UNIVERSITY OF PRISHTINA
FACULTY OF EDUCATION

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THE IMPACT OF SCHOOL PLACEMENT MENTORING EXPERIENCE ON TEACHING SELF-EFFICACY OF STUDENTS

DOCTORAL THESIS

Prishtina, 2022

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NDIKIMI I MENTORIMIT GJATË PRAKTIKËS SHKOLLORE NË VETEFIKASITETIN E STUDENTËVE PËR MËSIMDHËNIE

PUNIM DOKTORATE

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DOCTORAL THESIS

Mentor: Prof. Assoc. Dr. Blerim Saqipi

Co-mentor: Prof. dr. Janez Vogrinc

Prishtina, 2022

DEDICATION

This thesis is dedicated to my parents, Rifat and Razije,

To my husband Granit, and to my children,

Bind and Iria!

STATEMENT

I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Parts of this paper have been detached for publication in scientific journals and a part of the research results have been presented at local and international conferences. The paper does not contain material written by any person other than the cases cited and referenced.

Elmedina Nikoçeviq-Kurti

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ABSTRACT

This study has examined the student teachers' self-efficacy in teaching and its relation to mentoring experiences they perceived during their school placement. Through an examination of students' perception of mentoring experiences (based on five factor's mentoring model) and their level of self-efficacy in teaching, specifically in classroom management, student engagement and instructional strategies, the study offers a deeper comprehension of the quality of the mentoring program in Kosovo. It also contributes to the current literature in the way how future teachers should be prepared and supported during initial teachers' education programs. Quantitative and qualitative methods are used for collecting the data. The survey is conducted on a sample of 210 third and fourth-year student teachers, enrolled in a Kosovar 4-year bachelor program at the University of Prishtina for elementary teacher education, after their last teaching practice in Prishtina elementary schools. The sample is randomly selected. The "Mentoring for Effective Primary Teaching" instrument and "Teachers' Sense of Efficacy Scale" were used to collect the data. Interviews are conducted with 10 student teachers, 5 university supervisors and 5 mentor teachers. Findings indicate that student teachers' school placement mentoring experiences are related positively to their level of teaching self-efficacy.

Student teachers with a higher level of teaching self-efficacy beliefs rated the quality of their mentoring experience higher than those who reported lower self-efficacy beliefs in teaching. Students reported the highest levels of mentoring experience on mentor teachers' personal attributes, while the lowest on mentor teachers' feedback. Also, they showed the lowest level of self-efficacy beliefs in the classroom management domain, while a higher level in using instructional strategies. Furthermore, fourth-year students showed a higher level of teaching self-efficacy than third-year students after teaching practice. A multiple regression found that mentor teachers' personal attributes are the best predictor of student teachers' teaching self-efficacy beliefs. This study can serve as a source of information to improve the organization and planning of student teaching practice, and will contribute to improving knowledge on mentor practices that enhance students' self-efficacy.

Key words: *Mentoring, self-efficacy, university supervisor, mentor teacher, student teacher, school placement.*

CHAPTER I

INTRODUCTION

1.1 Background of the study

The quality of teacher education is becoming a primary concern worldwide. According to Hudson and Hudson (2011), the quality of student teacher education is crucial for developing an education system, and mentors have important role in assisting students to shape their development within the school context. Teaching practice during teacher education is a starting point of a long and slow process in creating professional identity and toward teacher professionalism. Therefore, initial teacher preparation programs should appropriately prepare student teachers to understand the school culture, so their first years of teaching can become a positive experience for developing their skills (Gratch, 2001). The primary goal of the teaching practice is to provide the student teacher with the opportunity to apply effective teaching practices and behaviors under the very experienced and qualified university supervisors and mentor teachers. According to Chong et al. (2011), the extent of impact that early experiences in schools and other factors have teachers' concepts of self and their teaching experiences, depends on how they view themselves as teachers before they start the teaching profession, and whether they were challenged during teacher preparation program.

Teaching practice should serve as a platform to link the theory and practice gap in teacher preparation programs. This is the time when teacher candidates have opportunities to be in an elementary school classroom. Teacher candidates observe teachers, plan and present lessons, and perform assessments. Creating an experience of teaching is the main aim of participating in a school-based teaching practice (Pitkäniemi & Martikainen, 2020). According to Knowles and Cole (1996) to further bridge the theory-practice gap, teacher preparation programs should also place a premium on helping student teachers to recognize the process of becoming a teacher and not merely focus on the knowledge and skills of teaching or imparting knowledge. Practicing the theories in the classroom under the guidance and support of mentor teachers is one of the main aims of teaching practice. But, as Chong et al. (2011) stressed the student teachers require many opportunities to be exposed to the real setting of the school and the multi-faceted roles of the teacher. During school placement, student teachers shape their professional identity and self-

efficacy in teaching. Therefore, mentor teachers are expected not to train student teachers to behave in certain ways, but to shape their horizon in teaching by sharing with them the effective teaching skills and developing their self-efficacy beliefs (Chong et al., 2011; George et al., 2018; Pitkäniemi & Martikainen, 2020). This raises the issue of how important is that mentor teachers have mastered the subject knowledge and have experienced in teaching. Effective mentoring should be viewed as the most important factor in the development of student teachers' teaching skills, pedagogical knowledge and self-efficacy teaching. Barret (2002) emphasizes the importance of mentor teachers' planning of practices to enhance the student teachers' learning experiences. Mentor teachers' responsibilities have increased as their role in teacher education has become very important. It is necessary to research the impact of different factors in students' self-efficacy development because there is no one formula in developing the student teacher's self-efficacy to teach successfully in the classroom. According to Carver and Feiman-Nemser (2009, p.321), "policymakers need to recognize that mentoring is a professional practice that must be learned, not something which comes automatically or easily to classroom teachers". Hobson et al. (2012) raised another important issue in student teachers mentoring programs. According to them, assigning a mentor to a student teacher does not mean that the student will be mentored. Furthermore, to ensure that student teachers are mentored, teacher preparation programs should develop an optimal program.

After student teachers are admitted to teacher education programs, the teaching practice experiences are the most important contributor to their perspective. The teaching practice is a critical part of teacher education programs and is designed to give the student teacher an opportunity to learn about teaching and learning. Teacher education programs play an important role in developing student teachers' self-efficacy beliefs (Gomez Johnson et al., 2020; Pitkäniemi & Martikainen, 2020). Teaching self-efficacy beliefs are considered as the "key motivational beliefs influencing professional behaviors" (George et al., 2018, *p. 9*). However, different styles of mentoring in teacher education can differentially influence pre-service teachers' self-efficacy beliefs (Lejonberg et al., 2018). According to Beijaard et al. (2004), early teaching experiences before and during the initial teacher preparation program combined with personal beliefs can shape teachers' professional identity. Therefore, teacher preparation programs need to identify those mentor teachers' practices that can contribute to the quality of teaching practice experiences, which

also have a profound impact and function on the upbringing of future teachers in the teaching profession (Barak & Wang, 2020; Hudson, 2010, 2013; Virtič et al., 2021). Student teachers gain the theory which applies in a variety of teaching situations in the classroom. According to Ludwig et al. (2010), teacher preparation programs have received increasing attention as different studies strive to examine how to make sure teacher candidates are equipped to teach in diverse classrooms. Student teachers have the opportunity to see work setting and culture, curriculum and assessment process in order to see themselves in teacher role as their possible future profession. During teaching practice, students learn effective teaching strategies so that they develop their management and organizational skills. During the mentoring program both the mentor and the student-teacher gain from the mentoring experience. Provision of support by very prepared and effective mentors contributes to the achievement of student teachers during the period of personal and professional development (Bird & Hudson, 2015). Self-efficacy in teaching is a core issue for achieving good teaching practice, therefore during teacher preparation, teacher education programs should enhance student teachers' self-efficacy for teacher competence. Since self-efficacy predicts student teachers' competence proficiency, the use of a monitoring system for tracking students' self-efficacy development is advisable (Van Dinther et al., 2014). The teacher education system in Kosovo needs to explore new and effective ways to improve the professional preparation of teacher candidates through qualitative and supervised teaching practice in schools in order to create the appropriate mentoring conditions for increasing the self-efficacy of students and improvement of teacher educators and mentor's professional competences for mentoring.

1.2 Research context

The Education Sector in Kosovo continues to remain one of the most criticized social sphere with a lot of obstacles towards its improvement. Political developments in the former Yugoslavia, where Kosovo was a province until 1999, had a big impact on Kosovar Albanian education. Albanian pupils, students and teachers were deprived of educational possibilities in numerous ways. According to Pupovci (2012), the strongest symbol of this prejudice was the ethnic shifts in nearly all primary schools in Kosovo. In these conditions, the quality of education suffered significantly. Schools were highly affected. As Abrahams (2001) stated in his review, based on United Nations report on damage assessment of 649 schools in Kosovo, more than one-fifth of the schools surveyed were heavily damaged and more than 60 percent were destroyed. Since the war ended in

1999, a renewed focus on rebuilding education started. The physical rebuilding of schools, curriculum reform, and organization of the education system became the focus of intervention for international support. Since then, most schools have been rebuilt and physical infrastructure improved. But still, the quality of the education system suffers from the events that have devastated it. According to Saqipi (2008), one of the areas that became the focus of intervention for the international support was reforming the teacher education and aligning it with best international practices by upgrading the old teacher education programs and making them Bologna compatible, and more importantly in line with national policies and standards: 4 years Teacher Education Programs, with a proportional division of academic and professional courses, and a practice component of developmental nature.

Quality of initial teacher preparation and professional development of teachers, trainers and mentors is widely recognized as a vital tool for educational reform. Teacher education in Kosovo has shown significant improvements since the period after the war (1999) both in policies and performance practices in general. Kosovo is one of the first European countries that adopted the three-cycle system the European Credit Transfer (ECTS) System, even nowadays it is not a member of the Council of Europe. Until 2010, the University of Prishtina was the only public university in Kosovo, while nowadays there are 9 of them. The Faculty of Education at the University of Prishtina was established in 2002, by cooperation between the Ministry of Education, Science and Technology (MEST), University of Prishtina and Kosovo Teacher Education Program funded by the Canadian International Development Agency (CIDA). At first, FE was offering only pre-school and primary education, whereas now, Faculty of Education offers the degree of Bachelor (Pre-school, Primary, Pedagogy), Master (Inclusive Education, Subject Teaching in Primary and Secondary Education, Educational Management, Teaching and Curriculums, Professional Schools), and Ph.D. in Education. The duration of studies to prepare teachers of primary education is four years, at least 240 ECTS, of which 25 ECTS are for teaching practice.

Based on a report of the European Commission that investigated the teacher education and training in Kosovo, University of Prishtina, led by the Faculty of Education, has undertaken reform and modernization of the pre-service and in-service teacher training programs to address the changes required in schools (European Commission, 2013). It's stated that a key direction in the area of teacher education is to "put in place an effective and sustainable teacher development system to

improve quality of education and thus move the teacher development sector from a state of emergency to a development phase" *(p.13)*.

According to Kosovo Education Strategic Plan (2017-2021) despite the efforts of Ministry of Education and Faculty of Education (FE) to organize study programs that are in harmony with the needs and requirements of a teaching profession, this has not yet been achieved. The Faculty of Education in Kosovo does not currently prepare teachers sufficiently in line with Ministry policies to enable them to implement the new Kosovo Curriculum Framework. MEST is requiring from FEs to pay attention to the admission of students, ensuring that candidates with a rigid knowledge base are enrolled in their institution. Selection of students for enrolment in teaching profession would enable Faculties of Education, through their study programs, to "produce teachers willing to be challenged by the requirements of their profession" *(p.68)*.

Admission criteria to enroll in the Faculty of Education at UP are not enough competitive. Based on the Call for application for admission to the Primary Education Program at FE for the academic year 2021/2022, candidates who have finished high school and passed successfully the state mature exam can be admitted if they achieve at least 40% of the entrance exam (exam subjects: Albanian language, Math, Psychology and Analytical skills). It is noticed that in the exam subjects, unlike the previous years, the Faculty of Education has added the evaluation of the analytical skills of the candidates for teachers. The maximum 100 points are distributed as follows: for high school success- 30 points, success at state mature exam- 30 points and 40 points for the entrance exam. In the academic year 2019/2020, at the Faculty of Education of the University of Prishtina, 100 places were available for admission to the Bachelor program for primary education, while in the academic year 2020/2021 there were 70. Compared to available places in the academic year 2015/2016 (200 places), the number is halved.

Teacher preparation programs in Kosovo have faced criticisms regarding the quality of their programs especially after pupils' low results in two latest editions of PISA- Programme for International Student Assessment (2015, 2018). This also raises the question of the quality of student-teacher mentoring in teacher preparation programs but also the quality of induction programs in schools.

The teaching practice is an integral part of the teacher education program at the Faculty of Education of the University of Prishtina. Faculty of Education produced the "Handbook for Practice Teaching" that outlines mentors' and students' roles and responsibilities for facilitating

student teachers ‘in-school experiences. The purpose of this handbook is to communicate the principles that have guided the development of a program, and in addition to describe the expectations, requirements, rules and procedures that have to do deal with the implementation of practical learning (Handbook for Teaching Practice, 2004). The teaching practice in the Faculty of Education of the University of Prishtina starts in the second year of study, with four weeks of practice (24 hours) by observing and helping the teacher in the examination of pupils’ homework and classroom management during activities and ends with an eight-week-long practice in the fourth year of study where students learn and practice teaching in the classroom. Handbook for Teaching Practice outlines that during school placement third-year students should plan, teach, and evaluate one lesson in a course, and be taught a series of interconnected units in at least two other courses. As part of their study program, student teachers in the fourth year of the Primary Education Program should share teaching and other responsibilities in the classroom with the mentor teacher on equal basis. This includes planning, preparation and evaluation of learning in at least three various courses. One of the requirements that students must meet during the teaching practice is writing a diary. Students are required to keep a well-organized record of their teaching. According to the Handbook for Teaching Practice (2004), the notes should include:

- *Lesson planning portfolio*, which includes lesson plans and various materials that have resulted from the lesson.
- *The student's diary*, in which the student reflectively tells about what he / she has learned, and his / her goals for future learning.
- *Supervisor diary*, in which the mentor teacher and supervising professors write observation data and notes.

Furthermore, supervising professors and mentor teachers are expected to provide diary feedback as well as evaluation according to the following criteria: Student’s efforts to think about experiences, how students draw conclusions from their observations and do students raise questions carefully.

As, it was very difficult for university supervisors to monitor the students while they were doing teaching practice in other Kosovo municipalities, from 2016 it’s decided that students will do teaching practice only in the public schools of the Municipality of Prishtina. The “Teaching Practice Handbook” is quite clear and very helpful for the process, but the Faculty of Education

faces difficulties in the supervision of its implementation. The teaching practice remains a major challenge of the Faculty of Education in terms of proper supervision of students during practice and mentoring by trained mentors. Even though, student teachers do teaching practice in public schools of the Municipality of Prishtina where the Faculty of Education is located, in order to make the supervision by university professors easier, it seems it does not happen very often. Teaching Practice Handbook does not specify how many times the university professor should supervise the student teacher during teaching practice, therefore this gives student teachers the right to complain about. There is a need for more meetings and close collaboration between mentor teachers and university supervisors to discuss the students' strengths and weaknesses to boost their professional development in teaching.

Mentoring is the central feature of teaching practice at the Faculty of Education of UP. The system of mentoring the student teachers has been at the center of attention of teacher education reform in Kosovo since 2002/2003. The Faculty of Education has appointed a coordinator for teaching practice that assists in assigning a student to a school teacher, who will serve as a mentor teacher, and to a faculty professor, who will serve as university supervisor.

During the period 2013-2016, the University of Prishtina was a partner in the Tempus project entitled "Modernizing Teacher Education at the University of Prishtina" which supported the capacity building of mentor teachers by providing a tailor-made training program for selected mentor teachers as well as by developing the necessary resource guide for student teachers, mentor teachers and faculty supervisors in ensuring a quality of teaching practice. According to Gjelaj et al. (2020), the Faculty of Education at the University of Prishtina developed a training program for 300 mentor teachers, who were selected in cooperation with municipal authorities and schools to serve as mentors of new students in the reformed programs. These mentor teachers were offered a three-day training session which was meant to help them develop an understanding of the roles and expectations for students' school placement, which shows the importance that the university was placed on the mentoring role. Still, this was not a sufficient number of mentors, therefore student teachers were also appointed to other teachers even though they were beginner and untrained teachers. According to Gjelaj et al. (2020), within the efforts to transform initial teacher education program in line with the recently introduced standards for teacher practice and teacher education, the Faculty of Education developed courses for student teaching and outlined the expectations for students during their school experience.

In 2017, the Ministry of Education, Science and Technology (MEST) presented the new administrative instruction on the Licensing system and development of teachers, which defines the career development paths for teachers in Kosovo, criteria and conditions for licensing by type of license: Career teacher, Advanced teacher, Mentor teacher and Merit teacher. Mentor teachers should complete at least 200 training hours after receiving an advanced teacher license, of them at least 100 training hours from the teacher mentoring area. The license of a mentor teacher is valid for 5 years and is renewed providing the teacher has shown a positive performance assessment and has completed at least 200 new training hours. Unfortunately, there is a lack of statistics on how many teachers, based on these criteria, are mentor teachers today.

The Student Teacher Mentoring Program in Kosovo is initiated by the universities and there is no formal country mentoring program. According to Vula et al. (2015) design of the mentoring program in Kosovo embedded within itself certain features of hierarchical relationships between the mentor and student teachers; therefore, it led to a confusion of mentoring and monitoring concepts among the teachers involved. Also, these authors state that "the traditional monitoring culture had been embedded in Kosovo schools, within either school director mentoring of teaching quality or external monitoring that was coming either from municipal authorities or central ones" (p. 121). This study by Vula et al. (2015) on potential and challenges for the sustainability of teacher mentoring in Kosovo schools found that mentor teachers could not manage the time to examine and reflect on their actions, because they had to learn and share experiences, but at the same time, to plan the meetings with students. Also, they noted that mentor teachers had lack of understanding how to relate their work to the practice modules.

According to a research report by the organization ETEA (2021), the teaching practice at the Faculty of Education has a small weight in the final evaluation for passing the course. According to this report, the teaching practice is not carried out regularly, professors do not supervise regularly their students during the teaching practice and there is a lack of trained mentors to evaluate the student's performance during school placement. Currently, Faculty of Education has a stable mentoring system in the teacher preparation program, but there is a need for closer cooperation between faculty-schools in procedures for organizing and developing teaching practice, especially in completing the evaluation system and achieving student's academic improvements.

According to MEST official statistics (MEST, 2021), the public education system in Kosovo includes 44 pre-school institutions, 892 primary and lower secondary schools, 122 high schools, 6 special schools, and 9 public higher education institutions. In addition to these institutions, there are 88 private institutions in preschool, 10 licensed private institutions providing primary and secondary education, as well as 30 licensed private higher education institutions in Kosovo.

Elementary Education in Kosovo comprises 5 years of primary, and 4 years of lower secondary education. Provision is based on the Curriculum Framework and the grade curricula. The curriculum is subject-based, more prescriptive than descriptive, but schools can modify up to 15% of the content to accommodate the needs of their students. According to official statistics, 223.908 pupils were attending primary and lower secondary schools in Kosovo in the academic year 2020/21. Personnel consisted of 29.605 teachers, 1.643 administrators, and 3.281 auxiliary staff.

In 2021, the total number of students enrolled in the Faculty of Education was 4934, while according to statistics from the Electronic System for Student Management (SEMS) in the Primary Education Program study, 1401 students, of which 1223 are female and 178 are male.

1.3 Statement of the problem

There is a rising amount of pressure on Kosovar universities that offer teacher education in increasing student-teacher academic performance and to offer better conditions for teaching practice in public schools. Examining the level of student teachers' self-efficacy is important to improve their motivation to teach and consequently advance their teaching performance (Abun et al., 2021; Flores, 2015; Tschannen-Moran & Woolfolk Hoy, 2001). Self-efficacy is a key predictor of intentions and choice, as well as of the persistence to complete a task (Weber et al., 2004).
Given the importance of teachers' self-efficacy for instructional effectiveness and student engagement, educational institutions must understand possible factors that might enhance or hinder these beliefs. To fully understand how certain mentoring experience variables might be related to student teachers' beliefs, this study will highlight studies designed to investigate the relationship between student teacher self-efficacy and the school environmental factors and briefly discuss research conducted on the importance of mentor teachers' personal attributes, system requirements, mentor teachers' pedagogical knowledge, modeling and feedback on the level of

students' self-efficacy for teaching. Therefore, this study investigated the potential impact of the school placement mentoring experience of student teachers on their teaching self-efficacy.

1.4 Purpose of the study

The purpose of this study was to explain how the school placements mentoring experiences influence the level of student teachers' teaching self-efficacy. This study investigated how different environmental factors influenced student teachers' self-efficacy and what kind of mentoring practices are most effective and influential for enhancing students' self-efficacy and in turn their teaching competencies. By determining the level of mentoring experience and self-efficacy beliefs based on student teachers' perception after school placement, findings will serve as a source of information to improve the way of organization and planning of teaching practice. This study also analyzed which factor is the best predictor of students' teaching self-efficacy beliefs. This study will add to the existing literature on teacher education, findings of the association between student teachers' mentoring experiences and their teaching self-efficacy beliefs.

This study explored the practical ideas of mentors towards the implementation of a mentoring program in schools that can increase students' self-efficacy. To understand students' perceptions of mentoring program practices and how these practices affected their self-efficacy, the study explored and described the perceptions of some students after their last school placement. Furthermore, this research explored effective mentoring strategies to explain those mentors' attributes that advance positive and proactive mentoring. Through an examination of the perceptions of mentors and students, the study sought to bring a deeper understanding of those practices that effectively influence mentoring relationships to more fully understand the phenomenon of mentoring for teaching.

1.5. Research objectives

The main objectives of this study are:

- to provide information about the level of satisfaction of student teachers with mentoring by mentor teachers during the last teaching practice in public primary schools;

- to provide information about the level of student teachers' teaching self-efficacy after the last teaching practice in public primary schools;
- To understand if there is a difference in the level of self-efficacy of students depending on the year of study, gender, age, place of residence, average grade (GPA), number of teaching hours completed during practice, family members in the teaching profession, etc.;
- to understand if there is a correlation between the level of students' self-efficacy in teaching and the level of their satisfaction with the mentoring experience by the mentor teachers;
- to understand which factor for effective mentoring is statistically significantly related the level of students' self-efficacy in teaching;
- to understand the perception of students, mentor teachers and university supervisors on mentoring practices that can affect the development of student teachers' self-efficacy beliefs in teaching but also increase the quality of teaching practice in general.

1.6 Research questions

Main research question of this study is:

Q: How the school placement mentoring experiences influence the student teachers' teaching self-efficacy beliefs?

Sub-questions

1. What are university supervisors', mentor teachers' and student teachers' perceptions regarding mentoring program practices?
2. What is the level of student teachers' mentoring experiences (based on the five-factor model) they perceived during their last teaching practice?
3. What is the level of student teachers' self-efficacy beliefs for classroom management, student engagement and instructional strategies?
4. Is there a difference in the level of student teachers' teaching self-efficacy for student engagement, instructional strategies, and classroom management?
5. Is there a statistically significant difference in the level of teaching self-efficacy by student teachers depending on the year of study, gender, age and place of residence?

6. Is there a statistically significant difference in the level of teaching self-efficacy experienced by student teachers depending to the education of parents and the profession of family members?
7. Is there a statistically significant difference in the level of teaching self-efficacy experienced by student teachers depending on the grade point average and the number of hours taught in practice?
8. Is there a significant relationship between the five-factors for effective mentoring and student teachers' teaching self-efficacy?
9. Which factor in mentoring practices is the best predictor of students' teaching self-efficacy beliefs?
10. Which are those mentoring practices that are perceived by respondents as more valuable for the development of student teachers' teaching self-efficacy?

1.6 Significance of the study

This is the first research in this dataset that measures the students' teaching self-efficacy and their school placement mentoring experience. There is a lack of research of this kind worldwide which aims to study in-depth how students' self-efficacy changes depending on their mentoring experience. Particularly, how some environmental factors can affect their beliefs on how capable they feel to perform an activity in the classroom. It is necessary to broaden the understanding of the relationship between environmental aspects of learning and personal aspects. Therefore, knowledge of mentoring practices and strategies that contribute most to students' self-efficacy are important for creating the conditions for better preparation of student teachers. This study generates new knowledge about identifying factors and mentoring practices during teaching practice that contribute more to the self-efficacy of student teachers.

1.7 Structure of chapters

In Chapter I, an overview of the study background and context of teacher preparation program is presented on the current educational climate in the Faculty of Education, information about the

current changes to the Kosovo education system and implications to student teacher preparation for the teaching profession.

Chapter II presents the existing studies on the topic and related topics. This includes findings on factors that influence the development of self-efficacy beliefs, benefits of mentoring programs and development of student teachers' self-efficacy beliefs and other research results.

Chapter III includes the methodology of the study. This includes information about the research design, sample, data collection, instruments, reliability and validity of data, data analysis procedures, etc.

Chapter IV presents the survey and interview results.

Chapter V includes a discussion of results of the study.

Chapter VI includes conclusion drawn from the data analysis, limitations of the study and recommendations for further research.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter is divided into two broad sections. The first section describes the theoretical and conceptual framework of this study, which are based on Bandura's social cognitive theory (1986) and on Five-factor mentoring model proposed by Hudson (2004). Furthermore, this section describes how the concepts were utilized in teacher education.

The second section provides an overview of two main concepts of this study: self-efficacy and mentoring, and their influence on teacher education as presented in the literature. To compile research on these issues, multiple avenues were used. All databases that offer peer-reviewed journal articles are used for literature review. Additionally, government and non-government websites and documents were researched to ascertain current information about teacher education reform and the professional development of mentor teachers. Documents and books were utilized during library and online searches using the study keywords.

2.2 Theoretical framework

The theoretical framework for this study is based on Bandura's social cognitive theory (1986) and the five-factor mentoring model proposed by Hudson (2004). Building on Bandura's focus on observation and modelling as a source of learning, the social cognitive theory describes how the belief in one's competence to succeed at a task, known as self-efficacy, strongly affects learning outcomes.

According to Erlich and Russ-Eft (2011), self-efficacy refers to a student or teacher's confidence to participate in certain actions that will help them attain specific objectives. Many researches reveal that there is a positive, significant relationship between students' self-efficacy beliefs and their academic performance (Bandura, 1986, 2008; Chemers et al., 2001; Honicke & Broadbent, 2016; Lent et al., 2008; Nasir & Iqbal, 2019). Therefore, for developing high educational achievement among students, it is essential to begin building stronger self-efficacy as early as possible. Through effective mentoring during teaching practice, mentors can contribute to developing students' self-efficacy for teaching. According to Hudson (2004), the five key factors when considering effective mentorship are personal attributes, system requirements, pedagogical

knowledge, modeling and feedback. Hudson (2004) points out that the five-factor model for specific mentoring may assist the development of student's teacher primary teaching, but the ultimate goal should be the development of student's pedagogical self-efficacy, and consequently, autonomy in teaching practice. By better knowing the factors that affect the development of students' self-efficacy, higher education institutions can develop and plan educational program that enhance students' self-efficacy in teaching. Based on this assumption, the conceptual model of the study was created (see Figure 1).

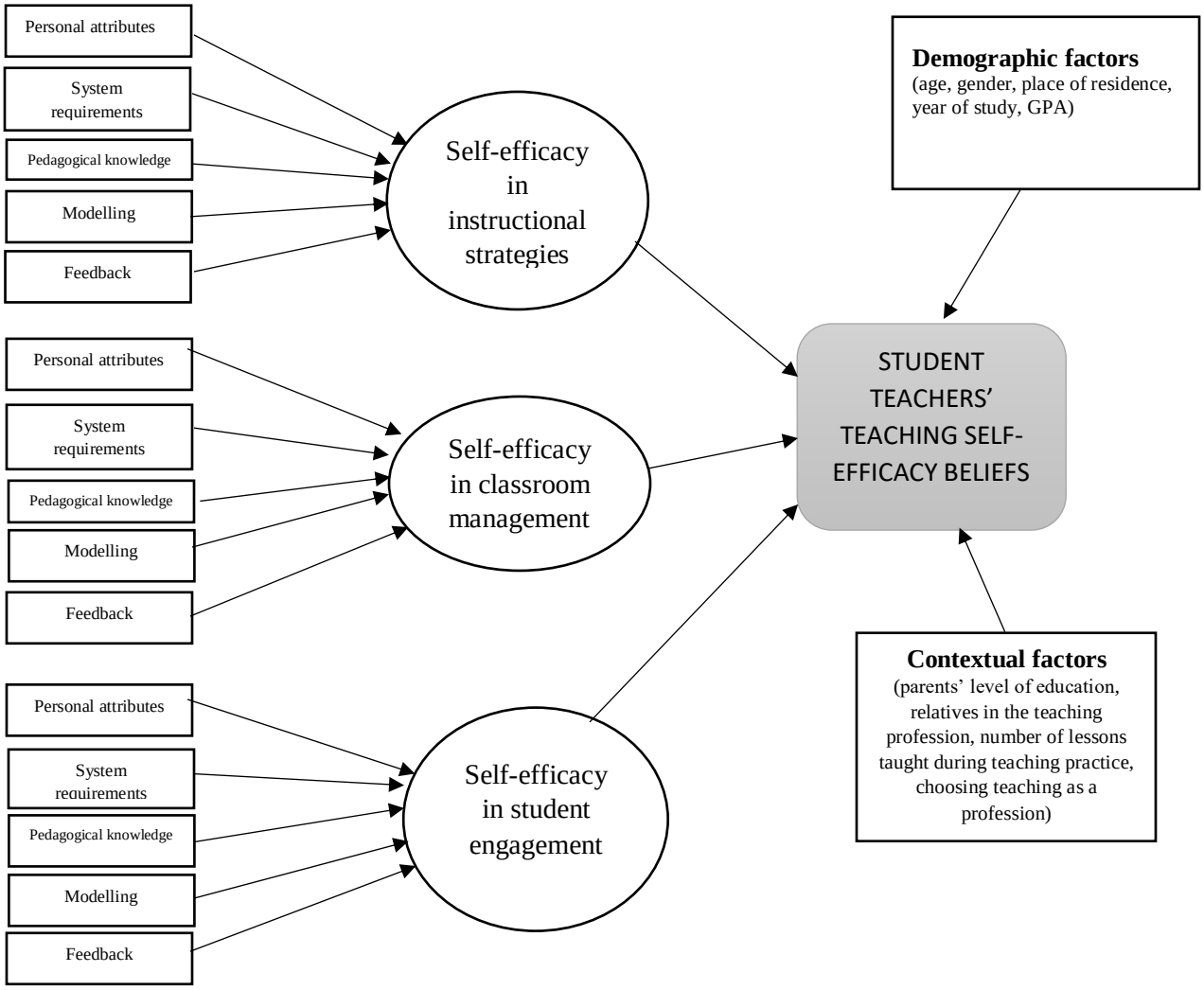

Figure 1. *Conceptual research model*

According to Bandura (2008), beliefs of personal efficacy are the most central or pervasive mechanisms of the agency. "This core belief is the foundation of human motivation, well-being, and accomplishments. Unless people believe they can produce desired effects by their actions they

have little incentive to act or to persevere in the face of difficulties. Whatever other factors serve as guides and motivators, they are rooted in the core belief, that one has the power to effect changes by one's actions" (Bandura, 2008, p. 4). He points out that "without a resilient sense of efficacy, people are easily overwhelmed by adversities in their efforts to improve their lives and that of others…people's goals, values, and aspirations shape the purposes their efficacy serves" (p.4). Bandura stated that the individual's environment and the behavior concurrently create and impact other factors, emphasizing that the association between environmental factors and competence outcomes are reciprocal. Through effective mentoring during teaching practice, mentors can contribute to developing students' self-efficacy for teaching.

2.3 Self-efficacy beliefs

Bandura (2008) considers his model of "Triadic Reciprocal Determinism" (see Fig.2) as a way to explain how an individual's behavior both influences and is influenced by personal characteristics and environmental factors. He points out that a person does not operate as autonomous agent, and that his/her behavior it is not influenced only by situational factors.

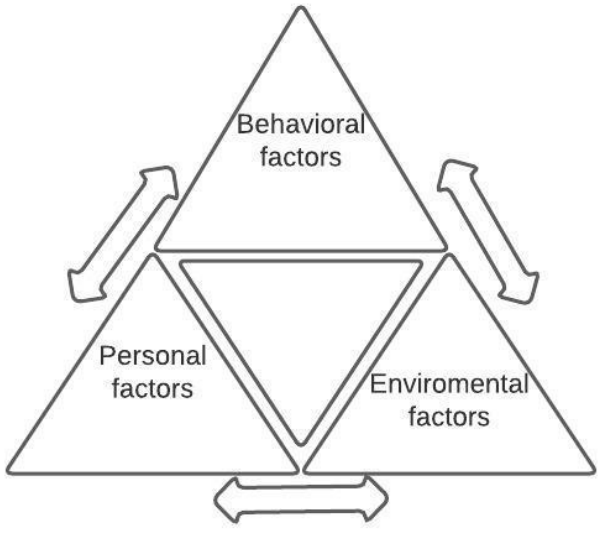

Figure 2. *Triadic Reciprocal Determinism (Bandura, 2008)*

"Human well-being and attainments are products of a reciprocal interplay of intrapersonal, behavioral, and environmental determinants" (Bandura, 1986, p. 3). Tschannen-Moran et al.,

(1998, p.233) defined the teacher efficacy as:" …..The teacher's belief in his or her capability to organize and execute courses of action required to accomplish a specific teaching task in a particular context." At the cognitive process, Bandura (2008) stated that self-hindering habits of thinking and commitment to values determined the individual purpose to life. "Through their goals, aspirations, social commitments, and action plans, people project themselves into the future and shape the courses their lives take." (Bandura, 2008, *p.22*).

Social cognitive theory justifies that different factors do not affect individual behavior in a direct manner, but instead affect them to a degree that influences other factors such as one's aspirations, self-efficacy beliefs, personal standards, emotional states, and other self-regulatory influences (Pajares, 2002).

According to social cognitive theory, self-efficacy is developed over time based on the interaction between person, behavior, and outcome. Schunk and Pajares (2002) explained that learners gather data to develop their self-efficacy from their actual performances, their vicarious experiences, the persuasions they receive from others, and their physiological reactions. Furthermore, they stated that students vary in their self-efficacy beliefs for learning depending on their prior experiences, personal qualities, and social supports. Bandura's work brought together behavioral and cognitive components and explained the importance of conscious control for human agency.
As mentioned, Bandura's view of human experience argues that individuals have control over their self-development. According to Bandura (2001), beliefs about self-efficacy play a central role in self-regulation of motivation through goal challenges and outcome expectations. He points out that based on level of self-efficacy beliefs, people partly choose what challenges to take, how much effort to expend, how much time to persevere in the face of setbacks and failures, and whether failures are motivating or demoralizing. The more people judge themselves as effective, the wider the range of career options they deem appropriate and the better they are educationally prepared for various professional activities (Bandura, 1989). The more efficacious people judge themselves to be, the wider the range of career options they consider appropriate and the better they prepare themselves educationally for different occupational pursuits (Bandura, 1989).

According to Bandura (1986), self-confidence influences human behavior by enhancing human achievement and well-being in many ways. First, they influence the choices people make and the

course of action they follow. People are likely to engage in tasks in which they feel competent and confident and avoid those in which they do not feel effective. Second, beliefs about self-efficacy help determine how much effort people will expend on an activity, how long they will stand when faced with obstacles, and how flexible they will be in the face of adverse situations. The higher the sense of efficiency, the greater the effort and perseverance. The third way influence of belief on self-efficacy in human choice is by influencing an individual's thought patterns and emotional reactions. People with low self-efficacy may believe that things are more difficult than they really are, a belief that fosters anxiety, stress, depression, and a narrow vision of how to best solve a problem. Also, as Bandura (2008) argues, efficiency beliefs determine how opportunities and obstacles are viewed. He states that people with low efficiency are easily convinced of the futility of the effort in the face of difficulties and quickly give up the effort. Those with high efficiency stay on track in the face of adversity and stay flexible against disasters. Moreover, efficiency beliefs affect the quality of emotional life and vulnerability to stress and depression.

Bandura (1997) says that successes build a strong sense of self-efficacy and failures reduce it, especially when failures occur before a strong sense of efficacy develops. This strong sense of self-efficacy is not created by easy success; requires experience in overcoming obstacles and difficult situations through sustained effort and perseverance. Therefore, as Darling-Hammond (2006) points out, future teacher preparation programs that provide meaningful opportunities for guidance, modeling, and feedback will also produce teachers with high levels of self-efficacy.

2.3.1 Teachers' Sense of Efficacy Scale

Tschannen-Moran and Woolfolk Hoy (2001) developed a new instrument to measure the teacher efficacy after they examine various instruments that have been used to assess teacher self-efficacy beliefs. This instrument is developed by participants in a graduate seminar on self-efficacy in teaching and learning at Ohio State University. Originally, this instrument is referred to as the Ohio State Teacher Efficacy Scale (OSTES). Two researchers and eight graduate students with teaching experience (mean 11.9 years of teaching experience) created this tool by selecting items from Bandura's scale of self-efficacy that he/she believed were important to the teaching profession. They also developed eight to ten additional items that were not on the Bandura scale. The new measure is examined in three separate studies and the analyses have indicated that the

OSTES could be considered reasonable, valid and useful for researchers interested in exploring the construct of teacher efficacy (Tschannen-Moran & Woolfolk Hoy, 2001).

Regarding the process of developing new measures of teacher efficacy, Bandura (1997) makes recommendations for inclusion of different task requirements, leaving high-efficiency confidence respondents in the light of a range of obstacles, and giving wide range of answers. He emphasizes that multifaceted instruments that aim to improve teacher efficiency will enable different studies to choose the subjects and issues that focus on producing effective teachers (Bandura, 1997). Similarly, Woolfolk Hoy (2008) recommends that instruments for measuring teacher self-efficacy should affect the teacher's assessment of their competence in the wide range of activities and tasks they make you perform in order for everyone to be useful and generalizable. Regarding the development of new measures of teacher efficacy, Bandura (1997) recommends including various levels of task demands, allowing respondents to indicate the strength of their efficacy beliefs in light of a variety of activities and tasks they are asked to perform in order to be useful and generalizable. Therefore, Tschannen-Moran and Woolfolk Hoy (2001) developed a short and long-form assessment of teacher efficacy that assesses three areas: Teachers' Sense of Efficacy in *classroom management, student engagement, and instructional strategies.*

2.3.1.1 Self-efficacy in classroom management

Brouwsers and Tomic (2000) explain the self-efficacy in classroom management as teachers' beliefs in their ability to organize and perform the activities required to achieve classroom order. According to these researchers, during teacher training program, teachers' confidence in their ability to manage disruptive behavior can develop and this change may lead to an increase in teachers' levels of self-efficacy**.** Classroom management is the way teachers organize and structure their classrooms for the purpose of maximizing student cooperation and engagement and minimizing disruptive behavior (Arends, 1997). Effective classroom management is critical for the establishment of learning environments that promote academic success (Rosas & West, 2010).

According to Giallo and Little (2003), classroom experiences and perceived preparedness significantly predict teachers' self-efficacy in classroom management. Also, the interactions between student teacher emotions and their ability for classroom management during teaching practice are quite important in self-efficacy development. According to Frenzel (2014), as cited in

Hascher and Hagenauer (2016), teacher emotions have a great impact on instructional competencies in the classroom, particularly, in cognitive and motivational stimulation, classroom management, and social support. It has been found that high teacher efficacy is associated with teacher perseverance of challenging tasks, such as management issues, and positive classroom management (Romi & Leyser, 2006). Therefore, the role of the mentor teacher in offering support for the student teacher to control their emotions during the teaching practice, and to manage the negative emotions should be explicitly addressed. On another side, successful management of pupils' behavior requires also a good understanding of their emotional, social and moral development (Snowman et al., 2009).

2.3.1.2 Self-efficacy in student engagement

Student engagement is the most important part of the teaching process. According to Martin (2006), it's the degree to which pupils display their interest in learning and cooperating and curiosity to understand the lesson. One of the major challenges teachers face daily is motivating students. Teachers play a vital role in the motivation and engagement of their students. Martin (2006) found that a teacher's pleasure and self-efficacy in teaching, pedagogical efficacy, and affective behaviors in the classroom have a great influence on student motivation and engagement. Diverse classrooms often present teachers with both opportunity and challenge to implement the type of instruction required to meet individual student needs (Thomas & Green, 2015). Therefore, is very important for teachers to understand the importance of motivation and engagement and to use this knowledge in their teaching.

According to Marsh (2000), the teacher can provide a more supportive environment for student learning and teaching, by identifying how students' internal and external motivation and engagement relate to their learning. Marzano et al. (2011) emphasized that student's engagement arises as a result of careful teacher planning and performance of pedagogy which is based on research. In terms of student engagement, Schlechty (2011) believed that a teacher should have the capability to direct the level of students' engagement in classroom and respond with research-based pedagogy when students are not attentive. Research conducted by Fullan (2013) concluded that children are becoming more and more bored at school, especially as they progress from class to class. The investigated problem is what role teachers play in ensuring that students are involved in the learning process, to minimize boredom, and to maximize learning. As Hascher and

Hagenauer (2016) explains, positive teacher's emotions encourage the use of a range of learning strategies that support student learning and positive emotions; thus, the positive emotions of the teacher stimulate the positive development of the student as well as the quality of learning. Therefore, the role of a mentor teacher in offering motivational practices for student engagement is crucial, to ensure student teachers understand how teacher motivational support increases affordances for student engagement. Therefore, Taylor and Parsons (2011) recommends that student-engaging classrooms should combine these five aspects: moving learning from the classroom into the community; technology-rich learning environments, positive, challenging, and open learning climates, "peer-to-peer" type relationships between students and teachers. Focus on learning and engagement first and achievement second.

