUDENT
TEACHER WITH SPECIAL REFERENCE TO TEACHING
PRACTICE IN THE FORMER TRANSKEI REGION**

BY

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(i)

DECLARATION

I declare that " THE ROLE OF THE LECTURER IN CULTIVATING A RELATIONSHIP OF TRUST WITH THE STUDENT TEACHER WITH SPECIAL REFERENCE TO TEACHING PRACTICE IN THE FORMER TRANSKEI REGION " is my own work and that all the sources I have used or quoted, have been indicated and acknowledged by means of complete reference.

E. N. Msengana
E. N. MSENGANA

(ii)

DEDICATION

This dissertation is dedicated to my late grandparents Francis and Mason Mahlali, for giving me a foundation for actualising my potential; how I so wish they were still alive to see their dreams come true; to my husband, Ndiphiwe and our children, Lusanda, Sivuyile, Bandile, Sibongile and Batabile, who had to endure long hours of absence of love and care of a wife and a mother. It was their sense of understanding, appreciation and love that made it possible for me to complete this work.

E.N. Msengana
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(iii)

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SUMMARY

This study deals with the problem relating to the prevalence of a lack of trust amongst members of today's society generally, and in particular between college lecturers and student teachers.

The aim of the dissertation is to investigate the role of the lecturer in cultivating a relationship of trust with the student teacher, especially during teaching practice. The study reveals that the trust relationship manifests itself in various moments. Some characteristics of an effective supervising lecturer are also reflected upon.

The major research consists of an empirical investigation into which characteristics of an effective supervising lecturer contribute most towards cultivating a relationship of trust with student teachers during teaching practice. A survey of colleges of education and schools in the former Transkei region participating in the empirical investigation is also conducted.

The findings of the research indicate that the following categories need to be enhanced through training : personal, professional and guidance.

Key terms:

lack of trust in society; trust relationship; professional teacher training; teaching practice; lecturer as an educator; student teacher as an adult educand; trust relationship defined by moments of trust, acceptance, expectation and entrustment; trust and authority; trust and knowing; characteristics of an effective supervising lecturer; teacher training in the former Transkei region; historical background of Cicira College of Education, Clarkebury College of Education and Transkei College of Education; personal, guidance and professional characteristics of a supervising lecturer.

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CHAPTER 1

INTRODUCTION AND GENERAL ORIENTATION

1.1 INTRODUCTION

1.1.1 Evidence Of A Lack of Trust in Society

The rapidity of change at regional, national and local levels, which affects all aspects of life in modern society, compels one to reflect upon the radical nature of this change and its implications and new challenges for education. Teaching students to cope with such change is especially the task of tertiary institutions, which are supposed to prepare and qualify current and future participants to become competent in the political, economic, social and cultural fields.

Since these global trends represent fundamental change, they initially have a destabilising effect on the credibility of the social system itself. Baumgratz (1993:249) describes this **lack of trust** credibility gap in society as follows :

“Our system of orientation and legitimate knowledge and our notions of good and bad at all levels of action are no longer **self evident**, our problem-solving procedures are called into question. The credibility of our political and social system is no longer taken for granted, since the decline of trust amongst - people, rational attitude towards authority is developing”. (own emphasis)

According to Woodbridge (cited by Manamela 1991:1) surety, which formally characterised human existence, has given way to feelings of **existential insecurity**. For instance, when students come to college, it is usually taken too readily for granted that they are longing to get away from adults. People tend to forget how lonely most children feel when they are far from home for the first time. While they may not need to be closely supervised, they do need to feel that there is an adult readily available to them : someone to turn to in time of need and someone to care about them. Smit (1984:80) maintains that a **secure environment**

created by the adults at home and school arouses in a child a willingness to start exploring. It, therefore, follows that a **trustful affection** between the educator and the educand, over a long period of time, is indispensable for the achievement of adulthood.

As a result of continuing public violence, racial discrimination, conflict and confrontation in South Africa an atmosphere of distrust is spiralling out of control. In South Africa, as in New York, it can be argued that escalating violence is predominantly based on racial discrimination. For this reason, Dinkins, the first African-American mayor of New York, made a public plea for ethnic and racial harmony (Pinderhughes 1993:478). His appeal assumed that the rise in racial conflict resulted from prejudice, which could be resolved. If people would simply try to get along with and trust each other and be more tolerant towards other groups, it would make the world of difference.

In this modern technocratic society, everchanging values and norms have resulted in uncertainty about the role of, for instance, parents, teachers as educators and children or students as educands. Bollnow, cited by Smit (1984:76), recommends an integrated image of education

emphasising the security of the child and the concomitant trust in the adult. The situation as it is now revealing itself within the modern family, is of such a nature that parental authority has been weakened by a number of factors arising from a lack of trust. There is a breakdown in parental trust because of, inter alia, the inattentiveness of parents to their children's calls for help. Wittenburg *et al* (1983:64) have cited many examples in which parents show a lack of concern and understanding. In fact, many young people resort to violence and get involved with the police in order to make known their need for help. Regarding pupil-teacher relationships, Griessel *et al* (1989:103) describe the teacher's role as follows: the teacher should guide the child to realise that love and **tolerance** will have a positive influence on all human relationships. However, what takes place today shows a departure from "the good old days" of man's majesty, reverence and implicit obedience, resulting in the teaching profession being seriously threatened as a career.

In an attempt to express a feeling of distrust, many Black pupils in South Africa have engaged in protest marches, school boycotts, school burnings and above all, assaults on teachers. The Daily Dispatch (25 February 1994:3) reporting on the conflict between pupils and teachers, mentioned

one particular incident in which a teacher was threatened with a knife and had to save his life by running away. A lack of trust in society was also demonstrated by students in the 1976 Soweto uprisings during which the children took over the fight for their education, out of the hands of their parents, not only by rebelling against the curriculum, but also by attempting to deal with education as a political problem (Brooks and Brickhill, 1980:67). The political climate that resulted from these uprisings seriously diminished trust between parents and children, teachers and pupils, and between all members of society. The affective confiding of children in their parents and their teachers has also gradually diminished over the years. Presently, pupils no longer feel secure in the hands of teachers, because teachers themselves stay away from classes in pursuance of their own interests and benefits. The Sunday Times (23 May, 1994:5) reported on a teachers' strike which resulted in teachers occupying the education department offices in Umtata and on pupils demanding a "pass one pass all" scenario as one of the ways to solve the conflict. Because much teaching time had been wasted by teachers striking, the pupils believed that they could not be held responsible for failing their examinations.

In essence, the liberation struggle in South Africa has resulted in a noticeable deterioration in trust amongst people in general and amongst teachers and pupils in particular. This in turn has given rise to the teacher's weak authority and a lack of a secure and trusting relationship between teachers and pupils. This has manifested itself in a general breakdown in pedagogic relationships and in particular, in the pedagogic relation of trust. The teacher's primary responsibility, as an educator, is to guide and direct the self-actualisation of children.

Hall (1994:4) in his paper entitled 'Meeting the challenges in teacher education' emphasises the crucial role which could be played by colleges of education in the transformation of education in South Africa. The fundamental participants in this transformation are, amongst others, college lecturers, student teachers, who are at the threshold of being adults, and school teachers who, if there is co-operation and good relations between the colleges and schools will be able to use their experience to enhance the teaching profession. Both the lecturer and the school teacher have particular aims, meanings and values, embodied in themselves which should be transmitted to the student teacher. In this way the educative occurrence is greatly enhanced by healthy interaction

amongst the lecturer, student teacher, and the school teacher. Within each relationship there is a free, honest and trustworthy interaction, conducive to a good and proper education environment. However, presently, the educative occurrence is not self-evident (transparent). Instead, one perceives conflict amongst the key participants in the educative occurrence.

The lack of trust between the lecturer and the student teacher is quite apparent in the work environment. In day-to-day conversation with colleagues and student teachers, one detects a lack of trust as a common problem. The following are some remarks from various relevant parties which reveal some of the frustrations felt by those most directly affected, namely, the school teacher, the college lecturer and the student teacher.

The school teacher often sees the demands of teaching practice either as something to be got through by the student teacher, the college lecturer and the class with minimum disruption or, as something simply requiring the provision of a good teacher-model to be watched and then copied by the student teacher. Comments such as the following are often heard by the college lecturers:

"these lecturers know nothing about practical teaching, what they know is just theory and I know I am good and I can provide a good model for excellence"

" some lecturers are too harsh to student teachers"

"we are not trained to supervise, so, we cannot interfere with lecturers in their duty."

These comments were heard during the informal interviews with the school teachers. Fish (1984:168) argues that responses similar to the above restrict the student's scope for creativity, for making mistakes and taking chances and for developing confidence and trust in the class teacher.

Lecturers are often treated as unwanted guests in the school and the classroom. Many class teachers consider them as useless theorists rather than practitioners. Both the class teacher and the student teacher expect the college lecturer to supply ready solutions to all problems met by the student teacher, when, in fact, the lecturer is trying to get the student to offer his own solutions. On the other hand, pressures of time preclude the student teacher and the lecturer from discussing problems in depth,

and limit the lecturer from availing himself to the student teacher. Failure to meet these expectations leads to distrust between the lecturer and the student teacher. The student teacher who wants to apply new teaching methods often finds both the teachers and the lecturers adopting methods more consistent with traditional transmission methods. The student teacher is often made to feel inadequate because he is continually reminded by both the school teacher and the lecturer about their greater experience. Students often find that at the college they are taught that in the school they will be encouraged to consider their roles as teachers to be far wider than that of a classroom teacher. However, the assessment of a student's practice is invariably made on the basis of how well the student teacher performs in a few specific lessons. Comments such as the following are often made by the student teachers :

"This class teacher is jealous when I do well".

"The presence of the lecturer frightens me".

"Class teachers have no confidence in us".

These comments reveal that student teachers experience many dilemmas during teaching practice. They provide certain clues for this study relating to the problems of the teaching practice experience. College

personnel, parents, other students and colleagues in the profession all have specific expectations relating to the student teacher. The student teacher is at the initial entrance into the professional world of teaching. It is important to understand the perceptions of the student teachers held by lecturers, teachers and colleagues (in the profession), since these could influence the relationship between the college of education and the school.

Svangelis (1992:34) contends that the relationship between the colleges of education and the schools is hampered by the hint of distrust. The present researcher is convinced that if student teachers had confidence in their lecturers, the relationship would pave way for realistic expectations in the school classroom and preclude the disillusionment and problems that result during teaching practice.

On the basis of the above discussion the present researcher agrees that there is a lack of trust in our society and that this in turn adversely affects the quality of teachers trained by colleges of education. In particular, this researcher contends that an authentic trust relationship between the lecturer and the student teacher can help to bind them together. Conversely, a lack of trust between the lecturer and the student teacher

has an adverse effect on the latter's professional development. This implies that there should be mutual acceptance, coexistence, and proper communication between both parties. Mutual trust is the earliest form in which education manifests itself in the life-world. In this context, Eisenstad (1984:2) contends that mutual trust is based on the relative equality of the participants consistently in relationship. Du Plooy et al (1982:108) indicate that mutual acceptance is possible where there is confidence. Confidence should stem from the educator, his conduct and his conviction. His genuineness and pedagogic love provide evidence of his faith in the non-adult. According to Griessel et al (1989:103) the educand acquires good habits that are patterned on the educator's life and through inculcation on the part of the educator. However, there are negative factors which may limit the student teacher's acquisition of good habits and, as a result, may hamper professional growth in student teachers.

Against the above background, a discussion on factors that may contribute towards a lack of trust between the student teacher and the lecturer follows. The emphasis will be placed on the lecturer as an educator who is supposed to trustingly and sacrificingly accompany the young adult

towards full participation as an educator. However, one should be aware that a trust relationship is agogo-dialogic. Smit (1984:79) sees this relationship as one of reciprocal trust between the educand and the educator.

1.1.2 Factors contributing towards a lack of trust in society and between the Student Teacher and the Lecturer

1.1.2.1 The professional in a changing society.

Like all professions, teaching has in recent years experienced enormous upheavals. Schon in Fish (1984:48) contends that professions are essential to society and are responsible for the conduct of much of society's business. However, alongside this increased dependence by society upon professions and the increased reaction against authority, there are signs of nervousness and doubt about the behaviour and status of professions and professionals generally. This has in the past, at least, been brought about by some professionals' misuse of autonomy. In the past, the closed and separate identity of the professional group with its specialist knowledge and skill meant that the responsibility for professional conduct and ethics was vested in the whole profession and the individuals within

it. Thus, because of certain assumptions, exclusivity and expertise, professionals were granted autonomy by the community they served.

With the advent of the consumer society and the diminishing trust between professionals and the community, there has been a major call for accountability, which requires the professional to submit both his conduct and his action to public scrutiny. As a result of the uncertainty regarding professional adequacy, the lines between professionals' knowledge, rights, responsibilities and status, and those of the community are becoming blurred.

Black schools in South Africa have been adversely affected by the transition period from an apartheid regime to a democratic society. Pupils and parents no longer trust their schools, resulting in a tremendous flow of teachers from the DET (Department of Education and Training) to private schools. The Daily Dispatch (20 January, 1994:2) reports that parents and children are sick and tired of disruption in DET schools and are eager for the latter to get on with their studies. Another manifestation of a lack of trust is the overloading of teachers by educational authorities in terms of work, which calls into question whether teachers will be able

to cope with the work-load or be able to organise or maintain high standards. Within the present general context in which teachers train, the contemporary student teacher feels insecure because his profession is being undervalued by modern society. Furthermore, today's teachers have failed to redefine their roles in the light of the revolutionary changes in modern society. In addition, pupils do not trust their teachers and the community no longer respects its teachers.

1.1.2.2 Influences from prior to entering the training programme.

1.1.2.2.1 Negative role models.

Ro cited by Su (1992:243) discovered that negative models provided by previous teachers may have a lasting negative influence on student teachers. These teacher are the ones who are cold and aloof, unsympathetic, unplanned and slipshod, dull and routine. Acheson (1987:29) describes teachers with the above characteristics as teachers who are "insurgent", those who rise up against what and whom one is teaching. Teachers rated nearer negative poles are considered more ineffective than those rated on the positive poles. In this regard, Balch (1987:49) says that getting along is crucial to professional success, yet an insurgent teacher causes a stressful period in a student teacher's

professional background. The negative role model of a teacher discredits the teaching profession and may be directly responsible for why students of secondary education may not wish to become teachers, because they question whether there is any love and understanding involved in today's teaching at all.

1.1.2.2.2 Influence from families/relatives/friends

Evidence by Su (1992:244) in his research, is that there are negative influences on student teachers from families, relatives and friends. In Su's research a secondary education student reported that her family and friends firmly opposed her decision to become a teacher and tried everything possible to persuade her to enter another profession. Furthermore the family was identified by a student teacher interviewed as having had a direct negative influence on him, largely as a result of a conflict of interests.

It would appear that parents contribute considerably towards depriving their children of the freedom to choose their vocation. This contradicts what Smit (1984:80) calls a binding relationship between the child and the parent. Smit describes the above parents as ones who are purely an

opposing force, which engenders rebellion against everything and everyone. On the other hand, trusting love requires courage on the part of both parties in the educative relationship, that is, the child and the adult.

1.1.2.3 **Preservice influence on the college campus.**

1.1.2.3.1 Teacher education faculty members.

In their studies on socialisation in professional schools Becker et al., cited by Su (1992:249), consider the faculty staff to be the most influential socialising force, since they have the responsibility of inculcating in student teachers the appropriate values and beliefs, and they are the ones entrusted with transmitting theories dealing with the body of knowledge and technical procedures of the profession. It has been argued that students in professional environments tend to adopt attitudes and values similar to those of the faculty staff. However, findings by Su indicated that student teachers saw the faculty influence as very mild and in the case of the supervising faculty members sent by the college to supervise student teachers in practising schools, the influence was reported to be even weaker. The present researcher believes that the weak influence is caused by a lack of trust between the student teachers and the

lecturers.

1.1.2.3.2 The student's age.

Survey data collected by Su (1992:247) indicate that older student teachers tend to have little contact with lecturers because they think that they are old enough to take care of themselves. Mitschke, cited by Smit (1984:78), argues that it is the educand in need of support who initiates the event of education. Seemingly, older student teachers do not render themselves for assistance. Often, the youth does not want to reveal his own immaturity, but his very resistance to help, is his way of seeking support. This resistance becomes evident when student teachers refuse to submit their prepared lessons to lectures for guidance before they engage in teaching practice. The researcher has observed that they pay little attention when they are required to observe demonstration lessons (my own experience).

1.1.2.4 **Preservice influence in practising schools.**

1.1.2.4.1. The nature of the present teaching practice.

Fish (1984:50) describes the present teaching practice as being untidy.

The untidiness appears to arise from a built-in tension or dissonance between what faculty members do and what they think they are expected to do. Su (1992:249) supports this idea when he says that despite the significance of teaching practice, student teaching is found to be the least controlled, organised and cared for component of teacher socialisation. It is often disconnected from the rest of the teaching programme. Most of the time student teachers are left with class teachers who have different feelings about their presence. Some take them as their handy helpers, others do not want them, because they perceive them as wasting their time. Besides all these criticisms, student teachers are compelled to remain with class teachers, because they are the ones who are always available to them. On the other hand, Cameron-Jones (1991:24) is of the opinion that school teachers are less demanding about the responsibility with which they have been entrusted.

1.1.2.4.2. Tension related to teaching practice

- (a) *Face to face interaction between the lecturer and the student teacher.*

The student teacher is frequently visited by the lecturer for evaluation. During this period the focus that binds the lecturer and the student teacher

together is an intimate professional relationship. The lecturer's role is to help the student teacher fulfil his needs and accomplish his aspirations in the teaching experience. The student teacher meets the lecturer in the evaluation situation, a situation in which anxiety, fears, and uncertainty prevail. Acheson (1987:18) alleges that the sting of evaluation can be worsened by an unskilful supervisor. In particular, student teachers are most threatened when they are unaware of the criteria by which they are being evaluated. In such situations, they may have difficulty in trusting the evaluator's ability to be fair. Anderson (1974:24) alleges that professional interaction moves a person to take up a particular career. This implies that a lecturer-student teacher interaction must be a motivating one.

The experience of various researchers, for example, Goethals (1985:102) confirms that evaluation assists the student teacher in his development of instructional techniques and that it is also essential to his progress in and achievement of teaching competencies. Assuming the role of a teacher creates both anxiety and excitement for the student teacher, the new role of the lecturer in supporting the "beginner" teacher requires a combination of knowledge, skill and attitudes usually within one specific environment.

While there is an opportunity for the student teacher to grow as a person and as a professional teacher, the challenge can be accompanied by fear of what lies ahead. However, supported by the college lecturer, the teacher trainee gradually and sequentially progresses through distinctive stages of competence. From being totally absorbed with concerns about success, the student teacher begins to embrace broader perspectives of the teaching-learning experience. Seemingly, the supervisor faces a conflict caused by being caught between two poles: evaluator and facilitator. Supervisors often ask themselves, "How can I help teachers grow as persons and as classroom instructors when they know that eventually I must compile a written evaluation of their effectiveness ? "

Student teachers also feel the conflict. They do not know whether to rely on the supervisor for support or avoid him for fear of being criticised. This present research will emphasise the role of the supervisor as a supporter and the trust that should grow between the supervisor and the student teacher, and how this relationship will assist the latter in his professional growth.

(b) *Student's dilemmas.*

The student's position between the class teacher (host) and the lecturer (supervisor) is not an easy one. The student teacher is caught between the need to please (on a daily basis) the class teacher whose class he has, and the need to impress and please the lecturer whose assessment will be crucial at the end of the teaching practice, but who only samples his performance on a weekly basis. The student teacher is caught between a view that learning to teach merely involves copying or conforming to a good teacher as well as satisfying the requirements of his college which via his file (that is, marks collected during evaluation) lead him to plan ahead and to write an appraisal of his work. Another dilemma is that the student teacher is encouraged by lectures to use the problem-solving technique, yet in his own learning situation the latter finds both the school teachers and the lecturers adopting traditional methods. In addition the student teacher might realise that his performance in class has been poor.

However, if he discusses it with an adamant lecturer, he might get nowhere. On the basis of the above dilemmas, one could conclude that student teachers are expected to learn from teaching but in a confusing manner.

1.2 THE PROBLEM.

1.2.1. Dermacation of the Problem

The investigation will be conducted against the above background concerning the incidence of distrust in society in general, and in the lecturer-student teacher relationship, in particular.

Nowadays human existence is threatened by existential insecurity, uncertainty, lack of confidence, lack of communication and lack of tolerance amongst people. All these factors result in a lack of trust amongst people in society.

This study seeks to explore the role that agogic trust plays in the training of student teachers, especially during teaching practice. The present researcher does not believe that during the current political transformation in South Africa, the removal of legislated apartheid per se, will in itself solve the problems facing teacher training. The introduction of technology which places emphasis on usefulness and applicability of knowledge and skills will only succeed if the colleges produce skilful teachers. The present researcher argues that change in colleges of education will only come about, if the major participants, that is lecturers and student

teachers adequately manage the process of change. This will only be possible if there is a relationship of trust between both parties. On the other hand, trust between the lecturer and the student teachers will only exist when the "good old days" of man's modesty, reverence and implicit obedience comes into being again. Trust will also develop if there is mutual acceptance, co-existence and proper communication between lecturers and student teachers. In this regard, the researcher believes that the teaching practice period is an important opportunity for both the lecturer and the student teacher to demonstrate pedagogic love and pathic relations towards each other. During this period of teaching practice the student teacher assumes the role of becoming an educator. He is given the opportunity to apply the theory he has learnt.

1.2.2 Formulation of the Problem

The problem of this investigation relates to the quality of teachers trained by the colleges during this period of change. In South Africa the autonomy, with which teachers were traditionally associated, is presently being subjected to criticism. The conduct and actions of teachers are subject to public scrutiny. The lines between teachers' knowledge, skills, responsibilities and status and those of the community are becoming

blurred. The possibility exists that this present situation will persist, if student teachers and lecturers do not learn to trust one another. The phenomenon of change in society could invade the domain of the teaching profession, making it impossible for the student teacher to become what he was intended to be. The dialogic encounter between the lecturer and the student teacher which would result in a trust relationship is impossible if there is no patience and a calm personality on the part of both parties concerned, if there is no mutual acceptance, co-existence, and communication between both parties, and if the lecturers are not exemplary in their appearance and behaviour. Furthermore, if "democracy" undermines the role of educators as bearers of authority, the quality of the developing society will be at stake. If theory from the colleges of education lacks integration into teaching practice, the whole teaching profession would be threatened. If there were an overemphasis on the quality of teachers needed in schools, the academic qualification of lecturers, a fear of a future government, to the detriment of accompaniment of the student teacher towards proper adulthood, the quality of teacher education in our society would continue to degenerate and become subject to further scrutiny.

The question arises: "What is the role of the lecturer in cultivating an agogic trust relationship with student teachers, especially during teaching practice ?"

1.3 Clarification of concepts.

1.3.1 The Agogic Trust Relationship

1.3.1.1. The concept of agogic.

According to Van Rensburg and Landman (1988:284) agogics is the science that represents and indicates the different sciences dealing with the life-experiences of the agein (to lead or leading). The emphasis in this concept is on agogy which is the Greek word meaning assistance rendered while accompanying another person on his way to becoming more human. Moller and Munnik (1989:24) place emphasis in the agogic on the agein (leading). They explain agein as guiding, escorting, accompanying, going with, being companions and being interdependent. The one who guides or accompanies others is the agogos (leader) and agogics is the science or study of accompaniment. Accompaniment is regarded as perennial - something which will always recur. This perennial quality points to a primordial fact: accompaniment is a mode of being, an integral and inalienable part of our existence. It is inherent in

the human condition, and it is the essence of being human.

Accompaniment is manifested as a relationship between people of different ages. It applies to childhood, youth or pre-adulthood, and old age. Modes of accompaniment are pedagogic (Greek pais or youth and his accompaniment by an adult), andragogic (Greek andra or adult and his accompaniment by an adult), and the gerogic (Greek gron or aged person and his accompaniment by another old person) (Moller and Munnik, 1989:24).

In view of the Moller and Munnik's discussion, one can argue that man is in a dialogue. He is always encountering and being encountered. More precisely, he wants to encounter and wants to be encountered. The agogic therefore finds its functional fruition in dialogue. It involves dialogical encountering and being encountered. This encountering is necessary in order to make man become different in view of the fact that he must and ought to change. Man is not only what he is but is capable of changing. He is involved in existential-ethical problems, and he is concerned with demands and norms of his society. However, the dialogical relationship must be elevated if it is to be of significance in our existence. If there is

no elevation of the dialogue, debasement or superficiality sets in, which could lead to a "short circuit" in or even the destruction of the relationship. This will result in estrangement, discord, frustration, lack of confidence, insecurity and even lead to a loss of interest at the androgogic level. Then one would no longer be one another's companion, fellow-sufferer, colleague but antagonists, adversaries and enemies.

When there is an agogic enhancement of dialogue, mutual trust follows and one experiences the deepest satisfaction of yearning to be of meaning to one other and to live meaningful lives.

1.3.1.2 **The concept of trust.**

MacIntosh (1964:1397) explains trust as **traustr** (Norse: strength; Norse is a slavish language that is no longer in use). MacIntosh contends that trust is a firm belief in the honesty, veracity, justice and strength of a person or thing. For example, people **trust** in God. He further explains trust as a commitment to one's care, resulting in obligation - the one who trusts entertains an earnest or confident hope.

