

The practice and Challenges of practicum Implementation program at
Teacher Education College, Tigray Region

By:

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This is to certify that the thesis prepared by Hagos Araya, entitled: An Assessment of the practices and Challenges of practicum Implementation program: The case of AACTE, in Tigray region, and submitted in partial fulfillment of the requirements for the degree of Masters of Arts (Educational Research and Development) complies with regulations of the university and meets the accepted standards with respect to originality and quality.

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ABSTRACT

The purpose of this study was to assess the practices and challenges of practicum implementation program in Abbi Addi College of Teachers' Education. For this study, mixed research design was employed. Among the mixed research design concurrent embedded model was applied. The source of data for this study were the vice dean of the college , practicum coordinator, school mentors, college tutors, school directors, and student- teachers' of third year in the academic year of 2012/2013. Questionnaires, interviews and classroom observations were used to generate the required data. The data obtained from the study participants were analyzed quantitatively and qualitatively. The findings of the study reveal that:- i) student-teacher have positive perception towards the role of practicum program in promoting their pedagogical skills as well as subject matter knowledge; ii) school mentors and college tutors failed in providing the necessary support for practicum student- teachers; iii) even though college tutors and school mentors have relatively good understanding and positive perception about the purpose and activities of practicum program, their practical involvement on carrying out the activities' of practicum program was found low; v) the extent of linkage between Abbi Addi college and placement schools in collaboratively performing the major activities of practicum program was found to be weak, vi) despite the fact that practicum program in the case of Abbi Addi College of Teachers Education has multiple challenges, the most serious problems were lack of appropriate criteria for evaluation, intermittent supervision of the college, lack of partnership among practicum stakeholders, and lack of adequate school facilities. Therefore, to alleviate the aforesaid challenges and enhance the implementation of the program, Abbi Addi College of Teachers Education in collaboration with the placement schools needs to motivate and engage mentors and tutors to provide the required support for prospective teachers as well as there should be a strong link among the practicum stakeholders pertaining to practicum program.

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Acronyms/Abbreviations

AACTE- Abbi Addi College of Teachers' Education

ETP-Education and Training policy

MOE- Ministry of Education

Prac.-Practicum

Qual-Qualitative

QUAN-Quantitative

TEIs - Teacher Education institutions

TESO-Teacher Education System Overhaul

TPD- Teacher professional Development

TTC- Teacher Training College

USAID –United State Agency for International Development

CHAPTE ONE

INTRODUCTION

This part of the research presents background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of terms, and organization of the study.

1.1. Background of the Study

Modern Education in Ethiopia was introduced in 1908. Since then, a progress has been made. Despite the progress made so far, the country has not fully universalized education. Being aware of this fact, the Federal Democratic Republic of Ethiopian come up with a policy reform of 1994. This policy was designed to solve the major educational problems that had existed in the previous educational systems. Some of the draw backs of the last educational policy were lack of quality, relevance, equity, and accessibility (ETP, 1994).

The 1994 Education and Training policy gives due attention to teacher education program for the reason that, TEIs have the potential to take changes in the society by creating individuals and society who can make active participation in the development process by acquiring knowledge, ability, skills and Attitudes (MOE, 2003). Among the areas of special attention and designated as most important strategies of the 1994 policy was teacher training and overall development of teachers. Thus, teacher education institutions are anticipated to equip student-teachers who are entirely appropriate to the needs of today's classroom and who have knowledge of subject matter as well as pedagogical skills. Since, it is in the classroom that real learning takes place, qualified and committed teachers are fundamentally required (MOE, 2005). Thus, teacher training program is viewed as pertinent to enhance the capabilities of teachers and produce competent and committed school teachers.

Pre-service teacher education program is generally takes place in university/college setting, however, it cannot be happened without placing student- teacher to primary or secondary schools for their practicum experience (Russell, 2006). This implies that to deliver effective teaching programs for candidate teachers, teacher education institution needs to work closely with the school communities. In line with this idea, (Wellman and Wold, 2006) noted that “The collaboration nature of university and school partnership fosters comprehensive improvements in teacher preparation program and a seamless curriculum from theory to practice”. Thus, connecting theory and practice cannot succeed without the relationships between universities and schools that can eventually produces changes in the content of schooling as well as of teachers training (Darling-Hammond, 2010). This is because, teachers training program comprises of two major components of theory and practice. The theory part of the training is given in the college and the practical aspects in the practicum placement schools. Therefore, to attain the aim of practicum program the school teacher (mentors) and college educator (tutors) needs to work together and have mutual understanding to achieve the aim of practicum program.

According to the impact assessment of USAID/Ethiopia’s Education Activities held from 1999-2010 (USAID, 2010) stated that:

Pre-service teacher training is moving from one year of teacher training for 10th grade school leavers (certificate program) to three years (diploma program) that will provide more time for students to acquire more in-depth knowledge and be able to practice active learning, continuous assessment, creation and use of learning aids, lesson planning, and classroom management. Using the linkage schools as locations for practicum will provide students the opportunity to put into practice what they learned at the TTC (P.28).

Researchers suggest that all teacher education institutions supposed to include some form of school based field experiences and ought to make this field experiences as a central part of its programs. On the assumption of this, a “Teacher Development Program” was commenced in Ethiopia in order to improve teacher’s qualifications and professional development (MOE, 2010). Thus, among the major program of TPD, a special practicum program was introduced for pre-service teachers training. This practicum program is

underline as one of the major training courses of teacher training institutions that have been designed to shape pre-service teachers' views of teaching.

Practicum program is an important component of teacher education program in the TESO document (MOE, 2003). However, locally conducted researches showed that practicum program has a deal of challenges during its implementation. A study conducted by Kedir (2006) on the contradictions, challenges, and chaos in Ethiopia teacher education, the findings of the study particularly towards practicum program indicated that significant number of educators had not significant acquaintance with the content and form of practicum. Similarly, a study conducted by Mignot (2009) indicated that practicum was not effectively implemented due to factors such as large numbers of student –teachers, inadequate school facilities, lack of clear understanding and commitment among its participants, lack of systematic assessment, and lack of strong link between the collage and placement schools. Thus, the most stressful factors in the implementation of practicum program are inadequate budget, inadequate support, school students' misbehavior, lack of close supervision and follow up, and lack of strong partnership with school (Fekede, 2009).

Though many researchers viewed that practicum is a helpful program that enables student-teachers to integrate theory, some locally conducted research indicated that there is still a gap in the actual implementation of the program. Furthermore, in the meantime, the researcher has observed different complains by teachers as well as student- teachers about the implementation of practicum program. What is more, in the case of Abbi Addi College of Teachers' Education there was no empirical evidence about the practices and challenges of practicum program, because such type of study had not been done in this particular College. Therefore, putting this issue in to consideration, the study takes a special focus on the practices and challenges of practicum implementation in Abbi Addi College of Teachers' Education.

1.2 Statement of the Problem

Practicum program is viewed as pertinent to enhance student- teachers' class room teaching experiences such as to develop their pedagogical skills, subject matter knowledge

and to familiarizing them with the roles and activities of teachers in the school. Therefore, currently all teacher education colleges in Ethiopia have been practicing practicum program. Similarly, Abbi Addi College of Teacher's Education has been practicing practicum program as one of its major tasks. Thus, student- teachers of the college have been getting opportunities of observing and practicing practicum programs in first and second cycle elementary schools for three consecutive semesters. Finally , when student-teachers reach third year, they would be assigned to elementary schools for the whole semester (for almost five months) having 6-8 credit hours per a week to teach students in the placement school. Even though practicum program was currently given priority action in Ethiopia teacher training programs, researchers indicated the program is not still properly implemented due to less commitment and perception of practicum stakeholders. A research conducted by Tesfa (2011) at Bonga college indicated that the implementation of practicum program in the college and placement schools were low due to poor relationship between the college and schools, poor support of mentors and tutors, lack of clear and organized guidelines, and low perception and understanding of school mentors about practicum program.

To this end, the researcher was engaged in tutoring student- teacher during the implementation of practicum program in addition to teaching pedagogy courses in the college. During that time, the researcher had informally discussed with student- teachers and staff teachers in relation to the practices and challenges of the practicum program. Consequently, the researcher found that most of them specially, student- teachers feel unhappy with the implementation of practicum program. Therefore, in order to investigate the actual implementation of practicum program, it is important to conduct a research on this issue, because no research was conducted on this particular teacher college education so far. Therefore, by considering this problem, the researcher was initiated to assess the practices and challenges of practicum implementation program in Abbi Addi College of Teacher's Education.

1.3. Basic Questions of the Study

This study was set out to answer the following basic research questions:

1. How do student- teachers perceive the roles of practicum program in promoting their pedagogical skills, subject matter knowledge and introducing with the co-curricular activity of the school?
2. Do student- teachers get the necessary support from their mentors and tutors during the implementation of the program?
3. What is the perception and awareness of college educators (tutors) and school teachers (mentors) towards the relevance of practicum program?
4. Do the college and practicum placement schools work in partnership in implementing the activities of practicum program?
5. What are the major challenges encountered during the implementation of practicum program in the case of Abbi Addi College of Teachers' Education?

1.4. Significance of the Study

This study is expected to benefit practicum stakeholders' through providing tangible evidence pertaining the current practices and challenges of practicum implementation program. Therefore, this investigation is important to determine the extent of effectiveness and attainment of the objective of the program in the case of Abbi Addi College of Teachers' Education. As a result, this might be helpful to suggest and devise possible solutions to minimize the weakness of the program and to spread out the strong side of practicum experiences of teacher education program to others.

More specifically, the results of this study might be beneficial as follows:

1. The result of this study contributes to provide valuable information regarding the actual implementation of practicum program.
2. The result of this study is crucial to enlighten for college administrators, college teachers (tutors), school teachers (mentors) and practicum coordinators about the strength and weakness of the implementation of the program.
3. The result of this study might be pertinent to improve the teacher education program through devising appropriate measures in minimizing or overcoming the difficulties observed in the school based practicum experience.
4. The findings might pay the way for others to take further investigation in this area.