2.3.1.3 Self-efficacy in instructional strategies

Teachers are working with very diverse populations of children in the classroom. They are expected to adapt lessons to a variety of pupils. Often, they try to find ways to incorporate new approaches to their curriculum, but also their style of teaching. According to Levy (2008), although teachers use different teaching methods and techniques, their approach to differentiation should be more systematic in order to make their classrooms more responsive to pupils' needs. Differentiated instruction is a group of strategies that may assist teachers to meet each child's needs and help them to move forward as much as possible on their educational transition (Levy, 2008). According to Pham (2012), teachers should examine pupils' readiness levels and modify the instructional content, process, and product in order to offer effective differentiated instructions. Teachers with a high level of self-efficacy produce mastery experiences for their pupils whereas, teachers with low instructional self-efficacy diminish students' cognitive development as well as their perception of their capabilities (Pajares, 2002).

Proper planning and well-structured lessons are essential in ensuring that all students achieve better results. According to Causton-Theoharis et al. (2008), teaching lesson planning is teaching future educators to link educational theories, lesson planning, instructional strategies, students and learning. Lesson planning is one of the most difficult aspects of being a new teacher. According to Bates (2016), lesson plans are essential because they provide a structure for the session, set out important logistical issues such as who, what, where, when, how, and establish the link between lesson objectives and assessment methods. To develop student teachers' capacities for effective

lesson planning and instructional strategies, mentor teachers should offer more opportunities to practice teaching, to encourage students to seek feedback and to help them develop their self-confidence in teaching (Nikoçeviq-Kurti & Saqipi, 2020).

2.4 The development of self-efficacy beliefs

Development is a life-long process, therefore the analysis of changes in the psychosocial functioning of people is mandatory. Bandura (1989, *p.2*) explains that social cognitive theory differs from other theories "in conceptions of human nature they adopt and in what they regard to be the basic causes and mechanisms of human motivation and behavior".

According to Bandura (1989), development of individuals encloses many different types and patterns of changes. The influential factors can involve social influences that are offered by familial, educational, and other institutional systems. Bandura (1989) stated that the initial efficacy experiences are concentrated in the family, but as the child's social world develop and shapes, peers have a very important impact in children's developing self-perception of their potentiality. It is in the setting of peer interplay that social comparison processes become more functional (Bandura, 1989).

Bandura (1982) explains that in the social learning perspective, perceptions of self-efficacy, whether they are precise or not, are based on four principal sources of information. These include *performance attainments, vicarious experiences of observing the performance of others; verbal persuasion and physiological states.* According to his point of view, *enactive attainments* provide the most influential source of efficacy information because they can be based on authentic mastery experiences. Through mastery experiences, individuals build a strong sense of efficacy. According to Bandura (2008), success can increase the individual self-efficacy, while when a person is in his early stage of self-efficacy development, failure can reduce it. Bandura (2008) explains that when a person meets only unchallenging successes, he could very easy be discouraged by failure. Bandura (2008) emphasizes that comforting with a failure is important so that a person can build strong efficacy and learn to face challenges through perseverant attempts. Therefore, teacher educators and teacher education programs should examine the students' positive experiences and their understandings of failure to assist student teachers in the development of their self-efficacy and teacher identity. On the other hand, efficacy appraisal is partly influenced by *vicarious experiences*. If a person observes others who perform successfully,

this can increase self-efficacy expectations that he has same abilities to master comparable tasks and performance. Bandura (2008) states that models and examples are sources of motivation, aspiration, and capabilities. He emphasizes the role of modern media in communicating ideas and values through modeling. According to Bandura (1989), to change profoundly the individual's beliefs and social practices requires strong emotional connecting to permit models that represent a view of a better future. He states that "people usually differ in the standards they model, and even the same person may model different standards in different social settings and domains of conduct…those who are most experienced and competent provide models of efficacious styles of thinking and behavior" (*p. 64*). Therefore, teacher education programs should provide highly prepared and effective mentors that offer modeling practices from different situations that demonstrate and transfer teaching competencies.

Social persuasion is the third form of social influence. It differs from social modeling because it indirectly influences the person's efficacy through mastery experiences. Finding the proper person to mentor a student, increases his opportunities to succeed. According to Bandura (2008), credible mentors must be knowledgeable and effective. They should be persons who organize situations so they offer success and keep away being part of situations where they are likely to be unsuccessful. According to Bandura (1986), human expectations, beliefs, emotional predispositions and cognitive abilities are influenced by social factors that bring information and turn on emotional response through modeling, instruction and feedback (Bandura, 1986). For teacher education programs, this means that they should form a variety of tasks that expose the student's understanding or skills that may provoke feedback from a mentor. On other hand, mentors should understand how helpful and valuable the feedback is for teacher candidates to improve their learning and the quality of teaching in classrooms.

And the final form of developing self-efficacy is by *physiological states* from which people in part determine their abilities, resistance and accessibility. According to Bandura (2008), people determine their self-efficacy beliefs based on their physical and emotional condition and also see their tension and anxiety as signs of personal defects. He states that how people judge their self-efficacy can be influenced by their mood. A person with positive mood will enhance his sense of efficacy, while other with depressed mood will diminishes it. Bandura (2008) emphasizes that a person who reduces anxiety and depression, will create physical strength and will transform negative misinterpretations in affective forms that can strengthen his efficacy. Teacher education

programs and schools should ensure that the quality of social and emotional interactions in the classroom is established between and among student teachers and mentors in order to foster the classroom emotional climate which influences students' learning outcomes.

As Bandura (2008) states, self-efficacy beliefs play an important role in influencing the activities, task, and environments that people choose to participate. Furthermore, Bandura (2008, p.3), emphasizes that "personal destinies are shaped by a selection of environments conducive to the cultivation of valued potentialities and lifestyles" (*p.3*). According to Berg and Smith (2018), to make certain that a concrete practice experience develop student teachers' self-efficacy beliefs, teacher preparation programs should make sure that teacher candidates are well supported to mastery experiences, receive appropriate feedback, have mentors as models who offer vicarious experiences, and are advised to develop sense of their physiological and affective states.

2.4.1 Factors affecting students' self-efficacy in teacher education

Whereas the body of research that explores student teacher efficacy does not always present consistent results (Duffin et al., 2012), researchers emphasize a need for conducting more studies to determine the level of student teachers' and teachers' self-efficacy and to identify what elements of self-efficacy to promote during mentoring (Ayllón et al., 2019; Bjorklund et al., 2020; Clark & Newberry, 2019; Van Dinther et al., 2014).

According to Bandura's theory on self-efficacy, a strong view of person's abilities to achieve concrete tasks will lead him to a positive growth (Bandura, 2012). Woolfolk Hoy (2000) stated that mastery experiences are likely the most powerful influences on the development of teacher efficacy during teacher preparation program and the induction part. Furthermore, Woolfolk Hoy (2000) emphasizes that the first years of teaching could be critical to the long-term development of teacher efficacy, which speaks to the importance of identifying what elements of self-efficacy to promote during mentoring.

In a study by Tschannen-Moran et al. (1998), school variables such as school climate, principal behavior, sense of community among school staff and school decision-making procedures, resulted as the most important influencers of teachers' sense of professional efficacy. Furthermore, these researchers suggested a model that incorporates the teaching activities and school contexts to describe and conceptualize the teacher professional efficacy (Friedman & Kass, 2002).

Friedman and Kass (2002) proposed a new conceptualization of teacher self-efficacy using with empirical facts to extend the notion of teacher self-efficacy beliefs to the school context. This conceptualization aimed to support the researchers to understand better the factors that influence the student success, but also that develop teachers' self-efficacy beliefs. These authors suggested a new definition of teacher self-efficacy based on the empirical data collected in the two patterns of experience. According to Friedman and Kass (2002), teacher self-efficacy is the teacher's perception of his or her capability to perform activities that regulate processes of teaching and educating pupils (classroom efficacy), and to perform organizational tasks (organizational efficacy). Therefore, according to this definition teacher self-efficacy is a two-factor concept, which includes two associated efficacies: classroom and organizational efficacy.

Various researches were motivated by an interest in finding out whether demographic variables have significant differences in the level of students' sense of self-efficacy. However, it should be noted that empirical research that studied the relationship between teachers' demographic variables such as age, gender, place of residence and self-efficacy beliefs is not numerous. Some studies have shown significant differences in the level of self-efficacy of students according to *gender* (see Çapri & Çelikkaleli, 2008; Er, 2020; Lesha, 2017) and according to *age* (see Alwaleedi, 2017; Shaukat & Siddiquah, 2013; Tucker, 2017). There is a lack of studies that have examined the differences between students' residence and their level of self-efficacy in teaching. Having parents/relatives in the teaching profession was shown to have some influence on students' self-efficacy (Beltman & Wosnitza, 2008; Yada et al., 2021), so it is therefore included in this research model.

Van Dinther et al. (2011) examined the factors that influence student teachers' self-efficacy by conducting a literature review on empirical studies in which the role of students' self-efficacy in higher education was investigated. These researchers selected thirty-nine empirical studies that were conducted between 1993 and 2010. The criterias that were used by Van Dinther et al. (2011) to measure identified factors were related to significance of measured factors and the connection of identified factors with the sources for self-efficacy, according to Bandura's social cognitive theory. In all 5 survey studies, one or more factors were identified as influencers of students' self-efficacy. According to the findings, some of the factors that are related to students' self-efficacy are: patterns of experience, computer experience, time spent teaching, length of the internship, past related work experience. Van Dinther et al. (2011) identified nine studies that examined the effects

of an interventional treatment that were not grounded on social cognitive theory. These studies used a pretest-posttest design without a control group. This literature review showed that a mixture of methods, mixture of courses such as classroom videos, lectures, discussion, were responsible for the self-efficacy improvement. According to Abbitt and Klett (2007), as cited in Van Dinther et al. (2011), the courses that are more focused on the integration of technology into teaching practice have a stronger impact on self-efficacy than courses that focus on developing specific computer technology skills. Bandura (1997) and Van Dinther et al. (2014) all stated that the authenticity of assessment has a stronger influence on students' self-efficacy than a feedback provided by a mentor. This review results disclose that educational programs based on social cognitive theory can develop students' self-efficacy.

For present study, it is conducted a review of studies on identified factors that affect students' self-efficacy in teacher education programs. It was performed a searching in different databases using combinations of the following keywords: factors, student teacher, teaching and self-efficacy. The process of selection involved analysis of the abstracts and introductory paragraphs of the found studies published from 2010 to 2021. A study by Erawan (2011) indicated that the attitudes toward the teaching profession, the effectiveness of preparation programs, and teaching practice experiences were significant predictors of student teachers' teaching self-efficacy. In a study by Zundans-Fraser and Lancaster (2012), forty-one participants completed pre-and-post questionnaires to determine differences in self-efficacy prior to and again at the completion of an inclusive education course in an undergraduate teaching degree. Findings indicate that the theoretically designed course did in fact significantly improve self-efficacy between pre-and-post occasions.

Bilali (2013) examined the relationship between the student teachers' anxiety and the level of self-efficacy before and after school placement. The study found that student engagement is the aspect in which students feel less efficient. Also, the level of teaching anxiety among student teachers increased during teaching, particularly at the end of school placement. A strong negative relationship between teaching anxiety and the student's sense of efficacy has been found, which means that the greater the student teaching anxiety, the less the sense of efficacy in teaching and vice versa. A study by Gürol et al. (2010) showed that there is a positive significant correlation between perceived emotional intelligence and self-efficacy of student teachers ($r = 0.5$), while according to Gürol and Akti (2010) internet self-efficacy is directly linked with student teachers'

self-efficacy in teaching. In investigating the contribution of personality to teacher self-efficacy after program accomplishment, a study by Jamil et al. (2012) showed that student teachers who were more social and less anxious, reported higher level of self-efficacy beliefs. Also, student teachers who reported more developmentally-oriented beliefs also reported higher teacher self-efficacy. Similarly, Senler and Sungur-Vural (2013) study results showed that agreeableness, neuroticism, performance-approach goals, and use of metacognitive strategies are positively linked to different dimensions of teaching self-efficacy, while Ozonur (2021) found a moderate positive correlation between student teachers' levels of teaching self-efficacy and occupational anxiety. A study by Ronfeldt and Reiniger (2012) revealed that the length of the school placement was not related with students' perceptions on their instructional self-efficacy, but the quality of perceived support. Furthermore, quality of perceived support, support from the school environment, support network, and involvement with faculty can also help and improve student teachers' sense of self-efficacy in teaching (Bjorklund et al., 2020; DeFreitas & Bravo, 2012; Farhadiba & Wulyani, 2020; Ronfeldt & Reininger, 2012). Classroom management course (Kurt et al., 2014), mastery experiences and emotional state associated with past experiences (Bhatia, 2014), but also student teachers' intrinsic motives and altruistic motives (Bilim, 2014), are positively related to their teaching self-efficacy. A number of studies documented the importance of feedback in increasing student teachers' self-efficacy in teaching (Akkuzu, 2014; Beattie et al., 2016; Farhadiba & Wulyani, 2020; Ince, 2016; Juuti et al., 2018; Martins et al., 2015; Omari et al., 2020). These studies particularly emphasize the positive relatedness of detailed feedback, working in a cooperative environment with their peers, peer feedback, the ability of professors to motivate, feedback from their cooperating teachers, and support from the school environment as factors that influence student teachers' self-efficacy beliefs.

Another study by Hascher and Hagenauer (2016) found that teacher candidates who were open to and interested in theory are likely to develop a higher sense of self-efficacy. Juuti et al. (2018) perceived practical examples in general pedagogy courses. Other studies published in 2018 (Koyuncu, 2018; Ma & Cavanagh, 2018; Norris et al., 2018) show the student teachers' self-efficacy is linked with their type of learner, previous teaching experiences and life skills. According to Tzivinikou and Kagkara (2019), a quality academic training program constitutes a crucial factor for the improvement of the sense of self-efficacy of pre-service special educators, while Sciuchetti and Yssel (2019) emphasize the interconnection between specific evidence-based

practices and multiple field experiences with student teacher's self-efficacy. Most of the studies regarding factors that influence student teachers' self-efficacy are published in 2020. Bjorklund et al. (2020) found that sense of belonging to the program and network centrality (in-degree and out-degree) were significantly and positively related to pre-service teachers' self-efficacy beliefs. The results of Omari et al. (2020) study revealed that students' living circumstances during the academic year and their initial motives behind enrolling in university (Van Uden et al., 2013) affected their self-efficacy beliefs. In two studies (Han et al., 2017; Gilkes, 2020) positive relatedness of technological pedagogy courses and technology-centered student teaching experiences with student teachers' self-efficacy beliefs are identified. Also, career adaptability and career optimism are directly linked to self-efficacy (McLennan et al., 2017). Rupp and Becker (2020) identified lesson-related mastery experiences as the best contributor to self-efficacy, while Alsarawi and Sukonthaman (2021) emphasize the attitudes and knowledge about inclusion as the best influencers on student teachers' self-efficacy beliefs. Pearman et al. (2021) found that class and individual discussions, and reflections on real-life teaching can foster the development of self-efficacy in their teacher candidates.

The findings of this review study indicate the importance of student teachers' characteristics, the structure and organization of teaching practice, and mentors' support in developing student teachers' self-efficacy in teaching. Moreover, the identified studies have found that combined self-efficacy sources have a high potential to enhance students' self-efficacy beliefs in teaching. The results indicate that the factors are derived from the four social cognitive sources for self-efficacy.

2.4.2 Benefits of teacher's self-efficacy beliefs

Examining levels of teacher self-efficacy in pre-service educators could contribute to significant changes in the way teachers are prepared and supported in their early professional years (Tschannen-Moran & Woolfolk Hoy, 2001). According to Woolfolk Hoy & Burke Spero (2005), the development of student teachers' and in-service teachers' self-efficacy beliefs has considerably stimulated the research interest. Furthermore, these researchers stated that once self-efficacy beliefs are established, they appear to be to some extent unaffected to change.

Self-efficacy affects students' motivation and learning (Bandura, 1977, 1989, Pajares, 1996), students' performance and learning behavior in such aspects as the tasks they choose, their

exertion, perseverance, and performances (Schunk, 1995, 2003). Gibbs (2002) pointed out that high self-efficacy beliefs will result in a positive expectation about one's future career. On the other hand, teachers with low self-efficacy beliefs will feel less successful in their jobs, they will be less confident, and hand over when they face challenging situations. According to Gibbs (2002), it is not unexpected that teachers with low self-efficacy beliefs are more likely to quit their jobs than teachers who have higher self-efficacy beliefs. Self-efficacy also influences teacher resilience, openness to new methods of teaching, higher levels of planning and organization, a stronger commitment to the teaching profession, and thus more likelihood to continue in the profession (Tschannen-Moran & Woolfolk Hoy, 2001). According to Goddard et al. (2000), teachers with a strong sense of individual efficacy tend to spend more time planning, designing, and organizing what they teach. According to Bandura (1994), teacher candidates with high self-efficacy can respond to challenging tasks and recuperate quickly from dissatisfaction and obstructions. On the other hand, teachers with low self-efficacy try to avoid challenging situations and believe that difficult tasks are beyond their capabilities. Bandura (1994, *p.2*) asserted that "people's level of motivation, affective states, and actions are based more on what they believe than on what is objectively true".

A study by Swan et al. (2011) found that teacher candidates who started working as teachers reported a higher sense of self-efficacy than those who did not start teaching after their experience in school placement. According to Woolfolk Hoy (2000), beginner teachers who completed their first year of teaching and had a high sense of self-efficacy found greater satisfaction in teaching, had a more positive reaction to teaching, and experienced less stress. Darling-Hammond et al. (2002) claims that individuals with low self-esteem are less likely to insist, and may therefore leave the teaching profession. Teachers with low self-efficacy see obstacles that prevent their success, while teachers with high self-efficacy see opportunities in which they can use their skills to achieve goals (Tschannen-Moran et al., 1998). According to Tschannen-Moran & Barr (2004), teachers with a high sense of self-efficacy devote more time to academic teaching, provide assistance to students with difficulties and reward them for their achievements, while those with a low sense of self-efficacy rely on external rewards and negative sanctions to motivate students.

2.5 Mentoring

Carver & Feiman-Nemser (2009) and Young et al. (2017) stated that mentoring is used as the policy instrument in induction programs and has the capability of increasing beginner teachers' self-efficacy and mentors' expertise in identifying effective mentoring practices to foster students' professional skills, knowledge and expertise. Researchers have begun to investigate how future teachers and institutions benefit from mentoring in higher education as well as what kind of mentoring programs and policies are more effective (Fountain & Newcomer, 2016).

According to Hudson et al. (2005), mentoring is a collaborative process that can guide the improvements in primary teaching practices. Furthermore, this process requires the student teachers and the mentor teachers to have active and productive roles. Teachers, in their role as students' mentors, are an important component for developing students' practices in primary teaching (Hudson et al., 2005). According to Pelletier and Sharp (2009), mentoring has the capability of increasing self-efficacy, as adult learning theories support a reciprocal learning relationship between the experienced teacher and the student-teacher. According to John et al. (2018), few studies have examined the process through which student teachers are matched to mentor teachers and how involved parties make these decisions. The results of this study showed that "the majority of schools simply provided the names of potential cooperating teachers to teacher education programs and let them make the matching decisions" (p. 35) and that "matching of student teachers to cooperating teachers based on an assessment of the individual student teacher's needs and the cooperating teacher's skills was rare" (*p. 38*).

According to Stansbury and Zimmerman (2000), the emotional support by the mentor does not influence directly the improvement of students' teaching performance, but it promotes student teachers' personal and professional well-being and transmits the culture of teaching. Furthermore, Darling-Hammond and Baratz-Snowden (2007), explained that mentoring also varies widely, with some novice teachers practicing under daily supervision that includes planning, coaching, modeling, and demonstration, and others never having the chance to see what they are trying to create a model in practice. In a "Teacher's Guide to Effective Mentoring" of Northern Territory Department of Education in Victoria, USA, it's reported that new teachers reported more positive experiences of mentoring when their mentor: was approachable, accessible and willing to be engaged, was supportive, empathetic and understanding, had good communication skills, was able to offer honest and helpful advice, had good pedagogical and subject knowledge and experience.

In a study by Killian and Wilkins (2009), mentor teachers (n=13) were asked to rank their supervisory effectiveness and to differentiate themselves from their less effective peers. Findings from their study revealed that teachers differentiate themselves from other mentor teachers by teaching experiences (more than 10), previous supervision of more than 5 students, and sustained relationship with the university supervisor. However, based on this study, the most powerful association for high effectiveness was the graduate-level preparation in supervision. Four of the five most effective teachers in this study had master's degrees in teacher leadership, and all had taken coursework on systematic observation and feedback, as well as conferencing skills.

Based on the findings of Cavanaugh and Prescott (2011), one of the reasons they choose to mentor student teachers was to learn new ideas from a new teacher who had a repertoire of new teaching strategies and resources. Another qualitative study by Weasmer and Woods (2003) evaluated the perceived roles of 28 mentor teachers and their influence on the student-teacher. One of the prominent roles reported by the participants was the role of the model. As Weasmer and Woods (2003) state, new teachers in the profession need a model to imitate. A study by Sayeski and Paulsen (2012) used content analysis methodology to analyze the student teacher desired behavior or suggestion by mentors. Six categories emerged from the analysis were advance planning, sharing of resources, the provision of constructive, specific feedback, multi-modal feedback including written feedback, cooperating teacher modeling of effective practices, and practices demonstrating test and confidence. In the area of planning, the overall finding was that student teachers desired advance planning. The most experienced and best teachers in the classroom may not be the best mentors if they do not desire to take on the role of mentor (Bowden, 2004). A study by Gani (2015) found a positive statistical difference in the teaching quality of student teachers mentored by mentor teachers who were trained for mentor roles and those who were untrained. Trained mentor teachers emphasize the relationship development, the informative role in the mentoring relationship, facilitating role and challenging role in the mentoring relationship, modeling the mentoring and the visionary role, at the higher level than untrained mentors. Other studies that used the ‘Mentoring for Effective Primary Teaching’ instrument (Albakri et al., 2021; Hudson, 2010; Munjita et al., 2021; Virtič et al., 2021) reported that due to the lack of mentoring on system requirements by mentors, many final-year pre-service teachers ready to enter the profession may not be aware of aims, curriculum, or policies for teaching in primary education.

Gjelaj et al. (2020) investigated how mentor teachers perceive their role as mentors of student teachers. The findings showed that mentor teachers see their role more focused on the dimension of developing student pedagogical knowledge and personal attributes, whereas the dimension of system requirements and feedback are slightly less emphasized. Also, their study results reported that there were significant differences between mentor teacher perceptions on their roles as mentors depending on their work experience and different school levels. Gjelaj et al. (2020) also analyzed the content of six syllabi of the course "Pedagogical Practice" at the Faculty of Education of the University of Prishtina, which reflect a more limited scope of elements in the dimension of system requirements and pedagogical knowledge. According to Feldmann and Rupert (2013, *p.125*), a "sustained mentoring collaboration can occur if involved parties are open to growth and are willing and committed to listen, study, think… and change when moved to do so".

2.5.1 The role of mentoring in influencing student teachers' self-efficacy in teaching

Qualitative mentoring has a very important role in creating and developing student teachers' self-efficacy and teaching skills (Darling-Hammond et al., 2002; Hudson, 2004, 2014; Tillema et al., 2011; Van Dinther et al., 2011). Involvement in a well-designed mentoring program may support mentor's development on what and how to guide pre-service teachers (Hudson, 2013). Mentors are those who can contribute to developing students' self-efficacy for teaching. According to Hudson (2004), mentor teachers can enhance the quality of mentoring if they include in their mentoring attributes as supportive, attentive, and comfortable in talking about teaching. Gomez Johnson et al. (2020) emphasizes the fact that student teachers who were mentored in how to plan lessons had a greater perception of their abilities to deal with a number of concerns related to lesson planning compared to those student teachers who have not been mentored. Studies have shown that student teachers who worked with trained mentors showed more instructional skills and were able to create more interactive lessons through offering clear instructions aligned with students' domain-specific knowledge (König et al., 2020; Mok & Staub, 2021).

Tillema et al. (2011) pointed that mentors who establish a dialogue with students give support and guidance on the characteristics of good teaching (i.e., teacher having subject matter knowledge and who is proficient in teaching method) and act as a role model to their students (being a good teacher themselves). A study by Vumilia and Semali (2016) showed that mentors can help the

student teachers in creating confidence, increasing competence, developing self-control during the learning and teaching processes. Furthermore, mentors can offer information how to face the challenges related to the teaching profession. In particular, student teachers perceived mentor teachers to be very supportive in preparing the lesson, lesson presentations, creating positive interest toward teaching, selecting appropriate teaching tool, methods and managing the classroom Mentoring strengthened student teachers' confidence, self-control, lesson preparation, and classroom presentations (Vumilia & Semali, 2016).

Research by Erbilgin (2014) reveals that poor communication between student teachers and school teachers can cause barriers to planning lessons, feedback, and teaching experiences. This research proved that communication skills are essential in order to help student teachers and school teachers collaboratively plan lessons, discuss strategies and reflect on teaching performances. And also, very beneficial because school teachers offer student teachers feedback on lesson plans, instructional strategies, and observed lessons. According to Bates (2016), he suggests that mentors should be very aware that their role is not to show the students what to do, but to support them to decide for themselves. According to Kilburg (2007), beginner teachers were more expected to have anxiety, insecurity and confidence if they were not provided with emotional support from their mentor.

Bird and Hudson (2015) emphasize that without a supportive relationship, the impact on the school teacher practice may be limited and that a good mentor sets an example for professionalism in teaching. According to Bartell (2005), mentors provide important information about school routines and cultural norms. Also, they help their student teachers to understand teaching within the school culture by investigating together curricula documents of the school (Bird & Hudson, 2015). Mentors help their student teachers to navigate the new context in which they work by learning to understand the complexities of the school's cultural context. Mentors do not just focus on classroom-based learning; they also focus on organizational contexts in which classrooms are embedded. Hudson (2004) emphasizes that mentors should provide student teachers with valuable assistance to understand the key principles of system requirements as the aim of teaching, curriculum, and school policies. Qualitative findings indicate that 75% of student teachers perceived that mentors did not provide these three mentoring practices. Also, the provision of

knowledge is the key process of mentoring overall. The omission of pedagogical knowledge in mentoring programs will limit or reduce the quality of experience student teachers can receive within the school settings (Hudson, 2004). A mentor needs to check on the student teachers' content knowledge to ensure it is in keeping with the system requirements and appropriate to the grade level. Lessons have a structure and so an effective mentor can discuss the implementation processes (e.g., ensuring key learnings or concepts are apparent in the introduction, body, conclusion of a lesson). Mentors can provide pedagogical knowledge about assessment and also viewpoints about effective teaching practices that link curriculum, pedagogy, and assessment (Hudson, 2010). Sayeski and Paulsen (2012) analyzed the data from 389 student teachers' evaluations of mentor teachers. They identified those practices that student teachers acknowledged as having a positive influence on their professional development. According to their study, highly valued mentor teachers' should be engaged in the following practices such as setting aside time to engage in one-on-one mentoring discussions with the student teacher, providing concrete feedback and suggestions regularly, providing feedback in a variety of formats (e.g., written, verbal, modeling), allowing students to experiment and explore new teaching strategies, and including the student-teacher in all aspects of their professional life such as meetings, professional development, extracurricular involvements, etc., thereby communicating these values to potential cooperating teachers in advance of the student teaching experience.

Hascher and Hagenauer (2016) analyzed the role of teacher candidates' characteristics (openness to theory, self-efficacy, emotions) in their self-evaluations of aspects of teaching quality (autonomy support). According to their results, student teachers require support in terms of coping with their emotions during the school placement, therefore the management of negative emotions should be explicitly addressed or reflected on in the accompanying courses at university (e.g. how to manage negative emotions, how to distance oneself from emotional challenging situations, etc). Results show that teacher candidates' search for conceptual information and their combination of theory and practice were found to be predictors of self-efficacy. As expected by these researchers', enjoyment in teaching practice is positively predicted by self-efficacy, whereas anxiety is negatively predicted.

Mentors can improve student teachers' experiences by providing them with opportunities to plan, implement and reflect on teaching strategies for differentiated learning, outlining shared-practice

experiences as illustrations of how differentiation works so the student teachers can modify teaching during implementation (Coffey & Gibbs, 2002).

A study by Berg and Smith (2018), examined the self-efficacy beliefs of 75 student teachers before and after the final school pracement during an undergraduate three-year primary education teaching program. This study aimed to investigate the effect of the capstone practice experience on the student teacher's self-efficacy beliefs and to compare the usefulness of two established measures of teacher self-efficacy: Teachers' Sense of Efficacy - long form (Tschannen-Moran & Woolfolk Hoy, 2001) and the English version of the Norwegian Teacher Self Efficacy Scale (Skaalvik & Skaalvik, 2007). Results indicated that student teachers reported more robust teacher efficacy beliefs after they had completed their final school-based experience, as evidenced by the significant increases across all subscale scores from the pre- to post-administrations of the two measures. These findings underscore the need for student teachers to experience opportunities so that self-efficacy beliefs can be developed. These researchers highlight that self-efficacy beliefs are likely to be affected as new teachers begin their careers as classroom teachers, so responses may differ in the context of having the responsibility of a classroom.

Johnson (2007) affirms that consistent support creates a safe climate in which student teachers can take risks and do the work of developing personally and professionally. Therefore, task engagement is critical to learning and should be an integral part of the mentoring process.

Students need to be active participants to access the learning environment and activate their thought processes. Research on the relationship between self-efficacy and task engagement reveals a strong correlation between beliefs in one's capabilities to execute a task and engagement in that task (Ouweneel et al., 2013).

2.5.2 Five-factor model of mentoring for effective teaching

Five factors for mentoring have been identified during the literature review by Hudson and Skamp (2003). The five factors are: personal attributes, system requirements, pedagogical knowledge, modelling, and feedback *(see Figure 3).* After that, Hudson et al. (2005) gathered the perceptions of mentors' practices related to primary science teaching from nine Australian universities (n=331 final year student teachers) through a literature-based instrument. Items associated with each factor have also been identified and justified with the literature. As authors explain, whereas, each factor

has associated mentoring attributes and practices that may aid student teachers' development of effective primary science teaching, they start developing items on an instrument that measures student teachers' perceptions of their mentoring in primary science teaching. This instrument provides a framework for mentoring and may be used as a benchmark for mentoring practices of those working with student teachers (Hudson et al., 2007).

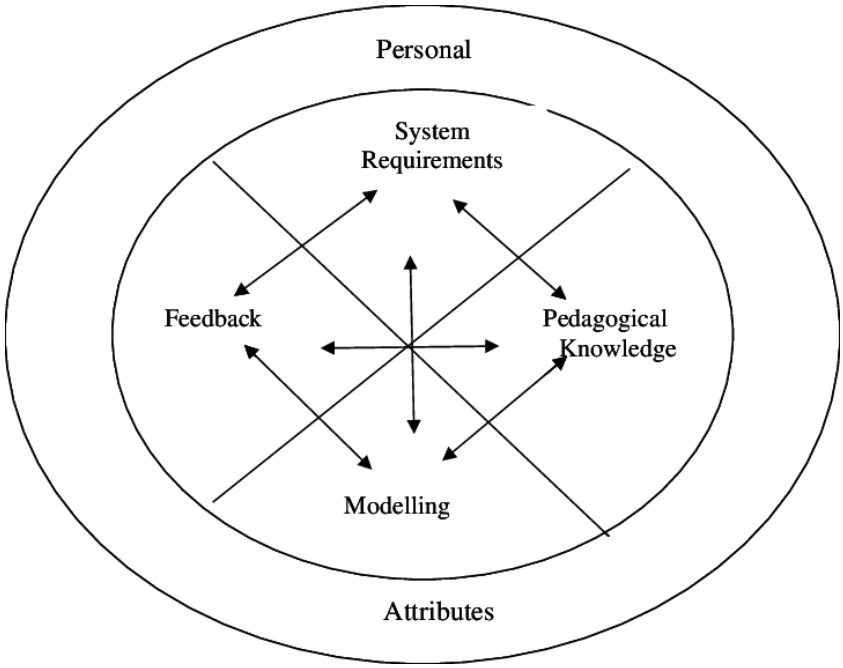

Figure 3. *Five-factor mentoring model (Hudson et al., 2005)*

Substantial evidence from Bird and Hudson's (2015) study supports Hudson's five mentoring factors as a valid and useful framework for measuring the impact of the mentoring received by student teachers in the student teaching experience. The mentor teachers' application of these five factors during their work with student teachers has a positive impact on the initial success of the student-teacher (Cartwright, 2008). According to Hudson et al. (2005), this instrument provides educators with information for designing specific mentoring strategies for mentors to use towards improving their student teachers' teaching but also can provide the basis for professional development for mentors.

2.5.2.1 Personal attributes

Hudson et al. (2005) used the MEPST (Mentoring for Effective Primary Science Teaching) instrument to examine specific mentoring practices that mentor teachers provided during mentoring. Student teachers are asked to indicate the degree to which they agree or disagree with each statement of instrument regarding their mentoring experiences in primary science teaching during their last school placement. The instrument statements regarding the mentors' personal attributes were concerned about how much mentor teachers provided these practices: being supportive, comfortable in talking, attentive, instilling confidence, instilling positive attitudes and assisting in reflecting. Assisting student teachers to reflect on primary science teaching practices had the lowest rating for the Personal Attributes factor with only 35% of mentors perceived to provide this practice, 46 % of mentors were perceived that instilled student teacher's confidence while 36% of mentors were perceived not to be supportive of their student teachers' development in primary science teaching. Final-year student teachers' perceptions of their mentoring in primary mathematics teaching were considerably higher than mentoring for science on each item associated with "Personal Attributes" (Hudson, 2007). As Hudson (2016) states, the mentor's personal attributes can affect the student teacher's performance, that is, mentors who are supportive versus those who are unsupportive are more likely to elicit positive results. Attributes to instill positive attitudes and confidence for teaching, and to assist students to reflect on their teaching practices, require mentors to be attentive, supportive, and comfortable in talking about the subject area.

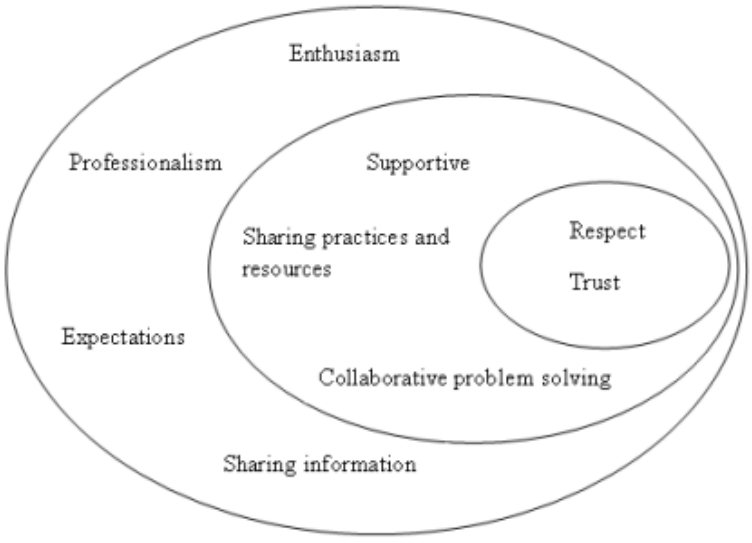

Figure 4. *Model for forming mentor-student teacher relationship (Hudson, 2016)*

By demonstrating productive personal attributes, the mentor instills confidence and positive attitudes in the student teacher and encourages the student's reflection on classroom management practices (Sempowicz & Hudson, 2011). Mentors' personal attributes may aid in developing the student's reflective skills (Desouza & Czerniak, 2003, as cited in Hudson et al., 2005). According to Bird and Hudson (2005), good mentors set an example for professionalism in teaching, therefore without a supportive relationship student teacher- mentor teacher, the impact on the student's practice may be limited. Hudson (2016) proposed a model of forming positive mentor-student teacher relationship (*see Figure 4*). This relationship requires the attainment of trust and respect by sharing information, resources, and expectations and by being professional, enthusiastic, and supportive (Hudson, 2016).

2.5.2.2 System requirements

Student teachers enter schools with little knowledge of the organization and the politics of school life, therefore mentors help their mentees understand teaching within the school culture by co-investigating curricula documents available to the school (Bird & Hudson, 2015). According to Hudson et al. (2005), the curriculum, its aims, and the related school policies for implementing system requirements are fundamental to any educational system, so mentors need to be familiar with the content of curricula and how it can be implemented in the school. The mentor needs to articulate the aims, policies, and curricula required by an education system.

In a study by Hudson (2010), mentor teachers are asked to record their responses on items associated with addressing the educational system requirements. Surprisingly, less than a quarter of mentors claimed they provided mentoring practices focused on the aims, curriculum, and policies of either mathematics or science. Another study by Hudson et al. (2005), found that most of the student teachers perceived they were not mentored on System Requirements, therefore according to the author, many final-year student teachers about to enter the profession may not be aware of aims, curriculum, or policies for teaching primary science. Even though universities have a key role in educating student teachers on System Requirements, this essential aspect of primary education reform needs to be implemented at the professional experience level (Hudson, 2010).

2.5.2.3 Pedagogical knowledge

Successful teaching requires pedagogical professionalism, no matter the subject or teaching setting (Ulferts, 2019). Classroom teachers, in their roles as mentors, can have the wisdom from teaching to deconstruct and articulate particular, and tacit, pedagogical knowledge to guide the students' practices (Hudson, 2013). The mentor's pedagogical knowledge is required to guide the student teacher with planning, timetabling, preparation, implementation, classroom management strategies, teaching strategies, science teaching knowledge, questioning skills, problem-solving strategies, and assessment techniques (see Hudson et al., 2005). According to Hudson (2013), combining the mentor teachers' knowledge of teaching practice with the knowledge of effective mentoring can provide student teachers with valuable directions for advancing their pedagogical development.

Hudson (2013) investigates mentoring strategies assigned to pedagogical knowledge from 27 experienced mentor teachers. Participants were involved in the social discourse around a range of topics, such as: mentoring and the mentor-student teacher relationship; school culture and infrastructure; Hudson's mentoring model (i.e., personal attributes, system requirements, pedagogical knowledge, modelling, and feedback; problem solving; and action research for enhancing mentoring and leadership practices. Findings showed that multiple strategies can be linked to specific pedagogical knowledge practices (see Table 1).

According to this study, some strategies that mentor teachers mentioned aimed to dig deeper into the practice while other strategies provided a broader perspective. The broad picture strategies presented ways to understand current thinking about pedagogical knowledge practices while the deeper, more focused strategies targeted individuals and contextual situations. Strategies for deeper learning about planning included co-planning and reflecting verbally on planning with the student teacher by deliberating on the specific learning needs of students (Hudson, 2013). A competent mentor can be considered as "more knowledgeable on teaching practices and through explicit mentoring processes develops pedagogical self-efficacy in the student teacher towards autonomous teaching practices" (Hudson, 2004, p. 216). According to Ulferts (2019), setting pedagogical knowledge as a common standard for teaching is very necessary. She states that even though standards exist in many countries for teachers, it is concerning that this is sometimes missing for teaching staff in other settings such as teacher education and higher education. Such

teaching settings could equally benefit from a shared statement about the importance of pedagogical knowledge for teaching.

Table 1. *Summary of strategies for mentoring pedagogical knowledge practices (Hudson, 2013)*

Pedagogical practices	**Particular strategies for pedagogical knowledge practices**			**Strategies applicable to all practices**
Planning	Levels of planning (e.g., school, state, national curricula)	Planning approaches (e.g., show examples, templates)	Collaborative planning	Student contexts Differentiated learning Mentor modelling of practices Mentor articulation of practices Allowing mentee to experience practices Reflection on practices Interactions with other school staff Links to other pedagogical knowledge practices
Timetabling	Syllabus allocation requirements	Theory behind timetabling subjects	Other impacts (e.g., duties, extra curricula)	
Preparation	Location of resources	Flexibility with resources	Managing resources	
Teaching strategies	Varied teaching strategies	Inclusivity of teaching strategies	Experimenting with teaching strategies	
Content knowledge	Content knowledge from syllabus and research	Validation of current knowledge	Rehearse articulation of content knowledge	
Problem solving	Explanations of problem-solving techniques	Pre-emptive thoughts in a range of contexts	Assessed risk taking for solving problems	
Classroom management	Policies, planning, proactive and preventative	Expectations and behaviour management systems	Enthusiasm for the subject	
Questioning techniques	Levels of questions (e.g., Bloom's taxonomy) and variations of strategies	Rationalising questions	Directing questions equitably for assessment	
Implementation	Physical classroom environment	Lesson structure, pace and timing	Inclusion of prior knowledge	
Assessment	Syllabus links and success criteria	Rationale for assessment (e.g., learning tool)	Types of assessment and record keeping	
Viewpoints	Philosophies of teaching	Socio-political, socio-cultural	Reading/interacting with an open mind	

2.5.2.4 Modelling

Modelling teaching practices allows the mentor to "coach" through practical demonstrations, (Hudson, 2002). Mentor teachers are required to have enthusiasm for teaching, and not only modelling the teaching, but also teaching it effectively with well-designed hands-on lessons that

display classroom management strategies and exemplify a rapport with students (Hudson et al., 2005). Mentor teachers feel as though they are more reflective of teaching practices when explaining and modeling teaching practices during the student teaching experience (Weasmer & Woods, 2003). Eight attributes and practices related with modelling are: enthusiasm, effective teaching, rapport with students, hands-on lessons, well-designed lessons, classroom management, and syllabus language (Hudson, 2004). Effective mentors model to the student teaching practices as concrete evidence of what works and what may not work (Moir, 2009). Hudson (2002) states that without modelling practices, student teachers may not be able to visualize effective teaching. Based on Bird and Hudson (2015) study results regarding student teachers' perceptions on their mentoring experiences in teaching practice, modelling effective teaching and rapport with students were perceived to be the most representative practices of the mentors while mentors' modelling of classroom management and well-designed lesson plans were lower on the student teachers' responses. The teacher-student relationship is central to teaching; by demonstrating a positive rapport with students, the mentor can show their student teacher how a positive relationship can facilitate learning (Snowman et al., 2009). One of the major challenges teachers face daily is motivating students. Teachers play a vital role in the motivation and engagement of their students. Turner et al. (2014) emphasizes the need for modelling more motivational practices for student engagement. These researchers state that teachers can support pupils' perceptions of belongingness, competence, and autonomy and make content more meaningful through their instruction.