Du Plooy et al (1982:96) maintain that trust is born out of love. They

explain trust as that which the child experiences as a fairly safe area in the immediate environment. In this situation, the child trusts the mother and father as his educators who are associated with him for a long period of time. The emphasis is on being bodily together while each is conscious of one another's presence. This is the earliest form in which the education phenomenon manifests itself in the life-world. The educand experiences trust in his educator who will help him to acquire independence in accordance with the demands of propriety. It is because of the fact that the educand and the educator are unequal yet of equal dignity that the agogic acquires meaning and significance. For this companionship to be a success, mutual trust is a key factor. The educator should create a safe area for the child to enable him to overcome insecurity. This is also what is expected between student teachers and college lecturers. Brookfield (1990:102) supports this idea when he says that trust is the adhesive glue, binding educative relationships together. Brookfield discovered that student teachers made explicit mention of how a supervising teacher's actions and his trust could either inspire or destroy their learning.

Du Plooy and Kilian (1984:82) assert that it is imperative that trust in the

educative association should become more intimate in the sense that both the educator and the educand should move nearer towards each other, especially the educator who does it intentionally. The one who is accompanied consequently senses that the agogos (leader) becomes more accessible, and that his needs and helplessness are high on the agogos's priority list. The educand also experiences the extent to which he is being cared for and that he is treated with co-humanness. In this tending space, the child or youth or the student experiences genuine trust in the educative encounter in an atmosphere of love - hence many relationships are initiated.

1.3.1.3 The concept of relationship

According to Van Rensburg and Landman (1988:467) relation is derived from a Latin word relatum which means to support, to communicate with somebody else. The prefix re denotes being with one another. Vrey (1979:73) explains relationship as assigning of meaning to the world, to people and objects. In Vrey's view, when the child begins to understand, a relationship is formed which may be ineffective and may be improved through greater involvement. The nature of relations and their effect on the becoming (development) of the child shows a dynamic progression.

For instance, the child will first know his mother well. Because of the consistency of the mother's behaviour towards her child, she (the mother) remains an anchorage point or beacon for further relationships. A healthy relationship will be characterised by love, security, self-giving acceptance, trust and esteem.

1.3.1.4. The education relationship.

The education relationship is primarily pathic (pathos-feeling). There is an emotional or affective tie linking man with reality. Through this emotional tie man may experience security or insecurity. Du Plooy and Kilian (1984:77) describe an education relationship as a situation where an adult has to answer the appeal to satisfy the needs of the child. The answer is of an elevating nature, assisting the child to improve his way of life. This situation is also characterised by inequality between the child and the adult. Education is realised only if the people involved are not equal. However the educator and the educand are of equal dignity. In the education relationship, it is the educator's duty not to violate the dignity of the child, especially when the latter, for some reason or other, does not satisfy all the demands in the educative situation.

Oberholzer, cited by Du Plooy et al (1982:81), maintains that the relationship in the education situation is one of a dialogue. One person, the helpless child, calls for assistance. The educator answers the call, which is pedagogic in nature and is realised on pathic and sympathetic levels. The child wants to be encountered and the educator's intention is therefore to encounter him. In this way, dialogue, as a means of communication, gives meaning to the educator in the child's life. Gunter (1981:48) claims that the education relationship is characterised by communication, mutual acceptance, mutual love, respect, trust and mutual active participation in a co-operative activity.

1.3.1.5 The agogic relationship (adult-adult)

Moller and Munnik (1989:25) indicate that an agogic relationship manifests itself where education stops and self-education starts through dialogue between two adults in companionship with one another. Agogic events are not merely incidental, they are associated with relationships that man maintains with reality. These relationships have a pronounced pathic-dynamic quality. When one considers the youth, for example, one would realise that he is an independent adult but he is still forming relations by constant assignment of meaning. The youth's life-world

expands and deepens, demanding intensive involvement, showing clear signs of the greater functionality found in the life-world of an adult. Unlike the child, the youth (student teacher) begins to see parents as equals and to understand that they live in a complex world. Vrey (1979:193) says that the youth stands alongside adults and knows that they must conform to the same norms as himself, but this does not mean that he is not frequently uncertain and confused. He often feels a great need to communicate with adults. Adults should be quick to concede on the andragogical level. The youth's maturity level must be respected, and, if necessary, dialogue should be used to effect a change of mind.

1.3.1.6 Agogic trust.

For the accompaniment of the child by an adult to succeed, trust must bind them together. The person who is guided relies on the support of the adult. He searches for or is in need of someone whom he can trust and in whom he can have confidence. The adult-to-be yearns for safety and security, and once he has acquired this, he experiences emotional security. Du Plooy et al (1982:95) maintain that the adult-to-be experiences confidence in the adult when he (the adult-to-be) fully accepts the educator as a person in his extreme need, helplessness and weakness.

The adult should accept the adult-to-be as a person with human dignity.

The above discussion implies that lecturers should accept their adult students unconditionally and give them recognition for the experience they have already acquired in life. This acceptance gives student teachers the security they desire, since they want to feel that they have achieved something with their past knowledge and that it is worthy of respect. If student teachers feel that they are being accepted as persons, they will be inclined to take the risk of exploring new knowledge. Furthermore, the more they accept their lecturers as companions the more they will be able to become progressively what they want to and ought to be.

1.3.1.7 The agogic trust relationship.

Unlike the young child who continually seeks security from his parents, the older child gradually develops greater insight and understanding. First he acquires an understanding of matters not demanding much insight or commanded by the situation. Later he gains insight into more complex issues. His social competence gradually improves and begins to cover a wide range. Even if, as an independent, responsible adult, the youth calls in the aid of an adult, this does not imply re-establishing the former

relationship between the pedagogue and the child. Respect for the dignity of student teachers as fellow adults engenders trust in them as it serves to confirm that their lecturers respect them as persons. Mellet, in Crous et al (1989:160), argues that lecturers' behaviour towards their students must be such that it compels their respect for the lecturers as adults. In this way the students will gladly accept them as companions in expanding their own adulthood and therefore adding meaningfulness to their lives. On the other hand, Martins (Encyclopaedia Britannica vol 2, 1988:598) explains trust relationship as man's meeting with other beings. The measure of mutuality is related to the levels of being. Van Rensburg and Landman (1988:468) have a similar view about the trust relationship. They (Van Rensburg and Landman) allege that the adult and the child are in a special relationship of trust. In the absence of a loving space for the encounter, the child lacks the courage and confidence to explore the world and to gradually transform it into a familiar and sheltered world. The agogic trust relationship between the student teacher and the lecturer is possible if there is mutual understanding and acceptance, good communication and mutual respect. Trust is a precondition for student accompaniment which demands the lecturer's willingness to teach students, regardless of their appearance, so that they can be properly

accompanied towards a more meaningful life. If student teachers trust their lecturers as persons and professionals, their accompaniment will be more meaningful and increasingly inspiring to them.

1.3.2 The Professional Teacher Training.

1.3.2.1 The concept of professional.

Bone, cited by De Witt (1981:1), gives the following concise definition of a profession that produces professionals "a profession in ideal, represents service to the community, in method, self-forgetfulness, in force a sufficient body of co-workers to demand the loyalty of each other, in condition, a devotion of one's powers to the demands of the calling. A profession also exacts certain tests for admission to its rights and privileges". In simpler terms, professionals are members engaged in a particular field of specialised ethical codes and who on admission must produce specific specialised and professional qualifications.

Teaching as profession can also be defined in terms of the above explanation. Teachers are sometimes called the sculptors of a nation because they have a unique and essential social service. Teaching

involves activities which are predominantly intellectual in nature, and the work performed by its members is based on the preparation of all other professional endeavours.

1.3.2.2 The concept of training.

Griessel et al (1989:6) define "training" as the meaningful habit-formation for the child. During training, the one who is trained acquires certain knowledge and skills through drill and repetitive exercises. By following routine exercises in an orderly fashion, the child acquires socially acceptable habits in life and these habits are in accordance with the respected norms of the particular community.

The Encyclopedia Britanica, vol.11,(1988:890) describes training as an effect of having learned one activity on an individual's execution of other activities. For instance, a teacher trainee has to learn how to teach by being engaged in the teaching practice which includes many activities, for example, the use of teaching aids, the use of various methods of teaching. Gunter (1981:23) elaborates on the above definitions when he says that training indicates some form of vocational teaching or other, the preparation by means of instruction, practical exercise and coaching of

children and also grown-ups, for a specific vocation, profession or task. For this reason, one can speak of the training , for example, of teachers.

1.3.2.3 The concept of teacher.

Gunter (1981:10) describes the teacher as someone who helps or assist another to know and do certain activities. For example, a teacher transmits and interprets knowledge and skills to a child. Moreover, to know something implies more than merely having knowledge of it, it also implies understanding it. Real knowledge implies understanding and having insight for which factual knowledge as such is the essential means. The concept "teacher" in this study will be used to mean those persons who serve as educators in schools, providing education for pupils, up to Standard 10. Thus in this context, teacher education refers to the structures, institutions, and programmes by means of which student teachers are prepared for serving as educators in primary and secondary schools.

In the context of this study, a teacher is there to initiate learning in the child. The teacher is therefore seen by the children as a representative of something they all want to become, more than anything else, namely,

an adult. The teacher is someone that the child can only become (that is, attain adulthood) by gaining experience through learning. In the didactic situation the teacher's first responsibility is to establish a relationship of trust between himself and his pupils. Steyn et al (1981:5) portray a vivid picture of a teacher as one who moulds the child who is like a piece of clay capable of being changed, as one who can shape the child into any shape he wishes. The teacher must also have certain characteristics in order to be able to teach well. For instance he should like children, be sympathetic , loyal, honest, competent, and be aware of his limitations, short comings and the possibilities of all the children in his class. He should also be able to help the child to learn more easily and successfully. In the didactic situation the teacher stands as a servant in relation to the child. He in turn expects the child to respond in service by responding to the call to accept responsibility as a human being.

1.3.2.4 Professional teacher training.

During teacher training the following characteristics, inter alia, need to be inculcated in the student teacher : a proper attitude, understanding of children, patience, personal control, manners in the classroom, a neat appearance, a worthy example, and acceptable behaviour in general. This

implies that the student teacher needs to be trained ethically. If the student teacher has full confidence in the lecturer, the above-mentioned characteristics should be realised. The training which student teachers receive ought to prepare them adequately for the teaching situation and consequently prepare them for becoming professional teachers.

1.3.2.5 Teaching practice.

Teaching practice is one of the various terms used to refer to that part of education called the student's professional training. This is directly and practically concerned with their "learning to do their job" as teachers. Fernandez et al (1988:126) believe that teaching practice can be used as one of the paradigms directed towards investigation. The characteristics of such a paradigm are reflection, analysis and research, leading to the development of a critical capacity. According to Fernandez et al, this in turn will make the student teacher to think more deeply about his own teaching practice. In this way, the student teacher will develop his own theories as regards practical action, thereby carrying out a symbiosis between the implicit and explicit theories integrated through other training paradigms, such as behaviour, personality and craftsmanship, which the student teacher encountered while he was studying other subjects.

Duminy et al (1992:4) claim that the following terms are equivalent to the concept "teaching practice": practice teaching, student teaching, school experience, and practicum. All these phrases refer to an agogic situation during which the lecturer is mutually related to the student teacher. Both the lecturer and the student teacher are directed towards achieving the goal of education. The guiding lecturer, the learning student teacher, and teaching practice as a medium through which help and guidance can be given, form a unity which should be bounded by trust. Teaching practice is of no use if the student teacher approaches it uncritically. The lecturer should be the guide in this exercise, inviting the student teachers to ask questions. In order to do this, the lecturer ought to stay with the student teachers long enough to see them overcome their difficulties. As such, teaching practice should be one of the busiest times, not only for student teachers, but for lecturers as well.

1.3.3 Parties Involved.

1.3.3.1 **The lecturer as an educator.**

Students teachers get to know their lecturers and perceive their behaviour as friendly and affectionate, or as cold and unapproachable, or as neutral

and detached. The intensity of the positive or pleasant emotional experiences such as affection, respect and regard, largely determines how meaningful the relationship will be for both parties. A perception of neutrality, excessive anxiety, fear aversion, apathy and hostility will negatively affect a student teacher's involvement in his learning. Riley et al, cited by Crous et al (1989:30), maintain that the lecturer's success as an educator depends on how successful or meaningful the lecturer-student teacher relationship is.

Lecturers who experience the greatest job satisfaction are those who are prepared to give time to their students. They have to accept that students value their own individuality, and they frequently have to provide emotional support. Lecturers should invite the student teachers to share their enthusiasm for their work.

Hamachek, cited by Vrey (1979:207), alleges that an educator is one who is human in the fullest sense of the word. He has a sense of humour, is fair, empathetic, more democratic than autocratic, and apparently is more able to relate easily and naturally to students on either a one-to-one or a group basis. They are more open, spontaneous and adaptable to change.

These characteristics manifest themselves more relevantly during teaching practice. During this period the lecturer encounters the student teacher and this spontaneous fellowship is essential.

The present researcher believes that the lecturer's pleasant and balanced personality is a precondition for the effective accompaniment of student teachers towards fuller adulthood.

In particular, the present researcher is concerned about the lecturer-student teacher relationship during teaching practice. During this period the lecturer guides the student teacher through discussions prior to teaching a lesson, followed by further discussions after the lesson, when the lecturer comments on the student teacher's manner of teaching. The lecturer should be prepared to reach out to the student teacher repeatedly in order to lead him to a destination. Brookfield (1990:164) mentions that the student teacher should see the lecturer as a real flesh-and-blood human being, with passions, frailties, and emotions. He (Brookfield) describes authentic educators as follows:

" In more specific words, the teacher's words and actions must be congruent, they should admit to error, they should allow aspects of their personhood outside their role as teachers to be revealed to students, they should respect students by listening carefully to students' expressions of concern, by taking care to create opportunities for students' voices to be heard and by being open to changes in their practice, as a result of students' suggestions".

The writer believes that the establishment of an agogic trust relationship between the lecturer and the student teacher will enhance the security and confidence of the latter. Consequently, this study seeks to investigate this relationship in greater detail, particularly the role of the lecturer in this regard. The researcher is convinced that if student teachers became aware of their limitations and inexperience, and were eager to profit from advice and help given by those who are already qualified, the teaching practice period would be fruitful.

1.3.3.2 The student teacher as an adult educand

Modern students are supposed to be academically prepared, socially involved and politically aware. They are not passive in their life-style and

expectations and are eager to participate in decisions which will affect the course of their education. In this study, the student teacher is portrayed as a young adult who is aspiring to be a future educator. The lecturer is one who is accompanying the student teacher towards achieving the goal of fuller adulthood. The lecturer should understand the student teacher's willingness to co-operate, his need for acceptance and his emotional expressions such as anxieties, fear, rage, love, and joy. Visser et al (1982:85) maintain that educators at this stage should gain emotional control by avoiding crisis situations. During teaching practice, a student teacher is assigned to work under an experienced teacher who is a permanent member of staff of a particular school and under the supervision of a lecturer from a college of education. The student teacher is guided (or should be guided) by the class teacher, as well as by the lecturer from the college of education concerned. The guidance that the student should receive generally consists of a discussion prior the teaching of a lesson, followed by a further discussion after the lesson when either the lecturer or the teacher comments on the student teacher's manner of teaching. However, during teaching practice at certain schools, it frequently happens that the student teacher is not helped by anyone at all and is expected to act as a substitute teacher. The student teacher is

deeply aware of his own shortcomings, his lack of experience and at this stage he anticipates the lecturer's expectations. He needs the lecturer to help him, to listen to him so that he (the lecturer) can understand how he feels in a particular teaching situation. The lecturer also needs to discover the student teacher's secrete anxieties and lead the latter towards a deep sense of security which promotes preparedness for the future. On the other hand, it should also be remembered that when student teachers are left alone (unsupervised) in the classroom, they are given enough space to explore and become increasingly what they ought to be. Student teachers are thus trained to become future educators as well as professional teachers.

1.4 Aim of the research.

The purpose of this study is to investigate the role of an agogic trust relationship with student teachers especially during teaching practice. It is the writer's belief that teaching practice is a situation in which the lecturer and the student teacher are pathically related, just as a child and a parent. The student teacher is not yet sure about his action as a teacher and calls for guidance from the lecturer. The lecturer has to answer to this call by providing help. In so doing the student teacher is continually being

accompanied by the lecturer towards fuller adulthood and along this pathway agodic trust ought to bind them together. Furthermore, the researcher would like to investigate to what extent certain actions are being carried out, or have been carried out, by lecturers which would expedite their (student teachers) progress towards a fuller adulthood, as a particular mode of human existence. This study will place the emphasis on mutual adult accompaniment, in which the lecturer, who is more experienced, leads or accompanies the student teacher (who is at the threshold of adulthood) towards assuming the role of an educator.

This study will attempt to show by means of examples in teaching practice, that distrust is prevalent in society in general, and will later attempt to investigate whether or not the lecturer-student teacher relationship, in particular, is also characterised by **distrust**. This study will also seek to show that, within the teaching practice setting, distrust can be countered by the cultivation of an agodic trust relationship between the lecturer and the student teacher. Specifically, this investigation will focus on the role of the lecturer in cultivating a trust relationship with student teachers, especially during teaching practice. This will also include a description of a cluster of characteristics of a trusting/effective lecturer,

that should inspire student teachers with confidence during teaching practice.

1.5 The method of investigation.

The phenomenological approach (including interviews and questionnaires) is the most appropriate method of investigation because it enables the exploration to be focused on the professional training of the student teacher and the extent to which he or she is enabled to become a professional teacher. According to Griessel et al (1984:17) the phenomenological approach is the only way of arriving at scientific conclusions and it also allows the true nature of the phenomenon to appear. In this dissertation, it will involve the unique disclosure of the agogic trust relationship in the context of teacher training in general and teaching practice, in particular. The role of the lecturer in cultivating agogic trust during professional teacher training will be disclosed in terms of certain moments and characteristics. Through this approach the researcher will approach the phenomenon directly as it is. The researcher will reflect on the encounter between the lecturer and the student teacher as a visible togetherness and a meaningful dialogue. As part of this study, a survey of college lecturers and student teachers selected randomly

from the three colleges of education namely: Transkei College of Education (TCE), Cicira College of Education and Clarkebury College of Education, in the two districts namely: Engcobo and Umtata in the former Transkei region (Eastern Cape) will be conducted. Scientifically designed questionnaires will be employed for data collection, and the data will be analysed both qualitatively and quantitatively. The sample will be selected randomly from the second and third years in the above-mentioned colleges of education. Informal interviews with, for example rectors, principals and ministers of religion who have an idea about the historical background of the selected colleges of education, will be conducted. It is envisaged that the answers provided will reveal the experiences and problems encountered by lecturers and student teachers during teaching practice.

For example : (1) Which characteristics and behaviours of lecturers appear to be helpful to student teachers during teaching practice? and

(2) Which characteristics and behaviours of lecturers seem to hinder the professional training of student teachers?

1.6 The programme of study.

In the foregoing chapter, lack of confidence has been identified as a result of a lack of trust amongst people. For instance, there is evidence of a lack of trust between parents and children, teachers and pupils and students and lecturers. To enhance confidence, the researcher believes that the trust relationship amongst people plays an important role. Factors which could inhibit the development of trust were identified and explained. Amongst others, patience, a calm personality, understanding, communication, mutual acceptance, dialogue and encounter were identified as some characteristics that can help the educator cultivate a trust relationship between himself or herself and the child. In addition, an attempt was made to clarify certain basic concepts with a view to bring certain fundamental aspects of the theme to light, in the rest of this study. The phenomenological method was concisely described and it was also shown how this method would be employed to realise the aims of this study, namely to:

- 1 identify and discuss moments of the trust relationship
- 2 identify aspects of the trust relationship between the student teachers and lecturers especially during teaching practice
- 3 discuss effective characteristics of the supervising lecturer

which promote the

cultivation of a trust relationship especially during teaching practice, and

establish the role of the lecturer in cultivating a trust relationship between the lecturer and the student teacher especially during teaching practice.

In chapter two, the trust relationship and its embodiment in the lecturer-student teacher relationship will be discussed from a philosophical perspective. In this chapter, the trust relationship will be defined by its moments in order to indicate how the trust relationship can be applied to help the student teacher gain confidence during teaching practice.

Chapter three will deal with an overview of teacher education system in the former Transkei region. The purpose for this overview will be to provide a vivid picture of the conditions under which the empirical investigation will be performed.

Chapter four will focus on an empirical investigation relating to the characteristics of a supervising lecturer which contribute most towards :

- 1 enhancing the trust relationship between the student teacher and the lecturer during teaching practice, and
- 2 hindering the trust relationship between the student teacher and the lecturer during teaching practice

Particular attention will be given to two districts in the former Transkei region, namely: Engcobo and Umtata.

In an attempt to round off the dissertation chapter five will be devoted to a brief summary of the findings, general and specific conclusions and general and specific recommendations.

A list of appendices which outlines the important findings and location of schools and colleges of education participating in the empirical investigation will be attached at the end of the dissertation.

CHAPTER TWO

THE AGOGIC TRUST RELATIONSHIP FROM A PHILOSOPHICAL PERSPECTIVE AND ITS EMBODIMENT IN THE LECTURER-STUDENT TEACHER RELATIONSHIP

2.1 INTRODUCTION

In chapter one the main theme of this dissertation, namely: the role of the lecturer in cultivating a relationship of trust with the student teacher (with special reference to teaching practice) was brought to light. It was indicated that a lack of trust in society has given way to feelings of existential insecurity, uncertainty, lack of confidence and many other negative feelings. In an attempt to enhance confidence, a trusting atmosphere needs to be established.

In particular, there is a need for a relationship of trust to be cultivated between the lecturer and the student teacher especially during teaching practice. The researcher is convinced that teaching practice is a relevant

space or area for the lecturer to establish healthy interactions with the student teacher.

Only a free, honest and trustworthy interaction will be conducive to a good and proper education environment. Concepts that are relevant to the theme were highlighted in order to expose their connectedness to the concept of the trust relationship.

To understand the agogic trust relationship between the lecturer and the student teacher, one has to bring to light the essential structure of the trust relationship as part of the education phenomenon against the background of ontic reality, and reflect on how the essences of the trust relationship are disclosed and structured. This requires an in-depth and radical study of certain essences of the trust relationship.

In this chapter, the agogic trust relationship is defined by its moments of trust, acceptance, expectation and entrustment. Each of these moments will be described in an attempt to indicate how the trust relationship could be applied to help student teachers to gain confidence during teaching practice. The agogic trust relationship structure will also be linked with

other relationship structures to show their interconnectedness.

The following relationship structures have a particular agogic relevance:

- (1) The agogic authority relationship structure.
- (2) The agogic knowing relationship structure.

Swart et al (1987:142) describe the above-mentioned relationship structures as essential features of the education relation.

Some of the fundamentals or essential characteristics which promote the agogic trust relationship between the lecturer and the student teacher will also be expressed. Such fundamentals, predications or assertions through which the very being or essential nature of education as a distinct phenomenon is expressed, will be disclosed as pedagogical categories. Viljoen and Pienaar (1971: 93) explain categories as basic forms or foundation stones on which the phenomenon is based. They are also a way along which the essence of the phenomenon is penetrated. Categories are ways of thinking and entrances by means of reflection or ways by which the matter itself is reached.

2.2 ESSENTIAL MOMENTS OF AN AGOGIC TRUST RELATIONSHIP.

2.2.1 Trust.

The unfavourable course that education may run, always implies that the educational relationships are likewise inadequately realised. A child may experience little or no relationship. This may result in his being "unwilling" to risk total involvement with any educator. Van Niekerk (1982: 15) remarks in this context that a lack of trust, understanding and sympathetic authoritative guidance always implies that the child must suffer neglect in his affective, intellectual and moral development.

A trusting sphere in which the child and the educator accept each other as persons who are bearers of human dignity, is necessary to constitute an education relationship. Moller and Munnik (1989:107) construe trust as one of the andragogical categories which describe human reality and reflect human existence. They refer to it as the Dasein. Accordingly Dasein is seen as a reality describing the existential co-existence of man with one another. This implies that the education scenario is a situation

of encounter, in which a dialogue occurs between the educator and the child. Du Plooy et al (1982 : 95) maintain that whatever the educator and the child accomplish during their encounter, the events are aimed at a future about which the child is still uncertain. The child searches for certainty. His human form of existence is a **venturing** into the future. Moller and Munnik (1989: 145) support this idea in their contention that human yearning is an intense longing for knowledge, experience and fulfilment.

Respect for the human dignity of students as fellow adults **engenders trust** in them as it confirms that their lecturers respect them as people. According to Pienaar lecturers' behaviour towards their students must be such that it compels respect for the lecturers as adults, so that students will gladly accept them as companions in expanding their own adulthood and therefore the meaningfulness of their lives (cf. Crous et al 1989:160).

Trust is, therefore, a condition for student accompaniment which demands that lecturers show willingness to teach students, regardless of their appearance or frames of reference, so that they can be accompanied to a

meaningful life. Trust between the lecturer and the student teacher manifests itself only if there is mutual understanding and acceptance, good communication, if the student teachers' expectation of the course is realised and if mutual respect confirms their human dignity.

2.2.2 Acceptance.

Landman et al (1992 :116) construe that acceptance is no conscious, rational and planned act, but a situation where a child senses the educator's preparedness to be at his disposal whenever the educator is needed. The educator encounters the child in the relation of love on the basis of a natural spontaneous affection. Being an educator implies the acceptance of the child's dependence and need, as a co-subject in the educative situation.

According to Du Plooy et al (1982:96) the assumption is also implicit that the educator will respond to the entreaties and appeals of the child's situation, and in this way effecting such close contact, that he is able to listen to the child's conversation. In this intimacy the educator will gain some idea of the child's needs and hankerings.

