

**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL  
STUDIES**

**DEPARTMENT OF CURRICULUM AND TEACHERS  
PROFESSIONAL DEVELOPMENT STUDIES**



**PRACTICES AND CHALLENGES OF PRACTICUM  
IMPLEMENTATION AT BONGA COLLEGE OF TEACHERS  
EDUCATION**



BY

**TESFA WALLE**

ADDIS ABABA

MAY 2011

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Addis Ababa University in Partial Fulfillment of the  
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and Instruction**

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## **Abstract**

*This study was conducted with the objectives of looking into what was going on practicum implementation program in the college and placement schools to expose student-teachers for the actual practices. It was also aimed at investigating the views of the research participants and challenges on the effectiveness of the college and placement schools that are implementing the practicum program in Bonga College of Teachers Education. To gather necessary data: questionnaire, semi-structure interview, observation and focus group discussion were employed. The collected data was tabulated and analyzed both by quantitative and qualitative methods. To achieve the purpose, 145 third year student-teachers from ten department, 20 tutors, 20 mentors( from 5 placement schools by taking 4 mentors from each), 5 practicum coordination team members, 3 student-teacher council members and 1 Academic vice Dean were selected by systematic random and purposive sampling methods respectively. The findings of the study show that implementing practicum program in the college and placement schools were low understanding and perceptions for their role and responsibilities, poor relationship between the college and schools, poor support, assistance, follow up, assessment and feedback to the student-teachers, lack of clear and organized guideline by the college and schools main bodies of the program. As a result, tutors and mentors did not use the various roles expected of them; student-teachers did not have opportunities of getting the necessary skills and competencies of teaching from actual field experiences. On the other part of college administration bodies were shortage of finance and resources, inability to give pertinent attention to the training of mentors, tutors, student-teachers and other concerned bodies for the improvement of the program. Based on the findings conclusion and recommendations were forwarded.*

# CHAPTER ONE

## Introduction

### 1.1 Background of the study

Education, as a very important factor of human development, is of a high priority in the overall development endeavor of a country. Accordingly to Aggarwal, (1996) education is future-oriented and it is about development and growth even when we are studying the past. Thinking is a common practice and it goes on all the time, often without being aware of it. Education takes up us into the conscious world. It involves activities that are intended to stimulate thinking and to foster learning. People set out to help another person to learn, or learn by oneself. Both can take place at the same time, and one learns as he/she teaches.

Traditionally, Ethiopian education courses and the subject content have been treated as separate entities. Thus, the practices of teaching and teaching methods have been treated in a theoretical way. This has produced teachers who, although well enough grounded in their individual subject knowledge, are not necessarily good at teaching in schools using active learning methods (MOE, 2003).

Education provides an opportunity for students to do the following within the context of curriculum implementation:

- ❖ apply their wider school learning in real life situations in the community;
- ❖ make decisions about their learning rather than having decisions made for them;
- ❖ have opportunities to exercise individual and group initiative, inside and outside the traditional boundaries of schooling; and
- ❖ exercise personal and shared responsibility, rather than being dependent on the teacher to solve problems and resolve issues develop and apply knowledge and skills that will underpin successful transitions to participate in economic and social life (MOE, 2006).

Education is the key to development; and therefore, it is impossible to think about the quality of education without having academically qualified and professionally responsible teachers in our schools. These can be achieved when students are given the opportunity to explore the physical and social environment of school system, working conditions, managerial aspects

along the actual teaching- learning activities. This can be done through active participation or involvement in practicum course or real school experiences.

Thus, practicum is a professional field experience designed to provide the student-teacher with the opportunity to work in a professional environment under the close follow-up (supervision) of experienced school teachers (mentors) and guidance of college teacher educators (tutors). This opportunity allows student-teachers to integrate the theory and knowledge of course content with the application of principles and practices in a real work environment (Teferi, 2009).

Practicum is an important component of teacher education program in the TESO document (MOE, 2003) and given a significant place in the program. Some local studies tried to examine the practice and implementation of practicum program; and they proved student-teachers' success and problems they faced. For instance, Shumet Kefyalew, et al (2006) has carried out research with a view of assessing the practice and its problems of practicum in some Colleges and Universities with primary and secondary placement schools. The study points out that the practicum program implementation has always been below what is expected of the student-teachers.

Nevertheless, there has been a great deal of challenges that teacher training colleges face during the practicum implementation program. Therefore, Bonga College of Teacher Education is one of the country's Teacher Education Colleges in the South Nation Nationality and Peoples Regional State, particularly in Kaffa zone. The researcher has seven years experience in teaching professional courses and in tutoring practicum courses in the College. In the meantime, the researcher has observed different challenges and problems during implementation of practicum program because the program requires the collaboration of inside and outside the college professional interactions and the organization of human, material and time resources. Therefore, the researcher wants to examine the gaps of the actual practice inside and outside the college with different challenges. Hence, to alleviate the problem, the researcher wants to find out the primary challenges and to give suggestions to implement the practicum program effectively. By above many reasons, the researcher is initiated to investigate the practice and challenges of practicum implementation in Bonga College of Teachers Education at Kaffa zone.

## **1.2 Statement of the problem**

Practicum is an integral component of the higher institution and school's total educational program. It engages the student-teachers in supervised social work practice and provides opportunities to apply field learning to the classroom situation. Practicum, as part of the 10+3 pre-service teacher education program, is put in to practice in all teacher education institutions of the country. The practicum courses are revised by Ministry of Education to ensure the student-teachers experiences and skills before they enter the classroom as qualified teachers (MOE, 2003). Teacher education program is currently implementing the 10+3 program with four semester's practicum courses. The revised practicum course is implemented starting from second year up to third year with four consecutive semesters In-Out-In model program two times in a year.

The purpose of the implementation of practicum is to integrate educational theory with practice. It is assumed that the implementation of practicum will provide student-teachers opportunity to develop a professional identity to teach and participate in multiple, complex and concrete experiences essential for meaningful learning and teaching (Brock & Grady, 1998; Huling-Austin, 1992). Teacher mentoring and tutoring are seen as a vehicle in the preparation of student-teachers understanding of how to learn and practice effectively with the help of college tutors and school mentors. Practicum implementation mentoring and tutoring should be done meaningfully, effectively and systematically.

Implementation of practicum is often a stressful experience for student-teachers education. There are many challenges being faced by the College and School of Education and Social Development in Bonga College during the practicum implementation. In addition to the lack of a systematic mentoring and tutoring program, the number of schools within the surrounding area of Bonga College is not able to accommodate the large number of student-teachers for the implementation of practicum.

At present, however, practicum as a course implemented in Ethiopian colleges and universities student-teachers training by the collaboration of partner primary and high schools (MOE, 2003). During this time, people in education institution talk in support of and against the teacher education program of colleges in general and the challenges of practicum

implementation in particular. Regarding practicum courses implementation, different conceptions and feelings are being discussed with in the public and the partner school teachers (mentors), student-teachers, teacher educators (tutors) and college practicum coordination team. Hence, it is necessary to make an overall effort being understood by the general student-teachers, partner school teachers, tutors and college practicum coordination team as these are the key actors of the practicum courses.

Therefore, the researcher is initiated to study the practice and challenges of practicum implementation in the South Nation Nationality and Peoples Region State in Kaffa zone particularly in the College. Thus, the purpose of this study is to investigate the practice and challenges of practicum implementation at Bonga College of Teachers Education.

### **1.3 Objectives of the study**

The objective of this study was to investigate what has been going on in the college and placement schools in terms of their perception and understanding, managing, organizing and running the practicum implementation program. It was also aimed to shed light on the challenges that have been faced on implementing the program. More specifically; it attempts to:

1. identify the perception of student-teachers, mentors, tutors, and college practicum coordination team on practicum implementation.
2. find out the successes of student-teachers, mentors, tutors, and college practicum coordination team on practicum implementation.
3. investigate the challenges of practicum implementation at Bonga College of Teacher Education.
4. identify the causes/sources of the challenges in practicum implementation.

Thus, the current study is intended to answer the following basic research questions:

1. What is the perception of student-teachers, mentors, tutors, and college practicum coordination team about practicum?

2. How far student-teachers, mentors, tutors, and college practicum coordination team are successful in their roles of practicum implementation?
3. What are the challenges of practicum implementation at Bonga College of Teacher Education?
4. What are the causes/sources of the challenges of practicum implementation?

#### **1.4 Significance of the study**

This study is expected to have certain contribution to the following groups:

1. the findings of this study would expand knowledge and skills of student- teachers, mentors, tutors and practicum coordination team regarding the current practice-oriented teacher education program at college level.
2. it informs tutors, mentors, practicum coordination team and other college administrators about possible strategies and mechanisms for the effective implementation of the program.
3. it would help to create awareness among student-teachers, tutors, mentors and college practicum coordination team about the practical implementation and challenges of practicum and to take corrective actions.
4. it serves as source of information for researchers.

#### **1.5 Delimitation of the study**

The study was delimited to South Nation Nationality and Peoples Regional State, Kaffa zone particularly in Bonga College of Teacher Education, and its partner second cycle primary schools to gain full support from the working situation easily.

In addition, it was also delimited only to third year 10+3 student-teachers. Since, the practicum courses at college level currently begin on second year first semester program. But second year student-teachers have no full experience about the practicum courses to give relevant information for the researcher. The third year student-teachers were taking at least three consecutive practicum courses with three semesters. By above reason, the researcher delimited the research study with third year student-teachers as a source of information.

## **1.6 Limitations of the study**

The researcher feels that the time and financial pressures made him not to reach all those parties who had roles in the practicum. Thus, the methods employed to collect data might have put their effects on the researcher.

## **1.7 Operational definition**

- ❖ **Practicum-** refers to the entire actual school experience, classroom teaching practice, portfolio preparation and reflection
- ❖ **Tutors-** refer to the teacher educators assigned as advisers and evaluation of student-teachers during their course of practicum implementation in Bonga College of Teacher Education.
- ❖ **Mentors-** refer to the elementary second cycle school teachers (5-8) assigned as advisers and evaluations of student-teachers during their course of practicum implementation.
- ❖ **Student-teacher-** refers to students who participate in practicing practicum at Bonga College of Teacher Education with different placement schools in short distance (around up to 130 kilometer) to the college.

## **1.8 Organization of the study**

The researcher is composed of five chapters. Chapter one deals with introduction of the study, chapter two deals with review of related literature, chapter three deals with research design and methodology, chapter four deals with data presentation and analysis and chapter five deals with summary, conclusions and recommendations.

## CHAPTER TWO

### Review of Related Literature

In consideration of guiding research questions, the review tries to highlight what the meaning, purposes, standards, importance, characteristics, study reports ....of practicum and its practical implementation.

### 2.1 Meaning and Concepts of Practicum

The term practicum is a period of intensively focused practical application of classroom and text book theories and case studies to the actual work environment (Cameron and Wilson, 1993). It is an opportunity to integrate career related experiences that complement what is learnt in the classroom in to the field of education by participating in planned and supervised work. It involves working in certain field. It has different names in different contexts like cooperative education, internship, externship and apprenticeship. Here, practicum, the actual school experience is recognized as an important aspect of the training of the would be school teachers, directors and supervisors who are the counselors, instructional leaders and managers of the instructional activities at the grassroots (school, classroom) levels. Their future roles involve a cycle of day to day planning, implementing, and evaluating which in turn needs strongly interwoven theoretical knowledge and practical skills developed through in campus and off campus learning experiences.

Practicum is supervised by professionals at school and/or off campus and usually overseen by a specific course instructor. According to Jack (2003), practicum is not an independent teaching experience; it is one that provides feedback and supervision by a faculty member who oversees a guided teaching learning experiences. The practicum can be completed in a faculty member's course where the faculty members remain the primary instructors for the course or in a course for which the graduate student is the primary instructor. In each case, evidence must be provided and documented in areas of class instruction and a range of supervisory and reflective experiences. While flexibility is allowed in meeting this requirement, it must be demonstrated that the practicum experience meets academic standards for the graduate credits provided.

Although (TESOL, 2003) College teaching requires the completion of a teaching practicum, effective practicum teaching like any other skill requires practice and the guidance of skilled faculty members. Teaching practicum provides inexperience as well as experienced teachers, the benefit of instructional expertise and mentoring of faculty with in his/her own discipline. The practicum also gives future faculty the opportunity to experiment with new teaching they can evaluate with others.

In teaching, practicum should be designed to give students actual teaching experiences and developmental feedback. Practicum student-teachers should be involved in course planning and implementation as well as assessment of their students and of the course throughout the semester (MOE, 2003). Unlike the past practicum which involves very little in the way of allowing student-teachers to develop their practical skills and organizations, the existing practicum is designed to ensure that student-teachers have as much supported experience as possible before they enter the classroom as a qualified teacher (MOE, 2003).

The existing practicum allows student-teachers to practice teaching in their respective areas; try out ideas; have the confidence to make mistakes and to reflect and learn from them in order to develop new strategies. An essential development of the practicum is the continual support and guidance, offered to each student-teacher by a tutor from the college and from a mentor at the partner school (MOE, 2003).

### **2.1.1 Purpose of the practicum**

About 15% of the existing teacher education system course catalogue for 10+3 accounts practicum courses, and offered in four consecutive semesters. The courses are designed with the assumption that the student-teachers are enabled to:

- describe the physical and social environment of the school of their placement;
- know the organizational structure and management system of the school;

- realize their professional roles and responsibilities;
- provide opportunities for pre-service teachers to develop their personal philosophy of teaching and learning;
- develop attitudes and skills that empower pre-service teachers to critique, support and improve current education systems;
- provide experiences that reflect the complex, diverse and multi-faced nature of teachers' work within classrooms, schools and the broader community;
- participate actively in different school activities;
- testing their theoretical subjects knowledge with practical skill practicing and others

To achieve the above list of objectives, a four semester practicum courses are designed and tabulated below.