1.5. Delimitation of the Study

This study is focused on the practices and challenges of practicum implementation program at Abbi Addi College of Teachers' Education, in the academic year of 2012/2013.. Though practicum program was delivered for first and second year students, the researcher delimited the scope of the study merely to third year students, believing that third year students have made adequate field experience and therefore, they would bring relevant information about the practices and challenges of practicum implementation in Abbi Addi College of Teachers' Education. Moreover, even though there are two teacher colleges in Tigray region, this study was only bounded to Abbi Addi College of Teachers' due to time and financial constraints.

1.6. Limitations of the Study

This research was not without limitations because of some obstacles. Accordingly, some student-teachers were not cooperative enough to be observed while they teach in the classroom. Besides, since the samples (student-teachers and school mentors) were spread geographically in to different schools, the researcher faced challenges in administrating and collecting the data. In spite of these limitations, the researcher has made every possible effort to overcome the limitations and complete the study successfully.

1.7. Operational Definition of Basic Terms

Awareness – refers to practicum stakeholders' extent of understanding about the activities of practicum program.

Implementation - the actual application or practice of the program in the real situation.

Mentor – is the school teachers who assigned to assist and evaluate student-teachers while they are practicing in the actual classroom.

Practicum Coordinator –is the college principal who manages and coordinates practicum program through making a connection between the college and the placement school

Practicum program – is a school based practical section of a course and classroom teaching practices, given for pre-service teachers under the assistance of specialized teacher

Perception- refers to the beliefs or views of practicum stakeholders about the relevance of practicum program

Tutor- is the college instructors who engaged as tutor to assist and evaluate candidate teachers' progress of teaching.

Student-teachers –prospective teachers who were assigned to practicum program

1.8. Organization of the Study

The study comprises of five chapters. The first chapter deals with the introductory part of the study that encompasses background of the study, statement of the problem, basic research questions, objective of the study, delimitation of the study, limitation of the study, and operational definitions of terms. The second and third chapters of the study present the review of related literature and research methods respectively. The fourth chapter deals with presentation and analysis of data. The last chapter deals with summary, conclusion, and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part of the study deals with a brief description of literatures relevant to the practices and challenges of practicum implementation program. This chapter comprises of components such as, Teacher education program, the concepts of practicum program, purpose of practicum program, components of practicum program, theory-practice integration, the role of practicum program on student- teachers teaching progress, college-school linkage, assessment of practicum, roles and responsibilities of practicum stakeholders, and challenges of practicum implementation program.

2.1 Teacher Education program

Teacher education program is considered as an imperative to heighten the capacities of teachers for successful and meaningful teaching learning process in the school. It is difficult to ensure the quality of education without having academically competent and professionally responsible teachers in the school. Supporting his idea, Tadesse and Meaza (2007) explained that for teachers to accomplish their roles successfully there must be a well-designed and successfully implemented teachers training program to produce teachers who are academically competent, professionally skilled, and ethically committed to their profession. Thus, Teacher education program should prepare student- teachers based on professional standards that require them to integrated theory and practice in a demanding ways (Wikstrom, Patterson, and zeek, 2006). This is because teacher candidates who are well prepared in teacher education are become confident in their knowledge of teaching practice and comfortable about effective teaching to diverse student populations in various settings (Smith and Rhodes, 2006). According to Northfield and Gunstone (1997), the fundamental purpose of teacher education is:

Firstly, to assists teachers to learn and apply important ideas about teaching and learning. Secondly, the teacher education institution must be presented in ways that achieve some balance between the existing context and role of teaching and the possibilities of improving teaching learning. As well preparing teachers for schools and existing curriculum demands there is an expectation that teacher education will encourage a critical perspective on schooling (p.48)

Concerning the purpose of higher education program, Hailmariam (2007) noted that the primary purpose of teacher education program is to prepare highly qualified teachers to adequately play their role and facilitate teaching learning environment meaningfully. Hence, teacher education program has been viewed as the most crucial and determinant that can be made significant difference on the educational development of the country. Supporting this idea, Fekede (2009) mentioned that “it is beyond the shadow of doubt that teachers are agents of change in a society as they are central to the delivery as well as quality of education”. That’s why, teacher education is considered as the backbone and core of any educational systems. From the above mentioned literatures one can understand that well organized and coordinated teacher training program is typically indispensable in order to produce competent and well qualified teacher educators.

The 1994 Education and Training policy of Ethiopia was formulated general and specific objective of education, an overall strategy and areas of special attention and prioritized action. Among the areas of special attention and prioritized action one emphasizes on teacher training program and overall development of teachers. The main strategy of the program was to produce teacher trainees who have the required capacity, diligence, professional interest, and mental fitness appropriate for the profession (ETP, 1994). According to the Ethiopian educational curriculum, first and second cycle primary teachers are currently enter to the profession after having completed grade ten and then they prepare for three consecutive years (10 + 3) to certified in diploma. Teacher education colleges offered two type of diploma program namely cluster and linear programs. Both cluster and linear program trainees trained for three years with the entry of after completed grade ten and have passed mark of greater than 2.00 GPA. Among the major component of the courses (training) offered to pre- service teachers, practicum is considered as one of the most important components of teacher training programs that takes place with the partner school.

2.2. The Concepts of Practicum Program

Practicum is an organized school experience of student-teachers, in which student- teacher practices the skills being learned in the teacher education program under the direct

supervision and assistance of the trained teacher of the school. An integral part of all initial teacher education programs is the school-based practicum, where pre-service teachers get an opportunity to develop their teaching and knowledge in classroom situations (Grootenboer, 2005). This program is designed to help teacher candidates develop and exhibit the knowledge, skills, and outlooks that will enable them to become master teaching professionals. Thus, Practicum program enables student-teachers “to go beyond the memorization of facts to the application of ideas” in the actual classroom situation (Wickstron, Patterson and Zeek, 2006). This program provides student- teachers to engage actively on learning and teaching processes such as student- teacher interactions, implementation of instructional methods, curriculum school activities and subject knowledge matter (Fekade, 2009). Therefore, teacher education program requires modeling the teaching and learning approaches to promote the vision of the profession for which they are preparing pre-service teachers (Russell, 2002).

Researchers indicated that, it is through the practicum program that pre-service teachers will begin to understand the nature of teaching, ways of communication with students, confidence to convey subject knowledge, and sensitivity required to meet the diverse needs of students in the school. Akin to this idea, Qazi et al. (2012) stated that practicum is pertinent to enhance student-teacher pedagogical or teaching skills and to prepare for the realities of classroom teaching through developing skills in them as lesson planning, preparation of subject relevant teaching aids and worksheets and classroom management skills. Similarly, Szabo et al. (2002) confirmed that practicum is essential for pre-service teachers in making connections between theory and practice. Thus, in the literature practicum program is viewed as the central component of teacher education programs. This is because; practicum has the power of critically shaping student- teacher’s perceptions of teaching and learning (Gustafson & Rowell, 1995 cited in Grootenboer, 2005). Generally, Practicum often referred to the school – based field experience, which helps pre-service teachers get an opportunity to develop their teaching skills and knowledge in a classroom setting (Grootenboer, 2005).

According to Fekede (2009), the concept of practicum was conceptualized diagamatically as follows:

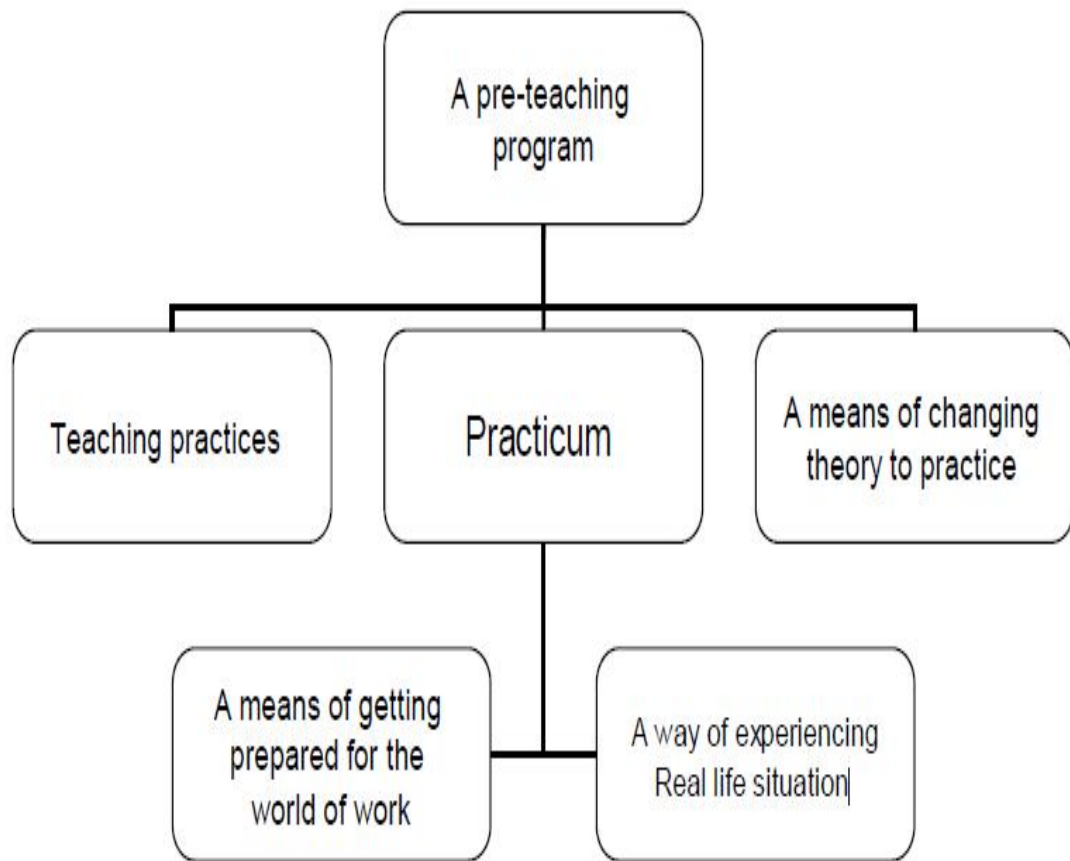


Fig.1. Adopted from Fekede (2009)

The above figure indicates that practicum is a means of preparation for teaching profession, preparing student- teachers for the world of work, integrating course theory with teaching practice and enabling student- teachers to integrate educational theory with the actual practice of classroom situation. Its implication is to equip student- teachers with a skill of classroom management, pedagogical skill, preparation of lesson plan, and preparation and utilization of instructional aides. For this reason, Abbi Addi College of Teachers' Education are currently on the track of offering practicum program for student-teachers (10⁺³ diploma program) to ensure the qualification of future teachers for first and second cycle elementary schools teachers.