Being **accepted** leads to a willingness to participate, being **trusted** calls for a willingness to trust and as a result the child will show a willingness to venture into the world surrounding him. Landman et al (1992:117) construe the educator's attitude towards the child as an inviting one, whereby the educator invites the child to enter an intimate space, in which he takes him on the path to adulthood. In this atmosphere, the child experiences a "genuine trusting in the educative encounter."

Landman, cited by Landman et al (1992:116), contends that the educator must decide when to assume responsibility for intervening educatively. This may imply that the educator must accept the child not only as he is, but also as he wants to be, must be and should be. The ontic bond is a precondition for the constitution of a co-existential world in which the child can trust the adult as someone who welcomes him on the ground of his indisputable human dignity.

Crous et al (1989:159) maintain that lecturers and students are equal in that they are all adults, but unequal in that students accept that their lecturers have superior knowledge and want to accompany them as they further extend their adulthood. They further suggest that lecturers must

accept their students unconditionally and give recognition for the experience (expertise) they have already acquired in particular subjects and in life. This acceptance gives the students **security**, as they want to feel that they have achieved something. If students feel that they are being accepted as proper persons they would be more inclined to take the risk of **exploring** new knowledge, and accept their lecturers as companions, thereby being progressively more able to become what they want to be.

During teaching practice, the lecturers and student teachers are directly involved creatively and interactively in a dialogue aimed at extending the student's professional skills. Student teachers as learners need to be accompanied by lecturers so that their learning objective can be more easily realised.

2.2.3 Expectation.

All human beings look to the future with certain expectations. Because the future is unknown, it is treated with varying degrees of uncertainty and even anxiety, depending on the relevant prevailing stability or instability in the life of a given individual. Van Niekerk (1982:18) discusses specific educational errors in relation to the child and criticises

the parent who would like to realise his own ambitions by way of his child and when the child fails to live up to his expectation, feels anxious and disappointed. Van Niekerk further observes that this is a restraint on the child's education.

Du Plooy et al (1982:96) maintain that when educators accept a child, they know exactly what to expect, since by transference the child's interest and needs have now become theirs (the educator's). For this reason, both Van Vuuren (1978:79) and Griessel et al (1989:111) maintain that if the child is not accepted or if the child rejects the help offered by the adult, there can be no thought of expectation, and if there is no expectation, the hope of a meaningful future grows faint.

Expectation therefore manifests itself when a person is looking forward with hope and pleasure, and this raises the probability that what one expects will happen.

During teaching practice, a student teacher expects support from the lecturer. The student teacher does not expect to encounter a lecturer who threatens, is offensive and concerned with hierarchy and status. The type

of lecturer with the above characteristics, destroys **trust** and when trust is destroyed, **hurt** and **anger** develop in the student teacher. On the other hand, if there is **mutual trust** and **mutual acceptance**, student teachers will expect a lecturer to have creative ideas, to encourage improvement, and to give help and support to those who are in need (Cairns and Regan, 1990:48).

In this regard, Landman et al (1992:117) contend that the child must feel the educator's trust in him. He must gain a stronger foothold by trying to ponder on the good he has been given, and decide whether to accept or reject it.

Similarly, the student teacher has a personal duty to ascertain whether the lecturer's advice is of any significance to his life-world. If so, the student teacher will integrate what he has gained and thus broaden the horizons of his life-world. No one can deny the student's ability to evaluate that which promotes his progress toward adulthood.

2.2.4 **Entrustment.**

Being an educator implies one's acceptance of the child's dependence and the need as a co-subject in the education situation. The assumption is also implicit that the educator will respond to the appeal of the child. With his expert knowledge, the educator should be in a position to judge the child's capability and should therefore know what to expect from him. For this reason, Van Vuuren (1978:79) indicates that where there is **mutual acceptance and mutual trust**, the dialogue between the educator and the child flourishes. The child becomes aware that he has been accepted by the adult and that the latter intends to look after him. The child develops confidence and willingly **entrusts** himself or herself to the adult. Van Vuuren (1978:79) calls this situation the "reciprocity of the trust relation which manifests itself in entrustment." The child entrusts his future and his whole existence to the educator. The educator too must entrust himself to the child if he really wishes to consummate an attitude of trust.

In an attempt to strive for professionalism, lecturers sometimes fail to project their acceptance and tolerance of students. The student's need for proximity may be unacceptable to lecturers, while apparent insensitivity on the part of the lecturer may make students feel rejected and resentful.

The students need to entrust themselves to lecturers because they still need their guidance.

In their discussion on effective supervision, Cairns and Regan (1990:41) lay emphasis on reciprocal trust. They indicate that this trust is reflected in understanding, support and commitment for growth. Blumberg cited by Cairns and Regan (1990:43) maintain that lecturer supervision during teaching practice should not be considered as an " open season " by either the lecturer or student teacher. The student teacher needs assurance that he or she is being treated as a human being. This dignified treatment of the student teacher inspires him with the confidence to venture into the future. Without faith in the guidance of the lecturer, all educative efforts would be futile. The lecturer's faith excites reciprocal faith in the student teacher who, then entrusts himself to the lecturer and becomes open to influence.

2.3 INTERCONNECTEDNESS BETWEEN THE TRUST RELATIONSHIP STRUCTURE AND OTHER RELATIONSHIP STRUCTURES.

2.3.1 The interconnectedness between the trust and the authority relationship structure.

The relationship of authority is a pre-requisite for supporting a child in need of support. The child appeals to the adult for assistance and the adult offers the sympathetic authoritative guidance. Van Vuuren (1978:75) maintains that a dialogue is opened by an appeal-response situation and is characterised by the changing and raising of its level. The child becomes aware of values because of the adult's way of interpreting and exemplifying them.

According to Kilian and Viljoen (1974), the child accepts the parent's authority and the latter assists the child in his craving for support. The child will only listen to the adult if a **trust relationship** has been established. No child will entrust himself to a figure of authority whom he does not trust. If the child has confidence in the adult, he will even put his life in the hands of the adult. True obedience will be realised and the

child will listen, choose and act together with the adult in accordance with what is valuable in life.

In the lecturer-student teacher relationship, the authority relationship is based on the student's need for accompaniment, on the need for his life to be made more meaningful and for his adulthood to be extended. In this relationship to which the student has voluntarily committed himself, by acknowledging authority and subjecting himself to certain norms, he receives advice and leadership skills, which enable him to grow in maturity, to become self-motivated and less in need of lecturer support.

Crous et al (1989:161) contend that the authority relationship between the lecturer and the student does not focus on such aspects as enforced obedience, but on difference in knowledge, positions of authority and the attainment of objectives. This is possible only if students respect their lecturer's experience, acknowledge their lecturer's superior authority and accept their lecturers as persons and fello-human beings. King (1988:484) lays emphasis on the quality of relationships. He indicates that moral character, individual integrity and mutual responsibility sustain conditions of trust. According to King, these characteristics do not enforce

authority. Instead, they give rise to a society that has "substance."

In this regard, Landman *et al* (1987:8) maintain that the child will be obedient to authority if he or she has trust in the validity of what the educator prompts and exemplifies in his life-style. This implies that educative moments clearly reveal themselves as moments which indicate the child's obedience or disobedience to the authority of the demands of propriety as exemplified by the educator as a figure of authority.

2.3.2 The interconnectedness between the trust and the knowing relationship structures.

In order for the educator to be worthy of the child's trust, he should know the child's disposition and be familiar with his individual needs. The child cannot learn to know himself unless he is directed on his way to such a reconnaissance by means of educative support. Landman *et al* (1987:9) contend that in education the understanding encounter enables the educator to know how each child interprets, designs and unfolds his potentialities.

On the other hand, the child who has confidence in his educator, must of necessity come to know his leader well. The child and his educator have to co-operate. Griessel (cited by Du Plooy and Kilian, 1984:85) alleges that to constitute the education relation, the educator ought to know the nature of the child and his (the child's) destination. This implies that the educator should know the child in his totality.

In various situations, the trust relationship is implicit. Together with trust, the relationship of knowing will enable the child to venture and feel at home in the educator's presence. According to Landman et al (1987:10) understanding between the child and the educator gives the child an opportunity of getting acquainted with some pedagogical essences, for example, obedience, responsibility and experiencing the future. This understanding makes the acknowledgement of the authority of the demands of propriety possible and strengthens the trust relationship, enabling the child to move gradually in the direction of being a proper adult.

Understanding of student teachers by lecturers gives the former a sense of security, a recognition of their duties and status as adults and an

ambition and longing to be more skilled and to live more meaningful lives (Crous *et al*, 1989:50).

The trust relationship between the student teachers and the lecturers is possible if there is **mutual understanding and acceptance, good communication and mutual respect** which confirms their human dignity.

2.4 SOME CHARACTERISTICS OF AN EFFECTIVE SUPERVISING LECTURER WHICH PROMOTE THE TRUST RELATIONSHIP BETWEEN THE LECTURER AND THE STUDENT TEACHER

2.4.1 Friendly personality

Friendliness is one of the characteristics reported by Feldman in Freeman (1988:159) as the component of expertness, responsibility and seeming to be associated with trustworthiness. A friendly personality refers to a person who relates with warmth, understanding and empathy. Burns (1988:165) describes such a person as one who learns to put himself in the place of the other person and sees things from another person's

perspective. According to Burns friendliness informs the other person that one understands how he or she experiences the world.

Griessel et al (1989:110) explain deep empathy as the educator's ability to understand the child as a unique person, and to consider the possibilities, shortcomings and limitations of every child.

Student teachers get to know their lecturers and perceive their behaviour as friendly and affectionate or as cold and unapproachable. When lecturers give time to their students, true understanding and respect will result. The lecturer will accept every student as he or she is, in order to be able to assist him or her to become what he or she should be. In other words, acceptance will become a reality. The possibility of acceptance between the student and the lecturer is acknowledged by Crous et al (1989:84) when they indicate that students are willing to co-operate and need acceptance. In this regard Crous et al advocate that lecturers should be humane, loving and accept students unconditionally.

Every lecturer is obliged to give of himself in the task of training student teachers. A concern for, and intense and authentic interest in the student,

sympathy and sharing, the words of encouragement and hope, personal attention and acceptance of the student as one's own child, make the lecturer's task meaningful. In this context Crous et al contend that every conversation with the student should be uplifting and the lecturer should show that he is considerate, lenient and obliging. Sincerity and accessibility imply that the lecturer has made space for the student in his life.

Friendliness towards students result in **warmth, security, sympathy and understanding**. Griessel et al (1989:111) maintain that understanding a child requires an adult's individual attention and the adult should be prepared to get to know more and more about the child's fears and desires. Similarly, the lecturers as adults should possess the skills of an effective supervisor, in order to be competent enough to carry out supervision tasks. Using the correct style of supervision would eliminate feelings of fear during teaching practice.

2.4.2 **Respect**

Self-respect and respect for other people are essential characteristics of

adulthood. Those who show respect for others always inspire respect. In this context, Crous et al (1989:27) maintain that a lecturer should have the ability to create a relationship which speaks of approachability, attraction, respect, **trust**, and **confidence**. According to Crous et al any relationship with these characteristics would make the students sense that they are regarded as persons with high esteem and respect, that they are receiving an unprejudiced and fair deal, and that they are not being discriminated against in any way. Students should feel free to speak to their lecturer when there is need.

The lecturer is, of course, primarily concerned with the student's development into adulthood. The lecturer's personal qualities will always be a vital factor in effective teaching. These qualities could have a considerable influence on the learning environment of the student and conversely on the type of a teacher he will be. In order to create confidence, lecturers need to acknowledge the experience students have already acquired and respect them for that. Derogatory remarks, unsympathetic criticisms or simply ignoring the student, demeans his self-concept and the significance which he attaches to his overall situation. In this context of the child, Van Niekerk (1982:14) maintains that mental

cruelty, if carried out for a long time, could undermine a child's self-confidence to the point of despair. The present way in which students are developing, as well as their present planning of their future, is constantly being influenced by their past history, as they progress towards adulthood. Horst (cited by Van Vuuren, 1978:15) remarks in this regard that when educators ignore the child or do not show respect for the equal human dignity of the child, the child's view of the future is obscured, there is little to look forward to or to expect, and there are no plans or tasks to be fulfilled. For this reason, Gunter (1981:156) indicates that **trust and respect** are inherent in genuine education situations and this leads to self-reliance which is demanded from the child. In the same way, a student teacher is also trained to be self-reliant so that he can become a competent educator.

2.4.3 Patience

Patience and sympathy are probably amongst the most important personality traits of successful adults. According to Griessel et al (1989:113), a teacher should not allow his emotions to rule his reason, otherwise this will result in irreparable damage to his own dignity.

Similarly, lecturers should have the ability to remain firm and decisive. This will help to instil a feeling of calm in the students.

Dealing with student teachers both at college and during teaching practice demands infinite calm and patience. According to Cairns and Regan (1990:48) teacher's attitudes affect student's self-esteem. By monitoring their own moods, maintaining their own mental health and creating a climate of **trust, respect and co-operation** that encourages learning, lecturers can positively affect a student's sense of self. Cairns and Regan also observe that to eliminate insecurities, lecturers must stay calm and not take personally any negative student actions and comments.

Hamachek (cited by Vrey,1979:207) also portrays an effective teacher as one who is "human" in the fullest sense of the word: According to Hamachek, this teacher is more able to relate easily and naturally to students, either on an individual or a group basis. Conversely, if the lecturer is patient and calm, a positive encounter between him and the student is promoted.

2.4.4 Inspiration

Encouragement and praise can be the most effective means of motivation. A negative cynical attitude may lead to indifference in the child. Research findings by Mwamwenda and Ramphal, (1986:70) reveal that students like a teacher who takes heed of suggestions made by students. In this way the teacher or the lecturer encourages innovations and makes his students feel good about themselves. A student who is highly motivated has a high need to achieve.

Evidence gathered by Crous et al (1989:29) reveals that students need a lecturer who is tolerant and prepared to encourage students to ask questions and state their points of view and permit them to think independently about a particular subject. In this context Acheson (1987:62), cites many ways of encouraging students to improve. He suggests that the supervising lecturer should guide the student's thinking about matters of concern, by encouraging them to identify the particular aspect of teaching that needs attention. On the other hand, students should be encouraged to evaluate their own teaching during teaching practice, by identifying positive aspects in which they think they are strong. Lecturers should invite their students to share their enthusiasm for improvement. In so doing lecturers enhance the pleasures of group learning. Lowman

(cited by Crous et al, 1989:44) feels that it is very important to arouse the right emotions during learning events. Students should understand that their lecturers have high expectations of them and according to Van Vuuren (1978:79), expectation arouses the yearning for the possibilities which lie in the hidden future. For these possibilities to succeed, supervising lecturers should be helpful, supportive and reassuring. Research findings by Reed (1990:101) also reveal that students like lecturers to discuss their strength with them.

2.4.5 Exemplary

A person who is exemplary is characterised by, amongst others, genuineness and honesty. A genuine person is one who can show that he is **open and trustworthy**, not deceitful and phony in his relationship. Burns (1988:165) contends that genuineness is shown by being natural, not trying to act a role, not being on the defensive but having an appropriate non-verbal behaviour that matches verbal behaviour. In this regard, Gunter (1981:161) maintains that whatever the educator demands of and prescribes to the child, he must himself embody in his own life. The concrete example of his personal living that he sets his pupils, must

be in accordance with what he exhorts them to be and what he expects and demands of them.

Kindness and good manners on the part of the lecturer will readily succeed in creating a sound and positive relationship with student teachers at the college.

Griessel et al (1989:115) suggest that a genuine teacher's behaviour is one of the various ways of maintaining this relationship. This behaviour in fact indicates the educator's approachability and shows that he is prepared to listen and has an open mind.

Students are extremely observant and have very good judgement. They are, after all, used to having their behaviour evaluated and measured against the demands of propriety. In this context, Griessel et al (1989:115) contend that the actions of an educator with a strong character have to give evidence of responsibility, reliability and complete honesty.

Student's expectations are that their lecturers should be supportive. Lecturers should try to motivate students by using constructive criticisms

and by setting an example of hard work.

In this regard, Tartar et al (1989:296) maintain that a supportive lecturer is helpful and genuinely concerned about the professional and personal welfare of the students. Open lecturer behaviour is characterised by honest, positive and supportive relationships with students, colleagues and administrators. Tartar et al call this behaviour a "high engagement". Engaged lecturer or teacher behaviour may elicit **trust** in students and colleagues through shared sentiments of pride in their school and commitment to their students.

2.4.6 Openness

Openness implies that the child is open towards the world and consequently open to the world of the educator and to the educator himself whom he makes an associate in this situation

(Landman et al 1992:97).

In the presence of the child, the educator responds to his task by

accepting responsibility for addressing and hearing the child. In other words, an open dialogue between the educator and the child is initiated. Landman et al (1992:98) contend that open dialogue is not a matter of the confrontation of a subject by an object, but is essentially two subjects confronting each other. In the dialogue of hearing and addressing, the speaker also hears himself. In this context, Van Vuuren (1978:115) observes that the course of education is unpredictable and emphasises the responsible task that this situation holds for both the educator and the child. Openness between the student teacher and the lecturer, especially during teaching practice, involves a number of stages, for example, supervisory relationships, where both the lecturer and the student teacher are jointly involved in the aspects of teaching. In this context, Stones in Boydell (1986:121) contends that if one wants student teachers to change, it is necessary to work with them rather on them.

Since the education situation is essentially a dialogical situation, it is essential for the educator to pay attention to maintaining the relation of communication between himself and the child. According to Gunter (1981:158), the educator in the education situation, has the most to say but does not dominate the situation. This implies that the student also has

something to say and that the lecturer should not demand that his students listen continually. The lecturer must be prepared to listen to what the student says. By so doing, the lecturer creates a space for an open dialogue - a task for which both the lecturer and the student are responsible.

2.4.7 Venturesome

One of the correct ways by which man obtains a grasp on the world and on reality is by knowing. In order to know, exploration is necessary. Viljoen and Pienaar (1971:99) maintain that exploration takes place in order to control reality by constituting the world to be a habitation. Habitation also implies continual exploration. The child is not eager to venture alone into the unknown, outside and open world, from the security of his world that education has provided. He ventures into the unknown world guided by the adult.

During the moments of educative **trusting and encountering** relationships, the moments of **venturing** together reveal themselves clearly. Van Vuuren (1978:116) maintains that the venturesome approach

means that the educator cherishes expectations and engenders expectations in the child. It stands to reason that a good educator will encourage the child to take the risk of exploration and he (the educator) will endeavour to make the exploration safe. In this regard, Van Vuuren contends that the educator reaches out to the child's hand, with the purpose of helping him to venture into the unknown (**exploration**). In this way, **exploration** brings about a new **security** and the child returns to his own world with greater self-confidence to utilise the acquired knowledge, to give meaning to it, and to widen his horizons.

Crous et al (1989:168) explain will power as the impetus or driving force behind man's actions. Man's will power to learn and to find out more is an indication of his willingness to explore. Many students find themselves in circumstances with a supportive lecturer who is willing to give them time and encouragement as well as taking a positive view of their shortcomings. Happy are the students where mistakes are accepted and seen as part of a learning process. Research findings by Hayes (1991:72) reveal that student teachers enjoy trying out their own ideas without feeling pressured. In Hayes' research, students indicated that exploring new ways of teaching made teaching practice a challenging

period. In this regard, Crous et al contend that students will get involved in learning if they are willing to grapple with it, if they are interested in it, and if they are willing to take risks. Their expectations will be fulfilled if there is an inner desire to strive for success.

2.4.8 Supportive

Educative help is essential. It uncovers meaning, ensures effective involvement or it may consist of positive support directed at giving the child an experience of success. The child will be able to risk further exploration only through the support of an adult. Du Plooy and Kilian (1984:84) maintain that the support which is given by the adult to the child, at the same time, helps him to respond to a summons. Holser et al (1985:215) describe a supportive teacher as the one who is sympathetic towards the problems of learners and as being fair in evaluations of their achievements and performance.

Viljoen and Pienaar (1971:106) refer to support as that category which is most clearly discernible in the education situation, since it reveals many categories. For instance, it lends momentum to the encounter. On the

other hand, it gives direction to **openness**, expresses the certainty of **security**, and gives perspective to **expectation**. The close relationship between support and other categories is the reason why it is often proclaimed to be the most important category in the education situation.

For student teachers, the support is viewed from a different perspective. To them, support implies being encouraged to accept the full challenge of becoming a teacher of equal status. Bruner (cited by Crous et al 1989:115) asserts that a certain psychological distance should be sustained between the lecturer and the student. Lecturers should accept that students value their own individuality and that they only need to be provided with emotional support occasionally. Lecturers should invite students to share their enthusiasm for a particular subject. In these joint efforts, the lecturer assumes that the student is motivated.

Welch (1992:90) suggests that students and lecturers should be engaged in a dialogue. He maintains that as part of this dialogue the lecturer will expect the student to produce copies of all material to be used during teaching practice. Where this happens, students talk of a feeling of pressure and an expectation to perform well. According to Welch, these

students will develop loyalty to the staff, a desire to live up to their expectations, and a strong sense of not wanting to let them down. This supports Vrey's notion that withdrawal of personal support allows the norm to become operative (Vrey,1979:49). It becomes clear that student teachers should be allowed to assume the prime responsibility for tackling problems and be given support where necessary.

2.4.9 Love

Being an educator means acknowledging and accepting the child as a person. In response to the call or appeal, the educator steps out and makes himself available and open to the child. It is in this context that Vrey (1979:94) indicates that love requires the participants to **know** one another and above all to **trust** one another. Love does not thrive without trust. Gunter (1981:40) further maintains that it is only in and through love between the child and the parent that tensions can be overcome and avoided.

The love between the lecturer and the student manifests itself when the lecturer understands students' feelings, encourages them to express their

feelings and respects their preferences. Crous et al (1989:21) explain these feelings in terms of a meaningful affective relationship between lecturers and students. If this relationship is established, the student feels that the lecturer knows him, understands and cares about him and his learning. Through this love, students are highly motivated to do their best, partly because they do not want to disappoint the lecturer's high expectations. In this regard, Crous et al remark that lecturers should genuinely like their students and identify with their interests both serious and less serious.

2.4.10 Stability

It is essential that the educator should have a clear and consistent policy. What the educator requires from the child should be clear, reasonable and within the limits of his ability at his particular stage of development. What the educator disapproves of and forbids today, he should not connive at and overlook tomorrow. This would inevitably lead to confusion in the child's mind. Furthermore, whatever the educator demands of and prescribes to the child, he must himself embody in his own life. Gunter (1981:161) thus insists that the life of the educator

should be exemplary.

Evidence given by many researchers, for example, Hamachek (1975:375), reveals that the educator's personality can either have a positive or a negative impact on a student as an emerging self. According to Hamachek's findings, those children who had stable teachers showed markedly good mental health and emotional security. Such a stable situation creates **security and an effective encounter** between the child and the educator. It is for this reason that Vrey (1979:207) indicates that amongst all the various personality traits in teachers, a good nature and consistency promotes encounter the most.

During teaching practice, the student teacher is confronted with philosophies and methods he has never implemented. Anxious and uncomfortable, the student teacher then turns to the supervising lecturer for help. Loadman and Maham (1987:105) contend that it is at this point that the stable, well-organised and consistent supervising lecturer can demonstrate long-practised **pupil control** that keeps the teacher in the centre of the learning process. In so doing, the lecturer restores the

students' faith in his leadership ability. The lecturer remembers that this help was possible because of the example he had previously set. During teaching practice, the student teacher watches and observes that the techniques demonstrated by the lecturer do in fact work.

CONCLUSION.

In this chapter an attempt was made to examine the essential moments of **the trust relationship**, the interconnectedness between the **trust relationship structures** and other relationship structures, and some **effective characteristics of a supervising lecturer** conducive to cultivating a **trust relationship** with the student teacher especially during **teaching practice**.

Moments such as **trust, acceptance, expectation** and **entrustment** received attention. From the above discussion, it became clear that **trust** is a precondition for student accompaniment. In a **trusting** atmosphere, the student and the lecturer **accept** one another. Both the lecturer and the student teacher know what to **expect** from each other. For instance, the lecturer is expected to respond to the student's willingness to broaden the horizons of his life-world. On the other hand, the lecturer expects the

student teacher to **accept** the help offered. In this way, the student teacher becomes aware that the lecturer has taken care of him (the student) and **entrusts** himself to the lecturer.

It has also become clear that there is an interconnectedness between the **trust relationship structure** and, amongst others, **the authority and knowing relationship structures**. From the discussion, it became evident that educational moments reveal themselves as moments indicating the child's disobedience or obedience to the authority of the demands of propriety portrayed by the educator as a figure of authority. In most cases, disobedience occurs when the relationship of knowing between the child and the educator is lacking. It is important that the student teacher should understand the lecturer and vice versa. Crous et al (1989:160) support this idea when they maintain that by understanding the students properly, the lecturers provide them (the students) with the necessary **security, recognition and ambition**.

It became evident that lecturers do not only need technical competence to really do justice to their task, but that they should also constantly strive to improve the quality of their teaching and also keep abreast of their task

and function within the modern tertiary education institution. Good teaching does not only depend on a lecturer's ability to transmit information. The lecturer's personal characteristics also play a major role.

Freeman (1988:159) agrees with this notion when he claims that, if teaching like counselling could be conceptualised as a social influence process, and if the dimensions of expertness and trustworthiness are useful ones in describing lecturers, then the students' judgements of lecturer effectiveness should be affected by these characteristics. This implies that the lecturer's characteristics would affect student teachers' judgement about their effectiveness as supervisors.

Chapter three is to give a brief survey of the teacher training system in the former Transkei region. Historical overview of the teacher training system in the former Transkei region will also be discussed. Constitutional issues, curriculum structures and syllabi, will also be included.

