

**INVESTIGATING THE IMPACT OF MENTORSHIP AND FEEDBACK ON
STUDENT TEACHERS' PERCEPTIONS OF FINAL YEAR TEACHING
PRACTICE: LISTENING TO JAMAICAN STUDENT TEACHERS**

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ABSTRACT

While extensive research exists on teacher preparation programs globally, there is limited empirical investigation into the impact of mentorship and feedback on student teachers' professional development within the Jamaican context. This mixed-methods study examined how final-year student teachers perceive mentorship effectiveness, explored relationships between feedback and professional growth, and assessed the overall impact on teaching practice satisfaction. Using data collected from student teachers (N=64) at two prominent teacher training institutions in Jamaica during 2024, the study employed surveys and semi-structured interviews to analyze mentorship experiences across primary and secondary school placements.

Statistical analyses revealed disparities in mentorship experiences between primary and secondary placements, with notably higher dissatisfaction rates in secondary settings regarding feedback quality and mentor relationships. The study found statistically significant relationships between school placement level and mentorship quality as well as between placement level and feedback effectiveness. Qualitative findings highlighted systemic challenges in mentor availability, feedback consistency, and professional support structures.

The integration of quantitative and qualitative data indicated that while current mentorship practices substantially influence student teachers' professional development, existing frameworks require significant enhancement to effectively support teacher preparation. The study's findings suggest that mentor selection, feedback delivery mechanisms, and support structures need systematic reform to better align with student teachers' developmental needs.

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CHAPTER 1

INTRODUCTION

The landscape of teacher education in Jamaica faces significant challenges, particularly in the realm of mentorship and feedback for educators. As identified by Dobson-Lewis (2015), while senior educators' current informal mentorship efforts are invaluable, they lack the structure and consistency needed to maximize their impact on new teachers. This deficiency is particularly concerning in light of Jamaica's educational reforms that emphasize safety, leadership, and teaching quality (Patterson, 2021). According to Patterson (2021), the absence of a formalized mentorship programme is a critical gap in Jamaica's education reform efforts. It hinders the development of a supportive and nurturing environment essential for the professional growth of new educators and the enhancement of teaching quality. This issue, identified by Dobson-Lewis (2015) as a gap in structured mentorship, was further underscored by the International Development Research Centre's (IDRC) initiative to enhance school-based teacher mentorship (IDRC, n.d.). The IDRC (n.d) highlighted the issue as a significant global shortage of skilled professionals equipped to tackle this matter.

As a local response to the identified weaknesses in mentorship, the Jamaica Teaching Council (JTC) implemented a national mentorship programme to provide guidance and support for newly qualified teachers in their first year of full-time teaching (Jamaica Teaching Council. (2023). Mentorship programme.

<https://jtc.gov.jm/mentorship/>). The structured programme aims to ease the transition from training to practice through pairing novice teachers with more experienced mentors at their school site for self-reflection, skill building, and problem solving. The JTC

mentorship initiative encompasses customized training, standards-aligned resources, and networked support across educational levels from early childhood through secondary grades. Following mentor selection and a 5-day certification workshop, mentor-mentee pairs proceed through a structured sequence of activities over nine months: observation, collaborative lesson planning, reflective conferences, demonstration lessons, and progress meetings. Confidentiality and accountability are cornerstones. Monitoring and evaluation aim to continually strengthen program delivery and outcomes. (Jamaica Teaching Council. (2023). Mentorship programme. <https://jtc.gov.jm/mentorship/>)

The IDRC presented the context of Sub-Saharan Africa, highlighting the acute shortage of qualified teachers and challenges in professional development. This underscores the need for effective mentorship programmes. Matters of inadequate content mastery, pedagogical skills, and large class sizes among teachers are likely causes exasperating the problem. According to the IDRC, in-service teacher mentorship and support have emerged as key solutions, leveraging the experience of seasoned educators to guide others. However, there is a notable gap in evidence regarding the sustainability and efficiency of these programmes, especially at the secondary level. The lack of systematic feedback mechanisms within these mentorship interactions further complicates the scenario (Dobson-Lewis, 2015). The potential benefits of structured mentorship and feedback, including improved professionalism, teaching quality, and student performance, remain largely unrealized (Patterson, 2021).

The IDRC refers to the adaptation of a School-based In-service Teacher Training (SITT) model, involving peer learning and team teaching, which aims to address these challenges, to improve teaching quality and empower students across Sub-Saharan

Africa. This situation reflects a similar need for structured mentorship and feedback systems in diverse educational contexts, including Jamaica.

To further this argument, Ingersoll and Strong (2011) critically analyzed a detailed examination of 15 empirical studies conducted since the mid-1980s evaluating teacher induction programmes, with a particular focus on impacts on commitment/retention, teaching practices, and student outcomes. Collectively the diverse samples favour comprehensive, multi-year induction support, especially mentorship grounded in compatibility and content-similarity, as well as release time for reflective peer collaboration. The finding shows that benefits appeared wide-ranging from heightened job satisfaction, better instructional technique, and student achievement gains in some low-income districts, to improved classroom management. Nonetheless, implications suggest structured induction and mentorship aid teacher development and skill refinement, potentially enhancing student learning and teacher workforce stability. Hence the Jamaican practicum context could benefit from formalized guidelines ensuring all student teachers receive dedicated mentorship with ample collaborative time to reflect on feedback and teaching philosophy.

This study aimed to investigate the effectiveness of mentorship and feedback within the Jamaican educational context, focusing on student teachers' development, experiences, and perceptions. The goal was to contribute insights into creating more effective mentorship programmes that align with Jamaica's educational goals and cultural realities, thereby addressing the gaps in the current system and enhancing the overall quality of education.

Defining the Problem

How supervisors engage with student teachers during their teaching practice, particularly in the context of mentorship and feedback, has emerged as a significant point of discussion within the realm of teacher education. Mentorship can be described as a process where a more experienced or older individual (the mentor) provides guidance, insights, and emotional support to a less experienced person (the mentee), with this supportive relationship extending over a considerable duration (Barrera et al., 2010). Regarding the impact of feedback in educational settings, its role is fundamental as it can significantly influence learning and achievement. However, feedback also has the potential to be counterproductive (Hattie & Timperley, 2007). This negative aspect of feedback has been identified as one of the key hindrances affecting the full developmental potential of numerous student teachers.

Developing competent educators who can meet the diverse needs of students requires effective mentorship and feedback mechanisms as integral components of teacher training and professional development (Oliver & Reschly, 2007). Given the need for this ongoing scaffolding, the role of the mentor is important to the student teachers' overall development. The educational landscape in Jamaica presents unique challenges and opportunities for the implementation of mentorship and feedback, as student teachers are faced with varying complexities in teaching practice. According to Hyman-Anglin (1994), a teacher's intentions might be good and meaningful plans made to enhance the learning situation. However, there are occasions when students get mixed signals, and some unplanned learning is transferred. In the initial period of service, a teacher requires extensive theoretical and practical studies which go beyond what is sometimes provided

in pre-service teacher education courses. Global studies indicated that beginning teachers experience major challenges when starting their teaching career and many of them do not survive the adaptation period (Bourne et al., 2020). To manage situations of this nature, the student teacher needs to be professionally equipped. These challenges make the study of mentorship and feedback particularly relevant within the Jamaican context.

Considering the distinct educational and cultural landscape of Jamaica, it is necessary to conduct in-depth research to assess the efficacy of mentorship and feedback methods within this unique context.

The Teaching Practice Experience

Teaching practice consists of various field experiences that provide student-teachers with opportunities for supervised teaching in Jamaican early childhood, primary, or secondary schools. During each practicum, student-teachers encounter the true nature of the teaching profession through interactions with students, teachers, administrators, and the community (Teaching Practice Handbook of Regulations & Procedural Guidelines, 2019).

Students enrolled in Teaching Training Colleges in Jamaica can complete a Bachelor of Education degree in four years in any of the areas of specialization in keeping with the offerings at the particular college. The primary channel for most aspiring teachers in Jamaica is through enrollment at one of the Teachers' Colleges of Jamaica (TCJ) member institutions. The TCJ is made up of eight teachers' colleges (Teachers' Colleges of Jamaica (TCJ), 2021).

The Bachelor of Education (B.Ed) programme offers four practicum opportunities to student-teachers, one in each year of the four-year program. To assess teaching

competencies, external evaluations are conducted by observing the student-teachers during their final practicum in the fourth year, tailored to their specific programme choice, whether early childhood, primary, secondary, school counseling, or special education (Teaching Practice Handbook of Regulations & Procedural Guidelines, 2019). This research focused on the experiences of the culminating practicum (Year 4/Final) to see how the students-teachers responded to the type of mentorship and feedback received.

In the final year practicum, student teachers are paired with a college supervisor, typically a faculty member, who acts as their mentor. This supervisor provides essential guidance to the student-teacher, or mentee, during their practice period at the assigned schools. Depending on the student-teachers' program major (single or double), they may be assigned more than one supervisor. A student registered as a double will be automatically assigned two supervisors. This assignment policy is consistent among all teacher training colleges in Jamaica. The schedule for placement for the Bachelor of Education degree programme is captured in Table 1.1.

The final year teaching practice experience is the longest and most extensive of the four (4) field engagements. A failure at this stage would require the student to redo the entire engagement.

Table 1.1*Teaching Practice Placement, Schedule and Credit Weighting for B.Ed Program*

Year	Semester	Hours	Programme Credits
1	II	45	1
2	II	90	2
3	II	135	3
4	I	405	9

Source: Teaching Practice Handbook of Regulations & Procedural Guidelines, 2019.

The Joint Board of Teacher Education (JBTE) oversees standards for the TCJ and will assign a team of external examiners to assess the student-teachers at the culmination of the year- 4 teaching practice. (Teaching Practice Handbook of Regulations & Procedural Guidelines, 2019). Table 1.3 gives a detailed breakdown of the structure of the B.Ed practicum, key focus is placed on year four. The assessment structure for Practicum 4 is shown in Table 1.2.

Table 1.2*Assessment Structure for Practicum 4*

Teaching Components	Weighting	Responsibility
Internal Assessment (Two teaching Episodes)		
Final/External Assessment (one teaching episode)	30%	College
	40%	JBTE
Portfolio Component:	30%	College
The portfolio will be a culmination of work done during the practicum		

Source: Teaching Practice Handbook of Regulations & Procedural Guidelines, 2019

College supervisors serve as the primary source of support for students during their practicum. Additional assistance is also accessible from the college practicum coordinator, the practicum coordinator at the host or cooperating schools, and the resident teachers from these schools (Teaching Practice Handbook of Regulations & Procedural Guidelines, 2019).

Table 1.3

Breakdown of the Bachelor of Education Practicum Structure

Year Group	1	2	3	4
Number of credits	1	2	3	9
Implementation	January (Week 2)	Preparation - March (Week 1) Field Experience - March (Weeks 2- 3)	Preparation - January (Wk 1) Field Experience - January (Wk 2) to February (Wk 2)	Preparation - 1 week Sept (30 hrs) Field Experience - Sept-Dec (360 hrs) Post Conferencing - 15 hrs.
Task	Individual observation of and reflection on school operations	Team Planning Team Teaching and individual teaching	Individual planning and teaching	Individual planning and teaching
Area of focus	1. Observation on school administration, physical environment, psychosocial environment 2. TWO lesson observations 3. Overall reflection	1. Lesson planning 2. Classroom management 3. Professionalism 4. Instructional competence 5. Communication skills	1. Lesson planning 2. Classroom management 3. Professionalism 4. Instructional competence 5. Communication skills 6. Reflection 7. Practical skills competence	1. Lesson planning 2. Classroom management 3. Professionalism 4. Instructional competence 5. Communication skills 6. Reflection 7. Practical skills competence

Table 1.3*(continued)*

Work-load	5 days of observation, recorded in a Classroom Observation Instrument	Team and individual teaching and reflections. a) EC - 1 subject per day b) Primary - 1 subject per day c) Secondary - 6 sessions per week	Individual teaching a) EC - 1/2 of the day b) Primary - 1/2 of the day c) Secondary - 10-12 sessions per week	Individual teaching a) EC - 2/3 of the day b) Primary - 2/3 of the day c) Secondary - 12-15 sessions per week
Duration	45 hrs 15 hours preparation plus 30 hrs. (5 days) field experience/observation	90 hrs 15 hrs timetabled sessions plus 2 weeks in-house. Wk 1: 20 hrs preparation time Wk.2: 30 hrs in-house, divided into: preparation time, group and individual micro-teaching, observation of peers. Wk 3: 25 hrs in the field	135 hrs 15 hrs timetabled sessions plus: Wk 1: 30 hrs preparation time Wks 2-4: 80 hrs. divided into 20 hrs. teaching and preparation each week for 4 weeks 10 hours of debriefing.	405 hours =14 weeks Wk 1: 30 hrs preparation time Wks 2-13: 360 hours divided into teaching time, consultation, extra-curricular activities, administration Wk 14: 15 hours post conferencing.

N.B.1 credit =45hrs for practicum

Source: Teaching Practice Handbook of Regulations & Procedural Guidelines, 2019.

Rationale for the Study

Jamaica's education system plays a pivotal role in shaping the nation's future by cultivating a cadre of effective educators. However, despite ongoing efforts to enhance teacher education and development programmes in Jamaica, there remains a need for a more in-depth exploration of student teachers' experiences during teaching practice. The practicum phase represents a crucial component of teacher preparation, offering student teachers the opportunity to bridge theory and practice while developing their pedagogical skills under the guidance of a supervisor (mentor) and the assistance of a cooperating teacher.

This study investigated and comprehensively analysed the perceptions of student teachers in alignment to their final year teaching practice experiences. The research used a mixed methods research approach in highlighting the findings through investigations of the population. A localised understanding of the challenges, opportunities, and factors that influence student teachers' perceptions of mentorship and feedback during their teaching practice experience was analysed. Additionally, the study garnered the student teachers' views on the assignment of mentors, and frequency of meeting sessions along with the effectiveness of the feedback received.

CHAPTER 2

LITERATURE REVIEW

Introduction

In the constantly evolving education landscape, teachers respond to varying stimuli and relationships in the classroom. The field of education has always been filled with innovative ideas regarding the teaching and learning process, and teachers and administrators are frequently bombarded with suggestions for reform (Zull, 2002). The role of mentorship and feedback in shaping the competencies and professional identities of student teachers remains a pivotal area of investigation. This literature review systematically examines existing research on mentorship and feedback within teacher education, particularly focusing on the experiences of student teachers within Jamaican schools. The empirical articles will be considered sequentially as opposed to thematically to draw insights from various studies to understand the dynamics, challenges, and impacts of these two critical components in teacher development.

Jamaica has a distinctive educational environment with a diverse cultural context that presents a unique setting to explore the teacher training programme. While the global discourse on teacher education provides a broad understanding of mentorship and feedback, localized studies are necessary for capturing the specific realities and needs of Jamaican student teachers. The varying research findings presented seek to bridge the gap in literature where the Jamaican perspective on mentorship and feedback in teacher education has been underexplored. The information embedded within these studies will attempt to respond to the three research questions. What are student teachers' perceptions of the effectiveness of mentorship and feedback received during teaching practice and

does this differ between primary and secondary placements? Is there a relationship between feedback effectiveness and student teachers' personal and professional growth, and does this differ between primary and secondary placements? To what extent do mentorship and feedback impact student teachers' satisfaction and does this differ between primary and secondary placements?

Philosophical Worldview: Pragmatism in Context

Pragmatism, as a philosophical tradition, offers a focused view to understanding the dynamics of mentorship and feedback in educational settings, particularly in culturally and contextually distinct environments like Jamaican schools. Morgan (2014) provides a comprehensive overview of pragmatism, emphasizing its applicability beyond mere problem-solving to encompass a broader philosophical system relevant to social research. Pragmatism usually means something like practicality-- doing what works (Rorty et al., 2004). In the context of this research, a pragmatic worldview offers both methodological flexibility and a focus on practical outcomes. The problem-centred nature of pragmatism is manifested through the focus on the challenges and opportunities associated with mentorship and feedback. Given that this study aimed to provide actionable insights for educators, administrators, and policymakers, the pragmatic insight for real-world implications will be captured.

This pragmatic worldview supports the study's methodology, facilitating a comprehensive exploration of quantitative and qualitative data on the varying feedback and mentorship initiatives in Jamaica. The focus was on deriving practical insights, aligning with pragmatism's emphasis on tangible, real-world outcomes. By embracing a pragmatic stance, the research attempted to achieve methodological flexibility and

relevance, ideally suiting the research objectives to offer an applicable and thorough understanding of mentorship and feedback's role and impact on the student teachers' experiences.

Theoretical Framework

Integration of Social Cognitive Theory and Transformational Leadership Theory

The study employed an integrated theoretical framework that combines elements of Social Cognitive Theory (SCT) and Transformational Leadership Theory (TLT) to explore the impact of mentorship and feedback on student teachers. The amalgamation of these theories provides a multidimensional view of the mentorship process, student teachers' perceptions and their personal and professional growth. Bandura (1977) posited that social cognitive theory (SCT) illustrates that individuals learn social behaviour by observing and imitating the behaviour of others. In teacher training, observational learning occurs when student teachers acquire knowledge by watching mentors and begin modelling what was seen. TLT will be highlighted through motivation by the actions of these mentors. Transformational leaders inspire and motivate followers through a shared vision (Bass, 1990). The study investigated how mentors serve as transformational leaders who can inspire student teachers throughout the teaching practice period.

The integration of SCT and TLT will allow for a comprehensive examination of the research questions. For the quantitative assessment, metrics that gauge self-efficacy and individualised consideration will be employed to investigate correlations and trends, aligning with SCT and TLT respectively. For the qualitative inquiry, themes derived from SCT and TLT, such as observational learning and inspirational motivation, will guide the analysis of qualitative data. By synergising these theories, this study will offer both

depth and breadth in understanding the applicability of mentorship and feedback in the Jamaican educational sector.

The Global Perspectives of Mentorship and Feedback in Education

Given the cultural differences in education, the matter of mentorship and feedback in the classroom settings contrasts similarities and differences irrespective of geological location. As teachers gain experience in the classroom, their priorities and concerns regarding the teaching process often shift (Christou et al., 2004). However, understanding the specific concerns of student teachers can inform teacher preparation programmes seeking to adequately equip student teachers for the challenges of the classroom. Çakmak (2008) explored this issue in a study of 156 student teachers across five departments at Gazi University in Turkey. The use of a multi-department sample of adequate size lent generalizability to the findings. Data were gathered using a 22-item Likert-type questionnaire grounded in Fuller's (1969) teacher concerns theory and assessed for reliability and validity prior to administration. An additional open-ended question captured qualitative concerns data. Çakmak (2008) sought to determine student teachers' concerns about the teaching process including the teaching profession, teaching methods, planning, instruction, evaluation and classroom management. Çakmak (2008) focused on identifying the concerns of student teachers during their teaching practice in which a combination of quantitative survey data along with a qualitative element were used to provide a more comprehensive perspective on their concerns. Key quantitative findings identified classroom management, maintaining pupil attention, effective use of teaching methods, and teacher-student communication as leading concerns amongst the student-teacher sample. These align strongly with prior research which also emphasized

classroom management and engagement as primary areas of student teacher uncertainty (Kyriacou & Stephens, 1999; Swennen et al., 2004). The qualitative data further reinforced classroom management as the most frequently cited concern.

The study further highlighted the common concerns and challenges faced by student teachers, pivotal to understanding the context in which mentorship and feedback operate. Çakmak (2008) categorized the concerns of student teachers into various areas such as classroom management, motivation, communication with students, and effective use of time. The concerns or the fears of the student teachers may change when they face the actual classroom atmosphere. This observation highlighted the dynamic nature of student teachers' concerns, suggesting that mentorship and feedback should be adaptable and responsive to the evolving needs of student teachers as they gain more practical experiences. Çakmak's (2008) study complements earlier findings regarding prevalent student-teacher concerns and highlights the critical need for teacher training programmes to integrate classroom management skill-building with a focus on practical teaching techniques to motivate learners. How administrators respond to these concerns should be informed by empirical data. The challenges faced by the teachers in this study highlight congruence to the Jamaican system.

Barrera et al. (2010) examined the perspectives of 46 mentor teachers regarding essential components for beginning teacher success. The quantitative study gathered survey data assessing the importance of elements within teacher mentoring programs across four key areas: teacher involvement and support, staff development, administrative support, and resource materials. Participating mentors highlighted the significance of clearly defined mentoring program goals, a supportive climate for seeking help, tailored

staff development opportunities, delineated mentoring roles and responsibilities, and ensured credentialing requirements (Barrera et al., 2010). These findings offered valuable insights relevant to the study of mentorship and feedback and its connection to beginning teacher success since, almost all of the mentor teachers believed a teacher mentoring programme that had well-defined goals was necessary for retaining beginning teachers.