Belongingness is the need to establish close relationships with others (Turner et al., 2014). A sense of belonging has been described as among the most basic and essential of human needs and a product of an innate human drive (Baumeister & Leary, 1995). Forming positive, strong and supportive relationships between teachers and students allows students to feel safer in school settings, more competent, but also this relationship is very important for the social and emotional well-being of disadvantaged students (Battistich et al., 1997; Hamre & Pianta, 2006). *Competence* or effectance is one of the three fundamental psychological needs that can energize human activity and must be satisfied for long-term psychological health (Ryan & Deci, 2000). According to (Turner et al., 2014) instructional practices that offer opportunities to increase competence include appropriately challenging tasks and scaffolding and informational feedback, such as asking open-ended questions and using formative assessment for self-monitoring and

evaluation. Teachers can also support students' competence by demonstrating that mistakes are informational, encouraging students' effort and persistence. Giving people unexpected positive feedback on a task increases people's intrinsic motivation to do it, meaning that this was because the positive feedback was fulfilling people's need for competence (Deci, 1971).

Autonomy concerns the experience of integration and freedom, and it is an essential aspect of healthy human functioning (Ryan & Deci, 2000). According to Assor et al. (2002), teachers should provide support for autonomy by ensuring the students' sense of control over their behaviors and goals. Also, Assor et al. (2002) states that teachers provide autonomy support to their students by providing them with choices, fostering their understanding and interest in the learning subjects, and encouraging them to think independently and critically. Ryan & Deci (2000) motivational strategies such as rewards and threats undermine autonomy and thus lead to nonoptimal outcomes such as decreased intrinsic motivation, less creativity, and poorer problem-solving. Providing satisfaction of the need for autonomy and resulting in more positive outcomes.

With *meaningful* activities, teachers engage students emotionally by connecting the lesson with what they already know. According to Williams (2017), Bloom's Taxonomy provides a structure upon which students can attribute their personal experiences and ideas thus making the content more personally relevant and significant. A research by Fredricks et al. (2004) has shown that if students do not consider a learning activity worthy of their time and effort, they might not engage in a satisfactory way, or may even disengage entirely in response. Instructional strategies that support meaningful learning include building on students' prior knowledge, providing opportunities for students to do complex thinking by addressing the central ideas of a subject, and offering opportunities for students to participate in extended conversations that build shared understanding (Newmann et al., 1996, as cited in Turner et al., 2014).

2.5.2.5 Feedback

Social support, such as feedback, is a crucial aspect of the environmental factors affecting teaching self-efficacy beliefs, as it may impact behavior, and, accordingly, teaching performance (Bruning et al., 2004). Feedback in the context of teacher education has been defined as information that is presented to an individual following a performance that reflects upon the adequacy, quantity, or quality of the teaching performance (Tower, 1999). According to Chung (2002), quality feedback and dialogue appear to improve in: depth of knowledge of their subject area, dealing with

complexity and contradictions in the knowledge-base, justifying and evaluating the approaches, methods, or techniques they use, the capacity to develop new approaches, methods, or techniques in new situations. Quality feedback involves helping student teachers or teachers to think globally of the theory and to act locally in specific classroom situations (Chung, 2002). Feedback provides information that helps learners confirm, refine, or restructure various kinds of knowledge, strategies, and beliefs that are related to the learning objectives (Hattie & Timperley, 2007). The studies related to feedback underscore the importance of providing feedback that is instructive, timely, referenced to the actual task, and focused on what is correct and what to do next (Hattie & Timperley, 2007; Shute, 2008). According to Shute (2008), the timing of feedback depends to some extent on the nature of the task and on whether students are high performing or low performing. If the mentor provides immediate feedback, this could encourage students to practice, but also improve the performance for the next lesson. Delaying feedback may encourage the development of cognitive and metacognitive processing for high-performing students, yet it may cause frustration for struggling and less-motivated students. (Clariana & Koul, 2006; Shute, 2008). However, feedback can influence student teachers' performance differently, depending on their personality.

A study by Nikoçeviq-Kurti and Saqipi (2020) examines how mentor teacher feedback helped student-teachers to develop lesson planning skills and an understanding of instructional strategies. The study highlighted the effect of mentoring culture in which mentor teachers do not seem to consider giving feedback as part of the duty while students tend to agree with such perceptions because they think asking for feedback is a form of pressure and demanding something extra. It is noted that student teachers' initiative for feedback was depending significantly on the personal aspects, such as their interest, commitment, and career ambition to become a teacher in the future.

Hudson and Hudson (2014) used a mentor observation model to investigate how and what mentors observe during a teaching episode. Twenty-four mentors observed a final-year student teacher through a professionally video-recorded lesson and provided written notes for feedback. The research was conducted on the domains of observation such as visual, auditory, and conceptual. Figure 5. outlines the positive feedback provided by these mentors within the three domains. One limitation of this study reported by these authors is that feedback was not analyzed on how it may have stimulated the student's reflection on practice, which is apparently a key aim of mentors' observations. Kluger and DeNisi (1996) determined that feedback is effective when it leads

information to enhanced self-efficacy and to more effective self-regulation. Then, the students' attention will be focused back to the task, and they will invest more effort or commitment to the task. Furthermore, Young (2000) found that students with low self-efficacy tend to make any comment as a reflection on them personally, whereas those with high self-efficacy value the feedback as a reflection of their work. According to Carless (2006), negative judgment and time management can hinder the students not to seek feedback from mentors.

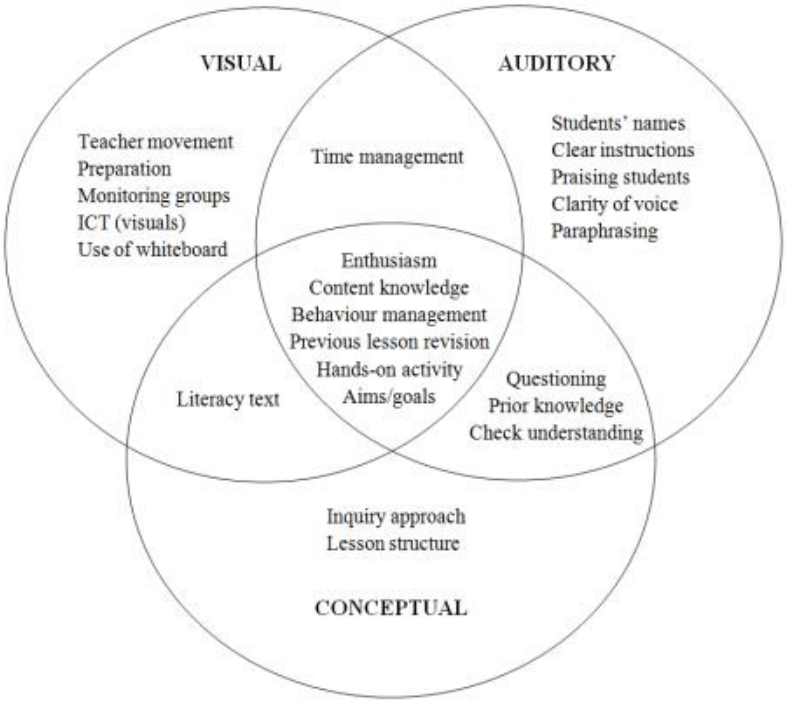

Figure 5. *Three dimensions of observation (Hudson & Hudson, 2014)*

2.6 Improving the quality of student teachers' school placement mentoring experiences

Issues concerning the placement of student teachers in schools have become more prominent worldwide because of its complexity and valued opportunity of learning to teach. Fritz and Miller (2003) stated that during their teaching career, teachers can experience anxieties related to teaching, but these concerns might be more intense during the student school placement and the induction phase. Kyriacou and Stephen (1999), investigated student teachers' concerns during a period of school placement for teaching practice. The main areas of concern of student teachers were not being regarded as a real teacher; dealing with disruptive behavior, becoming a

disciplinarian, getting the teaching right, getting the planning right, teaching about sensitive issues, coping with a heavy workload, having too little preparatory teaching practice and being assessed. Çakmak (2008) found that student teachers' biggest concern is about classroom management. This research suggests that courses about classroom management provided in teacher training programs can be reviewed in terms of their content.

Jaspers et al. (2014) explored teachers' perceptions of combining the mentor and teacher roles, the relationship between mentoring and teaching in general, and specifically mentor teachers' experiences with this combination during the last mentoring period. Findings showed that mentor teachers were primarily focused on the well-being and development of their pupils and less on their student teachers' development. Also, even they want student teachers to practice and learn from difficult situations, mentor teachers experienced a challenge in deciding when and how to transfer responsibilities to the student teacher and in deciding whether to intervene during student teachers' lessons in order to protect their pupils against possible mistakes of a student-teacher. This highlights the issue that "student teachers will have to be able to reflect independently to learn to teach".." teacher training institutes will have to prepare student teachers for such reflection" (p. 115). In order to gradually increase the identification of stakeholders concerns on the quality of teaching practice, Juriševič (2017) suggests, among others, triangulation of quality monitoring of teaching practice (university program, mentor teacher, student-teacher) short and long term, and conceptualization and operationalization of the "teaching practice quality" in the university programs.

Caena (2014) suggests the placement of teaching practice in the context of a partnership or a congruent professional community between the faculty and the hosting school. The collaboration between mentor teacher and teacher educators to be reflected in professional collaboration in the planning, monitoring, and evaluation of students practice. DeWhurst and McMurtry (2006, p.29) stated that "teaching practice must be orientated towards a social constructivist paradigm because the social constructivist approach, applied to all shareholders, could result in a truly collaborative approach, a joint enterprise to create new meanings by enabling a refinement and rethinking of professional practice." Juriševič (2016) found that acquirement of teaching practice competencies set', which represent the basis for the quality of teaching practice, depends on some criteria which are grouped in four supporting indicators for the quality of teaching practice: systematic indicators, organizational indicators, content indicators, and rational indicators (see also Juriševič, 2017).

2.7 Summary of the chapter

In order to ensure the quality of student teaching experience, mentoring has been recognized as an important reform focus while reflections of teacher educators in the last years have indicated a lack of quality mentoring practices in schools (Gjelaj et al., 2020). Even, a process of mentoring the student teachers during their school placement is a part of the teacher education program at the Faculty of Education since its establishment (2002), nowadays, there is no research on the student teachers' mentoring experiences during school placement, nor on the development of Kosovar student teachers' self-efficacy in teaching. Therefore, the majority of literature that is reviewed and elaborated is international.

Teacher self-efficacy has been investigated throughout the decades. Literature review in this study shows that there has been considerable research into the mentoring process and student teachers' self-efficacy in teaching. However, very few studies have examined student teachers' mentoring experience related to teaching self-efficacy. There is a need for conducting more studies to determine the level of pre-service and in-service teacher self-efficacy and to identify what elements of self-efficacy to promote during mentoring (Bandura, 2012; Duffin et al., 2012; Friedman & Kass, 2002; Tschannen-Moran et al., 1998; Van Dinther et al., 2014; Woolfolk Hoy, 2000). The literature review has also revealed examples of factors that have successfully addressed the development of teaching self-efficacy (see Fig. 6).

Researchers have shown that school contexts are important for the conceptualization of teacher professional efficacy, by providing student teachers with a basic orientation of school procedures, norms, and expectations, by providing important information about school routines and cultural norms, but also with valuable assistance to understand the key principles of system requirements as the aim of teaching, curriculum, and school policies (Bartell, 2005; Bird & Hudson, 2015; Carver & Feiman-Nemser, 2009; Friedman & Kass, 2002; Hudson, 2004; Pelletier & Sharp, 2009; Sayeski & Paulsen, 2012; Stansbury & Zimmerman, 2000).

Other studies showed that by knowing how to provide a more supportive environment for student teachers, especially the influence of mentor teachers attributes to instill positive attitudes and confidence for teaching, emotional support and collaborative approach, will determine the level of

student teachers' self-efficacy in teaching (DeWhurst & McMurtry, 2006; Hargreaves & Fullan, 2000; Hudson, 2007).

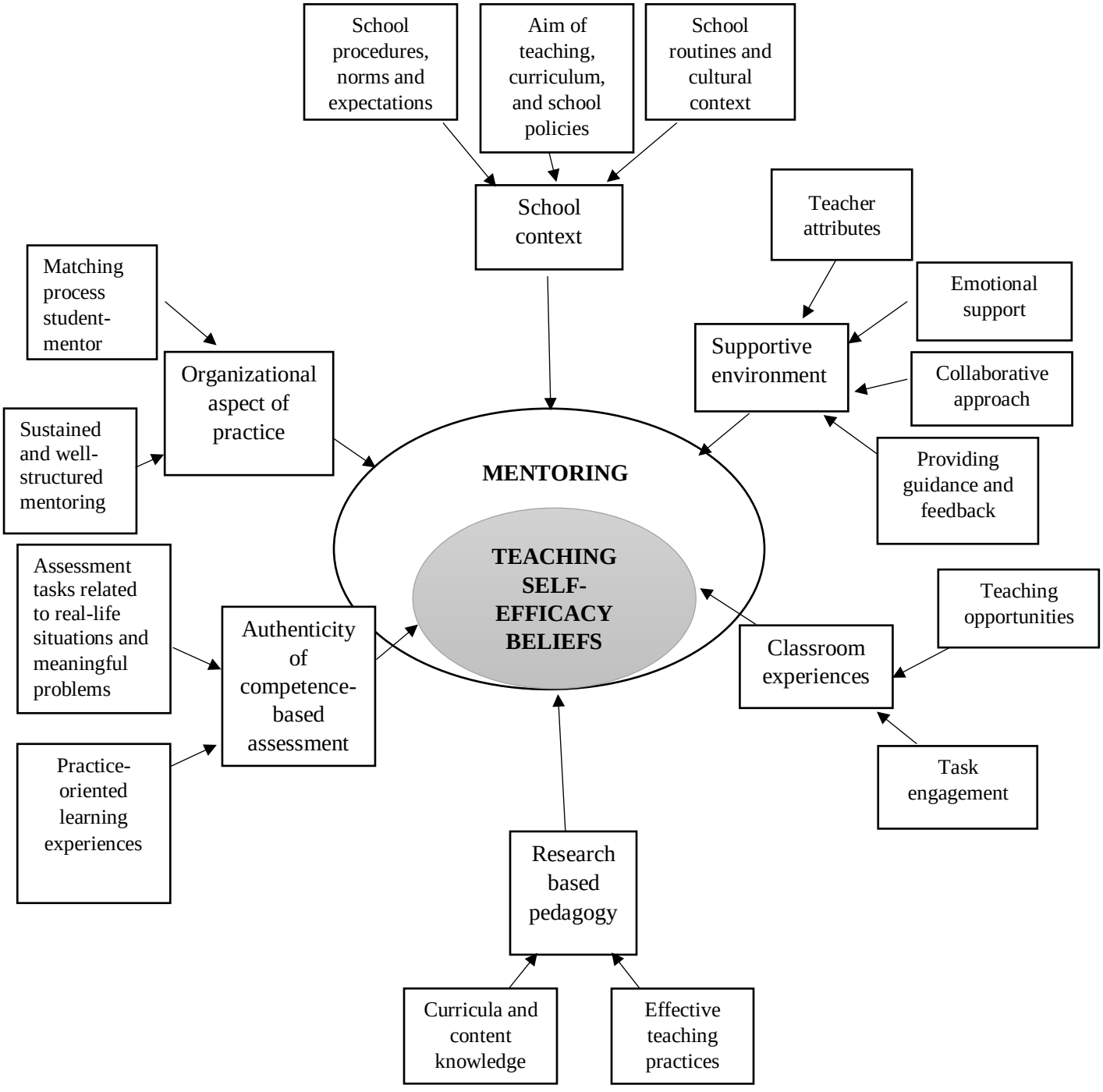

Figure 6*. Summary of literature review*

Sense of belonging, professional support network and system from faculty and school environment are some of the factors that can also develop and improve student teachers' sense of self-efficacy

in teaching (Bjorklund et al., 2020; Farhadiba & Wulyani, 2020; Hernandez, 2020). A number of studies documented the importance of providing guidance, motivation and feedback in increasing student teachers' self-efficacy in teaching (Beattie et al., 2016; Farhadiba & Wulyani, 2020; Ince, 2016; Juuti et al., 2018; Martins et al., 2015; Omari et al., 2020; Van Dinther et al., 2014).

Researchers have shown that the classroom experiences and teacher perseverance of challenging tasks, can develop and may lead to an increase in student teachers' levels of self-efficacy **(**Bandura, 2012; Friedman & Kass, 2002; Giallo & Little, 2003; Ouweneel et al., 2013; Romi & Leyser, 2006). Furthermore, mentor teachers must have the ability to model research-based pedagogy by offering effective teaching practices that link curriculum, pedagogy, and assessment so that the student teachers can visualize effective teaching (Bird & Hudson; 2015; Hudson, 2010; Hudson et al., 2005; Weasmer & Woods, 2003).

One of the factors that have a stronger influence on student teacher self-efficacy is the authenticity of assessment (Van Dinther et al., 2014). Research shows that specific evidence-based practices, multiple field experiences and lesson-related mastery experiences are the best contributors to self-efficacy (Rupp & Becker, 2020; Sciuchetti & Yssel, 2019). The organizational aspect of teaching practice, particularly organizational factors for quality of teaching practice can influence the development of student teachers' self-efficacy beliefs. Furthermore, the matching of student teachers to mentor teachers can promote high-quality student teaching placements that will result in positive learning outcomes for the students in their classroom, while a sustained mentoring collaboration can promote the commitment of all involved parties in the mentoring process (Feldmann & Rupert, 2013; John et al., 2018; Kiel, 2019). According to Sweeny (2008), the selection of a mentor and the process of matching a mentor to student teacher are the two biggest problems with mentoring programs.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology which is followed for this research study. The research design adopted is a mixed-method study, as it collects and analyses both quantitative and qualitative data. The chapter contains sections explaining research design, sample, research methodology, data collection, ethical concerns, reliability and validity and data analysis procedures.

3.1 Research design

This section provides a framework of this study and relevant information that is obtained. Quantitative and qualitative methods are used for collecting the data. This study employed a mixed type of method. Researchers advocating mixed research argue that it is important to use both the exploratory and the confirmatory methods in one's research (Johnson & Onwuegbuzie, 2004 as cited in Johnson & Christensen, 2017). Mixed researchers see positive value in both the quantitative and the qualitative views of human behavior. They view the use of only quantitative research or only qualitative research as limiting and incomplete for many research problems (Johnson & Christensen, 2017). Furthermore, the researcher used the triangulation technique to get more complete perspective on research questions, but also to enhance credibility and validity. According to Nightingale (2020), triangulation is used for three main purposes: to enhance validity, to create a more in-depth picture of a research problem, and to cross-examine different ways of understanding a research problem. Beside using different methodologies to approach the same topic, the researcher used investigator triangulation by involving other researcher in analyzing qualitative data.

The first part of the study consisted of a well-structured questionnaire for student teachers while the second part is semi-structured interviews with university supervisors, mentor teachers and student teachers. One of the major reasons that researchers do qualitative studies is to gain understanding and familiarity with a phenomenon one is interested in (Berg, 2001 as cited in Fraenkel et al., 2011). According to Fraenkel et al. (2011) qualitative researchers want to know what the participants in a study are thinking and why they think what they do. Assumptions, motives, reasons, goals, and values-all are of interest and likely to be the focus of the researcher's

questions. This study employs a descriptive research design to agree on the effects of school placement mentoring experience on student-teacher self-efficacy for teaching. This design offers the possibility to gather data from a wide range of respondents on the impact of mentoring experience on student-teacher self-efficacy for teaching.

3.2. Sample and sampling

The context for this study is a primary teacher education program. The target population in this study were the third- and fourth-year student teachers, mentor teachers and university supervisors. To begin the sampling strategy, Merriam (1998) proposed that the researcher should identify what criterias is essential in selecting the people or sites to be studied. Therefore, the main criteria for participation of student teachers in this survey was finishing their last school placement successfully before being part of the survey. The survey is conducted on a sample of 210 third and fourth-year student teachers, enrolled in a Kosovar 4-year bachelor programs in the University of Prishtina for elementary teacher education, after their last school placement in Prishtina elementary schools. Since the population is around 500, the formula for sample calculation was used. The confidence level was fixed at 95 percent and the acceptable margin of error was considered at 5 percent. Out of 220 respondents, 210 questionnaires are validated and considered for analysis. The questionnaires that are removed were missing more than four student teachers' answers.

In order to understand more aspects of the research, the semi-structured interviews consisting of several questions (see Appendix C and D) were conducted with 10 student teachers (3^{rd} and 4^{th} year of studies at bachelor level who participated in the survey) of the Faculty of Education at the University of Prishtina, 5 mentor teachers and 5 university supervisors. For interviewing are selected the mentor teachers and university supervisors that are trained to be mentors and who have more than 5 years of working experience in mentoring the student teachers.

3.2.1 Participants

The participants in the quantitative part of the research were third-year student teachers (N=110/52.4%) and fourth-year student teachers (N=100/47.6%) of the Faculty of Education at the University of Prishtina (see Table 2).

Table 2. *Number of respondents (student teachers) by year of study*

Year of study	N	%
3rd year of study	110	52.4%
4th year of study	100	47.6%

The first part of the research questionnaire which was distributed to the respondents contains 8 questions, the results of which are presented in the following tables. Given that the largest number of students in Elementary Program is female, the sample of this research is dominated by females. As shown in Table 3., 197 respondents are female (93.8%) while only 13 are male (6.2%).

Table 3. *Frequency table – data distribution by gender*

		N	%	Valid %	Cumulative Percent
Valid	Female	197	93.8	93.8	93.8
	Male	13	6.2	6.2	100.0
	Total	210	100.0	100.0	

Regarding the age of the respondents, there is a predominance of students aged 18-22 years (N=148/70.5%), 47 students or 22.4% are aged 23-26 years, 10 students or 4.8% are aged 27-32 years old and only 5 students (2.4%) are over 32 years old. (see Table 4).

Table 4. *Frequency table – data distribution by age*

		N	%	Valid %	Cumulative Percent
Valid	18-22	148	70.5	70.5	70.5
	23-26	47	22.4	22.4	92.9
	27+	15	7.1	7.1	100.0
	Total	210	100.0	100.0	

M = 1.36, SD = .613

A proportional division of students by place of residence is observed (see Table 5). Out of 210 students surveyed, 101 students (48.1%) live in urban areas while 109 students (51.9%) live in rural areas.

Table 5. *Frequency table – data distribution by place of residence*

		N	%	Valid %	Cumulative Percent
Valid	Urban	101	48.1	48.1	48.1
	Rural	109	51.9	51.9	100.0
	Total	210	100.0	100.0	

M=1.51, SD=.50

Table 6. shows the level of education of father of the student teachers. Sixteen respondents (7.6%) stated that the highest level of education of their father was a primary school, most of them (N=72/34.3%) stated that the highest level of education of their father was high school, 53 of them (25.2%) stated that the highest level of education of their father was high school, 59 of them (28.1%) stated that their fathers have completed basic studies (Bachelor), 9 of them (4.3%) have completed master studies and one (0.5%) has completed doctoral studies.

Table 6. *Frequency table – Father's level of education*

		N	%	Valid %	Cumulative Percent
Valid	Elementary school	16	7.6	7.6	7.6
	High school	72	34.3	34.3	41.9
	Pedagogical school	53	25.2	25.2	67.1
	Bachelor	59	28.1	28.1	95.2
	Master	9	4.3	4.3	99.5
	PhD	1	.5	.5	100.0
	Total	210	100.0	100.0	

M = 2.88, SD = 1.065

Whereas, regarding the level of education that the mothers of the student teachers have, there is a dominance of those who have completed only primary school or even high school (see Table 7). Seventy three of them (73/34.8%) have completed primary school, 77 of them (36.7%) have completed secondary school, 34 of them (16.2%) have completed high school, 20 of them (9.7%) have completed basic studies (Bachelor), 2 of them (1%) Master studies and one of them (0.5%) doctoral studies. Three (3) respondents did not answer this question.

Table 7. *Frequency table- Mother's level of education*

		N	%	Valid %	Cumulative Percent
Valid	Elementary school	73	34.8	35.3	35.3
	High school	77	36.7	37.2	72.5
	Pedagogical school	34	16.2	16.4	88.9
	Bachelor	20	9.5	9.7	98.6
	Master	2	1.0	1.0	99.5
	PhD	1	.5	.5	100.0
	Total	207	98.6	100.0	
Missing	-99	3	1.4		
Total		210	100.0		

M = 2.05, SD = 1.034

Respondents were also asked if any of the family members was in the teaching profession (see Table 8). Of the options offered, 34 students (16.2%) answered that their father is a teacher, 11 of them (5.2%) answered that their mother is a teacher, 32 students (15.2%) answered that their sister is a teacher, 6 of them reported that their brother is a teacher, 31 students (14.8%) have someone else in the wider family with a teaching profession while 96 of them (45.7%) have no one in the family with a teaching profession.

Table 8. *Frequency table – Relatives in teaching profession*

		N	%	Valid %	Cumulative Percent
Valid	Father	34	16.2	16.2	16.2
	Mother	11	5.2	5.2	21.4
	Sister	32	15.2	15.2	36.7
	Brother	6	2.9	2.9	39.5
	None	96	45.7	45.7	85.2
	Other	31	14.8	14.8	100.0
	Total	210	100.0	100.0	

M = 4.00, SD = 1.697

Data about the interviewed students are presented in Table 9. As presented in the table, the age of the students ranges from 20 to 26 years old. Nine (9) students were female while one was male. All mentors of the interviewed students were female. In terms of age most of them were around 31-40 years old (N=6), 3 of them were 21-30 years old and one was aged 41-50 years old.

Table 9. *Data of student teachers participating in interviews*

Code	Age	Gender	Mentors' age	Mentors' gender	Year of study	Duration of interviews
S01	21	F	31-40 years old	F	III	18 min
S02	21	F	31-40 years old	F	III	20 min
S03	21	F	21-30 years old	F	III	20 min
S04	20	F	41-50 years old	F	III	17 min
S05	22	F	21-30 years old	F	III	23 min
S06	26	F	21-30 years old	F	IV	17 min
S07	22	F	31-40 years old	F	IV	20 min
S08	25	F	31-40 years old	F	IV	20 min
S09	23	M	31-40 years old	F	IV	23 min
S10	22	F	31-40 years old	F	IV	20 min

All the interviewed mentor teachers work in elementary schools of the Municipality of Prishtina. Data about the interviewed mentor teachers are presented in Table 10.

Table 10. *Data of mentor teachers participating in interviews*

Code	Age	Gender	Work experience (year)	No. of mentored students (total)	Training on mentoring	Duration of interviews
MT1	36 years old	F	15	7	Yes	17 min
MT2	45 years old	F	15	5	Yes	22 min
MT3	52 years old	F	23	15	Yes	21 min
MT4	38 years old	F	15	30	Yes	22 min
MT5	30 years old	F	7	8	Yes	24 min

The age of the mentor teachers ranges from 30 to 52 years old, while the gender of all is female. The years of work experience range from 7 to 23, while the number of students they mentored until the time of interview ranged from 5 to 30. All the mentor teachers were trained to provide mentoring for students.

All the university supervisors are professors at the Faculty of Education of the University of Prishtina (see Table 11). They are all female, and their age ranged from 35 to 54 years old. All of them have mentored more than 100 student teachers during their work experience and have been trained to be a mentor.

Table 11. *Data of university supervisors participating in interviews*

Code	Age	Gender	Work experience (years)	No. of mentored students /per year	Training on mentoring	Duration of interviews
US01	54	F	32	Up to 10	Yes	19 min
US02	39	F	13	10 per year	Yes	22 min
US03	35	F	13	15 per year	Yes	18 min
US04	37	F	10	30 per year	Yes	21 min
US05	40	F	14	8-12 per year	Yes	24 min

3.3 Instruments and data collection

3.3.1 Instrumentation

The instrument constructed for this study (see Appendix B) consisted of two standardized questionnaires entitled "Mentoring for Effective Primary Teaching Instrument" (Hudson et al., 2005) and "Teachers' Sense of Efficacy Scale" (Tschannen-Moran & Woolfolk Hoy, 2001). A demographic and academic history measure are included in which the participants reported their age, gender, place of residence (urban /rural) year of study, family education background, GPA and the number of teaching hours they lectured during last school placement.

Student teachers' statements concerned with school placement mentoring experiences (based on the five-factor mentoring model) during the last school placement are measured through Hudson et al. (2005) instrument "Mentoring for Effective Primary Teaching" which is adapted for this study from the original version and translated into the Albanian language. Responses to these items are on a five-part Likert scale (i.e., strongly disagree=1, disagree=2, uncertain=3, agree=4, strongly agree=5). Sample items from this instrument include the following: *"Mentor was supportive of me for teaching", "Mentor guided my lesson preparation", "Mentor assisted me with classroom management strategies for teaching", "Mentor modelled effective classroom management when*

teaching" and "Mentor provided oral feedback on my teaching". This instrument has 34 items and covers the 5 factors for effective mentoring which are: personal attributes, system requirements, pedagogical knowledge, modeling and feedback. The questionnaire items for Personal Attributes are 1, 17, 22, 23, 26, 31; System Requirements 4, 11, 25; Pedagogical Knowledge 3, 6, 8, 10, 14, 18, 21, 24, 27, 30, 32; Modelling 2, 5, 7, 9, 12, 15, 19, 29, and Feedback 13, 16, 20, 28, 33, 34.

Student teachers' self-efficacy in teaching is measured with "Teacher Sense of Efficiency Scale"-long form (Tschannen-Moran & Woolfolk Hoy, 2001). The 24 item test is a nine-point Likert-type scale (1: Nothing; 3: Very Little; 5: Some Influence; 7: Quite a Bit; and 9: A Great Deal). Sample items from this instrument include the following: *"How much can you do to get through to the most difficult students?", "How much can you do to get students to believe they can do well in school work?", "How much can you do to calm a student who is disruptive or noisy?" and "To what extent can you provide an alternative explanation or example when students are confused?"*.This questionnaire covers three subscales: Efficacy in Student Engagement, Efficacy in Instructional Practices, and Efficacy in Classroom Management. Items: 1, 2, 4, 6, 9, 12, 14, 22 are for Efficacy in Student Engagement, items 7, 10, 11, 17, 18, 20, 23, 24 are for Efficacy in Instructional Strategies and items 3, 5, 8, 13, 15, 16, 19, 21 are for Efficacy in Classroom Management.

In the qualitative part of the study, the semi-structured interview instrument is used to measure university supervisors, mentor teachers and student teachers' perceptions regarding mentoring process and practices, moreover to get more information about challenges and recommendations toward a qualitative mentoring program for Elementary Program student teachers. The research design allowed flexibility through the use of the semi-structured interview questions that permitted follow-up questions if study participants needed further clarification of questions or probing to gain insight into realities and meanings. An interview guide is used, but additional questions are asked. The semi-structured interviews are conducted with strict attention to rich data collection. As Kajornboon (2005) explains, in semi-structured interviews the interviewer is free to conduct the conversation as he thinks fit, to ask the questions he deems appropriate in the words he considers best, to give an explanation and ask for clarification if the answer is not clear, to prompt the respondent to elucidate further if necessary and to establish his own style of conversation. The interviews were administered individually by a researcher.

3.3.2 Piloting process

Before the administration of the questionnaires, a pilot test with 40 student teachers is conducted to examine the clarity, validity and reliability of the questionnaire. It's used the internal pilot survey according to the organization where the respondents in the pilot are considered as the first participants in the main survey. After obtaining and analyzing the results of the pilot survey, technical issues are addressed. At this time, the researcher eliminated any responses in which the participant had not completely answered the questions on the survey. Also, Cronbach's alpha was conducted as the most common measure of internal consistency (reliability), especially in cases when it's used multiple Likert questions in a survey, as in this case (Brown, 1997). The Cronbach's Alfa for this survey questionnaire was .871, which indicates a high level of internal consistency for our scale. The questionnaire is revised and it conducts a second pilot survey with 10 students to determine whether the issues are effectively solved. After the issues were minor, the large-scale survey was executed.

3.3.3 Data collection

For this study, data are collected using qualitative and quantitative methods. Questionnaires and interviews for two methods are used for collecting primary data. Third-year students filled the questionnaires in the presence of this study researcher, while the fourth-year students filled it online because of the pandemic situation and lockdown. The questionnaire was anonymous and respondents were entirely free from any pressure in time or other so that they could be honest with their true opinions. They have been given enough time and assistance to answer the questionnaire. The survey with 3rd year student teachers is conducted while they were having a lecture in teaching practice coursework. The professor of this coursework made it possible to meet the students and present the aim of the study. The meetings with three groups of third-year students are held in January 2020 to gain acceptance of their participation in the research. After they accepted to participate in the research and after explaining the nature and the scope of the study, the survey has been conducted. As mentioned previously, the survey with fourth-year student teachers is conducted online. The link to the online questionnaire was distributed to students via email during September 2020. Additionally, participants did not have to provide any personally identifiable information, in both forms in which the questionnaire was utilized. Complete confidentiality was ensured by the researcher.

Also, the interviewing process is conducted online via the "Zoom" and "Google Meet" platforms. In this study, individual interviews are assigned when it was convenient for participants. Initially, they are invited through email and phone to contribute to this study by informing them as well about the purpose of the research. Interviewed student teachers, mentor teachers and university supervisors were randomly selected from a list. Except they are asked directly for their permission for audio/video recording, also the content form for permission is sent to them by email. They signed the form and turned it back via email. The respondents were willing to participate in the research and the interviews were conducted between July and August of 2020. The interviews were administered individually by a researcher. The familiarity of the researcher with the topic of research created the possibility for delivering in-depth questions when participants were not open enough to answer. The interview lasted between 17 and 24 minutes, following open-ended questions prepared earlier. When greater clarity or depth in answers was needed, the researcher used follow-up questions.

3.3.4 Reliability and validity

An instrument is considered valid if it assesses what it intends to assess and reliable if there is a consistency of the scores when administered on different occasions (Lankshear & Knobel, 2004). The Cronbach Alfa Reliability Coefficient is used to analyze the internal consistency of the questionnaire and its scales. The coefficient ranks between 0 and 1. The higher the αα coefficient is, the more items have shared covariance and probably measure the same underlying concept (Goforth, 2015). Since the questionnaire contains ordinary questions (Likert Scale), the reliability test (Cronbach's Alpha) for the question groups was initially conducted.

The results show that the first set of questions on students' mentoring experience has 34 variables tested and a level of reliability of 0.840 or 84%, while the second set of questions has a total of 24 variables and a level of reliability of 0.903 or 90.3%, whereas the overall average value is 0.871 or 87.1% reliability. Nunnaly (1978) indicated that a measure of 0.7 or greater is an acceptable reliability coefficient. The Cronbach's Alfa for this survey questionnaire is .871, which indicates a high level of internal consistency for our scale (see Table 12).

Table 12. *Reliability test (Cronbach's Alpha)*

Group of questions	Number of variables	Cronbach's Alpha
Personal attributes	6	0.895
System requirements	3	0.698
Modelling	8	0.890
Pedagogical knowledge	11	0.922
Feedback	6	0.796
MEPST	34	**0.840**
Self-efficacy in student engagement	8	0.848
Self-efficacy in instructional strategies	8	0.916
Self-efficacy in classroom management	8	0.895
TSE	24	**0.903**
Average		**0.871**

Factor analysis by Tschannen-Moran and Woolfolk Hoy (2001) found the long form of the "Teacher Sense of Efficiency Scale" has an overall alpha of .94. The five factors of Hudson et al. (2005) instrument "Mentoring for Effective Primary Teaching" were analyzed through confirmatory factor analysis with acceptable Cronbach alpha for each, that is, Personal Attributes (M=3.14, SD=1.08), System Requirements (M=2.29, SD=0.93), Pedagogical Knowledge (M=2.76, SD=1.01), Modelling (M=3.09, SD=1.07), and Feedback (M=3.14, SD=1.11) were .93, .76, .94, .95, and .92 respectively (Hudson et al., 2005).

Reliability in qualitative studies is mostly a matter of "being thorough, careful and honest in carrying out the research" (Robson, 2002, p. 176). The researcher established a warm relationship with the interviewees, by sharing all the necessary information regarding the study and the ethical issues. The quality of the interview data can be improved by using refinement steps at the interview protocol development stage and applying evidence-based strategies to improve the trustworthiness of the interview findings, e.g., using triangulation and member checking (Creswell, 2014). The researchers conducted the protocol to suit the respondent's characteristics. This assisted the researchers in obtaining quality data for the qualitative research. The protocol of interview was developed and the researcher in cooperation with a university colleague analyzed the transcripted interviews in order to enhance the validity of the study. The researcher addressed the validity of the study by being careful for "any kind of negative influence of the researcher's knowledge, or

assumptions, of the study, including the influence of his or her assumptions of the design, analysis or, even, sampling strategy" (Lincoln & Guba, 1985, p.34)**.**

3.4 Data analysis procedures

3.4.1 Quantitative data analysis

To achieve the objectives of the study, several statistical analyzes are used, such as: reliability analysis, descriptive analysis, cross-tabulations, multiple correlation, factor analysis and multiple regression.

Analysis of survey data is conducted by SPSS 16 (Statistical Package for the Social Sciences). To understand whether the data have normal or abnormal distribution, *Kolmogorov-Smirnov Test* (Shapiro Wilk test) is conducted (See Table 16. in chapter Results). For the group of variables on the level of self-efficacy, the Shapiro Wilk test and/or KS test ($p > 0.5$) as well as visual examination through histogram and interconnected aspects, (normal QQ plots and box plots), showed that the scale results are not normally distributed, with a skewness value of -1445 (SE=0.168) and a kurtosis value of 2.585 (SE=0.334) where the Shapiro and K-S test values show a value below 0.05 (with exactly the values found are 0.00, $p > 0.5$).

For the group of variables regarding a level of mentoring experience, the Shapiro Wilk test and/or KS test ($p > 0.5$) as well as visual examination through histogram and interconnected aspects, (normal QQ plots and box plots), showed that the scale results are not normally distributed, with a skewness value of -0.889 (SE=0.168) and a kurtosis value of 0.939 (SE=0.334) where the Shapiro and K-S test values show a value below 0.05 (with exactly the values found are 0.00, $p > 0.5$). The Shapiro-Wilks test achieved the level of statistical significance ($p \leq .05$), which indicates the non-fulfillment of the condition of normal data distribution, which is considered an acceptable characteristic for the samples as in the respective study. Therefore, non-parametric tests were used to analyze the data.

The descriptive statistics include the use of frequency tables, percentages, means, mode and standard deviations. Descriptive statistics are conducted for all variables, in order to analyze student teachers' demographics, their perceptions regarding their perceived mentoring experience during last school placement and their level of self-efficacy beliefs. To analyze the relationship between student teachers' level of self-efficacy, and their demographic and family background

data, cross-tabulations are conducted using the Chi-Square statistic. If the *p*-value (labeled Asymp. Sig. which is the *p*-value of the Chi-Square statistic) will be less than .05 then it can be concluded that the variables are not independent of each other and that there is a statistical relationship between the categorical variables.

As the data did not meet the normality assumptions, Wilcoxon signed-rank tests was used to test if the two sets of pairs were different from one another in a statistically significant manner. The correlation (Spearman correlation coefficient) is a statistical technique that describes the degree of relationship between two variables. In this study, this technique is used to measure the *linear* correlation between each independent variable (mentor teachers' personal attributes, system requirements, mentor teachers' pedagogical knowledge, modelling and feedback) and the dependent variable (the level of student teachers' teaching self-efficacy). The range of values for the correlation coefficient is -1 to +1. A correlation of -1 indicates a perfect negative correlation, and a correlation of +1 indicates a perfect positive correlation. A value of zero indicates that there is no relationship between the two variables (Frankel et al., 2009).

The Mann Whitney U-test was used to test the differences between categorical variables (year of study, place of residence, etc.), and the continuous variables (level of teaching self-efficacy). On other hand, Kruskal Wallis test was used in cases when the independent variable had three or more categories (such as age, family education background, GPA, etc.), to test them in relation to the continuous dependent variable.