CHAPTER THREE

A SURVEY OF THE TEACHER TRAINING SYSTEM IN THE FORMER TRANSKEI REGION OF THE EASTERN CAPE

3.0 INTRODUCTION

The intention of this chapter is to briefly give a survey of the teacher training system in the former Transkei region of the Eastern Cape, as it currently exists. This survey will enable the researcher to contextualise the theme of this dissertation, namely, The role of the lecturer in cultivating a trust relationship with the student teacher, especially during teaching practice, and will provide a vivid picture of the conditions under which the research was performed.

The survey will include a historical overview of the teacher training system in the former Transkei region. Special attention will be given to constitutional issues, administration and control, curriculum structures, syllabuses and policies regarding official moderation and counselling. After this, an overview of colleges of education participating in the empirical investigation will follow. This chapter will conclude with a

summary of schools participating in the empirical investigation of this research project.

3.1 A HISTORICAL OVERVIEW OF THE FORMER TRANSKEI TEACHER TRAINING SYSTEM

Before the colleges of education became affiliated to the University of Transkei, all teacher education was under the control of the Transkei Department of Education. The syllabuses, inspection, examination and certification were issued by the Department of Education and Training (DET) in Pretoria, South Africa. The history of teacher education institutions in the former Transkei reveals an evolution from missionary schools established by the pioneers of formal education amongst Africans, to the integration of these institutions into the national government's plan of developing and improving the standard of teachers and thereby the educational level of the country as a whole.

The first schools to be chosen as teacher training schools were the following:

- 1 Arthur Tsengiwe, founded by the Dutch Reformed Church, located in Cala.

- 2 Blythswood, founded by the Presbyterians, located in Ngqamakwe.
- 3 Cicira, founded by the Dutch Reformed Church located in Umtata.
- 4 Clarkebury, founded by the Methodists and located in Engcobo.
- 5 Mariazele, founded by the Roman Catholic Church, located in Matatiele.
- 6 Mfundisweni, founded by the Methodists, located in Flagstaff.
- 7 Mvenyane, founded by the Moravian Church, located in Maluti.
- 8 Osborne, founded by the Methodists, located in Mount Frere.
- 9 Shawbury, founded by the Methodists, located in Qumbu.
- 10 St Johns College, located in Umtata. (Source: Annual report: 1985, Department of Education, former Transkei Region).

In these schools, a Lower Primary Teacher's Certificate (LPTC) was offered for Sub A to Standard 2 teachers. Entrance qualification for this course was standard six. Both men and women were admitted. The

Higher Primary Teacher's Certificate (HPTC) prepared teachers for standard three to standard six. Both men and women were admitted to this programme. All courses were of two year duration and the entrance requirement was Form Three (now equivalent to standard eight). Teacher training was limited to training teachers to teach up to standard six, until a course called Primary Higher (PH 3) was introduced at Cicira to train teachers to teach up to Form 1 (standard 7). This course was later introduced at Shawbury. It was a one year course after completing the HPTC certificate.

In 1970 the Junior Secondary Teacher's Course (JSTC) replaced the PH 3 course. This course was also offered at Cicira at first. Later it was introduced at the colleges in Butterworth and Maluti. JSTC trained teachers for teaching standard five to seven. Examinations and certification were controlled by the DET. It was a two year course. This programme was phased out in 1981. In 1977, the Senior Secondary Teacher's Course (SSTC) was introduced at Cicira. It was a one year course offered to JSTC holders to train teachers for senior secondary schools. However, it was short lived and was phased out in 1978.

In 1983 the former training schools were elevated to a status of tertiary institutions to be known as colleges of education. The principals of these colleges were to be called rectors and vice-rectors. The teachers were called lecturers and senior lecturers and provision was made for junior lecturers and tutors. There were also heads of departments. The intention was to tailor the structure of the college of education on the model of a university as far as possible. The college entrance was now strictly a standard ten certificate and the aggregate symbol depended on the type of diploma a student wanted to take.

With effect from 1982 until 1989, two types of teacher education courses were offered in the Transkei, namely :

1 Primary Teacher's Diploma (PTD)

- (a) PTD junior primary was for those students who wished to teach from sub A to standard one.
- (b) PTD senior primary for was those who wished to teach from standard two to standard four.

The cut-off point in minimum qualification for admission was an EES aggregate.

2 Secondary Teacher's Diploma (STD)

- (a) STD with degree courses for those who wished to teach from standard five to standard ten.
- (b) STD without degree courses for those who wished to teach from standard five to seven.

The minimum qualification for admission was EES aggregate where intended majors had been passed with E in the Higher Grade and D in the Standard Grade. 1989 was the final year of the phasing out the training colleges that had been attached to high schools. That left the Transkei region with eight STD colleges, viz:

Bensonvale college of education in Sterkspruit

Bethel college of education in Butterworth (private college)

Butterworth college of education in Butterworth

Cicira college of education in Umtata

Clarkebury college of education in Engcobo

Clysdale college of education in Umzimkulu

Lumko college of education in Lady Frere and

Maluti college of education in Maluti.

There were five PTD colleges left in the Transkei region, viz:

Arthur Tsengiwe college of education in Cala

Mfundisweni college of education in Flagstaff

Mount Arthur college of education in Lady Frere

Shawbury college of education in Qumbu and

Sigcawu college of education in Lusikisiki. (Source: Unitra guidelines: 1994)

In 1990 the College Higher Education Diploma (CHED) was introduced in the new Transkei College of Education (TCE) to replace the STD with degree courses. The intention was to provide suitably qualified teachers for standards eight to ten. The CHED has a component of six degree courses. The course outlines for degree courses are the same as those followed by the University of Transkei (UNITRA). This is a four-year diploma. TCE also offers the STD. There are at present two STD colleges and twelve PTD colleges. The discussions about phasing out some of these colleges are still going on .

Transkei teacher training colleges are still dedicated to the goal of producing the quality of teachers, who will guide and inspire the young

to even higher achievements. The administration and facilities of these colleges continue to recognise and accept the important responsibility and challenges of educating students in this former Transkei region.

3.2 Constitutional issues : policy and aims

In this section special attention will be given to the policy and aims of teacher training in the former Transkei colleges of education.

3.2.1 Aims of teacher training in the former Transkei region

The teacher training objectives are not clearly defined in all of the relevant documents available in the Transkei libraries such as in the latest annual report of the Department of Education (1985), the prospectus for teacher training supplied by the Unitra (1995), and the government gazette. The researcher had to approach individual people in the DCE, (Department of Collegiate Education) (former Transkei) and professor Ngubentombi who is now the Dean of the Faculty of Education at Unitra. He (Ngubentombi) in his thesis suggested certain aims of teacher education. However, these were never adopted as policy in the Transkei

(Ngubentombi, 1984:506-509). For the purpose of this research the aims suggested by Ngubentombi are the only available information (See Appendix B).

3.2.2 Administration and control

On the establishment of the University of Transkei in 1977, the University's Faculty of Education was established as a fully fledged teacher education centre, staffed with professional educationists equipped to carry out both pre- and in-service teacher education. This faculty assumed the entire responsibility for the professional planning and implementation of all professional teacher education programmes in the Transkei colleges of education. To co-ordinate the programmes being offered, to maintain consistent, regular and uniform standards throughout the colleges of the same kind, an instrument of affiliation was developed and instituted by an Act of parliament in 1981 (Ngubentombi 1984 :244). The institution of the affiliation instrument resulted in the University of Transkei through the Affiliation College Board (ACB) being in charge of all matters concerning the colleges of education in the Transkei. The ACB consists of the following :

- 1 The Dean of Education at Unitra as chairman.
- 2 The Secretary for Education or his or her representative.
- 3 The Chief Inspector for teacher training colleges.
- 4 The Head of the Department of Collegiate Education (DCE)
- 5 Rectors of all teacher training colleges affiliated to Unitra.

The duties of the ACB are to:

- 1 Monitor and report on the implementation of teacher education policy and programmes in the Transkei.
- 2 Deal with questions of policy and advise the Department of Education on matters such as the staffing needs of affiliated colleges and the form and content of certificates and diplomas to be awarded
- 3 Propose appropriate syllabi for the education of teachers undergoing courses of study at affiliated colleges. For the purpose of syllabus construction, the board will set up subject study committees to review the requirements in each subject and make recommendations to the board.
- 4 Propose appropriate levels of entry into courses offered by affiliated colleges.

- 5 Advise affiliated colleges on the conduct and timing of examinations.
- 6 Receive the results of examinations conducted at affiliated colleges and convey them to the University Senate for approval.
- 7 Deal with such professional matters as may from time to time be brought to the attention of the board (Source : DCE General Guidelines, 1995 :17).

The above duties of the ACB imply that the professional service which was offered by the Department of Education and Training (DET) in Pretoria, is now available locally. The affiliation instrument was proposed as a means of defining the conditions under which both academic and administrative aspects of pre-service teacher education will be fulfilled.

In 1983, the DCE was set up as a separate department within the Unitra faculty of education. The intention was to help the staff within the faculty to concentrate on giving professional guidance to colleges of education.

However, discussions are still going on about the governance structures of teacher education. In a paper presented by Le Roux (27 March 1996), it is stipulated that while there is ambiguity in the administration of teacher education, the White Paper takes a strong stand on the location of teacher education. According to Le Roux, the notion of the White Paper is as follows:

"The Ministry of Education is strongly of the view that teacher education is a unified field and belongs in higher education. The Ministry will be expecting advice on this point from the National Commission on Higher Education " (Le Roux, 1996:10)

3.2.3 Admission to Colleges of Education

3.2.3.1 PTD colleges of education

The ACB recommended that PTD colleges should admit students that carry a matriculation exemption as well as those that carry school leaving certificates. Rectors should make sure that both the students who have been out of school for some years and those who are fresh from standard ten gain entrance to their colleges. The cut-off point in minimum

qualification for admission is an EES aggregate.

3.2.3.2 STD colleges of education

The candidates that carry a full matriculation certificate stand a better chance of admission without necessarily excluding those that carry school leaving certificates. The minimum qualification for admission into the STD programme is an aggregate pass of ES where the intended majors have been passed with E on Higher Grade (HG) and D on Standard Grade (SG).

3.2.3.3 CHED colleges of education

For CHED colleges of education, the cut-off point is strictly the matriculation exemption (M).

3.2.4 Examinations

The senate of Unitra is the supreme authority regarding examinations at affiliated colleges of education and in this capacity prescribes the general

rules and procedures pertaining to examinations. In addition, the senate has the duty to :

- 1 Approve syllabuses as far as subjects taught at affiliated colleges of education
- 2 Appoint examiners and moderators for affiliated college examinations, and
- 3 Decide any matters that may arise regarding the conducting of examinations at affiliated colleges of education.

3.3 Curriculum Structures and Syllabuses

Currently, certain curriculum structures and syllabuses are being offered in the Transkei region. However, it should be noted that changes are in progress in the form of discussions amongst the major stakeholders in education, including the Minister of Education in the Government of National Unity (GNU), the MEC's for Education in all nine provinces, the Rector's association, Teacher's organisations, the Teacher's Federal Council (TFC), the Committee of Teacher Education Policy (COTEP), etc. Along with these changes, the TFC paper presented by Van Vuuren (1994:10) has many suggestions as far as the content of syllabi is

concerned. Amongst others, the council feels that whoever is responsible for determining the training content should ensure that the curriculum is and remains relevant and that aspects such as, inter alia, multicultural education, conflict resolution, human rights and development, be included.

In the same context, COTEP discussion document (August, 1994 :37) has several suggestions on instructional programmes for teacher education. The document suggests that teacher education should comprise the following fields of study and practice :

Professional subjects, principal teaching subjects, complementary subjects, communication, teaching media , religious education and teaching practice.

Currently, the following curriculum structures are being offered in the former Transkei region:

Junior Primary Teacher's Diploma (JPTD) and Senior Primary Teacher's Diploma (SPTD)

JPTD : EDUCATION**Group 1 - Principles of Education**

Educational Psychology

Educational Management or

School Organisation

Group 2 - Stream A**Stream B**

English

English

Xhosa/Zulu/Sotho

Xhosa/Zulu/Sotho

Maths

Environmental Studies

Health Education

Religious Education

Streaming occurs at third year level.

Group 3 - English communication skills

Xhosa/Zulu/Sotho orals

Teaching Science which incorporates -

Microteaching

Demonstration lessons

Chalkboard work

Construction of teaching aids

Teaching practice

Group 4 (a) Physical Education

School Librarianship

(b) Two selected from :

Needlework

Gardening

Music

Art and Craft

Afrikaans Kommunikasie

SPTD : EDUCATION

Group 1 : Principles of Education

Educational Psychology

Educational Management or

School organisation

Group 2	Stream A	Stream B
	English	English
	Xhosa/Sotho/Zulu	Xhosa/Sotho/Zulu
	Mathematics	History
	General Science	Geography
	(streaming from first year)	

Group 3	English communication skills
	Xhosa/Sotho/Zulu Orals
	Teaching Science which incorporates-
	Microteaching
	Demonstration lessons
	Chalkboard work
	Construction of teaching aids
	Teaching practice

Group 4	(a) Health education
	Religious Education
	Physical Education
	School Librarianship

(b) Two selected from

Needlework

Gardening

Music

Art and Craft

Afrikaans Kommunikasie

CHED ARTS

English I and II

Geography I and II

History I and II

Sesotho I and II

Xhosa I and II

Biblical and Religious Studies I and II

ECONOMIC SCIENCES

Accounting I and II

Economics I and II

Bussiness Management I and II

SCIENCE

Mathematics I

Chemistry I

Botany I

Zoology I

Physics I

Geography I and II

EDUCATION

Education I and II

TEACHING SCIENCE

Teaching science I and II

CURRICULUM STUDIES

Curriculum studies are done in two school subjects in the Third and the Fourth year of study. Emphasis in Curriculum Studies is on the Std 8 and 9 syllabus in the third year of study and on the Std 10 school syllabus in the fourth year of study in respect of content.

3.1.4 Teacher observation and practice

Unitra provides professional expertise for the training of teachers. There are various professional committees that have been set up to provide appropriate co-ordination amongst the Department of Education, Unitra and colleges of education. For teaching practice, the committee works closely with the colleges in drawing up a composite teaching practice programme. The committee plans supervision programmes and draws up and co-ordinates supervision procedures. This committee receives all supervision reports and makes recommendations and submits general reports to the professional committee.

In the Unitra guidelines for affiliated colleges (1995) it stipulates that :

- (1) Student teachers during their first year of training should spend two weeks at the start of the second semester at their home schools. It proposes that the first week be devoted to guided observation and the second week to actual teaching.

(2) When students observe teaching at home schools, they should be supplied with observation sheets to complete. It is also advised that the teaching experience of student teachers should not be strenuous and, as such, the minimum teaching time should be two periods per day and ten periods per week to a maximum of four periods per day and twenty per week. Qualified teaching staff at schools should endeavour to orientate, counsel and initiate student teachers into the profession. Moderation of group three and four subjects is done by the DCE once a year in each of the affiliated colleges.

3.5 An overview of the colleges of education participating in the empirical investigation.

3.5.1 Transkei College of Education

3.5.1.1 Historical background

Transkei College of Education (TCE) officially opened in 1990. TCE is situated next to the Southridge park suburb in Umtata. The

first rector was Mr Ngambu. The original total number of lecturers was sixty-three. The reason for such a large number of lecturers, when this college opened, was that the majority of the lecturers were transferred from Cicira college of education when the Secondary Teacher's Diploma was phased out in 1990. The rationale for the establishment of this college was to provide suitably qualified teachers for standards 8, 9, and 10. Statistics revealed that there was a shortage of suitably qualified teachers for the senior secondary phase of the then Transkei region.

In order to realise its purpose, this college offered the College Higher Education Diploma (CHED) and the Secondary Teacher's Diploma (STD). The CHED has a component of six university level degree courses. The course outlines for the degree courses are the same as those followed by the University of Transkei (Unitra). The CHED is a four-year diploma, while the STD is a three-year diploma. From 1990-1995, the enrolment increased from 664 to 1000. At first, the college preferred to admit an equal number of female and male students. This was because of the design capacity of the residences. In 1992, day students were admitted and gender

was no longer a determining factor.

For admission purposes, the college does not serve any particular ethnic group. The selection process is simply based on merit (symbols). For STD, the cut-off point is the E symbol in a school-leaving examination and for CHED it is the Matriculation exemption (M). The students are drawn from all over South Africa. Diversity of culture and religion are accommodated. STD and CHED diplomas are still offered at the college, which still falls under the Department of Education and Training (DET). However, this is only a temporary arrangement.

3.5.1.2 Location (See appendix A) (Maps 1 and 2)

3.5.1.3 Staffing and personnel

(Data as at 23-01-1996)

Training	Men	Women	Total
Matric + 3	---	---	---
Matric + 4	10	31	41
Matric + 5	11	41	52
Matric + 6	9	10	19
Total	30	82	112

Source: Staff File (Transkei College of Education)

3.5.1.4 Diplomas offered and student totals broken up into year levels.

Course	Level	No of students
STD	1	120
	2	203
	3	180
CHED	1	102
	2	220
	3	140
	4	103

Source: Registration Office (Transkei College of Education).

3.5.2 Cicira College of Education

3.5.2.1 Historical background

After the informal interview with Reverend Burger, a retired Dutch Reformed Church minister, and his wife, also, a retired Cicira College of Education lecturer, the writer was able to compile the following historical background for Cicira College of Education. The researcher is convinced that the information given to her by Reverend Burger is reliable, since he (Reverend Burger) served as a warden at this college for about fifteen years and his wife as a teacher for about thirty years. As the writer and the Burger family were discussing, they (Reverend Burger and his wife) kept on referring to their books, which the researcher did not bother to borrow.

Cicira training school was started by the Dutch Reformed Church (DRC) in 1954. The purpose for opening the college was to promote education for girls. The DRC believed that girls were the most relevant teachers for primary schools. It was the belief of the DRC missionaries that religion is a useful tool to educate future leaders. To realise its objectives, the

National Primary Higher education course (NPH) and the Junior Certificate (JC) were offered in 1954. The NPH could be taken after standard six. The first principal was Miss M.P. Oosthuizen and she was assisted by four teachers. They started with only three students.

In 1956, Cicira training school was taken over by the Cape provincial government. By then the JC had been extended to standard ten and the teacher training section was offering the Higher Primary Teacher's Course (HPTC). The HPTC could be taken after JC. In 1966 the first male students were admitted. In 1970, the Junior Secondary Teacher's Course (JSTC) was introduced as a secondary teacher's training course. In 1980, the JSTC was totally phased out and from 1981 to 1989 the Cicira college of education offered the Senior Teacher's Diploma (STD). This diploma could be taken after standard ten. In 1990 it was felt that there was an over-supply of junior secondary teachers and the Primary Teacher's Diploma (PTD) was introduced. The college is presently still offering the PTD.

In 1976 the then Transkei was granted its independence and Cicira Colledge of Education was transferred from the Cape provincial

government to the Transkei government. The removal of apartheid in April 1994 resulted in the integration of the Transkei into the greater South Africa. Cicira College of Education is now operating under the DET in the Eastern Province. However, this is a temporary arrangement as discussions are still going on about moving the administration of the colleges to the national level. In admitting students, the college does not give preference to any particular ethnic group. The selection process is based purely on merit (symbols) and gender considerations. The cut-off point is an ES qualification. More female students are admitted due to the design capacity of the residence. Most students come from the rural areas of the former Transkei. A diversity of cultures and religions is accommodated. The college has inherited the old motto based on Christian values namely : Walk in the light of God. Most students are members of the Student Christian Movement (SCM). Though the DRC does not want to interfere with the college, they still show an interest in the college by visiting it and conducting church services on Sundays. However, other denominations also perform this task, but not as regularly as the DRC.

3.5.2.2 Location (See appendix A) (Maps 1 and 2)

3.5.2.3 Staffing and personnel

(Data as at 23-01-1996)

Training	Men	Women	Total
Matric + 3	----	----	----
Matric + 4	9	19	28
Matric + 5	5	20	25
Matric + 6	1	6	7
			60

Source: Staff File (Cicira College of Education).

3.5.2.4 Diplomas offered and student totals broken up into year levels.

Course	Level	No of students
PTD	1	120
	2	145
	3	240

Source: Registration Office (Cicira College of Education).

3.5.3 Clarkebury College of Education

After consulting various ministers of the Methodist church, and reading some literature, for example Mears (1973), the author was able to compile the following historical background of Clarkebury College of Education:

3.5.3.1 Historical background

Clarkebury is an old reputable institution founded by the Methodist missionaries in 1875. Mr Hargreaves was the first minister who laid the foundation of an educational centre. From its opening, the institution admitted boys only. At that time, Clarkebury specialised in industrial training. Students received training in carpentry, shoemaking, blacksmithing and printing.

From 1882-1898 Reverend Davis was in charge of education. During that period, education was highly emphasised and recommended. There were other trades that were added to the curriculum, for example, tailoring and tinsmithing. Davis received recognition when he got two third-class passes in the teacher's examinations. During that time, successful students were

divided into two classes, namely : honours and competency. Another list was styled "provisional" and included students who were in effect failures, but were permitted to teach for two years during which they were expected to qualify.

From 1899-1919 Reverend Arthur James Lennard was appointed as the head of the institution. He gained recognition as an authority on Native Education and was consulted by the Cape Education Department.

From 1928-1946 Reverend Cecil Harris succeeded Lennard as the principal of the institution. Harris modernised the institution by opening the Junior Certificate(JC) course. The introduction of the JC led to the introduction of the National Primary Higher (NPH) and the National Primary Lower (NPL) courses.

In 1953 Clarkebury training school was taken over by the Cape provincial government. By then the Higher Primary Teacher's Course (HPTC) had been introduced. In 1963 the first black minister was in charge of the institution. When Transkei was granted its independence in 1976, Clarkebury training school was transferred from the Cape provincial

government to the Transkei government.

From 1980-1991, Clarkebury college of education offered the Senior Teacher's Diploma. This diploma could be taken after standard ten. In 1992, the STD was phased out and the PTD was introduced. The reason was the outcry regarding the overproduction of senior secondary teachers in the then Transkei region. The college is presently offering the PTD.

The removal of the apartheid government in 1994 resulted in the intergration of the Transkei into the greater South Africa. Clarkebury is now operating under the DET in the Eastern Cape Province. However, discussions are going on about closing down Clarkebury college of education , the reason being its poor learning facilities due to its outdated infrastructure.

The criteria for admission to the college is the same one adopted by the other Transkei colleges, namely a minimum qualification of an ES symbol. The college does not serve any particular ethnic group. Its students are drawn all over South Africa. Its motto is: Lift as you rise.

3.5.3.2 Location (See appendix A) (Maps 1 and 2)

3.5.3.3 Staffing and personnel

Training	Men	Women	Total
Matric + 3	----	---	---
Matric + 4	6	19	25
Matric + 5	5	11	16
Matric + 6	2	2	4
			45

Source: Staff File (Clarkebury College of Education)

3.5.3.4 Diplomas offered and student broken up into year levels.

Course	Level	No of students
PTD	1	120
	2	200
	3	150
		470

Source: Registration Office (Clarkebury College of Education)

3.6 A survey of Schools Participating in the Empirical Investigation.

3.6.1 Location of schools (See appendix A map 3)

3.6.2 Participating schools and the teachers selected

The researcher selected at least six teachers from each of the following five selected schools used by the colleges of education in Umtata, for teaching practice.

Table 5 Teachers and target schools

Schools	No of teachers selected	Total no of teachers
Ncise JSS	6	25
Ikhwezi community	6	30
St Joseph's JSS	6	34
Excelsior JSS	6	31
Umtata High shcool	12	35
Total	36	155

3.7 Conclusion

The people of the Transkei have accepted the challenge and opportunity to shape the destiny of their country. Changes that occurred in teacher training during its control by the missionaries, then by the Cape Provincial Government and later by the Transkei government all contributed towards the fulfillment of the aims of teacher education in the Transkei. The success of any educational programme depends largely on its teachers. Educational policy is an important means of realising educational aims. Although the former Transkei had no written teacher education aims, the changes this region underwent were considerable. However, the Eastern Cape government will need to look carefully into its present educational policies if it wants to improve its teacher training. In this connection Jackson, in Bennett and McNamara (1979:29), contends that teaching is a moral enterprise. The teacher, whether he admits it or not is out to make the world a better place, and its inhabitants better people. This implies that the aims of teacher education, to a large extent, prescribe the qualification and traits, which are considered desirable and necessary for a teacher. Only a properly educated and dedicated teacher will be sufficiently equipped to fulfil his role in the teaching-learning

process.

The input made by the Faculty of Education at the University of Transkei is of great importance. Unitra is still able to help with the further education of teachers and also rationalise its courses to make such education comprehensive. The Department of Collegiate Education (DCE) at Unitra, was set against the background of social, historical and economic background of the country. That is why, Mdledle in her dissertation feels that the problems experienced in the Transkei were caused amongst other things, by irrelevant innovations, lack of accountability, and the short-sightedness of the then curriculum designers. She (Mdledle) feels that Black education has been borne of conflict and resistance to change (Mdledle, 1993:78). Without ignoring the problems experienced by the former Transkei, the researcher is convinced that the Transkei has long been in the struggle for liberation. It had long implemented one of today's most powerful slogans: "people's education for people's power". Teacher education in the former Transkei has promoted collective work and participation by all. The Unitra affiliation instrument has managed to encourage the involvement of all the stakeholders to participate in, for example, restructuring the teacher

education curriculum. However, this was not without its hassels. The active participation of the Affiliated College Board (ACB) is still being questioned (Ngubentombi, 1984 : 402).