**Figure 1: List of practicum courses for teacher education (10+3) program**

No	Course title	Course number	Credit hour	Contact hour	year	semester
1	Practicum I: School observation	Prac.201	4	6	II	I
2	Practicum II: Working under the mentor	Prac.202	3	5	III	II
3	Practicum III: Assisting the mentor	Prac.301	3	5	III	I
4	Practicum IV: Independent Teaching	Prac.302	4	6	III	II

Source: TESO course catalogue document

In another study report, the purposes of school experience (practicum) as part and parcel of college programs are providing opportunities for student-teachers so that they:

1. broaden their experience, understanding and appreciation of the realities of schooling and of the nature, needs and capacities of children;
2. develop effective teaching and management skills;
3. enhance their capacity to construct, implement and evaluate programs of appropriate learning experiences; and

4. foster an understanding and an appreciation of the role of teachers within both the school and its community (TESOL, 2003).

Moreover; these purposes are achieved through: 1) visits to schools and other educational institutions; 2) in-school block and instructional activities observation; and 3) special programs arranged for individual student-teachers recommended for supplementary assistance or for specialized teaching experience (TESOL, 2003).

### **2.1.2 Importance of Practicum**

Generally, practicum is considered as one of the most important aspects of a student-teacher's education (Farrell, 2008). Several reasons have been cited for the importance of practicum implementation as may be summarized thus:

1. practicum is important as an induction into the profession "both to improve teachers' skills and to extend the body of knowledge on effective teaching practices".
2. practicum plays a role in education similar to internship or field attachment in other professions such as medicine, law, and engineering by offering exposure to practical classroom experiences in the context of a mainstream school.
3. "for most pre-service teachers, the TESOL (teaching English to speakers of other languages) practicum is considered to be one of the most important learning experiences in learning to teach" through reasoning about their practices, supported by their educators.
4. extended teaching practice could give the student-teachers considerable "exposure to practices of experienced teachers".

Practicum may provide feedback to the teacher education institution regarding the progress to their student-teachers and provide a basis as to whether they should be qualified to teach or not. It also enables the teacher education institutions to identify aspects of their program to improve.

### **2.1.3 Standards for practicum**

According to Ben-Pertz (2000), all school experiences should adhere to the following standards:

1. a practicum should offer the opportunity to observe or participate in all activities and responsibilities that are considered to be the major function of the office in which the practicum is located;
2. the site supervisor should intermittently provide the practicum student with feedback as well as insight into the office and practicum site function;
3. a student should have the opportunity to undertake at least one major independent project which will be of benefit to the site as well as learning experience for the student;
4. a practicum should offer the opportunity for development of skills in one or more of the following areas deemed important for functioning in higher education:
  - administration: completing administrative tasks such as budgeting, resource utilization planning, long range planning for the unit personnel management;
  - assessment and evaluation: determining the needs of particular populations, determining the effectiveness of programs, policies or personnel;
  - consultation: working with groups or individuals to improve the functioning of their organizations;
  - counseling/advising: working with students on a one-to-one or group basis to enable them to overcome current problems, to prevent possible problems in the future, or to facilitate their development in specific areas;
  - diversity: working with a variety of students and/or college and staff from diverse backgrounds;
  - environmental redesign: assessing the characteristics of a particular environment and/or the "fit" between student and environment in order to modify the environment to better meet the needs of students;
  - instruction: presenting material in a formal or informal teaching role;

- program development: developing or modifying programs to meet the needs of a particular population and to facilitate student and/or staff development;
  - staff development: selecting and/or training new staff, planning ongoing staff development program.
5. students should be encouraged to learn how various philosophical and theoretical perspectives apply to the functional area in which they are working
  6. students should be encouraged to develop their own philosophical perspective and to reflect on the activities in which they are engaged;
  7. students should be encouraged to determine their particular strengths and weaknesses as well as likes and dislikes related to the particular area in which they are working.

## **2.2 practicum program**

The undenyng fact in any field of effective specialization is integrating classroom theories, work places and practices. Indeed, to make a balance between theory and practice, education demands a carefully balanced planning and scheduling in order to pave the way for proper implementation of the objectives. The priority action towards preparing a prospective teacher needs to be arranged in terms of providing certain inputs such as, early induction program, an exposure of school experience with special focus on the educational environment of the school, socio-economic and cultural backgrounds of the community constituting their catchments area, observation of classroom, teaching actual classroom and other related activities etc (Houston and Howsagn, 1972, MOE, 2003).

The TESO task force hand book (MOE, 2003) also insists that the success in implementation of the current teacher education system (a system of which practicum is introduced as a paradigm shift since 2003) demands the provider institution and their program to, in each levels, address the educational and social realities of the region or country. Hence the aspired changes throughout the system is assumed as it offers a direct challenge to teacher education institutions to redefine their role and to become active agents for change within the classroom, within their communities and ultimately, within Ethiopian societies. Hence, the overall objective of the system paradigm shift seems to ensure elementary, and secondary school teachers to be professionally well equipped and become competent, effective and

committed to the role and performance in the classrooms, schools and wider community at large. In other words; codified knowledge, prescriptive practices, inflexible roles of conduct and other traditional approaches are unlikely to continue to implement practicum centered teacher education program. In support of this, Commission on teacher education (COTE, 1999) reported that “the improvement of teacher preparation depends on capacity, understanding and cooperativeness of those charged with its conduct at particular college. Every effort, then, should be made to strengthen facilities, extend participation in the realistic study of the job jointly to be done, encourage coordination effort and support the continuous evaluation of programs as well as experimental efforts to better benefit them.”

As such efforts must clearly establish and define the basic competencies required by teachers within prevailing social, economic and cultural conditions, it must also foresee the new educational needs and challenges likely to arise within the current situations and in the years to come (Butes, 2002; Madhukar, 2005).

Therefore, staff in teacher education institutions, mentor school teachers and student-teachers are at the center of the new system to develop understanding of their practices and the reform that guide change on that practices.

### **2.2.1 Implementing practicum program policies and practices**

According to the views of practicum in New-Zealand teacher education professionals, opportunity for "real" learning for student-teacher is contestable. Studies identify concerning the experience such as a lack of alignment of goals of the practicum and the actual experience training provider institutions. However, good communication between staff on initial teacher education, mentor and their colleagues in school centers following a collaborative approach to practicum program ongoing process, would increase the likely hood that student-teachers would learn from these experiences (Cameron and Baker, 2004).

Accordingly, Kane (2005) explained that although practicum experience is an essential component of initial teacher education, the student-teachers are to have opportunities to make sense of how theory and practice are highly interdependent. Hence teacher education institutions are expected to offer practicum experience as an integral part of the qualification.

In New-Zealand, the time spent to become a primary school teacher for practicum also reaches up to 20 or more weeks. All providers also need to offer a range of practicum

experience and well require the student-teacher being supervised by experienced, trained and registered teacher (Tadesse Walelign and Meaza Fantahun, 2006).

Since, TESO framework in Ethiopia doesn't seem clearly to indicate as to how the school teacher (mentors) could get training to supervise the practicing student-teachers, the implementation model of pre-service practicum course in teacher education program has been considered difficult one. It has involved changes on the relationship between policy planners, teacher education institutions and school in the way of which curriculum is developed and on the way in which curriculum is delivered and assessed.

The changes brought about during the 2000's in Ethiopia with adoption of practicum have impacted upon every one working in the preparation of initial teachers. It can be argued, however, that the greatest effects have been upon teacher educators and mentor school teacher. Since, they had to change their every day practice to accommodate practicum courses. Moreover, they hold the ultimate responsibility for ensuring that graduate teacher skill competencies make a difference in student learning and achievement. The change has been described generally as moving from an "upfront" teaching model into a "facilitator" model (Lowrise, 1999).

The assumption behind the current description is that under practicum, student-teachers are more likely to be using self paced learning materials, which they will work on their own with assistance from tutor teacher educator and mentor school teacher. And, also that under practicum training in modular system, student-teacher might have clear knowledge power is shared more equally among student-teacher, tutor teacher educator and mentor school teacher. Although such assumptions are attracting claims, the experience and research findings in England and Wales has shown that some shifts in related issue have taken place with observable improvements . If the teacher educators and school teachers accustomed to the traditional banking concepts of teaching, they would experience some discomfort, and they might not welcome the prospect of becoming, in effect, a resource person (Bridges and Hollinges, 1995; Lowri, 1999).

In another experience, reports of commission on teacher education in USA (1995) proposed that the importance of providing student-teachers with direct experience in relation to classroom study has to be increased. Special concern needs to provide for prospective teacher to study children, school, and communities at first hand, merely to observe them but to work

with them in some appropriate degree of responsibility beginning early their entry and continuing bases.

### **2.2.2 Models of Teacher Education practicum**

The practical training that students undergo and the characteristics they develop in their teacher education programs are determined to a large extent by the type of "model and method of teacher education" (Ben-peretz, 2000). Ben-Peretz (1996) identifies two models: the master teacher model and the joint problem solving model. A third model used in Ghana is the college or university supervision model which gives the university or college supervisor the sole responsibility for shaping thoughts and practice of the student-teachers.

Although this could be considered as a master teacher model, an attempt has been made to differentiate it from that at the school level. In this model schools are used as authentic sites for student teachers to practice what they have been taught in the college without any assistance from the teachers in the school. Instead the teachers in the schools perceive the period of student teachers' teaching as a time to have a break. In the master teacher or traditional apprenticeship model, significant individuals such as method lecturers, school based mentors serve as personal models of professional practice through their knowledge, actions and attitudes. The teacher mentors and college supervisors are seen as experts whose actions and advice should be followed by the student-teacher. The student-teacher is thus thought as one with no ideas and experiences to which could be tapped. For the joint problem-solving model, student teachers, teacher educators and mentors participate jointly in solving real-life school and classroom problems, the solutions to which are not known to any of them. It involves the following innovative strategies:

1. introduction of mentoring system and the formation of professional development schools for professional teacher education through college-schools partnerships.
2. introduction of portfolio as an appraisal system as well as the bases for reflection during the practicum experience.
3. engagement of student-teachers in developing his/her philosophy of teaching; this is intended to challenge pre-service teachers to engage in the exploration of their beliefs and expectations or what may be termed their native 'native theories' ( Anamuah-Mensah,1997).

4. introduction of action research as a tool for engaging in reflection on their 'native theories' as well as the problems they encounter in their teaching. It allows pre-service teachers to bring their private and public theories into the public domain. Action research allows the teachers to systematically codify their practical experience and make it part of the shared professional knowledge of teachers just as is done by many recognized professions (Ben-Peretz: 1984).
5. involvement in school community activities such as parent-teacher association activities.

### **2.3 Assessment techniques of practicum implementation**

According to UNESCO (2004) definition, assessment is a continuous process that is shared by teachers and students. It is an integral part of curriculum and instruction and a necessary component used for planning, implementing, and evaluating instruction, and it is a fundamental tool for teaching and learning. It helps teachers and students in the process of identifying entry levels or starting points for learning particular concepts, understanding, and skills. And, it provides the benchmarks needed to measure continuous progress. Hence according to TESO (MOE, 2003) two major divisions of assessment are proposed to be used by teachers, namely, summative assessment in which students assessed when they have completed a piece of work, and formative assessment, in which students can also be assessed at the beginning of assignment or piece of work while in progress for appropriate learning for that individual.

In line to this, most education professionals agree that, evaluating teacher education program is a difficult process. Teaching skills by nature are a combination of subject matter competence and pedagogical skill. Quantitative assessment, are the most practical means of evaluation but incomplete. Even the importance of direct evaluation of teachers is a point of controversy for which the ultimate goals looked for by the general public is student quality and improvement. According to Robert (2006) addressed that assessing teacher education cannot be done by applying a simple formula, instead it is an ongoing defective case, requiring the assessors being flexible and adapt to new modes of pedagogy. To this become effective, education accountability need to become a major initiative of higher education institutions and schools.

Additionally, scholars in the area are forwarding strong opinion regarding to the existing need for qualitative assessments of pedagogical skill of teacher candidates. Although, content knowledge is vitally important to prospective teachers, tests such as nationally set to measure

teaching skill competency of candidates at the end of each training level and by provider institutions during training years are poor indicators of teacher quality.

Even though, there are variety of conception toward, the use of different types of assessment mechanisms in teacher education, it needs to be considered as it plays an important role in pre-service teacher education, through the knowledge of weakness to exist within its specific type as a tool of assessment. Accordingly prospective teachers should have learned to evaluate their strength and weaknesses and to help children and young people to do the same. It demands them learn to evaluate the effectiveness of teaching procedure as a means to the ongoing improvements of their own work. In line with this, TESO hand book in (MOE: 2003) put that "the function of assessment must change from being a simple measuring mechanism, to a more sophisticated method of helping the teacher to help students to learn." It means that using formative assessment as a tool more widely and using a range of different assessment and diagnostic strategies to give feedback to students and to help those involved to plan for further learning. Hence, regards to assessment of professional skill areas, the use of written tests and reports, observation of peer teaching, micro teaching, classroom teaching, development of teaching materials, discussion of case studies, and related issues, of teaching planning, feedback to and from peers was proposed as new reform.

According to TESO hand book (MOE, 2003) an assessment criteria guide serving for practicum assessment areas are expected to consider: i) subject knowledge; knowledge of school curriculum ii) use of resource including text book, iii) motivation of students; classroom interaction iv) classroom management, v) assessment of students abilities and needs, feedback to students, vi) planning and record keeping vii) professionalism viii) modeling and promotion of good citizenship and behavior, ix) working with colleagues, parents and community; and x) evaluation of own practice and setting target for development.

