

Motivation, Mentorship And Supervision As Determinants Of Student Teachers' Teaching Practice Performance In FCT College Of Education Zuba

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Abstract

This study investigate the role of motivation, mentorship and supervision as key determinant of student teachers' performance in teaching practice. The study used FCT COE Zuba as a case study located in the capital city of Nigeria to reflect the unique characteristics of the population. The study which was designed as an ex-post facto investigation covered the period 2023/2024 academic session. Descriptive statistic and independent sample t-test was used in explaining the causes and effect of the explanatory variables on the response variable. It was found out that a significant difference exist between the means of the explanatory variables (motivation, mentorship and supervision) and response variable (performance) across all parameters . The outcome of the hypotheses testing at 0.05 level of significance was such that motivation P-value $0.000 \leq 0.05$, mentorship P-value $0.000 \leq 0.05$ and supervision P-value $0.000 \leq 0.05$. Consequent upon these outcome, the null hypotheses were rejected. The detection of a significant difference shows that motivation, mentorship and supervision plays key role in determining the performance of the pre-service teacher during teaching practice. Based on these findings, it was recommended that teaching practice (TP) allowance should be awarded to the pre-service teachers including the provision of suitable working environment. Equally, a template should be developed to guide the school-based mentor for effective mentorship. Institution-based supervisors should engage with the pre-service teacher during and after supervision among others for improved performance.

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I. Introduction

The most important people in our lives aside family members undoubtedly are our teachers. Teachers are often remembered with nostalgia because of the immense difference they make in the lives of learners under their tutelage. There is abundant evidence that the variation in students' learning outcome is a factor of the quality of teachers available (Adeyemo, 2020; Mungure, 2016). Teachers' quality would have a greater effect on students' learning outcomes than any other factor including curriculum quality. The modern teacher is saddled with the responsibility to prepare students for ever-increasing demands on the workforce as well as to build and maintain learning environments, (Hardy & Kirkwood, 1994; Paniagua & Istance, 2018; Talat et al., 2020). Therefore, the demand for well-trained and professional teachers at levels prior to tertiary education is highly in demand worldwide, (Utami & Hasanah, 2020). This means that the modern teacher education curricula need to constantly retool to meet the demand and challenges of teacher preparation leaving no room for ill preparedness.

The teacher education programme is designed in such a manner that the student teacher passes through series of processes to become a trained and qualified teacher. One of the most important process is teaching practice. Teaching practice is a period when the student teacher is posted to a conventional school and given the opportunity to practice teaching in a real classroom setting, allowing for the merging of theoretical knowledge and knowledge delivery skill, (Nurutdinova, et al., 2016).

Teaching practice is a temporary period of teaching by a student teacher in a school under keen supervision . Teaching practice is an integral part of the teacher training programme and often seen as the final before the final leading to a successful completion of the teacher training programme in Nigeria. It provides the student teacher the opportunity to acquire experience in actual teaching and learning environment different from

the one in which their educational programme is domiciled. According to Martin and Atteh (2021), Simsek and Muftuoglu (2017), teaching practice provided the student teacher with a first-hand independent opportunity to practice and put to the test all the theories that have been learned in the classroom in the various domain of learning. In other words, teaching practice is a transition from theory to practice or a blend of both.

Through teaching practice, the student teacher learn teaching skills like mentoring of pupils, assessment and evaluation of pupils, discipline of pupil, register keeping, note preparation, preparation of lesson plan among others. Aglazor (2017) observed that one purpose of teaching practice is to create an opportunity to develop and evaluate the competence of a would-be teacher in a school setting where skills acquired will later be put to practice as such, the process requires mentorship and close supervision.