CHAPTER FOUR

AN EMPIRICAL INVESTIGATION INTO THE CHARACTERISTICS OF AN EFFECTIVE SUPERVISING LECTURER WHICH CONTRIBUTE MOST TOWARDS CULTIVATING A RELATIONSHIP OF TRUST WITH STUDENT TEACHERS, ESPECIALLY DURING TEACHING PRACTICE

4.1 INTRODUCTION

A historical survey of teacher training in the former Transkei Independent State was given in chapter three as an introduction to the empirical investigation that is reported in this chapter. The intention was to gain a clear picture of all possible factors that might have an influence on the present teacher training system. It became evident from various sources that what constitutes good teaching is an on-going and perennial point of discussion in most industrialised countries of the world. The Transkei region of the Eastern Cape is no exception. The extent to which 'effective' classroom practices and teaching methodologies interact with the social norms and expectations of the pupils or students, has not been widely

investigated, yet its importance would seem evident. However, researchers (e.g. Su, 1992) have studied the factors that influence teacher trainees during their initial socialisation. Su has identified, amongst other things, student teaching (commonly known as Teaching Practice in South Africa) and school teachers as the most powerful sources of influence on student teachers in their initial socialisation. Most of these studies, however, limit themselves to the examination of the moral socialisation of student teachers and school teachers. Little is known about the relationship between the student teacher and the lecturer during teaching practice. In this chapter, the existence of a trust relationship between the supervising lecturer and the student teacher during teaching practice will be investigated.

4.2 PURPOSE OF THE SURVEY

The purpose of this survey is to discover and understand what is lacking and therefore hindering the establishment of a trust relationship between lecturers and their student teachers especially during teaching practice. Inspired by researchers like, for example, Behr (1981) and Kaarina Yli-Renko (1992), the writer decided to adopt the rank order rating of the effective and ineffective lecturers. In this regard, the survey engages the

following participants, namely: supervising lecturers and teachers, as well as Senior Teacher's Diploma (STD) and Primary Teacher's Diploma (PTD) students. Participants were requested to place in rank order of importance, those characteristics of supervising lecturers which foster a trust relationship with student teachers especially during teaching practice, that is, characteristics conducive to effective supervision. The present researcher believes that the evaluation of supervision effectiveness by students, lecturers and teachers, is a valid indicator of the effectiveness of teacher training as a whole. The study covered the Umtata and Engcobo districts of the Transkei sub-region of the Eastern Cape. The contention, that the effectiveness of supervision during teaching practice is an indicator of the quality of teacher training, is supported by a considerable body of empirical research, for example, by Marsh and Bailey (1993).

This study will seek to investigate how and to what extent a trust relationship with the supervising lecturer will help the student teacher to acquire those values, attitudes and dispositions which characterise a fully-fledged teacher. However, the focus in this particular investigation will be on those characteristics of the effective supervising lecturer which contribute most towards a trust relationship with the student teachers,

especially during teaching practice.

The particular hypothesis suggested by the present researcher is the following : *student teachers who lack confidence during teaching practice are those who do not trust their lecturers as persons who can help them.*

The present investigation focuses on lecturer characteristics clustered into three main categories: guidance, professional and personal categories. All of these categories can be observed during teaching practice.

Teaching practice is primarily aimed at improving instruction through the effective training of teachers. The government needs to be guided by research findings in the area of teacher training. The present study recognises the importance of the role of the lecturer in cultivating a trust relationship with the student teacher during teaching practice. This is a departure from most of the previous studies in this field which emphasise the characteristics of lecturers/teachers in relation to the pupil's/student's performance, (e.g. Mwamwenda and Ramphal, 1986).

In this survey, the emphasis is placed on the characteristics of an effective supervising lecturer which contributes most towards cultivating a

relationship of trust with student teachers during teaching practice. However, this study will also investigate the negative characteristics of an ineffective supervising lecturer which contribute most towards breaking down a trust relationship with student teachers. The researcher is convinced by various researchers, for example, Uma Sekaran (1984:149), that instead of phrasing all questions positively, one should include negatively worded questions so as to minimise halo effects and other response biases. Above all, this study will enable college lecturers to obtain valuable information regarding how to improve in all aspects of teaching and supervising.

Some characteristics of an effective lecturer were discussed in chapter two. In this chapter, however, some of these characteristics are ranked in order of importance by STD and PTD students, lecturers from colleges of education and teachers from the schools, where teaching practice usually takes place. Student teachers were selected from the colleges of education in the Umtata and Engcobo districts, whereas the lecturers and teachers were selected from the colleges and schools in and around the Umtata district. The three colleges were: Transkei College of Education (TCE) which offers the STD, Cicira and Clarkebury Colleges of Education both

offering the PTD. Their location and a brief historical survey of each of these three colleges were presented in chapter three. All the participating schools are located in and around the city of Umtata, in the townships and in neighbouring areas around the city. It is hypothesised that the difference in social context between the schools and colleges could lead to a difference in the way in which an effective supervising lecturer might be perceived and therefore could influence the notions about which characteristics of a supervising lecturer are considered to be most effective in building a trust relationship with student teachers. This exercise was therefore subjective, since respondents were requested to indicate their own opinions and feelings about the characteristics of an effective and ineffective supervising lecturer.

4.3 METHODOLOGY

4.3.1 Participants

4.3.1.1 Research sample

For this empirical investigation, a random sampling procedure was followed. As this study was confined to one region only (i.e. the former

Republic of Transkei), Umtata and Engcobo districts were chosen for data collection (See map A for the location of these districts). The researcher decided to choose these districts because of their close proximity and their familiarity to her, since she works in one of these districts (i.e. Umtata). The researcher also aimed at visiting the schools and colleges to conduct some informal interviews with teachers and principals about teaching practice. Fifty-six PTD student teachers from Clarkebury College of Education in the rural areas of Engcobo were selected to serve as a fair comparison between the rural and the urban influences on feelings and opinions of student teachers regarding an effective supervising lecturer. Ninety-one PTD student teachers were selected from Cicira College of Education which is situated about fifteen kilometres from the city of Umtata. Seventy-eight STD student teachers were selected from the Transkei College of Education which is in one of the suburbs of the city of Umtata. All these student teachers are currently training as teachers. Forty lecturers were selected randomly from the two Colleges in and around Umtata district (i.e. Cicira and Transkei Colleges of Education). These lecturers are currently lecturing at the above mentioned colleges of Education and are practically involved in supervision during teaching practice. Forty teachers were selected from the six schools around Umtata.

The teachers are currently teaching at these schools where teaching practice takes place. Regarding the research sample, there is no information, known to the researcher to suggest that there is any systematic bias associated with the two districts selected for this study.

4.3.1.2 Questionnaire - response rate

The following table shows the response rate to the two questionnaires.

Table 1.

Respondents to questionnaire	Sent out	Returned	%	Not returned	%
Lect/teach	100	80	80	20	20
Students STD	100	78	78	22	22
PTD	200	147	73.5	53	26.5
Total	400	305	76.3	95	23.7

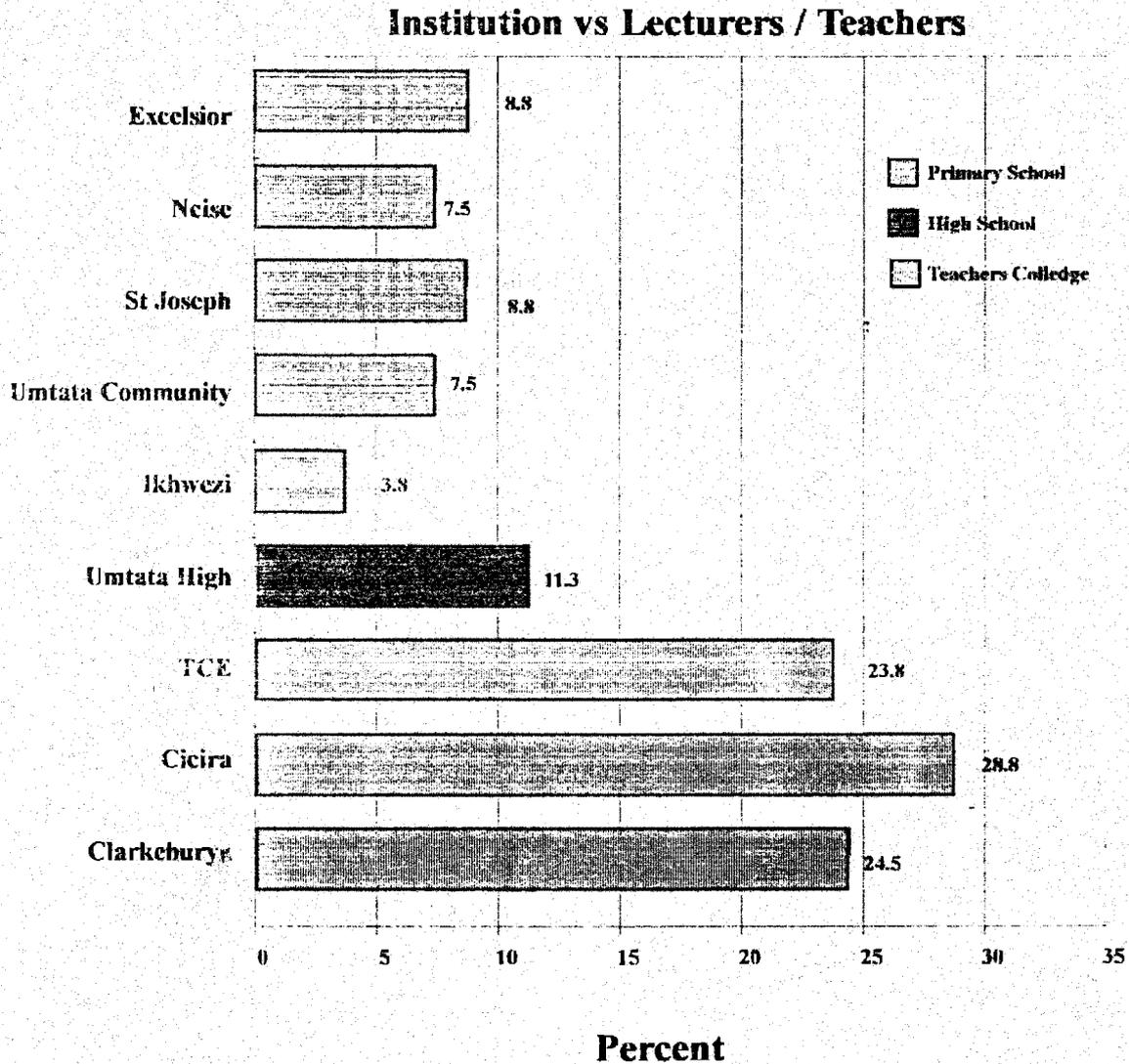
From the above table, one could conclude that there was a very satisfactory response rate to the respective questionnaires.

4.3.1.3 **Sample analysis**

Figure 1 indicates the number of participants that was selected from each school or college. For the purpose of this study, the lecturers and teachers constitute one sub-sample and therefore are treated as belonging to the same category. Figure 2 indicates the distribution of students per college. Figures 1 and 2 show the sample distribution for lecturers/teachers and students in percentages.

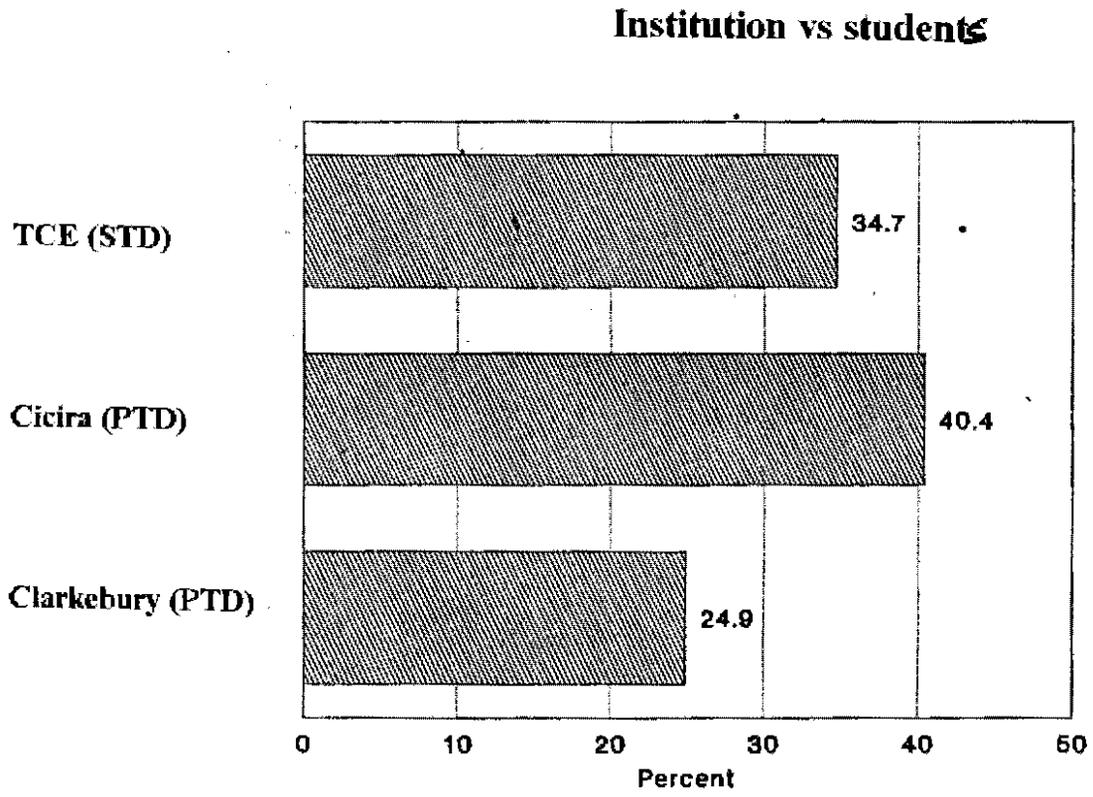
sample and therefore are treated as belonging to the same category. Figure 2 indicates the distribution of students per college. Figures 1 and 2 show the sample distribution for lecturers/teachers and students in percentage.

Figure 1: Sample analysis: Lecturers / Teachers



Note: In this sample for Lecturers / Teachers, figure 1 indicates that a large number of the respondents were lecturers. The purpose was to allow lecturers to evaluate their own supervision

Figure 2: Sample analysis students



Note: More students were selected from the PTD Colleges because PTD students are in the majority compared to STD students

4.3.2 INSTRUMENTATION

Data was collected by using two ten-item questionnaires developed by the researcher after a careful review of similar instruments in relevant literature on teacher effectiveness, for example, Kaarina Yli-Renko (1992). In total there were two instruments: 001 and 002. Instrument 001 was administered to lecturers/teachers, while 002 was administered to students. Each questionnaire consisted of two sections, namely, Sections A and B. Section A focused on personal information concerning respondents. Section B presented the respondents with a set of ten characteristics of an effective supervising lecturer, presented in random order, to be ranked in order of importance in building up a trust relationship between the supervising lecturer and the student teacher. For the effective supervising lecturer, the items were presented in a positive form, while, for the ineffective supervising lecturer, the same items were presented in a negative form (c.f. Appendices C (i) and D (ii)). Accordingly, there were two versions for each instrument. The two versions of the questionnaire differed from each other in one respect only. The positive version (version 1) concentrated on characteristics of an effective supervising lecturer. In other words, the respondents were requested to rank in order of importance, those characteristics which, in their opinion, contributed

most towards cultivating a trust relationship between the lecturers and student teachers during teaching practice. On the other hand, the negative version (version 2) tested the characteristics of an ineffective supervising lecturer, namely, those which, in their opinion, contributed most towards breaking down a trust relationship between the lecturers and student teachers during teaching practice.

The characteristics of an effective supervising lecturer to be ranked by the respondents could be clustered into the following three categories/variables : personal variables (three), guidance variables (three) and professional variables (four). Although the procedure requested participants to respond in terms of particular individual supervising lecturers that they had remembered, it was also assumed that to a larger extent, the responses would represent the participant's own views of 'good supervision' - indicated both by the persons they had selected as examples, and in the order of importance which they personally ascribed to statements describing their choice.

4.3.3 VALIDATION

The questionnaires were given to certain specialists in the relevant field of study for evaluation purposes, for example, Professor Imenda from the Bureau of Academic Support Services at the University of Transkei, and Professor Mvamwenda from the Faculty of Education at the same University. Each of them certified that the questionnaires had both construct and content validity. They suggested further improvements before the instrument was pilot tested on ten student teachers and six lecturers/teachers.

4.3.4 PILOT STUDY

A pilot study was carried out with a selection of the respondents, representing a sample of the respondents who were to be selected for the main study. This sample study highlighted some areas which could create problems in the ranking of items. For example, some respondents weighted the items instead of ranking them in order of importance. In addition, some respondents responded to both the negative and the positive versions of the questionnaire. The pilot study was carried out to enable the researcher to gain insight into those areas of the questionnaires, interviews and questions that could be problematic to the respondents.

The respondents who were selected were people who were directly involved in the supervision of teaching practice and those who were participating in teaching practice itself, that is, student teachers.

4.3.5 SOME PROBLEMS HIGHLIGHTED BY THE PILOT STUDY.

The pilot study indicated that :

- 1 The political climate experienced throughout the year 1994, the year of transition from the Apartheid regime to the Government of National Unity had a strong effect on the survey. During this period there was a great deal of instability in most colleges and schools. The political upheavals made the distribution of questionnaires a difficult task. At times, the researcher would either be told that the college that had been targeted was on strike, or that the rector was not available to grant permission for such a survey, because he or she was attending a meeting at Bisho, the capital of the Eastern Cape Region.
- 2 The statements (characteristics to be ranked) given as an example were confusing since there were only three indicating a ranking of 1 to 3 instead of 1 to 10. This

resulted in respondents weighting the statements (characteristics) according to a scale of three : agree (1) , moderate (2) and strongly agree (3). This revealed that the respondents were more familiar with questionnaires that needed weighting than those that required ranking.

- 3 It was not surprising to discover that some teachers and students were not willing to participate in the survey due to a low morale created by the political climate.

Despite this situation, however, the researcher managed to carry out the survey as planned.

4.4 QUESTIONNAIRE ADMINISTRATION

The distribution of the questionnaires to the selected schools and colleges of Education was approved by the Director General of the former Transkei Department of Education subject to the condition that, after its completion, the dissertation should be made available for display at the National Library in Umtata (former Transkei Region) (See appendix E).

The questionnaires were delivered by the researcher to the selected

schools and colleges. Together with the questionnaires, a letter to the principal or rector requesting permission to conduct the survey, as well as a covering letter to the respondents, were included (see appendix C).

A system of identification (of the respondents and the questionnaires) was developed, whereby lecturers were categorised as number one, teachers as number two, STD students as number three and PTD students as number four. The positive version of the questionnaire was categorised as number one, whereas number two was the category of the negative version.

Confidentiality was guaranteed by issuing envelopes to each individual, particularly since the respondents were requested to supply their names as well as the institution in which they taught or studied.

All questionnaires were returned during the period from April 1995 to June 1995 and yielded a remarkable overall response rate of 73.3 % (see Table One). There were no other difficulties experienced in this investigation except for those mentioned above.

A thorough explanation regarding the purpose of the research, as well as the atmosphere of trust which existed between the lecturers who assisted the researcher by distributing the questionnaires amongst the selected students, teachers and lecturers, ensured a high degree of reliability of outcome for the questionnaires. Rectors and principals of selected schools and colleges also co-operated well. However, a lot of patience was necessary on the part of the researcher to ensure a good response rate.

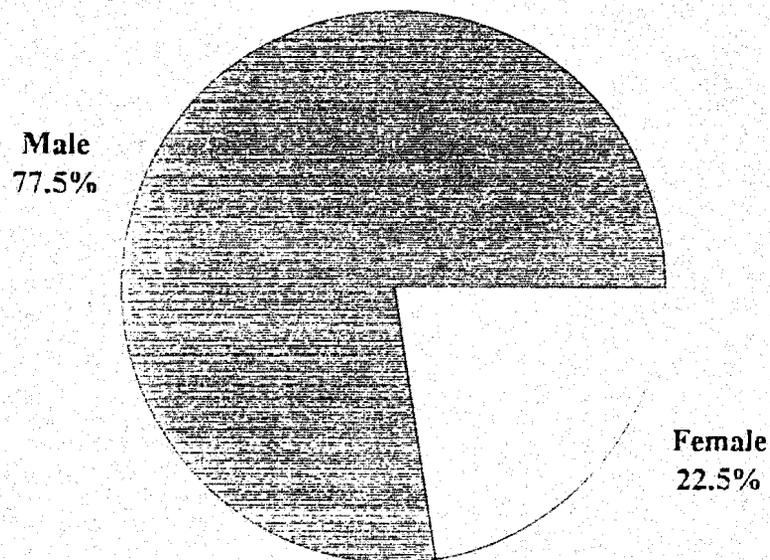
4.5 RESULTS AND ANALYSIS

4.5.1 Personal information of respondents

4.5.1.1 Personal information of lecturers / teachers

The personal information for lecturers / teachers is shown in figures 3; 4; 5; 6; 7; and 8.

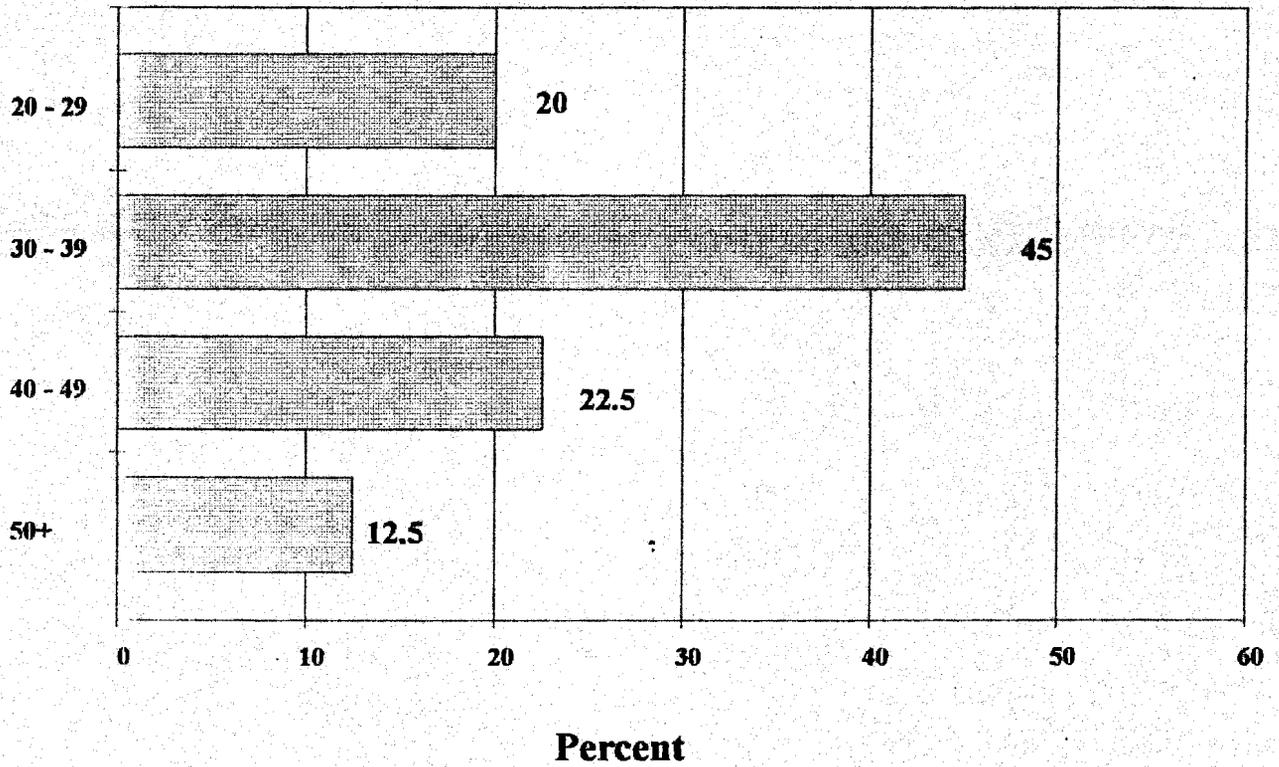
Figure 3: Gender of lecturers and teachers.



Note: There were more male than female respondents.