Although the above practicum assessment areas, and methods of assessment tools to being applied and such examples of assessment criteria guides as inclusive and enabling to assess aspect's of practicum, seems lack a detail description to the specific strategies of implementing practicum course when compared with practices and experiences of other countries now implementing practicum as new reform of teacher education programs. However, UNESCO (2004) was tried to point out methods of assessments, which could

integrate by those who want to assess students. The following are some of the major types of informal assessments used in curriculum differentiation area:

1) observing students- watching student and recording relevant information to answer question about students such as who they are and how they are learning, 2) entry level indicator- a point where a student should start in learning a particular concept as skill. This is identified based on student's previous learning and knowledge of the content, 3) error analysis- a systematic way to identify and analyses patterns of error that a student makes in his/ her work, 4) record keeping (anecdotal records) systematic way for the student and teacher to keep records of the student's entry level and progress, 5) performance assessments: asset of tasks performed by students to show that students understand a concept, skill of behavior, 6) portfolios- systematic ways to contain a collection of student's work to help student and teacher monitor student progress, and 7) student-led conference- conference that are led by students who take responsibility for assessing their own progress through teacher feedback and student. Self-assessment forms the important aspects of this type of assessment.

Generally, assessment is concerned with helping the teacher and the learners to achieve competencies, thus, the needs to consider continuous assessment in the teaching learning process at three levels ( before instruction, during instruction and after instruction) is very crucial. Such an assessment, can address both the process of achieving it for ongoing improvement of student teachers' learning (AED/BESO-II, 2005).

## **2.4 Advantages of practicum implementation**

There are several major advantages for student completing a guided practicum:

1. demonstration of practical application of studies; college students have an advantage over graduates of non-practicum programs in that they are guided through a process of actually demonstrating practical application of various elements of their course studies. From an academic perspective this means college graduate may be more readily accepted into higher level studies if they so choose. It also means they build important research / writing skills for their current or future employers.
2. development of deeper skills in the selected research area: group practicum students invariably select a topic of personal interest and "drilldown" into that topic to levels they would not otherwise have done. Almost without exception, group practicum students

discover they have developed valuable and relevant expertise in their selected topic, and are much better able to support safety operations for current or future employers.

3. increase employability; college students completing their group demonstrate actual practical knowledge in their research area, graduates of non-practicum programs are only able to point to exam results, which is not particularly helpful to potential employers (Bennett, Larry; Michael; Koval, John: 2004).

Similarly; Naidu and Olsen (1996) listed out the following advantages of practicum:

1. learning current and new best practices in urban, and social services
2. cultivating a group of key leaders and best practices within partner schools
3. developing a common knowledge and shared experience essential for effective team building
4. establishing a foundation for strategic human capital plan within the bridge of cooperation and its member agencies
5. supporting succeeding future planning efforts
6. share their practical learning experiences in order to benefit from those of others
7. bring together their varied practical experiences to develop a body of knowledge that is unique and relevant to their area of study
8. discuss unit/ content material and their individual as well as collaborative positions of the meaning of content in light of their practical experiences
9. engage in individual and collaborative reflective thinking upon practice
10. develop a support network to facilitate ongoing sharing of information about theory and practice that is productive to the individual as well as the group, and
11. move from a position of isolation and independent correspondence mode to a networked community of learners with the ability to electronically access other learners, tutors, lecturers, and also resources such as data bases, catalogues, and so forth.

## 2.5 Challenges of practicum implementation

The complex nature of the practicum has become the focus of study of a number of teacher educators (Ziechner, 1992; Martinez, 1998 and Pajak, 2001). For instance, as stated by Pajak (2001) it seems that student-teacher's experience of practice teaching is affecting by a number of aspects of the school environment. Factors including the relationship with the supervising teacher, the psychological climate of the school, and teacher beliefs about what makes a good teacher appear to influence student-teacher's success during the experience.

However, each participant's personal perception of the learning environment appears to affect the outcomes of the experience (Kennedy and Dorman, 2002). Student-teachers' perception of their own performance often differed markedly from those of the observer (Kennedy, 1993). For example, some observers may be not only authoritative but also over critical and personality judgmental, never listening to the trainees, blaming them, ignorant of the context Kennedy (1993) further stated that an honest relationship of student-teachers with mentors and tutors, and the lack of balance between institutional training and school based training and practice, workload and lack of commitment on the side of tutors.

Frustration of the student-teachers during practice teaching and reflection is another challenge. McDonald (1993), along with other researchers into student-teacher stress, confirm that while students regard the teaching practicum as a valuable, if not the most valued, part of their teacher education program, they also consider it to be the most stressful. The significance of identifying sources of student-teachers strength lies on the evidence that stress affects teacher behavior and this on turn reduces classroom effectiveness particularly in relation to effects of lower pupil achievement and increased levels of anxiety. McDonald's (1993) research identified that sources of stress were mainly generated by inconsistencies in the way student teachers performance and conformity between teacher evaluators and marked variations in the quality of feedback given to student- teachers by their supervising teachers.

Similarly, Lewin (2004) widely explained the challenges of practicum or teaching practice as follows: a high cost associated with supervision by college tutors is one. However, much of the supervision is directed to summative assessment rather than formative appraisal. For Lewin (2004) practicum is the most expensive part of initial training because of the costs of travel, subsistence, supervision and assessment, as the case is true also in Bonga College. Lewin identified the following basic issues:

1. college based supervisor (tutor) visits are usually deemed essential in the absence of well trained school based mentors. Where numbers of student-teachers are large and great, a lot of tutors' time may be allocated to supervision. There are real economic and logistic problems providing practical experience for large numbers of student-teachers in countries with poor infrastructure and where schools are widely scattered. Either student-teachers are crowded in to schools near colleges, as happened in Ghana and South Africa, or they select schools well accept them and where they can find accommodation that may be distributed across a wide area. If the latter, then it becomes expensive and time-consuming for tutors to visit. If the former, the experience may be largely of demonstration schools a typical of the schools in which student-teachers will work. Tutors visits tended to be badly timed, rushed, irregular, and mostly oriented to final assessment. Sustained formative feedback geared to the student's own development does not generally occur. Well founded school based approaches which give schools responsibilities for supervision are very problematic where many cooperating teachers may themselves be un-or-under-qualified and lack the skills or confidence to give appropriate advice and support (Lewin, 2004).
2. the timing and duration of practicum have their own implications for its effectiveness. Short periods give little insight into children's development or the durability of learning that may take place. Longer periods raise difficult problems of support and mentorship.

Whether or not practicum is a constructive, supportive and enlightening experience depends on how it is organized and supported. Much of the practicum in Southern Africa countries occurs in schools distant from colleges with substantial proportions of untrained teachers and poor physical resources. Much placement in schools appeared adhoc rather than designed to ensure that teaching practice was under taken in situations where there was good practice (Lewin, 2004).

On the other hand, the joint review mission (2004) taking the Adama Teacher Education College in Oromia Region as an example stated that in the new curriculum, practicum is introduced from the start. However, the implementation of practicum is problematic. There is no enough transportation and since student-teachers go in groups of 40-50 to one school, head masters are not keen to receive them. Besides, Macharia and Wario (1989) identified

that it too many student-teachers are put in one school, not only does supervision become more difficult but also there is increased interruption to the normal school routines.

Accordingly, Schlecty, Phillip (1990) stated that one of the greatest barrier to school reform is the lack of peculiar and compelling vision, teachers will not be inspired by goals like reducing dropout rates or improving test scores, they will however respond to the challenges to invent schools in which both teachers and student teachers have increased opportunities for success schools in which every teacher is a leader, every leader is a teacher and every student teacher is a success.

Venkataiah (2001) pointed out those critical factors inhibiting an orderly growth and progress of vocational education and training programs were: i) absence of clear understanding of the concepts, issues and purpose of the program, ii) lack of commitment, creative thinking, interest and resourcefulness on the part of educational planners, administrators, teacher educators, school heads and teachers and iii) lack of awareness or insensitivity to the changing needs of young people and adults in terms of opportunities and facilities where the occupational knowledge and skill, and there fit themselves for better performance as adults.

In line with this, Kane(2005) from interview made with teacher educators, and program coordinators found that, among those frequently observed challenging issues related to the competitive environment, were those, getting appropriate and available mentoring teacher for the practicum, and funding, costs of the practicum program and difficulty of appropriate qualified and experienced staff for teachers education program. It was made clear that the increase in number of prospective teachers and shortages of well qualified, experienced and motivated tutor and mentor within colleges were considered as great challenges for effectiveness of placement school for student teachers in England, Wales and New Zealand's, teacher education system.

In addition, studies on implementation of practicum program of many countries are showing that practicum being demands of extra time and money, which became the challenging factors for tutors, mentors, student teachers and their institutions. So, this demands allocation of extra budget for training and use of additional school teacher and teacher educators to solve existing shortage of experienced and qualified personnel for it demands more preparation and out of classroom support activities.

In general, Bridges and Hallinger (1995); Schlecty (1990); Smyth and Shack Lock (1998) and Houston and How Sam (1972) proposed that for successful implementation of practicum and institutionalization of massive change in education system particularly in practicum centered teacher education program demands a thorough understanding of national resource capacity, visionary leadership and educational personnel commitment and their readiness for taking risks, on reestablishment of motivating and supportive system through active marketing and development are those crucial challenging factor which need to be addressed.

## **2.6 Roles of stake holders in practicum implementation**

As a major component of the training of teachers, practicum experience for initial teacher education should have in-built flexibility to enable teachers who go through it to meet future demands. The role of practicum in any teacher education program will depend on the structure of the practicum. While some have six- week experiences; others have 16-32 week experience that embraces different activities and different objectives. This suggests multiple roles for the practicum experience. These roles include:

1. providing opportunities for self- reflection;
2. providing opportunities for sharing experience with a mentor, tutor and peers;
3. promoting problem solving capacity team skill in student teachers and an appreciation of the life of the whole school as distinct from teaching in individual classroom;
  - for encourage formulation of learning communities and promotion of team work;
  - developing collaborative capacities in student teachers as a basis for successful participation in teaching teams and partnership arrangement at school;
  - providing opportunity for student-teachers to establish themselves as generative and innovative teaching professionals through authentic participation in school and community activities;
4. meeting real pupils' learners and real situations, enable student-teachers to develop repertoire of skills in dealing with different learning situations;
5. developing competencies as teacher researcher projects (TESOL, 2003).

the practicum implementation becomes successful from mentoring teacher point of view through provision of various motivating inputs for their active participation in the process. According to TESO guideline the following are some basic points governed by college bodies:

1. set up links with as many partner schools as possible;
2. organize a time table with partner schools that ensure every student-teacher has the correct amount of actual school experience and has experience of all grade levels and subjects;
3. organize transport/where necessary/to and from partner schools;
4. create assessment criteria for observation and assessment of student-teachers;
5. monitor and evaluate the commitment of partner schools as well as college educators;
6. support the partner schools throughout the practicum implementation program;
7. ensure that every student-teacher is assigned to a teacher educator who will give support and guidance throughout the practicum course implementation program;
8. ensure enough resources materials text books, and teachers guides are available for the practicum and that student-teachers have access to them; and
9. the practicum is allocated sufficient funds from the budget to cover all the necessary expenses (MOE, 2003).

### **2.6.2 The Role of the Tutor**

Tutor serving as link between the provider institution and the placement schools, become responsible for organizing the placement of school teacher in the school throughout the training years. Monitoring the practicing prospective teacher, getting appropriate school experience and enough opportunities of becoming competent professional teacher, performing school visits to observe student-teachers teaching in actual classroom. discussing on their progress with the class teacher and their mentor, providing a written report of observation to students, making sure that student-teachers practicum portfolio final assessment is well documented through honest collaboration of those involved and

organizing stages of meetings to improve the encountering problems and to strengthen the future collaboration between the college and schools are some of the activities to be accomplished by the tutor (MOE, 2003).

Similarly, McIntyre et al (1994) explained the roles of the professional tutor as: managing and coordinating Teacher Education Institution (TEI) activities in the school, educating student-teachers about the work of schools, and preparing student-teachers for tutorial roles. Generally, an essential element of practicum is the continual support and guidance, offered to each student-teacher by different parties involved in the practicum programme.

Ramsey (2000) also suggested that when visiting the school, college tutor liaison will Endeavour to:

1. classify college expectations
2. facilitate the communication amongst all those involved in the teaching practice;
3. work with the group of pre-service teachers at the school, to identify and discuss professional issues which arise during the course of the practicum;
4. be available to discuss individual progress with both the student-teacher and the school staff
5. support the student-teachers in reflecting upon and analyzing what it means to be a teacher, challenge them to explain their views, and work with them in identifying professional strengths and areas for improvement ( feedback will often be provided as part of this process).help with the assessment and reporting process by sharing perceptions of the student-teacher's performance, by being actively involved in the interim assessment process and by including an individual comment on the student-teacher's report;
6. ensure that a copy of the Interim Review is sent to the teaching experience center;
7. check that the student-teacher's report has been received by the staff at the teaching experience center (Ramsey, 2000).

### **2.6.3 The Role of the Mentor**

Mentor is the key person to success of the practicum implementation. According to TESO document (MOE, 2003) the mentor in his/her best position is to advice on planning class management and to provide daily feedback to the student-teacher. To attain this purpose, the mentor should have to gain detailed knowledge and understanding of the children in the class and to advice and guide on the appropriateness of planned activiticies, the observation and assessment of the children learning.

According to McIntyre et al (1994: 16), mentor's role could usually be seen as having four main elements:

1. working directly with the student teachers in various ways, for instance, collaborative teaching, observation and feedback. Besides, Rhodes et al (2004) posit that observation by a mentor has to be in the gift of the learner and require three steps ( pre-observation, observation and post-observation);
2. managing the student-teachers' learning about teaching in collaboration with the Teacher Education Institution (TEI), and drawing appropriately on department colleagues' classes and their expertise;
3. assessing the student-teachers' classroom teaching and their capacity to evaluate and develop their teaching for formative and summative purposes; and
4. providing personal support for the student teachers, which will often experience both inequality and failure.

