Exploring The Collegial Relationship Between Mentors And Their Mentees

Prakash Singh, Nelson Mandela Metropolitan University, South Africa
Carmel Claire Mahomed, Nelson Mandela Metropolitan University, South Africa

ABSTRACT

Devolution of power to get things done with other people depends on the collegial relationships that are fostered in the organisation as its source of energy. Even the success of a mentoring programme to develop the human resource development needs of an organization, such as schools, hinges on the collegial relationship between the mentors and their mentees. Dialogue is an essential component of this reflective mentoring learning process. Dialogue empowers mentees, such as student teachers, to build their teaching skills with the invaluable input of their mentor teachers in schools. Participation in collegial teams can expand such novice teachers' levels of expertise by providing a source of intellectual provocation and innovative ideas. The quantitative research method was used for the purpose of this study. The research design compared the perceptions of student teachers about the Postgraduate Cetificate in Education (PGCE) with those of their school mentors regarding the classroom practice and the performance of the students in terms of the latter's WIL skills. The findings in this study indicate strongly that there is a significant correlation between the teachers' perceptions of the PGCE and those of their student teachers. This study confirms that effective communication in mentoring strengthens the collegial relationship which, in turn, contributes to an enhanced performance and the professional development of the mentees. Additional research needs to be conducted to determine the type of emotional support training that mentors receive and the impact that training has had on the mentor and the mentoring relationship.

Keywords: Collegial Relationships; Reflective Mentoring Learning Process; Work-Integrated-Learning Skills; Emotional Support

INTRODUCTION

Devolution of power to get things done *with* other people depends on the collegial relationships that are fostered in the organisation as its source of energy (Garmston & Wellman, 1997; Singh, 2013a; Singh, 2013b). Even the success of a mentoring programme to develop the human resource development (HRD) needs of an organization, such as schools, hinges on the collegial relationship between the mentees and their mentors (Bilesanmi, 2011). Dialogue is an essential component of this reflective collegial mentoring learning process. Collegial dialogue empowers student teachers as mentees to build their teaching skills with the invaluable input of their mentor teachers at schools. As affirmed by Querubin (2011), the etymology of the word *dialogue* clarifies the intent behind the process - the Greek word *dialogos*, combining the preposition *dia* meaning "across", "through" or "between" and *logos*, from the verb *legein*, meaning "to speak" (Banathy & Jenlin, 2005, p. 5). Isaacs (1993) defines dialogue "as a sustained collective inquiry into the processes, assumptions, and certainties that compose everyday experience" (p. 25). He points out justifiably that the "discipline of dialogue is central to organizational learning because it holds promise as a means for promoting collective thinking and communication" (p. 28). Wheatley (1992) also affirms that we live in a world that is governed by relationships:

To live in a quantum world, to weave here and there with ease and grace, we will need to change what we do. We will need to become savvy about how to build relationships and how to nurture growing, evolving things. All of us will need better skills in listening, communicating, and facilitating groups because these are the talents that build strong relationships. (p. 38)

The major challenge facing education in a developing country, such as South Africa, is whether they have the capacity to train teachers to meet the growing needs of their society. Currently, the Bachelor of Education (BEd) degree and the Postgraduate Certificate in Education (PGCE) are the minimum requirements for teachers entering Initial Teacher Education (ITE). The National Curriculum Statement (NCS) envisages that teachers will be qualified, competent, dedicated and caring individuals who are capable of fulfilling the roles of educators (Brunton & Associates, 2003). The minimum qualification for educators in South African schools is the four-year BEd degree. The four-year duration of the BEd curriculum makes it possible for higher education institutions (HEIs) to successfully integrate the competencies in their programmes. Whilst the initial preparation of educators in the four-year BEd programme offers a potential solution to the teacher shortage in the South African education system, it must be borne in mind that graduates can only enter the system as qualified educators after the four-year period. In this regard, the one-year PGCE qualification is a way of fast-tracking HRD in this critical sector of the South African society. There must, however, be assurances that in an attempt to expedite the supply of educators, the core competencies, including work-integrated learning (WIL) skills for educators, should not be compromised in the PGCE programme. In this study, the focus is therefore on whether teacher mentors can meaningfully contribute to the development of the WIL skills of PGCE student teachers. An important facet of this investigation is to determine the necessity of establishing and sustaining a meaningful collegial relationship between the mentors and their mentees to develop the latter's capacity within one year of internship (Costa, Baker & Shalit, 1997; Costa & Garmston, 1997; WACE, 2001).

A key notion about learning at work is that it is closely related to an individual's experience, reasoning, or logical thinking through their work experiences and giving it meaning (WACE, 2001; Coll & Eames, 2007). This supports the development of curriculum frameworks for WIL that are not *ad hoc* or without structure as the bases for learning in workplaces. Curriculum frameworks for WIL are formalised and structured by the goals, activities and culture of the work practice (Gibson, Brodie, Sharpe, Wong, Deane, & Fraser, 2007). Gibson *et al.* (2007) see WIL programmes as providing student teachers with opportunities to enrich or learn both generic and discipline-specific skills, relevant to professional practice. The school can also provide student teachers with firsthand experience of its day-to-day operations, access to resources not available on campus, establishment of a work history, enhanced employment opportunities, access to an employer's reference, the establishment of a network of professional contacts, and the possibility of ongoing employment. Moreover, the school experience can serve to build confidence and maturity and increase motivation to learn (Singh, 2010; Bruner, 1966). The perceptions of both the school mentors and their student teachers were therefore investigated in this study to determine whether the school experience made a significant contribution towards developing the student teachers' WIL skills.