2.3. Purposes of Practicum Program

Practicum program is intended to support student- teachers to apply the concepts and skills they were attaining through their academic training in the teacher education institution. Supporting this idea, Qazi et al. (2012) revealed that Practicum program is designed to develop student -teacher's pedagogical skill through making practice in the school. This means that practicum program is aimed to make prospective teachers competent enough in the profession of teaching. Currently, in the case of Ethiopian teacher training institutions, practicum is given due emphasis in order to improve student-teachers teaching profession. Of the total number of courses that student-teachers learn in the college, practicum accounts 15% of the total course they taught in the college. The major training programs of teacher education college consists of four elements namely practicum, professional studies, subject areas (major and minor course), and common courses. According to MOE (2003), student- teachers should go out to school (for practicum) and conduct specific tasks such as observing experienced teachers, practicing the various skills needed by regular teachers such as lesson planning, teaching specific subjects, and performing school activities as their regular jobs of training with teachers at schools. Generally, as it is indicated on the course catalogue of the program, Practicum program is aimed to endorse student- teachers with the following activities:

- be acquainted with school instructional resources such as school library, pedagogical centers and laboratory rooms;
- To understand school rules and regulations of the school;
- to put in to practice the theory and principles taught in the classroom;
- Develop their pedagogical skills and subject matter knowledge through making practice in the actual class room situation with students and school communities;
- Develop the skill of preparing lesson plan, classroom management, and preparation of instructional aides, record keeping, evaluation, and teacher ethics through the assistance of their mentors and tutors;
- Implement a lesson independently and confidently;
- To identify and address school problems which they will be joined after graduation

- Helps them to improve their confidence of teaching in the class room;
- Recognize the structure, organization and the management system of the school; and
- To understand the full scope of teachers' role and responsibility.

Therefore, in order to achieve the above aforementioned objectives, the following courses are organized as it indicated on the course catalogue of practicum program.

Table-1- List of Practicum Courses for (10+3 Diploma Program) Student-Teachers

No	Type of the Course	Course code	Credit hours	Semester	Year
1	School and office observation	Prac. 201	4	II	1 st
2	Working under the mentor	Prac. 202	3	I	2 nd
3	Assisting the monitor , school principal and supervisors	Prac.301	3	II	2 nd
4	Independent teaching and actual leadership in schools	Prac.302	4	I	3 rd
	total credit hours		14		

Taken from AACTE course practicum catalogue

According to Teacher Education faculty of the University of Prince Edward Island (2009), the main purposes of practicum programs for pre-service teachers are to:

- develop and refine their teaching theories and practices, lesson plan preparation, classroom management, and assessment approaches and strategies;
- become creative, responsible, reflective and flexible educators within the educational community;
- experience a variety of educational settings within host schools; and
- Establish professional relationship with other educators.

The main purposes of introducing practicum to Ethiopian educational program are to benefit from its merit holds over the traditional teaching practice. Now, the practicum program is given due attention and considered as an important components of the teacher education program in the TESO document (MoE, 2003). As clearly stated in the TESO document, the best way to educate would be teachers is to give them real experiences of the school. This consecutively, helps them to become familiarize with the physical layout of the school environments, co-curricular activities of the school, rules and regulations of the school, and responsibility of teachers.

2.4. Theory versus Practice

Over the last decades, the problems of theory versus practice in teacher education have become the interest of many scholars. Tensions between educators adhering to theory and adhering to practical aspects of teaching are long lasting. As to how institutions create the link, Fish (1989, cited in mignot) suggested different views on the place of theory and practice in learning to teach. The initiative view holds that there is no valid place for either procedural knowledge (Knowing how, that is practical) or proportional knowledge (knowing that, that is theoretical). It assumes that teaching is innate and so, cannot be thought; teachers are born, not made. The common-sense view, accepts practice to be the principal means of learning and practice is always a vitreous activity and will serve to produce expertise. Beard and Wilsolson(2002) emphasized “Action and thought” are not two discrete aspects of experience. It is not to undertake an activity and then at its end to contemplate the results. What is stressed is that the two must be separated, for each informs the other.

Scholars argue that learning as a result of observation and novel stimuli with the consequent process of assimilation and accommodations. That is, new knowledge is gained and individual construct new perspectives (Mignot, 2009). With knowledge gained in the course, student- teachers enter school context of field experiences where they can learn by doing. During field experiences, student-teachers observe mentor teachers, apply their knowledge, test theories, and try out practice in supportive environments. During field experiences teacher candidates learn “how to be a teacher rather than simply learning

to do the work of teachers”(Goodfellow and Sumsion, 2000). Generally, it is clear that practical training of student-teachers is considered to be an effective way to acquired practical knowledge. Evidence has shown that the best way to educate teachers is to give them real experiences of schools and students very near the beginning of the their course, so that this can inform their future learning(Ertembo,2006).

2.5. Integration of Theory and Practice

Preparing highly qualified new teacher requires integration of theory and practice (Lenski and Nierstheimer, 2006). Adding to this idea, they reveal that the combination of theory and practice is curial that makes possible to produce new teachers who are knowledgeable about the content, convergent about pedagogy, and confident in their teaching practice. Researchers have suggested that teacher education program must bridge the theoretical knowledge and the practical competence of reflective practitioner (Qazi, Rawat, and Thomas, 2012). Educating student- teacher through making connections between theory and practice is crucial (Szabo, Scott, & Yellin, 2002).Hence, effective teacher education program recognizes that learning how to apply theory and practice in which students have learned to teach students in the actual class room (Lenski and Nierstheimer, 2006). The above literature indicates that encouraging student-teacher to integrate what they have learned in the class theoretically in to practice should be the integral part of teacher education programs.

Teacher education program needs to offer training based on professional standards that require student- teachers integrate theory and practice in a better ways (Wickstron, Patterson, and Zeek, 2006). They also added that teacher education program requires demanding their programs the strategic and purposeful integration of theory and practice, and the application of these concepts. This implies that learning about teaching must be embedded with a necessary school based field experiences to improve student- teacher teaching profession through integrating theory and practice. Therefore, pre-service teacher professional development can be developed through efforts of schools and university’s to unite the theoretical knowledge and practical skills (Cappello and Farnman, 2006). In addition, field experiences provides pre-service teachers with the opportunity to develop

their pedagogical skills, fasten their developing beliefs and put theory into practice in order to prepare them for future teaching jobs (Kauffman, 1992; Puckett & Anderson, 2002 cited in Means, & Lin,2006). Therefore, as indicated above when pre-service teachers learn their respective studies, they ought to link a compass based coursework /theory/to school based practice through practicum program. As a result of this, student-teachers become competent in their teaching professional.

2.6. The Role of Practicum Program on Student -Teachers Teaching Competence

Researchers have suggested that school-based practicum program is a powerful in shaping pre-service teachers' views of teaching because they are perceived as being "real" as opposed to the "artificial" environment of the tertiary courses (Grootenboer, 2005). Grootenboer from his study of the impact of school -based field experience, he concluded that school-based practicum experiences build significant positive changes on pre-service teachers in their affective responses. Thus, practicum program is viewed as it has positive role in shaping student-teachers pedagogical skills and deliberation of subject knowledge. Practicum has the power of experience to critically shape student-teacher's perceptions of teaching and learning (Gustafson & Rowell, 1995, cited in Grootenboer, 2005).

A research conducted on the role of practicum program in enhancing student-teachers pedagogical skill by Qazi et al. (2012) revealed that practicum program plays a significant role in enhancing pedagogical or teaching skills of the student- teachers. This study shows that practicum program helps student- teachers to develop the skill of classroom management, lesson planning, preparation of teaching aids, and preparation of subject relevant teaching aids. Moreover, the findings shows that the school based field experience enables student- teachers exhibited some good personal skills throughout the school experience. These personal skills such as skill of showing confidence, skill of keeping adequate records and skill of showing stable work habits.

Researchers distinguished that practicum program is an essential part of teacher education program that engages student- teachers to apply the theories that they have been learned in the teacher education institution in to practice in the actual class room in the school. However, for practicum to take place and play its role successfully, teacher institutions

and school communities needs to work together. Because strong university-school relationship helps to enhance the professional development of prospective teacher in applying theory in to practice and this partnership is used as an excellent recourse in both teaching and team teaching of prospective teachers (Brady, 2006) Therefore, practicum has a key role in shaping pre-service teachers teaching profession and this ensured through the active collaboration and commitments of practicum participants. Generally, the way that practicum program is organized, coordinated, supervised, evaluated and integrated into the whole teacher education program have different impact on student- teachers' classroom teaching competencies.

2.7. The Nature of Support Provision for Student -Teachers

Support for student- teachers is an essential factor for their professional development during the practicum program. The guidance, mentoring and feedback that student - teachers receive from their school and college or university instructors play a critical role in their learning and development (Fekede, 2009). Therefore, teacher educators and school teacher's needs to understand that practicing a teacher have a profound impact on the teacher candidates who are assigned to them during student teaching practice (Wellman and Wold, 2006). In order to meet the purpose of practicum program, the commitment and constructive feedback that mentors and tutor delivered for student- teacher is very valuable for their professional development. These new teachers becomes capable, and well prepared, if they get appropriate support during their practicum program from the college/university and school communities (Wellman and Wold, 2006).