Before conducting multiple regression, the Kaiser-Meyer-Olkin test (KMO) and Bartlett's Test were performed to understand to what extent the data are adequate for factor analysis. Factor analysis was performed to determines the number of factors or componentsa and to confirm the homogeneity of the questionnaire questions.

To understand which of the independent variables was the best predictor of the dependent variable, multiple regression analysis was conducted. It was analyzed which of these independent variables (mentors' personal attributes, system requirements, modelling, pedagogical knowledge, and feedback) were the better predictor of the dependent variable (level of students' teaching self-efficacy).

3.4.2 Qualitative data analysis

According to Denzin and Lincoln (1994), qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in "their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 1994, p. 2). According to the authors, qualitative researchers deploy a wide range of interconnected interpretive practices, hoping always to get a better understanding of the subject matter at hand. This qualitative study used a conceptual construct that aimed to add more understanding to mentoring practices that contribute to student teachers' self-efficacy. The thematic analysis method was used for analyzing the qualitative data. Thematic analysis is a useful approach for summarizing key features of a large data set, as it forces the researcher to take a well-structured approach to handle data, helping to produce a clear and organized final report (King, 2004, as cited in Nowell et al., 2017). According to Braun and Clarke (2006), the thematic analysis provides a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex account of data. Therefore, the thematic approach to data analysis was adopted for this study.

First, the whole recording was listened to before starting the transcription process. During transcription, it's developed a more thorough understanding of the interview data. After the first draft was finished, the interviews were listened again. While listening again the interviews, the transcripts were read through. The process addressed the possible problems or inconsistencies as it's gone along. During the second reading of material patterns of responses were carefully coded and recorded. The codes were recorded as comments in Word documents of transcribed material, and then all codes were pasted in a new document. The analysis of data involved constant moving back and forward between the entire data set.

As writing is an integral part of the analysis, possible ideas of potential coding schemes were written down. After coding, codes were grouped into themes to be able to draw conclusions from the data. A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set (Braun & Clarke, 2006). As these authors proposed, themes were reviewed and redefined, and it's taken into consideration that data within themes should cohere together meaningfully, while there should be

clear and identifiable distinctions between themes. After the themes were named, for each it was conducted and written a detailed analysis.

3.5 Ethics Concern

To participants were given information about the research. It was explained what the research was about and why it is planned to be conducted. The questionnaire contained an outline of the purposes of the research and other relevant information relating to confidentiality and anonymity. The questionnaire which was completed by the participating students was anonymous.

The consent form informed the interviewees that their participation was voluntary, that they have the right to refuse to participate at any stage of the research if they choose for whatever reason, and that they have the right to withdraw the information they supplied and that the identity of participants is kept confidential or anonymous. Anonymity and confidentiality are important steps in protecting the participants from potential harm (Fleming & Zegwaard, 2018). Participants signed the sound recording agreement which informed them that the interview was confidential and will only be used for research issues with the guarantee that their identity will not be revealed in any circumstance.

CHAPTER IV

RESULTS

The purpose of this chapter is to present the characteristics of the respondents as well as the results of quantitative and qualitative research. Data on students' GPA, number of teaching lessons taught by student teachers during school placement, information on their parent's level of education, having relatives in the teaching profession, are fully presented. The results of the quantitative research are presented on the basis of research questions regarding the level of student teachers' school placement mentoring experience and their self-efficacy in teaching. Also, the correlation between variables and the possible differences between groups of respondents are presented.

On the other hand, the results obtained from the qualitative analysis of the interview data are presented through derived codes and themes which offer more information on the challenges of the mentoring process as well as the effective mentoring practices for the development of students' self-efficacy beliefs in teaching.

4.1. Sample characteristics

Regarding their choice to study in the Primary Education Program of the Faculty of Education, students were asked if this program was their first choice for study (see Table 13). Out of 210 students, for most of them N = 165 (78.6%) this program was their first choice, while for 45 of them (21.4%), the primary education program was not their first choice.

Table 13. *Frequency table - Primary Education Program as first choice for study or not*

		N	%	Valid %	Cumulative Percent
Valid	Yes	165	78.6	78.6	78.6
	No	45	21.4	21.4	100.0
	Total	210	100.0	100.0	

M= 1.21, SD = .41131

Students were also asked about their grade point average (GPA) during their studies. Most of them, 79 students (37.6%) have a GPA between 7.00-7.99, 76 of them (36.2%) have a GPA between

8.00-8.99, 43 of them (20.5%) have a GPA between 9.00-10.00 while only 12 students (5.7%) have a GPA between 6.00-6.99 (see Table 14).

Table 14. *Frequency table – GPA*

		N	%	Valid %	Cumulative Percent
Valid	6.00 - 6.99	12	5.7	5.7	5.7
	7.00 - 7.99	79	37.6	37.6	43.3
	8.00 – 8.99	76	36.2	36.2	79.5
	9.00 – 10.00	43	20.5	20.5	100.0
	Total	210	100.0	100.0	

M = 2.71, SD = .85520

Since it's not defined by faculty the number of teaching hours students have to complete during the school placement, they were asked how many lessons they taught during their last school placement. From the results presented in Table 15., it is noticed that most of the students or 74 of them (35.2%) have taught 4 to 6 lessons, 34 of them (16.2%) have taught 7 to 9 lessons, 63 of them (30%) have taught over 10 lessons while 39 of them or 18.6% have taught only 1 to 3 lessons

Table 15. *Frequency table – number of lessons taught during teaching practice*

		N	%	Valid %	Cumulative Percent
Valid	1 - 3 lessons	39	18.6	18.6	18.6
	4 - 6 lessons	74	35.2	35.2	53.8
	7 – 9 lessons	34	16.2	16.2	70.0
	10 +	63	30.0	30.0	100.0
	Total	210	100.0	100.0	

M = 2.59, SD = 1.10843

4.2. Normality Test Results for study variables

In order to determine the tests that will be performed to analyze the data from the responses of respondents, respectively the student teachers' answers on the questionnaire, the Test of Normality has been performed (Table 16). This test determines whether the research data has a normal / parametric or abnormal/non-parametric distribution, guiding the researcher on which tests to use to answer the research questions. The test was performed through Kolmogorov Smirnov and

Shapiro Wilk, two tests that enable verification of the data distribution. The results of the Normality test show that the Kolmogorov Smirnov and Shapiro Wilk tests reached the level of statistical significance ($p \leq .05$), which indicates the non-fulfillment of the condition of normal data distribution.

Table 16. *Normality Test results for the variable (level of mentoring experience: five factor model) and the variable (level of self-efficacy in teaching: 3 subscales)*

Tests of Normality						
	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Personal attributes	0.155	210	**0.000**	0.889	210	**0.000**
System requirements	0.177	210	**0.000**	0.922	210	**0.000**
Modelling	0.120	210	**0.000**	0.928	210	**0.000**
Pedagogical knowledge	0.145	210	**0.000**	0.938	210	**0.000**
Feedback	0.129	210	**0.000**	0.967	210	**0.000**
Self-efficacy in student engagement	0.137	210	**0.000**	0.888	210	**0.000**
Self-efficacy in instructional strategies	0.141	210	**0.000**	0.884	210	**0.000**
Self-efficacy in classroom management	0.117	210	**0.000**	0.916	210	**0.000**
a. Lilliefors Significance Correction						

In addition to correlation tests such as the Pearson test and the Spearman test, in accordance with the aims of the study, non-parametric tests such as the Hi-square test (Chi-square test, p.0.05) and Mann Whitney-U test were also used to test the differences between two categorical variables, while Kruskal-Wallis test was used in cases where the independent variable had three or more categories which were tested in relation to the dependent variable.

4.3. Results on the level of student teachers' mentoring experience (based on the five-factor model) during their last school placement

Descriptive interpretation has been used to analyze the results of student teachers' responses in the "Mentoring for Effective Primary Teaching Instrument" (Hudson et al., 2005) after their last school placement. Participants were asked to rate their experience of mentoring by the mentor teacher on a Likert scale with 5 points from 1 (strongly disagree) to 5 (strongly agree).

Student teachers' opinion on the statements of mentoring experience after completing the teaching practice was analyzed and interpreted below, based on the percentages of each statement in 5

categories: (1) Strongly disagree, (2) Disagree, (3) Uncertain, (4) Agree, (5) Strongly agree. The following table (Table 17) presents the means, standard deviation, minimum and maximum for students' experience during mentoring by mentor teacher. The mean of 3.91 (SD = 0.840) indicates a satisfactory level of students' experience during mentoring (N = 210). The level of mentoring experience of third and fourth-year students is almost the same.

Table 17. *Student teachers' perception on their mentoring experience depending on their year of study*

Descriptive Statistics						
	Third-year		Fourth-year		Total	
	M	**SD**	**M**	**SD**	**M**	**SD**
Personal attributes	4.21	.807	4.05	.921	4.13	.865
System requirements	3.86	.845	3.82	.980	3.84	.910
Modelling	4.07	.897	4.02	.787	4.02	.755
Pedagogical knowledge	3.89	.767	3.92	.914	3.92	.830
Feedback	3.53	.739	3.70	.935	3.61	.841
Total	3.91	.695	3.90	.857	3.91	.840

4.3.1 Student teachers' perception on personal attributes provided by the mentor teacher

The results presented in Table 18. provide surveyed students' perceptions on provision of mentors' personal attributes during their last school placement. The total average score of students' responses on experiences with the mentors' personal attributes is M=4.13, SD=.865 (see Table 18). Histograms displaying distribution of scores for personal attributes are presented in Appendix A.

Table 18. *Descriptive data on students teachers' perception on provision of mentor teachers' personal attributes*

Descriptive Statistics						
	N	**Minimum**	**Maximum**	**Mean**	**Mode**	**Std. Deviation**
Personal attributes	210	1.00	5.00	4.13	5.00	.865
Valid N (listwise)	210					

In the statement whether the mentor teacher was supportive in teaching, a high compliance of the majority of respondents is observed. Out of 210 students surveyed, 85.7% of them stated that their *mentor teacher was supportive in their teaching* during the school placement (M=4.34, SD=.976). Also, the majority of students (83.4%) estimate that their *mentor felt good in conversations with them about teaching* while 10% of students declare unsure to state this (M=4.25, SD=.938).

Table 19. *Student teachers' attitude towards personal attributes provided by the mentor teachers*

Personal attributes	**1**	**2**	**3**	**4**	**5**	**Mean**	**Std. Deviation**
	N %	**N %**	**N %**	**N %**	**N %**	**M**	**SD**
was supportive of me for teaching	6 2.9	8 3.8	16 7.6	58 27.6	122 58.1	4.34	.976
seemed comfortable in talking with me about teaching.	3 1.4	11 5.2	21 10.0	69 32.9	106 50.5	4.25	.938
instilled positive attitudes in me towards teaching	7 3.3	12 5.7	33 15.7	69 32.9	88 41.9	4.04	1.052
assisted me to reflect on improving my teaching practices	8 3.8	26 12.4	31 14.8	66 31.4	78 37.1	3.86	1.159
made me feel more confident as a teacher.	7 3.3	16 7.6	24 11.4	69 32.9	93 44.3	4.07	1.077
listened to me attentively on teaching matters.	7 3.3	9 4.3	19 9.0	82 39.0	92 43.8	4.16	.981

1=Strongly disagree; 5= Strongly agree

Students were asked if they agreed that their mentor *managed to instill positive attitudes toward teaching* in them during the mentoring time, and the results show that this was reached in 74.8% of students while the rest of the students expressed insecurity or disagreed (M=4.04, SD=1.05). According to 68.5% of the surveyed students, their mentors *helped them to reflect on the improvement of teaching practices*, while the rest of the students (31.5%) expressed insecurity or that this was offered to them (M=3.86, SD=1.15). 77.5% of students say that the *mentor made them feel more confident in teaching*, while 10.9% of students said that they did not create this feeling of security in teaching during mentoring (M=4.07, SD=1.07). Most students or 82.8% of them consider *that mentors have listened attentively to teaching matters* (M=4.16, SD= .986).

4.3.2 Student teachers' perception on system requirements provided by the mentor teachers

Table 20. presents the results of the attitudes of the surveyed students regarding the information provided by the mentor about school policies and curricular documentation. The total average score of students' responses to system requirements is M=3.84, SD=.910. Histograms displaying distribution of scores for system requirements are presented in Appendix A.

Table 20. *Descriptive data on student teachers' perceptions of system requirements provided by the mentor teachers*

Descriptive Statistics						
	N	**Minimum**	**Maximum**	**Mean**	**Mode**	**Std. Deviation**
System requirements	210	1.00	5.00	3.84	4.33	.910
Valid N (listwise)	210					

In the statement if the surveyed students agree that the mentor has *discussed with them school policies on teaching,* 70.5% of students consider that the mentor has talked to them about school policies on teaching (M = 3.88, SD = 1.10). According to 64.7% of surveyed students, their *mentor teacher went through the curriculum documentation* in front of them, while 14.8% of students declared unsure if the mentor did this (M = 3.64, SD = 1.20). Mentor teachers *discussed teaching ideas* with 73.2% of students surveyed (M = 3.97, SD = 1.09).

Table 21. *Student teachers' attitude towards system requirement provided by the mentor teachers*

System requirements	**1**	**2**	**3**	**4**	**5**	**Mean**	**Std. Deviation**
	N %	**N %**	**N %**	**N %**	**N %**	**M**	**SD**
discussed with me the school policies used for teaching	11 .2	12 5.7	39 18.6	76 36.2	72 34.3	3.88	1.10
outlined state curriculum documents to me	14 6.7	29 13.8	31 14.8	79 37.6	57 27.1	3.64	1.20
discussed with me the aims of teaching.	7 3.3	19 9.0	29 13.8	71 33.8	83 39.5	3.97	1.09

1=Strongly disagree; 5= Strongly agree

4.3.3 Student teachers' perception on pedagogical knowledge provided by the mentor teacher

Student teachers' attitude towards level of pedagogical knowledge provided by the mentor teachers during their last teaching practice is presented in Table 22. The total average of the results of students' responses regarding the mentors' pedagogical knowledge is M=3.92, SD=.830. Histograms displaying distribution of scores for pedagogical knowledge are presented in Appendix A.

Table 22. *Descriptive data on student teachers' attitudes on pedagogical knowledge provided by the mentor teachers*

Descriptive Statistics						
	N	**Minimum**	**Maximum**	**Mean**	**Mode**	**Std. Deviation**
Pedagogical knowledge	210	1.00	5.00	3.92	4.12	.830
Valid N (listwise)	210					

The results show that 154 students or 73.3% of them agree that mentor teachers *guided them during lesson preparation* (M = 3.93, SD = 1.06).

Out of 210 students surveyed, 77.1% of them stated the *mentor helped them to use classroom management strategies* (M=3.99, SD=1.06). The results show that mentors assisted students *towards implementing teaching strategies* (M = 4.03, SD = .955); *assisted them with timetabling the lessons* (M=3.73, SD=1.15); *the mentor developed students strategies for teaching (* =3.73, S =1.15); the mentor *provided them with strategies to solve problems during teaching* (M=4.03, SD=.992). The results show that the majority of students (70.4%) consider that their mentor has discussed with them *the questioning skills which are necessary for effective teaching* (M=3.91; SD=1.08); the *mentor discussed with the students the knowledge needed to teach* (M=3.75, SD=1.20); 65.7% state that their mentor *has given them clear guidance for planning to teach* (M=3.79, SD=1.13). Also, most students (73.8%) agree that the mentor has *given them new viewpoints on teaching* (M=3.95, SD=1.03) and has shown them *how to assess students' learning* (M=4.16, SD=1.07).

Table 23. *Student teachers' attitude on pedagogical knowledge provided by the mentor teachers*

Pedagogical knowledge	**1**	**2**	**3**	**4**	**5**	**Mean**	**Std. Deviation**
	N %	**N %**	**N %**	**N %**	**N %**	**M**	**SD**
guided me with lesson preparation	6 2.9	17 8.1	39 18.6	71 33.8	77 36.7	3.93	1.065
assisted me with classroom management strategies for teaching	6 2.9	17 8.1	35 15.7	71 33.8	83 39.5	3.99	1.067
assisted me towards implementing teaching strategies	6 2.9	7 3.3	35 16.7	88 41.9	74 35.2	4.03	.955
assisted me with timetabling my lessons	10 4.8	28 13.3	29 13.8	83 39.5	60 28.6	3.71	1.150
developed my strategies for teaching	12 5.7	19 9.1	34 16.3	91 43.5	53 25.4	3.73	1.110
provided strategies for me to solve my teaching problems	4 1.9	14 6.7	33 15.7	78 37.1	81 38.6	4.03	.992
discussed with me questioning skills for effective teaching.	4 1.9	26 12.4	31 14.8	70 33.3	78 37.1	3.91	1.088
discussed with me the knowledge I needed for teaching	15 7.1	16 7.6	46 21.9	61 29.0	71 33.8	3.75	1.204
gave me clear guidance for planning to teach	10 4.8	20 9.5	41 19.5	70 33.3	68 32.4	3.79	1.137
gave me new viewpoints on teaching	7 3.3	14 6.7	33 15.7	83 39.5	72 34.3	3.95	1.034
showed me how to assess the students' learning	9 4.3	7 3.3	31 14.8	56 26.7	106 50.5	4.16	1.072

1=Strongly disagree; 5= Strongly agree

4.3.4 Student teachers' perception on modelling provided by the mentor teacher

Table 24 presents the opinion of 210 students about the teaching practices modeled by the mentor teachers. The total average of the results of the students' responses to the modelling by the mentor teachers is M=4.02 SD=.755. Histograms displaying distribution of scores for modelling are presented in Appendix A.

Table 24. *Descriptive data on student teachers' attitude on modelling provided by the mentor teachers*

Descriptive Statistics						
	N	**Minimum**	**Maximum**	**Mean**	**Mode**	**Std. Deviation**
Modelling	210	1.00	5.00	4.02	4.00	.755
Valid N (listwise)	210					

Most of the surveyed students (85.6%) say that their mentor *used appropriate language for the current teaching syllabus* (M=4.19, SD=.968). The results show that the mentor *modelled the teaching* (M=3.93, SD=.968); the mentor had a good rapport with the students (M=4.44, SD=.852);

Table 25. *Student teachers' attitude towards modelling provided by the mentor teachers*

Modelling	**1**	**2**	**3**	**4**	**5**	**Mean**	**Std. Deviation**
	N %	**N %**	**N %**	**N %**	**N %**	**M**	**SD**
used language from the current primary syllabus	4 1.9	12 5.7	15 7.1	88 41.9	91 43.3	4.19	.934
modelled teaching	6 2.9	10 4.8	39 18.6	91 43.3	64 30.5	3.93	.968
had a good rapport with the students	3 1.4	7 3.3	11 5.2	62 29.5	127 60.5	4.44	.852
displayed enthusiasm when teaching	6 2.9	13 6.2	31 14.8	74 35.2	86 41.0	4.05	1.031
modelled effective classroom management when teaching	7 1.9	18 8.6	32 15.2	94 44.8	62 29.5	3.91	.979
was effective in teaching	7 3.3	13 6.2	24 11.4	87 41.4	79 37.6	4.03	1.020
used hands-on materials for teaching	12 5.8	14 6.7	49 23.6	74 35.6	59 28.4	3.74	1.116
had well-designed activities for the student	9 4.3	12 5.7	42 20.0	85 40.5	61 29.0	3.84	1.042

1=Strongly disagree; 5= Strongly agree

their mentor *displayed enthusiasm when teaching* (M=4.05, SD=1.03); the mentor *modelled effective classroom management when teaching* (M=3.91, SD=.979); the mentor was *effective in teaching* (M=4.03, SD=1.02). 79% of students surveyed say that the *mentor used hands-on materials for teaching* (M=3.74, SD=1.11), while in the last statement if the mentor had *well-organized activities for students*, 69.5% of students agreed (M=3.84, SD=1.04).

4.3.5 Student teachers' perception on feedback provided by the mentor teacher

Table 26. presents the student teachers' opinion about the provision of feedback by the mentor teachers during their last teaching practice. The total average score of the students' responses on provision of feedback by mentor teacher is M=3.61, SD=.841. Histograms displaying distribution of scores for feedback are presented in Appendix A.

Table 26. *Descriptive data on student teachers' attitude on feedback provided by the mentor teachers*

Descriptive Statistics						
	N	**Minimum**	**Maximum**	**Mean**	**Mode**	**Std. Deviation**
Feedback	210	1.00	5.00	3.61	4.00	.841
Valid N (listwise)	210					

Out of 210 students surveyed, 68.5% agree that the mentor discussed with them the evaluation of their teaching (M=3.81, SD=1.05). The results show that mentors in schools provided students with oral feedback for their teaching (M=3.50, SD=1.26); *the mentor provided them with written feedback on their teaching* (M=2.91, SD=1.28*); their mentor reviewed with the students the lesson plans before teaching (*M=3.45, SD=1.28*). Most students or 70.5% of them agree that their mentor has clearly articulated what students need to improve in their teaching (*M=3.90, SD=1.03*) while 75.2 % of students agree that their mentor has observed them before providing feedback on teaching (*M=4.02, SD=1.10*).*

Table 27. *Student teachers' attitude towards feedback provided by the mentor teacher*

Feedback	1	2	3	4	5	Mean	Std. Deviation
	N %	N %	N %	N %	N %	M	SD
discussed evaluation of my teaching	7 3.3	19 9.0	40 19.0	83 39.5	61 29.0	3.81	1.056
provided oral feedback on my teaching	19 9.1	29 13.9	42 20.1	65 31.1	65 25.8	3.50	1.263
provided me with written feedback on my teaching	37 17.6	43 20.5	59 28.1	43 20.5	28 13.3	2.91	1.283
reviewed my lesson plans before teaching	23 11.0	27 12.9	39 18.7	70 33.5	49 23.4	3.45	1.282
clearly articulated what I needed to do to improve my teaching	4 1.9	21 10.0	36 17.1	79 37.6	69 32.9	3.90	1.032
observed me teach before providing feedback	10 4.8	12 5.7	29 13.8	70 33.3	88 41.9	4.02	1.104

1=strongly disagree; 5= strongly agree

4.4. Results on the level of students' self-efficacy in student engagement, use of instructional strategies and classroom management

Descriptive interpretation has been used to analyze the results of student teachers' responses in the Teachers Sense of Efficacy Scale (TSE) after their last school placement. Survey participants were asked to rate their level of teaching self-efficacy for 24 statements (long form) in a nine-point Likert-type scale, from 1 (minimum efficacy) to 9 (maximum efficacy). Students' opinion on the statements related to their level of teaching self-efficacy after completing the teaching practice was analyzed and interpreted below, based on the percentages of each statement in 9 categories: (1) Nothing, (3) Very little, (5) Some Influence, (7) Quit A Bit, (9) A Great Deal. Each of the three subscales of self-efficacy in the questionnaire has 8 statements. Table 28 presents the mean values and standard deviation for the three subscales of self-efficacy and the total result for self-efficacy in teaching.

Table 28. *Student teachers' perception of their level of teaching self-efficacy*

Descriptive Statistics						
	N	**Minimum**	**Maximum**	**Mean**	**Mode**	**Std. Deviation**
Self-efficacy in instructional strategies	210	2.88	9.00	7.56	8.00	1.022
Self-efficacy in classroom management	210	3.88	9.00	7.35	8.00	1.057
Self-efficacy in student engagement	210	3.62	8.88	7.43	8.25	.995
Self-efficacy in teaching	210	3.83	8.88	7.45	7.75	.974
Valid N (listwise)	210					

The mean of 7.45 (SD = .97) indicates a high level of teaching self-efficacy of the students participating in the research (N = 210). Histograms displaying distribution of scores for each subscale are presented in Appendix A.

4.4.1 Description of the results on the level of students' self-efficacy in student engagement

The results on student teachers' perception of their level of self-efficacy in student engagement is presented in Table 29. The overall mean score for this subscale of self-efficacy scale is M=7.43, SD=.995. The results show that most of the students surveyed believe that they *can do enough to get through to the most difficult students* (M=7.14, SD=1.51); *that they can help students to think critically* (M=7.24, SD=1.36); that they can do enough *to motivate students who show low interest in school work* (M=7.67, SD=1.24); that they can make *students believe that they can do well in school work* (M=7.82, SD=1.28); that they can *help their students to value learning* (M=7.24, SD=1.48); that they can *help students foster their creativity* (M=7.71, SD=1.22), that they can do enough *to improve the understanding of a student who is failing* (M=7.24, SD=1.39); that they can contribute to assist families in helping their children do well in school (M=7.38, SD=1.54). In all statements there is a very low number of those students who can do little or nothing. The majority of student teachers (86% of them) perceived they can get pupils to believe they can do well in school work, while only 75% of them perceived that they can get through to the most difficult pupils.

Table 29. *Student teachers' perception on their level of self-efficacy in student engagement*

Self-efficacy in student engagement	1	2	3	4	5	6	7	8	9	Mean	Std. Deviation
	N %	N %	N %	N %	N %	N %	N %	N %	N %	M	SD
How much can you do to get through to the most difficult students?	1 0.5	0 0.0	4 1.9	6 2.9	24 11.4	17 8.1	64 30.5	53 25.2	41 19.5	7.14	1.515
How much can you do to help your students think critically?	0 0.0	1 0.5	2 1.0	6 2.9	18 8.6	10 4.8	82 39.2	51 24.4	39 18.7	7.24	1.364
How much can you do to motivate students who show low interest in school work?	0 0.0	0 0.0	0 0.0	4 1.9	14 6.7	7 3.3	62 29.5	58 27.6	65 31.0	7.67	1.241
How much can you do to get students to believe they can do well in school work?	0 0.0	0 0.0	1 0.5	3 1.4	11 5.2	14 6.7	41 19.5	57 27.1	83 39.5	7.82	1.286
How much can you do to help your students value learning?	0 0.0	1 0.5	5 2.4	6 2.9	15 7.1	23 11.0	54 25.7	64 30.5	42 20.0	7.24	1.485
How much can you do to foster student creativity?	0 0.0	0 0.0	1 0.5	3 1.4	10 4.8	13 6.2	51 24.3	67 31.9	65 31.0	7.71	1.226
How much can you do to improve the understanding of a student who is failing?	0 0.0	0 0.0	1 0.5	8 3.8	20 9.6	21 10.0	62 29.7	53 25.4	44 21.1	7.24	1.395
How much can you assist families in helping their children do well in school?	0 0.0	2 1.0	4 1.9	7 3.3	14 6.7	16 7.6	51 24.3	61 29.0	55 26.2	7.38	1.545

1= Nothing; 3=Very Little; 5=Some Influence; 7=Quit A Bit; 9=A Great Deal

4.4.2 Description of results on the degree of student teachers' self-efficacy in instructional strategies

The results on student teachers' perception of their level of self-efficacy in instructional strategies is presented in Table 30. The overall mean score for this subscale of self-efficacy scale is M=7.56, SD=1.022.

Table 30. *Student teachers' perception on their level of self-efficacy in instructional strategies*

Self-efficacy in instructional strategies	1	2	3	4	5	6	7	8	9	Mean	Std. Deviation
	N %	N %	N %	N %	N %	N %	N %	N %	N %	M	SD
How well can you respond to difficult questions from your students?	0 0.0	0 0.0	1 0.5	5 2.4	8 3.8	15 7.1	60 28.6	60 28.6	61 29.0	7.62	1.254
How much can you gauge student comprehension of what you have taught?	0 0.0	1 0.5	1 0.5	3 1.4	14 6.7	16 7.6	52 24.8	69 32.9	54 25.7	7.54	1.316
To what extent can you craft good questions for your students?	0 0.0	1 0.5	0 0.0	5 2.4	14 6.7	12 5.7	51 24.4	60 28.7	66 31.6	7.63	1.349
How much can you do to adjust your lessons to the proper level for individual students?	0 0.0	0 0.0	1 0.5	2 1.0	10 4.8	12 5.7	53 25.2	71 33.8	61 29.0	7.71	1.182
How much can you use a variety of assessment strategies?	0 0.0	1 0.5	1 0.5	3 1.4	12 5.7	25 11.9	60 28.6	55 26.2	53 25.2	7.44	1.323
To what extent can you provide an alternative explanation or example when students are confused?	0 0.0	1 0.5	3 1.4	7 3.3	8 3.8	16 7.6	61 29.0	63 30.0	51 24.3	7.45	1.397
How well can you implement alternative strategies in your classroom?	0 0.0	0 0.0	2 1.0	4 1.9	14 6.7	23 11.0	57 27.3	69 33.0	40 19.1	7.37	1.291
How well can you provide appropriate challenges for very capable students?	0 0.0	0 0.0	1 0.5	3 1.4	8 3.8	11 5.2	61 29.0	60 28.6	66 31.4	7.72	1.198

1=Nothing;3=Very Little; 5=Some Influence; 7=Quit A Bit; 9=A Great Deal

According to results, 85% of student teachers indicated their level of self-efficacy from 7 to 9 points ("quite a bit" to" to "a great deal"). In the first statement of how well *can they respond to difficult questions from your student*s, more than half of the student teachers or 57.2% of them estimate that they could provide enough (M=7.62, SD=1.25); that they *could measure student comprehension of what they have taught* (M=7.54, SD=1.31); that they *could craft good questions for their students* (M=7.63, SD=1.34); how much can they *adjust their lessons to the proper level*

for individual students (M=7.71, SD=1.18); how *much can they use a variety of assessment strategies* (M=7.44, SD=1.32); how much they can *provide an alternative explanation or example when students are confused* (M=7.45, SD=1.39); how much they *could implement alternative strategies in their classroom* (M=7.37, SD=1.29). Eighty-nine percent of students indicated that they could provide appropriate challenges for very capable students (M=7.72, SD=1.19). Thus, according to the results the number of students who could not do at all or very little is very small.

4.4.2 Description of the results on the level of student teachers' self-efficacy in classroom management

The results on student teachers' perception of their level of self-efficacy in classroom management is presented in Table 31. The overall mean score for this subscale of self-efficacy scale is M=7.35, SD=1.057.

Slightly more than half of the students surveyed or 55.8% of them believe that they can do enough to *control disruptive behaviour in the classroom* (M=7.08, SD=1.48). Most of the students believe that they *can make your expectations clear about student behaviour* (M=7.24, SD=1.49); how much they *can establish routines to keep activities running smoothly* (M=27, SD=1.31); more than half of the students surveyed or 53.8% of them believe that they *are able to do enough to get the children to follow classroom* (M=7.73, SD=1.28). Over half of the students or 54.3% of them believe that they can *establish a classroom management system with each group of students* (M=7.35, SD=1.39); on how well can *they keep a few problem students form ruining an entire lesson* (M=7.20, SD=1.45). On last statement on how *well can they respond to defiant students*, 58.1% of them believe they can do enough (M=7.59, SD=1.30).

Table 31. *Student teachers' perception on their level of self-efficacy in classroom management*

Self-efficacy in classroom management	1	2	3	4	5	6	7	8	9	Mean	Std. Deviation
	N %	N %	N %	N %	N %	N %	N %	N %	N %	M	SD
How much can you do to control disruptive behavior in the classroom?	0 0.0	0 0.0	6 2.9	6 2.9	25 11.9	20 9.5	69 32.9	48 22.9	36 17.1	7.03	1.486
To what extent can you make your expectations clear about student behavior?	0 0.0	0 0.0	4 1.9	8 3.8	21 10.0	14 6.7	63 30.1	51 24.4	48 23.0	7.24	1.494
How well can you establish routines to keep activities running smoothly?	0 0.0	0 0.0	2 1.0	2 1.0	22 10.5	22 10.5	65 31.0	57 27.1	40 19.0	7.27	1.315
How much can you do to get children to follow classroom rules?	0 0.0	0 0.0	2 1.0	3 1.4	11 5.2	10 4.8	52 24.8	61 29.0	71 33.8	7.73	1.284
How much can you do to calm a student who is disruptive or noisy?	0 0.0	2 1.0	1 0.5	5 2.4	14 6.7	20 9.5	61 29.0	50 23.8	57 27.1	7.41	1.432
How well can you establish a classroom management system with each group of students?	0 0.0	1 0.5	2 1.0	6 2.9	11 5.3	28 13.5	52 25.0	61 29.3	47 22.6	7.35	1.399
How well can you keep a few problem students form ruining an entire lesson?	0 0.0	0 0.0	3 1.4	7 3.3	24 11.4	19 9.0	54 25.7	62 29.5	41 19.5	7.20	1.455
How well can you respond to defiant students?	0 0.0	0 0.0	2 1.0	5 2.4	11 5.2	14 6.7	51 24.3	71 33.8	56 26.7	7.59	1.306

1= Nothing; 3=Very Little; 5=Some Influence; 7=Quit A Bit; 9=A Great Deal

4.5. The differences in the level of student teachers' teaching self-efficacy in student engagement, instructional strategies, and classroom management

The result of the Friedman test show that there is an overall statistically significant difference between the mean ranks of student teachers self-efficacy for instructional strategies, student engagement and classroom management (χ^2 =19.656, df=2, p=.000, N=210). To measure whether

there are overall differences between groups, post hoc analysis with Wilcoxon signed-rank tests were conducted with a Bonferroni correction applied, resulting in a significance level set at $p<0.017$. Examination of the pairwise comparisons revealed that student teachers have significantly higher levels of efficacy for effective use of instructional strategies (mean rank 2.22) compared to the efficacy for student engagement (mean rank 1.96) and the self-efficacy for classroom management (mean rank 1.81).

Table 32. *Pairwise comparisons for teaching self-efficacy (Wilcoxon Test)*

	Instructional Strategies - Student Engagement	**Classroom Management – Student Engagement**	**Instructional Strategies – Classroom Management**
Z	-3.464[a]	-1.812[b]	-4.734[a]
Asymp. Sig. (2-tailed)	.001	.070	.000

a. Based on negative ranks.
b. Based on positive ranks.
c. Wilcoxon Signed Ranks Test

As displayed in Table 32., results show that there were no significant differences between student teachers' self-efficacy for student engagement and self-efficacy for classroom management (Z = -1.812, p = .070). However, there was a statistically significant difference between students self-efficacy for instructional strategies and self-efficacy for student engagement (Z = -3.464 p =.001), and between student's self-efficacy for instructional strategies and self-efficacy for classroom management (Z = -4.734, p = .000). Therefore, it appeared that student teachers have self-efficacy to use instructional strategies effectively at a higher level than to engage all student's in learning and to manage the classroom.

4.6. The differences in the level of student teachers' self-efficacy in teaching depending on the year of study, gender, age and place of residence

4.6.1 The differences in the level of student teachers' teaching self-efficacy related to year of study

Table 33. presents the mean and standard deviation for two variables: year of study and level of student teachers' self-efficacy. Since the sample consists of third- and fourth-year students of the Primary Education Program, the analysis was performed to see if there are significant differences

between the groups in terms of the level of self-efficacy in teaching. Mann-Whitney U-test was used to test for group differences on level of student teachers' self-efficacy.

Table 33. *Descriptive statistics of mean and standard deviation for year of studies and self-efficacy*

Descriptive Statistics			
	Mean	**Std. Deviation**	**N**
Self-efficacy in teaching	7.45	.974	210
Year of study	1.48	.501	210

Statistically significant differences between the two groups (third and fourth year of study) were tested, and differences in variance and data distribution were considered as key assumptions for applying the Mann-Whitney U-test. Since the level of self-efficacy variable consists of three sub scales (self-efficacy in student engagement, classroom management and instructional strategies) the difference between groups were tested on level of self-efficacy.

Table 34. presents the results which showed that the differences are statistically significant (sig. 000), which means that between the groups there are differences in the level of self-efficacy beliefs in teaching. According to these results, fourth year students have a higher level of self-efficacy in teaching (Mean Rank = 123.21) than third-year students (Mean Rank = 89.40).

The interpretation of effect size is based on benchmarks suggested by Cohen (1988) referring to sizes as small (d = 0.2), medium (d = 0.5), and large (d = 0.8). The magnitudes of the effect sizes are between moderate and small. Even though the effect size values showed that the strength of the difference is weak, they do not suggest the findings are insignificant.

Table 34. *Differences in the level of student teachers' teaching self-efficacy beliefs in relation to year of study*

Measure	3rd year		4th year		Rank	U	Z	p	Cohen's d
	M	SD	M	SD					
Self-efficacy in student engagement	7.29	.889	7.59	1.08	91.75 120.63	3987.0	-3.445	.000	.30
Self-efficacy in classroom management	7.13	.980	7.60	1.08	89.14 123.50	3700.0	-4.097	.000	.45
Self-efficacy in instructional strategies	7.44	.860	7.69	1.16	92.24 120.08	4041.0	-3.321	.001	.24

$^{***}p < .001$.

4.6.2 The differences in the level of student teachers' teaching self-efficacy related to gender

To determine the gender differences in level of student teachers' self-efficacy beliefs in teaching, non-parametric tests, including Chi-Square test and Mann Whitney U-Test, were used.

Table 35. *Relationship between student teachers' gender and level of self-efficacy in teaching*

Chi-Square Tests			
	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	62.804[a]	82	.943
Likelihood Ratio	44.711	82	1.000
Linear-by-Linear Association	.295	1	.587
N of Valid Cases	210		

Results presented in Table 36. show that there are no gender differences in teaching self-efficacy beliefs (sig. 219), interpreted by the Likelihood ratio according to the assumptions taken into account from the values (Likelihood ratio = 44.711, df = 82, p = .1). In this case, since the highest percentage of respondents are female (N = 97, 93.8%) the size effect has affected the variability to calculate the gender differences to be low.

Table 36. *The differences between the student teachers' gender and their level of self-efficacy in teaching*

Ranks				
	Gender	**N**	**Mean Rank**	**Sum of Ranks**
Teaching self-efficacy beliefs	Female	197	106.82	21044.50
	Male	13	85.42	1110.50
	Total	210		

Test Statistics [a]	
	Self-efficacy
Mann-Whitney U	1019.500
Wilcoxon W	1110.500
Z	-1.230
Asymp. Sig. (2-tailed)	.219

4.6.3 The differences in the level of student teachers' teaching self-efficacy related to their age

To determine the relationship and differences between the age group of respondents in relation to the dependent variable (self-efficacy in teaching), the chi-square test and the Kruskal- Wallis test (used to determine the possible differences between three or more groups) were conducted.

Table 37. *Relationship between student teachers' age and their level of teaching self-efficacy*

Chi-Square Tests			
	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	1.930E2[a]	164	.060
Likelihood Ratio	169.799	164	.362
Linear-by-Linear Association	.116	1	.734
N of Valid Cases	210		

a. 246 cells (98.8%) have expected count less than 5. The minimum expected count is .07.

The results from the Table 37. show that no statistically significant gender differences were found in relation to the level of teaching self-efficacy (chi square = 1.930, df = 164, and p = .060). Based on results presented in Table 38. and the test values, there are some differences between the age group and self-efficacy according to the order of the means but they do not show statistical

significance (p = .74). Even in this case, since the highest percentage of respondents are aged 18-22 years (N = 148, 70.5%) the size effect has affected the variability to calculate the age differences to be low.

Table 38. *The differences between the student teachers' age and their level of self-efficacy in teaching*

Ranks			
	Age	**N**	**Mean Rank**
Self-efficacy in teaching	18-22	148	100.37
	23-26	47	123.30
	27+	15	100.37
	Total	210	

Test Statistics [a,b]	
	Self-efficacy
Chi-Square	5.198
Df	2
Asymp. Sig.	.074
a. Kruskal Wallis Test	
b. Grouping Variable: Age of respondents	

4.6.4 The differences in the level of student teachers' teaching self-efficacy related to their place of residence

To determine the differences between the place of residence of the respondents and the dependent variable of the study (self-efficacy in teaching), the Chi-Square test and Mann Whitney U Test were conducted. Based on results presented below (see Table 39 & 40) and the test values, there are no statistically significant differences (sig.149) between students from urban and rural areas in terms of self-efficacy beliefs in teaching, interpreted by Likelihood ratio according to the assumptions taken into account by the values presented in tables (Likelihood ratio = 127.352, df = 82, p = .001).

Table 39. *Relationship between the students' place of residence and their level of self-efficacy*

Chi-Square Tests			
	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	94.589[a]	82	.162
Likelihood Ratio	127.352	82	.001
Linear-by-Linear Association	3.085	1	.079
N of Valid Cases	210		

a. 164 cells (98.8%) have expected count less than 5. The minimum expected count is .48.

Table 40. *Differences between the student teachers' place of residence and their level of teaching self-efficacy beliefs*

Ranks				
	Place of residence	N	Mean Rank	Sum of Ranks
Teaching self-efficacy	Urban	101	111.79	11290.50
	Rural	109	99.67	10864.50
	Total	210		

Test Statistics [a]	
	Self-efficacy
Mann-Whitney U	4869.500
Wilcoxon W	10864.500
Z	-1.444
Asymp. Sig. (2-tailed)	.149

a. Grouping Variable: Place of residence

4.7. Differences in the level of student teachers' teaching self-efficacy related to primary education as first or second choice for study

To measure the statistical relationship between students' teaching self-efficacy and primary education as their first or second choice for study, Pearson Correlation Coefficient was used. Correlation analysis is implemented in order to measure the strength of the association between the continuous variables. The strength of correlation between the variables is measured based on the scale proposed by Davis (1971). The results presented in Table 41. show that between the variables there is positive correlation but not statistically significant ($r = .621$, $p > 0.05$). Specifically, there is no difference in the level of self-efficacy between students whose Primary Education Program was first choice for study and to others which was not.