Similarly, Fairbanks, Freedman and Kahn (2000) listed out the following mentors responsibilities:

1. advising- the mentor responds to a student teacher need to gain additional information needed to carry out a job effectively;
2. communicating- the mentor works consistently to ensure that open lines of communication always exist between himself/herself and the student-teacher;
3. counseling- the mentor provides needed emotional support to the student-teacher;

4. guiding- the mentor works to orient and acquaint the new administrator with the formal and informal norms of a particular school system;
5. modeling- the mentor serves as a true role model to the student-teacher by consistently demonstrating professional and competent performance;
6. protecting- the mentor serves as a buffer between the student-teacher and those who might wish to detract from the beginner's performance;
7. developing skills- the mentor assists the student teacher in learning the skills needed to carry out the job effectively; and
8. time and caring- the mentor must be willing to provide the time that a beginning administrator may need to talk about job-related concerns. Perhaps the most important thing that anyone can do as a mentor is to be available when needed by the student-teacher, not to "fix" problems but, rather, to indicate that someone cares about the beginner.

Though mentoring has an advantage to the student-teachers, it has also challenges for mentors. As stated by Pollard et al (2002) the main challenges of mentoring are handling larger groups, longer teaching sessions, lack of mentoring skills and more complex learning aims. Similarly, different scholars suggested that the implementation of mentoring and the creation of an environment in which mutual support can flourish might have challenges. Some of the highlighted are high quality personal and interpersonal skills, mutual trust and confidence; lack of close partnership and collaboration with individuals and time constraints; collegial interactions between staff and school leaders (Rhodes et al, 2004).

#### **2.6.4 The Role of the Student Teacher**

According to TESO document hand book (MOE, 2003), student-teachers' duties and responsibilities include:

1. become actively involved in the lessons where appropriate (helping to plan lessons, working with small groups, taking sections of the lesson etc.);
2. internalize constructive criticism and feedback and use this to develop their teaching;
3. attend all actual school experience lessons;

4. participate fully in the school activities; reflect on her/ his experience.

Similarly, Dobbins (1996) also stated that the following basic components as a student teacher duties and responsibilities:

1. student-teachers will normally attend their schools on a full time basis during the teaching experience blocks, during the hours normally expected of permanent staff;
2. demonstrate responsible professional behavior at all times during their teaching experience;
3. treat school students with consideration and respect work collaboratively as part of a professional team;
4. respect confidentiality in all circumstances
5. negotiate appropriate teaching commitments, adhere to those commitments, and Endeavour at all times to promote quality student learning;
6. submit written lesson plans to the cooperative teacher well before the lesson, and respond to advice about what has been planned;
7. assess students' work in a supportive and punctual manner;
8. fulfill relevant legal obligations and participate in schools' activities, and
9. complete the appropriate teaching practicum report requirement.

### **2.6.5 The Role of the College Practicum Coordination team**

College practicum coordination team is serving as linking bond between the college and the partner schools and responsible for the following duties:

- serving as a facilitator of collaborative partnership with the college about the student-teachers placement in the school.
- organizing and controlling the facilitation of practitioners support during practicum.
- making sure, that mentors, tutors, and student-teachers are well informed about the requirements and the responsibilities about implementation of practicum program, includes inducting student-teachers into the school, facilitating and monitoring their progress in the partner school and college (TESOL, 2003).

## **CHAPTER THREE**

### **3. Research Design and Methodology**

This chapter deals with the research design and methods that were used in this study. It includes the data sources, sample and sampling techniques, data collection instruments, data collection procedures and methods of data analysis.

#### **3.1 Research Methods**

The central objective of this study is to investigate practices and challenges of practicum implementation at Bonga College of Teachers Education. To conduct this study, a descriptive survey method was employed involving quantitative and qualitative approaches. The descriptive survey method was used in order to collect a variety of evidences from different sources, such as questionnaires, interviews and observation (Gay and Arisean (2002, 275). The data were analyzed both quantitatively and qualitatively. Bandazzoli and Escalante (1994, 104) described the case study as “a close examination of a phenomenon---” and it helps to answer questions that cannot be answered by qualitative or quantitative approaches alone.

#### **3.2 Data Sources**

The sources of data in this investigation were third year student-teachers, college educators (tutors), placement school teachers (mentors), college practicum coordination team, college students' council, and Academic vice Dean of the College.

#### **3.3 Sample and sampling techniques**

The total populations of the study were 519. From this, 430 were student-teachers, 40 tutors, 40 mentors, 5 college practicum coordination team members, 3 college students' council, and 1 Academic vice Dean. The samples of the study were taken from 5-second cycle primary schools' (Hibret, Gojeb, Decha, Wushiwush and Chena) mentors. The five primary schools were selected randomly. In order to get relevant information, the researcher took the sample from third year student-teachers because they have got an access and experience about the practicum courses within three consecutive semesters rather than second year student-teachers. The techniques to take the samples are indicated in the following table:

**Table 1: Sample participants by sex**

No	Participants	Total population			Sample size		
		Male	Female	Total	Male	Female	Total
1	Tutors	34	6	40	17	3	20
2	Mentors	18	22	40	13	7	20
3	College coordination team	5	-	5	5	-	5
4	Student-teachers	200	230	430	68	77	145
5	Students council	2	1	3	2	1	3
6	College vice Dean	1		1	1		1
	Total	260	259	519	106	88	194

Out of the total of 430 student-teachers, 145 (68 male and 77 female) sample student-teachers were selected by using systematic random sampling techniques. The rationale behind employing this technique for the present study was due to the fact that it was fair to select sample without any bias. The sample size was one third of the total population.

From 40 tutors and 40 mentors, 20 tutors and 20 mentors were taken by systematic random sampling techniques. Since, half of the tutors and mentors were taken from each group. The college practicum coordination team and academic vice Dean were taken by purposive sampling techniques. Because the researcher should expect that they have full information about the program. It is used when every unit is included in the sample because the number of unit is small.

### **3.4. Data collection instruments**

Questionnaire, interview, observation and focus group discussion were used as instruments to collect data. All instruments were prepared on the basis of review of related literature and objectives of the research topic.

#### **3.4.1. Questionnaire**

The questionnaire aimed at acquiring necessary data about the practice and challenges of practicum implementation from tutors, mentors, student-teachers, and practicum coordination team. To collect more information from many samples, this instrument is more appropriate and economical and it also gives more freedom to the respondents. The questionnaire items were both open-ended and closed-ended. The questionnaires were commented by college educators. The main purpose of comment was to arrange and organize the questionnaire sequentially.

#### **3.4.2. Observation checklist**

Observation checklist contained items aimed to gather descriptive data about the practicum activities reflection to the tutors. Observation as one of the research tools could serve for variety of purposes. There is no substitute for direct observation as a way of finding out the practical implementation of student-teachers reflection in the classroom. This instrument was designed to serve as a guideline for observation of student-teachers reflection. The checklist of "Yes" or "No" type was used for this purpose.

#### **3.4.3. Interview**

In this study, interview was employed to consolidate or triangulate the information gained through questionnaire. Interview was guide developed by the researcher based on reviewed literature and objectives of the study. Thus, the researcher used semi-structured interviews in order to get more information. According to Leonard (2003), "Semi-structured interviews are excellent for establishing rapport and allow researchers to gain rich information about various phenomena." During the interview, the interviewees were asked questions that allowed them express their experiences about the program implementation. The interviewed samples were practicum coordination team, student-teachers council, mentors, tutors and Academic vice Dean.

#### **3.4.4 Focus group discussion**

The active participants of the focus group discussion were a total of 8 members composed of tutors; practicum coordination team head, council head, and academic vice dean were included respectively. During the discussion, the researcher used one information writer in advance and the researcher act as a chairperson to give equal chance for the participants.

#### **3.5. Procedure of Data Collection**

To collect the data for the study, the following procedures were used. In order to collect data based on the time frame, discussion was made with the college practicum coordination head about where and how many student-teachers were assigned for practicum program. First, the instruments were commented by before college educator using them in the actual work. The reason for comment is to check the clarity of items, and to tackle any problems related to distributing, collecting and administrating instruments. Thus, unsuitable items were re-stated and changed. Second, tutors and mentors were asked to help the researcher to distribute the questionnaire. Hence, the questionnaire was distributed to the study participants. All questionnaires distributed were filled, returned and tabulated for data interpretation.

Third, after questionnaire was completed, interview and focus group discussion with student-teachers council head, practicum coordination team members, mentors, tutors, and academic vice Dean of the college were held to triangulate the data gathered through questionnaire. Fourth, finally, observation of classroom student-teachers reflection was conducted for three consecutive reflection periods by using observation checklist. Ten student-teachers were observed each three times. During the observation, the actual practicum activities of student-teachers reflection were recorded in the checklist.

#### **3.6 Methods of data analysis**

In this study, the following data analysis procedures were used: the responses gained from participants through closed ended questionnaire were tabulated and described using simple percentage in a quantitative method. Whereas, the data collected through focus group discussion, interview and observation were analyzed in a qualitative method. The data obtained through observation was also used to triangulate the questionnaire and interview responses from tutors and student-teachers.

## CHAPTER FOUR

### Data presentation, Analysis and Interpretation

The data were presented in tables whenever necessary and accompanied by textual discussion. Tutors, mentors, student-teachers, college practicum coordination team, student-teacher council and College academic vice Dean were involved in responding to the questionnaire, interview, observation and focus group discussion.

#### 4.1 Biographical Data of the Respondents

**Table 2: Sex, age, academic status and work experience of tutors and mentors**

Samples	Variable	Category	Tutors		Mentors	
			No	%	No	%
1.	Sex					
		Male	16	80	12	60
		Female	4	20	8	40
		Total	20	100	20	100
2.	Age	21-25	4	20	2	10
		26-30	6	30	4	20
		31-35	4	20	4	20
		36-40	2	10	5	25
		41-45	4	20	3	15
		46 and above	-	-	2	10
	Total	20	100	20	100	
3.	Academic Status	TTI certificate	-	-	4	20
		College diploma	-	-	12	60
		BA/BSC	8	40	4	20
		MA/MSc	12	60	-	-
		Doctorial Degree	-	-	-	-
	Total	20	100	20	100	
4.	Work experience	1-5	8	40	-	-
		6-10	5	25	1	5
		11-15	3	15	4	20
		16-20	3	15	5	25
		21-25	1	5	7	35
		25 and above	-	-	3	15
	Total	20	100	20	100	

With regard to the sex composition of respondents only 4(20%) of tutors and 8(40%) of mentors are females.

With regard to the age of respondents, the table illustrates that 14(70%) of mentors are above 31 year. Those 6(30%) of the mentors are with the age range 21-30 years. This implies that, the majority of mentors are matured enough which enables them offer their mentoring to support to young student-teachers.

The educational qualification, 12(60%) of tutors and 11(55%) of mentors are masters degree and diploma holders respectively. Those 8(40%) of tutors and 6(30%) of mentors are BA/BSC and TTI certificate respectively. The rest 3(15%) mentors are BA/BSC level of qualification.

Concerning the work experiences of the respondents, 12(60%) of tutors and almost all 20(100) of mentors are above 10 years. Only 8(40%) of tutors are in the age range of 1-5 years experience.

As with student-teachers respondents all 145 of them were third year student-teachers in the age range of 16-25 years of whom 78(53.79%) were females and 68(46.21) were males.

The purpose of knowing the above study participants biographical background were to show the research information collected from directly the related sources to the reader. The sources were also more experienced to give relevant information about the study for the researcher.

## 4.2 Study Participants Perception in practicum program

**Table 3: Tutors' perception of their role towards student-teachers placement**

Item	Sufficiently		Undecided		Insufficiently	
	No	%	No	%	No	%
<b>In student-teachers' placement and tutoring</b>						
1. Organizing for student-teachers placement school	9	45			11	55
2. Consulting school staff about their responsibility of practicum	8	40			12	60
3. Visiting student-teachers and observing their practice	14	70			6	30
4. Discussing with student-teachers about their progress	12	60			8	40
5. Consulting mentors about student-Teachers supporting	5	25	1	5	14	70
6. Providing written feedback and comment to student-teachers after observation	13	65			7	35

In table 4 college tutors were asked to rate how habitually they were performing their roles of implementing school based practicum programs. Accordingly, in relation to organizing of student-teachers' placement schools, 9(45%) of sampled tutor respondents assert that they were organizing student-teachers' placement "sufficiently". While, 11(55%) of tutors indicated their "insufficiently" involvement in organizing school practitioners for placement. In line with this, the interviewed student-teacher council head explained that the majority of the college assigned tutors did not organize the student-teachers in the placement school during the practicum implementation program. Pertaining to consulting with schools' staff about their practicum roles and responsibility for the assigned student-teachers in item 2, indicated that 8(40%) of tutors responded "sufficiently" and 12(60%) of them responded

"insufficiently". The roles of professional tutors as managing and coordinating activities in the schools include, educating student-teachers' about the work of the schools, preparing student-teachers' for tutorial roles, give continual support and guidance offering for each student-teacher. However, the results of the majority of the respondents were not showing the above interactions. The data show that, it needs improvement to run the program properly.

In the third item, 14(70%) of sampled tutors responded, that they were "sufficiently" visiting and observing student-teachers' field experience. Contrary to their, in the open-ended questions, the student-teachers' responses show that majority of tutors did not properly observe and visit our work in the placement school. While, 6(30%) of sampled tutors responded they were "insufficiently" visiting and observing student-teachers' field experience. Regarding to item 4, 12(60%) of tutors responded they that were "sufficiently" discussing with practitioners about their progress. While, 8(40%) of them expressed that they were "insufficiently" discussing with student-teachers'. The majority of the interviewed student-teachers response results show that there were few numbers of tutors who discuss about the progress of their student-teachers' work but the majority of tutors did not.

Related to item 5, 5(25%) of sampled tutors indicated that they were "sufficiently" consulting mentors about practicing student-teachers' progress. While, 14(70%) of them responded "insufficiently". This shows that the majority of tutors did not give consultation for mentors about student-teachers' school practice. Regarding item 6, 13(65%) of sampled tutors responded "sufficiently" providing written feedback and comments to student-teachers after observation and 7(35%) of sampled tutors responded "insufficiently". This indicated that even if the majority of tutors were giving written feedback still some of the tutors need improvement to give feedback and comments for the student-teachers regularly for the betterment of the performance.