Kilburg (2007) identified eight areas of concern regarding mentoring: (1) lack of time, (2) mentors and mentees not in the same building, (3) mentors and mentees not in the same field or subject, (4) mentors and mentees not in the same specialty, such as speech therapy and/or specialists working with challenged pupils, (5) mentors and mentees not at the same grade level, (6) poor communication and coaching skills, (7) lack of emotional support, and (8) personality conflict. Wildman and Niles (1987) succinctly captured the challenges and concerns regarding the WIL development of novice teachers by stating that:

One of the major misconceptions about teaching, found both inside and outside the profession, is that teaching is a relatively commonplace, easy-to-learn task. The route into teaching, according to many, is (and should be) quick and easy. No one gets very excited when novices, following the briefest of orientations, are introduced to the workplace and given essentially the same responsibilities as veterans. We can alleviate any reservations we might feel about this by requiring these novices to masquerade as experts – to go through the motions that research suggests are typical of experts. (p. 4)

Wildman and Niles (1987) discount this stereotypical view of training novice teachers by arguing that research on human learning implies that professional growth in teaching has an emerging quality, that the process takes substantial time, and that complex understandings and WIL skills follow developmental patterns that have been understood in psychology for years but rarely applied to training teachers. Orrell (2004) argues that learning in work placements needs to be deliberate and intentional, supported by induction of students and supervisors and the imaginative development of appropriate assessments to ensure the maintenance of high standards and adequate duty

of care. Reflection and debriefing on the work of all parties are required to achieve these standards, as well as systematic evaluations for monitoring the quality of learning outcomes.

There is an increasing interest in accountability of curricula within HEIs to determine the degree to which students taking the courses are actually learning what the institutions expect them to learn. Fry, Ketteridge and Marshall (1999) refer to the debate about the meaning of quality and standards in HEIs, which reflects different and sometimes conflicting expectations of what HEIs should provide and deliver. Killen (2000) states that in teacher education programmes, the student teachers must be able to demonstrate the educator roles and their associated competencies before they are assessed as competent to perform their roles. Educators of teachers who are concerned about the student teachers' development of WIL skills must intervene at the programmatic level of curriculum implementation and be prepared to interrogate policy. Therefore, the problem investigated in this study was to ascertain whether there was a correlation between the teachers' perceptions of their collegial mentoring intervention strategies with those of their PGCE student teachers to develop the latter's WIL skills.

Collegial Bonding between Mentors and Mentees

Relationships are a social skill that needs to be cemented effectively in a mentor-mentee relationship (Costa, Baker & Shalit, 1997; Goleman, 1998; Singh, 2013c). The mentor as a collegial leader must be able to demonstrate adeptness at inducing desirable responses in their mentees (Manser, 2005). Research (Goleman, 1998; Singh, 2010; Singh, Manser & Dali, 2013) alludes to several mentoring social skills that evoke the dialogic relationship between the mentors and their mentees:

- *Influence:* wielding effective tactics of persuasion
- *Communication:* being prepared to listen openly and sending convincing messages
- *Change catalyst:* initiating or managing change
- *Building bonds:* nurturing instrumental relationships
- *Collegiality: w*orking toward shared goals.

These traits must come to the fore when student teachers are trained by their teacher mentors to bridge the gap between theory and practice in order to develop the students' WIL skills. In a dialogic relationship, the following characteristics are notable (Costa, Baker & Shalit, 1997; Isaacs, 1993):

- One listens to the other side to understand, find meaning, and find agreement. In a dialectic discourse, one listens to the other side mostly to find flaws and to counter the arguments.
- There is a collaboration between the mentor and mentee toward finding common understanding. In contrast, the two sides oppose each other in a dialectic relationship in an attempt to prove each other wrong or their own position is right.
- Introspection of both their positions is encouraged. Positively being critical and being receptive to constructive criticism is elucidated in the relationship between mentors and their mentees.
- There is a free and creative exploration of complex and subtle issues of WIL competencies.
- The mentors occasionally suspend their personal views to comprehend their mentees' views. There is evidence of deep listening and empathizing.
- The skills of synthesis and flexibility are stressed in addition to being critical of what can be realistically achieved.
- Achievement motivation is reinforced within the parameters of satisfaction and expectations.

As aptly pointed out by Wildman and Niles (1987), learning to teach is a complex, time-consuming, and difficult process which, over time, the cognitive, as well as the emotional demands on the mentee, can become quite severe. A collegial work environment can provide a stimulus for WIL that can accommodate both these domains of learning. Participation in collegial teams can expand novice teachers' levels of expertise by providing a source of intellectual provocation and innovative ideas. Furthermore, collegiality will break the grip of psychological isolation from other adults that characterise the teachers' workplace (Sarason, 1971) and this ultimately creates a forum for teachers to publicly evaluate their models about teaching (Lortie, 1975). Collegial bonding can furnish the emotional support and encouragement student teachers need to cope with the risk that is inherently associated with the

demands of excellent teaching. In order for teachers to succeed as mentors, they need to satisfy several criteria which meet with the expectations of their mentees. It is not a quick fix, recipe approach, as succinctly pointed out by Norman (1978):

I do not care about simple learning. I am not interested in the kind of learning that only takes 30 minutes. I want to understand real learning, the kind we all do during the course of our lives, the kind of learning that takes years to accomplish and that may, indeed, never be completed. I want to understand the learning of complex topics. A complex topic is one with such a rich set of conceptual structures that it requires learning periods measured in weeks or even years. The learning of complex topics differs from the learning that can be completed in minutes. I have estimated that to become an expert in a complex topic requires at least 5,000 hours of study. Where does this estimate come from? I made it up. But it is remarkably robust, having been defended by a wide variety of topics. (p. 39)

Certainly, teaching is an intense professional activity, as pointed out by Norman (1978), in which thousands of hours may be spent acquiring cognitive abilities and emotional competencies (Singh, 2013b). Thus, it is inexplicable and inappropriate to expect young, novice, beginner teachers to behave as experts would do. There are four dimensions of subject knowledge that influence the teaching and learning of beginning teachers. They are (Bourdillon & Storey, 2002):

1. *Content knowledge*. A lack of content knowledge can cause teachers to avoid teaching topics with which they are unfamiliar and may also mean that teachers rely heavily on textbook interpretations. Furthermore, teachers who lack content knowledge often choose to lecture rather than to engage in open discussion and exploration, where pupils ask questions which the teacher is unable to answer.
2. *Substantive knowledge* is the framework or model of explanation which guides the inquiry in a discipline, and which varies from subject to subject. It has important implications for how and what teachers choose to teach.
3. *Syntactic knowledge* provides the procedures and processes of enquiry in a subject area.
4. *Beliefs about subject knowledge*. The extent to which beginning teachers are open to examining their assumptions about their subject knowledge and approaches to teaching and learning can be determined by their own experiences of learning, their gender, ethnicity and beliefs.

Bourdillon and Storey (2002) refer to research on ITE courses which indicates the following ways in which subject knowledge is beneficial to the beginning teachers' development:

- They feel confident in the classroom and, as a result, are able to structure individual lessons and sequences of lessons and to select appropriate teaching methods.
- Confidence about subject knowledge facilitates the production of classroom resources and learning materials.
- Their teaching reflects their depth of subject knowledge.
- They are able to cope with unexpected questions and are able to respond to complex enquiries.
- They are adept at helping pupils understand the language and organising concepts of their subject.
- They have an understanding of how the subject links to basic skills, such as, for example, literacy and numeracy requirements.

The entrance requirement for the PGCE is an undergraduate degree. There are, however, many student teachers who have postgraduate degrees when they are admitted to the PGCE programme. As a result of their acquisition of content knowledge during their first degrees, the PGCE students demonstrate mastery of subject matter relevant to their teaching subjects. Of course, the challenge now is to translate theory into practice and, for this reason, collegiality can play a major role in developing such mentees WIL skills.

Roles for Teacher Leaders as Mentors

As resource providers, Harrison and Killion (2007) point out that mentor teachers help their colleagues by sharing instructional resources. These might include websites, instructional materials, readings, or other resources to

use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools. Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment are essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments. Consultation with peers can enhance the teachers' self-efficacy, teachers' belief in their own abilities, and capacity to successfully solve teaching and learning problems. Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction. As stated by Harrison and Killion, teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. All professions are characterized by the following attributes (Shulman, 2004):

- The obligation of service to others, as in a calling
- Understanding of a scholarly or theoretical kind
- A domain of skilled performance or practice
- The exercise of judgement under conditions of unavoidable uncertainty
- The need for learning from experience as theory and practice interact
- A professional community to monitor quality and aggregate knowledge

In support of practice, Shulman (2004) avers that the field of practice is the place where professions do their work and claims for knowledge must pass the ultimate test of value in practice. While the theoretical is the foundation for the entitlement to practise, professional practice itself is the end to which all the knowledge is directed. The mentoring collegial relationship can be characterized by periods of stability, as well as periods of change. Schon (1971) refers to this process as "passing through the zones of uncertainty, similar to being at sea and not knowing exactly where you are at or confronting more information than you can handle" (p. 12). Although events that stimulate change offer the greatest potential for continued growth, they can also provide the greatest source of conflict (Knox, 1977). For example, mentors who add the responsibility of mentoring a new teacher to their other responsibilities may, in fact, find that the additional task puts them in a position where they are not able to provide the mentoring that the new teacher is in need of in a timely fashion (Kilburg, 2007). Many new teachers are also assigned to teach a subject or subjects that they have never taught, work with student populations that they have not been trained to teach, and/or required to advise or coach a particular sport or activity (Kilburg, 2007). Loucks-Horsley and Steigelbauer (1991) believe that is why it is so important that the people who are responsible for creating this new environment for the mentor and new teacher realize that if those transitional issues are not addressed, the mentoring team is likely to encounter some of the problems next illustrated. For mentoring to succeed, it is therefore imperative that four factors are duly considered (Kilburg, 2007):

1. *Time.* If mentoring is to be regarded as a high priority in schools, then adequate time must be provided for observations and meetings between the mentors and their mentees. A factor that can cause repeated problems and misunderstandings for mentoring teams is the lack of time. Mentors must be granted additional time for mentoring and this must be a significant component of their workload in their organisations. If mentors do not allocate sufficient time to carry out their duties of mentoring, then the mentoring experience will be seen as nothing more than a mere token input to develop the mentees' WIL skills (Guyton & McIntyre, 1990). Time is of essence to facilitate a collegial relationship to emerge between the mentors and their mentees.
2. *Interpersonal skills.* Mentors who experience a deficit in their communication skills may find that they are inclined to direct, command, take away authority, reduce or eliminate input from their mentees. When student teachers experience a communication deficit, they may become argumentative and unwilling to accept helpful criticism or listen to reason (Cross, 1981). The interpersonal skills of mentors advance a collegial understanding with their mentors by providing them with direction, while at the same time allowing them to make decisions for themselves. Effective communication in mentoring strengthens the collegial relationship, which, in turn, contributes to an enhanced performance and the professional development of the mentees.
3. *Emotional support.* It is also important to recognize that much of the necessary support for the student teacher is intangible in the beginning; that is, the need for belonging, a sense of confidence and self-

reliance, and a safe and secure environment (Portner, 2001). When student teachers experience a nurturing school environment that meets their personal and emotional needs, they are better able to cope with the daily demands and challenges of teaching. When student teachers do not receive emotional support, many of them can fall prey to anxiety, insecurity, and impoverished confidence, and this inevitably can culminate in their experiencing tobephobia - the fear of failure (Singh, 2013d). When mentors provide the needed support in a collegial setting, the mentees would feel encouraged, empowered, and also purposeful, even when facing difficult circumstances in the school milieu. This will minimize the mentees' being subjected to the effects of tobephobia.

4. *Institutional barriers.* Institutional barriers comprise practices and procedures by schools that inhibit a successful mentoring experience to materialise. Identifying prerequisite criteria in selecting mentors include approachability, integrity, ability to listen, sincerity, willingness to share time, enthusiasm, teaching competence, trust, receptivity, positive attitude, openness, commitment to the profession, experience in teaching, tactfulness, cooperativeness, and flexibility (Gordon & Maxey, 2000). Unfortunately, too often the selection process is compromised by expediency. When schools do not take the time needed to be thoughtful and accountable in the selection process, this form of neglect will negatively impact on the mentoring process and the mentoring relationship.

Cooper and Sawaf (1997) suggest that empathy and compassion are the nucleus of collaboration and empowerment because without them, human feelings and emotions are ignored and workers then begin to stray from the organisation's core purpose because they are unhappy:

It is from empathy, especially when there is an environment of trust, that connection comes, one person to another. In terms of corporate and career achievements, it can be said that almost everything begins and ends in the emotions of confident relationships, in human connectedness. (p. 53)

For empathy and compassion to thrive, Cooper and Sawaf (1997) note that people need to be held responsible and accountable and be encouraged to face difficult situations without fear of failure. In order for this to happen in a school, the principal needs to have an intimate knowledge of each individual educator so that his/her personal strengths, fears and weaknesses can be identified, nurtured and used to support the efforts being demonstrated. If human potential is to be unleashed and utilised in the most effective way possible, then Strümpfer & Mlonzi (2001) point out that it stands to reason that there needs to be a willingness on the part of individuals to share the expertise they possess. Cherniss and Adler (2000) proposed a model based on social skills that can be used by mentors in the workplace to advance the development of the mentees' WIL skills.

1. *The securing of organisational support*. This involves the employment of emotionally intelligent mentor teachers in functional schools and linking mentoring to the needs of the organisation, and introducing training to improve the mentoring and collegial leadership skills of staff.
2. *Preparation for change*. The importance of self-directed learning is stressed and includes the setting of clear, manageable goals and the creation of positive expectations amongst mentees.
3. *Training and development*. The development of a positive relationship between the mentor and the mentee is important in this phase.
4. *Encouraging, maintaining and evaluating change*. The mentor's collegial role in providing ongoing encouragement and support is vital here. The collegial role of mentors should be assumed and the ongoing evaluation of their emotional development should be made.

The model provides a useful framework for designing an intervention programme to help develop social and emotional competencies that can assist mentees in reaching a feeling of satisfaction at work that enhances HRD (Singh, 2013a; 2013c). Team trust, co-operation, motivation and collaboration are outcomes of an effective control of emotions, which facilitate a positive working environment. Mentoring as leadership structures need to be changed or adapted by principals so that educators are able to make a meaningful contribution as leaders and experts in a manner that makes full use of the human potential available at a school. According to Covey (2004), changes that need to be made to leadership structures should not be thought of as an event, but rather as a process of development, change and adaptation. Part of the process of adaptation is inspired by what Covey refers to as an eighth habit - identified as the voice of the human spirit. This is described by Covey as a timeless reality that

encompasses the soul of an organisation that becomes an integral part of development and change and, ultimately, passionate involvement in an organisation.

RESEARCH DESIGN

The quantitative research method was used for the purposes of this study. The research design compared the perceptions of student teachers about the PGCE with those of their school mentors regarding classroom practice and performance of the students in terms of the latter's WIL skills. The target population comprised the PGCE graduates. The PGCE students who graduated recently were selected as participants in this study seeing that they would be in a better position to report on the effectiveness of the one-year PGCE qualification. The two groups of subjects were selected on the basis of their accessibility and availability. Convenience sampling was used to select the participants for this study. Gorard (2001) aptly refers to convenience sampling as a form of non-probability sampling which is composed of those cases chosen only because they are easily available. Eighteen high schools in Port Elizabeth and two high schools in Uitenhage, South Africa, provided the sites where the PGCE teachers could be accessed. The primary data collection was based on two questionnaires to determine the correlation between the teachers and PGCE students' perceptions of the development of the students' WIL skills. Twenty-eight questionnaires were completed by teachers and twenty by PGCE qualified teachers. Teachers were used as respondents because the main purpose of this study was to compare their perceptions of the PGCE with those of student teachers regarding the development of the WIL skills of student teachers at ITE level. The participants were given a fortnight to return the completed questionnaires.

The focus of the first questionnaire was on the PGCE student teachers at schools and the second questionnaire focused on the teachers who mentored the PGCE student teachers. The questions on both the questionnaires were informed by the literature review and Danielson's domains (Danielson, 1996) which served as the criteria for comparing the teachers and student teachers' perceptions of the students' WIL skills. The students' questionnaire served as self-assessments of their WIL skills. The questionnaire designed for the teachers enabled them to provide their perceptions of their student teachers' competencies relating to WIL skills. The questionnaires were therefore based on identical criteria but the responses were from the perspectives of student teachers and teachers who served as the students' school mentors. The questionnaires were divided into four sections, referred to as domains:

- Domain 1 comprised 55 items which focused on the WIL skill: Preparation and planning
- Domain 2 comprised 31 items which focused on the WIL skill: The classroom environment
- Domain 3 comprised 34 items which focused on the WIL skill: Instruction
- Domain 4 comprised 32 items which focused on the WIL skill: Professional responsibilities

The quantitative data obtained via the questionnaires was summarised. This data reduction was followed by doing a statistical analysis of the data (Creswell, 2005). The internal reliability for each of the domains was calculated by using Cronbach's coefficient alpha. Cronbach's alpha is a coefficient of reliability or internal consistency. A high value, close to 1, means that there is high internal reliability of the construct. This means that the items are highly correlated and measure the same construct to a high degree. The higher the score, the more reliable the generated scale is. The alpha values (for the items in the questionnaires in this study) ranged from 0.84 to 0.95 which is an indicator of the measurement of the same construct to a high degree. These high values indicate that all the sub–domains have high internal reliability. It can therefore be deduced that the items were a consistent measure and that the four domains, namely, preparation and planning, classroom environment, instruction, and professional responsibilities, which indicate the WIL skills crucial for teachers, were also consistent.

The items on the questionnaire have face validity, which, according to Struwig and Stead (2001), refers to whether the items of the test appear to measure what the test purports or claims to measure. All the items on the questionnaire were linked to WIL skills for educators. The WIL skills overlap with the competencies that are identified in the seven roles for educators (DoE, 2007). In addition, Danielson's research instrument, which was adapted for the questionnaires, has already been proven effective in regard to content validity. The items therefore also had content validity, which is described by Struwig and Stead (2001) as the extent to which the items reflect the theoretical content domain of the construct being measured.

DISCUSSION OF FINDINGS

Each of the domains on the questionnaire will be discussed by comparing the teachers' ratings of the student teachers and the student teachers' ratings of themselves per sub-domain on the questionnaire. These ratings are the overall ratings out of ten on the questionnaire, expressed as a percentage for each sub-domain. The ratings are therefore not a percentage of the respondents, but an average rating per sub-domain. The observed differences were small and not statistically significant at the 5% level.

Domain 1: Preparation and Planning

Domain 1 consists of six sub-domains and each sub-domain is further grouped into elements. The elements are indicative of the core competencies relating to preparation and planning that PGCE student teachers are expected to develop in WIL environments. The focus in sub-domain 1(a) is on knowledge of content and content-related pedagogy. In sub-domain 1(a), the teachers rated the student teachers higher than the students rated themselves. The PGCE student teachers might have been conservative in their self-assessments while the teachers observed their content knowledge as being at an acceptable level. The higher rating of 73% from the teachers (as compared to 69% by student teachers) was as a result of their observations of the benefits of the subject content knowledge that the student teachers acquired in their undergraduate degrees prior to registering for the PGCE. Bourdillon and Storey (2002) refer to the impact of the mastery of subject content knowledge on the teaching of beginning teachers. It reflects their depth of subject knowledge and their ability to help learners understand the language and organizing of concepts in their subjects. Sub-domain 1(b) focuses on the PGCE student teachers' knowledge of learners. In this sub-domain, the ratings of teachers and student teachers were 66% and 67%, respectively. The knowledge that student teachers have of the learners could be ascribed to the maturity of the PGCE students and their exposure to many individuals in a number of varied occupations prior to registering for the PGCE.

Teachers gave the student teachers a rating of 70% in sub-domain 1(c), which is higher than the 67% student teachers' rating of themselves in terms of the goals and the interpretation of the curriculum as described in sub-domain 1(c). This indicates that student teachers were successfully developing their WIL skills in terms of their schools' curriculum. The teacher rating of 71% of the PGCE students in sub-domain 1(d), which refers to teaching resources, was higher by 2% than the student teachers ratings of themselves, which is indicative of the students' capacity to access resources. The data of both the teachers and the student teachers, which was 71% and 69%, respectively, in sub-domain 1(e) suggests that the standard of lesson planning, content selection, selection of resources for teaching and time management are WIL skills that the PGCE student teachers coped with adequately. This suggests that the lesson planning done by the student teachers satisfied the criteria for lesson planning in the WIL environment. Sixty-nine percent of the teachers and 68% of the student teachers in sub-domain 1(f), which relates to assessment, shows that the student teachers have clarity about formative and summative assessment and about the significance of providing learners with feedback. These findings confirm that the collegial relationship fostered between the mentors and their mentees contributed to the attainment of the objectives of Domain 1.

Domain 2: The Classroom Environment

Domain 2 consists of five sub-domains and each sub-domain is further grouped into elements. The elements are indicative of the core competencies linked to WIL and the classroom environment. Sub-domain 2(a), with specific reference to the two elements; namely, *Teacher Interaction with Learners* and *Learner Interactions*, received ratings of 79% and 78% from the teachers and PGCE student teachers, respectively. The teachers' rating of 74% for the student teachers was lower than the student teachers' rating of 77% for themselves in sub-domain 2(b) where the focus is on motivating the learners to take pride in their work and achievements. This perception of the teachers could be ascribed to the student teachers' focus on the disclosure of subject specific content to ensure syllabus coverage. With regard to sub-domain 2(c) where the focus is on coping with group work and the management of instructional time and transitions, the teachers gave the student teachers a rating of 68% compared to the students rating of themselves at 65%. In sub-domain 2(d), the focus is on the behaviour of learners. The teachers gave the student teachers a rating of 68%, which is higher than the student teachers' rating of 65%. In sub-domain 2(e), which is linked to safety and classroom arrangement, the teachers once again rated the students higher (75%) than the students rated themselves (71%). The lower ratings of 65% and 71% by student teachers of themselves in

these two sub-domains, compared to the teachers' ratings of the student teachers, could be indicative of the uncertainty that the student teachers sometimes have about issues relating to the discipline of learners. However, it is evident from the findings on this domain that student teachers, under the collegial leadership of their teachers, were successfully developing their WIL skills focusing on classroom management.

Domain 3: Instruction

Domain 3 consists of five sub-domains and each sub-domain is further grouped into elements. The elements are indicative of the core competencies linked to WIL and instruction in the classroom. In sub-domain 3(a), the competence to be mastered is language proficiency. In this WIL skill, the student teachers rated themselves at 78% which is higher than the teachers' rating of 76%. Lemmer, Meier and van Wyk (2006) state that the acquisition of a second language may take five to seven years to obtain sufficient cognitive academic language proficiency and two years to acquire basic interpersonal communication skills. Evidently, the students demonstrate that they satisfy the criteria of language proficiency and therefore have the language ability to teach their subjects successfully. Of course, there is room for improvement. The rating on language proficiency could relate to the reality that English is not the mother tongue of all PGCE students. Hence, there is a need to intensify the students' acquisition of English in the PGCE and offer ongoing support, since English is the medium of teaching and learning. Sub-domain 3(b) looks specifically at the capacity of student teachers to make use of questioning and discussion techniques while simultaneously engaging all learners. The teacher rating of 72% of the students was higher than the students' rating of 66% of themselves. At times, students may feel less confident about their capacity because of what Shulman (2004) refers to as "wait-times" and "critical moments".

In terms of the WIL skills in sub-domain 3(c), linked to the disclosure of content during instruction, the pacing of lessons and the utilization of resources, the teachers once again rated the students higher (71%) than the students rated themselves (68%). The WIL competencies, such as disclosing content and using resources, can be planned in advance. Pacing lessons, however, requires ongoing practice. The limited exposure of PGCE student teachers to teaching practice during two school terms could possibly be a reason for insufficient practice at pacing lessons. This may account for the student teachers' lower rating of themselves. The equivalence of the ratings (69%) of both the teachers and the student teachers with regard to feedback, which is the focus of sub-domain 3(d), is indicative of the student teachers' capacity to cope successfully with assessment in the WIL environment during instruction. Sub-domain 3(e) highlights the student teacher's capacity to respond spontaneously, since this sub-domain looks at the student teacher's capacity to adjust lessons using an extensive repertoire of strategies and to assist learners whilst enhancing teaching. In this regard, the teachers' rating of the students was 66%, which is lower than the rating of 73% that students gave themselves. The teachers' lower rating of the PGCE student teachers in sub-domain 3(e) suggests that the PGCE student teachers sometimes experience difficulties with spontaneity when dealing with unexpected events during teaching. The findings of this domain confirm that the collegial relationship between the mentors and their mentees contributed successfully to developing the latter's WIL skills focusing on instruction.

Domain 4: Professional Responsibilities

Domain 4 consists of six sub-domains and each sub-domain is further grouped into elements. The elements are indicative of the core competencies linked to WIL skills and the professional responsibilities of teachers. Sub-domain 4(a) refers specifically to the student teachers' capacity to reflect on practice. The lower teacher rating of 66% of students, compared with the students' ratings of their capacity at 69%, suggests that this is a WIL skill that needs more attention in the HEIs. The capacity of student teachers to cope with administrative issues, particularly with the recording of learner progress as indicated in sub-domain 4(b), was rated lower by teachers at 65% than the student teachers' rating of 70%. Once again, there is a need for the HEIs to give attention to the development of WIL skills linked to record-keeping and related administrative tasks in the schools.

Sub-domain 4(c) regarding professional responsibilities, with specific reference to the three elements; namely, *information about the instructional programme, information about individual students/learners,* and *engagement of families in the instructional programme,* received the lowest rating from the teachers (53%), as well as the PGCE student teachers (60%). The possibility exists that student teachers were not afforded opportunities to

engage with parents informally at school functions or formally in terms of discussions about learners' progress, whether positive or negative. Aspects such as collegiality and participation in school and district projects, which are the WIL skills in sub-domain 4(d), received higher ratings (70%) from teachers suggesting that they were more positive about the student teachers' collegial and leadership skills than the students (66%) were about their own skills. The almost equivalent ratings of both the teachers (71%) and student teachers (69%) in sub-domain 4(e), with regard to the student teachers' enhancement of content knowledge coupled with pedagogic skills, affirms the research related to the strengths that PGCE student teachers have as a result of their content knowledge acquisition during their undergraduate degrees. Finally, sub-domain 4(f) describes the student teacher's capacity to be of service to learners and to participate in decision-making. The teachers' ratings of student teachers, which were lower (68%) than the student teachers' ratings (71%) of themselves, indicate that the students exude a high level of self-confidence regarding their ability to engage in collegial decision-making.

Correlation between Elements per Domain

Below are the Pearson Product-Moment correlation coefficients for the six elements of Domain 1 in Table 1 for the mentors' data. The coefficients are all positive and very high, as well as statistically significant at the 5% level. This means that the teachers rated the student teachers consistently on the six elements. For example, the Pearson correlation between 1(a) (knowledge of content) and 1(c) (selection and implementation of goals) is 0.88 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 1(a) and 1(c) as rated by the school mentors.

Table 1: Domain 1 Mentors' Responses

Variable	Dom1a	Dom1b	Dom1c	Dom1d	Dom1e	Dom1f
Dom1a	1.00	0.88	0.88	0.64	0.76	0.81
Dom1b	0.88	1.00	0.81	0.61	0.79	0.84
Dom1c	.088	0.81	1.00	0.76	0.79	0.89
Dom1d	0.64	0.61	0.76	1.00	0.72	0.80
Dom1e	0.76	0.79	0.79	0.72	1.00	0.81
Dom1f	0.81	0.84	0.89	0.80	0.81	1.00

The Pearson Product-Moment correlation coefficients among the six elements of Domain 1 in Table 2 for the students' data are all positive and fairly high, as well as statistically significant at the 5% level. This means that the students rated themselves consistently high or low on the six elements. For example, the Pearson correlation between 1(b) (knowledge of learners) and 1(c) (selection and implementation of goals) is 0.84 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 1(a) and 1(c) as rated by the mentees.

Table 2: Domain 1 Mentees' Responses

Variable	Dom1a	Dom1b	Dom1c	Dom1d	Dom1e	Dom1f
Dom1a	1.00	0.67	0.58	0.56	0.49	0.24
Dom1b	0.67	1.00	0.84	0.57	0.78	0.66
Dom1c	0.58	0.84	1.00	0.71	0.68	0.62
Dom1d	0.56	0.57	0.71	1.00	0.65	0.52
Dom1e	0.49	0.78	0.68	0.65	1.00	0.81
Dom1f	0.24	0.66	0.62	0.52	0.81	1.00

Table 3 shows the Pearson Product-Moment correlation coefficients among the five elements of Domain 2 for the mentors' data. The teachers again rated the student teachers consistently high on the six elements. For example, the Pearson correlation between 2(c) (group work and management of instructional time and transitions) and 2(d) (behaviour of learners) is 0.85 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 2(c) and 2(d) as rated by the mentors.

Table 3: Domain 2 Mentors' Responses

Variable	Dom2a	Dom2b	Dom2c	Dom2d	Dom2e
Dom2a	1.00	0.81	0.62	0.57	0.64
Dom2b	0.81	1.00	0.78	0.79	0.66
Dom2c	0.62	0.78	1.00	0.85	0.80
Dom2d	0.57	0.79	0.85	1.00	0.75
Dom2e	0.64	0.66	0.80	0.75	1.00

In Domain 2 in Table 4 the student teachers' rating of themselves was less consistent as there were a number of low correlations. For example, the Pearson correlation between 2(e) (safety and classroom arrangement) and 2(c) (group work and the management of instructional time and transitions) is 0.16 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 2(e) and 2(c) as rated by the graduates.

Table 4: Domain 2 Mentees' Responses

Variable	Dom2a	Dom2b	Dom2c	Dom2d	Dom2e
Dom2a	1.00	0.57	0.54	0.77	0.36
Dom2b	0.57	1.00	0.30	0.51	0.50
Dom2c	0.54	0.30	1.00	0.74	0.16
Dom2d	0.77	0.51	0.74	1.00	0.41
Dom2e	0.36	0.50	0.16	0.41	1.00

Table 5 shows the Pearson Product-Moment correlation coefficients among the five elements of Domain 3 for the mentors' data. The teachers rated the student teachers consistently high on the five elements. For example, the Pearson correlation between 3(a) (language proficiency) and 3(c) (content disclosure, lesson pacing and resources) is 0.88 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 3(a) and 3(c) as rated by the mentors.

Table 5: Domain 3 Mentors' Responses

Variable	Dom3a	Dom3b	Dom3c	Dom3d	Dom3e
Dom3a	1.00	0.65	0.88	0.79	0.72
Dom3b	0.65	1.00	0.67	0.65	0.75
Dom3c	0.88	0.67	1.00	0.84	0.78
Dom3d	0.79	0.65	0.84	1.00	0.74
Dom3e	0.72	0.75	0.78	0.74	1.00

In Domain 3 in Table 6, in general, the student teachers' rating of themselves was inconsistent. For example, the Pearson correlation between 3(a) (language proficiency) and 3(e) (teacher spontaneity) is 0.79 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 3(a) and 3(e) as rated by the mentors. The Pearson correlation between 3(a) (language proficiency) and 3(d) (feedback) is 0.55 as rated by the teachers. The students' rated themselves inconsistently on the elements in Domains 2 and 3.

Table 6: Domain 3 Mentees' Responses

Variable	Dom3a	Dom3b	Dom3c	Dom3d	Dom3e
Dom3a	1.00	0.39	0.68	0.55	0.79
Dom3b	0.39	1.00	0.26	0.30	0.40
Dom3c	0.68	0.26	1.00	0.59	0.62
Dom3d	0.55	0.30	0.59	1.00	0.66
Dom3e	0.79	0.40	0.62	0.66	1.00

Table 7 shows the Pearson Product-Moment correlation coefficients among the six elements in Domain 4 for the mentors' data. The teachers rated the student teachers consistently high on the six elements. For example, the Pearson correlation between 4(d) (collegiality and participation in school and district projects) and 4(f) (service to learners and participation in decision-making) is 0.91 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 4(d) and 4(f) as rated by their mentors.

Table 7: Domain 4 Mentors' Responses

Variable	Dom4a	Dom4b	Dom4c	Dom4d	Dom4e	Dom4f
Dom4a	1.00	0.83	0.62	0.86	0.70	0.85
Dom4b	0.83	1.00	0.69	0.85	0.67	0.82
Dom4c	0.62	0.69	1.00	0.70	0.62	0.77
Dom4d	0.86	0.85	0.70	1.00	0.81	0.91
Dom4e	0.70	0.67	0.62	0.81	1.00	0.85
Dom4f	0.85	0.82	0.77	0.91	0.85	1.00

In Domain 4 in Table 8, the students rated themselves consistently high. For example, the Pearson correlation between 4(e) (enhancement of content knowledge and pedagogic skills) and 4(f) (service to learners and participation in decision-making) is 0.88 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 4(e) and 4(f) as rated by the graduates. The findings clearly support the notion that a strong collegial relationship needs to exist between mentors and mentees in organisations, such as schools, in order to successfully achieve the goals of HRD.

Table 8: Domain 4 Mentees' Responses

Variable	Dom4a	Dom4b	Dom4c	Dom4d	Dom4e	Dom4f
Dom4a	1.00	0.72	0.59	0.78	0.74	0.77
Dom4b	0.72	1.00	0.79	0.62	0.71	0.66
Dom4c	0.59	0.79	1.00	0.75	0.76	0.72
Dom4d	0.78	0.62	0.75	1.00	0.77	0.84
Dom4e	0.74	0.71	0.76	0.77	1.00	0.88
Dom4f	0.77	0.66	0.72	0.84	0.88	1.00

Evidently, for mentoring to succeed, the mentors and their mentees must come to terms with what Costa and Garmston (1994; 2002; 2006) refer to as the *Five States of Mind* in their Cognitive Coaching model:

- Developing trust and rapport in relationships
- Questioning for mediation of teacher-thought processes
- Using effective response behaviours to enhance teacher-cognitive processes
- Using style knowledge to enhance collaborative relationships
- Applying five states of mind to enhance teacher self-directedness
- Developing teachers' autonomy and sense of community by increasing their efficacy (1), craftsmanship (2), consciousness (3), interdependence (4), and flexibility (5) (five states of mind)
- Distinguishing between coaching and evaluation

CONCLUSION

The data from mentors serve as the energy sources for WIL skills to be developed by their mentees. Hence, the data provided by mentors must be honest, relate to the needs and strengths of the mentees, and must be useful for self-validation and self-modification. The findings of this study strongly suggest that the PGCE adequately develops the WIL skills of student teachers. Furthermore, the findings strongly suggest that there is a significant correlation between the mentors' perceptions about the PGCE with those of their mentees, based on their collegial relationship. Advocating a specific position on instructional approaches, as well as inquiring about the mentees' position, contributes to the latter's understanding of the curriculum issues that need to be addressed. It would be helpful to have a more detailed account of the types of challenging classes, multiple preparations, remedial classes, and student populations that mentees encounter during their WIL training programmes. Evidently, schools need to provide ample time for mentors and mentees to meet on a regular basis to develop the latter's professional skills. It would also be helpful to examine the process of how that time can be built into the schools' schedule. Emotional support appears to be one of the most vital forms of assistance the mentors can provide for student teachers in their collegial relationship in addition to addressing their cognitive needs. Unfortunately, not all mentors have the ability and the skill level to provide that support. Additional research therefore needs to be conducted to determine the type of emotional support training that mentors receive and the impact that training has had on the mentor and the

mentoring relationship. Besides developing the cognitive abilities of mentees, more research needs to be done on developing a balanced curriculum at HEIs that addresses their emotional intelligence as well.

AUTHOR INFORMATION

Prakash Singh is a professor of education at the Nelson Mandela Metropolitan University in Port Elizabeth, South Africa. Professor Singh is the author of *Innovative Strategies to Develop Better Schools* and co-author of *Principal Leadership*. He has published widely in peer-reviewed journals, focusing on collegial leadership, traditional bureaucratic management practices, organisational effectiveness, emotional intelligence, tobephobia, and self-regulated learning. Professor Singh has presented numerous papers at international conferences. E-mail: Prakash.Singh@nmmu.ac.za (Corresponding author)

Carmel Claire Mahomed is a lecturer in the faculty of education at the Nelson Mandela Metropolitan University. She is currently reading for a PhD focusing on mentoring in the work-integrated learning environment. Mrs Mahomed has published a book titled: *Adequacy of Postgraduate Certificate In Education*. She has also published articles and presented papers at conferences. E-mail: Carmel.Mahomed@nmmu.ac.za

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