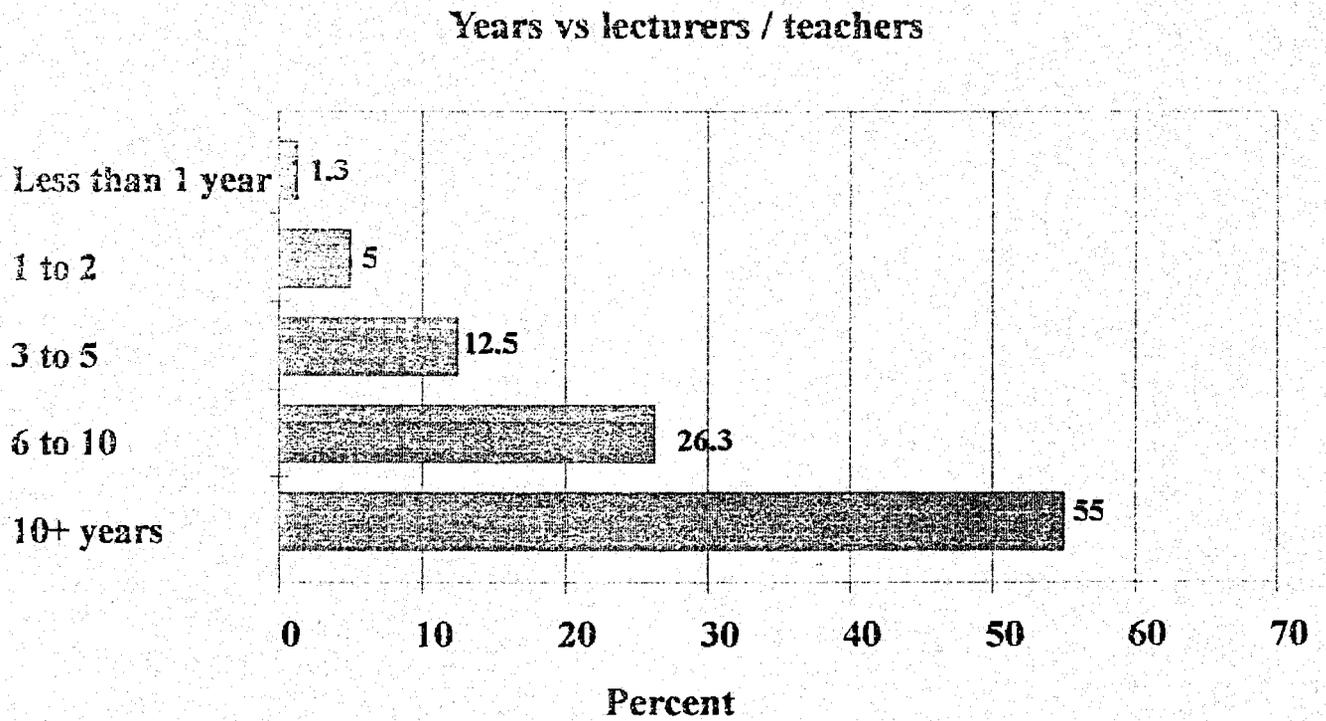
Figure 4: Summary of the age of lecturers / teachers

Age vs lecturers / teachers



Note: Most lecturers / teachers ranged between the age 30-39

Figure 5: Summary of the teaching experience of lecturers / teachers



Note: Most lecturers / teachers had 10 or more years of teaching experience

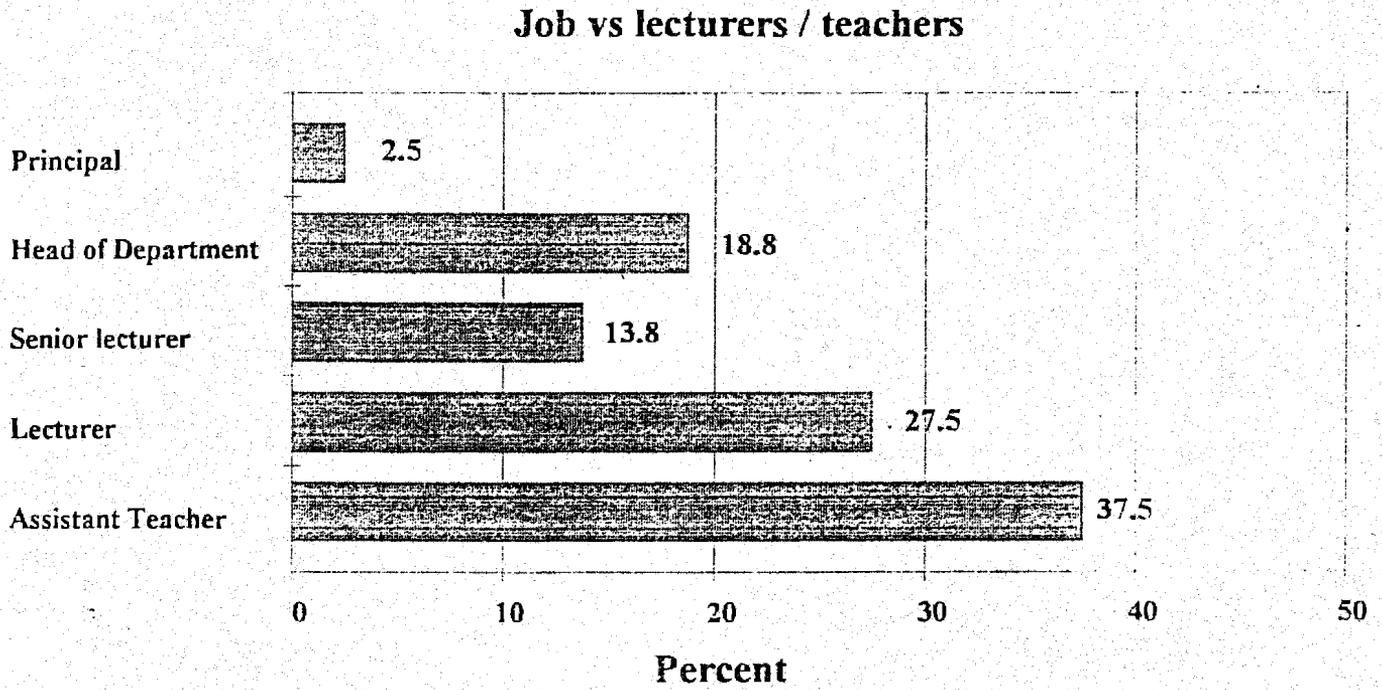
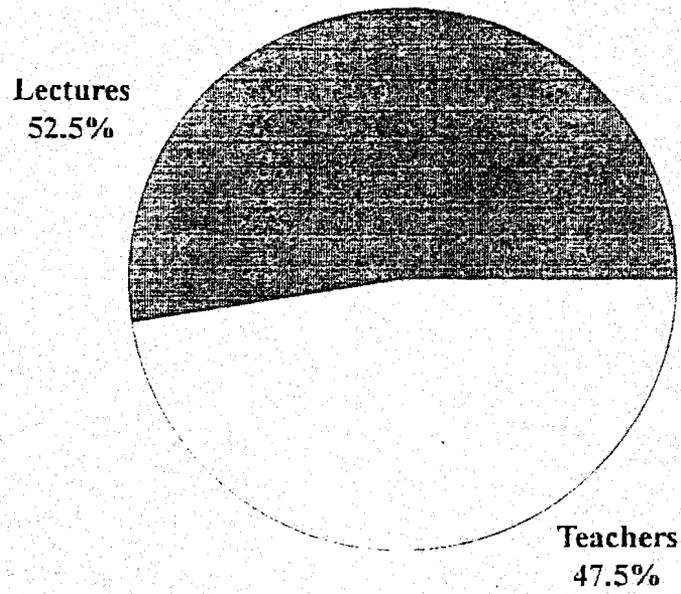
Figure 6: Summary of the job status of the lecturers / teachers

Figure 7: The respective percentages of lectures and teachers who participated in the investigation.



4.5.1.12 Personal information of student teachers

The personal information for student teachers is shown in figures 8; 9; 10 and 11.

Figure 8: The gender of students according to percentage

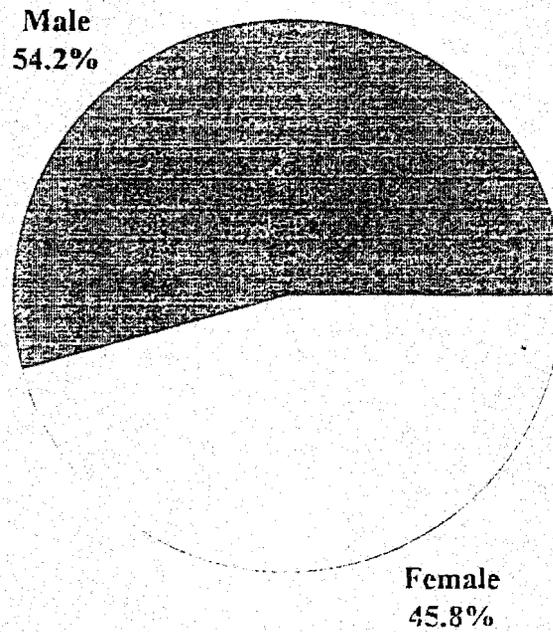
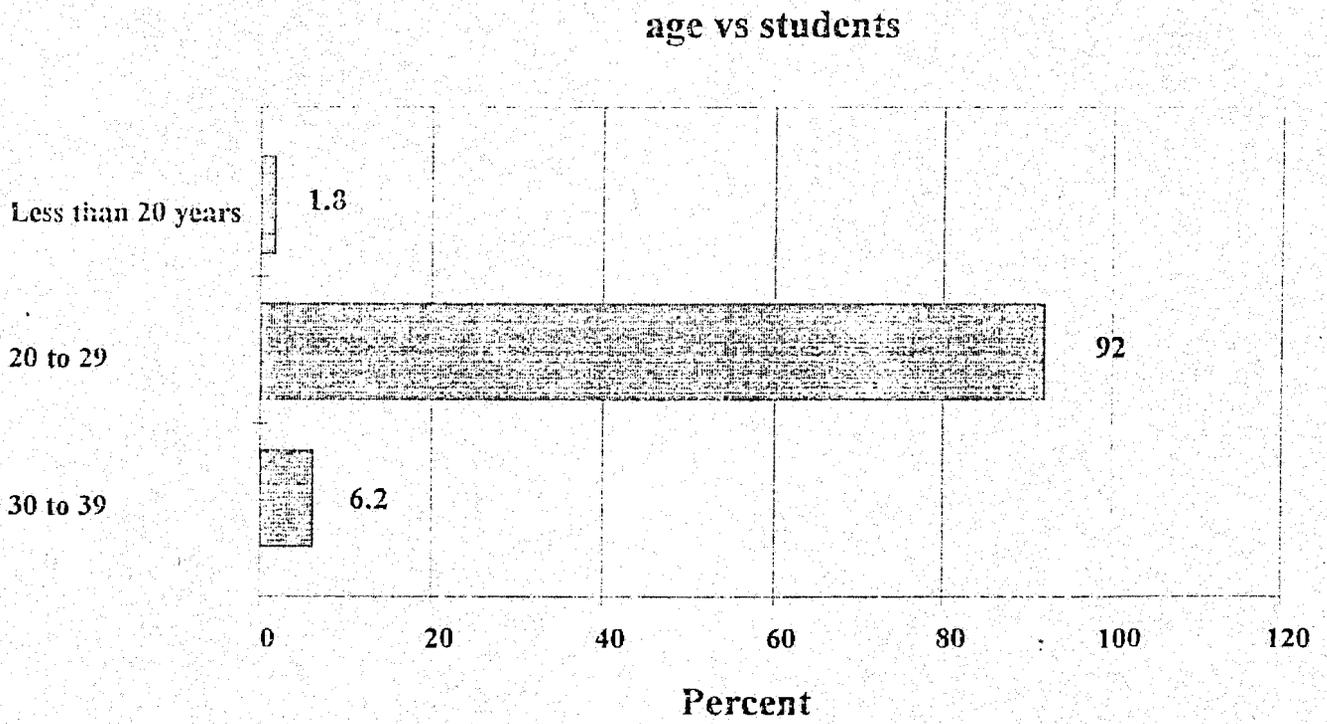


Figure 9: Summary of the age of students.



Note: the age of most of the students was from 20 to 29

Figure 10: Summary of the percentage of STD students and PTD students

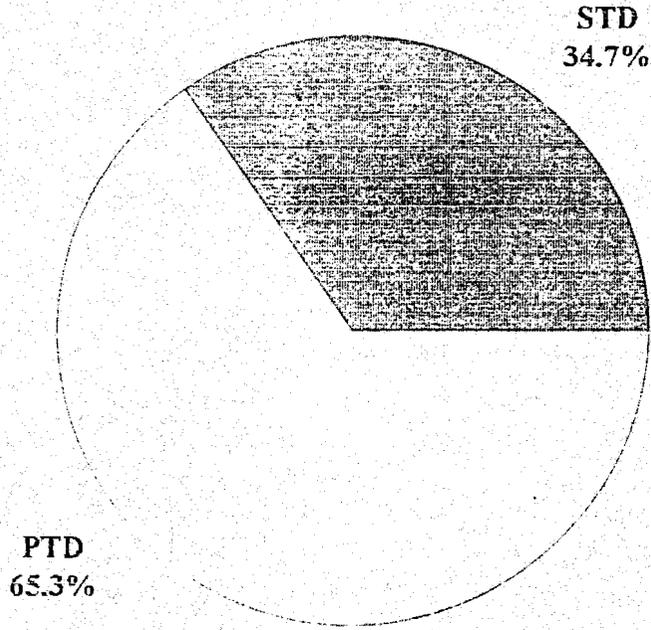
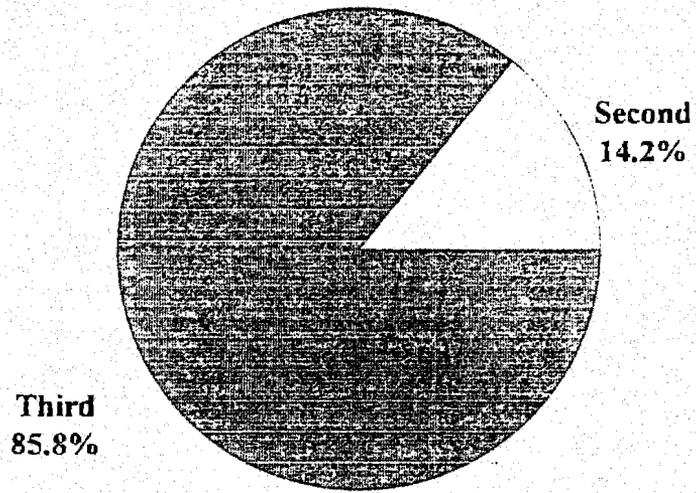


Figure 11: The year level of the diploma students according to percentage



4.5.2 MEAN RANKING OF THE CHARACTERISTICS OF AN EFFECTIVE SUPERVISING LECTURER

Respondents were requested to place in rank order, ten statements (characteristics of an effective supervising lecturer) which, in their opinion, contributed most to the cultivation of a trust relationship with student teachers, based on the role models they had remembered. The mean rankings assigned by respondents were calculated for each characteristic. These mean rankings are presented in Table 2. Since the most important characteristics were ranked beginning at one, the lower the mean for each characteristic, the more important it was considered to be.

Table2

Mean rankings of the characteristics of an effective supervising lecturer, which (as perceived by the respondents) contribute most towards cultivating a relationship of trust with student teachers from Umtata and Engcobo District in the Former Transkei Region.

<u>STUDENTS</u>				<u>MEAN RANKING</u>			
<u>Lect./ Teach</u>	<u>STD</u>	<u>PTD</u>	<u>CHARACTERISTICS</u>	<u>VAR. CAT.</u>	<u>Lect./ Teach</u>	<u>STD</u>	<u>PTD</u>
1	2	1	Treats student teachers with respect	Professional	3.750	3.932	4.382
2	3	2	Encourages student teachers to perform well	Guidance	4.250	4.432	4.382
3	5	3	Communicates openly	Professional	5.100	4.909	4.671
4	1	4	Friendly personality	Personal	5.175	3.932	4.961
5	6	6	Highly genuine and honest	Professional	5.175	5.386	5.486
6	4	5	Patient and calm personality	Personal	5.650	4.614	5.223
7	7	7	Encourages students to explore new methods	Guidance	5.700	6.386	5.592
8	10	10	Highly dependable, responsible and competent	Professional	6.375	7.954	7.907
9	8	8	Gives extra help to students when needed	Guidance	6.500	6.545	6.013
10	9	9	Shows genuine love towards individual student teachers	Personal	7.450	6.818	6.460

LEGEND

Lect / Teach = Lecturer / Teacher

Students, STD = Students for Secondary Teacher's Diploma

Student, PTD = Students for Primary Teacher's Diploma

Var. Cat. = Category of variable into which effective supervising lecture characteristics were clustered

4.5.3 CORRELATION OF MEAN RANKINGS OF THE CHARACTERISTICS OF AN EFFECTIVE SUPERVISING LECTURER

After consulting various books of various scientific researchers like, for example, Creswell (1994), Leedy (1989) Runyon (1977) and Mulder (1982), the investigator was able to arrive at conclusions that helped her in the formulation of suggestions that will help in the future teacher training policy.

By using the SAS computer programme, Spearman rank-order correlation coefficients of the mean rankings of characteristics of an effective supervising lecturer were calculated. The results are shown in Table 3 below.

Table 3 Correlation coefficients of mean rankings of the characteristics of an effective supervising lecturer.

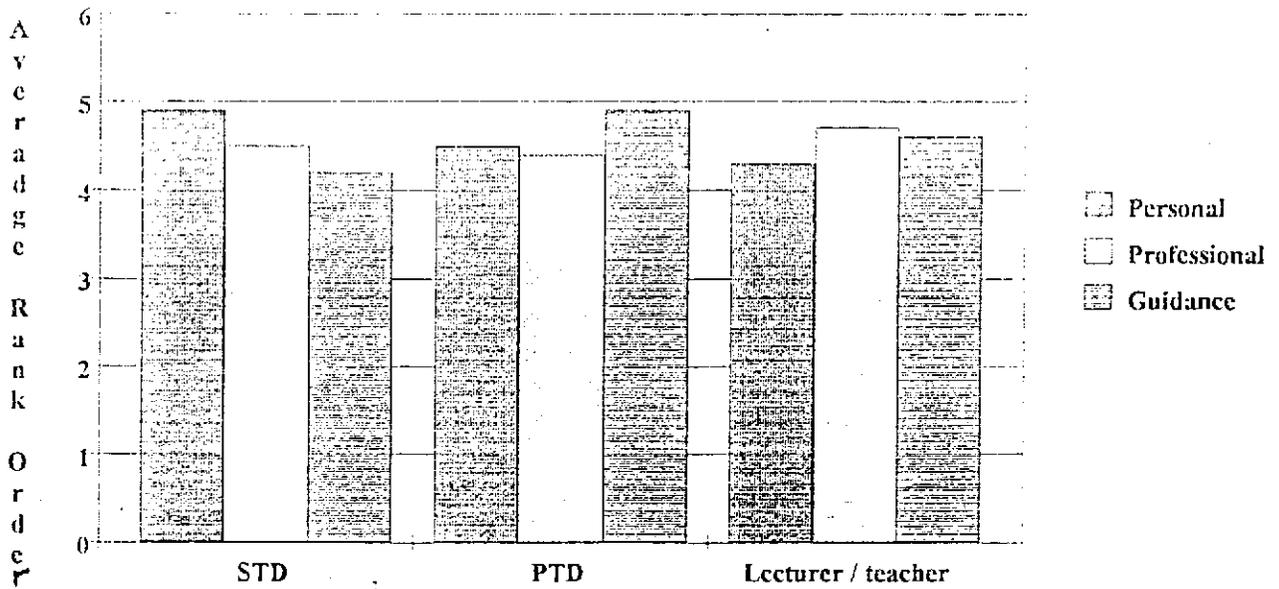
	STD (n=78)	PTD (n=147)
PTD (n=147)	0.92	
Lect/Teach (n=80)	0.84	0.94

The correlation values in the above matrix, range from a low of 0.84 to a high of 0.94. This indicates clearly that there is a high level of agreement regarding the relative importance of the various characteristics of an effective supervising lecturer in the questionnaire. According to the above matrix, the highest correlation is observed between the PTD students and lecturers/teachers (0.94). This is statistically significant at the 99% confidence interval (i.e. $\alpha = 0.01$, and degrees of freedom $df = 225$). This is particularly significant because it shows that PTD students and lecturers/teachers have a common mind (a high degree of mutual agreement) on what constitutes an effective supervising lecturer and/or teacher (in particular on which characteristics of a lecturer contribute most towards the cultivation of a relationship of trust with student teachers). The same observation applies to the other two correlations :

- (a) between STD and PTD students (0.92), which is significant at $\alpha = 0.01$, $df = 223$, and
- (b) STD students and lecturers/teachers (0.84) which is significant at $\alpha = 0.01$, $df = 156$.

As a further analysis, the mean rankings for the items pertaining to each of the three categories of characteristics were aggregated by category into an inverted rank (so that a higher number now indicates a higher rank, i.e. the number one would now become number ten, and vice-versa) and compared by type of supervising support rendered by the lecturer/teacher. Figure 12 shows the result.

Figure 12: Inverted mean rankings of effective supervising lecturer characteristics by category



Note: Rankings indicate that the three categories of personal, professional and guidance are equally important to each of the three respondents categories with slight variations amongst the three sub-samples.

Table 4

Mean rankings of characteristics of an ineffective supervising lecturer (as perceived by the respondents) which contribute most towards breaking down a relationship of trust with student teachers from Umtata and Engcobo Districts on the Former Region.

<u>Lect./ Teach</u>	<u>STUDENT</u>		<u>CHARACTERISTICS</u>	<u>VAR. CAT.</u>	<u>MEAN RANKING</u>		
	<u>STD</u>	<u>PTD</u>			<u>Lect./ Teach</u>	<u>STD</u>	<u>PTD</u>
1	1	1	Did not encourage student teachers to perform well	Guidance	3.975	4.000	3.464
2	2	3	Did not treat student teachers with respect	Professional	4.075	4.323	4.915
3	3	2	Did not communicate openly	Professional	4.675	4.617	4.507
4	9	6	Lack of responsibility and competence	Professional	5.425	6.705	5.943
5	6	10	Lack of sincerity and honesty	Professional	5.475	5.705	6.521
6	4	7	Was too impatient, excitable and undisciplined	Personal	5.600	4.794	6.028
7	5	4	Unfriendly personality	Personal	5.625	5.258	5.577
8	8	9	Did not encourage student teachers to explore new methods	Guidance	6.200	6.705	6.267
9	10	8	No extra help for student teachers when needed	Guidance	6.375	6.823	6.084
10	7	5	Lack of genuine love towards student teachers	Personal	6.925	6.117	5.591

LEGEND

- Lect / Teach = Lecturer / Teacher
 Students, STD = Students for Secondary Teacher's Diploma
 Student, PTD = Students for Primary Teacher's Diploma
 Var. Cat. = Category of variable into which ineffective supervising lecturer characteristics were clustered

4.5.5 CORRELATION OF MEAN RANKINGS OF THE CHARACTERISTICS OF AN INEFFECTIVE SUPERVISING LECTURER

By using the SAS computer programme, Spearman rank-order correlation coefficients of the mean rankings of characteristics of an ineffective supervising lecturer were calculated. The results are shown on Table 4 below.

Table 5

Correlation of mean rankings of an ineffective supervising lecturer

	STD (n = 78)	PTD (n = 147)
PTD (n=147)	0.74	
Lect/Teach (n=80)	0.76	0.59

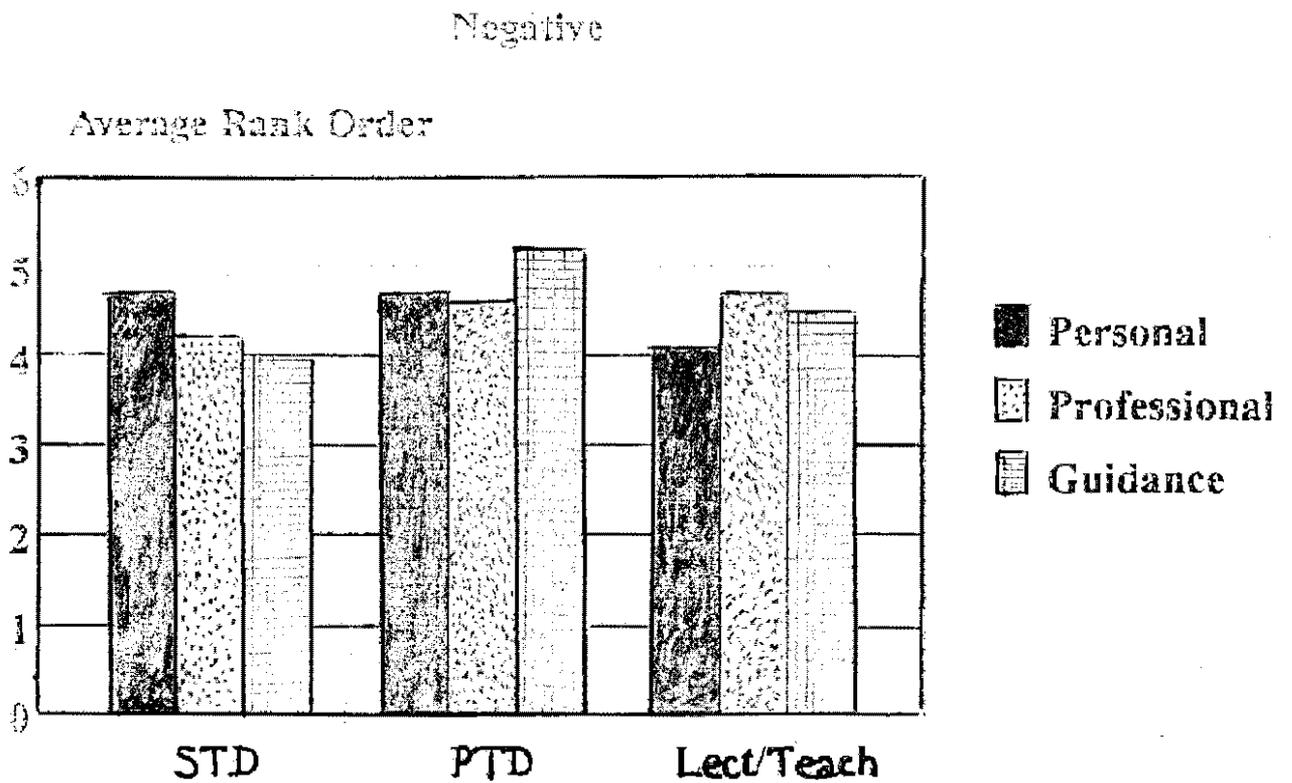
As in the case of the analysis of data pertaining to an effective supervising lecturer (see paragraph 4.5.3), here also, the Spearman rank correlation coefficients were statistically significant across the three comparisons. The highest correlation coefficient was 0.76 between STD students and lecturer/teachers, significant at $\alpha = 0.01$, $df = 156$. This

showed that the STD students and the lectures/teachers viewed the same supervising lecturer characteristics as contributing most towards ineffective supervision, that is, the breaking down of a relationship of trust with student teachers.