Table 41. *Relationship between primary education as first or second choice for study and students' level of self-efficacy in teaching*

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	77.456a	82	.621
Likelihood Ratio	86.374	82	.349
Linear-by-Linear Association	.000	1	.988
N of Valid Cases	210		

a. 163 cells (98.2%) have expected count less than 5. The minimum expected count is .21.

4.8. Level of student teachers' teaching self-efficacy related to parents' level of education and relatives in teaching profession

4.8.1 The differences in the level of student teachers' teaching self-efficacy related to fathers' level of education

To measure the statistical relationship and differences between students' teaching self-efficacy and their fathers' level of education, Pearson Correlation Coefficient and Kruskal-Wallis test were used. Correlation analysis is implemented in order to measure the strength of the association between the continuous variables. The strength of correlation between the variables is measured based on the scale proposed by Davis (1971). The results presented in Table 42. show that between the variables there is positive and statistically significant correlation ($r = .164^{*}$, $p < 0.05$).

Table 42. *Relationship between father's level of education and student teachers' teaching self-efficacy*

Correlations			
		Father's level of education	**Self-efficacy in teaching**
Father's level of education	Pearson Correlation	1	.164*
	Sig. (2-tailed)		.018
	N	210	210
Self-efficacy in teaching	Pearson Correlation	.164*	1
	Sig. (2-tailed)	.018	
	N	210	210

*. Correlation is significant at the 0.05 level (2-tailed).

Possible statistically significant differences between the three groups of the fathers' level of education and level of students' self-efficacy in teaching were tested. Differences in variance and data distribution were taken into account as key assumptions for the Kruskal-Wallis test applicant. Based on results presented in Table 43. and the test values, there are statistically significant differences between variables (sig. 037), which means that between groups there are differences in the level of students' self-efficacy in teaching. According to the results, student teachers whose father has completed higher education studies, have higher teaching self-efficacy (Mean Rank =

120.83) than those students whose father has completed Pedagogical School (Mean Rank = 99.54) or pre-university education (Mean Rank = 97.07).

Table 43. *The differences between father's level of education and students' teaching self-efficacy beliefs*

Ranks			
	Fathers' level of education	**N**	**Mean Rank**
Self-efficacy in teaching	Elementary and high school	88	97.07
	Pedagogical school	53	99.54
	Faculty	69	120.83
	Total	210	

Test Statistics[a,b]	
	Self-efficacy
Chi-Square	6.595
Df	2
Asymp. Sig.	.037

a. Kruskal Wallis Test
b. Grouping Variable: Father's level of education

Figure 7. presents the differences between father's level of education and student teachers' level of teaching self-efficacy. This graph illustrates how the level of students' self-efficacy increases in the case their father's level of education is higher education.

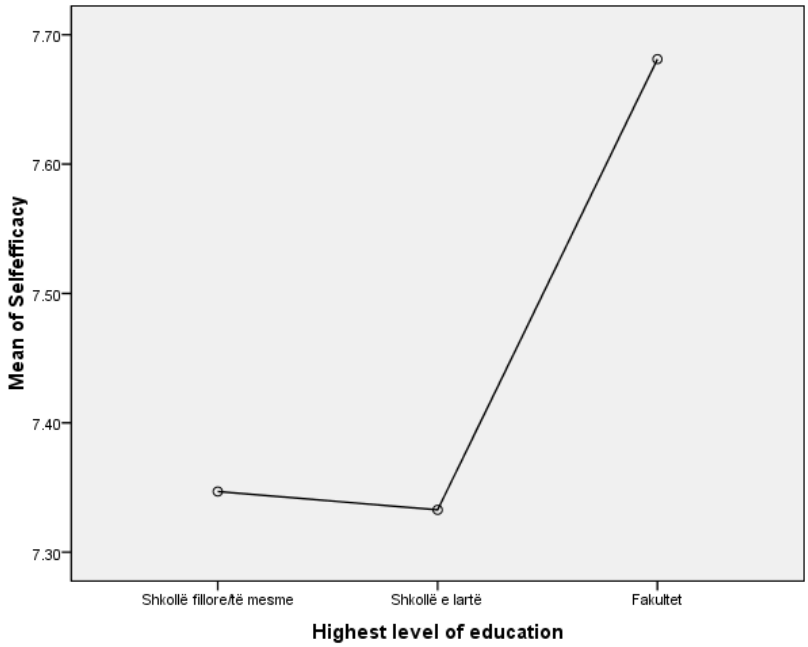

Figure 7. *Graphical representation of differences between father's level of education and student teachers' level of teaching self-efficacy*

4.8.2 The differences in the level of student teachers' teaching self-efficacy related to mother's level of education

To measure the statistical relationship and differences between students' teaching self-efficacy and their mothers' level of education, Pearson Correlation Coefficient and Kruskal-Wallis test were used. Correlation analysis is implemented in order to measure the strength of the association between the continuous variables. The strength of correlation between the variables is measured based on the scale proposed by Davis (1971). The results presented in Table 44. show that between the variables there is low positive correlation but not statistically significant ($r = .129, p > 0.05$).

Table 44. *Relationship between mother's level of education and student teachers' teaching self-efficacy beliefs*

Correlations			
		Self-efficacy in teaching	**Mother's level of education**
Mother's level of education	Pearson Correlation	.129	1
	Sig. (2-tailed)	.064	
	N	207	207
Self-efficacy in teaching	Pearson Correlation	1	.129
	Sig. (2-tailed)		.064
	N	210	207

Possible statistically significant differences between the three groups of the mother's level of education and level of students' self-efficacy in teaching were tested. Differences in variance and data distribution were taken into account as key assumptions for the Kruskal-Wallis test applicant. Based on the results presented in table below (see Table 45.) and the test values, the differences are not statistically significant (sig. 117), which means that there are no differences between groups in the level of students' self-efficacy in teaching.

Table 45. *The differences between mother's level of education and student teachers' teaching self-efficacy beliefs*

Ranks			
	Mother level of education	N	Mean Rank
Self-efficacy in teaching	Elementary school	73	93.25
	High school	77	104.86
	Pedagogical school/faculty	56	114.99
	Total	206	

Test Statistics[a,b]	
	Self-efficacy
Chi-Square	4.283
Df	2
Asymp. Sig.	.117
a. Kruskal Wallis Test	
b. Grouping Variable: Mother level of education	

4.8.3 The differences in the level of student teachers' teaching self-efficacy related to having relatives in teaching profession

To measure the statistical relationship and differences between students' teaching self-efficacy and their mothers' level of education, Pearson Correlation Coefficient and Kruskal-Wallis test were used. Correlation analysis is implemented in order to measure the strength of the association between the continuous variables. The strength of correlation between the variables is measured based on the scale proposed by Davis (1971). The results presented in Table 46. show that between the variables there is low negative correlation but statistically significant ($r = -.200^{**}$, $p < 0.01$).

Table 46. *Relationship between student teachers' teaching self-efficacy and having relatives in teaching profession*

Correlations			
		Relatives in teaching profession	**Students' self-efficacy in teaching**
Relatives in teaching profession	Pearson Correlation	1	-.200**
	Sig. (2-tailed)		.004
	N	210	210
Students' self-efficacy in teaching	Pearson Correlation	-.200**	1
	Sig. (2-tailed)	.004	
	N	210	210

**. Correlation is significant at the 0.01 level (2-tailed).

The results show that the closer are the family members to students, the higher is the level of their self-efficacy in teaching. However, statistically significant differences between the four groups of 'relative in teaching profession' variable were tested and differences in variance and data

distribution were considered as key assumptions for applying the Kruskal-Wallis test. Based on results presented in Table 47. and the test values, there are statistically significant group differences (sig. 000), which suggests that between groups there are differences in the level of self-efficacy in teaching.

Table 47. *The differences between student teachers' teaching self-efficacy beliefs and having relatives in the teaching profession*

Ranks			
	Relatives in the teaching profession	**N**	**Mean Rank**
Self-efficacy in teaching	Parents	45	130.13
	Sister/brother	38	125.16
	None	96	90.54
	Other	31	91.98
	Total	210	

Test Statistics[a,b]	
	Self-efficacy
Chi-Square	18.738
df	3
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: Teacher in family	

According to these results, students whose parents are in teaching profession have higher self-efficacy in teaching (mean rank = 130.13) than those students who have sister or brother in teaching profession (mean rank = 125.16), other in the family (mean rank = 91.98) or no one (mean rank = 90.54)

Figure 8. presents the changes in the level of students' self-efficacy in relation to having relatives in teaching profession. This graph illustrates how students' level of self-efficacy increases when their parents are teachers.

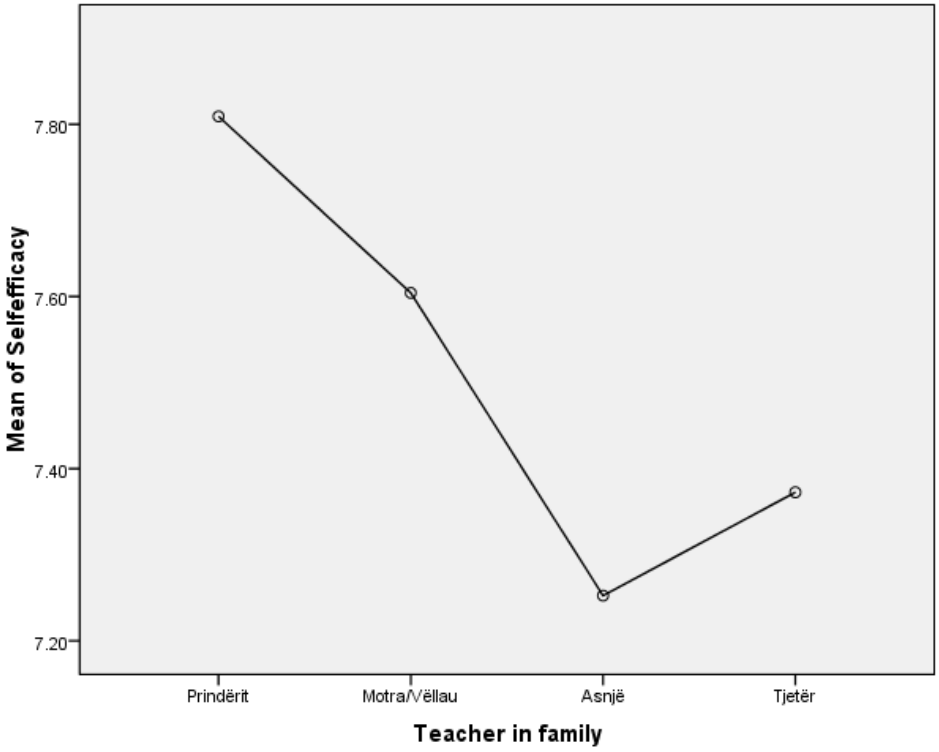

Figure 8. *Graphical representation of the differences between having relatives in the teaching profession and the level of student teachers' teaching self-efficacy*

4.9. Level of student teachers' teaching self-efficacy related to GPA and number of lessons taught by students during last school placement

4.9.1 The differences in the level of student teachers' teaching self-efficacy related to their GPA

To measure the statistical relationship and differences between students' teaching self-efficacy related to their GPA, Spearman's Rank Correlation Coefficient and Kruskal-Wallis test were used. Correlation analysis is implemented in order to measure the strength of the association between the continuous variables. The strength of correlation between the variables is measured based on the scale proposed by Davis (1971). The results presented in Table 48. show that between the variables there is low negative correlation which is not statistically significant ($r = -.076, p > 0.05$).

Table 48. *Relationship between student teachers' teaching self-efficacy and their GPA*

Correlations				
			Self-efficacy in teaching	**GPA**
Spearman's rho	**Self-efficacy in teaching**	Correlation Coefficient	1.000	-.076
		Sig. (2-tailed)	.	.272
		N	210	210
	GPA	Correlation Coefficient	-.076	1.000
		Sig. (2-tailed)	.272	.
		N	210	210

Statistically significant differences between the four groups of GPA variable were tested, while the differences in variance and data distribution were considered as key assumptions for applying the Kruskal-Wallis test. Based on the results presented in Table 49 and the test values, there are no statistically significant differences between the groups ($H = 4.315$, df=3, p-value = 0.229). Specifically, there are no significant differences between students' teaching self-efficacy and GPA grade scores.

Table 49. *The differences in the level of student teachers' teaching self-efficacy related their GPA*

Ranks			
	GPA	**N**	**Mean Rank**
Self-efficacy in teaching	6.00-6.99	12	140.54
	7.00-7.99	79	104.27
	8.00-8.99	76	103.74
	9.00-10.00	43	101.09
	Total	210	

Test Statistics[a,b]	
	Self-efficacy
Chi-Square	4.315
df	3
Asymp. Sig.	.229
a. Kruskal Wallis Test	
b. Grouping Variable: GPA	

4.9.2 The differences in the level of student teachers' teaching self-efficacy related to number of lessons taught by students during last school placement

To measure the statistical relationship and differences between students' teaching self-efficacy related to number of lessons taught during their last teaching practice, Spearman's Rank Correlation Coefficient and Kruskal-Wallis test were used. Correlation analysis is implemented in order to measure the strength of the association between the continuous variables. The strength of correlation between the variables is measured based on the scale proposed by Davis (1971). The results presented in Table 50. show that between the variables there is low positive correlation which is not statistically significant ($r = -.101$, $p > 0.05$).

Table 50. *Relationship between student teachers' teaching self-efficacy and number of lessons taught during last teaching practice*

Correlations				
			Self-efficacy in teaching	**Number of lessons taught by students**
Spearman's rho	**Self-efficacy in teaching**	Correlation Coefficient	1.000	.101
		Sig. (2-tailed)	.	.145
		N	210	210
	Number of lessons taught by students	Correlation Coefficient	.101	1.000
		Sig. (2-tailed)	.145	.
		N	210	210

Statistically significant differences between the four groups of independent variables were tested, while the differences in variance and data distribution were considered as key assumptions for applying the Kruskal-Wallis test. Based on the results presented in Table 51 and the test values, there are no statistically significant differences between the groups (H = 2.454, df=3, p-value = 0.484). Specifically, there are no significant differences between students' teaching self-efficacy and number of lessons the students have taught during their last teaching practice.

Table 51. *The differences in the level of student teachers' teaching self-efficacy related to the number of lessons taught by students during their last teaching practice*

Ranks			
	Number of lessons taught by students	N	Mean Rank
Self-efficacy in teaching	1-3 lessons	38	96.33
	4-6 lessons	74	100.51
	7-10 lessons	35	113.24
	10+	62	111.02
	Total	209	

Test Statistics[a,b]	
	Self-efficacy
Chi-Square	2.454
Df	3
Asymp. Sig.	.484
a. Kruskal Wallis Test	
b. Grouping Variable: Number of lessons	

4.10. Level of student teachers' self-efficacy in teaching related to their school placement mentoring experiences (five-factor mentoring model)?

For each of the five factors for effective mentoring (mentors' personal attributes, system requirements, modelling, pedagogical knowledge, and feedback) it is tested whether there is a significant relationship with the level of students' self-efficacy in the three subscales of self-efficacy (student engagement, instructional strategies and classroom management). Since the variables are categorical, the Spearman correlation test was used to test the relationship between the variables. The correlation coefficients were interpreted based on the descriptors defined by Davis (1971), where the closer the value of the correlation coefficient goes towards 0, the weaker the relationship between the two variables will be. Table 52 presents the results of the analysis of the relationship between the five factors for effective mentoring and the level of self-efficacy in teaching for the three sub-scales of the questionnaire.

The results show that between the mentors' personal attributes and the level of students' self-efficacy in student engagement there is a low positive, but statistically significant relationship ($r = .183$ **, $p < 0.01$). The results also show that a low positive but statistically significant relationship exists between the mentors' personal attributes and the level of students' self-efficacy in instructional strategies ($r = .193$ **, $p < 0.01$) and in classroom management ($r = .200$ **, $p < 0.01$). In this case the confidence level is 99%. According to the results, there is a significant positive correlation between the students' mentoring experiences in terms of provision of mentors' personal attributes and their self-efficacy in teaching ($r = .207$ **, $p < 0.01$, $n = 210$).

Table 52. *Relationship between the five factors for effective mentoring and the level of students' self-efficacy in teaching in the three subscales*

			Self-efficacy in student engagement	Self-efficacy in instructional strategies	Self-efficacy in classroom management	Self-efficacy in teaching (total)
Spearman's rho	**Personal attributes**	Correlation Coefficient	0.183**	0.193**	0.200**	0.207**
		Sig. (2-tailed)	0.008	0.005	0.004	0.003
		N	210	210	210	210
	System requirements	Correlation Coefficient	0.128	0.140*	0.185**	0.170*
		Sig. (2-tailed)	0.064	0.043	0.007	0.014
		N	210	210	210	210
	Modelling	Correlation Coefficient	0.106	0.146*	0.191**	0.166*
		Sig. (2-tailed)	0.126	0.034	0.006	0.016
		N	210	210	210	210
	Pedagogical knowledge	Correlation Coefficient	0.111	0.138*	0.201**	0.171*
		Sig. (2-tailed)	0.108	0.046	0.003	0.013
		N	210	210	210	210
	Feedback	Correlation Coefficient	0.151*	0.152*	0.156*	0.169*
		Sig. (2-tailed)	0.029	0.028	0.024	0.014
		N	210	210	210	210

The results show that between the provision of information on system requirements by the mentor teacher and the level of students' self-efficacy in student engagement, there is a low positive but statistically insignificant relationship ($r = .128$, $p > 0.05$), while a weak positive but statistically significant relationship resulted between the provision of information on system requirements by the mentor teacher and the level of students' self-efficacy in instructional strategies ($r = .140$ *, $p < 0.05$) and classroom management ($r = .185$ **, $p < 0.01$). Thus, according to the results, there is a significant positive relationship between the provision of information on system requirements by the mentor and students' self-efficacy in teaching ($r = .170$ *, $p < 0.05$).

Regarding the relationship between mentors' modelling practices and the level of student teachers' self-efficacy for student engagement, the results show that there is a weak positive, but statistically insignificant relationship between the variables (r = .106, p> 0.05), while the weak positive but statistically significant relationship has resulted between the pedagogical knowledge provided by the mentor teachers and the level of students' self-efficacy in using instructional strategies (r = .146 *, p <0.05) and classroom management (r = .191 ** , p <0.01). Thus, according to the results, there is a significant positive relationship between mentors' modelling practices and the level of student teachers' self-efficacy for student engagement (r = .166 *, p <0.05).

The last factor on effective mentoring (provision of feedback by a mentor) has resulted in significant positive relationships with all three subscales of self-efficacy. The value of the correlation power in terms of the relationship between the provision of feedback by the mentor teacher and the level of students' self-efficacy for student engagement shows r = .151 *, p <0.05, while in correlation with the level of students' self-efficacy for the use of instructional strategies (r = .152 *, p <0.05) and classroom management (r = .156 *, p <0.05).

Thus, according to the results, there is a significant positive relationship between students' mentoring experiences in terms of provision of feedback by the mentors and their self-efficacy in teaching (r = .169 *, p <0.05).

Table 53. *Relationship between student teachers' school placement mentoring experiences and their level of teaching self-efficacy*

Correlations				
			Self-efficacy in teaching	**Mentoring experience**
Spearman's rho	**Mentoring experience**	Correlation Coefficient	.196**	1.000
		Sig. (2-tailed)	.004	.
		N	210	210
	Self-efficacy in teaching	Correlation Coefficient	1.000	.196**
		Sig. (2-tailed)	.	.004
		N	210	210
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 53 presents the results on the relationship between the independent variable (students' school placement mentoring experiences based on five-factor mentoring model) and the dependent

variable (self-efficacy in teaching). The result shows that there is a weak positive but statistically significant relationship between the variables (r = 196 **, p <0.01).

4.11. The factors that predict the level of student teachers' teaching self-efficacy beliefs

Initially, the Kaiser-Meyer-Olkin test (KMO) and Bartlett's Test were performed to understand to what extent the data are adequate for factor analysis. The results of the following table (see Table 54) show that KMO = 1.095, degree of freedom 10 and p value = .000 which is within the confidence limit of 0.01%.

Table 54. *KMO and Bartlett's test of suitability of data for factor analysis*

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.902
Bartlett's Test of Sphericity	Approx. Chi-Square	1.095E3
	Df	10
	Sig.	.000

Based on the results of the following table (see Table 55), only one component has passed the 1.00 value of Eigenvalue, which determines the number of factors or components. Exactly the component has the value 4.177 to confirm the homogeneity of the questionnaire questions.

Table 55. *Factor analysis for the questionnaire scales regarding the experience of students during mentoring based on the five-factor model for effective mentoring*

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.177	83.533	83.533	4.177	83.533	83.533
2	.320	6.408	89.940			
3	.231	4.610	94.551			
4	.185	3.704	98.255			
5	.087	1.745	100.000			

Extraction Method: Principal Component Analysis.

To measure the significance of variables, a acceptable value of the coefficient is set to be above 0.60, to be considered a significant variable. Each of the five-factor model factors for effective mentoring has shown a high level of coefficient (see Table 56).

Table 56. *Results of the main component analysis*

Component Matrix[a]	
	Component
	1
Personal Attributes	.927
System Requirements	.904
Modelling	.908
Pedagogical Knowledge	.964
Feedback	.863

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

Multiple regression was used to predict the value of students' level of self-efficacy in teaching (dependent variable) based on the value of the other five (independent) variables. The variables that were used to predict the value of the dependent variable are the mentors' personal attributes, system requirements, mentors' pedagogical knowledge, modelling, and feedback.

Model summary (see Table 57) provides the *R*, *R2*, adjusted *R2*, and the standard error of the estimate. The R value indicates the multiple correlation coefficient, which concretizes the measure of the quality of the prediction of the dependent variable, in this case, the level of students'self-efficacy in teaching.

Table 57. *Model summary and standard error of the estimate*

Model Summary[b]									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.207[a]	0.043	0.020	0.96536	0.043	1.834	5	204	0.108

a. Predictors: (Constant), Feedback, Modelling, System requirements, Attributes, Ped.Knowledge

b. Dependent Variable: Self-efficacy

An R value of R (R=0.207), in this case, indicates a low level of prediction for all five factors. The column "R Square" represents the value R2 (also called the coefficient of determination), which

indicates the proportion of change in the dependent variable that can be explained by the independent variables. Our value of 0.043 explains the 0.04% of the variability of our dependent variable. With the F ratio in the ANOVA table (see Table 58) it was tested whether the overall regression model is a good fit for the data. Findings show that the independent variables do not statistically significantly predict the dependent variable, F (4, 204) = 1.834, p> 0.05 (i.e., we have low fit with the data).

Table 58. *Adaption of regression model to the data*

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.544	5	1.709	1.834	0.108[b]
	Residual	190.113	204	0.932		
	Total	198.657	209			

a. Dependent Variable: Self-efficacy

b. Predictors: (Constant), Feedback, Modelling, System requirements, Attributes, Ped. Knowledge

Furthermore, each independent variable was tested for statistical significance. Table 59. shows the t-values and the corresponding p-values for each dependent variable. These data show that only the mentor teachers' personal attributes significantly predict the level of students' self-efficacy in teaching (sig. 0.038), while other variables do not.

Table 59. *Factors that predict the level of student teachers' teaching self-efficacy beliefs*

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.579	0.369		17.810	0.000
	Personal attributes	0.359	0.172	0.319	2.087	**0.038**
	System requirements	-0.076	0.143	-0.071	-0.531	0.596
	Modelling	0.065	0.179	0.051	0.366	0.715
	Pedagogical knowledge	-0.201	0.240	-0.171	-0.837	0.403
	Feedback	0.056	0.134	0.048	0.419	0.676

a. Dependent Variable: Self-efficacy

4.12. THE RESULTS OF THE QUALITATIVE ANALYSIS OF THE INTERVIEW DATA

This part of the paper presents the results of the analysis of the data taken from the interviews conducted with student teachers, mentor teachers, and university supervisors. The codes and themes resulting from the interviews are presented in a tabular format, whereas the description of the results is done by providing direct quotes taken from the interviews related to the themes that were identified during the data analysis process. The subsections below present the results of the analyses of the interviews from the respective groups.

4.12.1 The results of the thematic analysis of the interview data with student teachers

Table 60. displays the results of the thematic analysis of the interviews with 10 student teachers, including the codes and themes. From the interviews with the students, six themes have been deduced. Those themes are as follows: *familiarization with the pedagogical methods of the mentor teachers; modeling of instruction practices and communication with pupils and parents; offering helpful feedback to students during mentoring; mentors' attributes as incentives for developing the principles for the future teachers; the lack of close relations between student teachers and their mentors; the lack of support and commitment by the school or university for professional development.* The results of the interviews (related to the above-mentioned themes) are described by giving excerpts from the interviews with the students.

Table 60. *Codes and themes derived from the thematic analysis of interview data with student teachers*

Codes	Themes
Adapting to the classroom environment that is always changing; The behavior of the teacher when there is a conflict in the classroom; Forms of reaction in cases of an emotional outburst of pupils with special needs; How to react to bullying in the classroom; Getting to know problems of children with special needs; Spontaneity in the classroom, how to turn an event that happens by chance into a lesson; How to get the children's attention; Toys involvement in the lesson; Turning learning into fun; How to answer to curious children; Reacting to children who want attention and do certain behaviors; Keeping up with children to learn;	**Familiarization with the pedagogical methods of the mentor teachers**

Creating children's sense of safety and belonging; Providing pupils with the freedom to express their opinions; Involvement of all pupils in learning; Close conversation with kids; Treating same all children; Offering emotional support to pupils; Give courage to children even if they make mistakes; A careful behavior with children; Take into consideration the psychological condition of children; Opportunity for children to choose the activity; Involvement of pupils in attractive projects; Stimulating pupils' imagination and discussion; Creating questions for pupils; Relaxing with music if pupils lose attention; Understanding activities for children with special needs.	
Creating a proper atmosphere for learning; Explaining daily plans from the mentor; Modeling the introduction and lesson preparation; Setting success criteria; Louder lecture explanation; Diary filling procedures; Checking students' homework; Assessing the tests; Modeling the reading of teaching contents; Formulating clear lesson goals; Collaboration with teaching staff in creating tests; Preparing special tests for talented pupils; Presenting the assessment forms; Presentation of pupils and their characteristics; Keeping a good relationship with parents; Keeping distance with parents; The way of communicating with parents; Communication and reporting in meeting with parents;	**Modelling teaching practices and communication with children and parents**
Developing fluency in presenting; Create close rapport with pupils; Answering students' questions without differences; Classroom management; How to achieve the goals; Objective assessment based on pupils' work; Developing pupils' self-confidence; During lectures, pupils should also be involved with their thoughts; Adapting learning strategies to students need; The approach to children with special needs; Forms of reaction to children with different characteristics, active, problematic, aggressive; Slower reading; Understanding different situations and reacting to them; Keeping under control disruptive pupils; Do not let pupils impact the learning curriculum; Being strict on plan realization and learning results;	**Providing constructive feedback for the students during the mentoring process**

Being convincing in front of pupils;	
Soft behavior with children; Understandable and patient teacher; A sincere and special person; Energetic, even though the workload as a mother; Time-related followed the trends, responsible; Knowing strategies for classroom management; Details oriented; Requires respecting rules in general; Strict and a good example; Engaging students in every meeting they have held at school; Understandable toward student teachers' mistakes; Ready to discuss any injustice toward students; Creating a feeling of belonging in students; Offering freedom in choosing teaching methods; Offering support; Feeling of support even in cases of a mistake; Positive comments, encouragement to continue; Teaching practice as an achievement in shaping as a teacher; Freedom to take the initiative and ask; Respect, feeling of closeness and love from the mentor teacher; Self-confidence and love for pupils; Regular communication; Good presentation of the student in front of the pupils; Preparation of faculty assignments with the help of the teacher; Opened to offer help; Providing a sense of comfort, developing students' self-confidence; Non-prejudice of student initiatives; Assistance in formulating plans; Teacher hospitality; Trust in students; Without complexes to learn from the student teachers.	**Mentors' attributes as incentives for developing the principles for the future teachers**
The teacher was harsh; The teacher was very critical; The humiliation of students; Students are seen as competition; Mentors do not offer space to engage; Lack of motivation, the teacher was not a model, young and inexperienced; Lack of advice; Lack of proximity from the mentor teacher; The teacher did not change her routine for the student teacher; Various reasons for not engaging the student; Lack of commitment to students; The bad reaction of the teacher to the student; Making students feel guilty; Inhospitable; Lack of trust in the student; Dissatisfaction with the welcome from the teacher; Difficulty in getting familiar with everything;	**The lack of close rapport between student teachers and mentor teacher**

The heavy burden of teachers with interns makes them inhospitable to students; They are tired;	
Lack of counseling and monitoring by the university supervisors; The university supervisors to have a checklist for evaluation; The practice diary should be structured with concrete requirements; Lack of interest in mentoring by mentors is noticed; Lack of real and objective evaluation by university supervisors; Curriculum knowledge to be reinforced; Lack of interest for teaching practice; Practice to be performed in other municipalities as well; Unfair to teach lessons on their own; The teaching practice is seen by students only as an obligation to be finished; No subject explains the work with children with special needs; Collaborate more often with fellow students at the faculty; Reinforcement of knowledge on working with children with special needs; Need for special practice to work with pupils with special needs; They need to teach lessons in different classes; Sharing experiences with colleagues on working with children with special needs; The need to respect the school schedule and rules; Students are more responsible if visited by the university supervisors; Assignments by professors are not demanding; The expectation for more assignments as fourth-year students; A small number of lessons taught in school; The need to acquaint the school with the handbook for practice; Informing the teacher about her assignments to the students; Students are used for the personal needs of teachers; More space to see teachers' approach to parents; University supervisors do not meet with mentors to facilitate mentoring; The need to address when they do not match with the mentor teacher; Lack of willingness for practice; Do not take on responsibilities that do not belong to students; The need for closer student-school-faculty cooperation; Students face problems on their own; Supervision by a university professor to be mandatory;	**The lack of support and commitment from the school and faculty for the professional development of the students**

4.12.1.1. Familiarization with the pedagogical methods of the mentor teachers

The usage of varied pedagogical methods while teaching children is an important prerequisite to creating a stimulating teaching and learning environment. Considering the fact that the classroom environment is subject to constant change and that spontaneous events do occur; students say that they have understood from the mentor teachers that spontaneity in the classroom should be embraced and that every event that occurs spontaneously should be incorporated into the teaching process. Additionally, given the fact that children's attention span in the classroom is challenging,

students say that the mentor teachers have relied on varied relaxation methods to regain children's attention.

"*When a bird entered the classroom, it caused a shift of attention from learning to the bird itself. On this occasion, the teacher told me about using spontaneity in the classroom, in other words, how we can even use the bird in the lesson"* (ST 6). *"The teacher played a rhythmical song and asked the students to get up and dance. So, when she saw that the children were focusing on the bird and not on the lesson, she used music as a relaxation technique. After children's short dance, the lesson continued"* (ST 3).

Teachers can use different teaching methodologies, which incorporate elements of entertainment and play. According to the students, seeing teachers incorporate games and entertainment into their lessons, they have understood that children's attention increases and that they remember the lesson easier if the lesson is entertaining.

"*The teacher must have creative ideas. When the teacher wanted to elaborate a lesson, she took Lego blocks and other children's toys in order to make learning interesting, and also, at the same time, to help them remember the lesson. The students have it much easier to remember lessons this way during revisions"* (ST 5); *"When you manage to finish a class that is entertaining, you will always achieve your goals. This is because for the child, everything that is pleasant is easier to remember"* (ST 4).

In early childhood, forming relationships with others is crucial in developing a sense of belonging. Based on the results of the analysis of the interviews, one can notice that students emphasize the key role that a teacher has in helping children create the sense of belonging, security, and freedom in the classroom.

"*It is important for children to feel free, for them to feel at home. Children have felt free with the teacher; and even when they did not understand the lesson, the teacher carried out activities that were personalized"* (ST 9); *"Teacher taught me how to give children that sense of security, that they should not only depend on the teacher but also create trust in their classmates…so, they can have that sense of security to ask freely and express their opinion"* (ST 7).

4.12.1.2. Modelling teaching practices and communication with children and parents

Motivating and engaging students in learning is a challenging task for teachers. Through classroom management, they organize their lessons in a way that maximizes cooperation and minimizes inappropriate behavior. This way, according to the interviewed students, the methods which were used by the mentoring teachers to provide a supportive environment and achieve inclusiveness in the classroom were quite motivating. *"I was impressed by how all pupils were included in the lesson. The teacher used a glass and wooden sticks with the names of the pupils written on them. She would pick a random stick and the student whose name was on the stick would revise the lesson. I liked this technique because when I was little, we knew exactly who the teacher liked more"* (ST 3).

Among others, engaging students in classroom projects has led to the surfacing of their skills. *"Pupils have worked in groups, and the results of their collaborative work was fantastic. I have noticed that collaboration has had an influence on them because they have worked together ... there they have displayed their skills, they have expressed their opinions"* (ST 9).

Regarding communication with the students, the student teachers interviewed maintain that the approach towards children and the communication methods were indeed their greatest concern. They say that during the school placement, they have tried to adapt their communication to match the children's needs and to learn as much as possible about the communication approaches with children. *""The approach was the first point I tried to master. All the time I was concerned about if I'm achieving the goal. Then, can I give answers to everyone so that it does not make a difference in the answer?"* (ST 9); *"For me, it was very important to understand how to behave around students. The mentor teacher has guided me a lot, for example on how to handle hyperactive students, or those students who behave rudely against their peers"* (ST 2).

Student teachers' communication with parents and their participation in conferences with parents was part of the school placement. The student teachers say that apart from understanding the ways in which to communicate with parents and how to report to them, they have also understood the proximity that they should maintain with the parents. "*The teacher has instructed me how to maintain communication with parents, how to keep a sort of distance because excessive closeness might lead to problems*"(ST 4); *"The mentor teacher has never called up a parents' conference*

without inviting me, so that I could see how it would develop, and what was being reported to the parents" (ST 6)

4.12.1.3. Providing constructive feedback for the students during the mentoring process

Usually, due to the dynamics of the teaching process and the lack of time, the student teachers do not receive feedback from the mentor teacher as much as they would need to. However, it is also the case that initiatives (or direct requests) from the student teachers themselves for feedback lack. In any case, students claim that the feedback they have received from the mentor teacher has made them realize the cognitive gaps that they have and that it has increased their self-esteem, all the while making them understand the attributes of a future teacher. *"I have not planned and carried out many lessons for the students. The mentor teacher was very busy and we would talk only after concluding the lesson. It was only then that she would give me advice and suggestions for teaching"* (ST 2); *"I am rather quiet as a person and did not have it easy to talk in front of students. At the end of the practice, the mentor teacher told me that I developed in this regard and that I was very kind to the pupils"* (ST 1).

The students emphasize that the feedback from the mentor teacher has increased their self-esteem and that it has encouraged them to incorporate a variety of activities into their lesson plans and to initiate the learning process in this way. In addition, even when the student teachers made mistakes, they say that the mentor teacher has dealt with them in a very compassionate way and that her positive approach has encouraged them even more to improve themselves.

"*By carrying out activities successfully, I have gained more confidence; receiving positive comments from the teacher mentor has encouraged and helped me greatly. For every task, she has given me positive comments"* (ST 8); *"The mentor teacher has been very open; she gave me a lot of advice and, if I made mistakes, she was very understanding"* (ST 2); *"I had a lot of support from my school mentor, I have constantly received good comments and support, which has made me feel good so that I can have more self-confidence"* (ST 9).

4.12.1.4 Mentors' attributes as incentives for developing the principles for the future teachers

The quality of mentoring can be enhanced when the mentor teachers include a supportive approach, attention, and comfort when talking about teaching practice into their mentoring attributes (Hudson, 2004). In addition, mentoring attributes instill in students' minds positive attitudes and confidence in teaching. According to student teachers, mentor teachers had provided good models of positive approach and close communication while enhancing the confidence and sense of freedom in students.

"*It has made me feel much more confident than I was before. Without this kind of approach that the mentor teacher had, I would not have had many development opportunities"* (ST 9); *"She [the mentor teacher] was very punctual and a role model. Everything went according to the rules, on schedule. The mentor teacher was strict and serious and I liked that a lot" (ST 3);* "*I would describe the mentor teacher as a very special person; she was very clear and positive. Despite her age and the fact that she was a mother who had a lot more pressure than us, she was very energetic, almost resembling a 20-year-old"* (ST 7).

The student teachers say that the encouragement from the university supervisors to communicate and discuss any possible challenges in the school placement and to feel safe, has helped them develop their values as future teachers. *"I have had a lot of support from the university supervisor. She was willing to fight for us and not allow any injustices against us. She has helped us develop our values as future teachers"* (ST 2).

Among others, the student teachers say that given the fact that there was no strict control from their program of studies on the progress of the school placement, and also the fact that at times some students lacked interest, the mentor teacher should be more demanding and strict in relation to the student teachers. *"The mentor teacher should be more strict and also more willing to help student teachers. Taking the job seriously is the first quality. If the mentor teacher is not serious about her job, the students won't be either. When student teachers see the practice as something forced, they won't feel responsible for their tasks"* (ST 10).

4.12.1.5 The lack of close rapport between student teachers and mentor teachers

Mentoring is a highly valuable experience for student teachers' personal and professional growth and development. Establishing the appropriate rapport between mentor teacher and student teacher includes creating a safe and supporting environment, which in turn helps students with enhancing their confidence and setting and achieving their goals.

Bird and Hudson (2015) emphasize that without a supportive rapport, the influence that the school placement has on the student teachers might be limited. In addition, they maintain that a good mentor teacher offers examples of professionalism in teaching. According to the statements made by the interviewed student teachers, in some cases they have sensed a lack of support from the mentor teacher in terms of their inclusion in the teaching process. Another issue reported is the lack of close rapport between the student teachers and their mentor. *"The mentor teacher hasn't been very motivating, or close"* (ST 6); *"The mentor teacher would use excuses such as 'don't bother with him because he is disabled'. In other words, she didn't let me take on any responsibilities"* (ST 2); *"I think it is very important initially to create respect, to feel loved, and be close to the teacher. But I did not have the opportunity to learn much from the teacher because her reaction was bad. She made me feel guilty"* (ST 10).

Occasionally, the student teachers say that they were seen as competition by the mentor teacher and that often their mentors would minimize the opportunities to get involved because, according to them, they would disrupt the routine if the student teachers contributed to the lesson. *"It's not that our intention was to create competition, but many mentors might have thought 'what might happen if I let them in charge and they prove to be better than I am? What will the students or the staff say...?' I don't know how they saw things"* (ST 5). *"The mentor teacher has minimized the activities which I was in charge of. I believe that the mentors should feel freer in this regard and that they should have faith in us. This way we can learn from them, and they from us"* (ST 8).

Being compatible with the mentor teacher is very important. If this is not the case, student teachers often request to change their mentor, which is not offered by the faculty. *"Students do not have the right to choose their mentors. You get assigned to work with a certain mentor, whether you like it or not. You will have to go through eight weeks in her classes. It is very important to be compatible with that person"* (ST 6).

4.12.1.6. The lack of support and commitment from the school and faculty for the professional development of the students

In order to identify the concerns of the involved parties regarding the teaching practice, Juriševič (2017) suggests, among others, the triangle of short-term and long-term monitoring of the quality of the teaching practice (comprised of the university supervisor, the mentor teacher, and student teacher), and the conceptualization of how to functionalize "the quality of the teaching practice" in university curricula. The quality of the teaching practice is achieved if all involved parties understand their responsibilities in the process.

The interviewed students emphasize that they feel left out and that they often feel that they are not welcome in schools as student teachers due to the lack of proper coordination between the school and the faculty. *"There is a lack of communication between the schools, the mentor teachers, and the university supervisors. We need support. Monitoring from university supervisors should be mandatory"* (ST 4); *"We waited for about an hour until we were let into the school. Even the mood of the pupils changed when they saw us"* (ST 2).

The interviewed students claim that due to the lack of cooperation between their faculty and the schools they were sent to, many of the student teachers lose interest in the teaching practice and do not commit to it. *"This is also the reason why students' interest in teaching practice has decreased. I do not know if you have noticed but most students lack enthusiasm for teaching practice. They are not happy that there is no interest from either the mentor teachers or the university supervisors"* (ST 6).

The student teachers state that they need support to overcome various challenges during the teaching practice, something that has not been offered to them by their faculty. They stress that when their university supervisors are interested in what the students are doing, they feel encouraged to work harder, and that is why they request for more meetings with their supervisors and for frequent visits. *If one university supervisor agrees to be a mentor, her/she need to stay close to students and be able to discuss problems and challenges"* (ST 6); *"They need to visit us more often and see what we are doing and advise us"* (ST 7); *"When the professors show interest, students will start working harder. Therefore, they need to be more committed to their responsibilities"* (ST 1).

4.12.2. The results of the thematic analysis of the interview data with mentor teachers

Table 61. displays the results of the thematic analysis (including the codes and themes) of the interviews conducted with five (5) mentor teachers. There are five underlying themes that have resulted from the interviews with the mentor teachers: *the lack of motivation and commitment by the involved parties; the factors that lead to the development of the self-efficacy of the students; the promotion of professional teaching behaviors and activities; students teachers' construction and appropriation of the teacher's identity; as well as the need for reforms in the teaching practice.* The results of the interviews (related to the above-mentioned themes) are described by giving excerpts from the interviews with the mentor teachers.