The emphasis on well-defined goals in mentorship programmes underscores the need for clear objectives and structured approaches in mentorship. This aligns with Russell and Adams's (1997) position that effective mentorship should be goal-oriented and purpose-driven, an attribute that is often deficient in some mentorship programmes. Barrera et al. (2010) underscored this analysis by stating that the mentors in the study indicated that the feedback process was pivotal in mentoring, particularly in terms of professional growth and adaptation to teaching roles. This point is vital to the role of feedback in mentorship, especially in fostering personal growth and adaptability in teaching responsibilities. Effective mentoring was seen as a key factor in reducing teacher turnover and increasing work satisfaction among beginning teachers (Barrera et al., 2010). This excerpt highlighted the broader impacts of effective mentorship, suggesting that it not only improves individual teaching practices but also has positive implications for teacher retention and job satisfaction. Similarities are seen with the broader educational theory that supportive mentorship contributes to a more stable and satisfied teaching workforce (Botha & Hugo, 2021).

From a leadership perspective, Barrera et al. (2010) provided a comprehensive look at the elements that constitute successful mentorship from the standpoint of experienced mentors. The study concretised the importance of structured, goal-oriented

mentorship programmes, which is the central role of feedback, and the need for administrative support and clear guidelines. Limitations existed in the narrowly localized South Texas sample and the cross-sectional data collection without any linkage to cause and effect. However, the insights contribute meaningfully to understanding best practices in teacher mentorship during the critical and formative initial years of in-service teaching. As Barrera et al. (2010) aptly contend, “it is vital that all children have access to quality teachers” through sustained mentor-guided professional growth and skill refinement” (p. 72).

The Mentor-mentee Relationship

Leshem (2012) explored student teachers and their cooperating teacher mentors' perceptions of the mentoring role as well as the nature of their relationships. Utilizing a qualitative approach, the sample consisted of 15 mentee-mentor pairs from various secondary school subject areas (Leshem, 2012). The data were collected through an open-ended questionnaire focused on perspectives on effective teaching and mentoring practices. While set in an Israeli context, the dynamics between cooperating teachers and their student-teacher mentees illuminate the complexities of negotiating roles, delivering feedback, and nurturing impactful learning exchanges during practicum partnerships. Leshem's (2012) analysis echoes prior scholars in suggesting mentees need to shift across progressive developmental phases from practical advice to critical reflection just as mentors' orientations also fluctuate between directive and responsive poles. This aligns with the theoretical underpinnings of the Jamaican context as to whether a culture of agreement or inquiry provokes greater perceived gains.

The key results of the study indicate that mentees tend to have a more practical approach in their understanding of their roles, while mentors, on the other hand, demonstrated a broader focus on educational theories and methods. However, a predominantly collaborative climate was evident among the participants. Four types of relationships emerged: evolving, compliance-based, mutual learning, and coaching. Limitations were evident from the narrowly bounded Israeli sample and self-reported data. However, implications highlighted the benefits of pre-placement preparation for nurturing critical reflection over sole mentor agreement during the mentoring process (Leshem, 2012). This corresponds with the research focus on Jamaican student teachers' perceptions of their mentor relationships, which may be culturally harmonious or discordant, and their substantial effect on shaping the student teachers' emerging professional identities, especially during the vital practicum period. Examining the role of social and contextual elements in how these student teachers receive and implement their mentors' pedagogical guidance and feedback is key to enhancing educational methodologies in the local setting.

Hudson's (2016) Australian study explored mentor teachers' perspectives on purposefully cultivating productive relationships with preservice teachers during practicum placements. The inquiry utilized a multi-case study design incorporating three distinct qualitative samples. The initial data on facilitating connections came from over 200 written responses by mentor teachers undergoing specialized mentor training. Further insights were gathered from teacher focus groups (n=19) using both written and audio-recorded discussion formats, plus interviews with two mentor-mentee pairs (n=4) after a 4-week school placement. Using the grounded theory analytic approaches, key categories

related to building mutual trust and respect emerged from the study. Student teachers were more prone to undertake tasks upon the instruction of their mentor if there was a mutual line of trust between the two. Hudson (2016) identified widespread time constraints yet asserted that mentors demonstrating enthusiasm and professionalism in dedicating sufficient interactions can impart critical psychosocial support. Additionally, communicating expectations, openly sharing information and resources, providing growth-oriented feedback, and collaborative troubleshooting enabled successful negotiation of the complex power dynamics in play.

Notably, Hudson (2016) outlined the need for explicit pre-placement preparation for both mentor teachers and student teachers to engage in productive tension and disagreements rather than merely affirming cooperation. This suggestion directly relates to the more extensive research on how harmonious or discordant mentor-student-teacher relationships uniquely influence the development of teaching practice confidence among Jamaican education students during their practicum period. While limitations exist in the localized Australian samples and self-reported data, Hudson's (2016) work meaningfully reveals the social processes, contextual factors, and adaptable roles central to impactful mentor guidance.

Russell and Russell (2010) conducted an empirical qualitative study to elicit cooperating teachers' experiences and viewpoints on serving as mentors to student teachers. The sample comprised nine female public school teachers in the southern United States, spanning grade 8 through high school content areas, who completed a two-day mentor training workshop. Data sources included a demographic survey, pre-workshop and post-workshop open-ended questionnaires, focus group responses, and

observational researcher field notes. The inductive analysis revealed cooperating teachers conceptualized their roles as guides who create secure, yet gradually autonomous opportunities aimed at building preservice teacher confidence. However, motivating factors, though altruistically framed as sharing knowledge, also contained self-oriented desires to improve the mentors' skills. This beneficial one-sided outcome was identified as a key gap validating the need to hear the mentee's perspective of what a mutually beneficial process should be. Unfortunately, Russell and Russell's (2010) study did not gather any specific data on the mentees' perceptions of the mentoring relationship. These researchers concluded that formalizing preparation programmes for prospective mentors, whether through intensive workshops or sustained professional development, can strengthen relationships, and enhance student teaching experiences. They further emphasized that investigation from the student-teacher perspective would provide additional context for understanding optimal mentorship conditions.

To extend this research, it is now important to determine if the cooperating teachers or mentor teachers understood their role and the expectations of the mentoring relationship. The acts of mentoring and modelling effective strategies to the prospective teacher are essential. This is important because even though the teachers know what they are expected to do relative to mentoring, this does not necessarily mean they know how to mentor or how to be an effective mentor. Therefore, teacher education programmes need to ensure that mentor teachers are adequately prepared to model effective strategies to facilitate the internship experience.

Hudson (2013) employed a mixed-methods approach to study mentoring as a form of embedded professional development among 101 Australian primary teacher

mentors, focusing on literacy, numeracy, and science. The research involved analyzing quantitative survey data, specifically mentoring pedagogical knowledge, using descriptive statistics. In addition, in-depth interviews were conducted with 10 experienced mentors to explore the outcomes of mentoring. The study found that, despite varying levels of confidence in subject-specific mentoring, the majority of mentors engaged in key practices such as planning and sharing content knowledge. From a qualitative standpoint, the research highlighted improvements in communication skills, growth in leadership abilities particularly in problem-solving and capacity-building, and a deeper understanding of pedagogy through the reflective process of preparing and explaining lessons to mentees.

Mentorship in educational settings has been traditionally viewed as a mechanism to support the professional development of beginning teachers. However, the empirical findings from Hudson's (2013) study broaden this perspective by highlighting the reciprocal nature of the mentoring process. The research illustrates that mentorship serves as a robust platform for professional development for both mentors and mentees, fostering a cooperative relationship that promotes growth and improvement on both ends of the learning spectrum.

Hudson (2013) mentioned the numerous benefits of mentoring, stating that mentoring acted as professional development and led towards enhancing communication skills, developing leadership roles (problem-solving and building capacity), and advancing pedagogical knowledge. This finding is critical in understanding that mentorship extends beyond the mentee's development, as mentors also gain from the

experience, sharpening their skills, expanding their pedagogical repertoire, and refining their leadership abilities.

The bidirectional flow of benefits is further underscored when mentors articulate and model pedagogical knowledge, including the implementation of educational system requirements such as curricula aims and policies (Hudson, 2013). The act of mentoring itself becomes a reflective practice for mentors, allowing them to re-examine and consolidate their own knowledge through the process of teaching and guiding mentees.

However, Hudson's study also recognizes the variability, and challenges innate in the mentoring process. He pointed out that some mentors may lack confidence and/or competence in mentoring particular pedagogical knowledge practices, suggesting that not all mentoring experiences are equally effective. This variability emphasizes the importance of selecting mentors who are not only experienced but also well-prepared and confident in their mentoring roles. Hudson (2013) calls for the prioritization of mentor training within education departments, arguing that well-informed mentors can significantly impact the educational system by effectively educating mentees and concurrently enhancing their pedagogical knowledge. The study implies that when mentors are adequately prepared and supported, they are better equipped to provide high-quality mentorship, which in turn has a positive ripple effect on their own teaching practices and the broader educational landscape.

Hudson's (2013) research is proof of the transformative power of mentorship within educational systems. By presenting empirical evidence that mentorship is a pathway to professional development for mentors themselves, the study adds a compelling dimension to the discourse on effective mentorship models and feedback

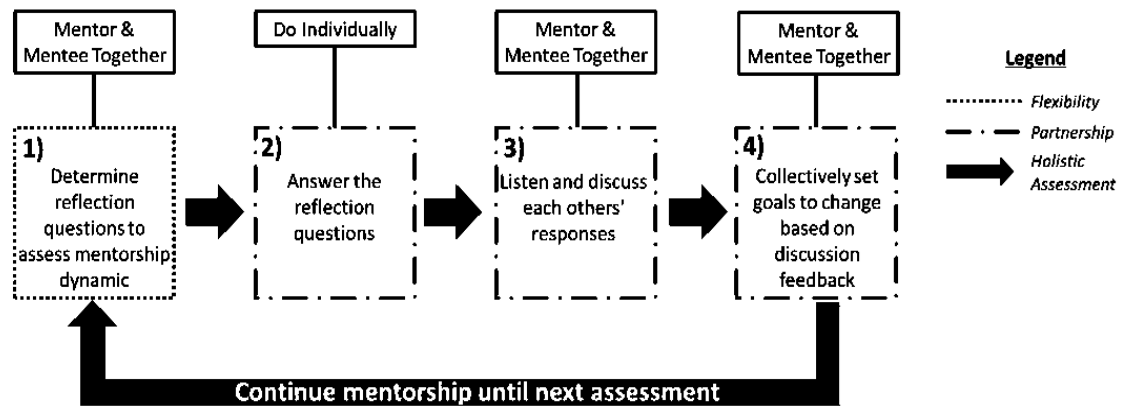
types. It advocates for a holistic approach to mentorship programs that not only supports mentees but also contributes to the continuous professional development of mentors, thereby enriching the educational experience for all stakeholders involved.

The induction model adopted by Bourne et al. (2020) bears similarities to the Co-Analysis framework model proposed by Schechtel et al. (2022). Situating their work against traditional hierarchical mentoring models, Schechtel et al. (2022) proposed a conceptual Co-Analysis framework for reimagining mentorship as an equitable, flexible partnership centered on holistic, iterative assessment. While no empirical data were gathered, the authors conducted an extensive critical analysis of evaluations within existing mentoring programmes. Limitations in the data gathered persisted due to the sole reliance on secondary literature analysis. However, these identified limitations highlighted timely implications for reorienting mentor-mentee power dynamics, tailoring evaluation to relationship particularities, and continually capturing multi-voice insights across the mentoring journey.

The Co-Analysis Framework is captured in the flowchart (see Figure 2.1) below. It provides a clear, actionable timeline for the integration of the suggested values within a mentoring relationship. The model outlines steps that directly connect to the new mentorship values. Each step in the model can be represented with a specific line type indicating the corresponding value.

Figure 2.1

The Co-Analysis Mentorship Framework



Source: Schechtel et al. (2022). Shifting values and voices: An exploration in holistic mentorship evaluation. *Papers on Postsecondary Learning and Teaching*, 5, 108-115.

Specifically, the Co-Analysis model promotes mutual goal setting, boundary negotiation, regular reflective discussion, and constructive feedback exchange between mentors and mentees. The implementation of this approach adaptively evolves to meet arising needs, effectively fostering the genuine development of teaching identities. The evaluation methods transform from being unidirectional and quantitative, focusing narrowly on isolated “success” metrics at the start or end, to qualitative, context-sensitive assessments of continuous growth. This suggested framework is notably applicable to enhancing the teacher education system in Jamaica.

As the country progresses in improving practicum experiences, deliberate and purpose-driven partnerships between mentors and student teachers could be pivotal in driving significant professional identity growth. Giving equal importance to both mentor and student-teacher perspectives through regular interactions can reveal customized support strategies, optimizing benefits for both parties. Investigating the role of social and

relational dynamics in the formation of beliefs about one's effectiveness can inform the development of tailored, locally relevant educational programmes.

The Empirical Findings on the Effectiveness of Various Mentorship and Feedback Models

The Ministry of Education's mentorship and beginning teacher induction programme in Jamaica was found to aid in professional development and employ strategies for improving performance (Bourne et al., 2020). After analysis of the poor national student outcomes, teacher migration, and early career teacher attrition, Bourne et al. (2020) empirically examined the efficacy of the beginning teacher mentoring and induction initiative. The non-probability sample included 52 beginning primary teachers across Region One who completed a pre-tested 35-item questionnaire on engagement, needs fulfillment, strategy usage, objective achievement, and value of the dedicated mentorship program. A significant portion of the 52-participant sample indicated that the programme improved professional development and performance and met the participants' needs in terms of conflict management, lesson plan development, and classroom atmosphere. Quantitative analysis identified strong involvement (62.3%), needs meeting (57-77.5% across areas), and program valuation (59.2-71.5% on dimensions). Bourne et al. (2020) posited that the introduction of the mentorship programme addressed a myriad of problems faced by novice teachers, such as disciplinary problems, stress, anxiety, and feelings of inadequacy. These challenges required critical support and guidance by the leadership and mentors giving oversight to these beginning teachers.

Bourne et al. (2020) emphasized that the mentorship programme was characterized as a collaborative partnership aimed to accelerate the learning of new skills

and to promote teacher leadership. The effectiveness of the mentorship programme was measured using a Likert scale. The question posed by Bourne et al. (2020) was, are the objectives of the mentorship programme being achieved? Table 2.1 provides a detailed description of participants' responses to statements made in adherence to the objectives outlined in the mentorship programme.

Table 2.1

Adherence to Objectives Outlined in the Mentorship Programme.

Characteristics	SA	A	D	SD
	N (%)	N (%)	N (%)	N (%)
Demonstration lesson to mentee	6 (12.0)	24 (49.0)	15 (30.6)	4 (8.2)
Facilitate professional development	7 (14.3)	26 (53.1)	13 (26.5)	3 (6.1)
Advised on appropriate educational practices	7 (14.0)	25 (50.0)	14 (28.0)	4 (8.0)
Classroom assessment	6 (12.0)	25 (50.0)	16 (32.0)	3 (6.0)
Supervision	8 (16.0)	23 (46.0)	16 (32.0)	3 (6.0)
Execution of duties more effectively	10 (20.0)	27 (54.0)	11 (22.0)	2 (4.0)

Source: Bourne et al.,2020. An empirical evaluation of the mentorship and beginner teacher induction programme in Jamaica. *Social Science and Humanities Journal*, 5(4), 1860–1888.

According to Bourne et al. (2020), Table 2.1 offers a comprehensive overview of the participants' reactions to various assertions related to the goals of the mentorship programme. A total of 38.8% of respondents expressed disagreement (including strong disagreement) with the assertion that 'The mentor provides demonstration lessons to teachers.' Furthermore, when considering the statement 'The mentor facilitates the professional development of beginning teachers,' a total of 32.6% of participants countered this idea, either disagreeing or strongly disagreeing.

The responses captured in Table 2.1 of the article reflect critical empirical findings related to the effectiveness of mentorship models in practice. The fact that a substantial percentage of participants report dissatisfaction with the demonstration of teaching lessons points to a disconnect between mentorship intentions and practical

execution. This discrepancy is central to the evaluation of mentorship models, as hands-on demonstration is a key method for imparting practical skills and knowledge (Hudson, 2013).

Moreover, the reported lack of agreement regarding the facilitation of professional development by mentors raises questions about the feedback types being utilized within these models. Effective feedback is a cornerstone of professional development (Hattie & Timperley, 2007), and the feedback provided within mentorship programmes should be structured in a way that it is perceived as constructive and conducive to growth by the recipients. The findings highlight the necessity for mentorship programmes to incorporate feedback mechanisms that are responsive and adaptive to the needs of beginner teachers. They also underscore the importance of empirical evaluation in assessing the practical outcomes of mentorship and feedback in educational settings. However, limitations exist in the narrowly bound region limiting generalizability. The key recommendations centered on expanding monitoring and policy enforcement to ensure consistent mentoring access and quality for optimizing teacher retention and growth.

In their study, Hamlin and Sage (2011) applied a qualitative approach, specifically the critical incident technique, to gather detailed examples of both effective and ineffective mentoring behaviours. This was done within a UK-based public sector leadership development program, involving 20 participants purposefully chosen for their roles. The group consisted of 10 manager mentees and their 10 corresponding external management consultant mentors, with five of these pairs remaining intact throughout the study.

The researchers conducted interviews with these participants and recorded their responses, identifying 68 instances where mentors positively impacted their mentees and 22 instances of negative impact. Similarly, from the mentors' perspective, 61 positive and 16 negative behaviours of mentees were noted. Through thorough analysis, 11 positive and four negative criteria for mentor effectiveness and nine positive and three negative criteria for mentee effectiveness were identified.

Key elements of successful mentoring identified in this study included sharing knowledge, encouraging mentees to be self-reliant, organizational skills, proactive planning of sessions, and giving constructive feedback. On the other hand, poor mentorship was characterized by irregular contact, lack of focus during sessions, misalignment of values, and hurried meetings. Effective mentee behaviours included being open, sharing responsibility, contextual understanding, and seeking challenges. Negative traits included a lack of commitment, poor preparation, and a negative attitude.

The study's findings align well with existing theoretical models for mentoring and feedback but show some differences, especially in the area of career development, possibly due to the use of external rather than internal mentors. These findings are further supported by practitioner models that emphasize setting mutual expectations, solving problems effectively, open communication, and focusing on results. While the study's specific context limits its wider applicability, the detailed behaviours it identifies provide a solid basis for assessing mentoring quality in various settings. Therefore, in the context of Jamaican teaching practice, formal guidelines that outline the best attitudes and actions for mentors and mentees, coupled with support mechanisms that ensure both technical

competency and emotional security, could be highly beneficial. This would support effective identity development during this critical phase of learning.

Black and Taylor (2018) conducted a quantitative content analysis of 187 mentoring programme websites at 44 public four-year universities in Texas to examine how these programs address mentees and recruit mentorable students. Their conceptual framework centered on mentorability, which is the ability to engage in a mutually beneficial mentoring relationship (Reddick, 2014). Black and Taylor (2018) sought to address a gap in research on evaluating mentees prior to entering mentoring partnerships. The sample included all mentoring programmes at the 44 public four-year institutions in Texas, encompassing a diverse range of schools and serving over 600,000 postsecondary students collectively. Programme website data were extracted using Readability Studio software, resulting in a corpus of 74,588 words for analysis. The authors employed a grounded theory approach to coding, allowing themes to emerge through continual review. Variables coded included: mentoring program type, inclusion of mentor and mentee definitions, contact information, and online applications.

The results showed over half of mentoring programmes were student-to-student, while 30% were staff-to-student. Fewer focused on community members mentoring students. Most programmes (79%) provided contact information but only 39% had online applications, and just 4% featured mentee applications specifically. Of note, while 37% defined "mentor," only 19% included a "mentee" definition. Across all program text, the word "mentor" occurred four times more frequently than "mentee." Black and Taylor (2018) noted website content may not fully or accurately represent mentoring programmes' practices. Generalizability was limited due to focusing solely on Texas

public universities, though they argued that the sample size was robust for an initial study on this topic. Participation norms also varied, as some programmes involuntarily assign mentees. However, the study examined programmatic language around mentorability regardless of voluntary status.

Black and Taylor's (2018) study highlighted a concerning lack of focus on mentees and mentorability in higher education mentoring programmes, which is highly relevant to investigating how mentorship impacts student teachers. Teacher training programmes should arguably place equal emphasis on supporting mentee readiness to elicit maximum benefits. Exploring how programmes communicate expectations to student teachers and evaluate their commitment levels could shed light on why student teachers struggle during placements. An implication is openly addressing mentorability when assigning mentees, rather than assuming their preparedness. This study therefore provides a useful framework for examining communication around crucial prerequisites that can determine student-teacher outcomes. Overall, Black and Taylor's (2018) study offers an innovative conceptual lens in mentorability and highlights how mentoring programmes often fail to properly recruit and evaluate suitable mentees, negatively impacting relationship success. Their methodology and findings provide a template for analyzing such communication issues in teacher training. Centering mentorability research in this domain could better support the preparedness of student teachers to thrive from mentor guidance.