**Table 4: Tutors' actual tutoring of the practicum program**

Item	Sufficiently		Undecided		Insufficiently	
	No	%	No	%	No	%
1. Organizing meetings to mentors and staff in the partner school	2	10	4	20	14	70
2. Assists mentors and school staffs by giving the current theories and sharing experience	10	50			10	50
3. Joint planning with student-teachers on objectives, methods in school observation, classroom teaching and reflection issues	6	30	2	10	12	60
4. Taking sufficient time for observing the Student-teachers' teaching competencies and behavior during classroom observation	5	25			15	75
5. Making agreement with student-teachers on contents and time for reflection	2	60			8	40
6. Timely assessing of school experience portfolio and providing feedback on it	5	25			15	75

In table 5 tutor respondents asked to rate as how of their role of training mentors and performance assessments were performed. Accordingly, in item 1, 2(10%) of tutor respondent they were "sufficiently" involved in organizing meetings and workshop within college and schools. While, 14(70%) of them responded "insufficiently". This illustrated that most of the tutors did not organize and prepare workshop and training in the college and out of it. This indicated that for the effective implementation of the program college tutors should organize and share their professional skills and experiences to the school teachers on a regular basis.

Regarding item 2, for introducing current theories and strategies of implementing practicum aimed at sharing experience to mentors responded "sufficiently" by 10(50%) of sampled respondent tutors and responded "insufficiently" by 10(50%) of them. In item 3, in relation to jointly planning for objectives, methods and about reflecting on their learning was responded

"sufficiently" by 6(30%) of tutor respondents. While, 12(60%) of them responded "insufficiently" for jointly planning. In the focus group discussion, most of the respondents' result shows that everything was organized and planned without the participation of school mentor teachers. As a result, the college tutors should change the training system through giving an access for the involvement of mentors and other concerned bodies during the program planning and organizations to achieve its objectives.

Regarding how many tutor spent time for observation of practitioners' teaching competencies and behaviors in school was responded "sufficiently" by 5(25%) of respondents and "insufficiently" by 15(75%) of them. This shows that the majority of the respondents were not given sufficient time for student-teachers' observation during their practice and reflection. During the interview, one of the student-teacher council member said that for the bulky activities the majority of the tutors were giving 5-10 minutes for student-teachers reflection. By this case most of the student-teachers' failed with their reflection of objectives of the activity by time constraints.

In item 5, tutors willingness to work through collaborative agreement with student-teachers during their practicum learning process in schools responded "sufficiently" collaborative efforts by 12(60%) of tutor respondents. While, 8(40%) of respondents were "insufficiently" for the collaborative agreement efforts. This indicated that the majority of tutors show positive attitude to work the practicum course with the collaboration of student-teachers. Regarding assessing portfolio and giving feedback to student-teachers experience in the last item 6, 5(25%) of respondent tutors "sufficiently" work and 15(75%) of the respondent tutors were "insufficient" in assessing and giving feedback for the student-teachers in practicum program. In line with this, all of the interviewed student-teachers result shows that the majority of the college tutor didn't give feedback and have problems with the correction of portfolios. There was no student-teacher who checked whether his/her portfolio was corrected. During the focus group discussion, most of the participants agreed about the above issues. The primary reasons raised during the discussion time were shortage of time and less awareness of their roles about the practicum implementation program by college tutors.

**Table 5: Tutors' outlook during practicum implementation**

Item	Higher extent		Medium		Lower extent	
	No	%	No	%	No	%
1. The current practicum implementation makes a difference in						
i. improving teaching skill and competencies of student-teachers	4	20	14	70	2	10
ii. strengthening the relationship between staff in school and college	8	40	10	50	2	10
iii. narrow theory with practice gap	4	20	10	50	6	30
2. Tutoring student-teachers in its current context is additional burden to tutors	8	40	9	45	3	15
3. All partner schools are appropriate for practicum implementation	5	25	8	40	7	35
4. Student-teachers need to be placed and visit more than one school	10	50	10	50		
5. Partner schools do not understand their role in supporting student-teachers	7	35	8	40	5	25

Regarding the data found in table 6, sampled tutor respondents were asked to rate as to how they would assume success from the current practicum course implementation practice in enhancing student-teachers' teaching competency. Accordingly, that it would succeed in improving practitioners' teaching skill and competence was responded to "higher extent" by 4(20%) of sampled tutors; and responded to "medium extent" by 14(70%) of them. This result shows that the majority of respondents stated that practicum course implementation succeeded in improving student-teachers' teaching skill and competence in a medium level. But most of the interviewed and the focus group discussion result indicated to make practicum implementation more effective, it needs to improve student-teacher teaching skills and create great competence among them.

In item 2, 8 (40%) of tutor respondents provided their views on indicating the system would make difference in strengthening the school and college staff relationship that play an enabling role to narrow the theory and practice gap. On the other hand, 10(50%) of tutor respondents answered to the “medium extent” on the current practicum implementation would enable narrow theory and practice gap. This result shows that college theoretical knowledge is the base of school practice for the student-teachers’ future profession.

Accordingly, in the second item, 8(40%) of the sampled respondent tutors were tutoring student-teachers considered as additional burden or "higher extent" to tutors and 9(45%) of the tutor responded "medium extent". Additionally, item 3, 5(25%) of tutors were responded "higher extent" with all partner schools appropriate for practicum implementation. While, 8(40%) and 7(35%) of sampled tutors were “medium” and “lower extent” respectively. This shows that most of the placement schools are not appropriate for practicum implementation. During the focus group discussion, most of the participants especially tutor and student-teachers expressed placement schools have not pure water and food. Therefore, public and school community awareness and collaborative interaction should improve for the program success.

Regarding item 4, 10(50%) of respondents of the sampled tutors responded in "higher extent" for practitioners needed to practice in more than one school and the rest 10(50%) of the respondents also indicated that the college should select well organized schools for student-teachers placement in a “medium extent”. The last item 5, 7(35%) of the sampled tutor responded "highly extent". This indicates that some of the partner schools did not know and understand their roles and responsibilities about the practicum implementation program. The rest 8(40%) and 5(25%) of the respondents were "medium extent" and "lower extent" respectively. This result required the college should give regular training to the participants for the improvement of the practicum program.

**Table 6: Tutors' Challenge during practicum implementation**

Item	Agree		Undecided		Disagree	
	No	%	No	%	No	%
1. Lack of understanding about practicum program policies, procedures and method of implementation by those participants	14	70			6	30
2. Incompetence and less collaboration of school directors, mentors and school staff members	10	50			10	50
3. Lack of established evaluation and assessment tools for mentors practice in the school	13	65			7	35
4. Mentors and tutors focused on feedback format of student-teachers assessment than mentoring and tutoring their practice	16	80			4	20
5. Mentors assessed technique student-teachers practice subjectively	10	50			10	50
6. Interaction among student-teachers, mentors, and tutors on the practicum program is poor	7	35			12	6
7. Lack of material and monetary support to mentors and school participants	14	70	5	25	1	5
8. Shortage of finance and resource of the college	12	60	2	10	6	30
9. Shortage of time for mentoring and tutoring due to maximum classroom teaching load	15	75			5	25
10. Skill and knowledge variations between tutors and tutors, and mentors to mentors for the practicum program	13	65	2	10	5	25

Table 7 is concerned with identifying the potential factors that possibly restrain the implementation of the school based practicum courses. Here, the college tutors were asked to rate their level of agreement with the given possible factors. Thus, with regard to the first

item, 14(70%) of the sampled tutor respondents expressed their "agreement" for the college management lack of understanding about the current practice centered teachers education program policies, procedures and methods of its implementation. On the contrary; 6(30%) of Sampled tutors indicated their "disagreement" for this issues becoming as a constraint factors. In the focus discussion the majority of the participants pointed out for this issue, those critical challenges were: absence of clear understanding of the concepts, issues and purpose of the program; lack of commitment, creative thinking, interest and resourcefulness on the part of educational planners, administrators, teacher educators, school heads and teachers; and lack of awareness or insensitivity to the changing needs of student-teachers in terms of opportunities and facilities.

Accordingly, the second item, 10(50%) of the sampled respondents expressed their "agreement" and 10(50%) of them "disagreement" on school principals, mentors and classroom teachers incompetence and they lack of interest for collaboration in practicum implementation. The third item aims at knowing whether techniques and procedures for mentors' assessment system were established to evaluate school teachers' mentoring performance or not. Accordingly, 13(65%) of tutors respondent contended that the college practicum implementation participants have not a clear established system for evaluation of mentors supporting practice. 7(35%) of tutor respondents provided their "disagreement" on considering this issues.

Responding item 4, the majority, 16(80%) of tutor respondents expressed their "agreement" on mentors' and tutors' focused on feedback format of student-teachers assessment but not their practice. About, 4(20%) of respondents "disagreed" on this issue being considered as one of the constraining factor. Regarding to item 5, equal 10(50%) of respondents "agreed" and "disagreed" the mentors assessment techniques were subjective for student-teachers practice. Accordingly, in item 6, 7(35%) and 13(65%) of respondents were "agreed" and "disagreed" respectively about the poor interaction among student-teachers, mentors and tutors. This indicated that even if there were good interaction among the study participants but they need progress for the effective practicum implementation.

Regarding item 7, 14(70%) of tutor respondents "agreed" about the shortage of materials and monetary reward to mentors and schools. The rest 5(25%) of respondent tutors were "unable to decide". In line with this, most of the interviewed mentors explained that there were a

great problem for the shortage of finance and incentives for both the schools and the worker mentors of the practicum program.

In item 8, 12(60%) of the respondents "agreed" about the shortage of budget and resources in the college. The rest 2(10%) and 6(30%) of respondent tutors "undecided" and "disagreed" respectively. According to the majority of the respondents 15(75%) of the tutor responded it seems that the main problem rests on how neither college nor schools have given enough time to really establish for appropriate implementation program. More important, respondents underlined in the interview and focus group discussion expressed that practicum seems as not carefully planned and organized. In the last item, 13(65%) of the sampled respondent tutors "agreed" about the variations from tutor to tutors and from mentors to mentors with assist and support for the student-teachers during practicum implementation. Contrary, 5(25%) of the respondent tutors were "disagreed" about the issue.

Generally, the college educators (tutors) illustrated the positive direction and the various challenges that faced during the practicum implementation program inside and outside of the college in a brief way taking the above basic items quantitatively and qualitatively.

**Table 7: Mentors' Perception towards their Role in practicum program**

Item	Higher extent		Medium extent		Lower extent	
	No	%	No	%	No	%
<b>With regards to actual mentoring and support provision to assigned student-teachers</b>						
1. supporting student-teachers during Practicum implementation program in the school	12	60	8	40		
2. offering student-teachers guidance in the school	16	80	4	20		
3. providing student-teachers ideas on how to approach particular classes and work in their subject areas	18	90	2	10		
4. supporting student-teachers on how to organize their time in the school	14	70	6	30		
5. involving student-teachers in monitoring, supervising and providing feed back	10	50	10	50		
6. keeping student-teachers performance record and transferring the information to college	16	80	4	20		

According to the above table 8, the majority of sampled mentors responded as they were performing their monitoring role to "higher extent" as practitioners supporting throughout their time in schools, offering guidance, giving ideas on how to approach particular classes and working on respective subject areas, supporting to organize their time with the school for the student-teachers on practicum implementation program. Mentors were also involved in monitoring, providing feedback and supervising the school, students' different activities with experienced teachers altogether. This indicated that the majority of mentors work with student-teachers collaboratively but they need regular training about the current approach to strength their confidence for giving continuous feedback about the practicum current issues.

**Table 8: Mentors' interest to work with student-teachers**

Item	Agree		Undecided		Disagree	
	No	%	No	%	No	%
1. Have good interest on the mutual benefits for both the student-teachers and mentor	15	75			5	25
2. It is interesting to work with student-teachers who are enthusiastic to become member of teaching profession	14	70			6	30
3. Mentors link the college with the schools	14	70			6	30
4. Seeing the student-teachers improvement and becoming more confident	12	60	1	5	7	35
5. Mentoring is an extra commitment	16	80			4	20

As it is indicated in item 1 of table 9 regarding to the interest of becoming a mentor 15(75%) of sampled respondents expressed their "agreement" and 5(25%) of the sampled mentors responded "disagreed" to the interest of becoming a mentor. Accordingly, the majority of mentor respondents replied their belief on the student-teachers needed of them and also their needing to the student-teachers. From all sampled mentors 14(70%) of the respondents found it very interesting to work with student-teachers who were dedicated to become a member of the teaching profession. Contrary, 16(80%) of respondents were "agreed" on mentoring is an extra commitment. In line with this the interviewed tutors and practicum coordination team members explained that mentors showed good interest to work with student-teachers but they need current update training and incentives from the college and their schools as well as it included in the school's main program.

In the next item 3, 14(70%) of mentor respondents indicated their "agreement" for the student-teachers becoming of link between the college and the school, for they bring with them a sense of what was going in the higher institutions. 6(30%) of the sampled mentor respondents "disagreed" about the issue. Regarding to item 4, seeing the student-teachers' development and changes of their confidence was "agreed" by 12(60%) of sampled

respondent mentors. Contrary to this 7(35%) of the respondent mentors "disagreed" giving about the issue.

Generally, mentors have good interest to work with student-teachers collaboratively. But the mentors should need training and refreshment course about the practicum program regularly from the college and the schools. In addition to this, the mentors required incentives and reinforcement for their additional service that gives for the student-teachers.