Table 61. *Codes and themes derived from the thematic analysis of interview data with mentor teachers*

Codes	Themes
Lack of information on the responsibilities of parties; Lack of cooperation between school & faculty; Lack of monitoring by the faculty; No interest from students on being involved; Monitoring encourage student to work harder; The student gets disappointed if university professor doesn't show up for monitoring; Mentoring is not an easy process; Mentoring requires extra dedication; The need for motivation with payment (higher salary); Lack of enthusiasm among current students; Mentoring, double work, we teach pupils and students; Incorrect evaluation if not observed by the university supervisors; No assignments are required from the university supervisors for students; Students are not instructed by the faculty what to do during the practice; Lack of information in schools about the Handbook for teaching practice; Mentoring is fun, but the process is laborious for the teachers; Big responsibility during the students stay in the classroom; Lack of objective evaluation, there is a need for evaluation by both parties; Accountability important for quality; Lack of initiative from students to be more active; The need to encourage students by the teacher with assignments, commitments, advices; Responsibility for the teacher to activate them with ideas, support; Observation by university supervisors as a routine; Mentoring-good opportunity but not under control;	**The lack of motivation and commitment by the involved parties**
Raising students' self-confidence through guidance, information, support; They help themselves if they help the teacher; Providing social, emotional support; Collaborating in lesson planning and measuring the achieved results;	

We learn from each other; Consulting with student about learning lessons; Joint choosing of methods and techniques; Listening to students' opinion; Presence of the mentor in classroom during lesson taught by the student teacher; In case of a mistake by student teacher, the mentor teacher doesn't intervene, it discusses it in the end; Self-motivation and initiative by students; Receiving comments from the teacher; The student gives more from himself if he is observed by the university professor; Involvement of students in meetings with parents;	**The factors that lead to the development of mentor students' self-efficacy in teaching**
Approach and behavior with pupils; Teacher should keep himself/herself under control; Child lose focus if you shout to them; Having patience; The skill of making question; The way of approaching to pupils with special needs; Teacher should be active and the student should feel free; To understand how to organize activities; Bending on the student level, eye contact, positive impact on conversation; Time management as student teacher challenge; Moving around the classroom, not just standing near blackboard; Teacher adaptation to curriculum changes; Collaboration with staff, colleagues and parents; Editing methods depending on the structure and number of pupils; Making students feel like they are near a close person, while keeping the teacher's role; Creating individuality by creating your own style, identifying with something personal; Adapting to children needs and requirements; Closeness and love for students; Students should not notice the teacher's love for a specific student; Attractive activities, children don't like the routine; Activities according to students' mood, projects; Tactics on how to get to the learning outcome faster; Teacher tricks will be learned; Teachers need lifelong learning; Inclusion in activities; Building child confidence by supporting them to respond; Voice tonality should be in level; For the noise in classroom, should we blame the teacher.	**The promotion of professional teaching behaviors and activities**
They have to love the profession, in order to be a good teacher; Teaching as a mission, lifelong learning; Lack of patience leads to authoritative approach; Familiarity with students by getting to know their family; Appearance importance and clothing, work habit, respecting the schedule; Forming responsibility at students; Any personal problems should be left out of the classroom; Relationship child-teacher is like thread, breaks down quickly;	**Student teachers' formation and appropriation of the teacher's identity**

Teaching - a delicate and difficult profession; The love for the child; The passion for profession; Teacher must be a born for teaching; Knowing curriculum, advantage for students; Supporting and motivation with positive comments; Knowing how to communicate with parents; Curiosity from the student; Having passion for personal and professional development.	
The need for monitoring from university supervisor; The approach of university professors has been unfriendly; The university mentors should talk about the student's strengths and weaknesses; Teaching practice should not be allowed to all students, except to those who are adequate for working with children; Selecting students in the right level and way; Students should learn by researching; To encourage student's initiatives; Students should come up with ideas for activities, techniques, methods, not us guiding them; Encourage critical thinking about cases in the classroom; Assessment of students' performance only by the mentor is unfair; Selection of student candidates, delicate process; Involvement of a school teacher in the subject of "Pedagogical Practice" in the faculty; Listening to the experience of teachers in lectures; Teaching practice is not used enough by students, this is concerning; The presence of students is abused by teachers; Summary of the handbook in a booklet with student obligations and assignments; Unreal assessment of students by mentor teachers; Policies aren't in the right place; Correct orientation of students to mentors, to select good teachers; The need for a closer relation with the University; Not taken into consideration suggestions from mentor teacher; The need to confront student teachers with children with special needs during the teaching practice;	**The need for reforms in the teaching practice**

4.12.2.1. The lack of motivation and commitment by the involved parties

Although mentoring is described by mentor teachers as pleasant, they describe the mentoring process as not easy, exhausting, with added responsibilities, and time consuming. According to Bullough and Draper (2004), mentoring has potential negative consequences for the mentor, causing a drain of physical and mental resources. Additionally, mentor teachers have to allocate time to mentoring from an already busy schedule (Iancu-Haddad & Oplatka, 2009).

To begin with, the lack of information on the responsibilities of the parties involved in the teaching practice and the lack of accountability are some of the shortcomings of this process that are highlighted by mentor teachers. They say that student teachers come unprepared, or without clear assignments by the university supervisor, and thus they show no interest or enthusiasm to get involved in teaching.

"*Student teachers do not have a lot of information from the faculty regarding the responsibilities that they have while doing their teaching practice"* (MT 5); *"When the student teachers come, I see that they never show any interest"* (MT 2); *"When I was a student, we were more enthusiastic about teaching as a profession. I do not see the same enthusiasm in today's students"* (MT 1).

On the other hand, university supervisors' lack of interest to visit students, to monitor and evaluate them according to their performance in the classroom is quite worrying. Mentor teachers claim that they have witnessed a sense of despair and lack of interest in the school placement on the students' side, precisely due to the lack of monitoring by the university supervisor.

"*There is a lack of systematic monitoring by the university supervisors. They came only to get my signature"* (MT 1); *"I have mentored a student teacher for more than a month, and during that time the university supervisor has not visited once. He came on the last day of student teaching practice and that was a very stressful day for the student teacher… I was distressed, too"* (MT 2); *"Out of 8 students that I had to mentor, only one university supervisor has visited us in class. The student teachers would tell me that the professors told them they might come today, but they would never show up, and the student were quite disappointed"* (MT 5).

Mentor teachers consider mentoring as a laborious process, therefore they suggest that financial incentive is necessary, or, according to mentor teachers, methods to facilitate mentoring are needed. *"It is not easy to have the student teachers in class, to monitor them, to read their notes. There needs to be additional financial compensation for mentor teachers from the municipality or another source, because we need motivation"* (MT 3); *"I have had children with disabilities in class. I needed to focus on them more than other pupils or the student"* (MT 5).

4.12.2.2. The factors that lead to the development of mentor students' self-efficacy in teaching

Human beings need to have a strong sense of efficacy in order to support their aims at becoming successful (Bandura, 1994). A study by Vumilia and Semali (2016) shows that mentors are particularly helpful in enhancing students' confidence, acquiring new skills, developing self-control during teaching and learning, and dealing with the challenges posed in the process of teaching.

Mentor teachers, during the interviews, maintained that by offering social and emotional support to students, they aim at helping the students with their self-esteem, as a very important trait for future teachers. They emphasize that joint cooperation and valuing the student teacher's input also plays a role in enhancing their confidence and improving their teaching skills.

"*I try to offer advice, information, guidance, and support to student teachers, in order to enhance their confidence. They need to get that during the teaching practice and it will keep on developing once they get employed"* (MT 4); *"I try to offer social and emotional support to student teachers"* (MT 3); *"Students teachers and us, mentor teachers, learn from one another. We exchange different experiences"* (MT 5); *"We sit down together and talk about what we want to achieve in a certain lesson plan"* (MT 1).

Among others, mentor teachers say that their approach towards the student teachers, the positive comments as well as the passion and motivation of the students for their own professional development are key factors in increasing their self-efficacy.

"*Student teachers need to be passionate about their own development. After observing them, I try to inform them about what they did right during teaching. I am always very careful when it comes to emphasizing positive points in my feedback"* (MT 1); *"I have had one student teacher in class who showed great motivation for work. She would initiate activities and processes and she helped me a lot"* (MT 4); *"Usually, I focus on the positive points first because this motivates the teacher students"* (MT 3).

Mentor teachers think that their presence and observation in the classroom during the classes held by the student teachers has had an influence on how efficacious the student teachers feel about teaching.

4.12.2.3. The promotion of professional teaching behaviors and activities

Mertz (2004) differentiates the functions of mentoring in "professional development" (activities designed to help individuals to grow and develop professionally) and "career advancement" (activities designed to help individuals advance professionally). During the teaching practice, mentor teachers have the chance to offer professional development opportunities to student teachers by engaging them in the teaching process and by modeling professional behaviors that a future teacher needs to have. Mentor teachers say that the teaching practice provides *"a good opportunity for all students not to end up in a job without professional experience"* (Mentor teacher 1).

To begin with, mentor teachers say that their primary focus is on being role models for the students in many ways. They think that the physical appearance of the teacher and the approach that they have towards the pupils is important in the progress of the classes. *"During the teaching practice, I try to be a role model, starting from what I wear, to how I behave, and how I use intonation even; and also, how I approach students"* (MT 2); *"I try to advise the students regarding lesson plans, classroom management, usage of intonation and vocabulary, clothes and ethical appearance; I want this from each and every one of them. And also, how to create work habits"* (MT 4).

Mentor teachers say that they have tried to offer students opportunities to get close to the pupils, especially those pupils with disabilities because they need special attention the most. *"I have tried allow student teachers to work with kids with disabilities. This is particularly challenging for teachers because we have no assistants for these kids and we have to handle the workload ourselves"* (MT 5)

Among others, according to mentor teachers, student teachers lack patience, which is one of the main characteristics that a teacher must have. *"I have noticed that most of them are not patient. They try to be authoritative. A class needs to be like a family"* (MT 2); *"First, if you want to achieve anything with kids, you need to be patient. Second, teachers need to know how to ask questions. The more questions you ask, the more you will know how much of the lesson the kids have grasped"* (MT 3).

According to mentor teachers, they have tried to model characteristics such as: equal treatment of all kids, love for the kids, designing attractive lessons, ways to enhance pupils' confidence, intonation, a sense of responsibility, and so on.

4.12.2.4. Student teachers' formation and appropriation of the teacher's identity

According to Gibson (2004), the relations that the role models have with their students have an influence on self-conceptualization and ensure learning, motivation, and inspiration for those individuals. Students need a role model that serves as a source of motivation for teaching and for constructing and appropriating the teacher's identity.

Mentor teachers say that during the teaching practice they have tried to convey the importance of being passionate for the teaching profession and for working with kids, as well as the need for life-long learning. *"Teaching as a profession is a mission that requires passion. It is not simply the end of one's studies on teaching. Teachers need to keep learning throughout their entire life"* (MT 5); *"The title of 'teacher' is quite delicate. If you do not love this profession, you will not be successful in it. You need to love the profession, and then success will be inevitable"* (MT 3).

The development of a personal teaching style and the identification with something that is different from other teachers, helps in the student teachers' own formation of their professional identity. Mentor teachers often say that their teacher's identity needs to be adapted to the needs and demands of the pupils. *"I think that a teacher of whatever class needs to own whatever is theirs; I am not a perfect teacher, nor is anyone I know, because we have also depended on something. Student teachers need to be active; they need to stand up for themselves and ask for whatever they need"* (MT 2).

In addition, mentor teachers stress the fact that they have advised student teachers that they need to ignore their personal problems as soon as they enter the class and that they must not transfer their own feelings of distress into the pupils.

4.12.2.5. The need for reforms in the teaching practice

The teaching practice is a crucial component of the university programs for students of education. A study by DeWhurst and McMurtry (2006) on the effects of the the placement of student teachers

in schools, facilitation of learning for future teachers, and their professional development, shows that the teaching practice needs to be oriented towards a social constructivist paradigm which can result in an actual cooperative approach, a joint enterprise to create new meanings by offering an improvement and re-conceptualization of the teaching practice. According to mentor teachers, the way that teaching practice is organized and carried out needs reforming, stressing here the need to rely on the handbook for teaching practice and the involvement of mentor teachers in university lectures related to teaching. "*I do not know if anyone use the handbook of teaching practice. It would be a good idea to include in university lectures the experience of the person directly involved in teaching. I have big doubts regarding the cause of teaching practice"* (MT 1); *"We have never asked, nor were we informed, that student teachers have a handbook of teaching practice. Therefore, during the teaching practice we have only seen that student teachers need to abide by the rules in that handbook"* (MT 4).

Among others, mentor teachers emphasize the need for university supervisors to communicate to their students what is expected of them during the teaching practice, and also to visit and monitor their students. They deem that it is unfair that assessment be done only by the mentor teacher. *"I don't believe that the students are advised in their studies as to what they should do in the teaching practice"* (MT 3); *"There were cases when a student would come for seven weeks and their university supervisor would not visit once"* (MT 5); *"I think it is unfair that mentor teachers assess the student. I think it is better for the university supervisors to come and assess the work that the student teachers are doing, at least two or three times during the teaching practice"* (MT 4).

The mentor teachers see the process of the teaching practice is not well controlled and managed. They say that the rules and policies are not as they should be and that there is a considerable lack of accountability.

"*I think that the teaching practice is under nobody's control. The mentor teachers find themselves facing a challenge that they do not know how to overcome"* (MT 1); *"We know that when there is no supervision, the quality of the job will be substandard"* (MT 4); *"The rules and policies are not as they should be. The student teachers need to be well oriented, because there might be students who are very passionate about teaching but have to work with a mentor who doesn't care much, and so the students fall victim to this"* (MT 1).

4.12.3. The results of the thematic analysis of the interview data with university supervisors

Table 62. displays the results of the thematic analysis, including here the codes and themes, of the interviews with five (5) university supervisors. Five themes have resulted from the conversations with the university supervisors, such as: *the benefits and challenges towards an effective monitoring program; the qualities of the university supervisors that influence the personal and professional development of the student teachers; mentoring as an opportunity to understand the context of the schools and adapt the curriculum of teaching practice; enhancing critical thinking and reflection as a component of the education of the students; and, the need to restructure the teaching practice.* The results of the interviews (related to the above-mentioned themes) are described by giving excerpts from the interviews with the university supervisors.

Table 62. *Codes and themes derived from the thematic analysis of interview data with university supervisors*

Codes	Themes
Teaching practice doesn't have the attention it deserves; Mentoring as technical aspect; Mentoring as a confusion; Mentoring as an interactive process; Challenging is the big number of students; Mentoring as a privilege; Mentoring as a responsibility; Mentoring is not counted in the teaching norm, lack of motivation; Mentoring causes time pressure; Mentoring as a stressful process, the inability to meet students in schools; Inability of the meetings to hear both perspectives; teachers and students; Inability of time management if school institutions are far away; Supervising professors feel in an unenviable position that cannot observe students; Mentoring as a professional development opportunity; The functioning of the triangle is very difficult; Lack of checklists during the observation; Mentoring as an emotional benefit; Special feeling but obligation; We do not monitor often due to obligations; During the time of student teaching practice, professors have lectures in the faculty; Meetings with student teachers in the faculty, talking about the activities and tasks they will perform; Assignments for students have no framework; Challenging process because we are far from the school context; Mentors preoccupied with professional scientific development; There is a lack of teachers' awareness about the seriousness of mentoring;	**The benefits and challenges towards an effective monitoring program**

Teaching practice more than the usual subject that has other components that is the school context; Teaching practice as a technical aspect, observation and then reporting to the university supervisor what students have seen during the school placement Students understand mentoring as technical oversight; Practice as the most important and complex component in the faculty; The importance of pedagogical practice is minimized; Teaching practice is not effective now; Mentoring is a special feeling; Mentoring is work that I do with pleasure;	
Feedback from students on the quality of mentoring in schools is required; The mentor must be prepared, should know the written rules and follow them; Mentoring is more than help in preparing daily plans and programs; The mentor should consider many factors while observing the student; Be close with student, providing feedback; Students are offered suggestions when they ask for them; Evaluation from different perspectives not just with one test; Evaluation to be more objective and correct; The university supervisor should also be a mentor to teachers in schools; Challenging students to think critically; Interaction enables students to be more freely; Encouragement to be attractive to the children themselves, whether with methodology, or with approach; Frequent faculty meetings about assignments for students; Assessment of how the student has adapted to the classroom, how the students have welcomed him; how he approaches the class, the children, how he communicates with the teachers; Prepared mentor has the right experience for mentoring; Frequent cooperation and communication with students; Providing assistance if students need it; Providing engaging activities to break the usual routine in lectures; Promoting self-confidence, having the desire to explore, even being a critical thinker; Discussion on the challenges they are facing; Collaboration of professors with the mentor teacher; Providing any teaching material; Mentoring is a model for students; Frequent supervision at school; Motivating students; Classroom presence itself and student support; Supporting students expressing their concerns; Assessment of classroom teaching techniques, how much it has engaged students, whether it has used formative assessment in the classroom, how much it has motivated students, the classroom atmosphere and general transparency; Unification of assessment needed, there has been feedback from students; Promoting learning activities using information technology; Knowing ethical issues by students (dress code, behavior and communication);	**The qualities of the university supervisors that influence the personal and professional development of the students**

Supervising professors are disconnected from the clinical part in schools; The supervising professor should be prepared to observe not only the didactic side but to see many perspectives also; Updating the syllabus from student feedback from the field; Through students closer to the class; Aspects of lectures and meeting the students' needs relates to the context of the classroom; Creating student's identity; Students in projects and works have no interest in touching the school context; We have started dealing with the class context in lectures; Feedback from students has helped redesign lectures, exercises; Lack of information from students on how the education system works; During the lectures they are informed on how to communicate in school; Classroom management as elective subject, is rarely chosen by students; Classroom management is involved in the subject of teaching practice; Students are charged with assignments outside their competencies; University supervisors have a positive effect if they are dedicated; Students also point out aspects that need to be improved; Linking lectures with students' school placement; Redesigning the course according to the needs of the students; Special meetings with mentor teachers at school;	**Mentoring as an opportunity to understand the context of the school and refresh the courses' syllabi**
Student reflections also reveal the downsides of the teaching practice; Deeper reflection on specific topics; Higher demands on students, more work for mentors; Students should give importance to curriculum; Students should be more open-minded; Student motivation and requirements determine their personality shaping; Presence and support of professors motivates students; Incentives to reflect on teacher misconduct in schools; Focusing on a child and analysis, reflection on a case; Encourage students to deal with different situations; Reflection on teachers' teaching on TV during the pandemic; Student should be a researcher also; Integration of other subjects in the classroom; Student to be more demanding; Development of democratic values and standards; Practical learning as a reflection of democratic values and active citizenship; Encouraging students for different models of reflection; Challenging students to think in a critical way; Linking teaching practice with other areas such as methodology, communication skills, conflict resolution, etc. To learn from negative experience; Promoting personal and professional reflection but in a more judgmental aspect; Reflection is mainly descriptive: Reflection on the connection between school activities and child development; Essay for analyzing strategic documents; Tasks such as identifying an unmotivated student and realization of the incentive plan;	**Enhancing critical thinking and reflection as a component of the education of the students**

Student to reflect over official documents; Students to have self-confidence, desire to explore and critical thinking; Reflection on what they have to change; Shaping curriculum components in students; Enable video recording of lessons for reflection;	
Better preparation of those who represent UP in mentoring process; Observing should be in a special focus therefore students should be visited more often; The need to create task forces for interventions, discussions to create a better teaching practice; Agreement on the responsibilities of each party; Due to lack of accountability there are no changes; Feedback from students on the quality of mentoring in schools; Reaching out municipalities to see the school context; Placing a teaching practice one year after graduating from the faculty to obtain a work license; More communication with staff, flexibility; Monitoring should not be the evaluation of only a lesson; Basic communication with mentor teachers; Extending teaching practice in two semesters / 100 hours; Shifting technical mentoring to content mentoring; Evaluation is non-objective; Extending mentoring to professors of other profiles is wrong; affects the quality of mentoring; Professors of other profiles to be on a board that assesses whether the student has developed competencies in a particular area; Taking care in determining who will be university supervisor; Lowering the number of students who mentor; Cooperation with MEST to employ teachers in schools; Nepotism is concerning; The frustration of students with grades is concerning; Teaching practice to be detached from lectures; One-year teaching practice after graduation; Students to work as teacher assistants; Kindergarten within UP is required; Lack of cooperation with the school; Implement pilot policies in one school and then in other schools; The need to restructure teaching practice; Teaching practice should refresh the literature; To treat teaching practice as separate components; School directors appoint some third-hand mentors; Failure to update the handbook since publication is concerning; Supervising professors to be released from obligations in the faculty / organizational part is missing	**The need to restructure the teaching practice**

4.12.3.1. The benefits and challenges towards an effective mentoring program

Studies show that for a mentoring program to be effective, it needs to be structured and supported by clear directions and clearly defined goals, including here clear expectations, clear processes, and allocation of time for the activities planned (Barrera et al., 2010; Marable & Raimondi, 2007; Piggott-Irvine et al., 2009; Roehrig et al., 2007). University supervisors say that despite the advantages that mentoring has, be it on personal or professional development, at the stage at which the mentoring process is now, they see it as highly technical, challenging, and ineffective.

As an advantage to mentoring, the university supervisors mention the pleasure and the special feeling that mentoring students brings them, and they even describe this as a privilege and a good experience in general. "*Mentoring is a special feeling for me. The day that I am supposed to visit my students at the schools where they are teaching, I have a great feeling"* (US 1); *"I have benefited significantly from this process. I have had the opportunity to refresh the syllabus of the course with the feedback I got from the people involved"* (US 3); *"As big of a privilege that it is, it is also a big responsibility"* (US 4).

On the other hand, according to university supervisors, the challenges of the process of mentoring are even more difficult to overcome. In addition to admitting that for them this process has caused confusion, overloading, and time pressure, they emphasize that the mentoring process is challenging due to the fact that they are distant from the context of the classroom and that they are preoccupied with their own professional development.

"*At first, of course, professionally, there has been a sort of confusion, there has been a sort of overloading... the teaching practice sounds like a technical process"* (US 4); *"It is a nice experience, and also a challenge at the same time. We who are at the university level are distant from the context of the classroom, because we are very preoccupied with our own preparation, our own professional development"* (US 3); *"I see this process as very challenging. This is due to the lack of time that we as professors at the Faculty of Education have to dedicate to students"* (US 2).

They state that the reason why there is not enough monitoring of students is the lack of time, obligations at the Faculty, and the high number of students that they mentor. *"It is impossible to*

go to visits in schools because while they are teaching, you are busy with other tasks" (US 1); *"In regards to time that we allocate for mentoring, it is difficult to monitor 15 students and dedicate time for all of them"* (US 3); *"The mentors need to be alleviated of the obligations they have at the Faculty, so that they can plan the monitoring of the student teachers during the teaching practice"* (US 5).

4.12.3.2. The qualities of the university supervisors that influence the personal and professional development of the students

According to the university supervisors, the primary quality that they think has an influence on the good preparation of students is professionalism and the adequate preparation of the mentors themselves. They state that in addition to mentoring experience, university supervisors need to know the written rules and abide by them. *"First, the university supervisor needs to be well prepared, to have the necessary experience for mentoring. When I say they need to be well-prepared, of course I mean that they must know not only the written rules but also to abide by them"* (US 1). Furthermore, university supervisors stress the need for professors to push forward students' familiarization with ethical issues. *"I pay a lot of attention to ethical issues. Ethics and communication are very important"* (US 5).

According to university supervisors, close communication with students, the creation of mutual trust, the allocation of time to listen to their feedback and in turn offer them feedback are qualities that help in the enhancement of students' self-efficacy in the teaching practice. *"A good mentor is close to their students, a mentor who provides feedback on every task"* (US 1); *"I have always supported those who come to me courageously and express their concerns"* (University supervisor 2); *"I believe that mutual cooperation has helped students feel free around us"* (US 4).

Another important issue that is highlighted by the university supervisors is the assessment method. They admit that the assessment is not a unified process, and even state that by being incorrect and subjective, assessment has often caused disappointment among students. A reliable and correct assessment from the mentors would contribute to the development of the self-efficacy of the students in their teaching practice.

"*To be very honest, I get disappointed when I see my students' disappointment, because they talk freely about the grades they get. Except for the assessment through a test, we need to assess our students from various perspectives"* (US 1); *"The assessment method needs to change. The assessment needs to be done by those who monitor the students"* (US 5).

4.12.3.3. Mentoring as an opportunity to understand the context of the school and refresh the courses' syllabi

University supervisors are very important in "supporting student teachers to implement the reforms and the latest theories on the topic" (Fernandez & Erbilgin, 2009, f. 94). Students, on the other hand, very often believe that the mentor teachers (who are already teaching) have real life experience and know more regarding the context of the school than university supervisors. (Marks, 2002).

According to university supervisors, there is a great need to understand better the practices in the classroom and the context of the school, and see where those aspects intersect with the course syllabus. They say that during the mentoring process, they have managed to acquire more information on the context of the school, and also to understand assessment methods.

"*I feel like with each passing day I am becoming closer to the classroom and the needs of the student teachers"* (US 3); *"Imagine, I am totally disconnected from the 'clinical' part that is the teaching practice in classrooms. I miss out or get disconnected completely from what the student teachers demonstrate in the classroom"* (US 1); *"The theoretical side is different in practice, i.e. putting theory into practice"* (US 5).

In addition to the above-mentioned points, communication with students (to get their feedback on the practice, the activities, and assessment), has motivated university supervisors to introduce changes to their courses and thus accommodate their students' needs. This, according to university supervisors, has led to an increased effectiveness of the lectures as well as a better preparedness of students for the teaching practice.

"*We have increased the quality of the lectures and time spent there. We have started to consider the context more. Often, we have had students who had no idea of how the education system works"*

(US3); *"...The feedback that I have received from my students has helped me greatly in planning the lectures and exercises better"* (US 4); *"After receiving feedback from the students, I reflect"* (US 5).

4.12.3.4 Enhancing critical thinking and reflection as a component of the education of the students

Educators of teachers that require reflection do this to sharpen the focus of the students on what is really important in education and to enable the gradual analysis of events that are indicators of learning in the classroom for a purposeful analysis of teaching and learning (Campoy, 2010). According to university supervisors, one of the traits they try to develop in their students is critical thinking and reflection on the educational processes and the work of a teacher in the classroom. Considering the fact that, according to university supervisors, the reflection of their students is rather descriptive, they try to prompt students into thinking deeper on various issues through exercises. "*I discuss with them and demand that students be more open-minded during the teaching practice and more focused on bigger, more important things... on those things that they need to change"* (US 2); *"The students need to improve the way they reflect, their writing, or their analyses of strategic documents on education... they need to be more creative and evaluative"* (US 4).

University supervisors say that the activities and assignments that they assign to their students aim at developing the critical reflection on certain cases or steps that the students would take to improve particular situations.

"*We have considered the most modern approaches or, let's say, the most recent information on managing the classroom, engaging seemingly uninterested students, overcoming problems with motivation, and communication with pupils"* (US 3); *"I have asked for something more meaningful... to find a specific scenario where a student teacher has to decide on how to approach a specific student, especially a student with disabilities"* (US 2); *"A recent task that my students have had was a case study"* (US 1).

In addition, they state that in this way they want to enhance students' self-esteem and increase their desire for learning and developing their digital skills. *"I would like my students to be confident, to*

have a desire for exploring, and to be critical thinkers." (US 3); *"I encourage my students to carry out their activities in the classroom through technology"* (US 5).

According to Compoy (2010), understating the level of critical thinking for an individual, program, or policy can lead to predictions about the results of the solutions that bring simple, temporary results or solutions that are overcompensating and that address educational problems in complex manners.

4.12.3.5. The need to restructure the teaching practice

Caena (2014) suggests positioning the teaching practice in the context of a congruent, professional partnership or community between the faculty and the school where student teachers finish their teaching practice and that the collaboration between mentor teachers and university supervisors needs to be reflected in the professional collaboration in planning, monitoring, and assessing students. Even university supervisors agree that cooperation of that sort between the faculty, the school, and the students is not at the right level and it is necessary. They say that the teaching practice needs to be restructured, offering suggestions on how to achieve a better-quality mentoring and teaching practice in general. They point out that initially there is a lack of knowledge among the parties involved about their responsibilities and competencies in this process.

"*The cooperation between and functionalization of this trio is very difficult"* (US 4); *"We lack cooperation with the host schools"* (US 2); *"We lack information regarding the responsibilities of a student teacher and the responsibilities of the mentor teachers in relation to the student teachers. Often, it happens that students are overloaded with tasks that are beyond their capabilities and that are very challenging at the same time"* (US 3).

An important issue that is raised by university supervisors is that they need thorough preparation for mentoring students and that the selection of those university supervisors needs to be done based on who has the adequate preparation, alluding here to the profile of the university professors. They stress that the engagement of all professors in mentoring is a mistake and that it negatively influences the quality of mentoring and assessment. *"There needs to be a thorough preparation of those who mentor or represent the University"* (US 1); *"Students are monitored from professors*

of various professional profiles. I believe that pedagogues and psychologists need to dominate mentoring, and why not those of interdisciplinary fields. This is a challenge in itself that has an influence on the teaching practice" (US 4).

University supervisors suggest that an agreement needs to be reached between the faculty and host schools regarding the responsibilities of the involved parties and thus ensuring that there is more accountability. According to them, due to the lack of accountability, there aren't many improvements in the process. In addition, they highlight the fact that *"monitoring by university supervisors needs to be more frequent and focused... and that the teaching practice should be separate from university lectures, i.e. the teaching practice should be held at a time when there are no university lectures for the students to follow"* (US 2). *"The organizational component is missing... the assessment methods need to change as well"* (US 5).

Furthermore, a few factors are seen as essential by university supervisors. Those factors include: extending the teaching practice over two semesters (100 hours of teaching practice) after the end of the lectures as a precondition for employment; refreshing the required reading for the teaching practice course; refreshing the handbook of teaching practice; and above all, reducing the number of students per professor ratio.

4.13. Summary of results from data analysis

Quantitative data analysis was performed through descriptive and analytical statistics to identify the relationship between students' mentoring experience during school placement and their level of self-efficacy in teaching. The results are presented through the presentation of frequencies, percentages, mean, standard deviations, mode and conduction of correlation analysis, Mann-Whitney U test, Wilcoxon, Kruskal-Wallis, factor analysis and multiple regression. Results were reported based on research questions. These findings are as follows:

- The overall mean M = 3.91 from the 5-point scale indicates the satisfactory level of student teachers' experience (N = 210) during mentoring by the mentor teacher. The mean of 4.13 (SD = .86) indicates a highest level of satisfaction with mentor teachers' personal attributes, while the lowest level of satisfaction with mentor teacher provision of feedback (M=3.61, SD=.84).

- The findings regarding the level of student teachers' self-efficacy in teaching indicate a high level of teaching self-efficacy with the mean scores ranging from 7.35 to 7.56 on a nine-point scale. The mean of 7.45 (SD = .97) indicates a high level of teaching self-efficacy of the students participating in the research (N = 210).
- The results show that there is an overall statistically significant difference between the mean values of students' self-efficacy in instructional strategies, student engagement, and classroom management. Based on the findings there were no significant differences between student teachers' self-efficacy for student engagement and self-efficacy for classroom management (Z = -1.812, p = .070). However, there was a statistically significant difference between students self-efficacy for instructional strategies and self-efficacy for student engagement (Z = -3.464 p =.001), and between students' self-efficacy for instructional strategies and self-efficacy for classroom management (Z = -4.734, p = .000). Therefore, it appeared that student teachers have self-efficacy to use instructional strategies effectively at a higher level than to engage all students in learning and to manage the classroom.
- The results found that fourth-year students reported significantly higher levels of teaching self-efficacy in all three subscales than third-year students ($p<0.01$).
- No gender differences between groups were found in relation to the level of student teachers' teaching self-efficacy.
- No age differences between groups were found in relation to the level of student teachers' teaching self-efficacy (p = .74). Since the highest percentage of respondents were aged 18-22 years (N = 148, 70.5%) the effect size has affected the variability to calculate age differences.
- No place of residence (urban or rural) differences between groups were found in relation to the level of student teachers' teaching self-efficacy.
- According to the results, student teachers whose father has completed higher education studies, have higher self-efficacy in teaching than those with pedagogical school and/or with pre-university education. In the case of the mother's level of education, no significant differences were found between the groups in the level of students' self-efficacy in teaching.

- There are differences in the level of student teachers' teaching self-efficacy beliefs in relation to having relatives in the teaching profession. According to the results, students whose parents are in the teaching profession have a higher teaching self-efficacy (r=-.200**, $p<0.05$) than other students that have other relatives or none in the teaching profession.
- No GPA grade scores differences between groups were found in relation to the level of student teachers' teaching self-efficacy.
- There are no significant differences between the number of lessons that students have taught during the teaching practice and the level of their teaching self-efficacy.
- Results show a weak (r=196**), but statistically significant ($p<0.01$) positive association between student teachers' mentoring experience in teaching practice and their level of teaching self-efficacy.
- Multiple regression analysis between the five factors for effective mentoring in relation to the level of students' self-efficacy in teaching showed that only the mentors' personal attributes statistically significantly predict the level of students' self-efficacy in teaching, while other variables did not.

Qualitative data analysis was performed through thematic analysis of interviews with respondents. According to the results, the student mentoring process has its advantages and disadvantages, but in general the teaching practice needs to be restructured and reshaped towards achieving a quality mentoring process for student teachers. From the conversation with the students it has resulted that during the mentoring process by the mentor teachers they have managed to get acquainted with the pedagogical methods of the teachers' work, to understand the effective teaching practices as well as the communication with the children and the parents. The results of this analysis confirm the results of the quantitative analysis that the mentor teachers' personal attributes have promoted the development of students' self-efficacy but also values as future teachers. On the other hand, students show that the lack of close student-teacher mentoring relationships and the lack of support and commitment from the school and faculty for the professional development of students has affected their motivation and interest in practice. Students and mentor teachers agree that more frequent visits by supervising professors would encourage student initiative to work harder and interest in teaching practice would increase.

Mentor teachers and university supervisors share the same opinion that there is a lack of information on the responsibilities of the parties in practice and non-accountability due to lack of proper school-faculty cooperation. Mentor teachers say that students come unprepared, even without tasks assigned by the university supervisor, showing no interest or enthusiasm to get involved in teaching. While mentor teachers find the lack of interest of university supervisors to visit students, to monitor and evaluate them according to their performance in the classroom, thus encouraging students' desperation and disinterest in practice, university supervisors point out that this is due to lack of time, faculty engagements and the large number of students they mentor. Mentor teachers and university supervisors agree that mentoring is a challenging, arduous process that requires time and responsibility, but on the other hand emphasize that they need motivation and facilitation of this process. That the teaching practice should be restructured was emphasized by all respondents, suggesting the deepening of school-faculty cooperation, increasing the number of practice hours for students and separating the practice from lectures, more frequent visits of university supervisors in the classroom, unification of assessment, updating and adhering the teaching practice handbook, etc.

CHAPTER V

DISCUSSION

The quality of the study programs that prepare future teachers is seen as a prerequisite for increasing the quality of teaching and pupils' academic achievements. The study programs for the preparation of future teachers in Kosovo have faced criticism regarding their quality, especially following the poor results shown in the previous editions of PISA (Program for International Student Assessment, in 2015 and 2018).

In addition, this raises the question of the quality of mentoring that student teachers receive as well as the quality of the organization of the teaching practice. The latter is deemed to be the key component of study programs for future teachers. Despite the fact that the Faculty of Education of the University of Prishtina has developed the mentoring program that involves university supervisors and mentor teachers, this institution lags behind when it comes to the organization of mentoring, supervising, and assessing students. The poor level of organization of the teaching practice comes as a result of the limited number of the academic staff who are in charge of mentoring students during the teaching practice, in addition to the high number of students in the study program for primary school teachers and the unsatisfactory cooperation between the faculty and host schools where students serve as student teachers.

A thorough mentoring and, consequently, a reliable assessment of the students' performance would have a positive influence on students' development of self-efficacy for teaching. Therefore, this study had as one of its aim to shed light on the quality of the mentoring of students in the study program for primary school teachers at the Faculty of Education (University of Prishtina), and to identify the ways in which self-efficacy for teaching can be developed and improved through effective monitoring practices on the side of university supervisors and mentor teachers.

The results of this study come as a contribution at the right time and are valuable for improving the organization of the teaching practice for Kosovo's future teachers. The findings of the present study suggest that the experience gained by students while being monitored by mentor teachers in host schools is positively intertwined with their sense of self-efficacy in teaching. Considering that the level of students' self-efficacy determines the level of their professional competencies, the study programs for teachers need to develop a thorough structure of the teaching practice by

offering the most effective practices for their professional development. This chapter discusses the results of the qualitative and quantitative data based on the questionnaire.

5.1. The quality of mentoring the student teachers during the teaching practice

The interviews with student teachers, mentor teachers, and university supervisors have shed light on what they see as the advantages and gaps in the program of teaching practice and the quality of mentoring. Mentoring is not only seen as a challenging process by the mentors, that requires added determination and responsibility; it is also seen as an opportunity to learn more (in a professional and emotional sense). Mentoring brings benefits regarding the mentors' personal and professional development, and it can consolidate the mentors' confidence, self-control, and preparedness for teaching (Giles & Wilson, 2004; Vumilia & Semali, 2016).

Unfortunately, however, the results of the present study show that the drawbacks are much more dominant than the advantages of monitoring in the current mentoring process. Mentor teachers see the mentoring process as a technical process, with no set framework, which causes them to experience stress, work overload, and confusion. According to some studies, the quality and structure of a mentoring program has an important influence on the desired results and it enables an inclusive process that is beneficial to all involved parties (Ambrosetti, 2014; Lejonberg et al., 2018). Among others, being involved in a mentoring program that has been well thought out can help the mentors themselves in their development and their knowledge of how to guide new teachers before their employment (Hudson, 2013). The respondents raise doubts regarding the quality of the preparedness of university supervisors and mentor teachers to be involved in the mentoring process. They emphasize the need to improve the preparation and selection of university supervisors and mentor teachers in the host schools. According to Bird and Hudson (2015), having well-prepared and effective mentor teachers contributes greatly to the success of students during the important period in their professional development that is the teaching practice. A negative influence on the relations between the involved parties can be caused by the obligations that mentors might feel when they are involved in the mentoring process without their willingness (Rippon & Martin, 2006). Studies suggest, among others, that it would be more effective if the match between student teachers and their mentors was better taken care of and if the number of trained mentor teachers was increased (Hudson & McRobbie, 2004; John et al., 2018).

In general, Hudson and McRobbie (2004) suggest that it would be preferable for the training of mentors to be done in concordance with the five factors of effective mentoring: personal attributes, system demands, pedagogical knowledge, modeling desired behavior, and feedback provision, considering the fact that, according to their survey, the mentors that have undergone this sort of training have shown to be more effecting and have offered more mentoring practices.

Even though the teaching practice is seen by all respondents as an important component in the process of preparing future teachers, according to them, the teaching practice does not enjoy the full focus that it deserves, therefore they demand more determination from the Faculty of Education in developing a thorough mentoring and supervising program for student teachers during the teaching practice. It is concerning that this institution has not conducted any evaluation for the mentoring process that is currently in place as part of the study program for elementary school teachers. As a consequence of this lack of evaluation, the results of the analyses of quantitative data in the present study hint to the need for reorganization and restructuring the teaching practice that is offered in the study program for primary school teachers. Therefore, in addition to increasing the quality of mentoring, there is a need to regulate the organization of the teaching practice that affects the development of the mentoring process, and, consequently, the increase of students' self-efficacy in teaching (see Figure 9).

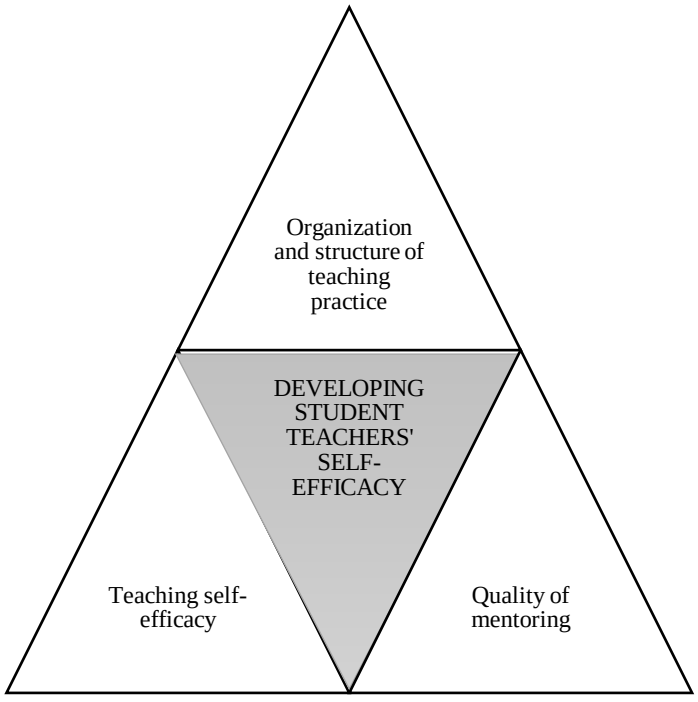

Figure 9. *The triangle of developing students' self-efficacy during teaching practice*

There is a noticeable dissatisfaction regarding the lack of cooperation between the host school and the faculty, or the university supervisor and the mentor teachers to be precise, in the joint planning of tasks and assignments for students during the teaching practice and their assessment.

