Table 1 shows sample distribution. There were 22 participants in two FDGs; 10 were students from 6 institutions, 6 were coordinators, and 6 were supervisors. TEIs stand for teacher education institutions.

|  |  |  |  |
| --- | --- | --- | --- |
| Catchment area | Category of clients | Sample | Total |
| 6 TEIs | TP coordinators | 1 per TEI | 6 |
| TP students-teachers | 10 mixed from 6 institutions | 10 |
| TP supervisor | 1 from each TEI | 6 |
| Total participants |  | 22 |

Figure 1 reflections of current emphasis of TP. TP emphasized evaluation and assigning grades for certification to student-teachers most, with minimal regard to learner support, lecturers’ learning new content and methodologies, and informing the curriculum.

Figure 2 supervisors’ preferences on whether they want to supervise students in their area or in a scrambled model. A majority of faculty preferred matching supervisor’s specialty with that of the student-teacher.

Figure 3 A summary of whether or not all methods have equal demands irrespective of the subject. 20% thought all learning areas had the same demands; therefore, anyone can handle any student regardless of their specialties.