**Table 9: Mentors' feedback provision and its benefits**

Item	Higher extent		Medium extent		Lower extent	
	No	%	No	%	No	%
1. Mentors feedback is constructive	15	75	5	25		
2. Feedback is provided immediately after lesson observation	17	85	3	15		
3. Student-teachers are unwilling to take mentors' advice and comment	11	55	8	40	1	5

In table 10 item 1, the sampled mentor respondents were asked to rate the level of observing the practice of student-teachers and as to how they were providing feedback. According, 15(75%) of mentor respondents indicated that they preferred to provide useful and constructive feedback "higher extent". While, the rest 5(25%) of mentors responded to "medium extent" about the issue. The majority, 17(85%) of the sampled mentor respondents also provided feedback to practitioner in an ongoing basis to the "higher extent". The rest 3(15%) mentors were "medium extent" about the immediate lesson observation feedback. This generally indicates that giving immediate feedback after lesson observation is necessary to the student-teachers' improvement of academic performance. While, 11(55%) of the respondent mentors selected "higher extent" unwilling to take mentors comment and advice. The rest 8(40%) and 1(5%) of the sampled mentor respondents responded "medium extent" and "lower extent" about the issue respectively.

In line with this, the college's interviewed practicum head explained that practicum may provide feedback to the education institution regarding the progress to their student-teachers and provide a basis as to whether they should be qualified to teach or not. Therefore, mentors feedback is the basic instrument to improve the student-teachers performance in practicum program.

**Table 10: Mentors' Challenge on practicum implementation**

Item	Agree		Undecided		Disagree	
	No	%	No	%	No	%
1. Lack of understanding about program policies, procedure and method of implementation	11	55			9	45
2. Lack of support from college tutors and practicum coordinators	15	75			5	25
3. Disorganized training about practicum Implementation by college bodies	12	55			9	45
4. Unfair distribution of resources	14	70	1	5	5	25
5. Lack of material and monetary reward for mentors	16	80	2	10	2	10
6. Shortage of mentoring time	14	70	2	10	4	20

Table 11 is concerned with identifying the potential factors that possibly restrain the implementation of the school based practicum course learning. Here, the school mentors were asked to rate their level of agreement with the given possible factors. With regard to the first item, 11(55%) of the sampled mentor respondents expressed their "agreement" for the school teachers lack of understanding about the current practicum implementation program policies, procedures and methods. On the contrary, 9(45%) of the sampled mentors indicated their "disagreement" for this issues becoming as prohibiting factors. In line with this, the focus group discussion result shows that majority of the school mentors were lacking the current education policy objectives, implementation procedures and techniques of the practicum program. Therefore, mentors should require update training for the practicum implementation program.

For the second item, the majority, 15(75%) of the sampled mentor respondents expressed their "agreement" about lack of support from the college-concerned bodies. While, the rest 5(25%) of the sample mentors responded "disagreed" about the issue. Regarding the third item, 12(60%) of mentor respondents "agreed" the college training about practicum implementation program mostly disorganized. The rest 8(40%) of the sampled respondent mentors "disagreed" about the issue. According, in item 4, 14(70%) of the respondents "agreed" with unfair distribution of resources for the practicum program purpose. While, 6(30%) of the respondents were "disagreed" the about the issue.

Similarly, in line with item 5, 16(80%) of the sampled mentor respondents "agreed" about the shortage of teaching material and monetary reward for student-teachers, school mentors and cooperative teachers in the school. This implies that practicum implementation program required incentives for the participant key actors from the college management bodies. The last item, 14(70%) of the respondents "agreed" about the shortage of mentoring time by different reasons. While, 5(25%) of mentor respondents "disagreed" given about the issue. This item result indicated that practicum implementation program requires more working time for both the mentors, tutors and student-teachers to do the program effectively.

**Table 11: Student-Teachers' Perception towards the practicum program in and out of the college**

Item	Agree		Undecided		Disagree	
	No	%	No	%	No	%
<b>In your opinion, what you gained from college in practicum course</b>						
1. It is good for the theory side of the courses	106	73.1	2	1.4	37	25.5
2. Make useful, comfortable and competent if						
i. Theoretical guide lines given before going to school	114	78.6	4	2.8	27	18.6
ii. Supported by good bases and input	104	71.7	3	2.1	38	26.2
3. Feel discomfort and incompetent						
i. Less theory provision directly related to specific subject area application	77	53.1	5	3.4	63	43.5
ii. Unrelated learning to the practical teaching	74	51	8	5.5	63	43.5
4. How to control classes	122	84.2	5	3.4	18	12.4
5. Classroom management	123	84.8	5	3.4	17	11.8
6. Lesson planning	125	86.2	4	2.8	16	11
7. How to handle students misbehavior in school and classroom	104	71.7	10	6.9	31	21.4
8. How to prepare and utilize instructional material	101	69.7	8	5.5	36	24.8

As shown in table 12, item 1, teachers were asked to rate their agreement that is gained from the college. According, 106(73.1%) of the sampled student-teacher respondents "agreed" the

practicum was good for its theory side. While, 37(25.5%) of them "disagreed" to the good practicum theory gained from the college. This indicated even the theoretical aspect of the practicum course gained in the college is high but still it needs additional effort to support practical approach of the practicum program by theoretical clarification of the courses.

Similarly, 114(78.6%) of the respondents indicated their "agreement" for the college practicum learning process would made them feel comfortable, if they are provided theoretical guidelines before going out to schools. 104(71.7%) of the sampled student-teacher respondents "agreed" that they would feel comfortable and competent if they are supported by good bases and sufficient theoretical input from their college.

Similarly, 77(53.1%) of the respondents "agreed" that they would feel discomfort and incompetent if less theory directly related to their specific subject area of application provided by the college before going out to their school placement. While, 74(51%) of them thought that their college was unrelated learning to the practical teaching. About 63(43.5%) of the respondents of the student-teachers "disagreed" about the issue.

Student-teachers were asked to rate to what extent, they provided content areas demanded by student-teachers. About 122(84.2%) "agreed"; classroom management 123(84.8%), lesson planning 125(86.2%) and how to relate children misbehavior 104(71.7%) of the sampled student-teachers responded. About 101(69.7%) of the sampled respondents of the student-teachers "agreed" on that college provided them with management and organization of pupils and materials before they were out to their placement school.

**Table 12: Student-teachers' view on the following basic components of practicum**

Item	Agree		Undecided		Disagree	
	No	%	No	%	No	%
1. There is a link between theory with practice	114	78.6	2	1.4	29	20
2. Theory instruction in the college and what goes in schools are related	89	61.4	7	4.8	49	33.8
3. A college tutor observes student-teachers only for assessment purpose	51	35.2	6	4.1	88	60.7
4. Tutors should be visit starting from first practice	92	63.5	7	4.8	46	31.7
5. Tutors feedback are not constructive	36	24.8	7	4.8	102	70.4
6. Mentors have planned for observation	99	68.3	9	6.2	37	25.5
7. Reflecting on own teaching is vital to think critically	121	83.4			24	16.6
8. Reflection after school experience is mandatory throughout the program	104	71.7	5	3.4	36	14.8
9. Practicum creates bulky paper work and documentation	88	60.7	10	6.9	47	32.4

According to item 1 of table 13, 114(78.6%) of respondents "agreed" and 29(20%) of them expressed their "disagreement" on the view that integrated theory and practice were offered by college. It seeks to focus on connecting theory and practice, through collaborated, and invested in creating teachers who can respond to the needs of children and youth. While, 89(61.4%) of the sampled respondents "agreed" for theoretical learning in the college were related. Whereas, 49(33.8%) of the respondents "disagreed" theoretical learning in the college and what is going in school was not interrelated.

In the other way, student-teacher respondents were asked to rate their agreement on the basis of their observation and school experience. Accordingly, 51(35.2%) and 88(60.7%) of the sampled student-teacher respondents "agreed" and "disagreed" respectively about the college tutor observation with only for assessment purpose but not support learning on the ongoing process. According 92(63.5%) of the sampled student-teacher respondents were "agreed" and 46(31.7%) of them "disagreed" about the needs of the college tutor coming to school for

observing their activities starting from their first practice. This means the majority of the student-teachers believed that tutors live regularly with them throughout their practicum practice in the placement school to get immediate support and assistance.

Responding to the fifth item 36(24.8%) of them "agreed" and 102(70.4%) of the sampled respondents "disagreed" about the tutors feedback were not constructive respectively. In this, the majority of the respondents believed that tutors feedback is more constructive for the student-teacher with the practical practice of practicum courses. In line with this, one of the interviewed indicated as gaining much positive feedback from teacher educators, school teachers and from candidate student-teachers are the basic instrument for the improvement of learners' knowledge and experience.

Similarly, placement school mentors to have planned observation of practicing student-teacher, responded by 99(68.3%) of respondents in "agreement" and they responded "disagreement" by 37(25.5%) of them on mentors use of planned time table for observation of student-teachers classroom practice. In the next item, the student-teacher respondents "agreed" by 121(83.4%) and "disagreed" by 24(16.6%) indicating that reflecting on their own practice teaching would serve them to think critically. Offering witness for their college practicum course reflection practices, 104(71.7%) of the respondents "agreed" and 36(24.8%) of them "disagreed" for reflection practices when returning from school experience which were mandatory throughout their duration attending in the college. On the other hand, 88(60.7%) of the sampled respondents "agreed" and 47(32.4%) of them "disagreed" on their preparation of practicum documentation and creating bulky paper work.

**Table 13: Student-Teachers' Challenges for their practicum implementation**

Item	Agree		Undecided		Disagree	
	No	%	No	%	No	%
1. Poor relationship with college tutors	89	61.4	6	4.1	50	34.5
2. Administration and management problems of the college	121	83.4	3	2.1	21	14.5
3. Shortage of time for compiling and reflection different practicum activities	132	91			13	9
4. Lack of written and constructive feedback from the college tutors	78	53.8	3	2.1	64	44.1
5. Unfair and biased evaluation and grading system by college tutors	72	49.7	2	1.3	71	49
6. Shortage of stipend money (pocket money)	104	71.7			41	28.3
7. Overloaded assignment and activities out of practicum courses during the program	105	72.4			40	27.6
8. Frustration and shyness during practical teaching and reflections of practicum activities to the tutors	86	59.3	3	2.1	56	38.6
9. Shortages of materials and resources from placement school for practicum purpose	101	69.7	1	0.7	43	29.6
10. Mentors skill and knowledge gap during the current training system on practicum	73	50.4	2	1.3	70	48.3

Regarding item 1 in table 14, 89(61.4%) of the sampled student-teacher respondents "agreed" with poor relationship between student-teachers and college tutors, while, the rest 50(34.5%) of the student-teacher "disagreed" about the issue. In line with this, the responses of the college practicum coordination unit head to the interviewed questions result indicated that the majority of the college tutors and student-teachers have poor relationship because of different reasons. But a practicum courses by its nature is a team work and needs collaboration and interaction of the participants of the program. Therefore, the college tutors and student-teachers should develop their relationship in a positive manner to implement practicum courses effectively.

In the second item, the majority, 121(83.4%) of the sampled respondents "agreed" the college administration and practicum coordination unit management problems in a higher context.

Hence, the college management should discuss about the way and better mechanisms to implement the practicum program by considering the educational policies of the country and the expected objectives of the college. While, the rest, 21(14.5%) of sampled respondents "disagreed" about the issue.

According to item 3 in table 14, 132(91%) of the sampled respondents "agreed" with the shortage of time for compiling and reflection of practicum activities for the tutor. This indicated that the college tutor needs modification for time constraints by discussing with student-teachers. In the fourth item, above half 78(53.8%) of the student-teachers "agreed" with lack of written and constructive feedback from the college tutor and the rest 64(44.1%) of the sampled respondent student-teachers "disagreed" about the issue. In line with this, the majority of the interviewed student-teachers explained that they need learning from their mistakes and its corrections given by their tutors. Therefore, the college tutors can arrange themselves to give feedback and comments for their student-teachers regularly as much as possible.

Regarding item 5, 72(49.7%) of respondent "agreed" with unfair and biased evaluation and grading system, especially the college tutors. While, 71(49%) of the respondents "disagreed" about the issue. In this issue, almost half of the respondents illustrated that the evaluation and grading system of the college tutors were not clear and transparent. Therefore, the evaluation and grading system should be fair and free from bias with both college tutors and school mentors.

Accordingly, in item 6, 104(71.7%) of the sampled respondents "agreed" with the shortage of stipend money and the rest 41(28.3%) of them responded "disagreed" about the issue. This indicated the budget for student-teachers' practicum implementation needs revision by considering the current living standards. In item 12, 105(72.4%) of the respondents "agreed" with the overloaded assignment and activities out of the practicum courses. This indicated that practicum implementation program should be giving less emphasis compared to other courses by subject teachers. Therefore, the practicum implementation program needs improvement by giving full time as a main component to other courses. Unless, it is difficult to achieve the designed practicum course objectives effectively throughout each implementation program and the student-teacher cannot get full experience and skills for the teaching profession.

On the other hand, frustration and shyness of the student-teachers during practical teaching in the placement school and in the reflection time "agreed" by 86(59.3%) of the respondents and "disagreed" by 56 (38.6) of them. This indicated more than half of the respondents showed frustration and shyness. In line with this, during the practicum activities observation, the majority of the student-teachers showed frustration and shyness especially in the first phase. In the second and third phases of reflection, they showed improvement. Therefore, frustration and shyness can be the result of lack of opportunity to practice the activities especially face to face with their tutors. Therefore, to modify these trends, college tutors should give more opportunities for the student-teachers for regular practice on the development of their confidence.

In item 9, 101(69.7) of the sampled student-teachers "agreed" with the primary placement schools shortage of materials and resources for practicum purpose and the rest 43(29.6%) of them "disagreed" about the issue. To alleviate the above problem the college should support the primary school on the student-teacher placement time that serves as practicum purpose. The last item nearly equal 73(50.4%) of the sampled respondents "agreed" with the skill and knowledge gaps of mentors in the placement school to give current practical support and feedback. While, 70(48.3%) of the sampled respondents "disagreed" about the gap of skills and knowledge of the mentors. In line with this, the focus group discussion participants illustrated that most of the school mentors have a great challenge from the student-teachers because of mismatch of the past and the current training system. Therefore, the college's concerned bodies should give update training for placement of school mentors to achieve the expected objectives of the program effectively.