Hairon et al. (2020) conducted an empirical mixed methods study to examine beginning teachers' perceptions of a structured mentoring program and identify principles underlying effective mentoring. The mentoring program had specific objectives, content

coverage, delivery methods, and a philosophy focused on improving classroom management practices. The sample included 37 beginning teachers from seven non-STEM schools in Singapore who completed the structured mentoring program over three years. Data were collected via an online survey with Likert-scale ratings of the program's impact. Statements assessed the four delivery methods (discussions, reflections, readings, feedback) and six classroom management content areas. Additionally, three focus group discussions with 13 beginning teachers elicited qualitative insights. The Rasch analysis of the survey data allowed for a statistical comparison of the effectiveness ratings between delivery methods and contents. Rasch analysis is a psychometric method aimed at increasing accuracy in developing assessment tools, monitoring their quality, and measuring participant responses (Boone, 2016). The thematic analysis of the focus groups identified principles perceived as supporting effective mentoring.

The quantitative results showed positive perceived impacts of all four delivery methods and six content areas on developing classroom management competence. The space and attention contents had greater impacts than time, routine, and momentum, suggesting that effectively managing physical environments and engaging students are fundamental. The qualitative analysis revealed four principles underlying effective mentoring: structuredness, relevance, applicability, and workability.

Hairon et al. (2020) noted that the use of a specific non-random sampling technique may limit the applicability of the findings to wider contexts. Additionally, the reliance on self-reported perceptions of effectiveness could potentially differ from the actual impact observed in practice. The principles identified in Singaporean schools,

particularly those rooted in local cultural values like pragmatism, may not be easily applicable or relevant in different educational environments.

The study provided a useful model for assessing mentorship programmes' effectiveness and identifying optimal conditions for mentees' learning. Surveying student teachers on the helpfulness of mentoring methods and analyzing their insights on productive mentoring relationships could similarly uncover key principles for Jamaican schools. Comparing any cultural differences would be informative. The evaluation of existing programme structures against identified ideals can guide the improvement of mentorship. The emphasis on surfacing mentees' perspectives and principles aligns well with the Co-Analysis methodology posited by Schechtel et al. (2022). The application of these methods in Jamaican schools could strengthen the understanding of impactful mentorship among college mentors and student teachers.

Another study that delved deeply into the empirical findings of mentorship effectiveness was conducted by Reinstein et al. (2012) in their study examining mentoring in public accounting organizations. These researchers explored the components, costs, and benefits of implementing mentorship programs within professional organizations. While grounded in the context of public accounting firms, their findings offer valuable insights into how mentoring structures influence professional development and organizational success, with clear parallels to educational settings.

The study emphasized that mentorship fundamentally differs from supervision, particularly in how mentors occupy non-judgmental positions that foster growth and development rather than direct oversight. The researchers conducted a systematic literature review focused on mentoring effectiveness in professional service

organizations. Their methodology involved analyzing existing empirical studies and theoretical frameworks to identify key patterns in mentorship outcomes. While the study did not involve direct data collection, it synthesized findings from multiple sources to develop comprehensive insights about mentorship program implementation and effectiveness.

A key finding particularly relevant to teaching practice contexts was the distinction between formal and informal mentoring approaches. Formal programs involve structured assignments between mentors and protégés, typically operating within defined timeframes and organizational guidelines. In contrast, informal mentoring develops organically with minimal organizational intervention. Viator (1999) supports this finding, noting that informal mentoring particularly helps clarify organizational roles and expectations for newcomers. The study revealed that both approaches present unique advantages and challenges that parallel issues in teacher preparation programs. When mentors and protégés are formally assigned, the potential for personality or working style mismatches can impede relationship effectiveness. However, informal mentoring, while potentially more natural in development, often lacks structural elements that provide necessary feedback mechanisms and recognition for both parties.

Particularly relevant to the Jamaican teaching practice context, the researchers found that successful mentorship requires clear institutional support structures while maintaining flexibility for relationship development. This finding aligns with Dreher and Ash's (1990) assertion that without proper guidance and career trajectory clarity, work-conducive attitudes rarely develop effectively. For student teachers, this suggests the

importance of balancing structured support with room for professional growth during teaching practice.

The study's limitations include its focus on public accounting rather than educational settings and its reliance on secondary data analysis rather than direct empirical investigation. However, its findings regarding mentorship program structure and effectiveness remain relevant to understanding how mentoring relationships might function within teacher preparation programs. Several implications emerge for investigating mentorship in Jamaican teaching practice: The need to examine both formal and informal mentoring structures within schools, the importance of clear institutional support for mentorship programs, the role of relationship quality in mentorship effectiveness and the balance between structured guidance and professional autonomy. The researchers' emphasis on relationship quality over rigid program structures suggests that effective mentorship in teaching practice might benefit from similar flexibility. This insight particularly relates to understanding how student teachers perceive and respond to different types of mentoring approaches during their practicum experiences.

The Role of Cultural and Contextual Factors in Shaping the Mentor-mentee Relationship and Feedback Processes

The subtle matter of mentorship within the educational framework is influenced significantly by the cultural and contextual foundations of the institution in which it is embedded. Sheridan et al. (2015) provide a compelling examination of the mentorship culture within a Canadian post-secondary institution, offering critical insights into how mentorship is perceived and enacted. Sheridan et al. (2015) utilized quantitative and qualitative methods to evaluate faculty and staff perceptions of mentoring culture in two academic divisions. A convenience sample of 72 faculty and professional staff, spanning

nursing and health science programmes, completed the 50-item Mentoring Culture Audit online survey using a 7-point Likert scale. Zachary's (2005) Mentoring Culture Audit framework guided data collection and analysis to identify strengths, gaps, and principles underlying effectiveness in the programmes assessed. After attrition, final sample sizes ranged from 51-72 across the subscales. Focus groups with 13 beginning teachers also elicited perceptions of a structured mentoring package they had participated in. Descriptive and inferential statistics were used to analyze the survey results. Thematic coding of focus group transcripts identified principles perceived to support effective mentoring. This type of assessment is instrumental in understanding the forms of mentorship and feedback methods to be used to determine the appropriateness of the application in Jamaica's teacher training institutions.

Sheridan et al. (2015) explain the context-dependent nature of mentorship, noting that mentoring culture was dependent on context and reflected differences thereby limiting comparison among the seven studies reviewed. This observation is particularly salient for the Jamaican educational setting, where cultural practices and institutional specificities play a pivotal role in the formation and sustenance of mentor-mentee relationships. Parallels exist in assessing student teacher perceptions of mentoring in Jamaica. Surveying views on supports at various system levels, content usefulness, preferred methods, and relationship dynamics could indicate where structures or culture are conducive versus lacking. Comparing principles underlying effective mentoring across cultures would be informative on how mentors are assigned to mentees. This framework lends itself to a systematic evaluation that could strengthen feedback loops and data-driven enhancements.

The empirical findings from the study underscore the necessity for organizational support of mentorship, posing critical questions such as, does the organization support mentorship? Is support provided for mentorship? (Sheridan et al., 2015). The role of feedback in mentorship is also emphasized, with Sheridan et al. (2015) advocating for comprehensive feedback collection from both participants and non-participants of mentorship programmes. Such feedback is vital for evaluating the effectiveness of these programmes in achieving their goals, including skill development and positive employee attitudes. In Jamaican schools, this comprehensive feedback mechanism can be a cornerstone for assessing and refining mentorship models to ensure they are responsive to the needs and aspirations of the educational community. Additionally, Sheridan et al. (2015) identified existing gaps in mentorship support, suggesting that continued work is necessary to enhance the mentorship framework, especially in areas such as education and training.

The mentorship culture, as dissected by Sheridan et al. (2015), revealed the profound impact of cultural and contextual factors on the mentor-mentee dynamic. While focused on postsecondary educators, a similar approach would serve well in examining teacher preparation for field experiences. Centering objective metrics and mentee voices can focus efforts on principles most impactful for skill development. This data-driven process facilitates continual improvement toward optimal mentoring.

Hubbard Murdoch et al. (2021) conducted a sequential mixed methods study to assess faculty, staff, and leadership perceptions of mentoring culture across a polytechnic institution with four campuses. The study built on an earlier work of Sheridan et al. (2015), and similarly using Zachary's (2005) framework encompassing cultural "building

blocks” and supporting “hallmarks.” The current study replicated the quantitative survey institution-wide and added qualitative interviews and focus groups to garner employee insights on mentoring supports and gaps. The evaluation of mentoring culture can inform and strengthen formal and informal relationship support tied to individual and institutional success.

A cross-sectional survey was administered online to a census of approximately 2000 employees, garnering 279 responses, a 14% response rate. Zachary’s 50-item tool uses a 7-point Likert agreement scale to assess the building blocks of culture and infrastructure as well as eight hallmarks: alignment, accountability, communication, value, demand, opportunities, training, and safety nets. Thirty-two volunteers participated in interviews or focus groups inquiring into perceptions of mentoring culture and practices. Survey analysis included descriptive statistics, reliability testing, and statistical comparisons between academic and non-academic departments. Gaps identified in this study were that the principles embedded in the Canadian vocational environment may differ across cultural contexts like Jamaican schools and the repeated use of Zachary’s framework may cause false validation of the metrics and effective assessment.

Moreover, the study underscores the challenges of mentorship, such as time constraints, unclear expectations, and the lack of incentivisation, which resonate with the contextual barriers that might be encountered in Jamaican educational settings (Hubbard Murdoch et al., 2021). Addressing these challenges requires a concerted effort to embed mentorship within the institutional culture, ensuring that mentorship is not merely a function of individual initiative but a structured and supported organizational strategy. The empirical findings from Hubbard Murdoch et al.'s study emphasize the need for

mentorship programmes that are not only based on ethics of care, characterized by approachability and empathy but also supported by practical policies that provide strategic meeting settings, feedback, and guidance.

While the study focused on college educators and staff, assessing mentee needs, programme impacts, organizational alignment, communication, supports and barriers offers a template to inform mentorship evaluation in teacher training contexts. Surfacing student teacher voices on relationships, developmental gains, programme structures and culture can strengthen matches, feedback and resources dedicated to field placements. Comparing principles and practices influencing perceived mentoring success cross-culturally would be impactful.

Hall and Liva (2021) conducted a comprehensive qualitative study examining graduate students' perspectives on mentoring at a large Canadian research-intensive university. The study utilized a descriptive qualitative design, involving 54 participants from multiple disciplines including masters (n=19), PhD (n=34), and unclassified (n=1) students. Data collection occurred through 12 focus groups ranging in size from two to seven participants, with interviews conducted by trained graduate student research assistants. This methodological approach offered valuable insights for understanding how institutional contexts shape mentoring experiences.

The researchers identified a major theme of mentoring as a transformative experience, supported by four key subthemes: mentors smoothing the path, advocating for oneself, university structures that promote mentoring, and students' aspirational goals. Particularly relevant to the Jamaican teaching practice context, the study revealed how institutional structures, and cultural factors significantly influence mentoring

relationships. As Klinge (2015) notes, mentoring plays a crucial role in learning organizations by sustaining and promoting strategic planning, creativity, and productivity. A significant finding with implications for teaching practice was the importance of institutional support structures in facilitating effective mentoring. The study found that central administration and department-level structures were crucial elements in promoting positive mentoring experiences. This insight resonates with examining how Jamaican educational institutions might better support mentoring relationships during teaching practice. Sverdlik et al. (2018) support this finding, emphasizing that supervisory commitment and supportive departmental climates reduce students' stress and isolation.

Several limitations warrant consideration when applying these findings to the Jamaican context. The study focused on graduate students in a Canadian university setting, potentially limiting direct transferability to undergraduate teacher preparation programs in Jamaica. Additionally, the varying sizes of focus groups (from two to seven participants) may have influenced the depth and breadth of discussions. However, the study provides valuable insights for investigating mentorship in Jamaican teaching practice, that is, the importance of examining both central and departmental support structures, the role of cultural factors in shaping mentoring relationships, the need for institutional policies that support mentoring and the significance of physical spaces and opportunities for mentoring interactions.

Perspectives on Personal and Professional Satisfaction from Mentorship and Feedback

The varying dynamics of mentorship satisfaction and its impact on professional development have garnered considerable attention in educational research. A study

undertaken by Bozionelos (2004) offers valuable knowledge of how mentorship experiences shape the perceptions and satisfaction levels of participants in educational contexts and provides relevant parallels and implications for examining mentorship in teacher education programs. Bozionelos (2004) conducted an extensive investigation exploring the relationship between mentoring provided, career success, and personal fulfillment among mentors in educational institutions. The research employed a quantitative approach, surveying 176 administrators across three universities in northwest England. Through a mail survey questionnaire achieving a 31.2% response rate from the initial 1,000 participants targeted, the study collected comprehensive data on mentoring experiences, career outcomes, personality factors, and satisfaction levels. The research utilized validated instruments including a 7-item subjective career success measure ($\alpha = 0.70$) and an 18-item mentoring scale ($\alpha = 0.95$), establishing robust measurement protocols for assessing mentorship experiences.

The findings revealed significant positive associations between mentoring provided and both objective and subjective career success measures. Mentors who reported providing more extensive mentoring indicated higher levels of career satisfaction and perceived professional achievement. These results align with broader literature suggesting mentoring relationships offer mutual benefits for both parties involved (Ragins & Scandura, 1999). The study demonstrated that mentors' satisfaction levels were influenced by their previous experiences receiving mentorship, opportunities to provide mentoring support, career advancement and recognition, and personal fulfillment from developing others.

In examining the implications for research on student teachers' perceptions of mentorship, several crucial considerations emerge. The validated instruments for assessing mentoring satisfaction provide potential models for evaluating student teachers' experiences, though cultural adaptation would be necessary. Additionally, the findings on mutual satisfaction suggest examining both mentor and student-teacher perspectives could offer richer insights into the mentorship dynamic in teaching practice. While conducted in higher education, the organizational factors identified as influencing mentorship satisfaction may inform understanding of school-based mentoring relationships.

However, several limitations warrant consideration when applying these findings to the Jamaican teaching practice context. The UK university setting differs substantially from Jamaican schools, necessitating careful consideration of cultural factors in mentorship relationships (Walkington, 2005). The reliance on self-reported measures may introduce common method variance concerns, and the cross-sectional design limits causal inferences about mentorship impacts over time.

The research informs investigations of mentorship in Jamaican teaching practice through methodological insights, measurement considerations, and theoretical frameworks. A mixed-method approach combining quantitative satisfaction measures with qualitative insights could enhance understanding of student teachers' experiences. Adaptation of the validated mentoring scales, with appropriate cultural modifications, could strengthen assessment of mentorship perceptions. Furthermore, the findings on reciprocal benefits and satisfaction suggest examining mentorship as a bi-directional relationship rather than solely focusing on student-teacher outcomes.

As Walkington (2005) emphasizes in examining teacher mentorship in diverse cultural contexts, understanding these multiple dimensions is crucial for developing effective mentoring programs that meet participants' needs. The research underscores the importance of considering both personal and professional dimensions of mentorship satisfaction, particularly in educational settings where the quality of mentorship can significantly impact teaching practice development.

The implications of Bozionelos's study extend beyond its immediate context, offering valuable insights into understanding mentorship dynamics in teacher education. The relationship between mentoring experiences and professional satisfaction suggests the need for careful thought about how mentorship programs are structured and implemented in teacher training contexts. This understanding becomes particularly relevant when examining student teachers' perceptions of teaching practice in Jamaican schools, where cultural and contextual factors may significantly influence the mentorship experience.

Burke et al. (1994) developed and tested a model exploring personal and situational antecedents as well as personal and organizational consequences of mentoring relationships from the mentor's vantage point. Most prior research examined learner outcomes, despite benefits also accruing for mentors and organizations. The study aimed to address this gap using an integrated framework inclusive of contextual factors shaping these complex workplace partnerships. The questionnaire data were gathered from 94 managers and professionals serving as mentors in seven Canadian high-technology companies. The survey examined mentor traits, mentee traits, mentor-mentee similarity, relationship characteristics, mentoring provided across career and psychosocial domains,

and outcomes such as mentor job satisfaction and benefits. The descriptive statistics revealed relationship lengths, composition, and communication patterns. The correlation and regression values determined predictor strength relative to specific mentoring results. The findings from the study show that relationships averaged 3-10 years, with twice-yearly mentee promotion nominations. A quarter involved female mentees, ongoing communication and supervisor roles were common. The mentor-mentee similarities positively predicted career support provision, promotion ratings, and work gains for mentors. Mentoring frequency also impacted mentor satisfaction. However, few personal characteristics directly influenced outcomes. Psychosocial and career mentoring were highly interrelated. Females were perceived as receiving more psychosocial support.

While the study focused on workplace mentors, findings on reciprocal enrichments, communication patterns, gender tones and organizational integration have parallels with examining the impact of cooperating teacher support on student teachers. Surfacing both mentor and mentee perspectives on relationship provisions and costs can highlight the most effective structures and processes for field placements. Comparing principles across corporate and educational contexts would be informative. Assessments capturing contextual supports and barriers can direct scarce resources toward areas for maximal enhancement of collaborative development programs on personal and institutional levels.

Burke et al. (1994) developed a comprehensive mentorship model that included initial conditions, characteristics of the mentor-mentee partnership, and the resulting benefits for both individuals and organizations. The findings highlight that the professional and psychosocial advantages of mentoring are closely intertwined,

contextually influenced, and flow in multiple directions. This indicates the necessity of a systemic approach to fully grasp and enhance human potential through mentoring practices.

Botha and Hugo (2021) conducted a quantitative study exploring how effective mentoring programmes can improve beginner teacher job satisfaction in South African primary schools. High teacher turnover and attrition were some ongoing issues linked to job dissatisfaction. The study aimed to address the lack of formal mentoring support for beginning teachers as a retention strategy. The surveys gauged teacher views on links between mentoring, adaptation, and satisfaction. The sample included 550 teachers across 50 diverse public and private South African primary schools. Various roles were represented: principals, deputies, heads of department, teachers, and student teachers. Botha and Hugo (2021) used a 6-point Likert scale questionnaire to probe perceptions regarding mentoring's influence on satisfaction and environment alignment. The factors analyzed were, (1) work conditions enabling teacher dedication, and (2) mentoring characteristics boosting beginner teacher adjustment and fulfillment. The key finding showed that a strong agreement (mean = 5.4/6) existed that satisfied teachers devoted more attention to student success. However, dysfunctional environments were linked to burnout and exit. A mentoring programme was viewed as a management tool (mean = 5.3/6) facilitating beginner teacher transition and boosting professional identity, skills, support, empowerment and engagement.

The study showed that investigating connections between mentoring, working conditions, skill building and teacher job satisfaction has clear parallels with examining student teacher perspectives on field placements. Surveying perceptions of support,

growth and self-efficacy could indicate where greater scaffolding is needed for positive experiences. Comparing which aspects are consistent or differ across national contexts would highlight generalizable principles. Similarly, identifying what makes mentoring productive versus ineffective can shape programming. Mentoring is a two-way process and provides a career path of growth and enrichment for the advancement of knowledge to everyone irrespective of deficient areas (Botha & Hugo, 2021). The reciprocal nature of mentoring is seen, where both mentors and mentees benefit from the relationship. It speaks to the benefits of open communication channels between mentor and mentee. The result is mutual growth and learning for both parties involved, thus enhancing the overall quality of the educational process. The ability of mentors to implement the mentoring programme activities may lead to psychosocial support and career development and enhance their overall work productivity. The skills can directly influence the level of support and development they can provide thus impacting the professional trajectory of the mentees.

The positions taken by Çakmak (2008) and Barrera et al. (2010), in conjunction with Botha and Hugo's (2021) statement, reinforce the theory that effective mentorship is not an all-encompassing approach but rather a dynamic and responsive process. The mentor's role is key in providing not just knowledge and skill development but also emotional and psychological support. This comprehensive support system is what ultimately leads to improved job satisfaction and productivity among beginner teachers.

Research Questions

Research Question 1: What are student teachers' perceptions of the effectiveness of mentorship and feedback received during teaching practice and does this differ between primary and secondary placements?

Research Question 2: Is there a relationship between feedback effectiveness and student teachers' personal and professional growth, and does this differ between primary and secondary placements?

Research Question 3: To what extent do mentorship and feedback impact student teachers' satisfaction and does this differ between primary and secondary placements?

Research Objectives

1. To explore Student Teachers' Perceptions: This research sought to gain insights into how student teachers perceive their teaching practice experiences, including their views on mentorship, feedback, classroom management, and the integration of theory into practice.
2. To identify Influential Factors: The study aimed to identify the factors within the Jamaican education system that significantly impact student teachers' perceptions of their teaching practice, such as quality of mentorship, practicum school culture, and curriculum utilisation and alignment.
3. To assess Professional Growth: By examining student teachers' perceptions, this research was designed to assess the extent to which their teaching practice experiences contribute to student teachers' professional growth and preparedness for the Jamaican classroom.

Conclusion

In conclusion, Chapter 2 gives considerable attention to the theories and strategies for implementation on mentorship and feedback. The primary aim of any educational strategy or reform is to enhance student outcomes. Therefore, it is essential to ask: how do mentorship and feedback strategies influence or affect the future development of trainees? The literature suggests that these issues are not unique to Jamaica; hence, the approaches to reform must acknowledge the scale of the challenge. The response should be multi-dimensional, addressing leadership, infrastructure, resources, and training. To offer a deeper insight into this issue, Chapter 3 will focus on the data collection aspect of the study.

