

ANALYSIS OF THE IMPACT OF TEACHERS' MENTORING PROGRAMME ON TEACHERS' CLASSROOM PRACTICES AND PUPILS LEARNING OUTCOMES IN KWAZULU-NATAL PROVINCE, SOUTH AFRICA

GLORIOUS SAMKELISIWE MQADI

Department of Psychology of Education

University of South Africa

Email: smotho.motho@yahoo.com

ABSTRACT

The low learning outcomes and poor classroom practices at primary school grades in the Ugu district municipality of South Africa is acknowledged as a challenge. This is may be attributed to low mentoring activities and pedagogical content knowledge among primary school teachers from the stated district. Therefore, this research investigated the impacts of teachers' mentoring activities on classroom practices and pupils' learning outcomes in 25 selected primary schools in Ugu District Municipality of KwaZulu-Natal Province, South Africa. The study employed a quasi-experimental non-randomized research design involving pre-test and post-test with a control group to study the research problems in the study location. The research sampled 200 teachers (20 males and 180 females) from twenty-five selected primary schools from the identified district. The sampled teachers were divided into three groups; control group, moderate intensity teachers' mentoring group (MIPAG) and high intensity teachers' mentoring group (HIPAG) through balloting. While all the groups were exposed to 80 minutes/week of teachers' mentoring concepts for a period of four weeks, the MIPAG was further exposed to 60 minutes/week of teachers' mentoring activities to determine the baseline teachers' mentoring activities impacts on classroom practices and pupils' academic performance and those with too high or low scores were not included in the study. The reliabilities of the instrument were ascertained using Cronbach Alpha and gave alpha values of 0.79, 0.90 and 0.98 for mentorship, classrooms practices of teachers and pupils' learning outcomes. The post-test was done twice weekly after every teachers' mentoring programme. The datasets collected from the field survey were analyzed using descriptive (Mean and Standard Deviation) and inferential statistics (ANCOVA). The results of the findings reveal that MIPAG recorded the highest mean 15.98 ± 1.58 , followed by HIPAG (13.41) compared to the control group (8.21). The study found significant differences among the means of the three groups $F(2,11) = 10.397$, $p = 0.001$. The research also found significant positive relationship $r(58) = .514$, $p < .003$ among teachers' mentoring activities, classroom practices and pupils learning outcomes in the study location. The study concluded that teachers' mentoring activities has significant impacts on classroom practices of teachers and pupils' learning outcomes in the sampled primary schools in Ugu district municipality, KwaZulu-Natal Province, South Africa. Therefore, based on the results from this survey, the research recommends that education policy makers in the education sector in KwaZulu-Natal Province of South Africa should intensify efforts in planning for effective, efficient and sustainable teacher mentorship programmes as a strategy for teacher professional development for improvement of teachers' quality and classroom practices in order to facilitates pupils' academic performance.

Keywords: Teachers' Mentoring, Classroom Practices, Pupils' Learning Outcomes, Adult Education, Inclusive Education, Educational Psychology