Defining clearly the roles and responsibilities of the involved parties is seen as a prerequisite for a thorough organization of the teaching practice. Even though definitions can be found in the Handbook for teaching practice for students of Primary Education Program at the Faculty of Education, there is a lack of implementation of what is written given the fact that neither party uses the Handbook during the teaching practice.

Some mentor teachers claim that they were not even aware that the Handbook existed, given the fact that they were not provided with information by the Faculty and the students did not use it during their teaching practice. University supervisors, on the other hand, maintain that the Handbook needs to be updated. According to Ambrosetti (2010) and Hall et al. (2008), it is very important that during the teaching practice, the involved parties have defined roles in order to achieve clarity in the mentoring process. Payant and Murphy (2012) and, Richards and Farrell (2011), believe that to plan effective and successful programs of teaching practice, a thorough investigation needs to be carried out regarding the roles and contributions that each party has and/or can provide.

In addition, the present study emphasizes the need to improve the quality of information that mentor teachers are provided with regarding the additional roles they have and the new competencies they should develop in order to offer better mentoring.

The results show that the resources available to the Faculty of Education regarding the number of university supervisors and their preparation for mentoring are limited, especially if compared to the high number of students in the study program for elementary school teachers. Additionally, university supervisors argue that the fact that they are absent when it comes to monitoring students during the school placement is a result of overburdening with lectures. Some studies (see Austin, 2002; Johnson & Huwe, 2002; as cited in Allen & Eby, 2010) show that changes in the relations between students and university supervisors can come as a result of the demands that the faculty has on its staff, such as lecturing, researching, other services, all of which diminish their capabilities to provide qualitative experiences, organized and helpful for the students that they mentor.

This causes problems and inadequate behavior from the mentor, such as negligence and conflicts (Austin, 2002; Johnson & Huwe, 2002; as cited in Allen & Eby, 2010). Considering that "mentors at the faculty as crucial in introducing students to a new professional field and career plan" (Austin, 2002 as cited in Allen & Eby, 2010, p. 16), such a state of relations between students and their mentors would influence the students' development of self-efficacy in their profession.

In addition to the lack of coordination of mentor teachers regarding student teachers' engagement during the teaching practice, an indicator of distant rapport between mentor teachers themselves, there is also an absence of cooperation regarding students' assessment. According to mentor teachers, students start their teaching practice unprepared and without concrete tasks and, above all, there is a noticeable lack of interest on the side of university supervisors. This, according to them, causes students' interest to drop, given the fact that they are not as willing to get involved in the classroom knowing that their engagement would not receive the appropriate assessment from the university supervisors.

On the other hand, according to the results of this study, the number of classes that students have carried out in the host schools varies from 3 to 10 classes, which shows that there is no set requirement regarding the number of classes that student teachers should be in charge of. Due to the lack of a practice framework, the opportunities for obtaining feedback are not the same for all students. According to Nikoçeviq-Kurti and Saqipi (2020), the number of classes that student teachers are in charge of during their teaching practice is quite low, which effectively makes it impossible for the said students to enhance their self-esteem, self-control, or to prepare for classes and develop their teaching skills.

Students' assessment by three different parties, including the mentor teachers in the host schools, the university supervisors, and the professor of the course "Teaching practice" (Alb. "Praktika pedagogjike"), in order to achieve an all-inclusive assessment, creates dissatisfaction among students and their mentors because, according to them, this assessment is unreliable and incorrect. On the one hand, assessment by mentor teachers is deemed unreliable, while that of university supervisors is deemed as subjective and incorrect, due to the fact that university professors do not systematically monitor student teachers during their teaching practice.

The lack of accountability is seen as one of the causes of the unsatisfactory state of the teaching practice program. Thus, the institutions responsible for preparing future teachers need to focus on the following factors: explore new and effective methods to improve the professional preparation

of students through a qualitative and monitored teaching practice; create the appropriate conditions for mentoring in order to increase students' self-efficacy; enhance mentors' professional competencies for mentoring. According to the Handbook for mentoring new teachers, written by the Alberta Teachers' Association (2017), there are two aspects of evaluating the mentoring program that need to be taken into account: accountability and improvement of the program. According to this Handbook, the evaluation of the mentoring program needs to be prompted by clear objectives set by the faculty (or institution of higher education), by comparing them with the achieved results. In conclusion, the quality of the teaching practice, specifically the program of mentoring the students of Primary Education Program at the Faculty of Education of the University of Prishtina, is not on a satisfactory level given the fact that radical improvement is necessary in every aspect in order to achieve a program that is well-structured and well-organized.

5.2 The level of student teachers' mentoring experience during teaching practice

For the purposes of this study, student teachers have evaluated their experience during the mentoring process in host schools using a questionnaire that is based on the model of five factors for effective mentoring (see Hudson et al., 2005), which include: the personal attributes of the mentor teacher, system requirements, the pedagogical knowledge of the mentor teacher, modelling, and the provision of feedback.

The results show that mentor teachers have shown a high level of personal attributes and modeling of teaching practices, while they have lagged behind regarding providing information on the demands of the system and feedback provision. The low level of students' satisfaction regarding feedback provision is an indicator that the students are seldom in charge of organizing lessons and that mentors do not provide their feedback (neither written nor oral) regarding students' performance during the teaching practice.

These results can be compared to other studies in the context of Kosovo (see Gjelaj et al., 2020; Nikoçeviq-Kurti & Saqipi, 2020) which shed light on the influence of the culture of mentoring according to which mentor teachers need not provide feedback, therefore, they pay little attention to their role as feedback providers. According to the aforementioned studies, mentor teachers pay close attention to personal attributes, therefore it is expected that student teachers be satisfied with their mentors' personal attributes, as is also shown in the present study. According to Hudson and Millwater (2008), achieving a comparison between the perspectives of two parties (students and

mentor teachers) can lead to understanding the gaps between these two perspectives, but also to identifying effective monitoring practices. The results of the present study relate to the findings of Hudson (2004) who shows that personal attributes are fundamental in the monitoring process and they need to be offered to a large number of students. The low level of feedback provision by mentor teachers is concerning, knowing that "students feel more successful when they obtain constructive feedback, which helps them increase their confidence and improve their performance" (Hudson & Millwater, 2008, *p.10*).

Opposite results from those of the present study are shown in Hudson et al. (2009), which show that student teachers in the last year of their studies (i.e. seniors) report that their mentors in host schools have provided feedback regularly, while their mentoring lacked significantly in the aspect of personal attributes. In another study by Bird and Hudson (2015), students have rated modeling as the most used factor by their mentor teachers, while noting that the mentors' focus on feedback and the demands of the system was not as visible as the focus on other factors. The findings in Hudson and Millwater (2008), a study that aimed at identifying how effective monitoring can be used to support the professional development of students, show that mentors in schools value feedback provision as the most effective factor in the effective monitoring of the students and (especially in classes related to teaching writing).

In Galamay-Cachola et al. (2018), mentor teachers have mentored student teachers mostly on personal attributes, pedagogical knowledge, modeling, and feedback provision, while less focus was concentrated on the demands of the system. It is clear that the results on the perception and scale of provision of these five factors during the mentoring process can change depending on the context of study as well as the monitoring culture that is predominant in that context.

According to the results of the present study, monitoring students' personal attributes is valued highly, since even the study programs emphasize personal attributes as the most important factor in the mentoring process; however, it is very important to provide students with information regarding the demands of the system and feedback on their performance, in order to develop their self-efficacy in teaching, specifically the development of their professional competencies.

5.3 The level of student teachers' self-efficacy in teaching after the teaching practice

The students of Primary Education Program at the Faculty of Education have reported a high level of self-efficacy in teaching, with an average score of 7.45 (9 being the maximum). These findings

are consistent with findings in other studies (Brown et al., 2015; Çakiroglu et al., 2005; Knobloch, 2006; Ngidi & Ngidi, 2019; Senler & Sungur-Vural, 2013; Swan et al., 2011) who have also reported a high level of students' self-efficacy in teaching.

According to the findings of the present study, students feel a higher sense of self-efficacy when it comes to using instructional strategies than in student engagement in learning and/or managing the classroom. These findings are consistent with those in other studies (Addison et al., 2010; Ekinci, 2012; Erawan, 2011; Hernandez, 2020; Senler & Sungur-Vural, 2013; Waswa & Celik, 2021) where it is reported that student teachers have had a higher level of self-efficacy in using instructional strategies; meanwhile, when it comes to classroom management, the present study is also consistent with other studies (Bakar et al., 2012; Iaochite & Neto, 2014; Ma & Cavanagh, 2018; Tschannen-Moran & Woolfolk Hoy, 2001) in reporting that there is a lower level of self-efficacy.

Opposite results are reported in other studies (Berg & Smith, 2018; Poulou et al., 2019), where students have shown a higher level of self-efficacy in classroom management, and lower level of self-efficacy in using instructional strategies. In Waswa and Celik (2021), students have reported a lower level of self-efficacy in using instructional strategies in online classes.

In addition, examining the results of comparative pairs found that students have a noticeably higher level of self-efficacy in the effective usage of instructional strategies compared to the efficacy they feel in engaging students and classroom management. Students who were part of this study consider classroom management to be a difficult process, especially when it comes to creating routines in order to organize activities seamlessly, controlling disruptive behavior, and keeping problematic students from disrupting lessons.

Studies show that self-efficacy in classroom management can be developed during one's studies, specifically during the teaching practice (Patterson & Farmer, 2018; Swan et al., 2011; Woolfolk Hoy & Burke Spero, 2005). Patterson and Farmer (2018) emphasize the importance of training students in organizing and managing classes; “such a training creates a highly qualified teacher even as the years go by in the teaching profession” (Dicke et al., 2015, cited in Patterson & Farmer, 2018).

On the other hand, despite the expectations of Kass and Miller (2015) that the level of students' self-efficacy would increase from the beginning of their studies until the end, this, surprisingly, has not happened, even though they have been given a theoretical training program. According to

these scholars, it is possible that educators and teachers are not aware of the importance of developing a sense of self-efficacy in the classroom. Additionally, according to them, transmitting knowledge and information is not enough when it comes to self-efficacy. In addition to the knowledge from the mentor teachers and university supervisors, it is necessary to facilitate teaching continuously and to encourage reflection on student teachers side.

In the case of the Primary Education Program at the Faculty of Education, the inclusion of a course on classroom management is more than necessary, given the fact that "a teacher's efficacy is tied to their own determination in tackling challenging tasks, such as management issues, or positive management of the classroom" (Romi & Leyser, 2006, p. 7). According to the existing literature on the topic, there is an urgent need to develop students' self-efficacy during their studies, before they start working as teachers (Berg & Smith, 2018; Hudson et al., 2005; Yada et al., 2021; Woolfolk Hoy, 2008). Moreover, students who have a low sense of self-efficacy need to be identified, while those who are expected to fail during their studies need to be helped (Ismail & Jani, 2016).

5.4 The level of student teachers' teaching self-efficacy and the demographic-contextual factors

5.4.1 The level of student teachers' teaching self-efficacy and the demographic factors

The results of this study show that the characteristics of gender, age, and place of residence of student teachers are not tied to the level of self-efficacy in teaching. These results are in line with those of previous studies in other locations, which did not find significant differences between the gender of the students and the final results of the level of self-efficacy in teaching (Ellez, 2020; Mitchual et al., 2010; Pendergast et al., 2011; Sezgintürk & Sungur, 2020; Tschannen-Moran & Woolfolk Hoy, 2007; Vogel & Human-Vogel, 2016).

In accordance with previous studies (Pendergast, 2011; Sarıçoban, 2015), the present study did not find differences related to age and the level of self-efficacy in teaching. Other studies on the correlation between the place of residence and the level of self-efficacy in teaching have not been found.

Almeida et al. (2016) reports on a change of perception on the level of self-efficacy in using computers in candidates for teachers from both rural and urban areas. Meanwhile, Knoblauch and Chase (2015) have found correlations between a school's location (rural, suburban, and urban) and

the level of students' self-efficacy in teaching. In addition, demographic data show that for the majority of students of education (78.6%), the field of Primary Education Program was their first choice. These results are consistent with those reported in ETEA (2021), according to which the majority of students have picked Primary Education Program as their first choice because they like teaching.

This may indicate that students have an intrinsic motivation and determination to become teachers in the future. Despite this, the present study has not found significant differences between the type and level of students' self-efficacy in teaching. Chesnut and Cullen (2014) report on the correlation between determination and the level of self-efficacy for teachers, while other studies (Baglama & Uzunboylu, 2017; Woo et al., 2017) show that self-efficacy in career decision-making has a predictive value on the expectations of professional results.

The present study shows that fourth year students have a higher level of self-efficacy in teaching compared to third year students. These findings confirm that changes from the beginning of the teaching practice until the end represent a significant increase of students' self-efficacy in teaching (Seng et al., 2020; Swan et al., 2011; Woolfolk Hoy, 2000). These results are in concordance with studies that suggest that the self-efficacy of student teachers tends to increase during teachers' education programs (Brown et al., 2015; Wenner, 2001; Woolfolk Hoy, 2000).

5.4.2 The level of student teachers' teaching self-efficacy and the contextual factors

Other variables of this study include contextual factors, especially having a family member already in the profession of teaching. This study found that students, whose parents are teachers, report a higher level of self-efficacy in teaching. Yada et al. (2021) have found that choosing a career in teaching under the influence of one's parents' career choice is a significant predictor of self-efficacy. These results, as explained in Bandua (1997) and Yada et al. (2021), can come as a result of students' experience gained from their parents, by observing them as role models.

Furthermore, according to Beltman and Wosnitza (2008), the nucleus family (especially parents) has a strong influence on deciding to become a student of education. The results of this study report that there is no positive correlation between academic achievements of the students (e.g. their GPA) and the level of self-efficacy in teaching. In addition to confirming the results in Saracaloglua & Dingerb (2009) dhe Yeşilyurt (2013), as cited in Berkant & Bausal (2018), the findings of present study are not in concordance with those reported in other studies (Aldhahi et

al., 2021; Becker & Gable, 2009; Kurt et al., 2014; Muwonge, 2019; Nasir & Iqbal, 2019; Robbins et al., 2004; Tunçer, 2020; Vuong et al., 2010), that show that the level of students' self-efficacy in teaching changes according to their average grade.

Among others, the results of this study show that there is a lack of correlation between the number of classes that student teachers have organized during the teaching practice and the level of self-efficacy in teaching. Studies that have treated this issue have not been found, even though in literature it is suggested that the length of the teaching practice or number of days that a student spends in a host school does not determine students' self-efficacy in teaching (Addison, 2010; Chambers, 2003). Other studies show that the usage of innovative teaching methods (such as STEM) during the teaching practice has an influence on students' self-efficacy in teaching (Fenton & Essler-Petty, 2019; Flores, 2015)

5.5. Relationship between the level of student teachers' mentoring experience and their teaching self-efficacy beliefs

In accordance with findings in previous studies, the present study has shown a significant, positive correlation between students' experience during the teaching practice in the host school and the self-efficacy in teaching (see Berg & Smith, 2018; Brown et al., 2015; Erawan, 2011; Jamil et al., 2012; Martins et al., 2015; Rupp & Becker, 2021; Simsar & Jones, 2021). To be specific, the present study reports that the five factors for effective mentoring: personal attributes, system requirements, pedagogical knowledge, modeling, and feedback provision have a positive correlation with the increase of student's self-efficacy in using guiding strategies and managing the class.

On the other hand, positive correlations (but not significant) have been found between offering information on system requirements, pedagogical knowledge, and modeling in relation to students' level of self-efficacy in engaging students, while a positive and significant correlation has been found through personal attributes and feedback provision from the mentor in relation to students' self-efficacy in engaging pupils.

These results prove the importance and role that personal attributes of the mentor teacher and feedback that students are given have in helping students understand effective methods for

engaging pupils in the classroom. On the other hand, the results of this study show that observing the mentor in the classroom and their knowledge of pedagogy do not influence students' development of self-efficacy in engaging students in the classroom.

The same is also shown in Simsar and Jones (2021), where it is shown that by simply observing someone's teaching, the student teacher will not be able to develop his/her self-efficacy in teaching. Johnson et al. (2020) emphasize the fact that student teachers that were mentored in how they plan lessons, had a greater perception of their abilities to deal with a number of concerns related to lesson planning compared to those student teachers who have not been mentored. Therefore, according to this study, mentoring is a crucial factor that contributes to increasing students' self-confidence.

Martins et al. (2015) report positive correlations between students' sense of self-efficacy and their clinical experiences. According to this study, it is possible for students' level of self-efficacy to be on high levels due to the sense of being capable of professional tasks that result from the basics of a pedagogical course and the positive clinical experiences that lead to practicing teaching. Moreover, Erawan (2011) stresses the important role that programs for preparation of teachers have in developing teaching skills before employment.

As was predicted from the researcher, direct and indirect effects of the teaching practice have demonstrated correlations with efficacy in teaching. The interpretation offered in Erawan (2011) says that "the role model of the mentor and collective teaching among groups of teachers before employment may influence their efficacy in teaching by increasing their self-efficacy in engaging students, using instructional strategies, and managing the class" (p.54).

Simsar and Jones (2021) suggest that mentor teachers need to play an important role in preparing future teachers and that this role is especially true of those who have a high sense of self-efficacy in teaching. According to them, the main factor that influences students' level of self-efficacy in teaching is their existing experience in teaching during the teaching practice.

Contrary to these results, but not expectations (see Jamil et al., 2012), students' performance in acquiring teaching skills has not been shown as a meaningful indicator of their self-efficacy at the end of their study program. In other words, the results of their study suggest that the ways the

students performed as teachers is unrelated to how confident they felt about their performance in the future as future teachers.

5.6 Factors that predict the level of student teachers' self-efficacy in teaching

According to the findings of the present study, only personal attributes of the mentor (from Hudson's five-factor model) have resulted as determining factors of the level of students' self-efficacy in teaching. Therefore, students who have benefited most from the mentoring process in regards to the mentors' personal attributes tend to show a higher level of self-efficacy in teaching, precisely of self-efficacy in class management, student engagement, and utilization of instructional strategies.

Even though there are no other studies that prove that the mentors' personal attributes are the main determining factor of students' level of self-efficacy in teaching, the importance and role that mentors' attributes have are emphasized in literature.

To begin with, in the illustration below (Figure 4, pg. 55) of the five-factor model, Hudson (2004) displays personal attributes outside the field encircling the other factors for effective monitoring, by explaining that first, the mentor needs to establish a friendly and supportive rapport with the student before they begin to demonstrate their teaching practices.

According to Hudson (2004), mentors who do not display positive and supportive personal attributes can limit, or even lower, students' confidence regarding teaching. In the qualitative study by Vásquez et al. (2019), participating students said that the main factor in their mentoring was their mentors' personal attributes. This was reflected in the support and encouragement that they got from the mentor teachers and the fact that they felt welcome by their mentors and the host school. According to Hudson (2010), mentors' personal attributes, such as being supportive, listening to the students, creating positive relations, and so on, help the mentors in carrying out their role and ultimately strengthen the professional development of their students.

In a study by Smolik (2010), students described the importance of trust and communication with a knowledgeable mentor in the context of developing the necessary skills for teaching. Even in cases of virtual mentoring, the mentors' personal attributes have been evaluated by the students as the most important (Turpeinen, 2018).

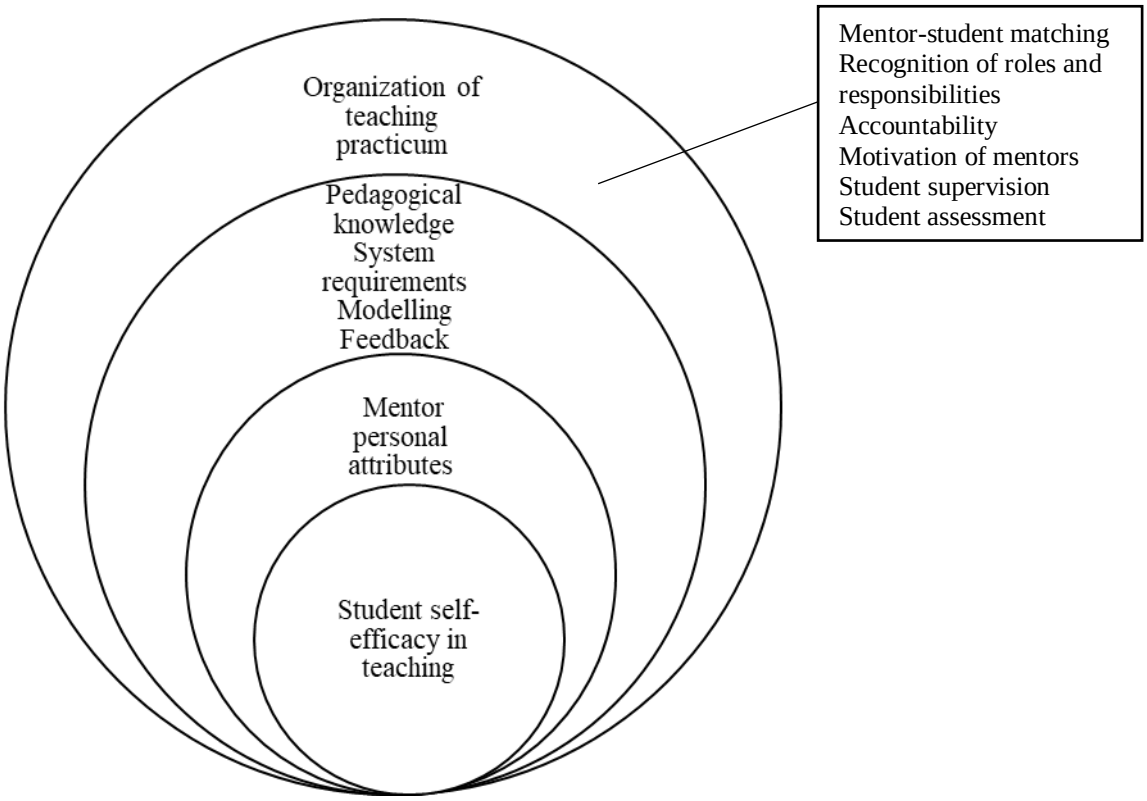

Figure 10. *Factors influencing the development of students' self-efficacy in teaching*

According to Kaplan and Garner (2017), student teachers may become less confident and display a higher level of insecurity and anxiety, if their mentor teacher fails to provide emotional support and a nurturing relationship with them. Studied stress that personal attributes are the most important factors that develop the relations between mentors and students, and also guide the mentors to offer more of the other factors (Ambrosetti, 2010, 2014; Hudson et al., 2005; Hudson, 2009; Virtič et al., 2021).

In conclusion, the results of the present study are consistent with other studies that emphasize the key role that mentors' personal attributes have in effective mentoring and students' professional development. Furthermore, Sempowicz and Hudson (2012) confirm that mentors' personal attributes influence teachers' reaction to feedback and students' ability to reflect critically on their practices. Figure 10. presents the factors that can influence the development of students' self-efficacy in teaching, based on the results of the present study.

5.7 Mentoring qualities and practices that influence student teachers' development of self-efficacy beliefs

5.7.1 Mentoring qualities and practices of the mentor teachers

Same as the results of the quantitative data in this study show, the results of the interview analyses stress that mentors' personal attributes are an important factor in promoting the development of the values of a future teacher as well as creating a professional identity. Considering the fact that mentors' personal attributes determine the display of personal and professional values to the students, modeling the qualities of a well-prepared and attractive teacher is more than necessary. According to the findings of this study, mentors' qualities have a special contribution on establishing positive and close relations with the student teachers. As a result of establishing a good rapport, students have opportunities to benefit more in the personal and professional aspect. First, it is noticed that there are differences in students' preferences regarding the qualities of the mentors, which have influenced the way they understand the values that they need to develop as future teachers. Some students value being clear, energetic, punctual, confident, supportive, welcoming, and so on; while others, in addition to the aforementioned qualities, value qualities such as being strict, detailed, serious, and demanding in terms of abiding by the rules, and so on. Therefore, the attractive image of a teacher can vary depending on students' preferences. According to Brady (2011), opposite preferences can also lead to positive results. Displaying professional behaviors depends on the personal values that teachers have, which are subtle hints of the context of the classroom (Brady, 2011).

Garza et al. (2016) emphasize the fact that student teachers develop their competences and identity as future teachers during their development and perception of values, beliefs, and personal attitudes. According to Kindall (2017), beliefs and values take time to develop, therefore they need to be cultivated in order to serve as guides for teachers' professional decision-making. This way, mentor teachers should not only offer pedagogical guidance, emotional support, and professional socialization, but also empathy and an image of the role model for the students (Ambrosetti & Dekkers, 2010). According to the results of the present study, when mentors and students have not established a positive rapport from the beginning of the mentoring process, students experience lack of motivation, anxiety, concerns or loss of interest in the teaching practice. These findings are in concordance with the results in previous studies which report on the obstacles that can occur

due to poor communication and cooperation between mentors and students (see Bartell, 2005; Bates, 2016; Bird & Hudson, 2015; Erbilgin, 2014; Kilburg, 2007).

Establishing close rapport between mentors and students opens the way for additional support and effective mentoring opportunities. Students emphasize the fact that they have gained pedagogical knowledge by seeing mentor teachers' behavior and activities with their pupils; additionally, students report having obtained guidance from the mentor teacher regarding how to act in certain situations.

Almost every student that has been interviewed has mentioned the importance that the mentor teacher has given to inclusivity and management in the classroom, however, the degree to which these two factors have been achieved varies as a result of several factors: the high number of students, inadequate or unattractive strategies, and so on. Mentor teachers have offered practical examples regarding lesson planning, creating a supportive environment in the classroom, using effective methods to ensure inclusivity through concrete examples, communicating with and approaching pupils as well as disciplining them.

In addition to the importance that mentor teachers give to planning, inclusivity, and class management, the big number of pupils in the classroom and maximal efforts by the teachers to carry out the lesson in the most effective way makes it impossible for them to guide student teachers in concrete aspects that relate to pedagogical knowledge. Based on a study by Hudson and Nguyen (2008), student teachers have deemed it highly necessary for mentors to offer pedagogical knowledge related to teaching strategies, class management, and pupils' motivation.

According to Hudson (2013), mentor teachers need a framework of pedagogical knowledge as well as a repertoire of strategies for guiding the development of student teachers. This way, it is necessary for the Faculty of Education and the host schools to create a joint framework of the pedagogical knowledge that students need to be provided with during the teaching practice in order to benefit equally from this experience.

From the feedback that has been provided to the student teachers during the teaching practice, in addition to being unsatisfactory, as the results of this study show, in the majority of the cases, student teachers evaluate feedback as positive and motivating. Receiving feedback from the mentor teacher regarding their performance has helped students identify their skills gaps, has helped increase their confidence, has encouraged their initiative to get involved in lesson planning and organization, has encouraged them to improve their skills in order to feel more prepared for

teaching. This goes in line with the findings in Sheridan and Nguyen (2015), which show that feedback becomes important when they target specific personal gaps, strengths, and ideas for improvement.

Among other things, mentors' feedback has helped student teachers to feel comfortable in front of students, to improve their communication and approach with pupils and their parents, and also to understand the ways in which they react in certain situations. According to Hudson and Nguyen (2008), one of students' most pressing needs is for feedback that is detailed and valuable in terms of their performance as teachers, in terms of planning and preparing for lessons, and in terms of presenting and writing.

Among other things, mentor teachers' feedback has helped student teachers to feel comfortable in front of students, to improve their communication and approach with pupils and their parents, and also to understand the ways in which they react in certain situations. According to Hudson and Nguyen (2008), one of students' most pressing needs is for feedback that is detailed and valuable in terms of their performance as teachers, in terms of planning and preparing for lessons, and in terms of presenting and writing. Additionally, modeled practices from the mentors in host schools, which are evaluated by students as very valuable for the development of their self-efficacy in teaching, are effective in creating a productive work atmosphere, explaining lesson-planning techniques, assessment methods, and ways to approach parents.

On the other hand, mentor teachers stress the importance of promoting professional behaviors and activities as a helping factor in developing self-efficacy among students. Through modeling professional behavior and practices, students understand how to adapt to changes in the classroom as well as in the curriculum; how to cooperate with the school's staff; how to use tactics and "tricks" that, according to mentor teachers, students will acquire during their employment. Lastly, regarding mentoring in terms of the demands of the system, students and mentors alike very rarely if ever talk about educational policies, curriculum, and/or ideas related to education which have been discussed in their study program.

Figure 11 displays the mentoring qualities and practices that, according to this study, have an influence on the quality of mentoring, and, consequently, on the development of students' self-efficacy in teaching.

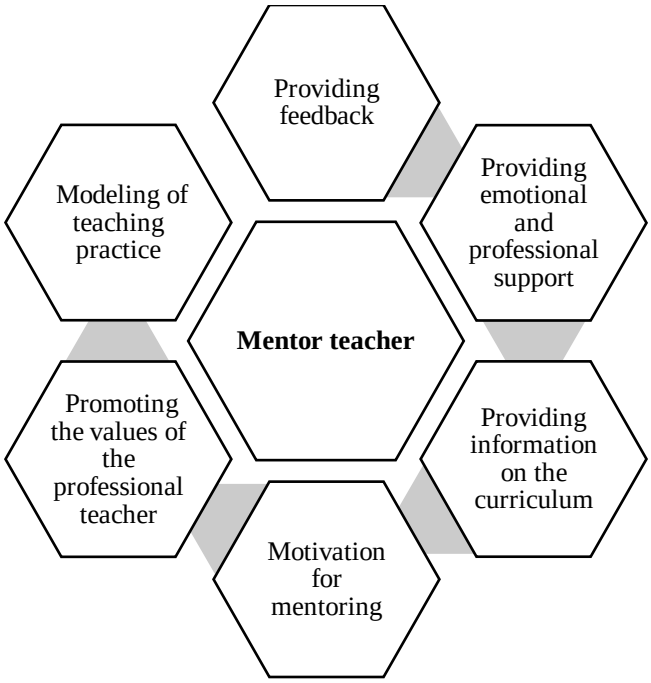

Figure 11. *Mentoring qualities and practices of the mentor teachers*

5.7.2 Mentoring qualities and practices of the university supervisors

According to the present study, the approach of university supervisors in relation to students, monitoring students during the teaching practice and the assessment methods are two of the most important factors that help in the development of students' self-efficacy in teaching. Qualities of mentors such as closeness, having a sense of responsibility, showing interest in the students they are mentoring, showing willingness for mentoring, accountability, and so on, are indicators of the establishment of a positive and supportive rapport between university supervisors and their students. Students value their university supervisors' willingness to discuss the successes, possible mistakes/injustices, and to make sure that students' obligations during the teaching practice do not fall out of the framework. Among others, they encourage students to reflect on effective and ineffective behaviors of teachers in the host schools. According to McIntyre and Byrd (1998), discussions on the success or failure as perceived by the students are indicators for university supervisors to initiate activities that strengthen reflection. This way, students need to start to clarify their views and implement their beliefs into practice during the entire program of teaching practice.

Figure 12. displays the mentoring qualities and practices of the university supervisors, which, according to the results of this study, influence the quality of mentoring, and, consequently, in students' development of self-efficacy in teaching.

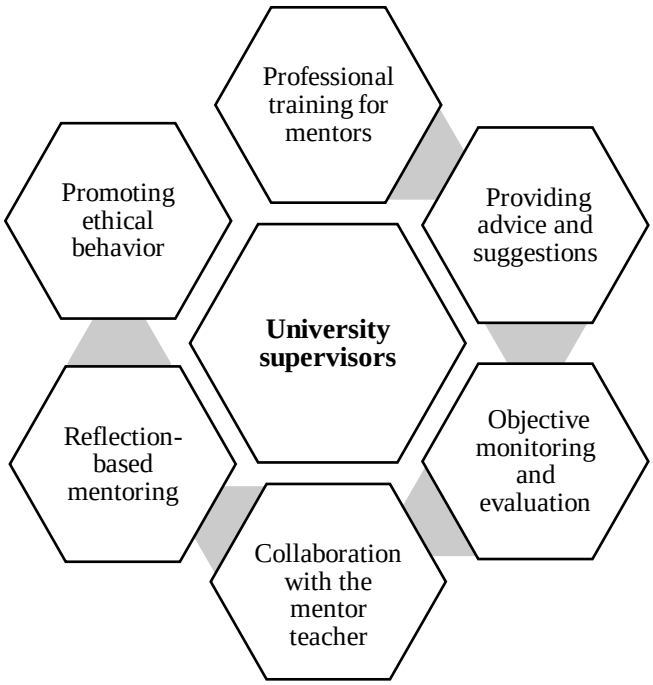

Figure 12. *Mentoring qualities and practices of the university supervisors*

The fact that many university supervisors seem uninterested in meeting and monitoring students during the teaching practice in order to evaluate and assess them is seen as quite concerning by the students. As a consequence, students report unfair and unreliable assessment, given the fact that the tasks that are assigned to students are not unified and thus so is the assessment. According to Aspden (2014), decision-making when it comes to assessment is a subjective and complex act, which is achieved by taking into consideration many aspects, starting from the criteria set by the educational institutions and also taking into consideration personal and professional expectations of those conducting the assessment.

Given that the monitoring of student teachers during the teaching practice is a critical mechanism in developing their critical thinking, students say that the monitoring process from university supervisors needs to be compulsory and well-organized. Students deem that the tasks they were

assigned to carry out during the teaching practice are not demanding, especially when they are at the end of their studies.

This proves that students need to be challenged by more concrete tasks and to receive feedback regarding the quality of their performance, in order to increase their sense of self-efficacy in teaching. On the other hand, however, university supervisors admit that high demands from students lead to their added engagements, something which, due to work dynamics at the faculty, they cannot handle.

According to Beasley et al. (2014), in order to prepare effective teachers, educators of teachers need to engage them in tasks that improve the skills of future teachers to involve pupils in the cognitive aspect and to increase pupils' academic achievements. Among others, the feedback that students are provided with while their performance is monitored by the university supervisor needs to encourage students' thinking and reflection, by containing information that relate to concrete activities and information on students' appearance in front of students (Xu & He, 2019).

Consistent with these findings are the results of the present study, which hint to the need for encouraging students' reflection and critical thinking regarding various phenomena that occur in the classroom, specific cases, specific themes, strategic documents, curriculum, and so on. University supervisors encourage various models of reflection in order to create democratic values and active citizenship among students.

Through reflection, student teachers become more demanding of the system, more investigative, and identify things that need to change. University supervisors emphasize that the development of reflection in students, in addition to affecting their personal and professional development, also helps to improve the quality of the teaching practice. According to university supervisors, through reflection on the teaching practice, students also reveal the negative sides of this process. Additionally, they acknowledge that mentoring has a positive effect if university supervisors are committed to this process. Another practice of university professors that is estimated to have an influence on the better preparation of students is the updating and redesign of the syllabus according to the needs of students while adapting it to the teaching practice. University supervisors point out that, being detached from the teaching practice in host schools, the classroom context has not been part of their lectures. By receiving feedback from students, they have realized that they need to relate their lectures to the teaching practice.

According to Castañeda-Trujillo and Aguirre (2018), teachers' reflections before employment can contribute to the curriculum development, therefore, it is advisable that teacher preparation programs provide mechanisms to give them a voice. The preparation of university supervisors for the mentoring process, and above all the knowledge and application of written rules, are considered crucial for the quality of mentoring of the students of education. University supervisors are expected to be close to the student, to give feedback, suggestions, to encourage interaction with students in order to enhance their sense of freedom, to hold joint individual and group meetings with students who mentor, etc. In addition to interacting with students, university supervisors say that it is necessary to meet and communicate more often with mentor teachers in the host schools, in order to evaluate students as realistically as possible. University supervisors also promote and model the values and ethics of conduct in teaching, as key qualities of the professional performance of future teachers.

As the main promoter of students' self-confidence and self-efficacy in teaching, professors value regular student monitoring, providing feedback, as well as evaluation based on reflection and concrete tasks. Among other things, the very presence of university supervisors in the classroom is presented as a key indicator of students' interest in and commitment to the teaching practice. It is worth noting that according to some studies (see Baroudi et al., 2020; Hojeij et al., 2021), but also the recommendations of students and university supervisors in the present study, success in students' experience during the teaching practice may come also as a result of their placement in private and public schools, but also in other municipalities of the country. This is intended for them to try teaching in different contexts and teach students from different backgrounds. Exposing students to different backgrounds is believed to increase their confidence and ability in teaching (Baroudi et al., 2020).

The present study gathered evidences on how student teachers, mentor teachers and university supervisors perceived the need for changes in organization of teaching practice and collated data to generate a model (see Figure 13) to assist teacher education programs in reflecting on needs for reforms in the teaching practice.

Figure 13. *Model of teaching practice organization to increase the quality of student teachers preparation for teacher profession*

In conclusion, all respondents participating in this study (student teachers, mentor teachers, and university supervisors) consider the importance of establishing a well-organized teaching practice in order to increase the quality of mentoring and the teaching practice in general.

CHAPTER VI

CONCLUSION, LIMITATIONS AND FUTURE RESEARCH

6.1 Conclusion

The purpose of this study was to explore student teachers' self-efficacy for teaching and its connection with mentoring experiences during their last school placement in school settings. Through an examination of students' perceptions of mentoring experiences (based on the Hudson's five-factor mentoring model) and their level of self-efficacy for teaching, particularly in classroom management, student engagement, and instructional strategies, the study provides an deeper understanding on the quality of the prospective teacher mentoring program in Kosovo, but also contributes to the current literature on how future teachers should be prepared and supported during their initial teacher education programs.

The findings show that student teachers' mentoring experiences during teaching practice are positively correlated with the level of their teaching self-efficacy. The student teachers showed a high self-efficacy with average scores ranging from 7.35 to 7.56 on a nine-point scale. Student teachers who showed higher self-efficacy for teaching rated the quality of their mentoring experience higher than those with lower self-efficacy. Participants in this study showed the importance of the personal attributes of the mentor teacher, especially the importance of enthusiasm for teaching and the supportive student-mentor relationship, in providing the example of professionalism in teaching. Therefore, mentoring relationships should be characterized by the support of mentors for the development of primary teaching practices in student teachers. Furthermore, the findings show that mentors should be calm in speaking, attentive, should help in reflecting on teaching practices, but also inspire confidence and positive attitudes towards teaching.

The low level of students' satisfaction with the mentors' feedback, among other things, proves that students are more observers than practitioners, which consequently indicates a lack of information on their positive aspects of development and areas that require further improvement. The results show that student teachers have higher self-efficacy in using instructional strategies than in student engagement and classroom management. Students consider classroom management as a difficult process, including establishing routines to keep activities smoothly, controlling disruptive classroom behavior, and keeping problematic students from disrupting an entire lesson. Findings

show that the quality of mentoring can be increased when mentors include in their mentoring attributes as hospitality, closeness for cooperation, unbiased approach, space for engagement as well as encouragement to take initiatives. This study also shows the importance of matching the mentor with the student teacher, which is often one of the most challenging aspects of mentoring programs. The lack of close mentoring relationships, lack of support and institutional commitment for students' professional development has affected the motivation and interest of students for teaching practice. Teacher preparation programs should provide a mentoring program that creates a positive collaborative culture, so the evaluation process and support services can contribute to the quality of designing the mentoring program.

Also, the study results have concluded that gender, age and place of residence do not affect the level of students' teaching self-efficacy. There was no positive correlation between the GPA, the number of lessons taught by students in school placement and their level of self-efficacy. However, a positive correlation was found between the students' father level of education and having relatives in the teaching profession with the level of students' teaching self-efficacy.

Also, fourth-year students showed a higher level of self-efficacy for teaching than third year students, which proves the importance of experience of future teachers for development of their level of self-efficacy for teaching. The results confirm the importance of Bandura's theory of Triadic Reciprocal Determinism (causation of environmental, personal and behavioral factors), specifically the reciprocal causation of mentoring, as an environmental factor, with self-efficacy, as a personal factor, and students' behavior, which comes as a result of quality of mentoring experiences and level of self-efficacy. The results of this study can be examined in the light of Bandura's socio-cognitive theory, particularly of the four identified sources of sense of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion and, emotional or physiological states. Using the mixed methods in this study, different factors that have elements from these four sources of self-efficacy are identified.

It is recommended to provide students with experiences in mastering teaching practices, such as lesson-related experiences and field-based experiences, followed by feedback from mentors. It is also recommended that teacher training institutions advance the development of mentor capacities through training and support. A professional support system is very necessary to be established for all parties involved, but also faculty should undergo the reorganization of teaching practice in order to better prepare the future teachers.

The study results show a positive correlation between the mentoring experience of student teachers during teaching practice and their level of teaching self-efficacy after teaching practice. Thus, teacher preparation programs should ensure the provision of positive and effective experiences for students during teaching practice to increase their opportunities for professional development. Specifically, the results indicate the crucial importance of the factor "mentors' attributes'" in the development of students' self-efficacy. According to the current study, supported by previous studies on the five factors for effective mentoring (see Hudson, 2004, 2010; Hudson et al., 2005), a close and supportive relationship should first be established between the mentor and the student teacher, so that other factors can be provided, such as information on system requirements, mentors' pedagogical knowledge, modelling, and feedback. Thus, Faculty of Education and schools should ensure that university supervisors and mentors teachers understand their role in the student mentoring process and the importance of their personal attributes in developing students' self-efficacy in teaching. It is also suggested to offer a classroom management course, as students showed lower self-efficacy in this subscale.