The correlation coefficient of 0.74 between STD and PTD students was also statistically significant at $\alpha = 0.01$, $df = 223$. This suggests that the two groups of students viewed the same supervising lecturer's characteristics as contributing most to ineffective supervision.

The correlation coefficient between lecturers/teachers and PTD students (i.e. 0.59) was somewhat lower although it was still statistically significant at $\alpha = 0.01$ and $df = 225$. The comparatively lower correlation coefficient suggests that there was much less consensus on characteristics which led to ineffective supervision between these two groups of respondents. Figure 13 shows the aggregated mean rankings for the three sub-samples in terms of the three categories of ineffective supervising characteristics, namely: personal, professional and guidance.

Figure 13: Inverted mean rankings of ineffective supervising lecturer characteristics by category.



As in the case of characteristics for effective supervision, here also the rankings indicate that the three categories of personal, professional and guidance were valued relatively equal in their contribution towards ineffective supervision - with slight variations amongst the three sub-samples.

Furthermore, it is interesting to note that both sub-samples (i.e. positive and negative formats, see Figures 12 and 13) had exactly the same profiles in terms of what they valued most as attributes influencing the quality of supervision. With regard to the characteristics contributing most towards effective supervision, the STD students had the following order: Personal, Professional and Guidance. They (STD students) also had the same order under the characteristics contributing most towards ineffective supervision.

The PTD students had the following ranking regarding the characteristics contributing most towards effective supervision: Guidance, Personal and Professional. They (PTD students) also had the same order of importance under the characteristics contributing most towards ineffective supervision. The same observation applies to how the lecturers and teachers perceived

the relative importance of the various attributes (characteristics) contributing most towards effective supervision. In both cases, they ranked the categories in the following order: first, Professional, followed by Guidance and then Personal.

It should also be noted that for each of the three sub-samples of respondents, the three categories of supervision received comparable rankings. The variations were only slight. This implies that the respondents were generally agreed on the importance of all three categories of support (i.e. Personal, Professional and Guidance) involved in the supervision of student teachers during teaching practice.

4.6 SUMMARY OF FINDINGS FROM RANKINGS

Overall, it seems clear that the STD respondents placed greater emphasis on personal characteristics (i.e. a friendly personality, a patient and calm personality, and a genuine love towards individual students) than on professional characteristics (i.e. treats student teachers with respect, communicates openly, is highly genuine and honest, and highly dependable) and guidance skills or characteristics (i.e. encourages good performance, encourages student teachers to explore new methods, and

gives extra help to students where needed). It would appear that for STD students the absence of personal characteristics contributes greatly towards ineffective supervision. The professional and guidance skills, although both necessary, are not considered by STD students as sufficient characteristics for effective supervision .

The PTD students indicated that they considered guidance skills or characteristics as contributing most towards effective supervision or contributing most towards ineffective supervision, if absent. For these respondents, personal and professional skills would appear to be of secondary importance. However, it appears that the PTD students took for granted that a certain basic level of personal and professional competence was necessary, although they paid less attention to these aspects.

Lecturers/teachers were the most consistent sub-sample in their ranking of both the effective and ineffective supervising lecturer characteristics. This group indicated that the personal characteristics and guidance skills were virtually of equal importance, but placed more emphasis on professional skills as characteristics contributing most towards effective supervision. It was also evident that the same characteristics considered

by lecturers/teachers as contributing most towards effective supervision, were also considered as contributing most towards ineffective supervision, when absent in supervising lecturers.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY OF FINDINGS

5.1.1 The Problem Reviewed

The problem under review, namely, an investigation into the role of the lecturer in cultivating a trust relationship with the student teacher during teaching practice, involved research into certain characteristics conducive to effective supervision. It was assumed that during the period of teaching practice, a dialogic encounter between the supervising lecturer and the student teacher would result in a trust relationship. However, it was found that a trust relationship would only be possible if a supervising lecturer portrayed certain acceptable characteristics, for example, patience, friendliness and acceptable appearance and behaviour.

Certain characteristics relevant to the cultivation of a trust relationship were selected for inclusion in the study. The researcher investigated these characteristics conducive to effective supervision against the background of her personal experience in dealing with student teachers and her experience of urban and rural attitudes in the former Transkei region.

In chapter two, the trust relationship was discussed from a philosophical perspective. Moments of the trust relationship, namely: trust, acceptance, expectation and entrustment were discussed. Some characteristics of an effective supervising lecturer, which promote a trust relationship between the lecturer and student teacher also received attention. In order to contextualise this study, chapter three provided a brief survey of teacher education in the former Transkei region.

In chapter four, special attention was given to an empirical investigation into those characteristics of an effective supervising lecturer which promote a trust relationship with student teachers. The negative version of these same characteristics of a supervising lecturer which hinder a trust relationship with student teachers was also investigated.

5.1.2 The Problem Restated

In this study an attempt has been made at finding the means and ways of establishing a trust relationship that is lacking between lecturers and the student teachers during teaching practice. Although much has been investigated about the characteristics of a good teacher in relation to the pupil's performance, for example Mwamwenda (1986), very little has been done on the effective characteristics of a good lecturer that can help in cultivating a trust relationship with the student teacher during teaching practice.

5.1.3 The Research Methods Used

As outlined in paragraph 1.5, the main research method used was the phenomenological approach which is essentially qualitative in nature.

Information was gained from the following sources :

Primary sources: Use was made of questionnaires and unstructured interviews to gather data. The researcher was able to make personal visits to colleges of education and schools that formed part of this study during the period 1994-1995. As the

researcher also participates as a supervisor during teaching practice, her position facilitated the collection of data through unstructured interviews. In all cases, interviews were conducted informally and mainly based on comments about the teaching practice period. In particular, the interviews helped the researcher to formulate certain recommendations. Full details of interviews conducted are given in the section entitled The format of interviews the end of this dissertation (Appendix K). In this list, the participants in the interviews are indicated.

Use was also made of the city council engineer who supplied the researcher with a map of Umtata, the former capital of the former Transkei region, where the investigation took place.

Secondary sources : Considerable reference was made to published texts.

5.1.4 Synopsis of Findings from Rankings.

This study has revealed that the absence of personal, guidance and professional skills can hinder the cultivation of a trust relationship between student teachers and lecturers during teaching practice. This implies that lectures need to be more friendly, patient and calm (i.e. personal characteristics). Student teachers need to be encouraged when they have performed well, encouraged to explore new methods and be given extra help when the need arises (i.e. guidance skills). Furthermore, student teachers need to be respected and regarded as persons with equal human dignity (i.e. professional skills). This study confirms that, amongst others, open communication, genuine love, honesty and competence result in respect, trust and confidence amongst people generally, and between the student teacher and the lecturer specifically. The trust that is cultivated between the two parties results in effective supervision, especially during teaching practice. In fact, effective supervision leads to the training of competent teachers in the colleges of education.

5.2 CONCLUSIONS

5.2.1 **General Conclusions Relating to the Role of the Lecturer in Cultivating a Relationship of Trust with the Student teacher.**

Conclusions and interpretations must be tentative, since the instrument used has only face validity. The restricted sample from each college or school cannot necessarily be regarded as representative and the findings themselves not unequivocal. At the risk of overgeneralisation the findings lead to several conclusions.

At the most basic level, it seems clear that notions about lecturer characteristics that contribute most towards effective and ineffective supervision are both similar and different when comparing the students and lecturers represented in the relevant sample. Thus, while there is broad agreement about which of the listed characteristics contribute most toward effective and ineffective supervision, there are important differences. It seems reasonable to speculate that the social, cultural and (perhaps especially) educational context of the participants lead to

differences in philosophical assumptions about the role and purposes of the lecturer during teaching practice and by extension, the role and function of the lecturer's supervision. It is predictable, then, that notions regarding what contributes most towards effective and ineffective lecturer supervision will differ.

5.2.2 Specific Conclusions Relating to the three Categories of Lecturer Characteristics

5.2.2.1 Personal characteristics

It can be concluded that supervising lecturers should understand that student teachers are unique persons. They should consider their individual possibilities, shortcomings and limitations. They should be encouraged when they have performed well. The lecturer's friendliness, love, and calmness can result in sympathy, warmth and understanding towards the student teacher. Lecturers should seek to eliminate the presence of fear and the lack of confidence in student teachers during teaching practice.

The researcher believes that lecturers are motivated and self-reliant enough to make a difference in the lives of students, both in their colleges and in their communities. However, lecturers must be willing to establish a culture of caring. This will give rise to the emergence of future teachers who are generous, friendly and who strive to serve the best interests of their pupils.

5.2.2.2 Professional characteristics

Lecturers should show respect for the equal human dignity of their student teachers. This will enable them to become self-reliant. Since the education situation is a dialogical situation, it is essential for the lecturer to pay special attention to the task of maintaining the relationship of communication between himself and the student teacher at all times. Supervising lecturers should encourage active participation strategies to help students to focus on teaching practice.

5.2.2.3 Guidance skills

Maintaining trust is crucial for encouraging risk-taking, and for the development of a strong sense of self-efficacy. It is therefore important that student teachers should be given the chance to explore and try out their own ideas without feeling pressurised. Lecturers should invite student teachers to share their enthusiasm for a particular subject. At the same time, lecturers should not forget that student teachers are unique individuals and should be treated as such.

5.3 RECOMMENDATIONS.

5.3.1 General Recommendations for Cultivating a Trust Relationship between the Student Teacher and the Lecturer, Especially during Teaching Practice.

5.3.1.1 Personal characteristics

A relationship is not a one-way event, it is reciprocal. To promote a relationship of good quality between the student teacher and the lecturer,

amongst others, friendliness, patience, a sense of humour and flexibility, are necessary. The following suggestions are proposed for the practical application of these characteristics :

- (a) sharing ideas before and after the presentation of the lesson.
- (b) besides being acquainted with the student's ideas during teaching practice, lecturers should find out more about each student in their classes (e.g. their background). This will enable them to exert a positive influence on on their achievements. If possible, lecturers should visit the parents at home.
- (c) At the beginning of the year, questionnaires, individual interviews and previous scholastic records should be used to attain complete information about each student which can be used to assist lecturers in giving proper advice to them.
- (d) The lecturer's verbal skills should be relevant and conducive to the improvement of the practising teacher.

5.3.1.2 Professional characteristics

- (a) The supervising lecturer should be aware of and value the prior experiences of the student teacher. These experiences differ from person to person, depending on , among others, where they went to school as children, what they have read, what they have seen others do and what discussions they have had with others.

- (b) The supervising lecturer should use immediate feedback to help student teachers improve or learn by their mistakes. When evaluative feedback follows promptly, the errors made become the means of instructional improvement rather than a signal of failure. Positive as well as corrective feedback especially, at the completion of the lesson, should be tailored to encourage the student teacher.

- (c) Student teachers should be provided with useful sources of information when they are going out for teaching practice.

- (d) Interruption during the presentation of the lesson should be minimal and, if it is necessary, should be done sensitively.

5.3.1.3 Guidance characteristics

Lecturers have the crucial job of giving direct guidance to student teachers so that their teaching practice can be more meaningful. For the lecturer to perform this duty well, the following suggestions are proposed:

- (a) The lecturers should do a careful observation during teaching practice, so that both the strengths and weaknesses of the student teachers are identified.
- (b) Student teachers should be encouraged to explore new methods and be given the opportunity to discuss challenges, concerns and needs that may crop up. In so doing, the lecturer will be building up a rapport and a trust relationship between him or her and the student teacher.
- (c) The lecturer should be prepared to give extra help when

needed.

5.3.2 Specific recommendations for cultivating a trust relationship between the lecturer and the student teacher during teaching practice

5.3.2.1 Teaching practice orientation programmes.

Efforts should be made by teacher-educators and teacher training colleges, particularly in the Eastern Cape Region, to plan and organise teaching practice orientation programmes adequately. This was once suggested by Weller in Arubayi (1989:227) as being of great importance, since it tends to reduce the problems encountered in teaching practice. The following programmes are recommended:

- (a) The lecturers who will be participating in supervision during teaching practice should be trained by the subject specialists. By so doing, the chances of disagreement between observers will be reduced by the removal of subjective value-judgements.

- (b) Subject specialists should conduct demonstration lessons. This will serve as a guide to student teachers as to what is expected of them.

- (c) Questionnaires should be designed in such a way that student teachers are given the opportunity to voice their concerns. These questionnaires should be distributed long before student teachers go out for teaching practice.

- (d) Student teachers should be advised on how to build up a sound relationship with members of the college staff and with the school teachers. On the other hand, school teachers should try to orientate student teachers with regard to everything pertaining to the school, for example, regarding class divisions, administrative staff, heads of departments, class teachers, play grounds, etc.

5.3.2.2 Training in communication and relationship skills

- (a) The lecturer in charge of teaching practice should frequently ask senior members of staff for advice and suggestions on common problems experienced during teaching practice. The lecturer should regularly ask student teachers for their points of view. Through asking questions, the lecturer makes sure that they understand his or her point of view.
- (b) The lecturers in charge should inform the other lecturers and school teachers about any student teacher's concerns during teaching practice.
- (c) Both the supervising lecturers and school teachers should have a listening ear to the student's suggestions.
- (d) The lecturers should not just listen to what student teachers say, but should also attempt to discover the hidden meaning behind their suggestions.

- (e) Lecturers should make sure that their actions support their communications.

5.3.2.3 Training in conflict management (resolution)

During the informal interviews with the student teachers, their reasons for dissatisfaction were tied to practical considerations, largely emanating from the subject or didactical dichotomy that occurs between the college and the school. It seemed to be very difficult for the student teacher to unify the requirements of the two institutions when facing the demands of the classroom situation. The following suggestions are proposed as a remedy for the conflict caused by this dichotomy:

- (a) When the class teacher is not satisfied with the student teacher's approach, he or she should approach the lecturer and not confront the student teacher directly.
- (b) There should be a link between the pre-set and the in-set so that the discussions of modern approaches is continuous.
Creating a partnership between the colleges of education and

the schools should result in the achievement of the common goal of providing effective teachers for the future.

5.3.2.4 Improvement in evaluation forms and procedures.

Almost all the colleges in the former Transkei region do not give a clear picture of what is expected during teaching practice evaluation (see appendix M). The following is suggested for improving the evaluation procedures:

- (a) Evaluation forms must be distributed long before the students go out for teaching practice.

- (b) Supervising lecturers should always follow the same system and procedures to avoid confusion in the part of the student teacher. Rules and procedures must be thoroughly explained to the student teachers before they go out for teaching practice.

- (c) Time for feedback should be specified and adhered to.

During this period, supervising lecturers should understand that the follow-up of teaching practice is not just something to complement their work, but, should realise that a teacher training programme should be regarded as a subject, and, requires a specific way of teaching with all that it (teacher training programme) involves.

- (d) During the feedback, student teacher's human dignity should be respected to enhance his self-esteem.
- (e) To improve the existing evaluation form, (see appendix M) body language instead of personality should be used because this allows for the observation of the communication with the pupils. However, the type of communication will be determined by the lesson presented.
- (f) Although the chalkboard is one of the teaching media, it should not be equated with other teaching aids (see appendix M) which are determined by the lesson, since it has a

specific significance during the presentation of the lesson. For instance, it is important for the student teacher to be aware that the posture and the logical arrangement of facts on the chalkboard is going to be evaluated.

5.3.2.5 **Training in counselling skills**

- (a) Individual attention should be paid after the lesson has been delivered.
- (b) In the discussion, comparison of what is expected and the actual performance should be done.
- (c) For the negative performance, corrective action should be taken immediately. Pronounce the standards not met, agree with the student teacher that the standards have not been met and ask for reasons from him.
- (d) Ask for possible solutions from the student teacher. Take as many solutions as possible and choose the best one.

- (e) Go back to the class. This is now a positive session. Recognition of improvement should be given.

- (f) It should be borne in mind that student teachers should not be attacked personally. The lecturer should rather address the problem itself to avoid conflicts.

5.4 LIMITATIONS OF THIS STUDY

The purposive sampling procedure used in this research decreases the generalisability of the findings. This study will therefore not be generalisable to all areas of teacher education. Furthermore, this investigation is not aimed primarily at measurable data. It is quite possible that a similar study run simultaneously would come to other insights. This study has been aimed at the role of the lecturer in cultivating a trust relationship with the student teacher especially during teaching practice. Very little attention was paid to other factors that contribute to a lack of trust, for example, between class teachers and pupils themselves, although these are also strong influences during teaching practice, since student teachers spend most of their time with the class teachers and

pupils

5.5 AREAS FOR FURTHER RESEARCH

At present teacher education in the new South Africa is undergoing a major upheaval, as reforms are being implemented and the process of nation building is fostered. It would be extremely useful to maintain an on-going research in this field as current developments unfold. The following could be seen as legitimate areas of subsequent research:

- (a) Special attention could be given to competency-based teacher education which is suggested in the 1994 COTEP document.

- (b) In 1.1.2 attention was given to the factors contributing to a lack of trust and 1.1.2.3 dealt with faculty members. Further research into student's professional environments could help to further develop the trust relationship between the lecturer and the student teacher. The idea that supervisory effectiveness is situational is further argued by

Boydell (1986:118). The social setting contributes towards the ability of students to use the skills acquired during teaching practice.

- (c) In 2.4 some characteristics of an effective supervising lecturer that promote trust relationship between the student teacher and the supervising lecturer were discussed. These characteristics create a work environment that is supportive and helpful. It would be of particular value if further research could be done into the relative openness of interaction in South Africa because it is the set of internal characteristics that distinguishes one school from another and influences the behaviour of its members.
- (d) In 2.5, mention was made of the fact that students should understand their lecturers and vice-versa. A study could be done with the purpose of setting challenges for students. These may well take a variety of forms but the underlying principle should be that lecturer's expectations of his students should be high. Crucial to those expectations

would be the nature and the role of supervision.

- (e) Personal linkages between the schools and the colleges with specific reference to the new South Africa need to be researched.

- (f) Research could be done on the school teacher's perception of the support that he or she is expected to give to student teachers during teaching practice.

5.6 FINAL CONCLUSION

The three categories/characteristics of an effective supervisor namely: personal, guidance and professional were regarded as very important in cultivating a trust relationship between student teachers and lecturers. These characteristics define the relative openness of interactions. It can be concluded that supportive lecturers motivate student teachers by using constructive criticism, setting a good example of hard work and by giving professional guidance. These lecturers are also helpful and genuinely concerned about the professional and personal welfare of student teachers.

Such lecturers are proud of their student teachers, enjoy guiding them and are committed to them and their professional progress.

Openness on the part of lecturers, characterises an authentic relationship with student teachers. Lecturers who create an environment that is supportive and encourages student initiative, help to free student teachers from frustrations so that they can focus more clearly on the teaching practice task. Openness and transparency amongst lecturers is also characterised by sincere and positive relationships with colleagues and other administrators. The workplace becomes a facilitating factor for high performance rather than a frustrating one. In such an environment both lecturer's and student teacher's behaviour are authentic, energetic, goal-directed and supportive, and satisfaction is derived from both task accomplishment and needs gratification.

For the practitioner wishing to use these findings, it is important to bear in mind that the practical difference between lecturer effectiveness or ineffectiveness of supervision depends largely on the extent of the student's freedom either to accept or reject the lecturer's suggestions. This much seems clear: simply because the lecturer intends to cultivate a trust

relationship between himself and the student teacher by giving guidance or encouraging students, does not in itself mean that students will interpret his action as supportive.

Furthermore, it seems that in order to link together the fragmented pieces of existing teacher supervision practices, efforts should be made to create a lively, healthy and on-going channel of communication among all parties involved in teacher supervision, especially amongst the persons involved in the triad: the student teacher, the school teacher and the college lecturer. They should be provided with sufficient time and space for collective reflection and sustained contact.

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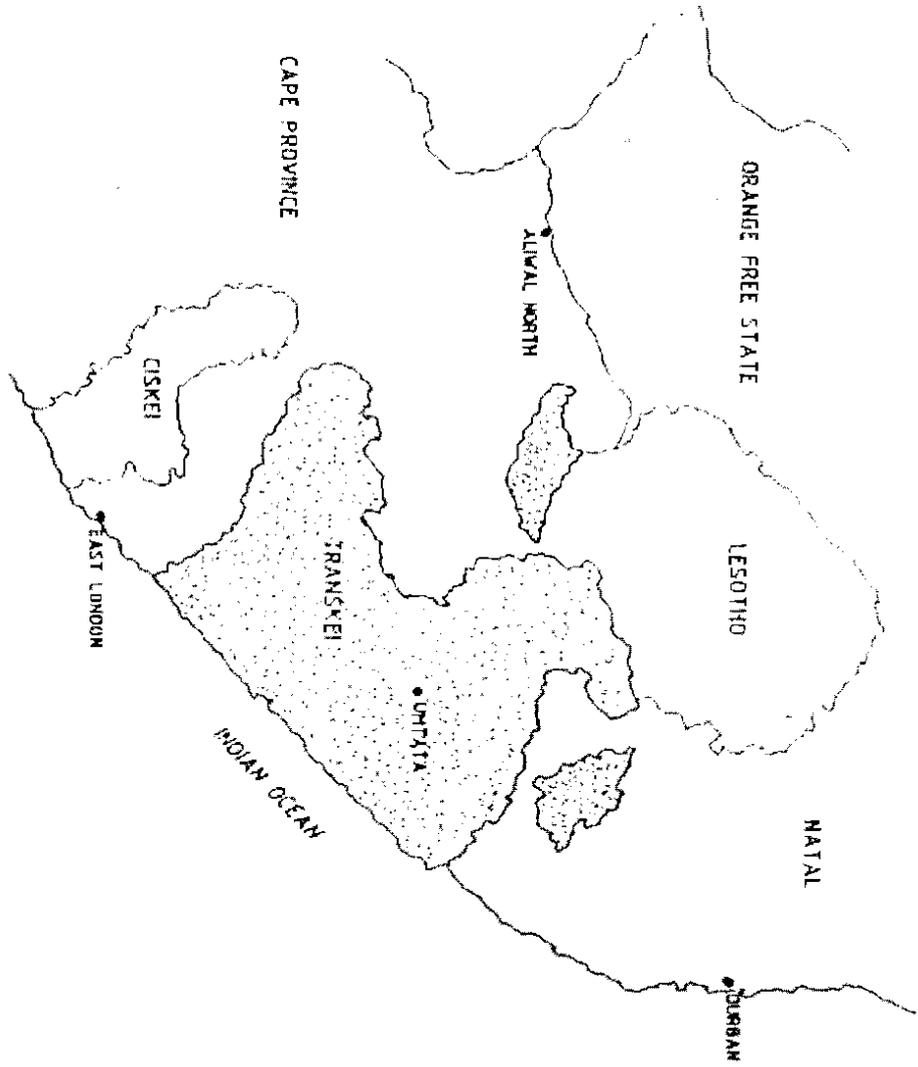
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INTERVIEWS

- Principals and teachers :** Umtata High School
St Joseph's Junior Secondary School
Excelsior Junior Secondary School
Ikwezi Higher Primary School
- Priests/Clergyman :** Dutch Reformed Church (DRC)
Methodist Church
- Rectors and Lecturers :** Cicira College of Education
Clarkebury College of Education
Transkei College of Education
- University of Transkei :** Department of Collegiate
Education (DCE)

APPENDIX A

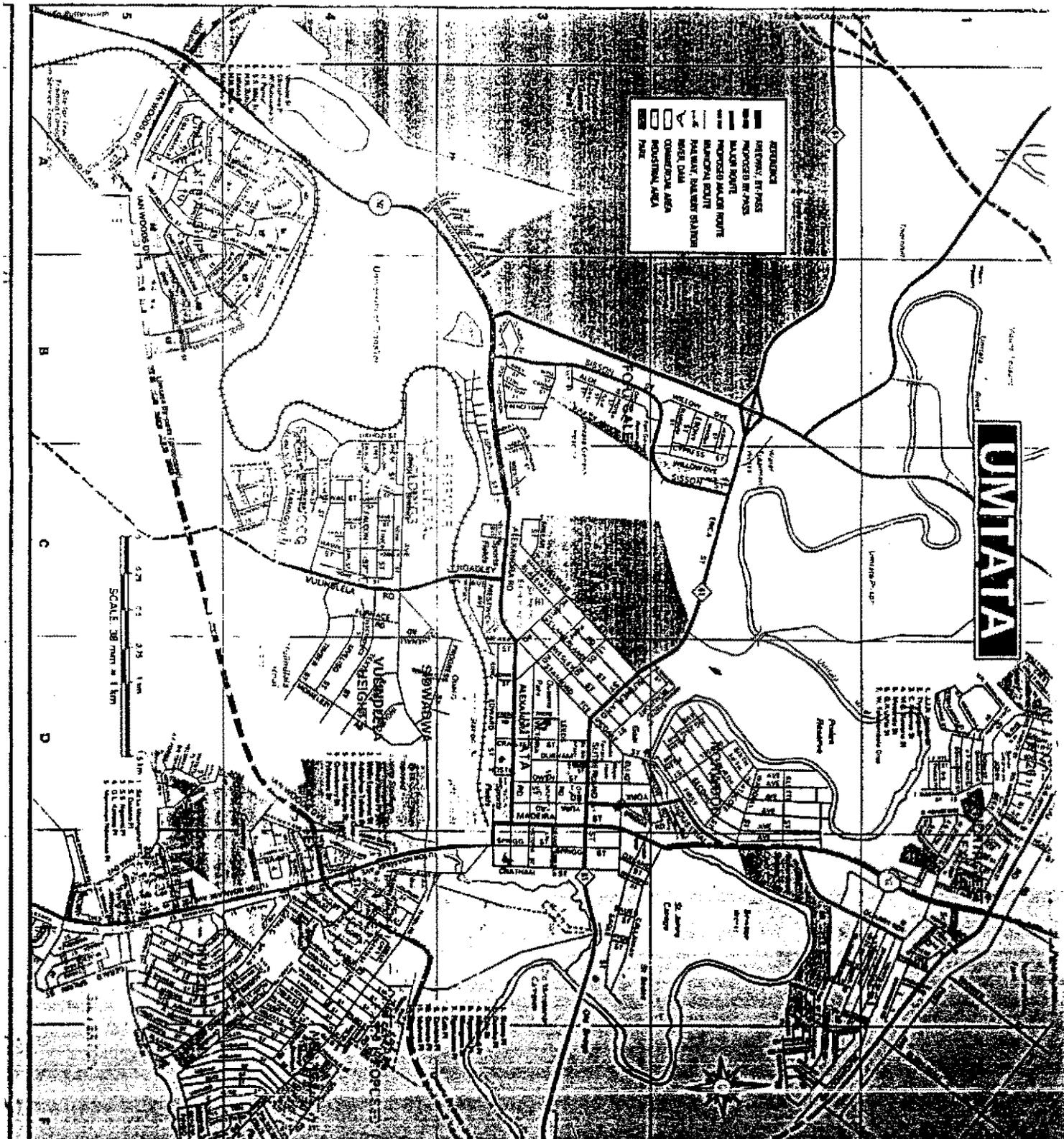
- MAP 1 CONTEXTUAL MAP OF THE FORMER
TRANSKEI REGION
- MAP 2 MAGISTERIAL MAP OF THE
FORMER TRANSKEI REGION
- MAP 3 MAP OF UMTATA SCHOOLS THAT
PARTICIPATED IN THE
RESEARCH



CONTEXTUAL MAP

FIGURE A. : THE CONTEXTUAL MAP OF TRANSKEI

- Key:
- Ikhwezi Community J.S.S. : East of Mbuge Extention
 - Umtata High School : West of sports field
 - Excelisior J.S.S. : South of St Johns' College
 - St Joseph's J.S.S. : South of Norwood
 - Umtata Community J.S.S. : North-East of Golf Course
 - Ncise J.S.S. : West of Umtata



APPENDIX B

**AIMS OF TEACHER EDUCATION: FORMER
TRANSKEI REGION**

APPENDIX B

Aims of teacher education: Former Transkei region

Teachers Training Objectives

The main objective of teachers' education which require to be built into general education policy in Transkei should be the following:

- (i) To provide and expand the facilities necessary for the rapid improvement of the quality and quantity of teacher supply.
- (ii) To co-ordinate the activities of all authorities and institutions concerned with teachers' education so that their organic unity contributes to the development of a unified profession.
- (iii) To prepare and provide teachers capable of understanding the social and economic forces within society and the political and cultural institutions of the people.
- (iv) To prepare and provide teachers who will be able to acquaint themselves with the process of change and tools for introducing social change.
- (v) To provide facilities which will enable the teacher to understand and promote development of the community in which he serves.
- (vi) To provide for the education of teachers who are aware of the social responsibilities of the citizen and who will impart sound social values;

...; these values must be those which can be manifestly demonstrated to be those of a free society.