According to MOE (2003), for practicum components to be effective, student- teachers needs to spend a significant portion of their studies observing and practicing in the school setting. Thus, in order to attain the purpose of practicum program, the schools staffs need to take part in supervising, guiding and assessing student- teachers in the school. Supporting this idea, Ong'ondo and Jwan,(2009) described that student- teachers can learn better during their practicum program through working collaboratively with others.

Student- teacher can learn important skills when they get good support from their respective cooperative teachers and supervisors during practicum program including in planning, instructional decisions, practical knowledge of teaching and the skills of pedagogy (Ong'ondo and Jwan, 2009). Therefore, in order to attain the purpose of the program, student- teachers needs to get appropriates supports from the college and school communities related to planning, preparation of instructional aides, assessment techniques, class room managements, test construction, deliberation of subject knowledge, co curricula activities, and handling students behavior in the class as well as in the schools. The factors that may affect school mentors and college tutors not to provide adequate support are work overload, lack of motivation by college administrative, lack of training, lack of commitment and understanding, and lack of close communication among practicum stakeholders.

2.8. Components of Practicum Program

The school- based practicum program comprises variety activities such as school observation, peer- teaching, reflection, independent teaching, and action research project. These activities are emphasized as most important part of the practicum program in the college of teacher education. The details of these components of practicum program are presented below supporting with some related literatures.

2.8.1 School Observation

Observation is the process of observing and recording events in the school environment and classroom teaching learning process. The main assumption is that observation is a powerful tool which gives learners opportunity to collect information and gain insight in the classroom (Wajnryb, 1992).School observation is considered as a valuable experience for the trainees to improve their own teaching practice through observing the certified school teacher and other related facility or documents of the school. In addition, for the purpose of continual learning and explanation, classroom observation has significant a role (Wajnryb, 1992). Thus, school observation helps student- teachers to grasp practical knowledge and deeper understanding of the teaching - learning processes in the classroom. On the literature, school observation is generally accepted as an essential part of teacher

training program that helps to capture the events of the classroom and for better understanding of teaching learning process in the school.

2.8.2. Reflective Learning

Practicum program is a beneficial aspect to encourage reflection of pre service teachers what they got from their school observation and interaction of the class room settings (Russell, 2006). A useful strategy for acquiring intentional reflexivity is maintaining a teaching document, which is called portfolio. This portfolio consists of everything student-teachers observe in the school settings. Portfolio is used by teaching educators to help students internalize concepts and be deliberate in their teaching. Accordingly, all student-teachers of college of teacher education are expected to keep portfolio. This portfolio encourage these student- teachers reflection on their classroom practices and enable them to identify problems and concerns, provide a reference point for discussion, enable them to accurately record events and identify resources, or encourage continued growth in a particular area. Finally, when they return to their college, student-teachers reflect the documented portfolio with their respective tutors (college educators) and peers. This is a communication tool that encourages student- teachers to think more deeply in relation to their learning and enables them to put events in a new perspective. Thus, reflective is Valuable tool for professional improvement of pre-service teachers (Cattley, 2007).

Reflection model student-teachers explicitly their approach of teachings practices (Northfield and Gunstone, 1997). The importance of reflection is not for the mentors to demonstrate and explain how practice should be carried out, but for the student- teacher to be given the opportunity for self-analysis and reflection in connection with their own teaching (McDonald, 2004). Therefore, reflective learning within a supportive environment encourages student-teachers to take risks and be able to express their own actions. Novice practitioners are encouraged to question, criticize, and reformulate assumptions about the nature of their work and such rationality comes from deep understanding of the nature, purpose and condition of teaching as professional work(Schon,1983).

2.8.3. Peer -Teaching

Peer- teaching is a process by which students learn from students that is aimed at sharing experience and knowledge of subject matter and pedagogical skills among the learners. This strategy of teaching serves as a tool to create an effective communication and collaboration between learners. Peer –teaching provides an opportunity to begin teaching in ways that allow participants to develop level of confidence and trust quickly (Northfield and Gunstone, 1997). According to Northfield and Gunstone, the new teacher can be increased their confidence of teaching as they are able to form a relation with individuals and small groups of pupil and feel that their contribution is valued by the pupil. According to Aggrawall (1996, cited in Amadework, 2007), the main objective of peer- teaching for pre service teacher education is to:

- Enable the teacher trainees to learn and assess new teaching skills under controlled condition;
- Helps the trainees to develop confidence in teaching; and
- To make use academic potential for teacher trainees for providing much more needed feed backs.

Peer- teaching helps student-teachers to develop their teaching practice by teaching a small portion of a lesson to their colleagues. During peer- teaching process, student-teachers prepared all the materials needed to teach the course such as lesson plan, instructional aides, and selecting appropriate teaching methods for that particular lesson.

2.8.4. Independent Classroom Teaching Practice

The fundamental purpose of practicum program is to give opportunities for student-teachers to make actual classroom teaching experience and developmental feedback. According to Smith and Rhodes (2006), teacher preparation program is intended to provide valuable teaching practices and promote teacher candidates independent vision about the principle of teaching, quality of teaching, and the nation of lifelong professional teacher preparation programs. Practicum student- teachers are needs to involve in course planning and implementation as well as assessment of their students. During the

placement of practicum program student- teacher perform a variety of instructional roles or activities among them, the independent teaching of a subject unit. Classroom teaching practice provides opportunity to the trainee to develop and improve their professional practice in the context of real classroom situation (Cabrera and La Nasa, 2002).

To be competent in teaching, the candidate needs to make practice in school settings with students'. Developing pedagogy to pre service teachers with goals of creating a learning environment, rich in experience and support is important to recognize learning about teaching (Berry and Loughran, 2002).Therefore, for student-teachers to better understand content knowledge, pedagogical knowledge, and curricular knowledge, they need to be continuously reinforced through the learning experiences of teacher education programs (Northfield and Gunstone, 1997). Thus, well organized and planned practicum program is fundamentally essential for student-teachers to observe, reflect, practice, and demonstrate their subject knowledge competencies under the assistance and supervision of higher institution educators and certified school teachers (Freeman, 2010).This independent classroom teaching expected to enabled the student-teachers to take confidently all the responsibilities of a teacher at school. This component of practicum program helps student-teachers to understand how lessons can be delivered, how classrooms can be managed and how to assess and evaluate students' performance,

Independent classroom teaching practice provides opportunities to trainee teachers to develop and improve their profession through making practice with student before they began their formal jobs of teaching. Teacher training institutions including Abiyi Addi college of teacher education are currently organized such type independent classroom teaching practice in the actual schools to provide teacher candidate get experience and advancement of their professions. This independent class room teaching practice is take place when student- teachers reach third year (10+3).

2.8.5. Action Research Project

Scholars have defined action research differently, but simply action research is “learning by doing” where a single teacher or groups people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied try again. Action

research can be defined as a “systematic and active reflection on practice with a view to improve practice” (Firdissa, 2007). Action research is a form of self reflective inquiry under taken by practitioners in school situations in order to improve the rationality and just of their own practice, their understanding of this practice and the situations in which the practice carried out. In short, action research is a form of self-study and self-evaluation.

According to Daniel and Firdissa (2009), the goal of action research is not only to emancipate practitioners but also to empower student to take responsibilities for thinking and learning, and making rational choices. Hence, the central aim of action research is to improve one’s own understanding in order to see how you might influence your particular situation. The teacher as an action researcher identifies problems, formulate hypothesis, collect and analysis data and this helps he/she to develop the skill of scientific inquires.

Generally, Action research is organized in a cycle of identifying a problem through careful observation, reflecting on the dimensions of the problem, designing a change that addresses the problem, implementing the change, and assessing its effectiveness through careful observation (Hitchcock & Hughes, 1995 as cited in Hatch, 2002). generally, researchers mentioned that action research is important for teacher to:

- Improve the practice of teaching learning of process;
- develop the skill of scientific inquiry;
- develop sense of cooperation;
- increase their understanding about the school environment; and
- Produce knowledge teaching and learning.

Akin to this, student-teachers during practicum program in Abbi Addi College of Teachers Education are required to conduct action research from the school context (identifying a problem from the placement schools and try to resolve it practically) as their critical assignments or requirements of their training.

2.9. The Linkage between TEIs and placement Schools in Performing the Activities of Practicum

Many designers of teacher education program describe the importance of a collaborative work between school communities and teacher educational institutions to prepare student-teachers for the teaching profession. Sustaining this, Lenski and Nierstheimer (2006) stated that “the collaboration nature of university and school partnership fosters comprehensive development in candidate teacher training and a seamless curriculum for theory to practice”. This is because, an effective partnership between colleges and partner schools helps for pre-serves teachers to enhance the relation between theory and practice. Thus, closely communicating about the program among student-teachers, college educators, and school teachers and administrators bodies is perceived as important factors for a successful field experience program (Freeman, 2009). Concerning the importance of the collaboration among the school and college communities, (Wellman and Wold, 2006) stated that:

The school and college collaboration effort build a reciprocal foundations between partner institutions. Teachers in public schools become acquainted with the college faculty members and have opportunities to develop genuine working relationship with them. At the same time college faculty members build important collegial relationships with practicing teachers to solidify efforts to improve the teaching skill of the teacher candidate placed in their care. Public schools often benefit by recruiting new teachers from the pool of teacher candidates (p. 60).

Russell (2006) express that practicum experiences as the most crucial components of pre-service teachers education program were school and TEIs must have strong collaboration if they required to provide practicum placement for these learning to teach. As a result, these prospective teachers become competent, well equipped, and committed to handle the challenges of classroom situations. This robust partnership between TEIs and partners schools can be served as excellence recourses in both teaching and team teaching of prospective teachers (Brady, 2006). According to Brady, the initiatives for such partnership includes research, teaching, community based professional development, mentoring, and school supports are the promoting components of partnership scopes.

Therefore, TEIs and public schools should work to gather to increase practicum experiences for future teachers (Wellman and Wold, 2006).

The impact assessment of education embraced by USAID (USAID, 2010) states that by means of linking schools to higher education institution as locations for practicum, student- teachers will get the opportunity to put into practice what they have learned theoretically at the college/university. Thus, by making close relationship among these stakeholders of practicum program, it will be helpful for practicum stakeholders to have common understanding about the program and to design cooperatively meaningful practicum experience for the student-teacher (Fekede, 2009).

For better and successful accomplishment of practicum program, the key participants in the program are the pre-service teachers, the host school teachers, and the university/colleges instructors, and administrative bodies (Freeman, 2009). He added that it is through the collaborative efforts of these practicum stockholders that practicum program can be properly implemented as it is designed. Pre- service teachers can learn essential experiences as collaborative effort of both host teacher and college or university instructors. Professional partnership between university /college educators and classroom teachers provides a positive learning environment for pre service teachers to able to connect what they have learned in the college course to real classroom settings(Wellman and Wold, 2006). The experiences that they get from the key participant of the program, helps them to become a reflective practitioner and to bridge theory and practice in to the actual classroom environment. This school –college partnership have a mutual benefit, that is, the School– college partnership benefits all stakeholders in such a way that school teachers learn from college and college educator learn from school teachers as well as student- teachers learn from both. Generally, the above reviewed literature exhibits that strong partnership among the different Stakeholders is critical in order to implement the program effectively as it is designed. In order to ensure the aims of the program teacher education institutions needs to have effective partnership with schools that can be actively involved in planning and implementing the activities of the practicum program.

2.10. Roles and Responsibilities of practicum Stakeholders

The practicum stakeholders have the roles and responsibilities of providing guidance, support and constructive feed backs to the pre-service teachers during their practicum program. Student- teachers learning could not be undertaking successfully unless and otherwise these practicum stakeholders play their roles and responsibilities effectively and honestly. The main actors in the school- based field experience are the pre-service teachers, the host school pre-K-12 teachers, and the university instructors (Means and Lin, 2006). Similarly, Beck & Kosnik, (2002) mentioned that the main actors of practicum program are student-teachers, associate teachers (also called cooperating or mentor teachers), and university faculty are identified as they have a crucial role. Accordingly, the responsibilities of student- teachers, mentors (school teachers), tutors (college educators) and administrative body of the institutions colleges are presented below as follows:

2.10.1. Responsibilities of Student-Teachers

During the implementation of practicum program student- teachers are required to accept the feedbacks delivered by their respective mentors and tutors for their professional development and participate actively in the co-curricular activities of the school. Supporting this idea, Norrel et al. (1997) summarized the responsibilities of student-teachers during practicum program as follows:

- Student- teachers must willing to accept constructive feed backs of their respective mentors and tutors ;
- be open to various teaching strategies and techniques, able to ask for help when it is needed;
- They must be committed to excellence in teaching and to the multi semester process ;
- They must be willing to accept the responsibilities of classroom management;
- Student-teachers needs to work to develop and positive relationship with supervising facility members;
- Student -teachers should visit different class and teachers; and

- Student-teachers should keep journals and conduct classroom research during the practicum program.

During field experience, teacher candidates should observe mentor teachers, apply their knowledge and try out practice in sheltered and supportive environments (Lenski and Nierstheimer, 2006). They added that those teacher candidates who go into to the school context of field experiences where should learn by doing with the knowledge gained in the coursework. Student-teachers should aware how to teach culturally and linguistically diverse learners, use various assessment processes, choose an appropriate lesson and committed to accept comments given by their mentors and tutors (Beck, and Kosnik, (2002). Generally, student-teachers have the responsibilities of observing the school situation, writing portfolio, reflecting what they have observed in the school to the their peers and tutors, conducting action research, preparing lesson plan and instructional aides, and participating in the school co-curricular activities.

2.10.2. Responsibilities of Mentor

An effective mentor is the one who eagerly models and supports new teachers to develop successful classroom practices and techniques that will enhance the learning of student-teachers. Researchers displays that mentor for future pre service teacher will require providing with role models and shaping vision of their future profession. Mentors are to be responsive to and supportive of all circumstance in which the learner is operating (Rhodes and Hamptom, 2004).They added that the mentor is responsible in contributing self awareness to learners, managing their own learning, providing feedback and therefore, it is considered as is a source of support to learner in the achievement of their objectives.

The major responsibilities of school mentors includes: supporting students to identify targets for development and offering advice about alternative strategies, monitoring the development of students' teaching files, planning and delivering collaborative teaching activities, discussing students' lesson plans and evaluations, and advising appropriately observing students teaching and providing constructive feedback; supporting students to reflect on and analyze their practice, and providing written feedback on practice(Capel ,2003).

According to Cohen et al. (2002, cited in Amdework 2007) school mentors have the following responsibilities:

- Advising student- teachers how to teach their particular subject knowledge ;
- developing students- teachers understanding, and appreciate how students learn and how learning can be planned;
- Advising student- teachers on class room management and the planning of school co-curricular activities and assessments;
- Taking over all responsibilities for the elements of initial teachers education that includes; school based assignments and assessing the performance and developments of student-teachers competencies in teaching skills, subject knowledge and application of class room managements , assessing and record keeping and professional developments.

Similarly, Rhodes and Hamptom (2004) pointed out the following as the responsibilities of mentors:

- The mentor should encourage, coach, and nurture the learner to build an existing experience;
- The mentor should help the learner to became proactive rather than reactive in teaching;
- The mentor should share ideas, experiences and value with learner;
- Both mentor and the learner should be learning one another. The mentor should offer support for the learner to set out new ideas; and
- The mentor should introduce the learner to other colleagues who will provide help.

As it indicated above school mentors have the responsibility of observing, evaluating and virtually supporting student-teacher during the practicum program such as: providing constructive feedback immediately after school observation; encouraging student-teachers to engage vigorously in to their lessons and school co-curricular activities and showing positive attitude towards the profession. Mentor teachers need to model effective teaching strategies and classroom management skills to support pre-service teachers in their

teaching practices (Harrison, 2008). This is because it is impossible to attain the aim of school based field experience without the supports of school mentors (Means, & Lin, 2006). Generally, researchers suggested that the school mentor have professional responsibilities of serving as a professional role model in providing appropriate feedback after observation, modeling effective instructional techniques for the beginner teacher, orientating student-teacher and helping student -teachers to make best practice in the classroom

2.10.3. Responsibilities of Tutors

The supervisors of practicum program have a responsibilities of accomplishing different activities such as supporting student- teachers in range of subjects, consultation with experienced school teachers (mentors) and fostering school university partners (Russell, 2002). An essential development of practicum is ensuring through the sustained support and guidance offered to each would- be student-teachers by tutors from the college and mentors from the school who have the responsibilities of organizing the placement of student-teachers in the school (MOE, 2003). Thus, teacher educators must seek to continually encourage the formation of a teacher identity by facilitating pre-service teacher activity that empowers them to explicitly build upon and challenge their experiences and beliefs (Walkington, 2005).

The role of teacher educator (tutor) is to teach teacher candidates to use principle of effective teaching (Brophy 1999, cited in Cappello and farman, 2006) as guideline for reviewing materials, making decisions about student-teachers needs that align with research based practice and targeting lesson for optimal learning. These experienced teacher support student-teachers with collecting and interpreting evidence of their teaching performance, reflecting on their teaching and identifying meaningful professional development activities that are aimed to enhance student -teacher's need.

The tutors need to vigorously involve in being facilitating and evaluating student- teachers' classroom teaching learning progress. Guiding new teachers learning from classroom experience is at the center of the tasks of tutors (Russell, 2002). Similarly, Mignot, (2009) indicated that teacher educators (tutors) have the duties and responsibilities of organizing,

monitoring, evaluating, and giving oral and writing feedback within a day of observation for student- teachers. Therefore, the tutors have professional responsibilities of assessing student-teachers classroom practice as well as providing adequate support throughout.

2.10.4. Duties and Responsibilities of College

According to Mignot (2009), the TEIs administrative bodies have the following duties and responsibilities during the implementation of practicum program:

- Set up links with as many partner schools as possible;
- Organizing a time table with particular schools that ensures every student have the correct amount of actual field experience in the school;
- Create criteria for assessment and guidance of student teachers in the school;
- Evaluate and monitor the commitment of partner schools in performing the activities of practicum program;
- Supporting partner schools throughout the course;
- Ensuring that every student is assigned to college educators to get appropriate support and guidance;
- Ensure that enough resources are available for student teachers practice in the school; and
- Allocating sufficient funds that covers all the necessary expense of practicum program.

2.11. Assessment

Assessment refers to the process of collecting, interpreting and synthesizing information about how students are progressing in their learning .According to USAIAD (2005), assessment is necessary for evaluating pre- service teacher teaching skills and this might done during their teaching practice. Through the use of continuous assessment, it possible to monitor, assess, record the abilities and progress of per-service teachers. Thus, in order to provide constructive feedback on their teaching progress, to check the achievement of the statted objectives of the program, and subsequently, to improve student-teachers teaching practice employing continuous assessment seems to be mandatory. The main

purposes of continuous assessment are to guide, encourage, provide feedback, develop self-appraisal skills, setting standards and evaluate learners (USAIAD, 2005).