According to Oshinkale (2021) mentorship is a relationship between two people where the individual (mentor) with more experience, knowledge, and ability is able to pass along what (s)he have learned to a junior individual (mentee) within a certain field. In this study, the teachers in the teaching practice school is ascribed the mentors while the student teachers are the mentees. If monitoring is to be successful, the institution concerned must ensure that it is carried out effectively. Mungure (2016) averred that beginning teachers need support not only to survive but also thrive, grow professionally, and build their capacity to sustain their ability to cope with the demands of teaching. Mungure further pointed out that, it is through mentorship that student teachers can be fully indoctrinated into teaching ethics like punctuality, honesty, acceptable mode of dressing, hardworking and commitment. On the other hand they will also acclimatize to teaching activities like lesson preparation and delivery, conducting of assembly, relating with students and community, marking of class register and more. The student teacher has a lot to learn from their mentors.

To succeed on the teaching practice sojourn, the teacher training institution also need to both prepare the student ahead and provide a robust supervision of the process. Supervision involves observing, directing, correcting, guiding, instructing, modelling and amending action, process, activity carried out by another person considered in most cases as the less experienced other. The purpose of supervision is to ensure that uniformity, correctness, accuracy and right outcomes are achieved at the end of the programme, (Apolot, et al., 2018). This informs the reason why the student teacher is always guided by the professional teacher, (Mutende, 2017). Through this traditional process, the student teacher transit into a professional teacher without hitches. It is the role of the training institutions in addition to the numerous theoretical academic exposure, to prepare the student teacher for the teaching practice exercise as well as supervise the students. The aim of the supervision is to ascertain the level of progress attained in the set measurements for the student teachers achievement and which equally decides the success or otherwise of the teaching practice exercise.

Regardless of mentorship and supervision, student teacher motivation is another factor that could make or mar student teachers' performance during the teaching practice exercise. Motivation is generally viewed as energy or drive that moves people to do something by nature. However, given the complexity of motivation, there seems to be no consensus in the understanding of motivation (Dornyei & Ushioda, 2011). Dornyei & Ushioda (2011) identified two dimensions of defining motivation on which most researchers would agree: direction and magnitude of human behaviour. Accordingly, motivation specifies the reason why people decide to do something, how long people are willing to sustain the activity and how hard they are going to pursue the activity. As for teacher motivation, Sinclair (2008) defined motivation as something that determines what attracts individuals to teaching, how long they remain in their initial teacher education programme and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession. This can be highlighted as the motivation to teach and the motivation to remain in the profession. Some of the struggles of the student teacher that could affect their motivation include the inability to cope with long distance between home and teaching practice school, inadequate or lack of instructional materials, hunger, and poor working environment among others.

Performance as a teaching practice concept involves setting benchmark, score and grade by which a student teacher's achievement is measured in a form of a rating scale. Pizarro (1985) observed that academic performance is a measure of the indicative and responsive abilities that expresses in an estimated way what a person has learned from an educational process or training. To Caballero, et al. (2007) performance involves meeting goals, achievements and objectives set in the programme or course, of which a student is a participant. To ensure that students' performance in teaching are improved upon, Adeyemo (2020) stated that feedback from post-observation is crucial for maintaining the quality of teaching practice exercises and further pointed that to prevent a repeat, student teachers should be made aware of faults found in their lesson plans and also during practical teaching. Student teachers' teaching practice performance as used herein comprises of predetermined assessment done by supervisor from FCT College of Education, Zuba and final report and rating obtained from the management of the school where teaching practice took place.

The concept of teaching practice is embedded in experiential learning theory (Dewey, 1938). The theory is entrenched in the idea that learners are capable of learning with little supervision. That room should be provided for errors in the quest for solution and that experience is the best teacher and that confident is

strengthened through learners having control over what they learn. This explains why students are often sent on teaching practice to acquire teaching experience. They are entrusted with the difficult role of teaching pupils in place of their teachers with the sole responsibility of implementing lessons that they planned individually with little supervision. The implication of the theory is that student teachers should learn from others such as mentors, peers, supervisors and literature so as to enable them to build their own experiences at their own pace. This form of learning requires that the student teacher be supervised and guided through the journey of acquiring teaching experience regardless of whether the experiences are pleasant or otherwise.