CHAPTER 3

METHODOLOGY

Introduction

The goal of the study was to investigate the impact of mentorship and feedback on student-teachers' perceptions of final year teaching practice. I engaged the final year student-teachers through a series of both direct and indirect interactions. The data collection phase involved the use of quantitative and qualitative data collection and analysis methods. The quantitative data were collected through surveys administered to a sample of the final year Bachelor of Education student-teacher population, while the qualitative data were garnered through in-depth interviews. The integration of these methods offered a comprehensive understanding of the student-teacher experience.

Research Philosophy

This study is grounded in the pragmatic paradigm, which provides a philosophical foundation that supports the integration of both quantitative and qualitative approaches (Creswell & Plano Clark, 2018). Pragmatism focuses on the research problem and uses all available approaches to understand and address it (Morgan, 2014). This philosophical stance is particularly appropriate for this study because:

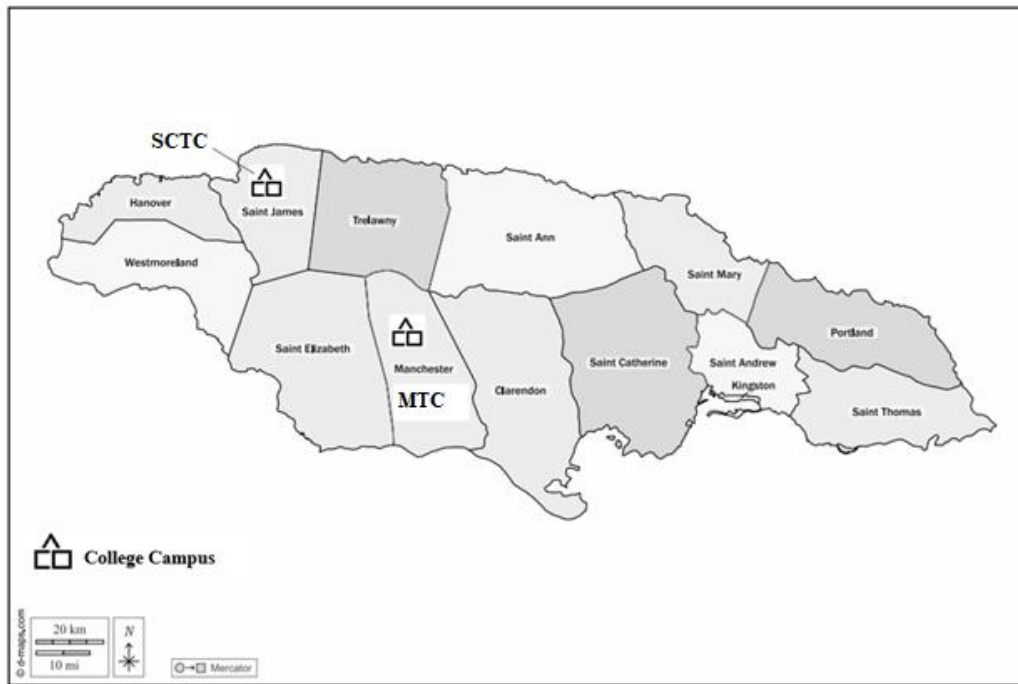
- It allows for the investigation of both objective aspects of mentorship and feedback (through surveys) and subjective experiences of student teachers (through interviews)
- It acknowledges that understanding student teachers' perceptions requires both measurable data about their experiences (quantitative) and investigations into their interpretations (qualitative)

The Study Site

The research was conducted at Mountain Teachers' College (MTC) and Sea Coast Teachers' College (SCTC) from May 2024 to August 2024. MTC is in Mandeville, the capital of Manchester, one of the most central parishes in Jamaica and SCTC is located in St. James, approximately six km from the capital city Montego Bay, the second most populated city in Jamaica (See Figure 3.1). Both colleges offer a diverse combination of teacher education programmes across all the major specializations, in early childhood, primary and secondary education (TCJ, 2024). Given the central locations of both campuses, the student populations tend to be quite diverse when compared with other teacher-training colleges in Jamaica. The majority of the students enrolled at Mountain Teachers' College are from the parishes of St. Elizabeth, Trelawny, St. Ann, Clarendon and Manchester. At Sea Coast Teachers' College, the majority of the students enrolled are from the parishes of St. James, Hanover and Westmoreland. These locations position the colleges as ideal and representative locations for conducting a study of this nature.

Figure 3.1

Map of Jamaica Showing the Parishes and Location of Study Sites



Source: Jamaica free map, free blank map, free outline map, free base map parishes, names, colour, white. (n.d.). https://dmaps.com/carte.php?num_car=40375&lang=en

The Study Population

The specific population for the study consisted of approximately 300 final-year students. These students were at a critical stage of their educational journey, having recently completed their practicum- 4 experience. This group was ideal for investigating the impact of mentorship and feedback on their perceptions of teaching practice, as they were actively engaged in applying their learning in real-world teaching scenarios. This setting provided a rich context for exploring how mentorship and feedback influenced their professional development and teaching experiences.

Programme Offerings

The Bachelor of Education (B.Ed.) program at Sea Coast Teachers' College offers a widespread teacher preparation pathway to develop competent educational practitioners. The program spans four years for full-time students and five years for part-time enrollees. It provides comprehensive academic preparation combined with practical pedagogical experience. The admission criteria require prospective students to possess a minimum of five CXC/GCE subjects at the General Proficiency Level I, II, or III, with mandatory passes in Mathematics and English (SSTC, 2024)

The curriculum structure integrates theoretical frameworks with practical applications across various specialization tracks, including early childhood, primary, secondary, and special education. These specializations are complemented by subject-specific concentrations in mathematics, science, languages, and other content areas (SSTC, 2024). The program's theoretical component encompasses educational psychology, pedagogical theory, curriculum development, assessment methodologies, classroom management strategies, and instructional technology integration (SSTC, 2024). This theoretical foundation is systematically integrated with practical applications through a carefully structured teaching practice experience or practicum.

The Bachelor of Education (B.Ed.) program at Mountain Teachers' College in Manchester is quite similar to the offering at SCTC. However, student-teachers are enrolled in a double major program which allows them to pursue any of the available disciplines in English (Language and Literature), Human Ecology with a specialization in any of two of the content areas of Food & Nutrition, Clothing & Textiles, or Home Management. Other options include Computer Science, Geography, Mathematics,

Science (Chemistry, Physics or Biology) and Business Education with specializations in Principles of Business, Accounts, or Economics (Church Teachers' College: Mandeville, 2021). A description of the program spread is shown in Table 3.1.

Table 3.1

Description of Major/Minor Program Options Available to Student Teachers at Mountain Teachers' College

Major	Minor
Religious Education	History or Social Studies
Physical Education	Science, Mathematics, Geography or Social Studies
Computer Science	Mathematics, Business Education or Science
English	Social Studies or History
Spanish	English or Social Studies
Mathematics	Science, Business Education or Computer Science
Geography	Science, Social Studies or History
Business Education	Mathematics or Computer Science
Social Studies	English, Geography, Religious Education or Science

Source: Programmes offered. CTC Official Website. (2021, January).
<https://www.ctc.edu.jm/programmes-offered>

A distinguishing feature of the B.Ed. program offered at both colleges is its emphasis on experiential learning through teaching practice, where student teachers engage in supervised classroom instruction under the guidance of experienced mentor teachers. This practicum component serves as a critical balance between theoretical knowledge and practical application, thereby allowing student teachers to develop and refine their instructional competencies in authentic educational settings (Placement Schools). The program's professional development focus extends beyond traditional

academic preparation to include the cultivation of essential professional attributes, including effective communication skills, critical thinking capabilities, problem-solving proficiency, cultural responsiveness, and educational leadership potential.

Placement Schools

The practicum component of teacher education in Jamaica operates within a structured system of placement schools that serve as sites for student teachers' professional development and practical training. These placement institutions span the educational spectrum from early childhood to secondary levels, predominantly comprising public schools across the island (Gordon, 2012). The placement system encompasses several institutional categories that reflect Jamaica's educational structure and meet diverse training needs.

Government-operated primary schools constitute a significant portion of placement sites, particularly for early childhood and primary education student teachers. These institutions typically maintain class sizes averaging 25 students and serve student populations between 450 and 1000 (Miller & Munroe, 2014). Secondary schools, including both traditional high schools and upgraded institutions, represent another crucial category of placement sites. These schools generally accommodate larger student populations of 1,200-1,500 with average class sizes of 35 students. These environments provide essential practical experience for both primary and secondary education student teachers (Trines, 2019).

The placement distribution process follows a systematic approach considering multiple factors affecting the quality of practicum experiences. Geographic proximity to teacher training institutions plays a central role in placements, as noted by Gordon

(2012), who emphasized the importance of accessibility and resource optimization. The availability of qualified cooperating teachers, school performance metrics, and institutional resources significantly influence placement decisions (Miller & Munroe, 2014). One research not referenced in this study posited the claim that school placement affected student teachers' performance on practicum.

Quality assurance in practicum placements operates through established mechanisms overseen by both the training colleges and the Ministry of Education. Schools must meet specific criteria regarding mentor teacher qualifications, facilities, and academic performance standards. The supervision structure implements joint monitoring protocols involving college supervisors and cooperating teachers, ensuring standardized evaluation procedures and professional development support (Trines, 2019).

However, the system faces several significant challenges that impact the effectiveness of practicum experiences. Resource disparities among placement schools create varying levels of practical exposure for student teachers. Geographic distribution issues particularly affect rural placements, while capacity constraints emerge from growing student teacher populations and limited numbers of qualified cooperating teachers (Miller & Munroe, 2014). These challenges necessitate ongoing adaptation and resource allocation to maintain effective practical training experiences. An understanding of these placement dynamics is crucial for developing effective teacher preparation strategies that align with Jamaica's educational needs and objectives.

Rationale for Research Design

Both surveys and interviews were used as a means of providing a comprehensive and holistic understanding of the research topic which facilitated the investigation of the varied perceptions of the student-teachers. Using both quantitative and qualitative methods allowed for a richer and more thorough examination of their experiences. This approach enabled the exploration of not only what student teachers perceived but also the factors that influenced those perceptions. Additionally, this approach facilitated triangulation, which enhanced the overall reliability and validity of the research (Creswell & Creswell, 2017). This method of triangulation was quite beneficial as it allowed the strengths of one type of data to offset the potential limitations of the other, resulting in a more comprehensive and reliable interpretation of the results. Quantitative measurement enhanced generalizability by gathering inputs from a substantial proportion of the target population to reliably characterize needs and impacts.

The qualitative component facilitated and elicited the participants' genuine experiences and emotions as they related to mentorship and feedback during teaching practice. Integrating both data sources provided a rigorous and evidence-based assessment of existing teaching practice programs. This facilitated the identification of strengths and gaps, thus allowing for a more targeted approach in the data collection process.

Recruitment and Selection Process

The study used a mixed-methods approach by engaging a combination of survey questionnaires and semi-structured interviews (see Appendix B) to explore the impact of mentorship and feedback on student teachers' perceptions during their final year of

teaching practice. The data collection procedures involved systematic recruitment and selection across both institutions, Mountain Teachers' College in Manchester and Sea Coast Teachers' College in St. James. Permission for data collection was granted by the Ministry of Education, Jamaica, and the administrations of both colleges, ensuring compliance with institutional research standards and ethical protocols.

Ethical Considerations (Informed Consent)

By Institutional Review Board (IRB) policies (Durdella, 2023), every potential participant was briefed about the study's objectives, their involvement, and the measures used to ensure confidentiality. It was also emphasized that their involvement was entirely voluntary and that the outcomes of the data would not impact their professional growth. The requisite approval was acquired from the University's Institutional Review Board.

Recruitment Process

The quantitative phase of the study aimed to capture a comprehensive sample of the final-year student teachers from both Mountain Teachers' College and Sea Coast Teachers' College. By using the institutional records, the study population was identified as 300 final-year students across both institutions. To achieve statistically relevant results, the study targeted a sample size of greater than 50 participants ($N > 50$), based on guidelines indicating the adequacy of a minimum sample size of 50 for representative analysis within similar research contexts (Creswell & Creswell, 2018). Approval from both institutional administrations and the Ministry of Education provided a foundation of trust and transparency, supporting the voluntary nature of the research and allowing students an informed choice to participate.

Data Collection Tool and Administration

Survey questions were uploaded into Qualtrics, a web-based survey platform that ensured data collection efficiency and accessibility. The survey instrument (Appendix B) included structured items addressing mentorship, feedback, and teaching practice experiences, offering a broad scope from which participants could share their perceptions. The study employed a voluntary response sampling method, a non-probability sampling technique where the final-year student teachers self-selected into the study.

To ensure that all potential respondents had an equal opportunity to participate, the survey link was distributed via institutional email networks to all 300 final-year students (N=300), accompanied by a formal invitation outlining the study's purpose, data confidentiality protocols, and voluntary participation nature. This approach aligns with what Creswell and Plano Clark (2018) describe as self-selection sampling in mixed methods research.

Response Rate and Data Integrity

Data collection remained open for the predetermined period (two months), allowing participants sufficient time to complete the survey at their convenience. At the end of this period, a total of 64 completed surveys were recorded, representing a response rate of 21.3% (64/300). Although this rate aligns with response expectations in educational research (Dillman et al., 2014), it may suggest varying degrees of engagement with or availability for voluntary survey participation. Data validity checks were implemented to ensure all responses were completed, thus resulting in a final, usable sample size of N=64 for quantitative analysis.

Data Refinements and Scales

Summative scales were made of individual Likert-scaled items. Cronbach's α was then run for the scales. The items used in each scale and Cronbach's results are presented in Table 3.2 below.

Table 3.2

Scale Characteristics

Scale	Items	Cronbach's α
Quality of Mentorship	Observed an adequate range of my lessons.	0.825
	Provided me with constructive, skill-focused guidance.	
	Did not only give vague, overgeneralized evaluative statements in feedback.	
	Tailored feedback around realistic and logical next steps for my ability level.	
	Followed up on the feedback given in subsequent meetings and check-ins.	
	My mentor provided constructive feedback.	

Table 3.2*(continued)*

Scale	Items	Cronbach's α
Quality of Feedback	<p>My mentor(s) allowed me sufficient time to integrate constructive feedback before formal observations.</p> <p>The feedback process did not confuse my reflective thinking and self-evaluation abilities.</p> <p>Feedback focused on the most critical skills needed for my developmental stage.</p> <p>Feedback gave me concrete examples to emulate effective teaching practices.</p> <p>I received feedback more frequently than the required scheduled observations.</p> <p>Feedback was sufficiently comprehensive given the timescale of the practicum.</p> <p>Feedback did not conflict across different evaluators in a confusing manner</p> <p>There were positive mentor relationships fostered through collaborative dialogue.</p> <p>I felt comfortable discussing the feedback I received with my mentor.</p>	0.791

Table 3.2*(continued)*

Scale	Items	Cronbach's α
Preservice Teachers' Confidence	The quality of my instruction tangibly improved based on feedback received.	0.794
	Feedback and mentoring addressed key gaps that I could not identify independently.	
	I felt adequately prepared to enter the teaching profession after my practicum experience.	
	Aspects of the support and guidance were optimized outcomes.	
	Overall, mentoring feedback had a profound influence upon my teaching competencies.	

Likert Scale Modification

The second data modification that needed to be made was to collapse the 5-point Likert scale to a 3-point scale. The strongly agree and agree were collapsed, and the disagree and strongly disagree were also collapsed. The neutral category was maintained, although few respondents chose this option. The collapse was needed because of the small sample size. Secondly, the study required the respondents' favorability concerning the questions that were asked.

Description of Participants

The participants in this study were student-teachers who recently completed their respective Bachelor of Education degree programs. The trainee teachers in the sample were typically aged between 21 to 49 years (See Table 3.3). Interestingly, the data revealed that more than 50 percent of the participants were less than 24 years old, indicating a relatively youthful group of pre-service teachers slated to enter the profession in September 2024.

Table 3.3

The Frequency of the Participants' Ages

Age of Participants	Frequency	Percentage	Cumulative Percentage
49	2	3.1	3.1
46	2	3.1	6.3
45	1	1.6	7.8
41	1	1.6	9.4
38	1	1.6	10.9
37	1	1.6	12.5
36	1	1.6	14.1
35	1	1.6	15.6
31	1	1.6	17.2
30	2	3.1	20.3
29	1	1.6	21.9
28	1	1.6	23.4
27	4	6.3	29.7
26	1	1.6	31.3
25	2	3.1	34.4
24	11	17.2	51.6
23	16	25.0	76.6
22	8	12.5	89.1
21	7	10.9	100.0
Total	64	100.0	

Characteristics of Participants

The disparity between male and female respondents was evident. Female respondents outnumbered male respondents by 84.4%. (See Table 3.4 and Figure 3.1)

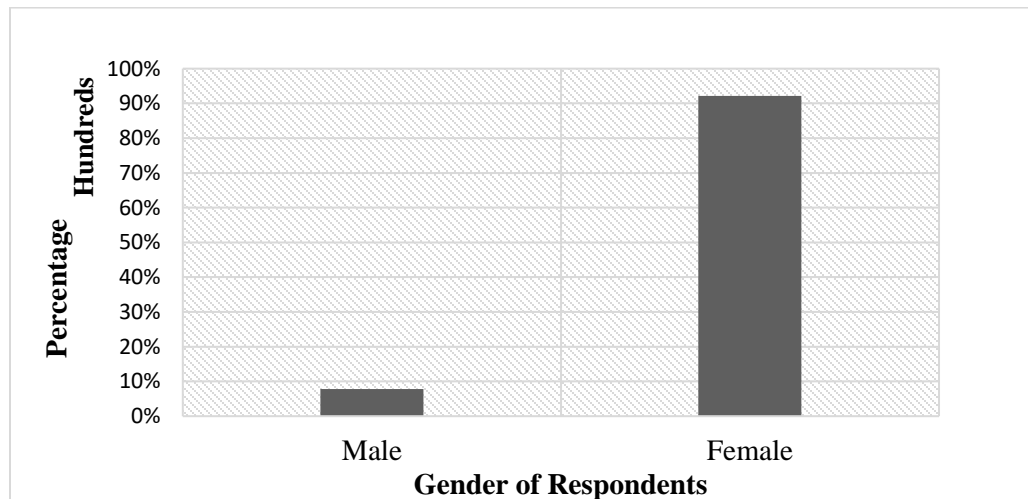
Table 3.4

The Gender Distribution of Respondents

Gender	Frequency	Percent
Male	5	7.8
Female	59	92.2
Total	64	

Figure 3.2

The Gender Distribution of Respondents



Also, the respondents' training institutions were recorded. The majority of the respondents were trained at Mountain Teachers' College, outnumbering Sea Coast Teachers' College by a ratio of 52:12. (See Table 3.5 and Figure 3.2).

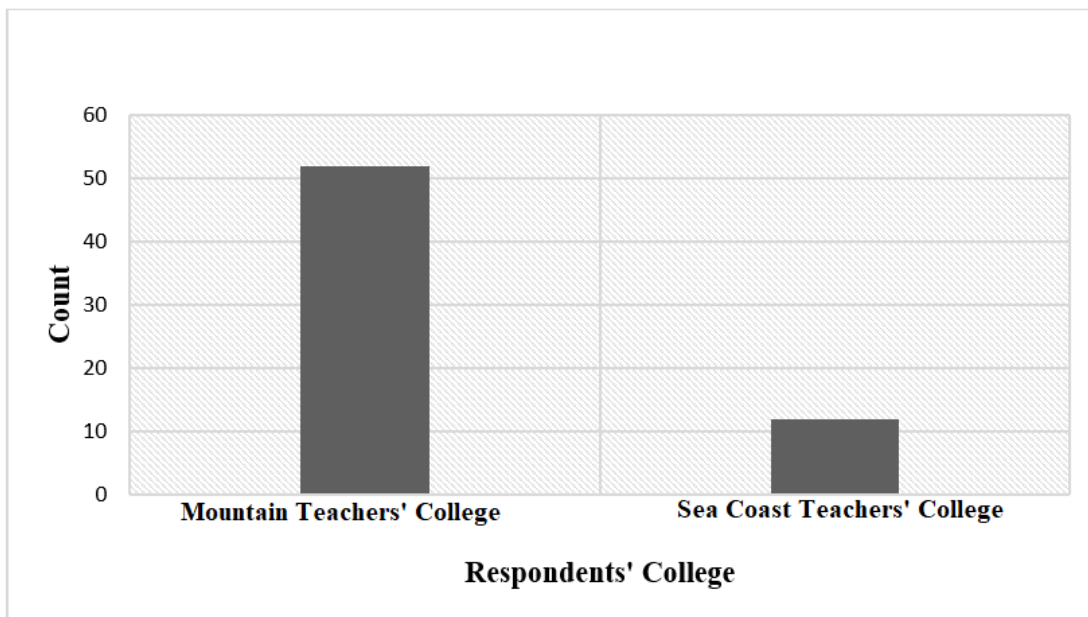
Table 3.5

The Training College where Respondents Attended

Training College	Frequency	Percent
Mountain Teachers' College	52	81.3
Sea Coast Teachers' College	12	18.7
Total	64	

Figure 3.3

The Training College where Respondents Attended



Placement School

The respondents were asked to identify the grade level that they were assigned during their teaching practice experience. All grades from kindergarten to Grade 6 were classified as primary, and all grades from 7 to 13 were classified as secondary (See Table 3.6).