Pre-service teachers are assessed through their course assignments, teaching evaluations, teaching portfolios and overall professionalism (Freeman, 2009). Teacher education program uses assessment as a means to measure student-teachers knowledge of subject matter and classroom teaching practice. Therefore, excellence teacher preparation training program uses multiple measures to assess teacher candidates (Crumpler and Spycher, 2006). They added that teacher education assessment is take place inside and outside the compass that helps for the development of teacher candidates' knowledge, skill, and disposition when it is systematic, linkage to class room experience, performance based and mediated by constructive feedback. Assessing teacher candidates' knowledge of theory and practice is part of the foundation of teacher preparation program because such assessment helps teacher education program to evaluate the competence of their graduate and in turn their success (Crumpler and Spycher, 2006). According to Crumpler and Spycher, the type of assessment that could be best capture the complexity of teacher candidates' curricular and pedagogical knowledge as well as their knowledge best practice is performance- based assessment. According to them, this Performance- based assessment is a three part process that involves planning instruction, implementing instruction while being observed, and reflecting on the process. Therefore, continuous assessment helps to evaluate the ability of student –teacher pertaining to their classroom teaching practice, lesson plan preparation, classroom management, ability of producing locally available teaching aids, application of teaching methods and deliberation subject knowledge. Moreover, Continuous assessment helps to follow students –teachers progress so as to identify those who have or who have not mastered a particular knowledge and then, to improve their learning. Therefore, employing continuous assessment is pertinent to get feedback about teaching practice of student -teachers.

2.12. Challenges in Implementing Practicum Program

Handling field experiences is a challenge that many teacher education programs are facing and it presents a range of problems, including: supervision of students, difficulty in

developing and maintaining collaborative relationships between host teachers and university instructors, communication between all parties, and accessibility and portability of paperwork

Beginning in any new job can be stressful and the teaching profession, in particular has been ranked as a high stress occupation (Means and Lin, 2006). Thus, Practicum program is viewed as stressful component in teaching and managing school students' behavior. Concerning this, Toren and Iliyan (2008) indicated that beginner teachers faced challenges of adjustment to the schools' culture, overload with work and individual differences amongst pupils. Similarly, Nonis and Jernice (2011) indicated that student-teachers shows unhappiness during their practicum due to stresses of being overloaded, being not watched by their supervisors, poor rapport with schools communities, and problems with understanding the needs of their student given that they had a very short time in the schools. The way that the college educators and the school teachers think has greater impact on student-teachers teaching practice. Pertaining this, Russell (in Berry and Loughran, 2002) stated that school teachers and college educator's reflection had much greater impact on student-teachers thinking about practicing.

A research conducted on the problems of the new pre-service teachers training program by Tadesse and Meaza (2007), the findings of the study show that lack of sufficient school facility and services; low attention of administration systems to satisfy the needs and interest of trainees; and the attitude of the student-teachers towards their profession are challenges that influences the implementation of the program. The study concluded that lack of social respect, Economic problem as the salary is less, misbehavior of school students, working in remote areas where there is lack of infrastructures, and technological advancements are the most serious observed challenges of pre service practicum trainees.

2. 13. Conceptual framework of the study

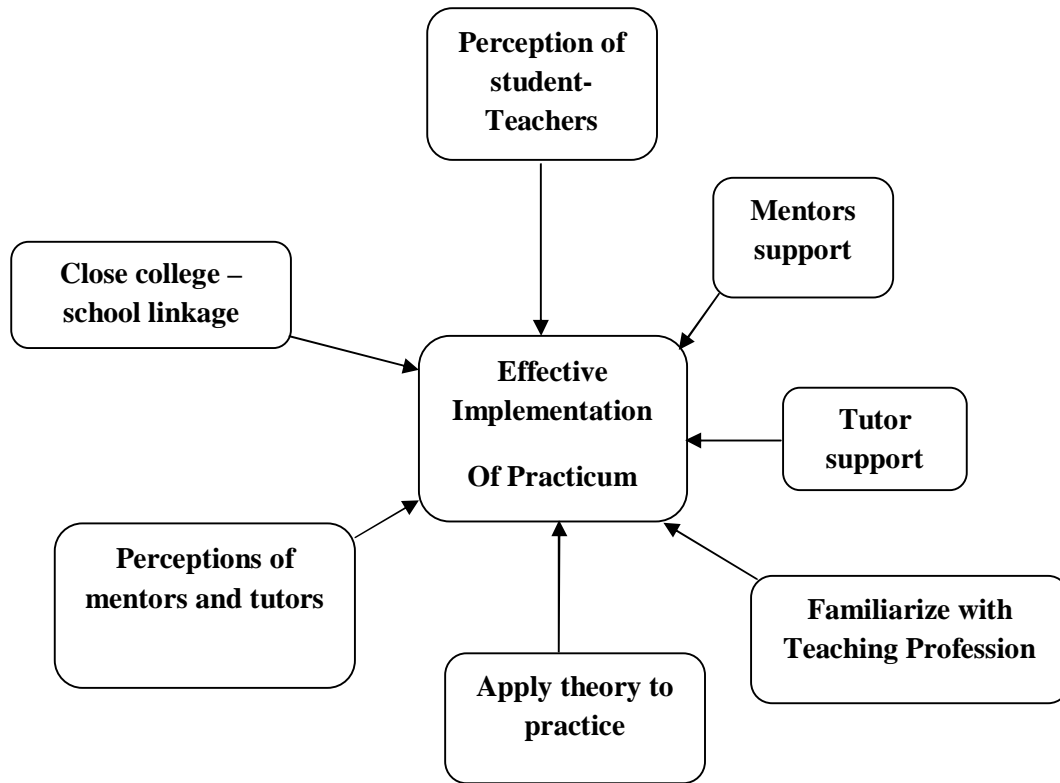


Figure- 2 conceptual model of the study

The above figure indicated that for effective implementation of practicum program student –teacher requires getting adequate support from their school mentors and tutors, there should be close communication among the college and practicum placement schools, as well as the practicum participants ought to have good understanding and perception about the activities and policy of practicum program. Moreover, to meet the purpose of practicum program, there should be mutual understanding among the teacher education colleges and placement schools. If such activities fulfill, student – teacher can prepare for the world of work having the required qualifications such as they could be successfully introduced with the co-curricular activities of the school(culture of the school), apply theory in to practice, and familiarize with the duties and responsibilities of a teacher and thereby, they become academically qualified and well competent school teachers.

CHAPTER THREE

RESEARCH DESIGN AND METHODS

This chapter presents the descriptions of research design, sources of data, sample and samplings techniques, and data gathering instruments, validity and reliability of questionnaires, and methods of data analysis.

3.1 Research Design

For this study, mixed methods approach was employed. This is because a mixed research approach provides more comprehensive evidence for studying a research problem and better understanding than either quantitative or qualitative research alone (Johnson and Christensen, 2008). Therefore, the rationale behind the use of mixed method is because it helps to understand the problem with the use of different mechanisms or instruments. Hence, among the mixed research strategies, concurrent embedded or nested was employed. Concurrent embedded model is a type of mixed research strategy that the researchers used when there is a need to employ different methods to study different groups (Creswell, 2009). This model is pertinent to gain data from different angles as a result of using multiple methods. In this study, the quantitative data have a supportive role for the quantitative data.

3.2. Sources of Data

The primary sources of data that included in the study were the academic vice dean of Abbi Addi College of Teachers' Education , practicum coordinators, school mentors, college tutors, school directors, and student- teachers' of third year attending in the academic year of 2012/2013. These were the most frequently involved stakeholders in the implementation of practicum program. Therefore, through involving these stakeholders the researcher was assumed to bring supporting and relevant information (data) about the practices and challenges of practicum implementation.

3.3. Sample and Samplings Techniques

The total number of population that included in the study were 709, and out of these 234 of them selected as a sample through both random and Non-random sampling. First, the researcher selected nine (9) practicum placement schools(Lm'at, Zbangel, Smret, Docter Ataklti, Durkie, Workaamba, Menji, Seka and Agbe) randomly from the total number of 36 placement schools using simple random sampling(lottery system). Then, the researcher administered the instruments to all those school mentors and student-teachers found in the 9 selected placement schools. Accordingly, out of the total number of 346 student- teachers, and 315 school mentors who engaged as a mentor, 102(30%) of the student-teachers and 84 (27%) of school mentors were taken as a sample. Those placement schools are found in four woreda namely, Doge'a Tenbien, Yechla, kola Tenbein, and Wer'e leke. Furthermore, because of the total numbers of college tutors who engaged as tutor were manageable and small in number, all of the college tutors 36(100%) included as a sample through available sampling technique. However, two college tutors were not present during the phase of data collection; therefore, just the data obtained from 34 college tutors were considered in the study.

In addition to this, one academic vice dean of the college, one practicum coordinator and four school directors were purposefully included as sources of data in order get detailed information about the practices and challenges of practicum implementation.

3.4. Data Gathering Instruments

The main data gathering tools for the study were questionnaire, interview, and classroom observation.

a) Questionnaire – questionnaires were prepared and distributed to student-teachers, college tutors, and school mentors. The questionnaires comprised of open-ended and close -ended questions. Majority of the questionnaires were close-ended to avoid personal bias and to administer and tabulate easily. The close - ended question were prepared based on five-point likert scales ranging from strongly disagree (1) to strongly agree (5). On the other hand, the open-ended questionnaires were targeted to give freedom for

participants to express their experiences and view about the practices and challenges of practicum implementation program. The questionnaires which were distributed to school mentors and student- teachers were originally prepared in English and then translated in to the local language (Tigrigna) in order to make clear and easy for study participants to respond the items, whereas college tutors filled the prepared questionnaires in English language. Before the questionnaires were distributed to the study participants, the coherence of language for the prepared items was checked by college instructor colleagues.

b) Interview- as a means of triangulating data, interview was conducted with one vice dean of the college, one practicum coordinator, four school directors ,four college tutors and four school mentors to gain further information about the practices and challenges of practicum implementation.

c) Observation–in order to see the actual classroom teaching practices of student-teachers in the placement schools, the researcher made classroom observations. For the classroom observation, the researcher used the observation checklist prepare by the college practicum office. Basically, this classroom observation aimed to add-on some information on the data obtained from questionnaires and interviews.

Collectively, all these instruments were intended to bring adequate quantitative and qualitative data that may help to provide tangible evidence pertaining to the practices and challenges of program implementation program in Abbi Addi of College of Teachers' Education.