Dreer (2021) investigated the significance of mentor-mentee relationship quality for student teachers' well-being during practical field experience and found significant influence using a cross lagged panel design with 125 students. In a similar study conducted in Zimbabwe, Admire et al. (2018) found out from the survey that mentoring contributed significantly to improving the confidence, investigative abilities and social skill of the pre-service teacher. Bowman (2014) also investigated various reasons why teacher mentoring within schools is beneficial for students and reported that mentoring have a positive effect on student achievement and engagement. When schools implement mentoring programmes effectively, the sharing of knowledge between teachers becomes an inherent quality whereby students, teachers, and the school climate benefits.

Apolot et al. (2018) in a study on school practice supervision and performance of student teachers in higher institutions of learning in Uganda reported a significant positive relationship between school practice supervision and student teacher performance. Similarly, Okumbe (2017) reported that school practice supervision improves student teacher's classroom practice and academic performance. It also provides for professional growth and development of the teacher. The author identified two strands of supervision as: general supervision and instructional supervision. General supervision encompasses activities that take place mainly outside the classroom, while instructional supervision entails those activities taking place inside of the classroom in order to improve teaching and learning making it more result oriented for the learners.

Another study which also identified the cause of low-quality supervision as a contributory factor to poor teaching practice programme performance was identified by Muwenge and Ssenyonga (2015). It was found out that supervisors failed to interact with supervisees after the supervision. There were also instances of supervisors coming late or having to group students to supervise them as one. There was also complain of inadequate funding to meet students need. Preservice teachers even had to contend with managing large classes for which they lack the requisite class management skills.

In the study conducted in Sohar University, on supervisors' practices in improving student teachers' grammar teaching strategies during practicum, Al-Mekhlafi and Naji (2013) found that there is a close cooperation between institution-based supervisor and cooperating teacher (mentor). The researchers consider this interactive relationship to be essential to decoupling likely challenges which the student teacher may not disclose to one of the parties or that may be uncovered in the cause of sharing and relieving experiences.

Leuven et al. (2010) conducted a research on the effect of financial reward on students' achievement to find out whether students involved in the test cases can complete all first-year courses successfully within the first year and to receive a financial reward. The study which was designed as a randomized field experiment found out that high-ability students were positively motivated while the reverse was the case for low-ability students.

Despite the readily available and vast literature on teaching practice researches covering topical issues, e.g., Black and Wiliam (2021); Cheung and Slavin (2020); Durlak et al (2019); Hattie et al. (2022); Zhao et al. (2023), very few have examined the combined implication of students' school-based mentor, and institution-based supervisors. To address the above problems, this study used and investigated the combined impact of motivation, supervision and mentoring on student teachers' performance. This approach has not been used in the several articles reviewed. This current study addressed the observed gaps in terms of literature and empirical findings.

II. Objectives

The purpose of the study is to investigate motivation, mentorship and supervision as determinants of student teachers' performance in FCT College of Education Zuba-Abuja. Specifically, the study aims to:

1. Investigate the impact of motivational incentives on student teachers' performance.
2. Determine the impact of school-based mentorship on student teachers' performance.
3. Ascertain the impact of institution-based supervision on student teachers' performance.

Research Questions

To achieve the above objectives, the following research questions were answered:

1. What is the difference in the mean performance scores of motivated and non-motivated TP students in FCT COE, Zuba?

2. What is the difference in the mean performance scores of TP students with school mentor and those without school mentors in FCT COE, Zuba?
3. What is the difference in the mean performance scores of TP students in FCT COE, Zuba based on quality of supervision?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean performance scores of motivated and non-motivated TP students in FCT COE, Zuba.
2. There is no significant difference in the mean performance scores of TP students with school mentor and those without school mentors in FCT COE, Zuba.
3. There is no significant difference in the mean performance scores of TP students in FCT COE, Zuba based on quality of supervision?