#### **4.3: Observation checklist of the student-teachers practicum reflection results**

Observation is one of the main instruments to get direct information for the study. For this case the observation checklist activities were developed by referring to the college practicum activity and reflection guide line related to the objectives of the study by the researcher.

The observation checklist was done in the college during third year student-teachers practicum reflection to the college tutors with three consecutive activities. Most of the student-teachers reflections were full of frustration, shyness and less preparation of the

activities at the first phase. In the second and third phases of reflections some of the student-teachers showed improvement in both the preparation and their confidence to present activities and focus on its objectives to express the tutors properly.

From this the researcher concludes that the student-teachers should get a chance to practice the practicum activities with the assistances of the college tutors frequently, so that they can avoid their frustration and shyness easily and develop their confidence about the program implementation effectively. Therefore, college tutors should create opportunities for their student-teachers practice and make them give both the strong and weak sides of their work as comment and feedback throughout their practice in the program.

In addition, in the interview and focus group discussion of the participants, the practicum implementation program has many challenges. The challenges were illustrated by tutors, student-teachers and mentors. These were:

### **1. Administration and management problems**

- Poor administration and organization system of the college;
- Lack of educational policy awareness and understanding of their roles by participants such as student-teachers, mentors, tutors, schools and college practicum coordination team;
- Lack of integrated work among the college, the placement schools, mentors and tutors to run the practicum implementation program;
- Not well planned and organized program for both the college and the placement schools;
- College practicum trainings always give for the school director and vice director but directors and vice directors were not giving training for mentor teachers;
- Arranging transportation for both the student-teachers and tutors.

## **2. Shortage of finance and resources**

- The presence of financial and logistic problems in the college and the schools mentors mentioned;
- Absence of mentors incentive and less for student-teachers stipend / pocket money;
- less budgeting for tutors and practicum coordination team per diem for student-teachers and placement schools supervision;
- Some tutors not considered practicum program is his/her work but they considered as a source of incentives for recreation because most of the time tutors did not visit and check in his/her sight to their student-teachers.

## **3. Assessment and evaluation problem:**

- Unfair and very subjective evaluation and grading system by tutors and mentors;
- The absence of timely support, follow up, monitoring and continuous assessment by tutors and mentors;
- Vague and difficult assessment criteria for both tutors and mentors;
- Lack of clarities and repeated activities;
- Some mentors and tutors lack skills and confidence to give appropriate support and comment for the current practicum practice;
- Some of student-teachers show low interest to take feedback and comments from both the mentors and tutors and
- Discipline problem among the student-teachers themselves during the practicum implementation program when living together.

## **4. Maximum work load and shortage of time for the participants**

- Tutors- 15 credit hour for other courses teaching and half a section (20-23) student-teachers for practicum purpose which is required more time to check the portfolio and reflection;

- Mentors- 25-30 period in a week for teaching courses and (5-7) student-teachers mentoring which required additional time to check their regular activities;
- Giving different courses assignment during the practicum implementation program creates more challenge for the student-teachers work.

Generally, challenges of practicum implementation program were administration and management problems for the college and the schools, financial and logistic problem, workload and constraints of time, lack of current training and repeated activities, subjective evaluation and grading system, and lack of commitment for both study participants.

The sources of challenges that are mentioned by tutors, student-teachers and mentors were:

1. Lack of communication and collaboration by the college and some of the placement schools administration;
2. Poor relationship of the key actors (tutors, mentors and student-teachers) and schools, college, and college practicum coordination team;
3. Large number (20-23 trainees for one tutor) of student-teachers assigned and the tutor given 5 minutes to 10 minutes for each student-teacher reflection created time constraint;
4. Maximum workload and shortage of time for the tutors, mentors and student-teachers leads to give less emphasis for the practicum implementation program;
5. Lack of clear criteria and guideline for the student-teachers evaluation and assessment techniques for portfolio checking and reflection evaluation, and
6. Student-teachers shows less effort to develop their confidence are some of the sources of the challenges of the program.

To run the practicum program properly many factors, as explained above by student-teachers, tutors and mentors may have negative impacts. As Kennedy and Dorman (2002) give further details about factors including the dishonest relationship with supervising tutors and mentors, the psychological climate of the placement school, high cost for travel, subsistence, supervision; and each participant's perception and understanding of the learning environment appears to affect the outcomes of the experience of student-teachers. Lack of balance between the college and schools' based practice; work load and lack of commitment on the side of all the study participants would be the big challenges of the practicum implementation program

(Kennedy; 1993). The same author further stated that dishonest relationship of student-teachers with supervising tutors and mentors may lead to subjective evaluation and grading that may cause stress and frustration on the side of the student-teachers. McDonald's (1993) research identified that sources of stress were mainly generated by inconsistencies in the way student-teachers performance and conformity between teacher educators and marked variations in the quality of feedback given to student-teachers by their supervising teachers.

#### **4.4 Student-teachers' gained from practicum program**

During the practicum course implementation the student-teachers gained the following basic points that are mentioned by all participants and different professionals in the literature part stated. Some of these were:

- Relating the theory they learnt in the college with practice in the actual setting;
- Understanding the overall practice and experience of the placement schools;
- Develop social life with mentors, administrative workers and the community at large;
- Analyze the strong and weakness sides during their teaching practice and reflection time;
- Gain much practical experiences from the placement schools and the college;
- Learn how to teach in their respective areas in the future;
- Develop their confidence in expressing their ideas in front of the students, mentors and tutors;
- Identify their duties and responsibilities they will have in the school and the community they live and
- Acquire important skills and knowledge from experienced teachers in the placement school by sharing of experiences.

According to ministry of education document (MOE: 2003), practicum, when properly implemented, is the most important component of a professional preparation program. It helps the student-teachers to develop the knowledge and skills needed to be a good teacher;

to get the real experience of school life; the classroom and the students; to relate theory with practice.

The practicum implementation program has helped the student-teachers in:

- developing the values, attributes and ethics essential to the teaching profession with in practical professional environment;
- develop their own theories and understandings of the complexities of the teaching process;
- developing confidence and awareness on how to tackle the problems they would face in the future; and
- sharing various experiences, skills, knowledge and good personality from well experienced and well mannered placement school teachers.

As it is mentioned in the focus group discussion and participant interviewed of the study, practicum would help for both the student-teachers, mentors and tutors. Since, it is practiced in a tried scene (by student-teachers, mentors and tutors). Through practicum, as Kennedy (1993) pointed out, student-teachers will not only acquire effective teaching skills but also develop professional autonomy and good code of ethics through an emphasis on an analysis of their teaching experience.

In addition, Rhodes et al (2004) illustrated that to achieve high quality work in the practicum, there should be a link and cooperation among the student-teachers placement school teachers and teacher educators based on mutual respect, collaboration and consultation and the high level of motivation and interest.

Therefore, the primary purpose of practicum is to provide student-teachers with educational opportunities to apply foundation and concentration knowledge, skills, values and ethics to practice. The practicum provides student-teachers with a bridge between practice realities and classroom learning. It offers student-teachers the opportunity to integrate and assimilate knowledge and theory with field experience, and build a foundation for their own professional identity. It also provides student-teachers the opportunity to acquire practice knowledge, skills, values, and attitudes in working with diverse client systems within a service setting.

## CHAPTER FIVE

### 5. Summary, Conclusions and Recommendations

#### 5.1 Summary

The objective of this study was to investigate what has been going on in the college and placement schools in terms of their perception and understanding, managing, organizing and running the practicum implementation program. It also aimed to shed light on the challenges that were faced on implementing the program. To achieve the purpose, the researcher formulated the following research questions:

1. What is the perception of student-teachers, tutors, mentors, practicum coordination team on practicum?
2. How far student-teachers, tutors, mentors and college practicum coordination team are successful in their roles during practicum implementation?
3. What are the challenges of practicum implementation at Bonga College of Teacher Education?
4. What are the sources of the challenges of practicum implementation?

To find out the answer of the research questions, a sample of 20 college tutors, 20 placement school mentors (from 5 primary second cycle school teachers), 5 college practicum coordination team members, 3 college student-teachers council members, 145 student-teachers and 1 Academic research vice Dean which made a total 194 were selected.

Four types of questionnaires comprising both open and close-ended items were prepared and distributed to collect relevant information from the target population. The aims of the questionnaires were to elicit information pertaining to the roles and responsibilities of college, schools, mentors, tutors and practicum coordination team that play actors when in implementing practicum programs. The major challenges encountered in the effective implementation of placement school based practice and possible solution about the challenges of program were illustrated.

Additionally, semi-structured interview, focus group discussion and student-teachers classroom observation during their reflection were included to get relevant and complete information for the current practice and challenges of the program.

On the bases of these, the findings of the study were that:

1. the majority of the study participants have poor understanding and perceptions for their roles and responsibilities of the educational policies about the practicum program;
2. there is poor relationship between the college and the schools to implement the program for many reasons. For instance, unfair distribution of materials and resources, lack of organized training, great number of student-teachers assigned to one school, work load, shortage of materials and budget, shortage of time;
3. there were poor support, assistance, follow up, assessment and feedback to the student-teachers by mentors and tutors;
4. there have been planning and organization problems of the college and school participants of the program and
5. poor preparation and organization of activities for the program are some of the findings indicated from the results of the information.

The sources of the challenges mentioned by majority of participants were:

- shortage of training for the key participants of the program;
- shortage of material and monetary budget for the program;
- lack of clear and well organized guideline for the key actors of the program;
- lack of commitment and collaboration work with the program implementers;
- work load and shortage of time for both the participants of the program; and
- placement schools' infrastructure creates transportation problem.

## 5.2 Conclusions

Practicum or actual school experience nowadays is an essential element of the teacher education program (MOE: 2003). As a result, it is implemented in almost all Teacher Education institutions (TEIs) of the country. The South Nation Nationality Regional Education Bureau has also utilized the practicum program on its four government Teacher Education Colleges. One of them is Bonga College of Teacher Education. In this college the researcher has conducted a study that is entitled as "Challenges of Practicum Implementation in Bonga College of Teacher Education". From this research work, the researcher has got various issues from its participants and reached to certain conclusions. Based on the findings, the researcher has made the following main points:

1. there is a lack of strong link between the college and schools and lack of awareness about the practicum program among the college, schools, tutors, mentors, student-teachers and other concerned bodies.
2. there is a mismatch between the nature and requirements of the practicum and the absence of an enabling environment in the context of the college and placement schools. This was explained in terms of the availability of resources, facilities and financial support in the one hand and the fact that the program did not largely emanate as a felt need from either the school community or the society, on the other hand.
3. practicum needs a continuous support, guidance, follow up, continuous assessment and feedback. Because of various reasons, for instance, tutors and mentors did not assess and give feedback continuously and regularly. They only focus on final (summative) assessment and grading of student-teachers' performance out of supporting learning process.
4. If practicum is well facilitated and better implemented, on the one hand, it will have many advantages for the student-teachers, tutors and mentors in particular, and college and schools in general. It is also a means to create a strong college school link and exchange of professionals and resources among each other. On the other hand, the practicum program has many unsolved challenges.
5. Lack of financial and material support, inadequate supervision and insufficient time for practice are some of the major challenges of practicum implementation program.

### 5.3 Recommendations

In the process of producing academically qualified, professionally skilled and attitudinally committed teachers, the following suggestions among other things will contribute to develop a better curriculum content, to implement the practicum program successfully and to help the student-teachers to develop positive attitude towards the program and to their profession at large.

1. The teacher education system should give enough time which is flexible to implement school based practice in practicum courses.
  - Tutors should give time and need to have related level of qualification to mentors, to teach student-teachers when they are in colleges, to get the school, to observe them, to provide feedback, and to assess their portfolios.
  - Mentors need time to plan the student-teachers learning, observe them, provide feedback, assess them, and keep records, and report results or information to the college. Furthermore, mentors and tutors and also need to learn to work together on these tasks and needs time to do this effectively.
  - Student-teachers also need more time while conducting the practicum program. This was the request of tutors who are looking for subject content knowledge and teaching skill competencies. The student-teachers would practice teaching better if they could have full time of practice without having other course assignment work and tests soon after they are back at the college.
  - Practicum coordination team should develop the college program guide line by giving full time for the office routine activities and update activities regularly with professional collaborations.
2. A strong, college-schools link and a positive and continuous tutors-mentors relationship should be created for the success of the student-teachers practicum performance and for the improvement of the program.

3. There should be continuous follow up, support and awareness creations by the concerned bodies for those who are involved in the program directly or indirectly until strong value systems and conviction will be created about the program.
4. There should be adequate human, material and financial resources to put the designed curriculum in to practice.
5. Decision making in the process of practicum implementation should be participatory to avoid resistance and to develop the sense of belongingness among the staff members
6. There must be well-defined guideline and criteria to assess the performance of student-teachers during practice and they should be evaluated objectively.

Generally, efforts should be made by the college and schools to attract academically able and professionally motivated student-teachers towards the teaching stream; the efficiency of the education program should be evaluated and should be frequently revised through the active participation of college instructors. Great attention should also be given to satisfy the social and psychological needs of student-teachers during and after implementation of the practicum program so that the intended educational objectives can be achieved.

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## APPENDIX-I

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL  
DEVELOPMENT STUDIES

### Questionnaire to be completed by College Tutor:

**Direction:** This questionnaire is designed to collect relevant data on a research topic "Challenges of Practicum implementation at Bonga College of Teacher Education." Its main purpose is to obtain the perception, mentoring school teacher in the context of actual practicum implementation in your school and to assess the practice and challenges you faced in the process and to look into its resource implication for school and teachers in Kaffa zone and those provider teacher education college now implementing the new system.

So your sincere cooperation in answering each question is highly important.

**Note:** Writing your name in any part of this questionnaire is not required. The researcher assures you that the data would be used only for the research purpose and be kept confidential.

