

The study analyzed the efficacy of the tripartite relationship between the mentor, the lecturer and the student teacher education when the students are on teaching practice with a view of examining its impact on the student teacher in Masvingo Region. Key areas covered by the research questions were: college input into teaching practice, the role of the lecturer and the mentor, and future of the attachment programme in Zimbabwe. The study employed the descriptive survey method and the research instruments used were the questionnaire and the interview. A study sample of 80 mentors, 32 lecturers and 65 student teachers was selected. The findings revealed that the key players of the programme held different conceptions of the teaching practice, held different interpretations of college guidelines as well as different conceptions of their roles which adversely affect the efficiency of the tripartite relationship. Recommendations made included the need for a democratic and professional relationship among the three members of tripartite relationship and that more dialogue between the lecturers and the mentors in particular is needed so that their roles are complementary.