The distribution analysis revealed a balanced representation between primary level (48.4%, N=31) and secondary level (51.6%, N=33) placements. This near-equal distribution was confirmed through statistical analysis, with a Chi-square test yielding $\chi^2 = 0.0625$ ($p = 0.3002$), indicating no significant deviation. The balanced distribution provides a robust foundation for comparative analysis between primary and secondary teaching experiences. Primary placements demonstrated more consistent distribution patterns ($SD = 2.20$, $\bar{X} = 3.88$), while secondary placements showed greater variability ($SD = 4.19$, $\bar{X} = 5.50$).

Table 3.6

Distribution of Student Teacher Placements by Grade Level

Grade Taught	School Classification	Frequency	Percent	Cumulative Frequency
K1	Primary	8	12.5	12.5
K3	Primary	3	4.7	17.2
Grade 1	Primary	2	3.1	20.3
Grade 2	Primary	4	6.3	26.6
Grade 3	Primary	5	7.8	34.4
Grade 4	Primary	6	9.4	43.8
Grade 5	Primary	2	3.1	46.9
Grade 6	Primary	1	1.6	48.4
Grade 7	Secondary	6	9.4	57.8
Grade 8	Secondary	13	20.3	78.1
Grade 9	Secondary	8	12.5	90.6
Grade 10	Secondary	4	6.3	96.9
Grade 11	Secondary	1	1.6	98.4
Grade 12-13	Secondary	1	1.6	100.0
Total		64	100.0	

$\chi^2 = 0.0625$, $p=NS$

Qualitative Data Collection

Following the quantitative phase, additional data were needed to better understand the respondents' perceptions of the mentorship and feedback experiences throughout the practicum period. The study employed purposive sampling through participant self-selection to conduct in-depth semi-structured interviews.

Interview Participant Selection

Participants were given the option to indicate their willingness to participate in follow-up interviews by responding to the survey (See Survey Questions in Appendix B). This allowed for a natural self-selection process that aligned with ethical considerations of voluntary participation (Patton, 2002). Additionally, this approach to participant recruitment for the qualitative phase ensured that interviewees were both willing and informed about the study's objectives.

Interview Scheduling and Platform Selection

Upon review of survey responses, 10 participants were selected and contacted via email to confirm their continued willingness and to schedule interview sessions at mutually convenient times. The interview sample comprised student teachers from both primary (N=5) and secondary (N=5) levels, maintaining balanced representation across placement schools and training college, with seven respondents from Mountain Teachers' College and three from Sea Coast Teachers' College. (See Table 3.7). This intentional distribution enabled a more comparative analysis of the mentorship experiences between primary and secondary settings. To maintain the anonymity of the respondents, each interview was assigned a code (S-Interviewee 1, S-Interviewee 2, S-Interviewee 3..... S-Interviewee 9, S-Interviewee 10)

Table 3.7*Classification of Interview Participants.*

Interviewee Respondents	Training College	Placement School Classification
S-Interviewee 1	Mountain Teachers' College	Secondary
S-Interviewee 2	Mountain Teachers' College	Secondary
S-Interviewee 3	Sea Coast Teachers' College	Primary
S-Interviewee 4	Mountain Teachers' College	Primary
S-Interviewee 5	Mountain Teachers' College	Secondary
S-Interviewee 6	Mountain Teachers' College	Primary
S-Interviewee 7	Sea Coast Teachers' College	Secondary
S-Interviewee 8	Mountain Teachers' College	Secondary
S-Interviewee 9	Mountain Teachers' College	Primary
S-Interviewee 10	Sea Coast Teachers' College	Primary

Interview Protocol and Data Collection

Semi-structured interviews were conducted via the Zoom platform, allowing for geographic flexibility while maintaining personal interaction. Each interview lasted approximately 30-45 minutes and was recorded with the participants' consent for accurate transcription and analysis. Each interview followed the pre-established protocol (Appendix A) designed to ensure consistency across interviews while allowing flexibility for respondents to elaborate on pertinent experiences. The interview questions probed mentorship quality, feedback practices, and the overall impact of these elements on the respondents' teaching practice satisfaction and professional growth perceptions.

Conclusion

Chapter 3 outlined the methodological processes used to investigate the impact of mentorship and feedback on student teachers' perceptions of final year teaching practice. The pragmatic paradigm provided a philosophical foundation that effectively supported the integration of quantitative and qualitative approaches, thus allowing a wide-ranging examination of both objective and subjective aspects of the student teachers' experiences.

The study's mixed-methods design yielded complementary data sets through survey responses (N=64) and semi-structured interviews (N=10). The balanced distribution between primary (48.4%, N=31) and secondary (51.6%, N=33) placements, confirmed through statistical analysis ($\chi^2 = 0.0625$, $p = 0.3002$), provided the foundation for a comparative analysis of the data, which is presented in Chapter 4. The subsequent qualitative phase, with equal representation from primary (N=5) and secondary (N=5) levels, enabled a more balanced exploration of the emerging patterns through purposive sampling and structured interview protocols.

The data collection and analysis procedures were designed to ensure reliability and validity throughout the quantitative and qualitative phases of the study. Ethical considerations were carefully addressed through IRB protocols, informed consent procedures, and maintaining participant confidentiality. The methodological design aligns with established practices in educational research (Creswell & Plano Clark, 2018) while specifically addressing the contextual needs of investigating mentorship experiences in Jamaican teacher education.

CHAPTER 4

RESULTS

Introduction

This chapter presents an analysis of the data collected from the participants regarding their experiences with mentorship and feedback during their final year of teaching practice. The findings emerge from a mixed-methods study that examined both quantitative survey responses (N=64) and qualitative interview data (N=10) from student teachers at Mountain Teachers' College and Sea Coast Teachers' College. The analysis focuses on understanding student teachers' perceptions of mentorship effectiveness, the relationship between feedback and professional growth, and the overall impact on their teaching practice satisfaction. The results were organized thematically to address the three research questions that guided this study.

The quantitative findings are presented through descriptive statistics, comparative analyses between primary and secondary placement experiences, cross-tabulations that revealed patterns in the data and ANOVA results. These statistical analyses are complemented by qualitative insights derived from semi-structured interviews, which provide a rich, contextual understanding of the student teachers' experiences. The integration of both quantitative and qualitative data allowed for a deeper examination of the dynamics within the mentorship and feedback processes during teaching practice.

This chapter presents the findings in three main sections in keeping with the research questions. The first section examines the effectiveness of mentorship and feedback, analyzing the student teachers' perceptions of their interactions with their mentors and the quality of guidance received. The second section explores the relationship between feedback effectiveness and professional development, investigating

how mentorship practices influenced student teachers' growth as educators. The final section evaluates the impact of these experiences on overall satisfaction with the teaching practice program.

Throughout the chapter, statistical analyses, direct quotations from open-ended survey responses, and interviews illustrate key findings and patterns that emerged from the research. The presentation of the results maintains objectivity while highlighting meaningful trends and relationships that inform the understanding of mentorship and feedback in teacher preparation programs within the Jamaican context.

Additionally, the analyses in this chapter are based on two statistical techniques, the chi-square test (χ^2) and Analysis of Variance (ANOVA). The chi-square test is a statistical test used to examine the association or independence between two or more categorical variables. It compares the observed frequencies of each category with the expected frequencies under the assumption of no relationship between the variables (Independence).

ANOVA is a statistical test used to determine if there are statistically significant differences between the means of two or more groups. It analyzes the variance within and between groups to assess whether the differences observed are due to random chance or actual group differences. ANOVA is used when one variable is a categorical one and the other(s) is continuous. The test compares the means across the groups and calculates an F-statistic and p-value to determine if the differences among the subcategories within one categorical variable are statistically significant.

These techniques serve different purposes. While χ^2 is focused on the relationship between two categorical variables, ANOVA is focused more broadly on relationships,

which are more commonly on the whole. χ^2 results can be nonsignificant, while ANOVA results are significant.

Research Question 1: What are Student Teachers' Perceptions of the Effectiveness of Mentorship and Feedback Received During Teaching Practice and Does this Differ Between Primary and Secondary Placements?

The effectiveness of mentorship and feedback during teaching practice represents a critical component in the professional development of preservice teachers. This analysis examines the perceptions of student teachers from both primary and secondary placement settings regarding their mentorship experiences during their final teaching practice experience. The data present an overarching view of mentorship effectiveness through multiple lenses. The analysis draws upon quantitative data collected from the preservice teachers, examining various aspects of mentorship effectiveness across four key dimensions:

1. Mentor availability and engagement
2. Quality and nature of feedback received
3. General mentorship experience and impact
4. Teaching practice experience and feedback integration

Through this examination, patterns emerged that revealed some of the strengths and challenges within the current mentorship framework used by the Ministry of Education, Jamaica. The analysis pays particular attention to differences between primary and secondary placements, as these variations may suggest systemic issues unique to each educational level. The findings provide insights from the varying experiences of the preservice teachers during their teaching practice, which presented a foundation for

understanding the effectiveness of the current mentorship practices in Jamaican teacher education.

The respondents were asked a series of questions about their evaluation of the mentoring process. The percentages of the group agreeing or disagreeing to each question are presented in Table 4.1. The data was divided between student teachers in primary and secondary placements. The total across both groups is also presented.

Chi squares were computed for each question comparing the primary to the secondary teachers. None of these chi squares were significant. As shown in Table 4.1, the student teachers were generally negative in their evaluation of the mentoring. While none of the chi squares comparing primary to secondary were significant, there were some interesting differences. The data present evidence of widespread dissatisfaction with mentor effectiveness, characterized by inadequate guidance, inconsistent feedback, and insufficient follow-up support. Perhaps the most notable finding emerges in the area of constructive feedback and guidance. Secondary school mentees unanimously disagreed (100%) (see Table 4.1, Q15) about receiving constructive feedback, while primary school mentees showed slightly lower but still notable disagreement (84.6%).

Table 4.1*Percentage of Agreement to Evaluative Statements about Mentoring by Teachers in Primary and Secondary Placements*

Question	Percent Agreeing			Percent Disagreeing		
	Primary	Secondary	Total	Primary	Secondary	Total
Q1 The mentor was readily available to answer questions and provide support as needed	87.5 (14)	76.2 (16)	81.1 (30)	12.5 (2)	23.8 (5)	18.9 (7)
Q2 Mentor observed lessons frequently throughout the practicum	85.7 (12)	71.4 (15)	77.1 (27)	14.3 (2)	28.6 (6)	22.9 (8)
Q3 Mentor provided feedback after observations	80.0 (12)	90.5 (19)	86.1 (31)	20.0 (3)	9.5 (2)	13.9 (5)
Q4 Mentor checked in regularly about ongoing development and goals	71.4 (10)	85.0 (17)	79.4 (27)	28.6 (4)	15.0 (3)	20.6 (7)
Q5 Mentor encouraged risk-taking and self-challenge	80.0 (12)	61.9 (13)	69.4 (25)	20.0 (3)	38.1 (8)	30.6 (11)
Q6 Mentor identified concrete skills and strategies	73.3 (11)	85.0 (17)	80.0 (28)	26.7 (4)	15.0 (3)	20.0 (7)
Q7 Mentor sometimes seemed distracted	61.5 (8)	57.1 (12)	58.8 (20)	38.5 (5)	42.9 (9)	41.2 (14)
Q8 Mentor created a nonjudgmental space	71.4 (10)	75.0 (15)	73.5 (25)	28.6 (4)	25.0 (5)	26.5 (9)
Q9 Mentor assisted with effective reflection by asking probing questions	64.3 (9)	81.0 (17)	74.3 (26)	35.7 (5)	19.0 (4)	25.7 (9)
Q10 Mentor observed an adequate range of lessons	64.3 (9)	61.9 (13)	62.9 (22)	35.7 (5)	38.1 (8)	37.1 (13)
Q11 Mentor provided constructive, skill-focused guidance	85.7 (12)	95.2 (20)	91.4 (32)	14.3 (2)	4.8 (1)	8.6 (3)
Q12 Mentor provided vague, overgeneralized evaluative statements	64.3 (9)	70.0 (14)	67.6 (23)	35.7 (5)	30.0 (6)	32.4 (11)
Q13 Mentor tailored feedback around realistic and logical next steps for my ability level	84.6 (11)	73.7 (14)	78.1 (25)	15.4 (2)	26.3 (5)	21.9 (7)
Q14 Mentor followed-up on the feedback given in subsequent meetings and check-ins	84.6 (11)	75.0 (15)	78.8 (26)	15.4 (2)	25.0 (5)	21.2 (7)
Q15 Mentor provided constructive feedback	84.6 (11)	100.0 (19)	93.7 (30)	15.4 (2)	0.0 (0)	6.3 (2)

This pattern was further reinforced by the overwhelming disagreement among secondary school mentees (95.2%) (See Table 4.1, Q11) regarding the provision of constructive, skill-focused guidance.

The quality and specificity of feedback presented another area of noticeable findings. While both primary (64.3%) and secondary (70.0%) mentees disagreed about receiving only vague, overgeneralized feedback, the data revealed an interesting disparity in how feedback was tailored to individual needs. Primary school mentees reported higher disagreement (84.6%) about receiving appropriately tailored feedback compared to their secondary counterparts (73.7%).

Conclusion (RQ 1)

The data from both mentor quality and mentees' perceptions of their mentor(s) revealed that student teachers' perceptions of mentorship and feedback effectiveness during teaching practice were predominantly negative, with telling issues identified across multiple dimensions of the mentorship experience. This negative perception was particularly pronounced in secondary school placements, though primary placements also showed considerable dissatisfaction.

In analyzing the results from the interviews, S-Interviewee 1, a secondary student, was asked to describe her experience with mentorship during your teaching practice. This was her response:

My experience was moderate - not particularly good or bad. On a scale of one to ten, I'd rate it a five. While I appreciated getting some feedback and having someone to call on when I needed extra help, the feedback wasn't always consistent or helpful.

Regarding mentor availability and engagement (Table 4.1, Q1), student teachers reported substantial issues with basic mentorship support. A recorded majority (81.1%)

disagreed that their mentors were readily available for questions and support, with primary school mentees reporting higher dissatisfaction (87.5%) compared to secondary school mentees (76.2%). The frequency of lesson observations was also problematic (Table 4.1,Q2), with 77.1% disagreeing about regular observations, suggesting limited opportunities for direct mentorship intervention.

The provision of feedback after observations emerged as a critical area of concern (Table 4.1,Q3), with 86.1% of student teachers disagreeing about receiving post-observation feedback. This issue was more pronounced in secondary placements, where 90.5% disagreed about receiving feedback, compared to 80.0% in primary placements. Another of the interviewees, a secondary student, S-Interviewee 2 was asked about the frequency of feedback received from the mentor, her response was as follows:

I wished my mentors visited me more frequently. During my teaching practice, they only came once a week or sometimes as infrequently as once every two weeks. More regular visits would have helped me identify my mistakes and receive better guidance.

Regular developmental check-ins were similarly lacking (Table 4.1, Q4), with 79.4% disagreeing about consistent monitoring of their progress. The quality and nature of mentorship showed equally concerning patterns. Similarly, when S-Interviewee 3, a primary student, was asked to describe the general experience with her mentors, a parallel response was given.

I would say my mentors failed to meet my basic expectations. Effective mentoring requires more than just occasional lesson evaluations, mentors should be both available and approachable to their mentees. Rather than giving superficial feedback like 'you did well,' they should provide constructive criticism that identifies areas for improvement.

Again, the preservice teachers' responses were generally indicating a need for greater mentor involvement. However, perhaps most striking was the unanimous

disagreement (100%) among secondary school mentees about receiving constructive feedback, while primary school mentees showed slightly lower but still meaningful disagreement (84.6%) (Table 4.1, Q15). The provision of constructive, skill-focused guidance (Table 4.1, Q11) was particularly problematic in secondary placements, with 95.2% disagreeing about receiving such support.

The data also revealed issues with feedback specificity and individualization. While both primary (64.3%) and secondary (70.0%) mentees disagreed about receiving only vague feedback (Table 4.1, Q12), the tailoring of feedback to individual needs showed concerning patterns (Table 4.1, Q13). Primary school mentees reported higher disagreement (84.6%) about receiving appropriately tailored feedback compared to their secondary counterparts (73.7%).

Professional growth support was notably lacking (Table 4.1, Q6), with 80.0% disagreeing that their mentors identified concrete skills and strategies for improvement. The creation of a supportive learning environment was also problematic (Table 4.1, Q8), with 73.5% disagreeing that their mentors provided a non-judgmental space for discussion. This suggests limited opportunities for open dialogue about teaching challenges.

The effectiveness of reflective practice support was questioned with 74.3% disagreeing that their mentors assisted with effective reflection through probing questions. This was particularly evident in secondary placements, where 81.0% disagreed about receiving such support, compared to 64.3% in primary placements.

Follow-up support and continuity also emerged as notable concerns, with primary school mentees showing higher disagreement (84.6%) about mentors following up on

feedback compared to secondary school mentees (75.0%). These findings paint a picture of mentorship that student teachers perceived as largely ineffective across multiple critical areas: basic support and availability, observation and feedback practices, professional guidance, and the fostering of reflective practice.

Research Question 2: Is There a Relationship Between Feedback Effectiveness and Student Teachers' Personal and Professional Growth, and Does This Differ Between Primary and Secondary Placements?

The relationship between feedback effectiveness and the professional development of preservice teachers represents a critical dimension in teacher preparation programs. This analysis examines how the quality, frequency, and nature of feedback received during teaching practice compares with student teachers' personal and professional growth across both primary and secondary schools. By analyzing data from multiple dimensions of the mentorship experience, one can better understand how feedback practices influence the developmental trajectory of emerging educators.

The analysis draws upon quantitative and qualitative data that explores three interconnected aspects of this relationship:

1. The effectiveness of feedback delivery and its immediate impact on teaching practice
2. The translation of feedback into professional competencies and skills
3. The long-term implications for professional readiness and growth

Through the varied examinations, I traced the pathway from feedback provision to professional development, identifying enabling factors and potential barriers in this relationship. This analysis focused on how feedback effectiveness compares with specific professional growth indicators, including teaching competencies, reflective practices, and

professional confidence across both primary and secondary placement settings. Similarly to RQ1, the respondents were asked questions about the relationship between feedback effectiveness and their professional development. The percentages of the group agreeing or disagreeing to each question are presented in Table 4.2

$$(A) \chi^2 = 3.998, \quad \rho = 0.046, \quad \text{Crammer's } V = 0.33$$

$$(B) \chi^2 = 5.875, \quad \rho = 0.015, \quad \text{Crammer's } V = 0.422$$

As shown in Table 4.2 the student teachers were, as for Research Question 1, generally negative in their perception of the effectiveness of the mentoring process. The chi squares comparing the primary to the secondary placements were not significant except for the two noted in the table (see A and B). In both cases where there was a significant difference between the primary and secondary placements, the teachers in the primary placements were more positive about the mentoring process.

Table 4.2

Percentage of Agreement to Evaluative Statements about Feedback Effectiveness and Teachers' Personal and Professional Growth

Question	Percent Agreeing			Percent Disagreeing		
	Primary	Secondary	Total	Primary	Secondary	Total
Q1 The feedback process confused my reflective thinking and self-evaluation abilities	53.8 (7)	36.4 (8)	42.9 (15)	46.2 (6)	63.6 (14)	57.1 (20)
Q2 The feedback focused on the most critical skills needed for my developmental stage	53.8 (7)	63.6 (14)	60.0 (21)	46.2 (6)	36.4 (8)	40.0 (14)
Q3 The feedback gave me concrete examples to emulate effective teaching practices	46.2 (6)	72.7 (16)	62.9 (22)	53.8 (7)	27.3 (6)	37.1 (13)
Q4 The feedback was sufficiently comprehensive given the timescale of the practicum (A)	38.5 (5)	72.7 (16)	60.0 (21)	61.5 (8)	27.3 (6)	40.0 (14)
Q5 The mentoring has positively affected my teaching skills	91.7 (11)	85.7 (18)	87.9 (29)	8.3 (1)	14.3 (3)	12.1 (4)
Q6 The mentorship has positively impacted my teaching skills	75.0 (9)	85.7 (18)	81.8 (27)	25.0 (3)	14.3 (3)	18.2 (6)
Q7 I feel more confident in my teaching abilities due to the mentorship I received	66.7 (8)	81.0 (17)	75.8 (25)	33.3 (4)	19.0 (4)	24.2 (8)
Q8 I learned how to be a good mentor from my experience	91.7 (11)	95.2 (20)	93.9 (31)	8.3 (1)	4.8 (1)	6.1 (2)
Q9 The quality of my instruction tangibly improved based on the feedback I received	84.6 (11)	75.0 (15)	78.8 (26)	15.4 (2)	25.0 (5)	21.2 (7)
Q10 The mentoring addressed key gaps that I could identify independently (B)	38.5 (5)	80.0 (16)	63.6 (21)	61.5 (8)	20.0 (4)	36.4 (12)
Q11 I felt adequately prepared to enter the teaching profession after my practicum experience	61.5 (8)	85.0 (17)	75.8 (25)	38.5 (5)	15.0 (3)	24.2 (8)
Q12 The mentoring feedback had a profound influence upon my teaching competencies	58.3 (7)	73.7 (14)	67.7 (21)	41.7 (5)	26.3 (5)	32.3 (10)

Notable Findings Across the Three Interconnected Areas of Research Question 2

After analysis of the findings from the preservice teachers' responses, the following were recorded as notable findings. They were categorized according to the headings, the effectiveness of feedback delivery and its immediate impact on teaching practice, The translation of feedback into professional competencies and skills, and the long-term implications for professional readiness and growth.