III. Methodology

The study adopted ex-post facto research design approach. An ex-post facto research design, also known as “after the fact” research, is a non-experimental research design that examines the causal relationship between independent and dependent variables when the researcher cannot control or manipulate the independent variables because the observed effect already exists. The population of the study consists of 1800 students on teaching practice in FCT COE, Zuba in the 2023/2024 academic session. A sample of 379 teaching practice students was selected for the study via a multi-stage sampling technique. Firstly, cluster sampling was used to place all the 421 teaching practice schools into the seven (7) teaching practice zones namely; Abaji, AMAC, Bwari, Gwagwalada, Kuje/Kwale, Madalla/Suleja and Zuba. Secondly, 30% of the 421 schools was marked to be selected via a purposive sampling technique with the aim of having each zone represented. In the third stage, 18 schools were selected from each zone via a simple random sampling technique. All the student teachers in the selected schools made the sample.

Two instruments, Student Teachers’ Teaching Practice Questionnaire (STPQ) and Teaching Practice Students’ Performance Assessment (TPSPA) were used for data collection. The STPQ was designed by the researchers for the purpose of the study. The instrument consisted of 30 items rated on a 4-point Likert scale with responses ranging from Strongly Disagree to Strongly Agree. The instrument was validated by experts and to achieve content reliability, it was subjected to peer review and tested for reliability using Cronbach alpha reliability test which yielded a coefficient of 0.87 which was considered adequate. The second instrument, TPSPA was the FCT COE’s teaching practice assessment records awarded to the student teachers by their teaching practice supervisors. The researchers adopted the instrument along with the scores awarded to students. Data collected was analyzed using descriptive statistics while hypothesis was tested based on independent sampled t-test at 0.05 level of significance.

IV. Results

Data was analyzed in this section based on research questions and hypotheses.

Research Question 1: What is the difference in the mean performance scores of motivated and non-motivated TP students in FCT COE, Zuba?

Table 1: Mean performance scores of motivated and non-motivated TP student

Factor	Student Teachers’ Motivation	N	Mean	Std. Dev
Students' Performance	Motivated Teaching Practice Students	138	63.15	8.28
	Non-Motivated Teaching Practice Students	241	56.03	8.05
	Mean Difference		07.12	

Table 1 presents the mean performance scores of motivated and non-motivated teaching practice students. Results from the table shows that there were 138 motivated teaching practice students while 241 did not feel motivated. The motivated students’ mean performance scores was 63.15 with 8.28 standard deviation. Non-motivated students’ mean performance was 56.03 with standard deviation of 8.05. The difference between the categories was 7.12.

Research Question 2: What is the difference in the mean performance scores of TP students with school mentor and those without school mentors in FCT COE, Zuba?

Table 2: Mean performance scores of TP students-based mentorship

Factor	Mentors' Influence	N	Mean	Std. Dev
Students' Performance	TP Students with School Mentor	169	63.03	7.54
	TP Students without School Mentor	210	55.08	8.16
	Mean Difference		07.95	

Table 2 presents the mean performance scores of TP students based on mentorship. Results from the table shows that there were 169 students with TP school mentor and 210 without TP mentor. The students with mentor had mean performance scores of 63.03 with 7.54 standard deviation. Those without mentor mean performance score was 55.08 with standard deviation of 8.16. The difference between the categories was 7.95.

Research Question 3: What is the difference in the mean performance scores of TP students in FCT COE, Zuba based on quality of supervision?

Table 3: Mean performance scores of TP students based on quality of supervision

Factor	Supervisors' Influence	N	Mean	Std. Dev.
Students' Performance	TP Students with Adequate Supervision	214	62.95	6.75
	TP Students without Adequate Supervision	165	53.01	7.99
	Mean Difference		09.94	

Table 3 presents the mean performance scores of TP students based on quality of supervision. Results from the table shows that there were 214 students with adequate supervision and 165 without adequate supervision. The students with adequate supervision had mean performance scores of 62.95 with 6.75 standard deviation. Those without adequate supervision had mean performance score of 53.01 with standard deviation of 7.99. The difference between the categories was 9.94.

Hypothesis 1: There is no significant difference in the mean performance scores of motivated and non-motivated TP students in FCT COE, Zuba.

