

The Right to be Heard: Open Distance Learning Student Teachers' Challenges Regarding Extra-Curricular Activities

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ABSTRACT It is incumbent at all teacher training institutions to ascertain whether they are imparting appropriate made-to-measure skills that will enable student teachers to attain internationally competitive levels when entering the teaching profession. The specific aim of the paper was been to determine open distance learning student teachers' reflections on the problems they experienced with regard to extra-curricular activities when they had to do their teaching practice at schools. Within the perspective of qualitative research, phenomenology as a qualitative research design has been chosen as the method of obtaining data. Semi-structured and open-ended questions were used to collect data. Two theories were used as theoretical frameworks, namely, an ODL theory called the Com-model and Piaget and Vigotsky's social-constructive learning theory. The results revealed that numerous problems were experienced by ODL student teachers with regard to their participation in extra-curricular activities during their teaching practice periods at schools.