The Effectiveness of Feedback Delivery and Its Immediate Impact on Teaching Practice.

- A notable contrast in feedback comprehension between placement levels, with 63.6% of secondary mentees reporting confusion in reflective thinking compared to 46.2% of primary mentees (See Table 4.2, Q1)
- There was a sizable disparity in concrete example provision, with secondary placements showing much higher disagreement (72.7%) compared to primary (46.2%) (See Table 4.2, Q3)
- Additionally, a difference was observed in feedback comprehensiveness, with secondary mentees reporting notably higher disagreement (72.7%) compared to primary (38.5%), (see Table 4.2, Q4).

The Translation of Feedback into Professional Competencies and Skills

- Exceptionally high disagreement rates regarding the mentor(s) having a positive impact on teaching skills across both levels (primary 91.7%, secondary 85.7%) (See Table 4.2, Q5).
- A noticeable impact was observed on the respondents' confidence levels based on their mentor(s) interaction throughout practicum. The data revealed that

secondary mentees showed higher disagreement (81.0%) compared to primary (66.7%) (see Table 4.2, Q7).

- Of note was the almost universal disagreement about learning good mentorship practices from the mentor(s). The data showed that secondary mentees recorded 95.2%, while primary mentees recorded 91.7%. (see Table 4.2, Q8)

The Long-term Implications for Professional Readiness and Growth.

- According to Table 4.2, Q10, there was a marked disparity between placement levels in how feedback addressed developmental gaps, with a substantially higher proportion of secondary school mentees (80.0%) disagreeing that feedback addressed key gaps they couldn't identify independently, compared to their primary counterparts (38.5%).
- The data from Table 4.2, Q11 highlighted the concerning implications for professional readiness, with a notable disparity between placement levels. Secondary school mentees demonstrated pointedly higher levels of uncertainty about their preparation, (85.0%) disagreeing about feeling adequately prepared to enter the teaching profession after their practicum experience, compared to primary school mentees (61.5%).
- Furthermore, Table 4.2, Q12 revealed a consistent pattern of higher dissatisfaction among secondary placements regarding the overall impact of mentorship on professional competencies. Secondary school mentees showed markedly higher disagreement (73.7%) about mentoring feedback having a profound influence on their teaching competencies, compared to their primary counterparts (58.3%).

Conclusion (RQ 2)

The analysis of data garnered in relation to RQ 2 revealed a noteworthy relationship between feedback effectiveness and student teachers' personal and professional growth, predominantly characterized by negative impacts and missed developmental opportunities. This relationship manifests across three key dimensions: immediate impact, professional competency development, and long-term growth implications.

The immediate impact of feedback on professional development showed concerning patterns, particularly in secondary placements. The data reveal that 63.6% of secondary mentees reported confusion in their reflective thinking processes due to feedback, compared to 46.2% of primary mentees (see Table 4.2, Q1). This confusion is compounded by the lack of concrete examples in feedback, with 72.7% of secondary mentees disagreeing about receiving practical examples to emulate (see Table 4.2, Q3).

The comprehensiveness of feedback also showed marked deficiencies, particularly in secondary placements where 72.7% disagreed about receiving sufficiently comprehensive feedback (see Table 4.2, Q4).

The interviews also revealed challenges in implementing feedback effectively as secondary placed student S-Interviewee 1 described her struggle to integrate the mentor's suggestions.

When I was teaching, like one topic in particular... my supervisor was telling me... you don't say you borrow one, you say take one from the group, but these kids nowadays, that's what they're used to. So, I'm going there and saying what he expects me to say... because you're basically teaching the students, you're not teaching from the syllabus.

The translation of feedback into professional competencies revealed a troubling pattern across both placement levels. An overwhelming majority of primary mentees (91.7%) and secondary mentees (85.7%) disagreed that mentorship positively affected their teaching skills (see Table 4.2, Q5). This negative impact extended to professional confidence, with 81.0% of secondary and 66.7% of primary mentees disagreeing about increased confidence in their teaching abilities (see Table 4.2, Q7). Perhaps most concerning is the near-universal disagreement about learning good mentorship practices (secondary 95.2%, primary 91.7%), suggesting a cycle of ineffective mentorship (see Table 4.2, Q8).

Again, these concerns about feedback quality emerged as a common issue as another participant, S-Interviewee 4, noted that feedback often lacked the depth needed for meaningful professional growth:

Sometimes the feedback is quite short, and once or twice I probably don't get enough feedback as I would wish because certain questions that I would like to ask, I couldn't get to ask because they (mentors) are sometimes probably in a hurry or they have their own class.

Long-term implications for professional readiness showed noticeable concerns, particularly in secondary placements. The data revealed a marked disparity in addressing developmental gaps, with 80.0% of secondary mentees disagreeing that feedback addressed key gaps they couldn't identify independently, compared to 38.5% of primary mentees (see Table 4.2, Q10). This gap in development is reflected in professional readiness, where 85.0% of secondary mentees disagreed about feeling adequately prepared for the profession, compared to 61.5% of primary mentees (see Table 4.2, Q11).

In another interview, the student teacher, S-Interviewee 3 identified systemic issues that affected their professional development.

Most assessors or mentors expect you to know how to effectively teach or manage a classroom. They (mentors) say since it is your final teaching practice, you should know how to do this or that. So instead of remaining your guide, they (mentors) say you should know how to do things and they judge you for not doing it.

This response was rather telling as it revealed another issue that was observed from some of the participants, the matter of Mentor-Mentee Relationship Dynamics. The quality of the mentor-mentee relationship emerged as a crucial factor affecting professional growth. As voiced by S-Interviewee 7, a primary placed student teacher.

I think the relationship you have with the person (mentor) can predict how you perform. For example, if I am not familiar with someone, they may come off as intimidating to me. When I am familiar with someone, I could just teach my lesson and it would flow.

The relationship between feedback effectiveness and professional growth appeared to be more problematic in secondary placements across all dimensions. This suggested that contextual factors specific to secondary education settings may influence the feedback-growth relationship, possibly including subject specialization requirements and more complex pedagogical demands. The data consistently indicate that current feedback practices are not effectively supporting personal and professional growth, with particularly pronounced negative impacts in secondary placements. This relationship between feedback and growth appears to be characterized by missed opportunities for development, insufficient practical guidance, and inadequate preparation for professional practice.

Research Question 3: To What Extent do Mentorship and Feedback Impact Student Teachers' Satisfaction and Does This Differ Between Primary and Secondary Placements?

Building upon the understanding of mentorship effectiveness (RQ1) and its relationship with professional growth (RQ2), this analysis examined the broader impact of mentorship and feedback on the respondents' overall satisfaction with their teaching practice experience. While previous analyses revealed meaningful concerns about mentorship effectiveness and professional development, this question focused on how these experiences translated into satisfaction levels.

The analysis draws upon quantitative data and concludes with some qualitative responses that explore three interconnected dimensions of satisfaction

1. General mentorship satisfaction and perceived value
2. Satisfaction with feedback processes and mentor relationships
3. Overall satisfaction with professional preparation and support

Through this three-part examination, one can better understand how mentorship practices and feedback mechanisms influenced the student teachers' satisfaction levels during their teaching practice. The analysis pays particular attention to variations between primary and secondary placements, exploring how different contextual factors may have influenced satisfaction outcomes. This understanding is crucial for identifying areas where mentorship practices effectively met student teachers' needs and where improvements could enhance satisfaction levels in future teaching practice experiences. The responses to the questions for RQ 3 are contained in Table 4.3.

Notable Findings from Data in Relation to Research Question 3

The analysis of student teachers' satisfaction with mentorship and feedback revealed several notable patterns across the three key dimensions of the teaching practice experience.

General Mentorship Satisfaction and Perceived Value

A majority consensus emerged regarding mentor suitability, with exceptionally high agreement rates among both secondary (95.2%) and primary (91.7%) placements that not everyone is suitable for the mentoring role (See Table 4.3, Q1). Strong dissatisfaction with mentorship impact was evidenced through high disagreement rates about positive effects on teaching skills, with primary placements showing particularly high disagreement (91.7%) compared to secondary placements (85.7%) (See Table 4.2, Q5). Mixed perceptions about learning outcomes were observed, with a notable split in primary placements (50.0% both agreeing and disagreeing) about achieving desired learning, while secondary placements showed slightly higher dissatisfaction (52.4%) (See Table 4.3, Q2). None of the chi squares comparing the primary to the secondary placements were significant.

Table 4.3*Percentage of Agreement to Evaluative Statements about Feedback Effectiveness and Teachers' Satisfaction*

Question	Percent Agreeing			Percent Disagreeing		
	Primary	Secondary	Total	Primary	Secondary	Total
Q1 Not everyone is suitable to be a mentor	91.7 (11)	95.2 (20)	93.9 (31)	8.3 (1)	4.8 (1)	6.1 (2)
Q2 I did not learn as much as I would have liked from my mentor	50.0 (6)	47.6 (10)	48.5 (16)	50.0 (6)	52.4 (11)	51.5 (17)
Q3 My mentor allowed sufficient time to integrate constructive feedback	53.8 (7)	40.9 (9)	45.7 (16)	46.2 (6)	59.1 (13)	54.3 (19)
Q4 I received feedback more frequently than the required scheduled observations	84.6 (11)	68.2 (15)	74.3 (26)	15.4 (2)	31.8 (7)	25.7 (9)
Q5 Feedback conflicted across different evaluators in a confusing manner	53.8 (7)	45.5 (10)	48.6 (17)	46.2 (6)	54.5 (12)	51.4 (18)
Q6 A positive mentor relationship was fostered through collaborative dialogue	46.2 (6)	19.0 (4)	29.4 (10)	53.8 (7)	81.0 (17)	70.6 (24)
Q7 I felt comfortable discussing the feedback I received from my mentor	50.0 (6)	23.8 (5)	33.3 (11)	50.0 (6)	76.2 (16)	66.7 (22)
Q8 Aspects of support and guidance could be enhanced to optimize outcomes	84.6 (11)	84.2 (16)	84.4 (27)	15.4 (2)	15.8 (3)	15.6 (5)

Satisfaction with Feedback Processes and Mentor Relationships

The examination of feedback process and relationship satisfaction revealed several concerning patterns. Noticeable concerns emerged about feedback integration time, with higher dissatisfaction in secondary placements (59.1%) compared to primary placements (46.2%) (See Table 4.3, Q3). A relatively positive finding regarding feedback frequency was noted, though secondary placements showed higher dissatisfaction (31.8%) compared to primary placements (15.4%) (See Table 4.3, Q4). Relationship quality demonstrated marked disparities, with secondary placements reporting notably higher disagreement (81.0%) about positive mentor relationships compared to primary placements (53.8%) (See Table 4.3, Q6). Comfort levels in mentor interactions revealed particularly concerning patterns, with secondary placements showing substantially higher discomfort (76.2% disagreement) compared to primary placements (50.0%) (See Table 4.3, Q7).

Overall Satisfaction with Professional Preparation and Support

Analysis of overall support and professional preparation demonstrated several critical findings. Nearly universal agreement about the need for enhanced support and guidance was observed, with remarkably low disagreement rates across both primary (15.4%) and secondary (15.8%) placements (See Table 4.3, Q8). Considerable dissatisfaction with professional preparation was evident, particularly pronounced in secondary placements where 85.0% disagreed about feeling adequately prepared, compared to 61.5% in primary placements (See Table 4.2, Q11). Limited satisfaction with the impact on teaching competencies was reported, with notably higher

dissatisfaction in secondary placements (73.7%) compared to primary placements (58.3%) (See Table 4.2, Q12).

Conclusion (RQ 3)

The analysis of data reveals that mentorship and feedback had an evidently negative impact on student teachers' satisfaction. This impact manifests across multiple dimensions of the teaching practice experience, affecting both immediate satisfaction with mentorship processes and broader satisfaction with professional preparation.

The foundational aspect of mentor suitability emerged as a critical concern, with an overwhelming majority of both primary (91.7%) and secondary (95.2%) mentees agreeing that not everyone is suited for the mentoring role (See Table 4.3, Q1). This fundamental concern appeared to cascade through various aspects of the mentorship experience, affecting satisfaction levels across multiple dimensions.

The interview data supported this point in revealing that relationship quality significantly influenced satisfaction levels. Student teacher, S-Interviewee 4 emphasized this connection.

I would recommend all students on teaching practice or any practicum experience to get a mentor and to ensure they develop a good relationship because if you don't have a good relationship with your mentor, it will negatively affect you... if they're not supportive, the experience is not going to be good.

Another interviewee, S-Interviewee 7, highlighted how mentor personality influenced their satisfaction:

If their (mentors) personality is not one you have a liking towards, it might affect your ability to do your tasks. Maybe it can be positive, or it can even be negative based on the personality of your mentor.

The impact on satisfaction with professional development showed particularly concerning patterns. High disagreement rates regarding positive effects on teaching skills (primary 91.7%, secondary 85.7%) suggest that the mentorship experience failed to meet preservice teachers' expectations for professional growth (See Table 4.2, Q5). This dissatisfaction extends to learning outcomes, though with some variation between placement levels (See Table 4.3, Q2).

S-Interviewee 5 raised the matter of structural issues with the teaching practice process and how it affected her satisfaction.

Shortcomings would be that it's not structured as to when you meet with your mentor - it's always based on whatever the mentor wants to do. If it was structured, it would have been more consistent, and we would have gotten better feedback.

The overall satisfaction with feedback processes and mentor relationships revealed marked challenges, particularly in secondary placements. The data showed concerning patterns in feedback integration time (secondary 59.1% disagreement, primary 46.2%) and relationship quality, with secondary placements reporting markedly higher dissatisfaction (81.0%) with mentor relationships compared to primary (53.8%) (See Tables 4.3, Q3 and 4.3, Q6). The comfort level in mentor interactions shows a similar pattern, with secondary placements reporting substantially higher discomfort (76.2%) compared to primary (50.0%) (See Table 4.3, Q7).

Perhaps the most telling is the near-universal recognition of the need for enhanced support and guidance, with very low disagreement rates (primary 15.4%, secondary 15.8%) about the need for improvement (See Table 4.3, Q8). This finding, combined with high dissatisfaction rates regarding professional preparation (secondary 85.0%, primary

61.5%) (Table 4.2, Q11), suggests that current mentorship practices are not meeting the needs or expectations of preservice teachers.

As highlighted by S-Interviewee 3, how a mentor approaches the process of mentorship is quite impactful from the perception of the mentee. When asked about her overall level of satisfaction with the mentorship received through teaching practice.

Mentorship - it's funny, the word mentor is infrequently used to describe the person assigned to provide support, it's always 'your assessor,' 'your facilitator,' 'your supervisor.' I think the term 'mentor' or 'mentorship' should be used instead... because mentors provide mentorship, whereas assessors, facilitators and supervisors just oversee and assign a grade.

So, the views are generally consistent with the earlier findings, as mentees required more interactive time with their mentors, the desire for patience, and the overarching factor of empathy that embodies the tenets of satisfaction.

To further the investigation of mentees' satisfaction with the teaching practice experience, a series of ANOVA tests were conducted. These tests further studied the relationship between the preservice teachers placed in both primary and secondary institutions.

ANOVA Results on Satisfaction

ANOVA tests were conducted to further analyse the satisfaction level among the preservice teachers. Three issues relating to respondent satisfaction were considered. The first was the quality of feedback received by the preservice teachers. The responses to the questions asked (see questions 1-9 below) were scored allocating a score of 1 each time a favorable response was recorded (Agree or Strongly Agree).

Questions on Quality of Feedback by Student Teachers

1. My mentor(s) allowed me sufficient time to integrate constructive feedback before formal observations.
2. The feedback process contributed to my reflective thinking and self-evaluation abilities.
3. Feedback focused on the most critical skills needed for my developmental stage.
4. Feedback gave me concrete examples to emulate of effective teaching practices.
5. I received feedback more frequently than the required scheduled observations.
6. Feedback was sufficiently comprehensive given the timescale of the practicum.
7. Feedback conflicted across different evaluators in a confusing manner
8. There were positive mentor relationships fostered through collaborative dialogue.
9. I felt comfortable discussing the feedback I received with my mentor.

The relationship between student teachers' (mentees') evaluation of the quality of feedback received according to school level was statistically significant ($F = 6.415$, $\rho = 0.014$), allowing for the rejection of the null hypothesis of no relationship. On average, the pre-service primary students were less satisfied with the quality of the feedback ($\bar{X} = 1.6774$), when compared to the preservice secondary respondents ($\bar{X} = 3.6061$). There was also a greater dispersion among the secondary respondents ($SD = 3.230$) compared to the primary respondents ($SD = 2.833$). See Table 4.4.

Table 4.4

ANOVA Showing the Ratings of the Quality of Feedback by Student Teachers

School level	Mean	SD	Minimum	Maximum	F Stat
Primary	1.677	2.833	0.00	9.00	6.415**
Secondary	3.606	3.230	0.00	9.00	

Note: ** $p < .001$

The second issue related to the quality of the mentorship received by the preservice teachers. A similar process was conducted, the responses to the questions

asked (see questions 1- 6 below) were scored allocating a score of 1 each time a favorable response was recorded (Agree or Strongly Agree).

Questions on Mentorship Quality

1. Observed an adequate range of my lessons.
2. Provided me with constructive, skill-focused guidance.
3. Gave useful statements in feedback.
4. Tailored feedback around realistic and logical next steps for my ability level.
5. Followed up on the feedback given in subsequent meetings and check-ins
6. Provided constructive feedback.

The relationship between student teachers’ (mentees’) evaluation of the quality of mentorship received according to school level was statistically significant ($F = 4.219$, $\rho = 0.044$) allowing for the rejection of the null hypothesis of no relationship. On average, the pre-service primary students were less satisfied with the quality of the mentorship ($\bar{X} = 1.4194$), when compared to the preservice secondary respondents ($\bar{X} = 2.4545$). There was also a slightly greater dispersion among the secondary respondents. See Table 4.5.

Table 4.5

ANOVA Showing the Ratings of the Quality of Mentorship Received by the Student Teachers.

School level	Mean	SD	Minimum	Maximum	F Stat
Primary	1.419	1.980	0.00	6.00	4.219*
Secondary	2.455	2.048	0.00	5.00	

Note: * $p < 0.05$

Thirdly, the confidence level of the preservice teachers was investigated in relation to their overall experience on teaching practice. Again, the responses to the questions asked (see questions 1- 5 below) were scored allocating a score of 1 each time a favorable response was recorded (Agree or Strongly Agree).

Questions on Professional Confidence

1. The quality of my instruction tangibly improved based on feedback received.
2. Feedback and mentoring addressed key gaps that I could not identify independently.
3. I felt adequately prepared to enter the teaching profession after my practicum experience.
4. Support and guidance were appropriate to enhanced optimize outcomes.
5. Overall, mentoring feedback had a profound influence upon my teaching competencies.

The relationship between preservice teachers' confidence and school level was statistically significant ($F = 4.255$, $p = 0.043$) allowing for the rejection of the null hypothesis of no relationship. On average, the pre-service primary students were less confident ($\bar{X} = 1.0645$) than were the preservice secondary respondents ($\bar{X} = 1.9697$). However, there was greater dispersion among the secondary respondents. See Table 4.6

Table 4.6

ANOVA Showing the Ratings of Preservice Teachers' Confidence According to School Level

School level	Mean	SD	Minimum	Maximum	F Stat
Primary	1.065	1.526	0.00	4.00	4.255*
Secondary	1.970	1.944	0.00	5.00	

Note: * $p < 0.05$

Generally, the ANOVA results revealed the interconnectedness among the quality of feedback, mentorship and the overall confidence level of the mentees. As seen among the secondary preservice teachers, they all displayed higher means in both feedback and mentorship, resulting in higher confidence levels. Greater detail can be seen in the Appendix C of the descriptives of all three variables (feedback, mentorship and confidence levels), the ANOVA and the ANOVA effect sizes.

Conclusion

The findings from this investigation into student teachers' practicum experiences reveal several significant patterns regarding mentorship effectiveness, professional growth, and satisfaction levels.

Regarding the first research question examining student teachers' perceptions of mentorship effectiveness, the data reveals predominantly negative experiences across both primary and secondary placements. Particularly concerning was the finding that 81.1% of respondents disagreed that their mentors were readily available for support (Table 4.1, Q1). The provision of post-observation feedback emerged as a critical area of concern, with 86.1% of student teachers disagreeing with receiving such feedback, reaching a 90.5% disagreement rate in secondary placements (Table 4.1, Q3). This quantitative finding was reinforced through qualitative data, as evidenced by S-Interviewee 2's observation that "mentors only came once a week or sometimes as infrequently as once every two weeks," highlighting the systemic nature of insufficient mentorship engagement.

The second research question, examining the relationship between feedback effectiveness and professional growth, revealed compelling evidence of missed developmental opportunities. The data indicated that feedback practices often failed to support professional growth effectively, with 80.0% of respondents disagreeing that their mentors identified concrete skills and strategies for improvement (Table 4.1, Q6). This deficiency was quite evident in secondary placements, where an unprecedented 100% of mentees disagreed about receiving constructive feedback (Table 4.1, Q15). The ANOVA results further substantiated these findings, revealing statistically significant differences

between primary and secondary placements in feedback quality ($F = 6.415, p = 0.014$) (Table 4.4), with primary students showing lower satisfaction levels compared to secondary respondents. The impact on professional growth was further evidenced by the finding that 93.9% of respondents disagreed about learning effective mentorship practices from their experience (Table 4.2, Q8), suggesting a potentially cyclical pattern of inadequate mentorship preparation. The qualitative data provided additional context, with S-Interviewee 3 noting that mentors often "say since it is your final teaching practice, you should know how to do this or that," indicating a possible misalignment between mentor expectations and mentee developmental needs.

The third research question, investigating the impact of mentorship on student teachers' satisfaction, revealed consistently low satisfaction levels, with notable variations between primary and secondary placements. The ANOVA results demonstrated statistically significant differences in mentorship quality perception ($F = 4.219, p = 0.044$) (Table 4.6), with primary students showing lower satisfaction compared to secondary respondents. Quite telling was the near-universal agreement (84.4%) about the need for enhanced support and guidance (Table 4.3, Q8), coupled with high dissatisfaction rates regarding professional preparation 85.0% in secondary placements (Table 4.2, Q11). The relationship dimension of mentorship emerged as a crucial factor affecting satisfaction, as illustrated by S-Interviewee 4's observation that, "If you don't have a good relationship with your mentor, it will negatively affect you."

This qualitative insight helps explain the quantitative finding that 81.0% of secondary mentees disagreed about experiencing positive mentor relationships (Table

4.3, Q6), suggesting that relationship quality significantly influences overall satisfaction with the practicum experience.

Notably, the analysis revealed consistent patterns of higher dissatisfaction in secondary placements across multiple measures, suggesting that contextual factors specific to secondary education settings may be amplifying the challenges of effective mentorship delivery. This pattern was particularly evident in the confidence levels of preservice teachers, where ANOVA results showed statistically significant differences ($F = 4.255, p = 0.043$) (Table 4.6) between primary and secondary placements.

In closing, the data present a picture of systemic challenges in the current mentorship framework. These findings suggest that the existing mentorship practices in Jamaican teacher preparation programs are not effectively meeting the developmental needs of student teachers, with particularly elevated challenges in secondary placements. This claim is supported by the statistical analyses pointing to a need for substantial reforms in mentorship structure, delivery, and quality assurance mechanisms. These findings reveal implications for policy and practice in teacher education, which is explored in detail in Chapter 5.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

Introduction

The dynamics of mentorship and feedback are considered in the final-year teaching practice through the point of view of Jamaican student teachers' experiences. Effective mentorship is exemplified by trust, respect, and a commonality of views towards enhancing the mentee's personal and professional development (Cohall, 2021). The findings presented in Chapter 4 revealed crucial insights into how mentorship and feedback mechanisms shape preservice teachers' professional development and their perceptions of the teaching practice experience. These insights carry important implications for educational policy and practice within the Jamaican context and potentially beyond.

The investigation of student teachers' perceptions of mentorship effectiveness, the relationship between feedback and professional growth, and the impact on overall satisfaction have highlighted strengths and challenges within the current system. Particularly noteworthy were the findings related to the frequency and quality of mentor interactions, the structure of feedback delivery, and the varying levels of support across different placement contexts. The qualitative data provided a rich contextual understanding of how student teachers pivoted and made meaning of their mentorship experiences. At the same time, the quantitative analysis revealed patterns and trends that highlighted systemic issues requiring policy attention.

Building on these findings, the broader implications for teacher education policy and practice in Jamaica were raised. This investigated how the current mentorship and

feedback mechanisms might be strengthened through targeted policy interventions while acknowledging the practical constraints and limitations that must be considered in any reform efforts. Mentorship can serve as a transformative experience when properly structured and supported (Hall & Liva, 2021). Three key areas are discussed: limitations of the current study, potential areas for further research that could inform future policy decisions, and specific policy implications derived from the research findings.

This study is timely given the ongoing efforts to enhance teacher preparation in Jamaica and the broader Caribbean region. The insights garnered can contribute to the development of more effective mentorship policies and practices that better serve the needs of emerging teachers while strengthening the overall quality of teacher education. As we examine these policy considerations, particular attention will be paid to the feasibility of implementation within the Jamaican educational context and the potential impact on stakeholders at various levels of the system.

Future Research

The findings and limitations of this study suggest several concrete directions for future research that could enhance the understanding of mentorship and feedback in Jamaica's teacher preparation programs. These proposed extensions are specifically designed to address current gaps while acknowledging the unique characteristics of the Jamaican educational context. The topics proposed are linked to methodological refinements and multi-site case studies, to include stakeholder integration and technology integrations.

Methodological Refinements

A more comprehensive examination of mentorship effectiveness in Jamaica's teacher education system could offer several methodological enhancements. Firstly, researchers could consider implementing a 4-year cohort study that follows student teachers from their initial teaching practice placement to their first term (semester) as qualified teachers. This extended timeframe would allow researchers to track how mentorship influences teaching practice across different school terms and contexts. For instance, a student teacher placed at a secondary school in Kingston might have significantly different mentorship needs and experiences compared to one placed at a secondary school in Westmoreland, given the distinct characteristics of urban and rural school environments in Jamaica.

The implementation of a systematic observation protocol, incorporating both structured and unstructured components, would provide more objective data about mentor-mentee interactions. This could involve regular documentation of mentor visits, feedback sessions, and teaching observations using standardized rubrics adapted to the Jamaican context. For example, researchers might develop observation schedules that account for the specific challenges faced by student teachers in Jamaican classrooms, such as managing large class sizes or adapting teaching strategies for schools with limited resources.

Multi-Site Case Studies

Future research should expand beyond the current study's focus on two colleges to include other teacher training institutions. This broader institutional scope would provide valuable insights into how mentorship practices vary across different Ministry of

education regions and institutional contexts within Jamaica. A multi-site case study approach could examine how factors, such as institutional resources, geographic location, and student population characteristics influence mentorship effectiveness.

Specifically, researchers could conduct comparative analyses of mentorship programs across urban and rural teacher training institutions and examine how different colleges structure their teaching practice supervision. Additionally, they could investigate the relationship between institutional resources and mentorship quality and compare mentorship experiences across different teaching specializations (early childhood, primary, and secondary). This could be viewed by keenly analyzing stakeholder factors and how technological enhancements could have impacted the findings.

Stakeholder Integration Study

A critical extension of this research would involve a comprehensive examination of all stakeholders in the mentorship process. While the current study focused primarily on student teachers' perspectives, future research should systematically investigate the viewpoints and experiences of: the college supervisors assigned by teacher training institutions, cooperating teachers in placement schools, school administrators who facilitate teaching practice placements in their schools, the Ministry of Education officials involved in teacher preparation policy, and newly qualified teachers who have recently completed their teaching practice (with less than two years of experience). This multi-stakeholder approach would provide a more complete picture of how mentorship functions within Jamaica's teacher education system and could identify specific areas where policy interventions might be most effective.

Technology Integration in Mentorship

Given the geographic dispersion of teaching practice placements across Jamaica and the challenges of regular face-to-face mentor visits highlighted in this study, future research should examine the potential of technology-enhanced mentorship models. This could include evaluating the effectiveness of virtual mentoring sessions using platforms like Zoom or Microsoft Teams. Investigating the use of digital portfolios for documenting teaching practice experiences or the examination of how WhatsApp groups and other messaging platforms might be used to facilitate ongoing mentor-mentee communication and the assessment of potential video recording lessons for remote mentor feedback.

Policy Implications

The findings from this investigation of mentorship and feedback in Jamaica's teacher preparation system unearthed several suggested policy implications that warrant added consideration. These implications span multiple levels of the educational system and require coordinated responses from various stakeholders to enhance the quality of teacher preparation programs in Jamaica. These implications should be explored from the institutional, ministry of education, school and individual levels.

Institutional Level (Redevelopment of Mentorship Framework)

Firstly, the mentorship framework currently being used should be redeveloped at the institutional level. Given that these training institutions (teachers' colleges) may operate with unique or special formulation techniques and approaches to the delivery of lessons involving development and execution, detailed attention should be given to these frameworks.

The study's mentorship consistency and quality findings suggest a pressing need for institutional policy reforms within teacher training colleges. The high rate of dissatisfaction with the frequency of visits from mentor(s), as evidenced by 77.1% of respondents disagreeing that their mentors observed lessons frequently (Table 4.1, Q2), indicates a structural issue that requires institutional attention and that the current institutional policies regarding mentor deployment and supervision requirements need urgent revision. The recommendation is that teacher training institutions should consider implementing structured mentorship frameworks that specify minimum requirements for mentor-mentee contact hours, clear protocols for feedback delivery and documentation, standardized criteria for mentor selection and training and standardized evaluation mechanisms for mentorship effectiveness. These institutional policies must acknowledge resource constraints while ensuring quality mentorship. This requires a differentiated placement support policy for primary and secondary schools.

Differentiated Placement Support Policy for Primary and Secondary Schools

The study's findings revealed disparities in mentorship experiences between primary and secondary school placements, warranting immediate intervention and policy attention. Perhaps most critically, the data revealed differences in professional preparation perceptions (Table 4.2, Q11). Given these disparities, a comprehensive policy framework is recommended to address the specific mentorship and support needs.

The policy should establish distinct mentorship protocols tailored to the unique demands of primary and secondary teaching environments. For primary placements, emphasis should be placed on increasing mentor availability and observation frequency and addressing the higher dissatisfaction rates in these areas. For secondary placements,

protocols should focus on enhancing feedback quality and relationship building, given the higher dissatisfaction rates in these domains.

Additionally, the policy should establish distinct professional development pathways for mentors based on placement level. Primary-level mentors should receive specialized training in Early childhood and primary pedagogical approaches, developmental stage-appropriate feedback techniques and multi-subject mentorship strategies. Secondary-level mentors should focus on subject-specific mentorship approaches, advanced pedagogical techniques and adolescent learning dynamics. Regular evaluation and adjustment mechanisms should be in place to ensure the policy remains responsive to the evolving needs while maintaining its effectiveness in reducing all placement-related disparities.

Ministry of Education Level Implications

The findings suggest the need for systemic policy reforms at the ministry level to address structural challenges in teacher preparation. The variation in mentorship experiences across placement institutions (primary vs secondary), coupled with the identified need for more standardized approaches to mentorship and feedback, indicate that national-level policy interventions are necessary. The Ministry of Education should consider:

The Development of National Mentorship Standards for Preservice Teachers

The establishment of comprehensive national standards for teaching practice mentorship would provide a consistent framework for all teacher training institutions. These standards should address qualification requirements for mentors, the core

competencies for mentorship, the minimum contact requirements and the documentation and evaluation protocols.

Resource Allocation and Support Policy Considerations

The Ministry of Education must address the resource implications for enhanced mentorship programs. As evidenced by participants' experiences with limited mentor availability (Table 4.1, Q1), current resource allocation may be insufficient to support optimal mentorship practices.

School Level Implications

The study's findings regarding the role of cooperating schools in the mentorship process suggest several key policy considerations at the school level. The complex dynamics between college supervisors and cooperating teachers, highlighted by participant experiences, indicate a need for clearer policies regarding the selection and preparation of cooperating teachers, the integration of college supervisors into school environments, the allocation of time and resources for mentorship activities and the coordination between school administration and teacher training institutions.

Additionally, the findings indicated significant challenges related to time allocation for mentorship activities. Table 4.3, Q3 showed that 59.1% of secondary school mentees disagreed that sufficient time was allowed for feedback integration. This suggests a need for policies that address the mandatory scheduling of dedicated mentorship hours within both mentor and mentee timetables or the adjustment of teaching workload for mentors to accommodate supervision responsibilities. This particular issue indicated a possible need for more comprehensive mentor/mentee consultation and

support sessions, which could be achieved through the allocation of specific time blocks for post-observation conferences and feedback discussions.

Individual Level Implications

The findings suggested a need for policies that better support individual mentors and student teachers. As revealed through participant interviews and the survey responses, the quality of mentorship often depends heavily on individual mentor commitment and capability (Tables 4.1, Q1, 4.1, Q2 and 4.2, Q4). Policy considerations should mandate ongoing professional development for mentors, focusing on effective feedback techniques, creative and engaging pedagogical approaches, mentorship best practices and cultural competency in supervision, specifically mentor/mentee relationships (Table 4.3, Q6).

Additionally, the development of mentee support systems policies should establish clear support mechanisms for student teachers, incorporating access to resources and materials, structured reflection opportunities and professional networking support (possibly with peers in other teacher training colleges).

Policy Conclusion

The successful implementation of these policy recommendations requires careful attention to several key factors. This implementation should take the format of educational reforms, incorporating resource availability and stakeholder engagement.

Resource Availability Policy Reforms

These reforms must acknowledge the resource constraints within Jamaica's education system while identifying creative solutions for implementation. This might

include leveraging technology for virtual mentorship support or developing resource-sharing networks among teacher-training colleges and placement institutions.

Stakeholder Engagement Effective Policy

Implementation of this policy requires the active engagement of all stakeholders. The study's findings regarding varied experiences with mentorship suggest the need for inclusive policy development processes that incorporate perspectives from the administrators of the teacher training institutions, placement school administrators, college supervisors, cooperating teachers and student teachers.

The college administrators should address the key problem areas identified by developing consistent mentorship frameworks across programs and establishing clear communication channels among all stakeholders. Regular evaluation of mentorship effectiveness and appropriate resource allocation and management form crucial components of their responsibilities. The role of placement school administrators in creating supportive environments for teaching practice was highlighted as S-Interviewee 5 noted:

Resources at my placement school have always been an issue. Some of the classrooms have no electrical outlets, which makes it quite challenging to use technology in the classroom.

This matter underscored the need for school administrators to facilitate appropriate teaching practice environments and ensure resource availability for student teachers. Additionally, these administrators should offer the necessary support to the cooperating teachers in their mentorship roles while maintaining effective communication with teacher training institutions.

In keeping with the above recommendations, the daily interaction between cooperating teachers and student teachers makes their role particularly important. The study revealed varying experiences with cooperating teachers, from highly supportive relationships to more challenging ones. Effective policy implementation must address the selection criteria for cooperating teachers and provide professional development opportunities that enhance their mentorship capabilities.

Time allocation for mentorship duties, collaboration protocols with college supervisors, and support mechanisms for challenging situations require careful consideration in policy development. As the primary beneficiaries of the mentorship process, student teachers' perspectives are crucial for effective policy implementation. The study's findings indicate that student teachers require established communication channels (Tables 4.3, Q6 & 4.3, Q7) for raising concerns and regular opportunities for feedback on mentorship effectiveness. Furthermore, comprehensive support systems for professional development and adequate resources for teaching practice success must be integrated into all policy frameworks.

Given the scope of the recommended changes, these policies should be implemented in phases, allowing for possible pilot testing of all new approaches, evaluation of outcomes, refinement of strategies based on feedback and the gradual implementation of these interventions. These policies should aim to create more supportive environments for teaching practice while acknowledging the operational constraints faced by the placement schools.

Limitations of the Study

While this study contributed valuable insights to our understanding of mentorship and feedback in teacher preparation, limitations were unearthed that required exploration. In all, three limitations were considered, Methodological Design, Sampling and Data Collection and Analysis.

Methodological Design Limitations

The methodological design of this study, particularly in the mixed-methods approach, presented some challenges in the administration of the survey. Also, the integration of the quantitative and qualitative methodologies contributed to implementation challenges that potentially influenced both data collection and subsequent analysis.

Mixed-Methods Implementation Constraints

The study's data collection design was selected to provide comprehensive insights through methodological triangulation. However, a few implementation challenges were encountered that warranted careful consideration. Firstly, the sequential explanatory design, beginning with quantitative surveys followed by qualitative interviews, can introduce potential temporal bias in the participants' responses. The sequential approach can result in the evolution of participant perspectives between phases, potentially affecting the integration and interpretation of findings across methods (Creswell & Plano Clark, 2018). The implementation constraints may have been further complicated by the study's timing within the academic calendar. The data collection period (May 2024 to August 2024) coincided with the conclusion of the academic year, when most of the participants were undertaking end-of-semester examinations, which could have

contributed to the possibility of participant fatigue. This timing may have influenced both the quantity and quality of the responses, particularly affecting participants' ability to engage deeply with reflective questions about their teaching practice experiences.

Survey Implementation Challenges

The use of Qualtrics as the primary survey platform introduced complex methodological constraints that required careful consideration. The platform's digital nature inherently created access barriers that excluded participants with limited technological resources or proficiency, which is a salient concern in the Jamaican context where digital infrastructure varies across regions. These access limitations may have systematically excluded certain demographic groups, potentially skewing the representativeness of the sample.

Sampling Limitations

Sampling limitations were divided into self-selection bias and the geographic and institutional scope of the study. These sampling parameters, while deemed necessary given the scope, introduced important factors regarding the generalizability of the findings and applicability across diverse educational contexts.

Self-Selection Bias and Response Rate

The voluntary nature of participation introduced concerns regarding self-selection bias that required consideration within the study's analytical framework. The response rate achieved of 21.3% (64/300), while falling within acceptable ranges for educational research, raised important questions about sample representativeness and potential systematic differences between respondents and non-respondents. Following Groves and

Peytcheva's (2008) framework for analyzing nonresponse bias, this participation rate suggested the potential systematic exclusion of certain perspectives or experiences.

The motivation concerns underlying participation decisions in terms of who chose to respond was another area for consideration. This factor may have been influenced by strong positive or negative experiences during their teaching practice, potentially leading to an overrepresentation of extreme perspectives in the data. This motivational bias may have resulted in the underrepresentation of moderate or neutral experiences, likely affecting the balance and comprehensiveness of the findings.

Geographic and Institutional Scope

The second sampling limitation dealt with geographical and institutional considerations. Even though the survey provided valuable data from two established teacher training institutions, the study presented limitations. Within Jamaica's broader educational landscape, which includes approximately ten teacher training institutions (Jamaica Teaching Council, 2023), the study captured only a fraction of the institutional diversity in the country's teacher preparation programs. This limited institutional coverage could mask important variations in mentorship practices, institutional cultures, and program-specific approaches to teacher preparation.

Additionally, the geographic concentration of these institutions, despite their central locations and diverse student populations from surrounding parishes, introduced potential regional bias in the findings. Socioeconomic, cultural, and contextual differences among parishes and placement institutions may influence mentorship experiences and outcomes in ways not captured by the current data collection design. Furthermore, the varying representation across teaching specializations within these

institutions may limit the understanding of discipline-specific mentorship challenges and experiences.

Data Collection and Analysis Limitations

The third limitation encompassed challenges inherent in the data collection and analysis processes. These constraints were divided among methodological integration challenges, interview quality, and contextual issues within the educational and professional setting.

Methodological Integration Challenges

The integration of quantitative and qualitative data can present analytical challenges that require thoughtful examination. The sequential explanatory design (Crewell, 2022), while theoretically robust, encountered practical limitations in the synthesis of numerical survey data with narrative interview responses. The discontinuity between survey completion and follow-up interviews could introduce inconsistencies in how the participants interpreted and articulated their experiences across the two phases of data collection. The selection of interview participants from the survey respondent pool (n=10) potentially amplified self-selection bias in the qualitative phase. It must be stated that this sampling approach, while pragmatically valid, can result in a compounding effect of participation bias, where those most motivated to share their experiences were represented repeatedly in the data set. The initial survey response rate of 21.3% (64/300) already suggested a potential bias where only the most engaged or motivated student teachers likely chose to participate. When these same respondents were then invited to participate in follow-up interviews, the resulting pool of ten participants potentially represented an additional layer of self-selection, likely amplifying certain perspectives

while further marginalizing others. This created what Robinson (2014) terms a "cascade effect" in participation bias, where each phase of data collection potentially amplifies the representation of participants with strong opinions or experiences.

Additionally, the analytical process of integrating findings across methodological approaches presented challenges in maintaining the integrity of both data streams while developing coherent conclusions. A concrete example of this challenge emerged when analyzing mentorship effectiveness: the survey data (Table 4.1, Q2) indicated that 77.1% of respondents disagreed that their mentors observed lessons frequently throughout the practicum, with an even higher rate of dissatisfaction (85.7%) among primary school mentees, suggesting a systematic issue with mentorship availability. However, the interview narratives revealed a slightly different perspective. As one participant (S-Interviewee 2) explained:

I wished my mentors visited me more often...they only came once a week or sometimes as infrequently as once every two weeks," yet this same participant went on to note that "my mentor was really good. Especially when we were being finally assessed...he called and ensured that I had a good lesson plan. He even helped me in writing the objectives.