3.5. Validity and Reliability of Questionnaires

Firstly, the researcher prepared a pool of questionnaires for student-teachers, school mentors and college tutors through an intensive reading of literatures. Secondly, to check the appropriateness, clarity, and reliability of the instruments, the researcher gave the questionnaires for two college instructors and one practicum coordinator office to suggest and comment on the appropriateness of the instruments. Based on the feedbacks modifications were made on the instruments. Furthermore, the instruments were pilot tested in advance of eight student-teachers, and six school mentors found in the placement school of Begasheka (other than these who involved in the sample of the study)

and five college tutors were taken from Adwa College of Teachers' Education. Consequently, Cronbach's Alpha was calculated for each of the items prepared for the study participants. Thus, the alpha result for the items prepared to student-teachers, college tutors and school mentors were 0.997, 0.759 & 0.790 respectively (See Appendix F for detail). The coefficients of alpha for the subscale were also found within the range of 0.712--0.992. This result shows that there was an internal consistency among the participants.

3.6. Methods of Data Analysis Techniques

Both quantitative and qualitative data analysis techniques were used for the data collected. Data which were collected through close-ended questions were analyzed quantitatively using frequencies, percentiles and means. Moreover, the data obtained through open-ended questions, observations and interviews were coded, categorized and finally analyzed qualitatively in the form of narrative descriptions. Direct quotes were used to depict the view of participants as they reflect it. What is more, the obtained data was analyzed and interpreted aligned with the basic research questions. Finally, based on the data collected, summary and conclusion were drawn and recommendations were forwarded.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with data presentation, analysis and interpretation of quantitative and qualitative data collected from the study participants. First it deals with the background of the respondents and then deals with the main data collected from study participants to seek answer for the basic research questions raised in this study.

4.1 Background Information of Study Participants

Table 2: Characteristics of Study participants

Characteristics		Research participants					
		Tutors		Mentors		Student –teachers	
		No	%	No	%	No	%
Sex	Male	31	91.2	53	63.1	46	45.1
	Female	3	8.8	31	36.9	56	54.9
	Total	34	100	84	100	102	100
Academic status	Certificate	-	-	16	19	-	-
	Diploma	-	-	68	81	-	-
	Degree	12	35.3	-	-	-	-
	Master	22	64.7	-	-	-	-
Teaching experience	1-5 years	3	8.8	32	38.1	-	-
	6-10 years	5	14.7	44	52.4	-	-
	11-15 Years	12	35.3	5	5.9	-	-
	Above 16 years	14	41.2	3	3.6	-	-
Departments	Natural science	9	26.5	36	42.9	44	43.1
	Social science	5	14.7	18	21.4	22	21.6
	Language	12	35.3	22	26.2	25	24.5
	Education	6	17.6	-	-	-	-
	Aesthetics	2	5.9	8	9.5	11	10.8

As seen from Table 2, the research participants were college tutors, school mentors, and student- teachers (third year practicum students). Moreover, these three groups of participants incorporated the details of their sex, academic status, teaching experience and their departments. The college tutor participants comprises of a greater number of male respondents (91.2%). This could be due to the number of female instructors who joined to the college was very few in number. Concerning the academic status of tutors, most of them were master holders (64.7%). Further to this, the work experiences of tutors were categorized under four groups of 1-5, 6-10, 11-15 and above 16 years of work experiences. Majority of the tutors have good teaching experiences, that is above 16 years (41.2%) and 11-15 year (35.3%). Fortunately, the college tutor participants were selected from the departments of Natural science, Social science, Language, Education and Aesthetics.

Furthermore, the school mentors were selected from different departments having different year of work experiences. The school mentors were taken from the departments of Natural science, Social science, Language, and Aesthetics. Similarly, their work experiences were found to be dominantly in the range of 6-10 year (52.4%) and 1-5 years (38.1%). As far as the academic status of the mentor participants, most of them were diploma holders (80.9%). Therefore, great numbers of the school mentor participants are diploma holders and the lowest share of the mentor respondents are certificate holders. In addition to the mentor and tutor participants, student- teachers were also taken from different field of studies specifically, from the department of Natural science, Social Science, Language and Aesthetics. Majority of the student- teacher respondents were females (54.9%).

Generally, the data was collected from such participants who have diversified teaching work experiences, academic status and from various fields' of studies. Moreover, qualitative data also collected from the practicum co-coordinator, academic vice dean of the college, student-teachers, tutors, mentors and selected school directors in orders to supplement the quantitative data's .

4.2. Student-Teachers Perception towards the Role of Practicum Program in promoting Their Classroom Teaching Competencies

This part deals with the views of student-teachers towards the role of school- based practicum experience in promoting their classroom teaching competencies such as, their pedagogical skills, subject knowledge, and its role in introducing them with the co-curricular activities of the school. Therefore, the under presented Tables (Table-3, 4 &5) depicted the data collected from student-teachers pertaining to the aforementioned issues (pedagogical skill, subject matter, and co-curricular activities).

Table 3: Student- Teachers’ Response towards the roles of Practicum Experience in promoting their Pedagogical skills

Statements		Rating Scale					Mean
		SA	A	UN	DA	SDA	
The Practicum program helped me to improve my lesson plan preparation	F	71	20	8	1	2	4.4
	%	69.6	19.6	7.8	1	2	
The Practicum program helped me to improve classroom management	F	49	32	16	5	-	4.2
	%	48	31.4	15.7	4.9	-	
Practicum program helped me to produce subject relevant teaching aids	F	34	43	16	9	-	4.0
	%	33.3	42.2	15.7	8.8	-	
Practicum program helped me to try out different teaching strategies in the actual classroom	F	42	50	9	-	1	4.3
	%	41.2	49	8.8	-	1	
Practicum program helped me to know how to delivered feedback for learners	F	47	43	7	3	2	4.3
	%	46.1	42.2	6.8	2.9	2	
The practicum experience helped me to know how to motivate students	F	54	41	4	2	1	4.4
	%	52.9	40.2	3.9	2	1	
The practicum program helped me to know how to prepared test-items	F	22	27	38	11	4	3.5
	%	21.6	26.5	37.2	10.8	3.9	
The practicum experiences helped me to know how to record and keep students result confidentially	F	60	31	4	6	1	4.4
	%	58.8	30.4	3.9	5.9	1	

N.B. F = frequency, SA = Strongly Agree, A = Agree, UN = undecided, DA=disagree, SDA=strongly disagree, N= 102

As the above Table 3 displayed, 82.2% (SA+A) of student-teacher indicated that with the practicum experiences they had improved their lesson plan preparations. In proportional to this, the computed weight mean result of that item was found to be 4.4, which means that practicum program helped for candidate teachers to enhance their lesson plan preparation.

Concerning the contributions of practicum experience in enhancing their classroom managements, most of the student- teachers (79.4%) reported that the practicum experiences had helped them to improve their skills of classroom managements. In Proportional to this, the computed weight mean result of that item (mean= 4.2), indicates that practicum program has contributed for candidate teachers to enhance their skills of classroom management.

Further, respondents were also asked to indicate whether the practicum experiences had helped them to produce subject relevant teaching aid or not. Accordingly, 75.5 % (A+SA) of the respondents reported that their practicum experiences were helping them to produce subject relevant teaching aides. The computed mean for that item (mean=4.0), implies that practicum program enabled student-teachers to enhance their ability of producing subject relevant teaching aides. Moreover, majority of the student- teachers (90.2) reported that the practicum program had enabling them to try out different teaching strategies in the actual classroom situation.

Furthermore, student- teachers were asked to rate the values of practicum experiences in improving their skills of test preparation. Accordingly, most of the student- teachers (48.1%) rated strongly agree + agree indicated that practicum program is valuable in improving their skills of test preparation. Here, the overall mean results of that item (mean=3.5), shows that satisfactorily practicum program was helping student- teachers to develop their skills of test preparation. Concerning the last question, majority of the student-teachers (89.2%) reported that the practicum program had helped them to understand how to record and keep students result confidentially. Here, the highest percentage of the respondents perceived that with the practicum experience they were able to understand how to record and keep students result confidentially.

Generally, from the above data one can understand that student-teachers have positive perception towards the role of practicum program in promoting their pedagogical skills. This finding is consistent with the ideas of Qazi et al. (2012) stated that school- based practicum program has an integral role to enhance student – teachers pedagogical skill and to prepare them for the realities of classroom teaching through developing skills in them as lesson planning, preparation of subject relevant teaching aids and worksheets and classroom management skills.

Table 4: Student- Teachers’ Response towards the Roles of Practicum Experience in Promoting their Subject Matter Knowledge

Statements		Rating Scale					Mean
		SA	A	UN	DA	SDA	
The practicum program helped me to improve subject matter knowledge	F	31	40	27	4	-	4.0
	%	30.4	39.2	26.5	3.9	-	
The practicum program helped me to improve confidence in teaching the course	F	59	24	15	1	3	4.3
	%	57.8	23.5	14.7	1	2.9	
The practicum program helped me to apply theory in to practice in real situation of the school	F	46	38	16	2	-	4.3
	%	45.1	37.3	15.7	1.9	-	
The practicum program gave me the hand on experience that I need in my field of studies.	F	42	33	17	7	3	3.9
	%	41.2	32.4	16.7	6.8	2.9	

N.B. F = frequency, SA = Strongly Agree, A = Agree, UN = undecided, DA=disagree, SDA=strongly disagree, N= 102

As it is indicated in the above Table 4, considerable number of student- teachers (69.6%, SA+A) indicated that with the practicum experiences they improved their subject matter knowledge. In addition, highest percentage of student- teacher (81.3%, SA+A) reported

that with the school-based practicum experiences they improved their classroom teaching confidences. The computed mean result of that item (mean= 4.3), implies that practicum program had helped candidate teachers' to improve their classroom teaching confidence.