Table 4: Independent sampled t-test on TP students' performance based on their motivation

Factor	Student Teacher Motivation	t	df	sig
Students' Performance	Motivated Teaching Practice Students	9.389	377	0.000
	Non-Motivated Teaching Practice Students			

Table 4 presents independent sampled t-test on TP students' performance based on their motivation score. Results from the table reveals that $t_{(377)} = 9.389$; $p = 0.000$. This indicates that $p < 0.05$ therefore the null hypothesis was rejected. The study thus confirms that TP students that were motivated had a significantly higher mean performance score than those not motivated.

Hypothesis 2: There is no significant difference in the mean performance scores of TP students with school mentor and those without school mentors in FCT COE, Zuba.

Table 5: Independent sampled t-test on TP students' performance based on mentorship received

Factor	Mentors' Influence	t	df	sig
Students' Performance	Teaching Practice Students with School Mentor	10.763	377	0.000
	Teaching Practice Students without School Mentor			

Table 5 presents independent sampled t-test on TP students' performance based on mentorship received. Results from the table reviews that $t_{(377)} = 10.763$; $p = 0.000$. This is indicative that $p < 0.05$ therefore the null hypothesis was rejected. By this result, the study confirms that TP students with mentor had a significantly higher mean performance score than those without mentor.

Hypothesis 3: There is no significant difference in the mean performance scores of TP students in FCT COE, Zuba based on quality of supervision?

Table 6: Independent sampled t-test on TP students' performance based on supervision

Factor	Supervisors' Influence	t	df	sig
Students' Performance	Teaching Practice Students with Adequate Supervision	7.230	377	0.000
	Teaching Practice Students without Adequate Supervision			

Table 6 presents independent sampled t-test on TP students' performance based on supervision. Results from the table reviews that $t_{(377)} = 7.230$; $p = 0.000$. This is indicative that $p < 0.05$ therefore the null hypothesis

was rejected. The study also confirms that TP students with adequate supervision had a significantly higher mean performance score than those without adequate supervision.

V. Discussion Of Findings

From the result in table 1, the score for motivation is 63, which is above average. This shows that students feel better off in terms of their improved status regardless of the meagre financial benefits received from sponsors. However, when compared to students who don't feel motivated during TP exercise, whose score was 56 and also found to be above average. It therefore mean that students have expectations that are not being met as pre-service teachers on the job. For instance, daily transportation, production of instructional material and refreshment cost can impact negatively on motivation if no assistance is forthcoming. Also, absence of a conducive working environment in schools where pre-service teachers are many can negatively affect productivity. The low standard deviation from the mean in both case is less than 10 percent, it shows that the strength and merit of both responses indicated by the mean scores. The null hypothesis was rejected implying that there is a significant difference in the mean scores of the responses based on table 4. This finding agrees with Leuven et al. (2010) and equally demonstrates the importance of motivation in teaching and learning. Teachers that are well motivated are more likely to be more hardworking and committed to learning on the job.

On mean performance score of TP students for mentorship, the mean score in schools where mentor was effective and where it was not so effective was 63 and 55 respectively. The standard deviation from the mean is also marginally tied and less than 10 percent in both cases. In effect, 90 percent of the responses are explained by the mean scores. The P-value of 0.000 is also less than 0.05 level of significance, thus justifying the failure to accept the null hypothesis. In other words, there a clear difference between the mean score of the responses regardless of the close parity observed in the responses. The findings are consistent with the findings of Al-Mekhlafi and Naji (2013); Dreer (2021).

Drawing from the above, it safe to deduce that punctuality measure contributes significantly in shaping the professional conduct of the pre-service teacher in appreciating the importance of reporting for work on time. Failure to do so has several implications. Firstly, a pre-service teacher who fails to participate in assembly activities may not be able to lead such an activity. Secondly, a pre-service teacher is likely to be perceived as an unsuitable role model for pupils. Thirdly, a pre-service teacher who is not mentored on how to prepare lesson plan may not be able to adequately execute a lesson and may likely draw the ire of supervisors. Finally, failure to excel on these measures can result in a repeat of the teaching practice exercise.