The contrast between quantitative and qualitative data became particularly evident in discussions of feedback quality. While survey data showed high disagreement rates regarding feedback provision (Tables 4.20, 4.22 and 4.23), interview participants offered more layered perspectives. As S-Interviewee 4 articulated:

If I didn't understand anything or how to teach lessons, my mentor would guide me in that way, and when I did what they suggested or what I thought was best, they would give me constructive feedback.

This varied experience where mentorship value transcended simple frequency metrics presented notably challenges for data integration and interpretation. These

apparently contradictory findings created a substantial analytical challenge-- how does one accurately represent both the widespread dissatisfaction with the frequency of visits by a mentor while also acknowledging the effectiveness of alternative mentorship approaches? This tension between quantitative measurements and qualitative experiences exemplifies the broader challenges in mixed-methods research, particularly in educational contexts where the quality of professional relationships cannot be fully captured through numerical indicators alone.

Interview Data Quality Constraints

The qualitative phase of the study, where some of the semi-structured interviews were conducted via the Zoom platform, presented some limitations that also merited consideration. This reliance on virtual interviewing, while necessary for geographic accessibility and participant convenience, can potentially impact the depth and authenticity of participant-researcher rapport. Salmons (2018) articulated in her analysis of online qualitative research methods that the mediation of human interaction through digital platforms can affect the dynamics of qualitative data collection, potentially limiting the researcher's ability to observe and respond to subtle non-verbal cues and emotional undertones.

Also, the challenge of social desirability bias emerged as another concern in the interview process, particularly given the professional nature of the topics under discussion. Following Maxwell's (2013) framework for qualitative research validity, the potential for participants to provide responses aligned with perceived professional or institutional expectations rather than their authentic experiences must be acknowledged. This tendency may have been amplified by the participants' status as emerging

professionals in the teaching field, which could have led to self-censorship or the moderation of critical perspectives.

Furthermore, the retrospective nature of the interview discussions introduced potential limitations related to memory recall and post-experience rationalization. The participants' reflections on their teaching practice experiences may have been influenced by subsequent events, professional development, or evolving perspectives on the teaching profession. This period between experience and reflection, as noted by Patton (2002), can affect the accuracy and completeness of qualitative data, particularly in studies examining developmental experiences and where in-depth personal reflections are required.

Contextual and Temporal Limitations

The study encountered contextual and temporal limitations that require further consideration in the interpretation of findings. These were analyzed from the perspective of the educational system and the professional development contexts.

Educational System Context

The study's timing coincided with a period of significant evolution in Jamaica's teacher education landscape, introducing noted contextual limitations that must frame the interpretation of the findings. The ongoing implementation of educational reforms and policy initiatives, for example, the Reform of Education in Jamaica (Patterson, 2021), at both national and institutional levels, may have influenced participant experiences and perceptions in ways that were time-specific rather than generalizable across different periods. The dynamic nature of teacher education policy in Jamaica, as documented by the Jamaica Teaching Council (2023), also suggested that the study's findings should be interpreted within this specific temporal context.

Institutional-specific changes and initiatives at the placement schools during the study period could have also affected the comparability of experiences across the two colleges. The varying pace and nature of institutional responses to broader educational reforms could have created different contexts for student teachers' experiences with mentorship and feedback. Additionally, the resource availability and institutional support structures at each college and placement school may have evolved differently during the study period, potentially affecting the consistency of mentorship experiences for the participants.

Professional Development Context

The broader context of professional development in Jamaica's education system presents additional limitation considerations. The structure of teaching practice programs, including the duration and intensity of mentorship relationships, may vary significantly across institutions and programs. These variations, while reflecting the natural diversity of educational approaches, limit the ability to generate standardized conclusions about mentorship effectiveness across different contexts. The professional development opportunities available to mentors themselves represent another contextual limitation. The capacity of mentors to provide effective guidance and feedback may be influenced by their own professional development experiences and the institutional support they receive for their mentoring role. This aspect of mentorship, while beyond the direct scope of the current study, might have likely influenced the quality and consistency of mentorship experiences reported by participants.

Conclusion

The research showed notable patterns regarding mentorship effectiveness, professional growth, and student teacher satisfaction across both primary and secondary placement settings. The findings indicated substantial challenges in the current mentorship framework as student teachers predominantly reported negative experiences with mentorship engagement and post-observation feedback.

These findings have significant implications for teacher education policies in Jamaica, suggesting the need for a comprehensive restructuring of mentorship frameworks, including differentiated placement support policies, standardized mentorship protocols, enhanced training for mentors, and explicit attention to relationship quality.

The research reveals a critical need for transformation in Jamaica's approach to mentorship during teaching practice. The current system, while structurally present, is not effectively meeting the developmental needs of emerging educators, particularly in secondary placements. By addressing these systemic issues through targeted policy interventions, Jamaica has an opportunity to enhance the quality of teacher preparation, ultimately contributing to improved educational outcomes across the nation.

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APPENDIX A

RESEARCH SUBJECT CONSENT PROCESS

You are being asked for your consent to take part in a research study. This document provides a concise summary of this research. It describes the key information that we believe most people need to decide whether to take part in this research. Later sections of this document will provide all relevant details.

What should I know about this research?

- Someone will explain this research to you.
- Taking part in this research is voluntary. Whether you take part is up to you.
- If you don't take part, it won't be held against you.
- You can take part now and later drop out, and it won't be held against you.
- If you don't understand, ask questions.
- Ask all the questions you want before you decide.

How long will I be in this research?

We expect that you will be in this research for about up to 20 minutes while completing the survey. For those who volunteer to participate in an interview, you will be asked to meet for a 30- 45 minute interview with the researcher. Collection of the survey data and interview data will take place from May 2024 to August 2024.

Why is this research being done?

This study will investigate and comprehensively analyse the perceptions of student teachers in alignment to their final-year teaching practice experiences. The research will utilise a mixed methods research approach in seeking to highlight the findings through an in-depth investigation. A localised understanding of the challenges, opportunities, and

factors that influence student teachers' perceptions of mentorship and feedback during their teaching practice experience will be analysed. Additionally, the study will garner the student teachers' views on the assignment of mentors, and frequency of meeting sessions along with the effectiveness of the feedback received.

What happens to me if I agree to take part in this research?

Data collection for this study will transpire between May 2024 and August 2024.

Participation entails completing an anonymous approximately 20-minute survey focused on participant outlooks regarding the feedback and mentorship obtained during their final year of teaching practicum. Additionally, voluntary participants can participate in a semi-structured interview with the principal investigator, anticipated to last approximately 30 to 45 minutes. Interview involvement is entirely voluntary, and responses will remain confidential.

Could being in this research hurt me?

There are no expected risks or discomfort for participating in this research.

Will being in this research benefit me?

It is not expected that you will personally benefit from this research.

DETAILED RESEARCH CONSENT

You are being invited to take part in a research study. A person who takes part in a research study is called a research subject, or research participant.

What should I know about this research?

- Someone will explain this research to you.
- This form sums up that explanation.
- Taking part in this research is voluntary. Whether you take part is up to you.

- You can choose not to take part. There will be no penalty or loss of benefits to which you are otherwise entitled.
- You can agree to take part and later change your mind. There will be no penalty or loss of benefits to which you are otherwise entitled.
- If you don't understand, ask questions.
- Ask all the questions you want before you decide.

Why is this research being done?

This study will explore Jamaican student teachers' subjective perspectives regarding the final year teaching practicum, centred on the scaffolding role of mentors and the efficacy of feedback mechanisms. Employing a qualitative methodology will enable rich narratives to emerge. Participants will complete a survey, with select volunteers partaking in an interview. Questions will focus on reflections about the perceived influence of assigned mentors, in addition to the availability, relevance, timeliness and application of feedback.

How long will I be in this research?

We expect that you will be in this research for about 20 minutes while completing the survey. For those who volunteer to participate in an interview, you will be asked to meet for a 30-to-45-minute interview with the researcher. Collection of the survey data will take place from May 2024 to August 2024.

What happens to me if I agree to take part in this research?

At the beginning of the interview, you will be asked to give consent for the interview to be recorded. If you do not agree, it will not be recorded. Participants will complete an approximate 20-minute survey between May 2024 – August 2024. Participants will be anonymous.

What are my responsibilities if I take part in this research?

If you take part in this research, you may be asked to participate in a virtual interview with the researcher.

Could being in this research hurt me?

There are no expected risks or discomfort for participating in this research. Although, it may cause an individual to reflect on their experience of final year teaching practice.

Every effort will be made to ensure that the confidentiality of your responses is maintained. However, as is the case in all research it cannot be guaranteed.

Will being in this research benefit me?

There are no benefits to you from your taking part in this research. However, possible benefits to others include informing the delivery and development of the teaching practice experience.

What happens to the information collected for this research?

Your private information will be shared with individuals and organizations (if applicable) that conduct or watch over this research, including:

- The Institutional Review Board (IRB) that reviewed this research
- Temple University

We may publish the results of this research. However, we will keep your name and other identifying information confidential.

We protect your information from disclosure to others to the extent required by law. We cannot promise complete secrecy.

Data collected in this research might be de-identified and used for future research or distributed to another investigator for future research without your consent.

Who can answer my questions about this research?

If you have questions, concerns, or complaints, or think this research has hurt you or made you sick, talk to the research team at the phone number listed above on the first page.

This research is being overseen by an Institutional Review Board (“IRB”). An IRB is a group of people who perform independent review of research studies. You may talk to them at (215) 707-3390 or irb@temple.edu if:

- You have questions, concerns, or complaints that are not being answered by the research team.
- You are not getting answers from the research team.
- You cannot reach the research team.
- You want to talk to someone else about the research.
- You have questions about your rights as a research subject.

Can I be removed from this research without my approval?

The person in charge of this research can remove you from this research without your approval. Possible reasons for removal include:

- It is in your best interest
- You are unable to keep your scheduled appointments

We will tell you about any new information that may affect your health, welfare, or choice to stay in this research.

What happens if I agree to be in this research, but I change my mind later?

If you decide to leave this research, contact the research team so that the investigator can remove your data from consideration in the study. Additionally, your decision to participate or to withdraw will be confidential and will not be shared with other participants.

APPENDIX B

QUANTITATIVE AND QUALITATIVE COLLECTION INSTRUMENT

Quantitative

Topic: Investigating the impact of mentorship and feedback on student teachers' perceptions of final year teaching practice: Listening to Jamaican student teachers

1. What is your gender?
 - Male
 - Female
 - Prefer not to say
 - Other, please specify
2. What grade was your placement?
 - Kindergarten
 - 1st
 - 2nd
 - 3rd
 - 4th
 - 5th
 - 6th
 - 7th
 - 8th
 - 9th
 - 10th
 - 11th
 - 12th
 - Other. Please explain.
3. What is the name of your college?
 - Mountain Teachers' College

- Sea Coast Teachers' College
 - Other. Please specify
4. In what year did you graduate?
- 2024
 - 2023
 - 2022
 - 2021
 - other. please specify.
5. In what year were you born?
6. We'd like to ask about how mentors are assigned to students.
- The students are assigned to faculty
 - Students choose their mentor
 - Other. Please explain.
7. Do students keep the same mentor throughout their preservice placements?
- Yes, always.
 - Sometimes. it depends on the situation.
 - No, students change by what grade they are in.
 - There is no established pattern.
 - Other. Please explain.
8. A. Did you have more than ONE mentor?
- No
 - Yes
- B. Please explain what happened in question 8
9. Please list the three qualities you think a good mentor should have?

Q10s: QUESTIONS ABOUT THE MENTORSHIP PROCESS

Thinking about your mentor or most recent mentor if you had more than one, please complete the sentence which starts as. My mentor:

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Was readily available for questions and support as needed.					
Observed my lessons frequently throughout the practicum.					
Provided feedback after observations.					
Checked in regularly about my ongoing development and goals.					
Encouraged me to take risks and challenge myself as I taught new concept					
Identified concrete skills and strategies for me to practice and refine.					
Sometimes seemed distracted					
Created a nonjudgmental space for me to openly discuss struggles.					
Assisted me in effective reflection by asking probing questions.					

Q11s: QUESTION ABOUT PERCEPTION OF THE MENTOR

Again we have some more questions about your perception of your mentor.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Did not observed an adequate range of my lessons.					
Provided me with constructive, skill-focused guidance.					
Only gave vague, overgeneralized evaluative statements in feedback.					
Tailored feedback around realistic and logical next steps for my ability level.					
Followed up on the feedback given in subsequent meetings and check-ins.					
My mentor provided constructive feedback.					

Q12s: QUESTIONS ON MENTORSHIP IN GENERAL

Now we would like to know about your thoughts about mentorship in general.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Not everyone is suitable to be a good mentor.					

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Mentorship has positively affected my teaching skills.					
I did not learn as much as I would have liked from my mentor.					
Mentorship has positively impacted my teaching skills.					
I feel more confident in my teaching abilities due to the mentorship received					
I think I learned how to be a good mentor from my experience.					

Q13s: QUESTIONS ON FEEDBACK

Using feedback and constructive criticism is not always easy. We would like to know about your experience.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
My mentor(s) allowed me sufficient time to integrate constructive feedback before formal observations.					
The feedback process confused my reflective thinking and self-evaluation abilities.					

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Feedback focused on the most critical skills needed for my developmental stage.					
Feedback gave me concrete examples to emulate of effective teaching practices.					
I received feedback more frequently than the required scheduled observations.					
Feedback was sufficiently comprehensive given the timescale of the practicum.					
Feedback conflicted across different evaluators in a confusing manner					
There were positive mentor relationships fostered through collaborative dialogue.					
I felt comfortable discussing the feedback I received with my mentor.					
Other. Please specify.					

Q14s: MENTEE SATISFACTION

We have a few more mentor related questions.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
The quality of my instruction tangibly improved based on feedback received.					
Feedback and mentoring addressed key gaps that I could not identify independently.					
I felt adequately prepared to enter the teaching profession after my practicum experience.					
Aspects of the support and guidance could be enhanced to optimize outcomes.					
Overall, mentoring feedback had a profound influence upon my teaching competencies.					

16. Please rate how satisfied you were with your mentor. 0 = very unsatisfied, 100 = very satisfied.

- 0
- 10
- 20
- 30
- 40
- 50

- 60
- 70
- 80
- 90
- 100

Mentor rating

17. What do you think is the single most important factor supporting student success?
18. What do you think is the most significant barrier students experience?
19. Is there anything you would like to add to help me better understand what helps students in their academic experiences?

We thank you for taking this survey. If you are interested in being interviewed, please click this link to enter your contact information. You will automatically be entered into the gift card raffle.

https://educationtemple.qualtrics.com/jfe/form/SV_eqxmjtQRZqnHF8W

Qualitative

Interview Protocol (Rubin & Rubin, 2011).

Introduction

1. **Welcome:** Thank you for agreeing to participate in this interview. Your insights will contribute valuable data to this research.
2. **Purpose:** The purpose of this interview is to explore your experiences and perceptions regarding mentorship and feedback during your final teaching practice.
3. **Confidentiality:** Your responses will remain confidential and will be used solely for research purposes.
4. **Duration:** This interview will take approximately 30-45 minutes.

5. **Consent:** Do you consent to proceed with this interview?

Interview Questions

Mentorship Experience

1. Can you describe your experience with mentorship during your teaching practice?
2. What qualities do you believe make an effective mentor?
3. How has mentorship influenced your approach to teaching?
4. Can you share a specific instance where mentorship significantly impacted your professional growth?

Feedback Mechanisms

5. What forms of feedback have you received during your teaching practice (e.g., written, verbal, peer-reviewed)?
6. How timely and specific has the feedback been?
7. Could you recount an experience where feedback led to immediate changes in your teaching methods?

Perceptions of Effectiveness

8. How effective do you think mentorship has been in your development as a student teacher?
9. How effective do you think the feedback has been in your development?
10. Can you identify any gaps or shortcomings in the mentorship and feedback processes?

Impact on Satisfaction

11. To what extent has mentorship and feedback contributed to your overall satisfaction with the teaching practice experience?
12. What could improve your satisfaction levels in relation to mentorship and feedback?

Outcomes

13. How did the feedback process and mentoring relationships shape your student teaching experience and development as an educator?
14. What were the most valuable aspects of the mentoring and feedback you received?
15. What changes would you recommend to enhance mentorship and feedback processes during teaching practice?

Additional Comments

13. Are there any additional comments you'd like to make about mentorship and feedback that you think would add value to this research?

APPENDIX C
ADDITIONAL ANOVA RESULTS

Table C1

Descriptive Data on Preservice Teachers' Confidence, Feedback and Mentorship Quality

		Descriptives							
		N	\bar{x}	Std. D	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
Mentee Confidence (depth)	Primary	12	17.00	2.26	0.65	15.57	18.43	13	20
	Secondary	18	17.94	3.00	0.71	16.45	19.44	10	25
	Total	30	17.57	2.73	0.50	16.55	18.58	10	25
Mentee Confidence (breadth)	Primary	31	1.06	1.53	0.27	0.50	1.62	0	4
	Secondary	33	1.97	1.94	0.34	1.28	2.66	0	5
	Total	64	1.53	1.80	0.22	1.08	1.98	0	5
Mentor Feedback (depth)	Primary	12	30.58	6.37	1.84	26.53	34.63	15	38
	Secondary	21	33.29	4.78	1.04	31.11	35.46	25	45
	Total	33	32.30	5.47	0.95	30.36	34.24	15	45
Mentor feedback (breadth)	Primary	31	1.68	2.83	0.51	0.64	2.72	0	9
	Secondary	33	3.61	3.23	0.56	2.46	4.75	0	9
	Total	64	2.67	3.17	0.40	1.88	3.46	0	9
Mentor Evaluation (depth)	Primary	12	21.08	4.34	1.25	18.33	23.84	11	27
	Secondary	21	21.38	2.94	0.64	20.04	22.72	16	27
	Total	33	21.27	3.45	0.60	20.05	22.50	11	27
Mentor Evaluation (breadth)	Primary	31	1.42	1.98	0.36	0.69	2.15	0	6
	Secondary	33	2.45	2.05	0.36	1.73	3.18	0	5
	Total	64	1.95	2.07	0.26	1.44	2.47	0	6
Mentor Evaluation	Primary	13	24.00	4.58	1.27	21.23	26.77	16	30

Table C1*(continued)*

		N	\bar{x}	Std. D	Std. Error	95% Confidence Interval for Mean		Min	Max
(depth)	Secondary	18	24.06	3.39	0.80	22.37	25.74	19	30
	Total	31	24.03	3.86	0.69	22.62	25.45	16	30
Mentor Evaluation	Primary	31	1.84	2.27	0.41	1.01	2.67	0	5
(breadth)	Secondary	33	2.52	2.18	0.38	1.74	3.29	0	5
	Total	64	2.19	2.23	0.28	1.63	2.74	0	5
Mentor action	Primary	11	34.36	4.13	1.25	31.59	37.14	25	40
(depth)	Secondary	20	35.20	7.27	1.62	31.80	38.60	13	45
	Total	31	34.90	6.27	1.13	32.60	37.20	13	45
Mentor action	Primary	31	3.16	3.77	0.68	1.78	4.54	0	9
(breadth)	Secondary	33	4.27	3.68	0.64	2.97	5.58	0	9
	Total	64	3.73	3.73	0.47	2.80	4.67	0	9

Table C2*ANOVA of Results of Mentee Descriptives (Depth and Breadth)*

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
(depth)	Mentee Confidence Between Groups	6.4	1	6.422	0.861	0.361
	Within Groups	208.9	28	7.462		
	Total	215.4	29			
(breadth)	Mentee Confidence Between Groups	13.1	1	13.097	4.255	0.043
	Within Groups	190.8	62	3.078		

Table C2*(continued)*

		Sum of Squares	df	Mean Square	F	Sig.
	Total	203.9	63			
Mentor Feedback	Between Groups	55.8	1	55.767	1.914	0.176
(depth)	Within Groups	903.2	31	29.136		
	Total	959.0	32			
Mentor feedback (breadth)	Between Groups	59.5	1	59.456	6.415	0.014
	Within Groups	574.7	62	9.269		
	Total	634.1	63			
Mentor Evaluation	Between Groups	0.7	1	0.676	0.055	0.816
(depth)	Within Groups	379.9	31	12.254		
	Total	380.5	32			
Mentor Evaluation (breadth)	Between Groups	17.1	1	17.129	4.219	0.044
	Within Groups	251.7	62	4.06		
	Total	268.9	63			
Mentor Evaluation (depth)	Between Groups	0.0	1	0.023	0.002	0.969
	Within Groups	446.9	29	15.412		
	Total	447.0	30			
Mentor Evaluation (breadth)	Between Groups	7.3	1	7.314	1.48	0.228
	Within Groups	306.4	62	4.943		
	Total	313.8	63			

Table C2*(continued)*

		Sum of Squares	df	Mean Square	F	Sig.
Mentor action	Between Groups	5.0	1	4.964	0.123	0.729
(depth)	Within Groups	1173.7	29	40.474		
	Total	1178.7	30			
Mentor action	Between Groups	19.7	1	19.745	1.426	0.237
	Within Groups	858.7	62	13.851		
	Total	878.5	63			