Thank you in advance for your cooperation!

Please respond by putting (✓) mark or by writing your response on the space provided where applicable.

#### Part I: Background Information

##### 1. Academic qualification

i. 12+3 Degree (BED)  iii. Master's Degree

ii. 12+4 Degree  iv. Doctorial Degree (PhD)

##### 2. Work Experience as Teacher Educator (Tutor)

1 \_\_\_ 5yrs  ii. 6 \_\_\_ 10yrs  iii. 11 \_\_\_ 15 yrs  iv. 16 \_\_\_ 20 yrs

above 25 yrs

## Part II: Major Roles of Tutoring Teacher Educations Tutor

The following are some of the major roles that tutoring educator should play. So, how frequent do you apply them?

### Section I: Tutors' perception of their role towards student-teachers schools placement.

Item	Response scale		
	sufficiently	Undecided	insufficiently
<b>In student-teachers placement and tutoring</b>			
1. Organizing for student-teachers placement school			
2. Consulting school staff about their responsibility			
3. Visiting student-teachers and observing their practice			
4. Discussing with student-teachers about their progress			
5. Consulting mentors about student-teachers			
6. Providing written feedback and comment to Student-teachers after observation			
<b>In the training and mentor assessment</b>			
	sufficiently	Undecided	insufficiently
1. Organizes meetings to mentors and staff in the partner school			
2. Assists mentors and school staffs by giving the latest theories and sharing experience			
3. Joint planning and reaching agreement with student teachers on, objectives, methods in school observation, classroom teaching and reflection issues			
4. Taking sufficient time for observing the student teachers' teaching competencies and behavior during classroom observation			
5. Making agreement with student teachers on contents and time for reflection after each school experience and actual classroom observation			
6. Timely assessed of school experience portfolio and			

providing feedback on it			
<b>perception of tutors on practicum implementation</b>	Higher extent	Medium extent	Lower extent
1. The current practicum course implementation makes a difference in i. improving teaching skill and competencies of student teachers ii. strengthening the relationship between staff in school and college iii. bridging theory and practice gap			
2. Tutoring student teachers in its current context is additional burden to tutors			
3. All partner schools are suitable for practicum			
4. Student teachers need to be placed and visit more than one school and different environment during their training			
5. Partner schools do not understand their role in supporting student teachers			
<b>Tutors challenge during practicum implementation</b>	Agree	Undecided	Disagree
1. Lack of understanding about practicum program policies, procedures and method of implementation by those implementers			
2. Inefficiency and less collaboration of school directors, mentors and staff members			
3. Lack of established technique and procedures of mentors and tutors assessment of practicum			
4. Mentors and tutors focused on feedback format of student teachers assessment than mentoring and tutoring the actual practice			
5. Tutors and mentors assessed student teachers reflection subjectively			
6. Interaction among student teachers, mentors, and tutors on the practicum program is poor			

7. Lack of material and monetary reward to mentors and schools, and unfair distribution			
8. Shortage of finance and budget allocation procedures for practicum			
9. Shortage of time for mentoring and tutoring due to maximum classroom teaching load			
10. Great variations between experienced tutors and beginner tutors, and ,also mentors to mentors			

**Section-2 Challenges for the tutor during practicum implementation**

1. What are the major challenges you faced during tutoring student teachers?

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2. What are the sources of the challenges? Please list some.

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3. Are there any attempt being made to improve those challenges?

Yes  No

If "yes" what attempts have been made? Please list some.

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## APPENDIX-II

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL  
DEVELOPMENT STUDIES

### Questionnaire to be filled Mentoring School Teachers:

**Direction:** This questionnaire is designed to collect relevant data on a research topic "Challenges of Practicum implementation at Bonga College of Teacher Education." Its main purpose is to obtain the perception, mentoring school teacher in the context of actual practicum implementation in your school and to assess the practice and challenges you faced in the process and to look into its resource implication for school and teachers in Kaffa zone and those provider teacher education college now implementing the new system.

So your sincere cooperation in answering each question is highly important.

**Note:** Writing your name in any part of this questionnaire is not required. The researcher assures you that the data would be used only for the research purpose and be kept confidential.

Thank you in advance for your cooperation!

Please respond by putting (✓) mark or by writing your response on the space provided where applicable.

#### Part I: Background Information

1. Age: 18\_20  26\_30  36\_40  46\_50   
21\_25  31\_35  41\_45  above 51
2. Sex: Male  Female
3. Educational Level: TTI Certificate  College Diploma  BA/BSC
4. Year of Teaching \_\_\_ years

## Part II: Major Roles Mentoring School Teachers

The following are some of the major roles and perceptions that mentoring school teacher should be play and perceives. So, how frequently do you apply them and perceive the implementation of practicum course?

### Section I: Mentors perception towards their role in practicum program

Item	Response scale		
	High extent	Medium extent	Lower extent
<b>With regards to actual mentoring and support provision to assigned student-teachers</b>			
1. Supporting student-teachers during practicum implementation in the school			
2. Offering student-teachers guidance in the school			
3. Providing student-teachers ideas on how to approach particular classes and work in their subject areas			
4. Supporting student-teachers on how to organize their time in the school			
5. Involving student-teachers in monitoring, supervising and providing feed back			
6. keeping student-teachers performance record and transferring the information to college			
<b>Mentors' interest to work with student-teachers</b>	Agree	Undecided	Disagree
1. Have a good interest and belief on the mutual benefits for both the student-teachers and mentors			
2. It is interesting to work with student-teachers who are keen to become member of teaching profession			
3. Mentors are link between the college and the school			
4. Seeing the student-teachers improvement and becoming more confident			
5. Mentoring is an extra commitment			
<b>Mentors feedback provision and its benefits</b>	Higher extent	Medium extent	Lower extent
1. The given feedback is constructive			
2. Feedback is provided immediately after lesson observation			
3. Student-teachers are unwilling to take mentors' advice and comment			

<b>Mentors' Challenge on practicum implementation</b>	Agree	Undecided	Disagree
1. Lack of understanding about program policies, procedure and method of implementation			
2. Lack of support from college tutors, practicum coordinators, and college bodies			
3. Disorganized training about practicum implementation			
4. Unfair distribution of resources			
5. Lack of material and monetary reward for mentors			
6. Shortage of mentoring time			

**Section II: Mentors evaluation of the current practicum practice.**

1. What are the major challenges you faced during mentoring student teachers?

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2. What are the sources of the challenges? Please list some:

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3. Are there any attempt being made to improve those challenges in your school?

Yes  No

If "yes" what attempts have been made? Please list some:

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### APPENDIX-III

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DEVELOPMENT STUDIES

#### Questionnaire to be filled by Student-Teachers:

**Direction:** This questionnaire is designed to collect relevant data on a research topic "Challenges of Practicum implementation at Bonga College of Teacher Education." Its main purpose is to obtain the perception, mentoring school teacher in the context of actual practicum implementation in your school and to assess the practice and challenges you faced in the process and to look into its resource implication for school and teachers in Kaffa zone and those provider teacher education college now implementing the new system.

So your sincere cooperation in answering each question is highly important.

**Note:** Writing your name in any part of this questionnaire is not required. The researcher assures you that the data would be used only for the research purpose and be kept confidential.

Thank you in advance for your cooperation!

Please respond by putting (✓) mark or by writing your response on the space provided where applicable.

#### Part I: Background Information

1. Age: 16 \_ 20  26 \_ 30  36 \_ 40

21 \_ 25  31 \_ 35  41 \_ 45

2. Sex: Male  Female

**Part II: Student-Teachers perception towards practicum program implementation.**

The following are some of the major activities implemented through practicum course processes and the assumed learning opportunities you gain; so, how sufficient is the support you get form mentoring school teacher and tutoring teacher educators of the college. Please indicate your level of agreement the activities and your gains.

**Section I: Student-Teacher Perception towards the Practicum program in and out of the College**

Item	Response scale		
	Agree	Undecided	Disagree
<b>In your opinion, what you gained from college in practicum course</b>			
1. It is good for the theory side of courses given in the college			
2. Make useful comfortable and competent if i. Theoretical guide lines given before going to school ii. Backed by good bases and input			
3. What makes you feel discomfort and incompetent i. Less theory provision directly related to specific subject area application ii. Unrelated learning to the practical teaching			
4. How to control classes			
5. Classroom management			
6. Lesson planning			
7. How to handle students misbehavior in school and classroom			
8. How to prepare and utilize instructional materials			
<b>On integrating theory and practice</b>			
1. The given theory and practice are important to the profession			
2. There is a link between theory and practice			
3. Theory instruction in the college and what goes in schools are related			
<b>Regarding to the way your class is observed</b>			
4. A college tutor observes student-teachers only for assessment purpose			
5. Tutors should be visit starting from first practice			
6. Tutors feedback are not constructive			
7. Mentors have planned for observation			

8. Reflecting on own teaching is vital to think critically			
9. Reflection after school experience is mandatory throughout training time			
10. Practicum creates bulky paper work and documentation			

**Section II: Student-teachers perception about their mentors and tutors in the college and the school**

1. How do you see mentors and tutors assessment techniques for your practicum Course implementation in both areas?

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2. Please comment on mentors and tutor's the giving feedback in your practicum course implementation:

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3. What are the major challenges you faced during practicum implementation in and outside the college?

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4. What are the sources of the problems?

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## APPENDIX-IV

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Interview guidelines for the research respondents were the following initial points. These guideline served for tutors, student-teachers, student-teacher council of the college, practicum coordination team and college academic vice dean.

**Name:** \_\_\_\_\_ **Sex** \_\_\_\_\_ **Depart** \_\_\_\_\_

1. How did you manage, organize and monitor the practicum program? What were the major challenges in your college faced to implement practicum program?
2. . What constructive roles played by college and other teacher education concerned bodies to implement practicum program pertinent to TESO guidelines? Are they providing timely support to practicum office, tutor, mentors, student- teachers and schools?
3. How do you see the communication between the schools and college? Do schools and teachers have clear understanding of their role and responsibilities?
4. How do you see the partner school placement environment suitability for the student-teachers life to get enough basic needs?

## APPENDIX-V

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Discussion points for tutors, college practicum coordinators, student-teachers  
council, and academic vice Dean

1. How do you evaluate the success/weak areas of practicum program implementation from the college or school side?
2. Do you think that tutors or mentors take their role and responsibility to practicum implementation program effectively?
3. Do you think that strong relationship exist between college, school and local education bureaus? If "yes" how? Or if "No" what would be the case?
4. What was major resource constraints in your college faced for effective implementation of practicum program? How much attention was given to create conducive environment for practicum program implementation by college and school management bodies?
5. How tutors and mentors assigned? Are there any criteria to select tutors or mentors?
6. Do you believe that tutors and mentors are efficient to give constructive feedback for the student teacher?

## Appendix-VI

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Part I: Reflection \_\_\_\_\_ Part II: Reflection \_\_\_\_\_ Part III: Reflection \_\_\_\_\_

### Part I: Observation check list for student teacher practicum activities reflection

Item	Respond	
	Yes	No
1. What is his/her mode of presentation?		
i. Oral, simple, clear and audible pronunciation		
ii. Simply reading on his/her piece of paper		
2. How the student teacher is critical during his/her reflection?		
i. Points based on evidence/ reality and principles		
ii. present without care and preparation		
3. Does he/she has good personality and respect to the profession?		
i. His/her preparation and approach		
ii. His/her behavior to take constructive comment		
4. Has he/she provokes and entertains the audience to ask questions during his/her reflection?		
i. He/she invites questions		
ii. He/she ready to share experience and learn from others		
5. Is his/ her presentation well structured?		
i. Introduction, presentation, summary main points and check set objectives		
ii. He/she uses the allotted time effectively		
6. What is his/her confidence during his/her reflection?		
i. She/he has fear, anxiety and shyness		
ii. He/she has self-confidence		
7. What are the tutors assisting and giving feedback seems like?		
i. Both the strong and weak side mentioned		
ii. Only the weak side indicated		

## Appendix-VII

The specific sampled categories of respondents from (A-C) are the following tables.

**Table-A: Samples of tutors' respondents**

no	College	Total number of tutors			Sample proportion(n/N= 20/40=0.5)			
		M(a)	F(b)	T(C)	d=0.5	M(axd)	F(bxd)	T(cxd)
1.	BCTE							
	Tutors	34	6	40		17	3	20

**Table-B: Samples of mentors' respondents**

no	Placement schools	Total number of mentors			Sample proportion (n/N=20/40=0.5)			
		M(a)	F(b)	T(c)	d=0.5	M(axd)	F(bxd)	T(cxd)
1.	Hibret	2	4	6		1	2	3
2.	Gojeb	4	6	10		2	3	5
3.	Wushi-wushi	3	3	6		1	2	3
4.	Chena	4	6	10		2	3	5
5.	Decha	5	3	8		3	1	4
	Total	18	22	40		9	11	20

**Table-C: Sample of student-teacher respondents**

no	College	Field of study	Number of 3 <sup>rd</sup> year student-teachers population			Proportional samples (n/N=145/430=0.337)			
			M(a)	F(b)	T(c)	d=0.34	M(axd)	F(bxd)	T(cxd)
1.		Amharic	14	25	39	d=0.34	5	8	13
2.		English	16	20	36		5	7	12
3.		Mathematics	37	29	66		12	10	22
4.		physics	20	12	32		7	4	11
5.		Chemistry	22	14	36		7	5	12
6.		Biology	29	45	74		10	15	25
7.		Geography	16	22	38		5	8	13
8.		History	17	18	35		6	6	12
9.		Civics	14	26	40		5	9	14
10		Physical education	15	19	34		5	6	11
	Total		200	230	430		67	78	145

I, the undersigned, declare that this thesis is my original work, and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Name of candidate: Tesfa Walle

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

This Thesis has been submitted for examination with my approval as a university advisor

Name: Lemma Setegn (Assistant Professor)

Signature: \_\_\_\_\_

Date of Approval: \_\_\_\_\_