Other areas where mentorship significantly makes a difference in the success of the pre-service teacher includes; mastering the skill of taking class attendance on a daily basis, mastering the skill required to efficiently deliver a lesson, improving on interpersonal relation with school staff, contemporaries and pupils at a professional level. Finally, dressing formally is an attribute mentors are expected to take seriously and promote. Based on the mean score of 55, it is safe to assume that a substantial number of pre-service teachers don't appreciate the importance of dressing formally to class. This may be due to students' tendency and preference for casual dresses further influenced by peers and pop culture.

The mean performance score for supervision quality scaled between adequate and inadequate supervision is 63 and 53 respectively, with a standard deviation less than 10 percent. Both mean score distribution closely paired. This draw attention to the need to step up on supervision quality. The P-value of $0.000 \leq 0.05$ indicates that over 95 of the data is explained. In other words, the null hypothesis cannot hold. Hence, it is rejected in favour of the alternate hypothesis. It is therefore concluded that there is a significant difference in the mean performance score of TP students in FCT OCE Zuba. Basd on quality of supervision, this findings agrees with the finding of Apolot et al. (2018).

As a consequence of the above findings, the body responsible for organizing TP supervision have achieved appreciable success in activities such as per-supervision information dissemination, need for punctuality, ensuring that pre-service teachers are able to complete lessons within set time. Class management is also another crucial part of the teaching skills to be mastered. Class management involves maintaining discipline, attentiveness and inclusiveness of all pupils in class. Lesson note also contribute to the significance of the mean score recorded on quality of supervision. Hence, lesson note plays a crucial role in lesson delivery being a key instructional material.

VI. Conclusion

This study may have provided assurance of the effectiveness of teaching practice in FCT COE Zuba, but it equally revealed based on the variables that the teaching practice process can benefit from reorganization. Through this process, the objective of equipping pre-service teachers with the various skills needed for effective functioning in the classroom are easily achieved. This calls for greater collaboration with stakeholders, such as students, schools, regulatory agencies (National Commission for Colleges of Education) and institution based supervisors.

The collaboration with the above stakeholders is important for several reasons. Firstly, motivation of pre-service teachers needs to be scrutinized to identify ways by which it can be made more impactful on the pre-service teachers' performance. Equally, mentorship has been shown to be driven by experience. There is therefore the need for more knowledge and skill transfer between school-based mentor and pre-service teacher in order to successfully transform the pre-service teacher into a full professional teacher at the conclusion of the exercise. Also, supervisors as professional teacher who engages with pre-service teachers at several levels, in and out of the classroom. As a result, they are familiar with the needs and challenges germane to achieving a successful TP exercise. It behooves the supervisors to approach the supervision with all the seriousness and professional conduct needed to prepare pre-service teachers for the teaching profession.

This study, while it may have contributed to knowledge by addressing specific parameters that affects students performance, it however did not moderate for gender, school size, school facilities and qualification of school-based mentor. The inclusion of these variables may significantly affect the outcome of such a study, hence worthy of investigation.

VII. Acknowledgement

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VIII. Recommendations

TP allowance should be provided in form of a financial incentive to relieve the expenses incurred by pre-service teachers. The expenses in question includes transportation, production of instructional material and refreshment cost.

Schools, particularly public schools should be mandated to put up facilities that caters for the sudden increase in teaching staff occasioned by the posting of pre-service teachers for teaching assignment. In this way, overcrowding and unhealthy working environment is obviated as such situation can be demoralizing and counterproductive.

School-based mentorship responsibilities should be given more attention. This can be achieved by designing a template to guide the school-based mentor on areas where mentorship training should be directed.

Institution-based supervisors should engage pre-service teachers in discussing areas of deficiencies and challenges encountered during and after supervision. This procedure should assist in building the right form of experience and enhanced performance in subsequent lesson delivery.

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