- (vii) To provide such education and training as will enable the teacher to be aware of sociological evolution and the changing values of society, to interpret these to youth and to set before them those values which are worthwhile.
- (viii) To provide for the education of teachers who are aware of the changing nature of the economy and the vocational opportunities offered to youth so that they (teachers) can assist in their guidance to satisfactory and satisfying career choices.
- (ix) To provide for the development in teachers of the scientific habits of thought and understanding of the scientific method of approach as no teacher can afford to be ignorant of the basic scientific facts in a world where every aspect of human activity in the rural community is tied to superstition, poor crops, illness, disease and so on; the necessary leadership must be provided by enlightened people who are fairly well equipped with the rudiments of science and the knowledge of people and their way of life.
- (x) To develop, through academic study, an understanding of those areas of knowledge which have professional significance; such study would develop such qualities of mind as logical and critical thought, creative imagination, judgement, rationality and autonomy in relation to each area of knowledge.

theory which will inform professional judgements and actions; to this end the curricula will have to put emphasis on:

- (a) The formulation of rational principles acquired through the objective study of the contributory disciplines.
 - (b) Understanding the factors that effect the development of children.
 - (c) Acquiring a sensitive awareness of the dynamic relationship between school and society.
 - (d) Building up the knowledge and attitudes that will enable future teachers to understand the demands and pressures arising from the socio-economic state of a newly independent agricultural society.
 - (e) Gaining an understanding of the diffuse nature of the teacher's role.
 - (f) Developing an occupational consciousness by sharpening the future teacher's political, economical and sociological insights.
 - (g) Fostering a flexibility of mind and a constructive, critical attitude towards educational innovation, which will enable future teachers to evaluate the changing conception of teaching and research findings in the light of rational criteria.
- (xii) To develop, through training and practical experience, the technical skills necessary for the achievement of professional competence in teaching; this area of activity would stress:

- (a) The acquisition of a range of skills focused on teaching methods, appropriate learning experiences and motivation in the classroom, management and organizational expertise, evaluation procedures and record keeping.
 - (b) The development of the future teacher's critical skill, judgement and powers of reflection, thus giving him the ability to modify his performances in the light of growing experience.
-
- (xiii) To develop, through academic and professional study, a knowledge of the relationship between the logical and psychological aspects of learning and teaching at the different stages of children's development.
 - (xiv) To produce teachers who, by virtue of their education and training, are sensitive, self-confident, self-critical and adaptable persons with the ability to work as a link in a complex differentiated teaching force.
 - (xv) To establish a knowledge-based profession, thus raising the academic and professional standards of the teacher which would then enhance his status in society and benefit future generations of children.
 - (xvi) To provide and expand the facilities for the continual professional development of teachers through in-service education.

The in-service education of teachers would have to be directed at:

- (a) The provision of facilities as an alternative to the conventional pre-service course for the preparation of professionally unqualified serving teachers.
- (b) Up-grading the status of qualified, serving teachers.
- (c) Refreshing and up-dating the mass of serving teachers without necessarily improving their professional and financial status.

APPENDIX C

**PERSONAL INFORMATION: LECTURER/TEACHER
AND STUDENTS**

Lecturers or Teachers

Section 1: About yourself.

Your name.....

Your college/ institution/ school.....

Please mark with a cross (+) the box opposite the number representing appropriate response for the following items.

1.1 Your age (years)

Under 20		1
20-29		2
30-39		3
40-49		4
Over 49		5

Your highest completed level of education

High school		1
College diploma		2
Graduate degree		3
Other specify		4

1.3 Your sex:

Female		1
Male		2

1.4 Work experience in years

Less than 1		1
1-2		2
3-5		3
6-10		4
Over 10		5

1.5 Job status

Rector		1
Principal		2
Head of Department		3
Senior lecturer		4
Lecturer		5
Assistant teacher		6

Students

Section 1: About yourself

Your name.....

Your college or institution.....

Please mark with a cross (+) the box opposite the number representing appropriate response for the following items.

1.1 Your age (years)

Under 20		1
20-29		2
30-39		3
40-49		4
Over 49		5

Female		1
Male		2

1.3 Present level of study

First		1
Second		2
Third		3

APPENDIX D
QUESTIONNAIRE 001 AND 002

Questionnaire No.001.

Place the following characteristics of an effective supervising lecturer in rank order, that is: In order of importance, which characteristics, in your opinion, contribute the most toward building up a trust relationship with student teachers?

(See example provided.)

Characteristic	Rank order
1 Friendly personality ;relates with warmth, understanding and empathy.	
2 Treats student teachers with respect, regards them as persons with equal human dignity.	
3 Patient and calm personality, with self control.	
4 Encourages student teachers to perform well and feel good about themselves, focuses on their strengths.	
5 Highly genuine and honest; sets a good example in appearance, behaviour and teaching skills.	
6 Communicates openly; maintains a relationship of dialogue with student teachers.	
7 Encourages student teachers to explore new methods of instruction in teaching practice.	
8 Gives extra help to student teachers when needed (e.g. in problem solving.)	
9 Shows genuine love towards individual student teachers. Personal concern for and involvement in their individual growth.	
10 Highly dependable, responsible and competent; has a clear and consistent policy.	

We realise that our items have not allowed you to report some opinions you may want to present about an effective supervisor and yourself. Please make additional comments in the space provided below.

We sincerely appreciate your time and co-operation. Please check to make sure that you have not skipped any question and then return the questionnaire.

Questionnaire No.002

Place the following characteristics of an ineffective supervising lecturer in rank order, that is: In order of importance, which characteristics, in your opinion, contribute the most toward breaking down a trust relationship with student teachers?

(See example provided.)

Characteristic	Rank order
1 Unfriendly personality; lacking in warmth, understanding and empathy.	
2 Does not treat student teachers with respect, fails to regard them as persons with equal human dignity.	
3 Is too impatient, excitable, undisciplined.	
4 Does not encourage student teachers to perform well or to feel good about themselves, focuses on their weaknesses.	
5 Lack of sincerity and honesty, sets a poor example in appearance, behaviour and teaching skills.	
6 Does not communicate openly; fails to maintain a relationship of dialogue with student teachers.	
7 Does not encourage student teachers to explore new methods of instruction in teaching practice.	
8 No extra help for student teachers when needed (e.g. in problem solving.)	
9 Lack of genuine love towards individual student teachers, no personal concern for or involvement in their individual growth.	
10 Lack of reliability, responsibility and competence, has no clear and consistent policy.	

We realise that our items have not allowed you to report some opinions you may want to present about an ineffective supervisor and yourself. Please make additional comments in the space provided below.

We sincerely appreciate your time and co-operation. Please check to make sure that you have not skipped any question and then return the questionnaire.

APPENDIX E

LETTER FROM THE DIRECTOR GENERAL

(FORMER TRANSKEI REGION)



Incimbi Yembaliwe Mayibingwe
Kusibakulu

All communications to be
addressed to the Secretary

idilesi yoCingo }
Telegraphic Address } "SEBEMFUNDO"

iNgxowa eYodwa yePasi }
Private Bag } X5003

IMBUZO
ENQUIRIES

iFoni } 25111
Tel. }

The Rector/Principal
Colleges of Education
TRANSKEI

Dear Sir/Madam

YOUR LETTER DATED

YOUR REFERENCE

OUR REFERENCE

I have pleasure in informing you that your application on behalf of
He/Mrs/Miss *F. M. MASEMBARA*..... to grant him/her
permission to collect data from Transkei Schools for research purposes
on *THE CONDUCT OF RESEARCH PROJECTS UNDER THE AEGIS
OF THE RECTOR-SUPERVISOR IN CULTIVATING A.....
RELATIONSHIP OF TRUST WITH LOCAL COMMUNITIES T.T.P.*
has been approved provided, at the end of the project, a copy of the
dissertation will be produced for the Transkei National Library.

Yours faithfully

DIRECTOR-GENERAL FOR EDUCATION

APPENDIX F

COVERING LETTER TO THE RESPONDENTS

To the Participant

This questionnaire is designed to study characteristics of an ineffective supervising lecturer during teaching practice. The information you provide will help us better understand the quality of supervision provided by the lecturers.

Because you are one of those who can give us a correct picture of how you experience teaching practice, we ask you to respond to the questions frankly and honestly.

Your response will be kept strictly confidential. Only members of the research team will have access to the information you give.

A summary of the results will be sent to you after all the data has been analysed.

Thank you very much for your time and co-operation. We greatly appreciate your help during this research endeavour.

APPENDIX G

INSTRUCTIONS TO COMPLETE

A QUESTIONNAIRE

Section 2.

About your teaching practice experience.

The items below provide characteristics of an effective supervising lecturer.

Think in terms of your everyday experience and accomplishments during teaching practice and rank them in order of importance.

Do not rearrange the items, just write your order of importance next to the item concerned. There are no right and wrong answers.

First study all the characteristics before you rank them in order of importance.

Example:

Characteristic	Rank order.
1 Friendly personality	3
2 Communicates openly	2
3 Patient and calm	1

In the above ranking, characteristic No.1 is ranked as third in importance, Characteristic No.2 is ranked as No.2 in importance, and characteristic No.3 is ranked as No.1 in importance.

N.B. This is just an example, do not be influenced by it in your decision.

In this example only three characteristics have been ranked.

On your questionnaire please rank all of the characteristics in order of importance.

Section 2.

About their teaching practice experience

The items below provide characteristics of an ineffective supervising lecturer.

Think in terms of your everyday experience and accomplishments during teaching practice and rank them in order of importance.

Do not rearrange the items, just write your order of importance next to the item concerned. There are no right and wrong answers.

First study all the characteristics before you rank them in order of importance.

Example:

Characteristic	Rank order.
1 Unfriendly personality	3
2 Does not communicate openly	2
3 Is too impatient	1

In the above ranking, characteristic No.1 is ranked as third in importance, Characteristic No.2 is ranked as No.2 in importance, and characteristic No.3 is ranked as No.1 in importance.

N.B. This is just an example, do not be influenced by it in your decision.

In this example only three characteristics have been ranked.

On your questionnaire please rank all of the characteristics in order of importance.

APPENDIX H

A LETTER TO THE RECTORS :

CICIRA COLLEGE OF EDUCATION

CLARKEBURY COLLEGE OF EDUCATION

TRANSKEI COLLEGE OF EDUCATION

Cicira College of Education
P/Bag X5034
Umtata

Dear Sir/Madam,

I am currently conducting a research project on the role of a lecturer-supervisor in cultivating a relationship of trust with specific reference to teaching practice.

I am presently collecting data by means of a questionnaire and would appreciate your help by allowing some of your students/teachers' to participate in my research project.

I need to know the students'/ teachers' opinions and feelings on some characteristics of effective (and ineffective) lecturer-supervisors during teaching practice.

Lecturer characteristics or skills to be ranked by respondents consist of ten items presented in random order on the questionnaire. The same characteristics are to be presented twice; one for ranking effective lecturers, and secondly for ranking ineffective lecturers.

For effective lecturers, the items are presented in a positive form while for ineffective lecturers the same items are presented in a negative form.

Any information you can provide me with concerning teaching practice would be gratefully received.

I will, of course, send you the results of the research once I have completed my study.

Thanking you in anticipation.

Yours sincerely

E.N.Msengana.
MEd UNISA Student.

APPENDIX I
GENERAL CORRESPONDENCE

P.O.BOX 125

DALA

3100.

20 JUNE 1995.

Dear Enid

Thank you so much for considering me as an important source of information. I have an idea about the historical background of Cicire college of education. The information I have given you may be haphazard since I did not keep the records from 1976 up to date. However, I hope the information will be relevant as to how and when was the college started.

May God bless you and equip you with His love and hope for a success.

Yours in Christ

Rev. Burger

APPENDIX J

SUMMARY OF RESPONSES : EMPIRICAL INVESTIGATION

Q1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	15	6.7	15	6.7
2	45	20.0	60	26.7
3	33	14.7	93	41.3
4	19	8.4	112	49.8
5	17	7.6	129	57.3
6	20	8.9	149	66.2
7	30	13.3	179	79.6
8	10	4.4	189	84.0
9	17	7.6	206	91.6
10	19	8.4	225	100.0

Q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	53	23.6	53	23.6
2	18	8.0	71	31.6
3	26	11.6	97	43.1
4	27	12.0	124	55.1
5	18	8.0	142	63.1
6	25	11.1	167	74.2
7	16	7.1	183	81.3
8	14	6.2	197	87.6
9	17	7.6	214	95.1
10	11	4.9	225	100.0

STUDENTS

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Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	21	9.3	21	9.3
2	25	11.1	46	20.4
3	28	12.4	74	32.9
4	25	11.1	99	44.0
5	22	9.8	121	53.8
6	23	10.2	144	64.0
7	17	7.6	161	71.6
8	20	12.4	181	84.0
9	15	6.7	196	90.7
10	21	9.3	225	100.0

Q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	39	17.3	39	17.3
2	32	14.2	71	31.6
3	33	14.7	104	46.2
4	33	14.7	137	60.9
5	23	11.1	162	72.0
6	24	10.7	186	82.7
7	21	9.3	207	92.0
8	6	2.7	213	94.7
9	8	3.6	221	98.2
10	4	1.8	225	100.0

05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	17	7.6	17	7.6
2	15	6.7	32	14.2
3	13	5.8	45	20.0
4	20	8.9	65	28.9
5	27	12.0	92	40.9
6	38	16.9	130	57.8
7	29	12.9	159	70.7
8	32	14.2	191	84.9
9	17	7.6	208	92.4
10	17	7.6	225	100.0

06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	31	13.8	31	13.8
2	28	12.4	59	26.2
3	34	15.1	93	41.3
4	24	10.7	117	52.0
5	28	12.4	145	64.4
6	16	7.1	161	71.6
7	19	8.4	180	80.0
8	19	8.4	199	88.4
9	18	8.0	217	96.4
10	8	3.6	225	100.0

07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	6	2.7	6	2.7
2	12	5.3	19	8.0
3	21	9.3	39	17.3
4	24	10.7	63	28.0
5	28	12.4	91	40.4
6	25	11.1	116	51.6
7	29	12.9	145	64.4
8	38	16.9	183	81.3
9	27	12.0	210	93.3
10	15	6.7	225	100.0

08	Frequency	Percent	cumulative Frequency	Cumulative Percent
1	19	8.4	19	8.4
2	18	8.0	37	16.4
3	16	7.1	53	23.6
4	15	6.7	68	30.2
5	18	8.0	86	38.2
6	15	6.7	101	44.9
7	25	11.1	126	56.0
8	34	15.1	160	71.1
9	31	13.8	191	84.9
10	34	10.1	225	100.0

09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	14	6.3	14	6.2
2	21	9.3	35	15.6
3	15	6.7	56	22.8
4	25	11.1	75	33.3
5	17	7.6	93	40.9
6	22	9.8	114	50.3
7	23	10.2	137	60.5
8	18	8.0	155	68.3
9	27	12.0	182	80.9
10	43	19.1	225	100.0

010	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	10	4.4	10	4.4
2	13	5.8	23	10.2
3	6	2.7	29	12.9
4	13	5.8	43	18.7
5	24	10.7	66	29.3
6	15	6.7	81	36.0
7	18	8.0	99	44.0
8	25	11.1	126	55.1
9	31	22.7	157	77.8
10	50	22.2	225	100.0

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Variable	N	Mean	Std Dev	Minimum	Maximum
Q1	225	4.9688889	2.8132199	1.0000000	10.0000000
Q2	225	4.4533333	2.8627534	1.0000000	10.0000000
Q3	225	5.2933333	2.8241939	1.0000000	10.0000000
Q4	225	4.0444444	2.3731718	1.0000000	10.0000000
Q5	225	5.8266667	2.5567139	1.0000000	10.0000000
Q6	225	4.6577778	2.6997428	1.0000000	10.0000000
Q7	225	6.1288889	2.4231604	1.0000000	10.0000000
Q8	225	6.2622222	2.9531527	1.0000000	10.0000000
Q9	225	6.2044444	2.9539509	1.0000000	10.0000000
Q10	225	7.1155556	2.7426815	1.0000000	10.0000000

POSITIVE and NEGATIVE RESPONSE

PTD and STD STUDENTS

01	frequency	Percent	Cumulative Frequency	Cumulative Percent
1	7	8.8	7	8.8
2	5	6.3	12	15.0
3	10	12.5	22	27.5
4	14	17.5	36	45.0
5	7	8.8	43	53.8
6	9	11.3	52	65.0
7	4	5.0	56	70.0
8	9	11.3	65	81.3
9	10	12.5	75	93.8
10	5	6.3	80	100.0

02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	20	25.0	20	25.0
2	11	13.8	31	38.8
3	10	12.5	41	51.3
4	5	6.3	46	57.5
5	14	17.5	60	75.0
6	6	7.5	66	82.5
7	6	7.5	72	90.0
8	1	1.3	73	91.3
9	5	6.3	78	97.5
10	3	2.5	80	100.0

LECTURERS/TEACHERS

03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	5	6.3	5	6.3
2	8	10.0	13	16.3
3	9	11.3	22	27.5
4	13	16.3	35	43.8
5	4	5.0	39	48.8
6	10	12.5	49	61.3
7	5	6.3	54	67.5
8	6	7.5	60	75.0
9	13	16.3	73	91.3
10	7	8.8	80	100.0

04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	13	16.3	13	16.3
2	16	20.0	29	36.3
3	12	15.0	41	51.3
4	6	7.5	47	58.8
5	5	6.3	52	65.0
6	11	13.8	63	78.8
7	12	15.0	75	93.8
9	1	1.3	76	95.0
10	4	5.0	80	100.0

05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	7	8.8	7	8.8
2	8	10.0	15	18.8
3	6	7.5	21	26.3
4	9	11.3	30	37.5
5	9	11.3	39	48.8
6	6	7.5	45	56.3
7	17	21.3	62	77.5
8	13	16.3	75	93.8
9	5	6.3	80	100.0

06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	7	8.8	7	8.8
2	11	13.8	18	22.5
3	10	12.5	28	35.0
4	13	16.3	41	51.3
5	7	8.8	48	60.0
6	7	8.8	55	68.8
7	8	10.0	63	78.8
8	11	13.8	74	92.5
9	1	1.3	75	97.8
10	5	6.3	80	100.0

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	Frequency	Percent	Cumulative Frequency	Cumulative Percent
07				
1	3	3.8	3	3.8
2	5	6.3	8	10.0
3	7	11.3	17	21.3
4	6	7.5	23	29.8
5	13	16.3	36	45.0
6	10	12.5	46	57.5
7	8	10.0	54	67.5
8	10	12.5	64	80.0
9	9	11.3	73	91.3
10	7	8.8	80	100.0

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
08				
1	3	3.8	3	3.8
2	7	8.8	10	12.5
3	5	6.3	15	18.8
4	5	6.3	20	25.0
5	6	7.5	26	32.5
6	11	13.8	37	46.3
7	10	12.5	47	58.8
8	11	13.8	58	72.5
9	11	13.8	69	86.3
10	11	13.8	80	100.0

542

09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	3	3.8	3	3.8
2	5	6.3	8	10.0
3	5	6.3	13	16.3
4	6	7.5	19	23.8
5	3	3.8	22	27.5
6	4	5.0	26	32.5
7	6	7.5	32	40.0
8	13	16.3	45	56.0
9	12	15.0	57	71.0
10	23	28.8	80	100.0

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010	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	12	13.0	13	10.0
2	5	6.3	17	22.3
3	6	7.5	23	29.8
4	4	3.0	27	33.8
5	12	15.0	35	45.8
6	6	7.5	45	56.3
7	2	2.5	47	58.8
8	6	7.5	50	60.8
9	12	15.0	65	81.3
10	15	18.8	80	100.0

Variable	N	Mean	Std Dev	MINIMUM	Maximum
01	80	5.4000000	2.7309756	1.0000000	1.0000000
02	80	3.9125000	2.6105616	1.0000000	1.0000000
03	80	5.6250000	2.8399362	1.0000000	1.0000000
04	80	4.1125000	2.5606257	1.0000000	1.0000000
05	80	5.3250000	2.4637886	1.0000000	1.0000000
06	80	4.8875000	2.6192750	1.0000000	1.0000000
07	80	5.9500000	2.5502944	1.0000000	1.0000000
08	80	6.4375000	2.6900538	1.0000000	1.0000000
09	80	7.1875000	2.8644205	1.0000000	1.0000000
010	80	5.9000000	3.2514846	1.0000000	1.0000000

POSITIVE and NEGATIVE

LECTURERS/TEACHERS

APPENDIX K

OUTLINE OF THE FORMAT USED FOR THE INTERVIEWS

APPENDIX K

Outline of the format used for interviews

1. Outline of the interviews with Rectors of participating colleges of education
 - Please could you let me the following information in writing:
 - Staffing and personnel
 - Curriculum structure and syllabuses for the diploma/s offered in your college
 - Disciplines offered and student broken into year levels

2. Outline of interviews with principals of participating schools
 - Please could you let me have the following information in writing:
 - Standard offered
 - Number of pupils in various standards

3. Outline of informal interviews with lecturers, student teachers and teachers
 - Capacity of interviews and involvement with teaching practice.
 - Participation of the interviews in college or school activities such as teaching practice workshops, orientations and demonstration lessons.
 - Communication of the college or school with the schools or colleges participating during teaching practice.
 - Curriculum contributions
 - Suggestions towards improving the teaching practice programme.

APPENDIX L

EVALUATION FORM

Name of Student:..... Course:.....Date:.....

Name of School:..... Class:..... No. of Students:.....

Subject :.....

Topic :..... Medium:

LESSON	POSSIBLE MARK	MARK GIVEN
A. PREPARATION	10	
B. INTRODUCTION	10	
C. CLASS TECHNIQUE		
* CLASS CONTROL	5	
* SUBJECT MATTER	15	
* PROCEDURE	15	
* LANGUAGE AND COMMUNICATION	10	
* TEACHING AIDS AND CHALKBOARD	10	
* APPLICATION	10	
SUB-TOTAL	65	
D. GENERAL IMPRESSION	10	
PERSONALITY	5	
TOTAL	100	

Personality: Dull/Calm Lacks confidence/Enthusiatic
 Sympathetic/Unsympathetic Neatness: Attitude.

REMARKS:

.....

.....

.....

.....

LECTURER'S SIGNATURE: