

CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews the previous empirical studies related to this study. This chapter has two sub-sections: the theoretical framework and the previous studies regarding mentoring support and teaching practice.

2.1 Theoretical Framework

2.1.1 Pre-service Teachers

According to Abiodun and Abiodun (2022), a pre-service teacher is someone who participates in a school's teaching practice, field studies, school-based experience, or internship program. Unlike in other professions, pre-service teachers tend to bring strong attitudes and beliefs about what constitutes good teaching and good teachers from their previous experiences as students to their preparation (Sirotnik, 2001). Pre-service teachers are the people for whom practicum is designed to provide experience with the practicalities of teaching in schools. Although pre-service teachers have yet to be made aware of the problems that they may face when teaching in schools (Beeth & Adadan, 2006), they are expected to deal with such problems as they arise during the practicum. Pre-service teachers are typically supported by school-based teacher mentors and university-based teacher educators as they face the unpredictable challenges of teaching in schools during their practicum. Concerns expressed by pre-service teachers during their practicum are important because they aid in developing their understanding of teachers' practices (Beeth & Adadan, 2006). Poulou (2007)

attempted to identify pre-service teachers' concerns, worries, beliefs, and feelings about their teaching practice. By confronting the processes of professional practice that teachers face daily, pre-service teachers gain the opportunity to develop reflective skills with the help of mentors and tutors and (re)construct their identities as teacher practitioners (Poulou, 2007).

The pre-service teacher education program aims to prepare students for graduation as quality teachers equipped with teaching practices that will provide experience and knowledge to meet the growing demands of the teaching profession (Thomson & Palermo, 2014). Teaching practice education focused on developing quality teachers has received increased attention in education over the last week (Barkhuizen & Feryok, 2006; Wilkerson & Irby, 1998). The quality of teaching can be found in good theory and the best teaching method. Beutel, as cited in Zahorik, Halbach, Ehrle and Molnar (2003) stated that, " a good theory describes and predicts phenomena and give guidance to your teaching. That is why, without a good theory, practice will never walk alone." (p. 7)

Pre-service teachers are also referred to as teacher candidates who have completed their undergraduate teacher education. According to Hairon (2019), teacher education aims to prepare educators who will be well-equipped to meet the needs of all pre-service teachers in any given context. These pre-service teachers have been admitted to the teacher education program but have yet to complete all of the requirements for full certification. Teacher education programs will include specific coursework standards, required field experience hours, and, on occasion, service-learning projects that may or may not fall under the umbrella of these experiences.

Premier and Miller (2010) explains that pre-service teachers are those students who participated in pre-service training or education, a course or program of study which student teachers complete before they begin teaching. According to Pawan (2017), pre-service teachers are placed in student-teaching sites several times during their undergraduate training to see how the theory they learn in universities is put into practice and understand and participate in the adaptation and modification of both. Pre-service teachers must also learn how to manage the classroom. According to Kfourri (2013), not only must they demonstrate mastery of their subject matter, but they must also demonstrate competence in classroom management, methodology, and assessment.

Based on the explanation above, pre-service English teachers are those who have participated in pre-service training or Education. They are studying to become teachers but have yet to complete the requirements for full teacher certification.

2.1.2 Mentoring Pre-service Teachers

Since the late 1980s, mentoring pre-service teachers during their initial school-based experience has been advocated as a restructuring in pre-service teacher education. Mentoring is defined by Bigelow (2002) and Sherman and Camilli (2014), as a process that involves a nurturing connection between a less experienced person and a more experienced person, where the mentor provides advice by serving as a role model and advisor. Teacher educators play critical roles in the preparation of future teachers. They specifically prepare pre-service teachers to teach by expanding their teaching knowledge (Trumbull & Fluet,

2008). Furthermore, pre-service teachers' beliefs and practices can be shaped and developed during the teacher education process. Pre-service teachers' field practice supplements the university-based aspects by allowing prospective teachers to participate directly in the actual experience of teaching and face the challenges of the real classroom environment (Worthy, 2005).

Teacher education is evolving rapidly (Dam & Blom, 2006). Teachers must be more than just “technicians, consumers, receivers, transmitters, and implementers of other people's knowledge” (Cochran-Smith & Lytle, 1999, p. 16), they must also be knowers, thinkers, leaders, and change agents (Schulz & Mandzuk, 2005). As a result, teacher educators must prepare teachers to recognize and deal with the complexities of teaching in order for them to participate in the educational setting in an increasingly competent manner (Dam & Blom, 2006). This entails universities collaborating closely with schools to prepare pre-service teachers.

Mentoring is a common component in teacher education programs to assist novices in navigating the transition from university to school (Stanulis & Ames, 2009). Mentors are primarily defined as experienced teachers who provide support and evaluation to less experienced colleagues through professional training, supervision, peer teaching, coaching, guidance, and counselling (Shaw, 1992). According to Ambrosetti and Dekkers (2010), there are numerous definitions of mentoring in the literature. They also highlight the mentors' roles from the mentee's perspective, such as support, coaching, and modelling. According to Kwan and Lopez-Real (2005), mentoring can be viewed as a significant duality that can be expressed as both a relationship and a process. This

duality of relationship and process is similar to the distinction made by Converse and Lignugaris (2009) between 'natural' and 'planned' mentoring. Natural mentoring is defined as friendship, collegiality, and coaching. In contrast, planned mentoring is a structured program in which mentors and pre-service teachers are purposefully selected and matched through a formal process. Teacher mentors handle the mentoring aspect of practicum in schools. Along with the work of school-based teachers in developing pre-service teachers, university teacher educators support pre-service teachers in universities and schools, which may include them taking on the mentor role (Tawalbeh, 2021).

According to Carver (2009), in most comprehensive induction programs, a formally assigned mentor teacher (or mentoring team) is responsible for many responsibilities and roles, ranging from providing the novice teacher with a basic orientation of school procedures, norms, and expectations to assisting the novice teacher in integrating and designing a standards-based curriculum that is responsive to the student's learning needs. Asención (2012) suggested that mentors should be trained and highly skilled in supporting the learning of adult teacher candidates. To complete these tasks, mentors require authentic opportunities to work with their beginning teachers on real-world classroom teaching and learning issues, as well as consistent and ongoing opportunities to observe, coach, and co-plan with one another (Carver, 2009).

Bonilla and Méndez (2008) stated that having strong school-based EFL teachers is critical to the success of the learning experience, and these teachers should be chosen based on their deep expertise, extensive experience, and planned match with candidates from similar subject areas and grade levels. Some

university programs have examined and included a focus on mentoring to address the issue of ensuring effective teacher preparation. Expert teachers work with pre-service teachers to teach methods courses and mentor novice teachers in the University of Colorado-Partners Boulder's in Education program (Kelley, 2004).

Furthermore, Vietnamese EFL pre-service teachers enrolled in a six-week practicum identified their needs for mentor personal characteristics as well as supportive mentoring practices (Hudson & Nguyen, 2008). The top three personal needs of these pre-service teachers were enthusiasm (57%), helpfulness (27%), and friendliness (25%; n=91). The most effective mentoring practices were "sharing experiences" (32%), "modelling EFL teaching" (22%), and "clear advice and expectations" (21%) (Hudson & Nguyen, 2008, p. 5). In terms of developing pedagogical knowledge, these teachers prioritized teaching strategies (37%), classroom management (34%), and student motivation (17%). In terms of mentor feedback, pre-service teachers most desired feedback on teaching performance (56%), lesson planning and preparation (24%), and pronunciation and grammar (23%). Concerning the technique for delivering feedback from mentors, pre-service teachers desired feedback that was detailed and useful (44%), sincere, frank, and objective (23%), and constructive, but tactful and encouraging (22%) (Hudson & Nguyen, 2008).

Through a service-learning field experience, one pre-service teacher mentoring program has been designed to prepare future teachers to work in urban settings with high diversity and high percentages of economically disadvantaged students (Kelley, 2004). Pre-service teachers complete their field placements through a service-learning model in collaboration with the University of Missouri-

St. Louis and St. Louis Public Schools, where they gain strategies to become change agents who advocate for children and families and positively impact the school system. The program focuses on the knowledge and skills required for teaching in urban school classrooms (Catapano, 2006). The mentoring component includes problem-solving techniques, communication strategies, and instructions on how to "authentically" involve parents in their children's Education. "Mentoring pre-service teachers to apply this model that integrates service-learning, advocacy strategies, and their field experiences will help them develop the strategies they will need to make changes as classroom teachers," (Catapano, 2006, p. 56) .

2.1.3 Teaching Practice

There is no single universally accepted definition of teaching practice. Several researchers describe it from various viewpoints. For example, Adewole (1977) defines teaching practice as an act that provides a laboratory for the student teacher to try out (under supervision) the teaching approach to which he or she has been exposed in order to become a better professional teacher. According to Kiggundu and Nayimuli (2009), teaching practice is a type of apprenticeship or internship that leads to a career in education.

This concept implies that teaching practice is typically carried out under the supervision of an expert or experienced instructor. This activity allows the student teacher to put ideas of teaching into practice, make mistakes, and learn from them.

Baran, Correia and Thompson (2011) describes teaching practice as the process of preparing student teachers for the actual world of teaching. Nwanekezi, Okoli and Mezieobi (2011) defines teaching practices as the actual application of material and methods learned by students. Student teachers apply what they have studied in and out of school classrooms and are overseen by instructors from the school, cooperating teachers, and school principals.

Kundu and Bej (2021) also comments teaching practice as a program designed to assess students' knowledge of teaching techniques at the faculty of Education. As a result, every undergraduate student in the faculty is expected to engage in the program. Students are prepared for the curriculum in the micro teaching/laboratory, which has audio visual equipment that allow students to see themselves while teaching (Ashraf, Samir & Yazdi, 2016). The word "teaching practice" refers to all of the learning experiences that student instructors have in schools. The word teaching practice has three key connotations: the practice of teaching skills and the development of the role of a teacher; the entire range of experiences that students have in school; and the practical part of the course as opposed to theoretical study (Boydell, 1986). Itow (2020) describes teaching practice as the preparation of student teachers for classroom instruction via actual training. It is the practical application of teaching methods, teaching strategies, teaching concepts, teaching techniques, and practical training/exercise of many everyday school tasks.

It was observed that when teaching practice is adequately planned, it benefits both students and teachers (Ayua & Nasela, 2018). Learners will gain skills that will enable them to work for themselves. Researchers emphasized that

student teachers in practice will impart valuable skills to learners, the future leaders of tomorrow. Furthermore, teaching practice will aid in the production of qualified teachers who will train the next generation, so building the nation. Wijaya (2022) claimed that teaching practice helps to bridge the gap where there is a teacher shortage. Similarly, Maddamsetti (2018) believes that teaching practice will assist to revitalize or regenerate education in underserved schools. Yuan (2016) emphasized that teaching practice is an important aspect of every student teacher's life at a teacher training institute since it aids in the regeneration of every country's educational system. As previously said, teaching practice may aid in the revitalization of education by fostering a strong teaching profession.

Pre-service teachers should participate in practicums to improve their knowledge, abilities, and critical thinking (Zeichner, 2010). Multiple practicum stakeholders provide assistance for pre-service teachers to reflect on their earlier values and views in the context of a specific practicum school (Yuan, 2016). Despite the benefits of the practicum, research has shown that establishing an inclusive practicum for different pre-service teachers is difficult (Felton & Harrison 2017).

Teaching practice is an essential component of education. Teaching practice is an activity that provides practical training to pre-service teachers (Gower, Walters & Phillips, 1983). This is the practical application of teaching methods, strategies, principles, techniques, and practical training and exercises from various daily school life activities. It is also an appropriate way for pre-service teachers to apply what they have learned in the classroom. According to Jusoh (2013), teaching practice is an opportunity for educational department

students to apply what they have learned in school. Teaching practice bridges the gap between the university and the classroom, allowing future teachers to apply what they have learned at the university (Hazzan & Lapidot, 2004). It is essential to have skills and knowledge to teach students in teaching practice because it is one of the components of teaching that will help to become a good teacher. Ulla (2016) stated that teaching practice helps pre-service teachers understand the real world of teaching and allows them to know about the problems and difficulties of teaching they may face in the future. Furthermore, they can discover their competencies and creativity, which will aid them in their future teaching careers.

Pre-service teachers can gain real-world teaching experience through practice (Koross, 2016). Pre-service teachers learn how to teach in preparation for future teaching experiences during their teaching practice. All educational systems should support this. It all begins with a school partnership, followed by an internship (coaching and teaching practice), pre-service teacher placement, and field experience. Both the university and the department should think about this practice.

According to Ara and Akbar (2016), the objectives of teaching practice are to provide prospective teachers with an opportunity to establish an appropriate teacher-pupil relationship, to enable student teachers to effectively plan and prepare lessons, and to provide an opportunity for self-evaluation and discovery of their own strengths and weaknesses. Furthermore, teaching practice is important for pre-service teachers because it changes their attitudes toward teaching and makes them feel like teachers (Utami, 2016).

2.1.4 Mentoring Support During Field Teaching Practice

According to the literature, those mentoring pre-service teachers should have exceptional knowledge, skills, and expertise in a specific domain, as well as high status or power in an organization, in order to promote the welfare, training, learning, and careers of those they mentor (Sinclair, 2003). Mentors must be committed to the mentoring role and believe in the mentee's potential. Mentors are expected to be supportive while also challenging, open to sharing, and have strong interpersonal and communication skills (Dialoz, 1999; Hawkey, 1998; Stanulis & Russell, 2000). Mentoring is a nurturing process, in which mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the mentee (Hargreaves & Fullan, 2000).

Mentoring is the positive, supportive facilitation of learning and growth between someone who has greater experience, knowledge, or competence in a certain profession and someone who is less knowledgeable or new to that field (Harrison, Dymoke, & Pell, 2006). Mentoring programs in university settings have different shapes and formats, with a variety of aims such as transition help, academic supplemental instruction, and social support. Regardless of framework, all mentoring programs are basically a transactional process of assistance anchored by a mutually respected relationship. Mentoring is built on theoretical frameworks rooted in social constructivism, social learning, applied learning, and developmental theory (Grossman, Compton, Igra, Ronfeldt, Shahan, & Williamson, 2009). These frameworks enlighten parts of collaborative learning and highlight the numerous benefits for participants, such as the development of interpersonal, problem-solving, and communication skills, as well as increased

academic achievement and motivation. Successful mentoring programs are developed and structured to ensure that the program accomplishes its objectives, that it has good processes, that all participants have clear expectations and roles, and that it has an effective assessment mechanism for continuous refinement and development (Kiggundu & Nayimuli, 2009). When the goal of mentoring is to enhance academic knowledge and competence, the best success happens when the mentor has the expertise, experience, and capacity to scaffold the pre-services' personal creation of meaning (Sokhulu, 2018).

Changing accreditation standards, as well as government-led enquiries into beginning teacher education courses, have spurred a reassessment of present tertiary sector practices (Avis, Fisher & Thompson, 2018). Universities have a larger duty to show graduates' classroom preparation in order to better fulfill the requirements of the workforce. Mentoring is used in successful teacher education programs to assist and enculturate the next generation of practitioners and ensure they are job ready. Structured mentorship programs improve the student experience and build unified program designs to advise and assist preservice teachers who are learning and reinforcing their roles as emerging teachers (Villani, 2002). Near-peer mentoring programs provide students with a variety of mentoring skills and experiences that supplement their academic growth as they enter the teaching profession (Chan & Luo, 2022).

2.1.5 Pre-Service Teachers' Perceptions of Mentoring Support during Field Teaching Practice

Pre-service teachers look to their mentors to help them improve the skills and knowledge they need to be successful in the classroom (Iqbal, 2017). Mentoring is a popular model of teaching practice that enables pre-service teachers to put pedagogical theories into practice in the classroom (Ngoepe, 2014). Furthermore, mentoring is the process of assisting preservice teachers in learning how to teach in a school setting (Hobson, 2002). Pre-service teachers should discuss aspects of the mentoring process, such as understanding system requirements (curriculum, school policies, and assessment), writing lesson plans, articulating pedagogical knowledge (such as teaching strategies, classroom management, motivating students, and dealing with unexpected situations), and providing direct and detailed feedback on teaching performance (Tasnim, 2020).

Mentoring programs in initial teacher education (ITE) produce positive effects for the pre-service teachers, mentor, academic teaching staff, organization, and, ultimately, the profession (Le-Cornu, 2009). The mentor enjoys benevolence while honing and practicing pedagogical skills, while the less competent students require guidance and scaffolding to encourage and increase deep learning. Pre-service teachers and mentors improve self-efficacy, pedagogical confidence, and interpersonal skills. Staff can support a wide range of open learning tasks in order to accommodate a customized learning strategy for big cohorts, with qualified mentors working in the classroom to provide point-of-need feedback to optimize learning gains. The institution benefits from low-cost innovations that boost academic achievement and have a beneficial impact on retention and student

happiness. The resulting high-quality graduates assist society by being "classroom ready" and equipped to handle the demands of complex learning settings. Mentoring, via modeling and intergenerational interactions, plays an important part in the development of teacher professional identity (Haston, & Russell, 2012).

2.2 Previous Study

Some studies on mentoring EFL teachers have found that mentoring relationships can positively impact mentoring' teaching experiences (G'omez, Ali & Casillas, 2014; Izadinia, 2015 a; Tsui & Law, 2007). G'omez, Ali and Casillas (2014) sought to discover what qualities they valued in a mentoring relationship. The study revealed three distinct points of view. The first was having a mentor who assisted them in developing technical skills, expanding their professional networks, and inviting them to collaborate on research projects. According to the second point of view, participants required a mentor with technical and analytical skills who intellectually challenged them and provided feedback on their performance. The third point of view concerned having a mentor who could advise them or answer their questions. According to Izadinia's (2015b) research, mentors' advice to student teachers was a factor in their professional development. Mentoring relationships included aspects such as guidance, support, mutual trust, and open communication. Salmona, Partlo, Kaczynski and Leonard, (2015) discovered similar results. Investigated the needs and expectations of Spanish EFL student teachers based on feedback from their mentors. The findings revealed

that student teachers were very satisfied with the quality of mentor feedback. The supportive and effective nature of mentor feedback was its main strength.

Tsui and Law (2007) also investigated how university teacher educators and school mentors collaborated to assist student teachers in developing their pedagogical reasoning as autonomous English teachers. The finding of study show that universities involvement in mentoring programs for inclusive elementary schools include developing effective instructional methods and providing human resources capable of implementing inclusive education in inclusive primary schools. This research is intended to serve as the foundation for policymakers, particularly those in universities, to develop appropriate and relevant mentorship programs for the issues confronting inclusive primary schools.

Walkington (2005) conducted a study on mentoring, which focused on mentoring pre-service teachers in the preschool. The result from the study show that preschool teachers' perspectives of participation in the pre-service relationship brings to their personal and professional self-concept have been discovered in recent studies. The findings of this study provide both insight and a challenge to those designing and implementing early childhood teacher education programs, indicating the importance of understanding the personal and professional motivations of the mentoring teachers when establishing and maintaining these programs.

Hudson and Hudson (2018) also studied about mentoring. The result show that the following issues emerged as the sources of tensions (low- to high-level conflicts) in the mentor-mentee relationship: (1) personal issues (incompatibility,

personality differences, language); (2) pedagogical issues (lack of pedagogical and content knowledge, differences in teaching styles); and (3) professional issues. Maintaining a positive professional connection, providing regular feedback to address concerns, sharing responsibility and empowerment, and employing empathy for unique situations are all strategies for resolving these conflicts. This work proposes a model for low- and high-level conflict related with personal, pedagogical, and professional (3Ps) difficulties as a theoretical contribution.

Iqbal (2017) explores the mentoring process and the challenges that preservice teachers face during their teaching practice. The findings revealed that the pre-service teachers went through various mentoring processes. The mentoring process revealed five elements: frequency, time, content, support, and feedback. Three preservice teachers had varying mentoring levels in frequency, timing, content, support, and feedback. The frequency of mentoring was altered. If necessary, the first pre-service teacher did so at any time. After the class, the second pre-service teacher did it regularly. During teaching practice, the third pre-service teacher did it only three times. Furthermore, mentoring occurred after the class had concluded, sometimes when the pre-service felt that the material was too difficult for the students (Yunus, Hashim, Ishak & Mahamod, 2010)

According Hudson and Millwater (2008), the topics to be discussed between pre-service teachers and mentors during the mentoring process include understanding of system requirements (curriculum, school policies, and assessment), writing lesson plans, articulating pedagogical knowledge (such as teaching strategies, classroom management, motivating students), dealing with unexpected situations, and providing direct and detailed feedback about teach. This

study also discovered that pre-service teachers require constructive feedback on their teaching methods and more opportunities to teach; as Hudson and Skamp (2002) suggests that mentors provide constructive guidance by sharing teaching experiences and providing clear advice.

Zuhry (2020) also determine the extent to which students are satisfied with the guidance they receive from their school mentors and their perceptions of the support of school mentors during teaching practicum. Based on the research findings, most respondents believe that school mentors provide adequate support. Furthermore, some students received full support from their school mentor, while others received little support. Even some school mentors did not properly support their students, resulting in a significant lack of guidance during teaching practicum. The scale results show that the majority of respondents answered positively. Only two of the ten respondents gave a scale below adequate: poor and poor. Furthermore, only three of the remaining respondents provided enough information. It demonstrates that respondents feel positive about the support of their school mentors.

Hennissen, Crasborn, Brouwer, Korthagen and Bergen (2011) investigated pre-service teacher perceptions of mentor teachers' developing use of mentoring skills. The research results show that six types of mentoring abilities were viewed by pre-service teachers as providing emotional support and five others as providing work aid. alterations in mentor instructors' frequencies of use of diverse skills, as noted by independent raters, coincided to a significant extent with alterations in mentoring skills. Maddamsetti (2018) also conducted study, this study focuses on pre-service teachers' perspectives of mentor teachers'

involvement in creating inclusive practicum. According to the findings, a mentor teacher's open discussions and willingness to welcome such students benefit their learning and advancement. The results also reveal that the facilitative roles of mentor teachers in creating inclusive environments overlap with the socio-cultural and political contexts of practicum schools and universities. The study concludes with recommendations for strengthening the participation of diverse pre-service teachers through the joint efforts of multiple practicum stakeholders, including preservice teachers, mentor teachers, practicum schools, and universities.

Another group of studies looked into teachers' positive mentoring experiences (Chien, 2015; Hairon, 2019; Nguyen, 2008). Chien (2015) investigate the learning of pre-service teachers from expert teachers. According to the findings, teachers were positive toward the mentoring experience. Mentoring improved their understanding of the classroom context, planning, and teaching strategies. Hairon (2019) also investigated teachers' perceptions of the impact of a mentoring program in which they participated. According to the findings, mentoring in the form of discussions, reflections, reading materials, and feedback, as well as the content components, positively impacted their classroom management competencies. Similarly, Nguyen (2008) investigated English language teachers' perceptions of their university mentoring experiences. The findings revealed that mentoring was beneficial to their professional development.

Lawson, Çakmak, Gündüz, and Busher (2015) investigate current trends in thinking about school practicum (teaching practice) from the perspectives of the main groups of participants. It aims to provide a landscape review for teachers, researchers, and university-based teacher educators interested in investigating and

understanding practicum, identifying what can be learned from research, and pointing the way forward for future work. The data show that it is difficult to see the whole picture of the practicum and develop a comprehensive understanding of it. The absence of school students' perspectives is a gap in the literature that must be filled. There appear to have been few comparative research studies comparing practicum in various contexts. This could imply that more future comparative research studies are required to close the research gap in that area. From this perspective, it is possible to conclude that there are many more issues to be discovered about teaching practicum using various research designs and data collection tools. Investigating the practicum by generating larger data sets may yield new insights into the practicum's international use and experience. It could be concluded that regardless of the chosen research design, it is necessary to include all practicum stakeholders in the same study to reflect on and see the whole picture of practicum in any context (Lawson, Çakmak, Gündüz, & Busher, 2015)

More research studies were carried out to investigate the impact of mentorship programs on the professional development of teachers. Cosgun and Atay (2018) explored the impact of a mentoring program provided to EFL teachers. The findings showed that the program contributed to the teachers' professional and personal development. Sakamoto and Lumi (2014) studied the effects of a mentorship program on graduate students. According to the findings, mentoring encouraging active participation in professional activities can boost mentee confidence and train them to perform well in forums. Mentorship also provided opportunities for professional development and a sense of efficacy.

Humaira, Rachmadtullah, Sesrita, Laeli, Muhdiyati and Firmansyah (2021) also conducted a study which focused on the pre-service teachers perceptions of university mentoring program. The result show that the mentorship program that the university should create for inclusive primary schools in Indonesia should include academic and non-academic features that are collaborative and sustainable. In general, the university must be a resource center for inclusive education research and development that can answer the problem of implementing inclusive education at all levels of education.

Widiyastutik (2013) investigates teachers' and students' perceptions of pre-service teachers' profiles. This study aims to find out what teachers and students think about pre-service teachers in the teaching practice program. The research was conducted at Vocational School Perintis 29-02 Semarang using a qualitative research method with a qualitative descriptive approach. This study's participants were pre-service economic teachers. Informants and documentation archives were used to collect data. Data collection methods include interviews and documentation. Source triangulation and technical triangulation are used to validate the data. Data reduction, data presentation, and data verification are the techniques used in data analysis. The result of this study show that teachers' and students' perceptions of pre-service teachers are as follows: Personality competence, pre-service teachers have good personalities as prospective professional teachers. Social competence, pre-service teachers have good social skills. Professional competence, pre-service teachers have sufficient material mastery ability. Pedagogic competence, pre-service teachers have good abilities in

making lesson plans, opening and closing lessons, conducting variations in learning, and using learning media.

Kamil (2016) investigate mentor teachers' perceptions of pre-service teachers' teaching abilities at State Vocational High School 1 Tilatang Kamang and State Vocational High School 5 Padang. The research findings revealed that mentor teachers' perceptions of pre-service teachers' teaching ability were in the appropriate category; pedagogic competence was 74.93% or in the appropriate category; personal competence was 74.87% or in the appropriate category; social competence was 73.66% or in the appropriate category, and professional competence was 76.54% or also in the appropriate category. In addition, Nguyen and Baldauf (2010) also conducted a study that focused on the effectiveness of peer mentoring for pre-service teachers during practicum. The results show that school practicum senior teacher mentors, university supervisors, and self-assessment surveys, participants in the peer mentorship program improved significantly in their instructional practice ratings as compared to their peers. Peer mentorship might be an important factor in increasing the quality of pre-service teacher education programs.

Afterward, Botha and Reddy (2011) researched in-service teachers' perspectives on pre-service teachers' knowledge domains in Science. During their final year, pre-service teachers' perspectives on various knowledge domains were investigated by in-service teachers. Following a four-week practice teaching period, semi-structured interviews with in-service teachers were conducted, with a specific set of open-ended questions. The 11 participants were in-service teachers from the various schools where pre-service teachers were placed for nine weeks of

teaching practice: six female teachers and five male teachers. Two primary schools and four secondary schools were chosen. According to the findings, in-service teachers rated pre-service teachers positively in some knowledge domains but negatively in others. The pre-service teachers had good content knowledge but only sometimes presented it in the innovative and creative ways that the policy documents envisioned. Some pre-service teachers needed more confidence in teaching or performing practical work.

Vásquez, Rosas and Martin (2019) investigate the novice teacher's opinion on previous mentorship. According to the findings, mentors' personal attributes were regarded to be the most essential. However, instructors feel that variables such as school requirements and feedback are frequently overlooked by their mentors, despite the fact that these elements have an impact on the mentoring process. More knowledge about future EFL student teacher preparation is expected to be acquired by analyzing teacher perspectives, allowing programs to better fulfill the individual needs of mentees during their practicum period. Furthermore, Kuswandono (2017) investigated mentor teachers' voices on pre-service English teachers' professional learning. The finding show the beliefs of the mentor teachers in mentoring PSETs during the school-based practicum should be improved. PSETs, according to the mentor teachers, need to study and experience more fundamental parts of teaching, such as interpersonal skills and emotional engagement in teaching, as well as leadership. Implications for teacher education are discussed in order to increase the quality of relationships between PSETs and mentor instructors.

Nguyen (2013) conducted interviews with pre-service teachers in Vietnam regarding the impact of mentor assistance on psychological pre-service teachers during practicum at school. The research finding shows that preservice EFL instructors in the experimental group reported more psychological support from their peers than those in the control group. The empirical data for introducing a peer mentorship model for preservice EFL instructors during the practicum supports the necessity for a practicum reform. A current study was also conducted by Rasmitadila, Megan and Reza (2022). The researchers investigated teachers perceptions of the role of universities in mentoring programs. Based on the findings of the study, it was discovered that universities' involvement in mentoring programs for inclusive elementary schools include developing effective instructional methods and providing human resources capable of implementing inclusive education in inclusive primary schools. This research is intended to serve as the foundation for policymakers, particularly those in universities, to develop appropriate and relevant mentorship programs for the issues confronting inclusive primary schools.

Finally, Wahyuni (2017) exploring teachers' perceptions of students' competencies PPL 2 Education Biology FKIP Untan. The research method is descriptive, and the research instrument is a questionnaire. The subject of this study is a PPL 2 student from one of Pontianak's ten schools. The result show that the pedagogic competency of PPL 2 Biology Education students at FKIP Untan is 77,17% good, the personality competence is 90,63% very good, the professional competence is 77,29% good, and the social competence is 57,50% enough.