This study provides new theoretical knowledge on the creation of better conditions for student teacher training during teaching practice and contributes to the development of a theoretical model for addressing student self-efficacy within the teacher training program, more specifically within the part of teaching practice. On the basis of the findings, this study makes several specific theoretical contributions. First, the findings highlight that developing qualitative mentoring practices leads to increase in student teachers' self-efficacy when the mentor's support is high. Second, the study confirms the role that mentors' attributes play in developing student teachers' teaching self-efficacy. Thirdly, the caliber of mentors and the quality of their mentoring practices are pre-conditions for the assurance of quality and standards in teaching practice. This study leads to the conclusion that the using the five-factor mentoring model significantly contribute to development of student teachers' self-efficacy in teaching.

In terms of practical contribution, this study provides teacher preparation program developers around the world with more knowledge on how to improve the quality of mentoring programs for students, as well as assists higher education institutions in developing and planning activities and practices that increase student self-efficacy for classroom management, student engagement, and use of instructional strategies. The findings from this study have important contributions for future

practice, especially to develop the self-efficacy in teaching of student teachers as well as the more efficient organization of teaching practice for future teachers.

Teacher education institutions and schools should ensure that mentor of student teachers understand their role in the mentoring process and the importance of their personal attributes in developing student teachers' self-efficacy in teaching. Mentor teachers should undergo continuous training, especially on supervision and guidance, in order to develop their mentoring skills as well as achieve effective mentoring of student teachers. The results also suggest providing more teaching opportunities for students so that they receive more feedback on their performance to identify specific personal gaps and strengths. If students experience a more positive mentoring experience and become familiar with various kinds of classroom management styles and techniques, they could be more confident in communicating with children and their personal beliefs in their capabilities might be developed and shaped in a positive direction. Furthermore, this may contribute towards the development of more effective teachers in the future. Among others, the results have implications for the development policies concerning the quality of teaching practice, especially in its structuring and organization, aiming to support the mentoring process and provide genuine experiences for the best possible preparation of students for teaching. Thus, the implications for policies and practices arising from this study may function at different levels of responsibility regarding roles in the mentoring process.

6.2 Limitations

Although this study offers a better understanding of the relationship between the students' mentoring experience during teaching practice and their level of teaching self-efficacy, some limitations need to be addressed.

The validity of the data on the level of self-efficacy perceived by the student teachers depended on their honest self-reporting in the questionnaires. Thus, the first limitation of this study may be the use of a self-report measure of their level of self-efficacy for teaching. According to Bandura (2006), teacher candidates tend to overestimate and/or underestimate their self-efficacy ratings for a variety of reasons. Also, a limitation may be that the majority of respondents and interviewees are female, influenced by the fact that this gender constitutes the majority of primary school students and school teachers. Another limitation of this study involves the interpretation of survey statements by students, for example, it may be difficult for the student to determine if a mentor has

listened attentively or if he/she felt good during the conversation with the student about teaching. The third limitation of this study can be its realization only in one public university in Kosovo and the focus of research only on students of the Primary Program. This fact does not enable the generalization of the findings regarding the experience of students during mentoring and their level of teaching self-efficacy, however, it provides data on the factors that affect the development of teaching self-efficacy of future teachers which have high scientific validity.

Another limitation of this study may be the fact that it is unclear whether students' initial experience of success/failure during previous school placement affected their level of self-efficacy. Through an assessment of other variables that may affect students' self-efficacy, their contribution could be understood and the link between initial success/failure and subsequent self-efficacy for teaching could be clarified.

6.3 Future research

In this study, a mixed-method approach was used to conduct qualitative and quantitative research. Although this mixed-methods approach provides a more complete picture, as their integration provides a deeper and broader understanding of the phenomenon, future studies could also integrate the method of student observation during teaching practice. Also, this study could be conducted with a larger sample including students from other public and private universities in Kosovo, to explore if students' experience during mentoring and their level of self-efficacy in teaching varies depending on the conditions and context. Longitudinal studies can help identify possible changes in the level of students' self-efficacy during their preparation for teacher profession, but also across different school placement practices. Future studies may explore the effect of reflection-based mentoring as well as courses on classroom management at the level of students' self-efficacy. Among others, it would be more valuable to explore the relationship between students' level of self-efficacy and other factors such as student-teacher compliance, setting mentoring goals, mentoring approach of trained/untrained mentors, etc. Further studies is needed to completely understand how three sub-scales of student teachers' self-efficacy beliefs increase or decrease during and after initial preparation program.

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APPENDICES

Appendix A: Histograms of the data distribution

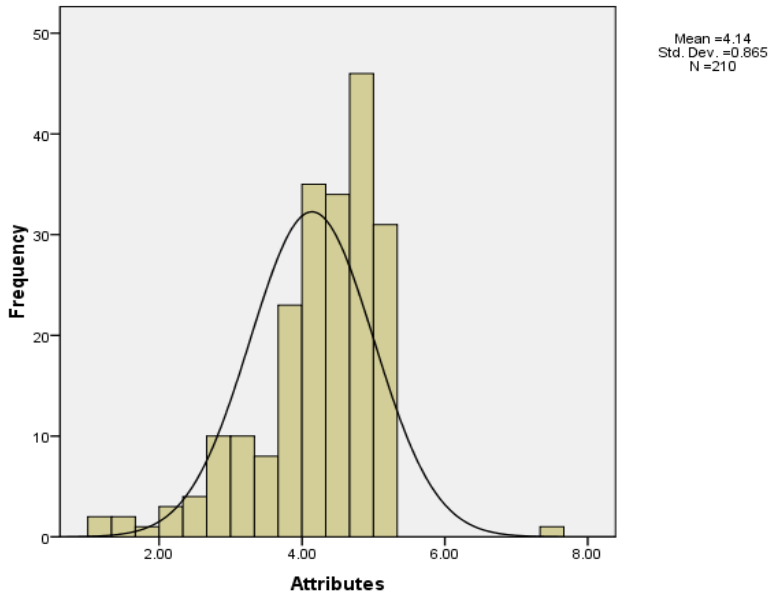

Figure 14. *Data distribution of student teachers' opinion on provision of mentors' personal attributes*

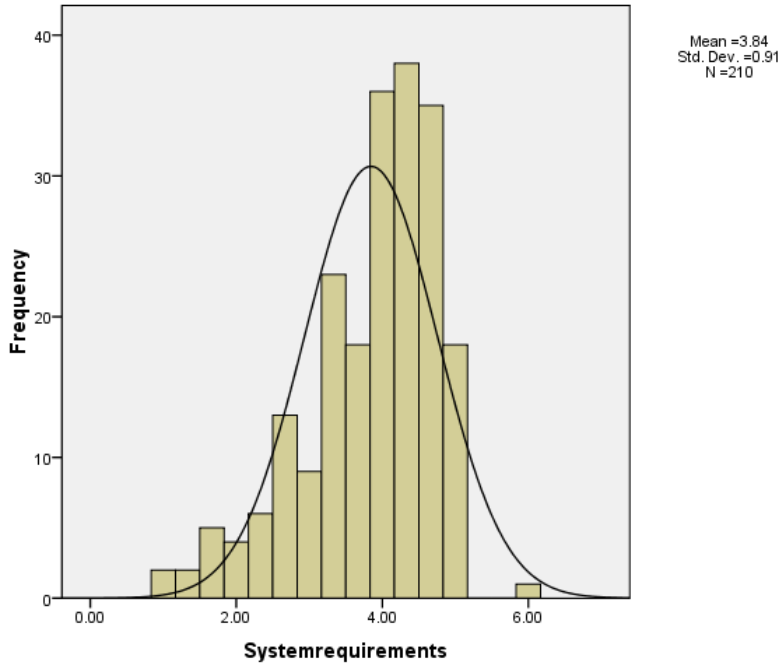

Figure 15. *Data distribution of student teachers' opinion on provision of system requirements by mentor teachers*

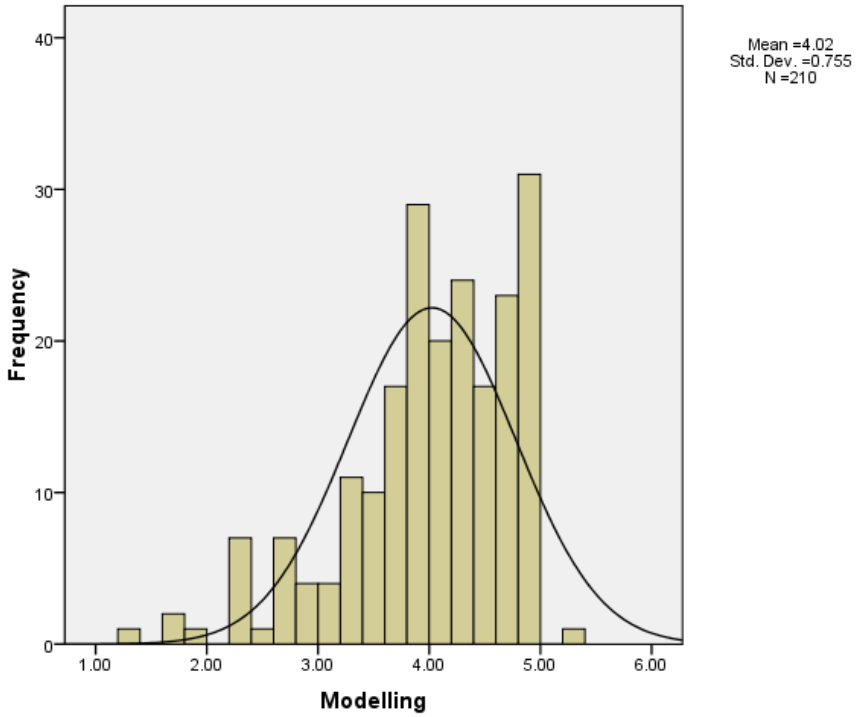

Figure 16. *Data distribution of student teachers' opinion on provision of modelling by mentor teachers*

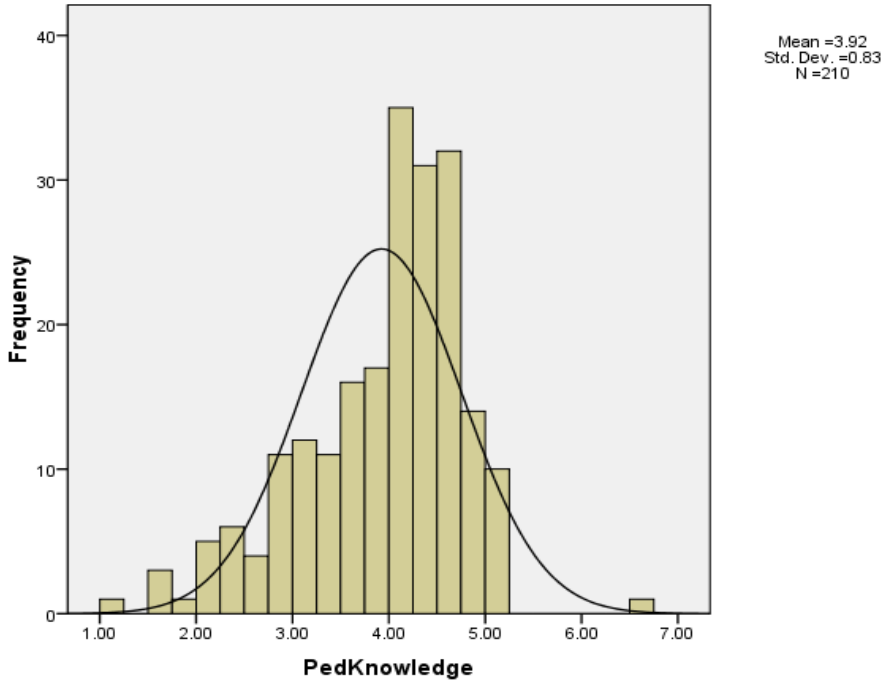

Figure 17. *Data distribution of student teachers' opinion on provision of pedagogical knowledge by mentor teachers*

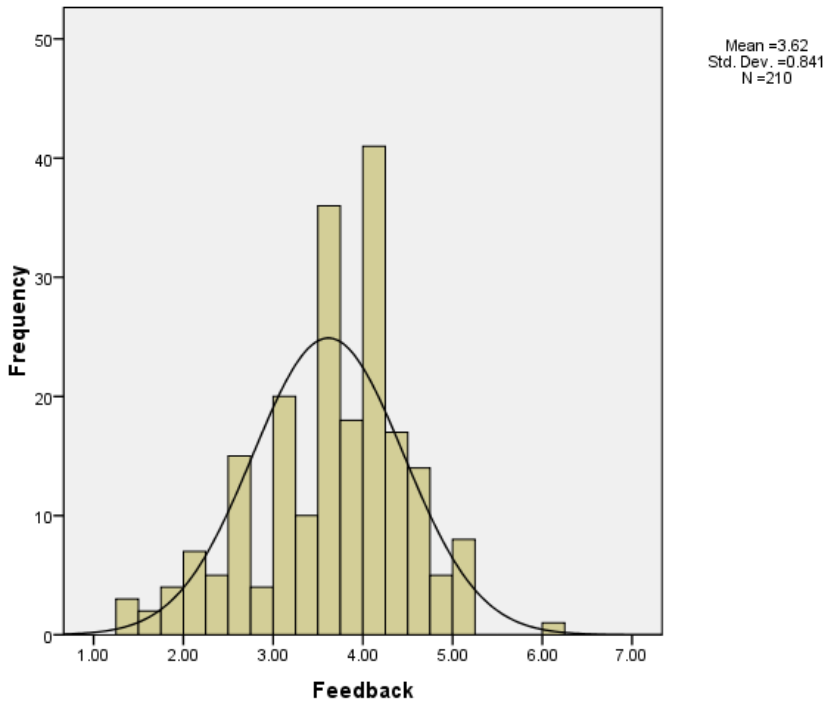

Figure 18. *Data distribution of student teachers' opinion on provision of feedback by mentor teachers*

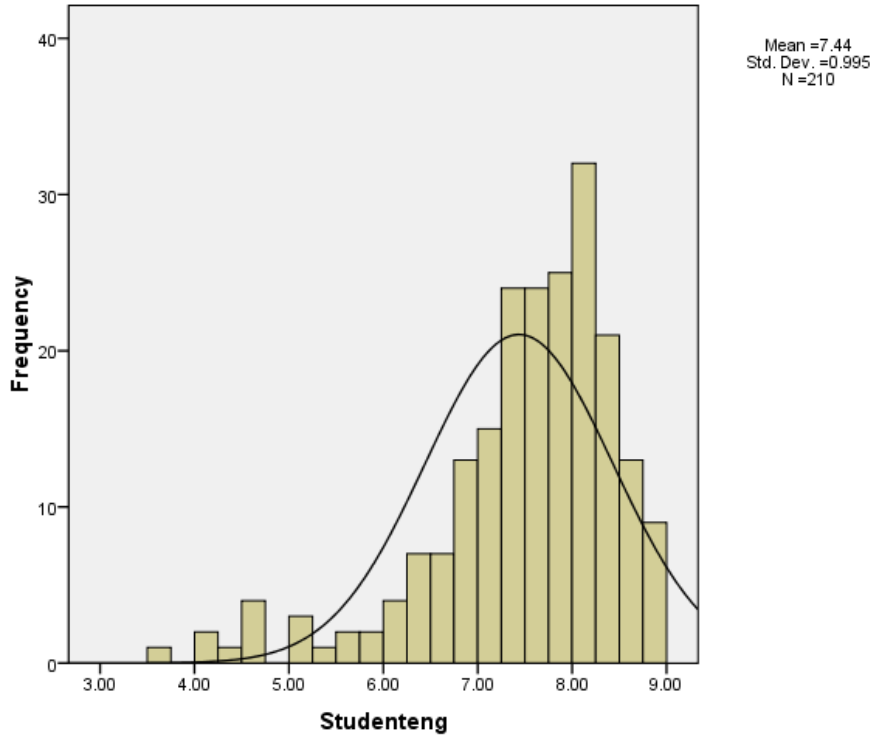

Figure 19. *Data distribution of student teachers' opinion on level of self-efficacy for student engagement*

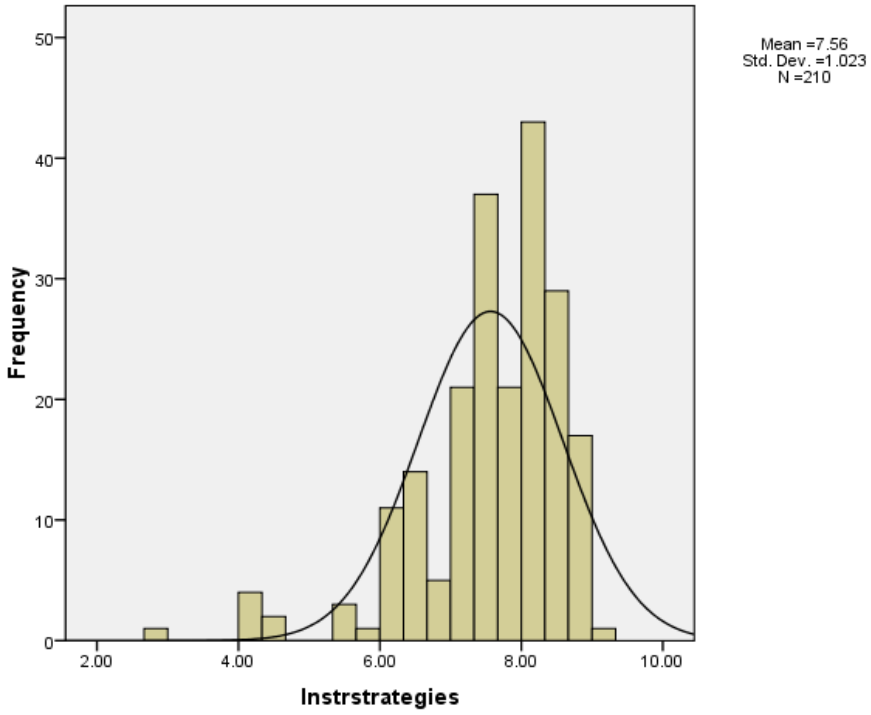

Figure 20. *Data distribution of student teachers' opinion on level of self-efficacy for instructional strategies*

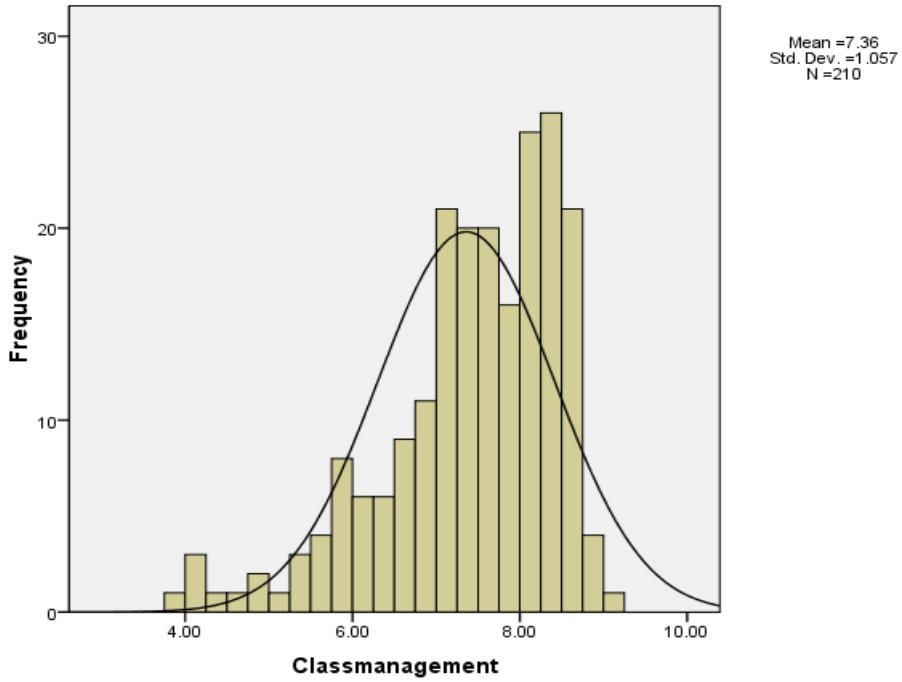

Figure 21. *Data distribution of student teachers' opinion on level of self-efficacy for classroom management*

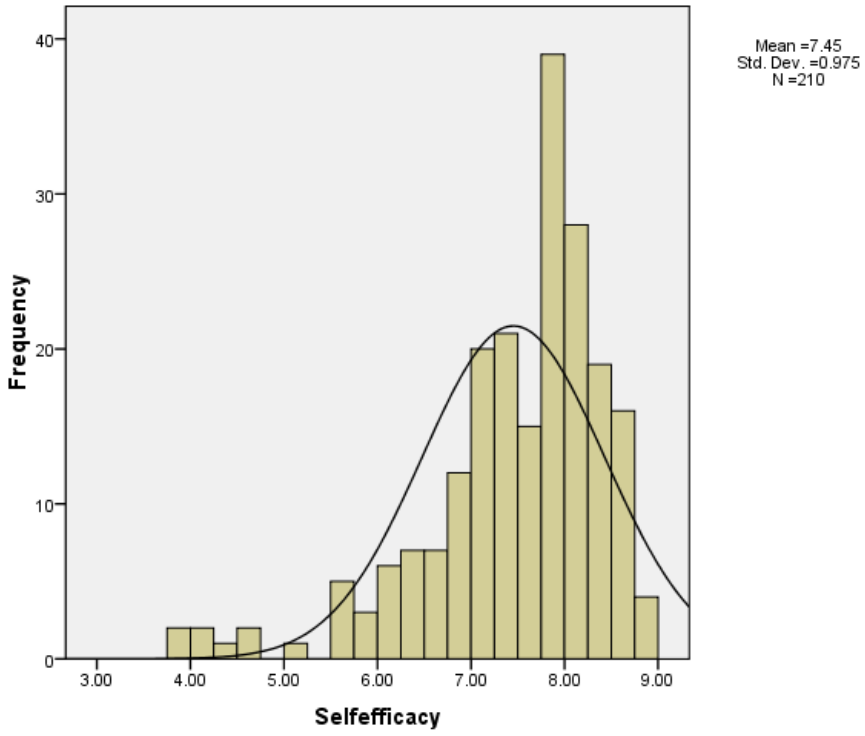

Figure 22. *Data distribution of student teachers' opinion on level of teaching self-efficacy*

Appendix B: Questionnaire for students

QUESTIONNAIRE

on the impact of the school placement mentoring experience on the teaching self-efficacy beliefs of third and fourth-year student teachers in the primary program

Dear students,

My name is Elmedina Nikoçeviq-Kurti, a doctoral student at the Faculty of Education of the University of Prishtina. As part of my doctoral dissertation, I have planned to conduct a survey through this questionnaire which I hope you can fill out. Prospective teacher education programs should aim to develop students' self-efficacy for teaching competencies. Identifying the factors that affect the increase of students' self-efficacy is more than necessary to create the conditions that enable this. This study aims to investigate the relationship between student teachers' school placement mentoring experience and their teaching self-efficacy beliefs after last teaching school placement.

Any information provided in the questionnaire will remain confidential, so you are free to respond as objectively as possible. **Thank you!**

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

Please answer the following questions by placing the x sign in the box next to the answer.

1. Gender

☐ Female

☐ Male

2. Age

☐ 18-22
☐ 23-26
☐ 27-32
☐ 32 +

3. Place of residence

☐ Urban
☐ Rural

4. What is your parents' highest level of education?

Father	Mother	
☐	☐	Elementary school
☐	☐	High School
☐	☐	Normal School (Pedagogical High school)
☐	☐	Bachelor or equivalent (according to old system before Bologna)
☐	☐	Master or equivalent (according to old system before Bologna)
☐	☐	PhD or equivalent (according to old system before Bologna)
☐	☐	Unknown
☐	☐	Other (specify) _____

5. Indicate if any of your family members are in teaching profession (you can choose more options)

☐ Father
☐ Mother
☐ Sister
☐ Brother
☐ None
☐ Other (specify) _____

6. Was the Faculty of Education first choice for your studies?

☐ Yes
☐ No

7. Grade Point Avarage- GPA (nowadays)

☐ 6.00-6.99
☐ 7.00-7.99
☐ 8.00-8.99
☐ 9.00- 10.00

8. Number of teaching hours you taught during last teaching practice?

☐ 1 -3 teaching hours
☐ 4 - 6 teaching hours
☐ 7 - 10 teaching hours
☐ more than 10 hours

9. The following statements are concerned with your mentoring experiences in primary teaching during your last school placement. Please indicate the degree to which you agree or disagree with each statement below by marking with X the appropriate number to the right of each statement.

SD = Strongly Disagree
D = Disagree
U = Uncertain
A = Agree
SA = Strongly Agree

	During my last school placement experience in primary teaching, my mentor:	**1**	**2**	**3**	**4**	**5**
1.	was supportive of me for teaching	☐	☐	☐	☐	☐
2.	used language from the current primary syllabus	☐	☐	☐	☐	☐
3.	guided me with lesson preparation	☐	☐	☐	☐	☐
4.	discussed with me the school policies used for teaching	☐	☐	☐	☐	☐
5.	modelled science teaching.	☐	☐	☐	☐	☐
6.	assisted me with classroom management strategies for primary teaching	☐	☐	☐	☐	☐
7.	had a good rapport with the primary students	☐	☐	☐	☐	☐
8.	assisted me towards implementing primary teaching strategies	☐	☐	☐	☐	☐
9.	displayed enthusiasm when teaching	☐	☐	☐	☐	☐
10.	assisted me with timetabling my lessons	☐	☐	☐	☐	☐
11.	outlined state curriculum documents to me	☐	☐	☐	☐	☐
12.	modelled effective classroom management when teaching	☐	☐	☐	☐	☐
13.	discussed evaluation of my teaching	☐	☐	☐	☐	☐
14.	developed my strategies for teaching	☐	☐	☐	☐	☐
15.	was effective in teaching	☐	☐	☐	☐	☐
16.	provided oral feedback on my teaching.	☐	☐	☐	☐	☐
17.	seemed comfortable in talking with me about teaching	☐	☐	☐	☐	☐
18.	discussed with me questioning skills for effective teaching	☐	☐	☐	☐	☐

		1	2	3	4	5
19.	used hands-on materials for teaching	☐	☐	☐	☐	☐
20.	provided me with written feedback on my teaching	☐	☐	☐	☐	☐
21	discussed with me the knowledge I needed for teaching	☐	☐	☐	☐	☐
22	instilled positive attitudes in me towards teaching	☐	☐	☐	☐	☐
23	assisted me to reflect on improving my teaching practices	☐	☐	☐	☐	☐
24	gave me clear guidance for planning to teach	☐	☐	☐	☐	☐
25	discussed with me the aims of teaching	☐	☐	☐	☐	☐
26	made me feel more confident as a primary teacher	☐	☐	☐	☐	☐
27	provided strategies for me to solve my primary teaching problems	☐	☐	☐	☐	☐
28	reviewed my lesson plans before teaching	☐	☐	☐	☐	☐
29	had well-designed activities for the students	☐	☐	☐	☐	☐
30	gave me new viewpoints on teaching	☐	☐	☐	☐	☐
31	listened to me attentively on teaching matters	☐	☐	☐	☐	☐
32	showed me how to assess the students' learning	☐	☐	☐	☐	☐
33	clearly articulated what I needed to do to improve my teaching	☐	☐	☐	☐	☐
34	observed me teach before providing feedback	☐	☐	☐	☐	☐

10.The following statements are related to the degree of your sense of effectiveness in three areas: student engagement, classroom management, and instructional strategies. Please indicate the degree to which you agree or disagree with each of the following statements, marking with an "x" only one answer for the degree of each position:

1 = Nothing
3 = Very Little
5 = Some Influence
7 = Quit A Bit
9 = A Great Deal

		Nothing	**Very Little**	**Some Influence**	**Quie A Bit**	**A Great Deal**
1.	How much can you do to get through to the most difficult students?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
2.	How much can you do to help your students think critically?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
3.	How much can you do to control disruptive behavior in the classroom?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
4.	How much can you do to motivate students who show low interest in school work?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
5.	To what extent can you make your expectations clear about student behavior?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
6.	How much can you do to get students to believe they can do well in school work?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
7.	How well can you respond to difficult questions from your students ?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
8.	How well can you establish routines to keep activities running smoothly?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
9.	How much can you do to help your students value learning?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
10.	How much can you gauge student comprehension of what you have taught?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
11.	To what extent can you craft good questions for your students?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				

		Nothing	Very Little	Some Influence	Quit A Bit	A Great Deal
12.	How much can you do to foster student creativity?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
13.	How much can you do to get children to follow classroom rules?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
14.	How much can you do to improve the understanding of a student who is failing?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
15.	How much can you do to calm a student who is disruptive or noisy?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
16.	How well can you establish a classroom management system with each group of students?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
17.	How much can you do to adjust your lessons to the proper level for individual students?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
18.	How much can you use a variety of assessment strategies?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
19.	How well can you keep a few problem students form ruining an entire lesson?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
20.	To what extent can you provide an alternative explanation or example when students are confused?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
21.	How well can you respond to defiant students?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
22.	How much can you assist families in helping their children do well in school?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
23.	How well can you implement alternative strategies in your classroom?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				
24.	How well can you provide appropriate challenges for very capable students?	(1) (2) (3) (4) (5) (6) (7) (8) (9)				

Thank you very much for completing the questionnaire!

Appendix C: Content form for voice recording in interview

CONTENT FORM
FOR VOICE RECORDING IN INTERVIEW

Name of interviewee: _____

Name of interviewer: _____

I, _____*(name)*_____ (student teacher, mentor teacher, university supervisor) at the Faculty of Education of the University of Prishtina "Hasan Prishtina" give my permission that the content of conversation during the interview for the doctoral thesis of the candidate Elmedina Nikoçeviq-Kurti entitled "THE IMPACT OF SCHOOL PLACEMENT MENTORING EXPERIENCE ON TEACHING SELF-EFFICACY OF STUDENTS" to be recorded for the purpose of transcribing content and using it for data analysis.

◯ I understand that the contents of the recorded session will be kept confidential, my identity will not be revealed beyond what appears in the recording;

◯ I also understand that these recordings will be stored in a locked cabinet or on a secure computer when not in use and will be deleted as soon as they are shared in the content analysis process;

◯ I understand that sharing a recording of a portion of my session will be treated exactly as an interview session and confidentiality will be maintained by all practitioners involved.

◯ I also understand that I may withdraw this consent at any time by notifying interviewers and that the records will be securely deleted immediately upon my request.

Name of interviewee: _____

Signature: _____

Date: _____

Appendix D: Interview protocol for mentor teachers and university supervisors

INTERVIEW PROTOCOL

(for mentor teacher and university supervisor)

Interview location: _____

Interview date: _____

Name of interviewee: _____ Code: _____

Name of interviewer: _____

Dear Sir/Madam,

Thank you for your willingness to participate in this interview. As I mentioned in our pre-interview conversations, my study seeks to understand how student teachers, mentor teachers and university supervisors perceive the students' mentoring experience as well as the quality of mentoring practices for developing student teachers' self-efficcay in classroom management, student engagement, and the use of instructional strategies.

Please confirm that I have your permission (or not) to record our conversation. Essentially, this document states that: (1) all information will be kept confidential, (2) your participation is voluntary and can be stopped at any time if you feel uncomfortable, and (3) we do not intend to cause any harm.

Please let me know if at any time you want me to turn off the recorder or keep something you said out of the minutes. I will only take notes of our conversation. Before we start the interview, do you have any questions?

In case of any questions that arise at any point in this study, feel free to ask them at any time. I would be very happy to answer your questions. This interview is scheduled to last no more than 15-20 minutes. Thank you for agreeing to participate in this study.

Initial questions about interviewee:

1. Age _____
2. Gender _____
3. Place of employment: _____
4. Job experience (year) _____
5. How many students have you mentored _____?
6. Have you participated in any training on mentoring the student teachers?1. Yes 2. No

Key interview questions

1. Initially, can you describe your experience as a mentor of primary education students?

2. In your opinion what activities, behaviors and/or tips that you provided helped the students to develop their teaching skills?

3. What knowledge or skills do you try to develop in student teacher through mentoring?

4. What are your goals in general while you observe a student teaching a lesson?

5. What do you think students learn from you and what from mentor teachers/university supervisors for effective teaching?

6. Based on your experience in mentoring, on what topics should the teaching practice be focused to assist students (curricula and guidance, developing pupils assessment, analyzing pupils' assignments, interacting with parents and families, cooperation with colleagues, differentiation of instructions for certain groups of students, etc?

7. What suggestions do you have to improve the mentoring practices, respectively the teaching practice?

Appendix E: Interview protocol for student teachers

INTERVIEW PROTOCOL
(for student teacher)

Interview location: _____

Interview date: _____

Name of interviewee: _____ Code: _____

Name of interviewer: _____

Dear student,

Thank you for your willingness to participate in this interview. As I mentioned in our pre-interview conversations, my study seeks to understand how student teachers, mentor teachers and university supervisors perceive the students' mentoring experience as well as the quality of mentoring practices for developing student teachers' self-efficacy in classroom management, student engagement, and the use of instructional strategies.

Please confirm that I have your permission (or not) to record our conversation. Essentially, this document states that: (1) all information will be kept confidential, (2) your participation is voluntary and can be stopped at any time if you feel uncomfortable, and (3) we do not intend to cause any harm.

Please let me know if at any time you want me to turn off the recorder or keep something you said out of the minutes. I will only take notes of our conversation. Before we start the interview, do you have any questions?

In case of any questions that arise at any point in this study, feel free to ask them at any time. I would be very happy to answer your questions. This interview is scheduled to last no more than 15-20 minutes. Thank you for agreeing to participate in the research.

Initial questions about interviewee:

1. Age _____
2. Gender _____
3. Name of the elementary school: _____
4. Gender of mentor teacher 1. *Female* *2. Male*

Key interview questions:

1. How do you perceive mentoring experience you got with the mentor teacher during your last school placement? Briefly describe the experience.

2. What qualities do you think are most important for a mentor to have?

3. Please explain which mentor teachers' activities, behaviors, and/or tips have assisted you to better master the teaching?

4. While you were being observed by a mentor teacher, what were your general goals in teaching a lesson?

5. What do you think you learned from your mentor teacher and what from your university supervisor regarding effective teaching?

6. Based on your experience, on what topics should the teaching practice be focused to assist the students (curricula and guidance, developing pupils' assessment, analyzing pupils' assignments, interacting with parents and families, cooperation with colleagues, differentiation of instructions for certain groups of students, etc?

7. What suggestions do you have to improve the teaching practice for students?

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Year of graduation: *2003*
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Scientific publications

Nikoçeviq-Kurti, E. (2023, in press). Minding the challenges: exploring the meaning of practicum for development of student teachers' self-efficacy beliefs. *International Journal of Education Economics and Development.* https://doi.org/10.1504/IJEED.2023.10048437

Nikoçeviq-Kurti, E., & Saqipi, B. (2022). Toward developing a qualitative mentoring program for pre-service teachers: Kosovo's experience. *Issues in Educational Research, 32*(2), 634-658. http://www.iier.org.au/iier32/nikoceviq-kurti.pdf

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Nikoçeviq-Kurti, E. (2021). Fostering student teachers' self-efficacy and professional identity through vicarious experiences. *International Journal of Education and Psychology in the Community IJEPC, 11*(1 & 2), 140-163. https://bit.ly/34FjxRH

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Nikoçeviq, E. (2012). The role of capacity- building for school decentralization in Kosovo. *Problems of Education in the 21 Century, 41*, 52-60. https://www.scientiasocialis.lt/pec/files/pdf/vol41/52-60.Nikoceviq_Vol.41.

Nikoçeviq, E. (2012). School-family-community partnerships at the stages of professional orientation. *Revista Pedagogjike/ Pedagogical Review*, Institute for Education Development (IZHA), Tirana, Albania pg: 58-74, ISSN 0304-3509. https://www.yumpu.com/xx/document/view/30854501/revista-pedagogjike-2012-izha

Abstracts from International and National Scientific Conferences

Nikoçeviq-Kurti, E. (2022, 8 September). Toward strengthening career guidance and coaching interventions in higher education: Kosovo's experience. *NICE Academy (Network for Innovation in Career Guidance and Counselling in Europe)*, Prishtina, Kosovo.

Nikoçeviq-Kurti, E. (2022, 6 September). Toward developing an effective mentoring program to enhance student teachers' self-efficacy in classroom management: Kosovo's experience. *ECER Plus, European Educational Research Association,* Yerevan, Armenia. (https://eera-ecer.de/ecer-2022-yerevan/)

Nikoçeviq-Kurti, E. (2022, 14 April). Identifying the gaps: Re-imagining teaching practicum for elementary pre-service teachers. *International Scientific Conference on New Achievement in Science, Technology and Arts* – ICNA-STA, ResearchCult. Pejë, Kosovo.

Nikoçeviq-Kurti, E. (2022, 25 February). Uncovering the challenges and opportunities of distance teaching and learning in a post-pandemic world: a Case of Kosovo. *ICT Education and Training in Times of Pandemic.* Association for Teacher Education in Europe (ATEE), Brussel, Belgium. https://atee.education/

Nikoçeviq-Kurti, E. (2021, 18-19 December). Factors influencing development of student teachers' teaching self-efficacy beliefs. *8th International Multidisciplinary Conference on Economics, Business, Engineering and Social Sciences*. European Institute for Research & Development, Tbilisi, Georgia.

Nikoçeviq-Kurti, E. (2021, 10-11 Korrik). The differences in teaching self-efficacy beliefs among student teachers. *Kosovo International Conference on Educational Research-KICER*. Prishtina, Kosovo. edukimi.uni-pr.edu

Nikoçeviq-Kurti, E. (2021, 22-23 May). The effects of family educational background and occupation on student teachers' teaching self-efficacy beliefs. *11th International Research Conference on Education, Language and Literature*, International Black Sea University, Georgia. ircelt.ibsu.edu.ge

Nikoçeviq-Kurti, E. (2020, 29-30 October). Understanding mentoring practices for development of student teachers' self-efficacy in student engagement. *3rd International Conference on Future of Education*, The International Institute of Knowledge Management, Sri Lanka. http://futureofedu.co/

Nikoçeviq-Kurti, E. (2020, 17-18 September). Understanding the development of student teacher's self-efficacy and professional identity in school placement. *T2P International Scientific Conference*, Mitrovica, Kosovo.

Nikoçeviq-Kurti, E. (2019, 07-08 March). Influence of school mentors' modeling practices on student teachers' classroom management self-efficacy. *The art and science of teaching: Conference on Pedagogy and Education Research*, Prishtina, Kosovo. edukimi.uni-pr.edu

Nikoçeviq-Kurti, E. (2012, 14-16 June). The roles and challenges of Municipal Education Directorates (MED) in a context of school decentralization in Kosovo. *5th International Conference for Theory and Practice in Education*, Miskolc, Hungary. https://bit.ly/3MeKgVA

Other publications

Deva-Zuna, A., Nikoçeviq, E., & co- authors (2009). Cooperation between school, family and community in professional orientation of youth, in: School- family- community partnerships, continues challenge (pp. 325-347) Prishtina, ISBN 978-9951-07-722-4

Job experience

Institution: Career Development Center, University of Prishtina "Hasan Prishtina"
Place: Prishtina, Kosovo
Position: Career Counselor
Year: 2008- present

Institution: Democracy for Development (D4D)
Place: Prishtina, Kosovo
Position: Career Planning Trainer
Year: March 2018 and March 2022

Institution: HELVETAS Swiss Intercooperation, Skills for Rural Employmenr (S4RE)
Place: Kamenicë and Dragash, Kosovë
Position: Career Planning Trainer
Year: July 2014

Institution: News Agency "Kosovapress"
Place: Prishtina, Kosovo
Position: Translator Albanian-Serbian and vice-versa
Year: December 2007 - October 2008

Workshop provider

Nikoçeviq-Kurti, E. (2022, 9 September). *Advancing career counselors' practical skills*. NICE Academy (Network for Innovation in Career Guidance and Counselling in Europe), Prishtina Kosovo.

Trainings

Developing Career Practitioner Skills, Euroguidance Ireland (2022); Online methods and tools for career guidance, Euroguidance Latvia (2021); 'Roma Policies! From Inclusion to Empowerment, European Commission (2021); Personal development and Interpersonal relations, INTERMediaKT, Greece (2021); Digital Youth Work, European Commission (2021); Essentials of Youth Work, European Commission (2020); Doctoral seminar, Faculty of Education, University of Ljubljana (2017); Workshop on quantitative methodology, USAID and Faculty of Education (2017); Certification on Counselling Students with Disabilities Tempus and University of Prishtina (2011); Intermediate SPSS Certification (2011); FEDORA Summer University, Ioannina, Greece (2011).

Network and memberships

03/2022- present
Editorial Board member- New Educational Journals: Education Mind, Metaverse & Education and Digital Games in Education

01/2022-present
Association of Teacher Education in Europe, Brussels, Belgium https://atee.education/

Honours and awards

10/2020, Overall Best Presentation (Best presentation awarded by THE INTERNATIONAL INSTITUTE OF KNOWLEDGE MANAGEMENT, for the presentation titled: *Understanding mentoring practices for development of student teachers' self-efficacy in student engagement* at the 3rd International Conference on Future of Education, Sri Lanka)

Review Article Certificate (Contribution in reviewing the articles for *International Journal of Educational Development* (11/2020; indexed in SCOPUS), for *International Journal of Instruction* (07/2022, Indexed in SCOPUS), for *Journal of Elementary Education* (08/2022: indexed in SCOPUS), for *Education Research International* (08/2022: indexed in SCOPUS and Web of Science).