Furthermore, student- teachers were asked to indicate whether the practicum program had helped them to apply theory in to practice in real situation of the school or not. Accordingly, substantial number of student-teachers (82.4%) confirmed that the practicum program had helped them to apply theory in to practice in real situation of the school. The computed mean result of that item (mean= 4.3), In addition, majority of student- teachers indicated that with the practicum experiences they obtained actual teaching experiences that they need for their field of studies. (Mean=3.9).

Table 5: Student- Teachers’ Response towards the Roles of Practicum Experience in Introducing them with Co-Curricular Activities of the School

Statements		Rating Scale					Mean
		SA	A	UN	DA	SDA	
The practicum experiences helped me to know the rules and regulations of the school	F	43	31	17	9	2	4.0
	%	42.1	30.4	16.7	8.8	2	
The practicum experiences helped me to understand the duties and responsibilities of a teacher	F	41	37	16	7	1	4.1
	%	40.2	36.2	15.7	6.9	1	
The practicum experiences helped me to understand how to established rapport with the school communities	F	44	33	18	6	1	4.1
	%	43.1	32.4	17.7	5.8	1	
Practicum program helped me to know how to carry out the different co-curricular activity of the school	F	67	27	7	-	1	4.5
	%	65.7	26.4	6.9	-	1	

N.B. F = frequency, SA = Strongly Agree, A = Agree, UN = undecided, DA=disagree, SDA= strongly disagree, N = 102

As the Table 5 showed about 72.5% (SA+A) of the student- teachers revealed that the practicum program had helped them better understand the rules and regulations of the school. Majority of student-teachers perceived that the practicum experiences helped them to understand the duties and responsibilities of a teacher, to be acquainted with how to maintain and established rapport with the school communities, and know how to carry out the different co-curricular activity of the school.

To support the quantitative data, the researcher made an interview with the school mentors concerning the actual classroom teaching competencies of student –teachers. In

response of this issue, the key informants indicated that practicum program has contributed a lot of things for candidate teachers teaching professional development and one of the interviewee stated that:

ተግባራዊ ልምምድ ሕፁያት መምህራን ማላ አመግህራኦ ክብ ንኸብል ብብላዕሚ እናካገዞም እዩ። Practicum program is very helpful for candidate teachers enabling them to develop the skills of preparing appropriate instruction, understanding student learning in the class, understand the diver behavior of students in the class , to introduce with different co-curricular activities of the school and generally to improve their teaching profession (SM₂, 26-02-2013).

Interviews conducted with the college tutors regarding the actual classroom teaching competencies of student –teachers indicated that student-teachers’ classroom teaching competencies both in term of their subject knowledge and professional ethics was satisfactory, however, some candidate teachers have a problem on selecting appropriate teaching methods and one of the interviewee further described his evaluations as follows:

Most of the student- teachers are good in their pedagogical and subject matter knowledge, but some student-teachers still have a problem in selecting appropriate instruction methods, for example, they use group discussion to students of grade one. But generally, I can say that their classroom teaching performance most of them are fairly good (CT₃, 07-03-2013).

Supporting the quantitative data, the qualitative data indicated that practicum program is helpful in promoting student-teachers classroom teaching competencies. Moreover, the observation of the researcher also coincided with the ideas that student-teachers classroom teaching practice was fairly satisfactory in fulfilling the necessary teaching requirements such as qualities of their lesson plan preparations, handling students in the class, their teaching confidence, motivating learners in the class and classroom managements were found to be satisfactory however, the researcher as well observed that student-teachers were dominantly used group discussion as a method of instruction.

Generally, from both above quantitative and qualitative data it is possible to comprehend that practicum program has been helping majority of student-teachers in promoting their pedagogical skills, subject matter knowledge, as well as in familiarizing them with the school cultures. Substantial number of student-teachers exerted that they are

advantageous from their practicum experiences. This finding affirms with what Grootenboer (2005) stated as practicum program helps pre-service teachers get an opportunity to develop their teaching skills and knowledge in a classroom setting. Similarly, the findings of this study approved the beliefs that practicum program provides an opportunity for pre-service teachers to develop their pedagogical skills and subject contents through integrating theory and practice (Means and Lin, 2006).

4.3. Adequacy of Support offered to Student -Teachers by their Mentors and Tutor

This part intended to assess whether student -teachers got appropriate support from their school mentors and college tutors in the meantime of practicum implementation or not. Accordingly, the following Tables (Table 6, 7&8) depicted the results of the data collected from student-teacher pertaining to the adequacy of support they acquired from their respective school mentors and college tutors.

Table-6: Related to the Supports Offered to Student-Teachers by School Mentors

Statements		Rating Scale					Mean
		SA	A	UN	DA	SDA	
My mentor repeatedly observed me when I teach in the class.	F	10	14	25	34	19	2.6
	%	9.8	13.7	24.5	33.3	18.6	
My mentor gave me constructive feedback about my lesson plan preparation.	F	4	11	39	27	21	2.5
	%	3.9	10.8	38.2	26.5	20.6	
My mentor helped me to know how to handle learners in the class	F	13	21	32	25	11	3.0
	%	12.7	20.6	31.4	24.5	10.8	
My mentor has a schedule for observing my classroom teaching.	F	10	14	36	25	17	2.8
	%	9.8	13.7	35.3	24.5	16.7	
I have close communication with My mentor concerning classroom teaching practice.	F	16	27	32	16	11	3.2
	%	15.7	26.4	31.4	15.7	10.8	
My mentor helped me to introduce with the school staffs.	F	14	35	24	17	12	3.2
	%	13.7	34.3	23.5	16.7	11.8	
My mentor is more focused on grading than assistance	F	15	20	25	24	18	2.9
	%	14.7	19.6	24.5	23.5	17.7	
My mentor helped me to participate actively in the co-curricular activities of the school.	F	11	33	28	20	10	3.2
	%	10.8	32.4	27.4	19.6	9.8	
MY mentor gave me constructive advice on how to conduct my action research project.	F	12	10	24	39	17	2.6
	%	11.8	9.8	23.5	38.2	16.7	

N.B. F = frequency, SA = Strongly Agree, A = Agree, UN = undecided, DA=disagree, SDA= strongly disagree, N = 102

As seen in Table 6, overwhelming percentages of student-teachers (51.9%) rated that their school mentors did not repeatedly observed them while they teach in their respective

classroom. In line with this, the computed mean result for the corresponding item was found 2.6, which means that school mentors were not repeatedly observing student-teachers classroom teaching practice. Additionally, 47.1 % (SDA+DA) of the respondents depicted that they did not obtain constructive feedback from their mentors about their lesson plan preparation. As whole, the computed mean result for the aforementioned item (mean= 2.5), shows that the adequacy of support that student-teachers acquired from their respective mentors' pertaining to their lesson plan preparation was low.

What is more, 41.2% (SDA+DA) of the student- teachers revealed that their school mentors did not have time schedule to observe them during classroom teaching practice. Similarly, with regard to the level of assistance that school mentors offered to student-teachers to introduce with the school communities (staffs), 37.2 % (SA+A) of the participants indicated that their school mentors introduced them with the school communities, while 34.3% respondent rated undecided. The computed mean result for that particular item was 3.1, which means that school mentors were moderately good in helping student-teachers to introduce with the school communities. In addition, most the student- teachers reported that their school mentors were focused more on the evaluation (grade) than support provision (mean=2.9).

Yet, student-teachers were asked to rate whether their school mentors had helped them on how to conduct their action research project or not. Accordingly, 54.9 % (SDA+DA) of student- teachers were dissatisfied with the support they obtained from their mentors concerning their action research projects. The mean result of that specific item (mean= 2.6), shows that school mentors were not effective in offering support for student-teachers pertaining to their action research project. According to Capel (2003), school mentors have the responsibilities of supporting students to identify targets for development ,offering advice about alternative teaching strategies, monitoring the development of students' teaching files; planning and delivering collaborative teaching activities, discussing students' lesson plans and evaluations and advising appropriately, observing students teaching practice and providing constructive feedback, supporting students to reflect on and analyze their practice and providing written feedback on

practice. However, in the case of AACTE such activities were not much encouragingly implemented.

Table -7: Related to the Frequency of Classroom Observation Made by School Mentors

statements	Options	F	%
How often your mentor observed you while you teach in the actual classroom?	1 times in a month	51	60.7
	2 times in a month	22	26.2
	3 times in a month	11	13.1
	4 times in a month	-	-
	more than 4time	-	-

As the above Table 7 portrayed, though it was expected that the school mentors need to observe a minimum of 2 times per a month and 8 times in a semester, majority of the student- teachers (60.7%) indicated that their mentors observed them only one times in a month.

Table-8: Related to the Supports Offered to Student-Teachers by College Tutors

Statements		Rating Scale					Mean
		SA	A	UN	DA	SDA	
My tutor gave me written feed back within days of observation.	F	7	12	36	18	29	2.5
	%	6.9	11.8	35.3	17.6	28.4	
My tutor gave me constructive feedback about my lesson plan preparation.	F	7	15	37	30	13	2.7
	%	6.9	14.7	36.3	29.4	12.7	
my tutor has a schedule for observing my classroom teaching	F	9	16	42	24	11	2.7
	%	8.8	15.7	41.2	23.5	10.8	
my tutor helped me to know how to handle learner in the class	F	10	15	26	39	12	2.9
	%	9.8	14.7	25.5	38.2	11.8	
I have close communication with my tutor concerning your teaching	F	12	17	40	25	8	3.0
	%	11.8	16.7	39.2	24.5	7.8	
my tutor is more focused on grading than assisting	F	14	18	31	26	13	2.9
	%	13.7	17.7	30.4	25.5	12.7	
My tutor gave me a constructive advice the way how to conduct your action research project.	F	20	17	36	18	11	3.2
	%	19.6	16.7	35.3	17.6	10.8	
my tutor helped me to make reflection on your classroom teaching	F	9	13	25	38	17	2.6
	%	8.8	12.7	24.5	37.3	16.7	

N.B. F = frequency, SA = Strongly Agree, A = Agree, UN = undecided, DA=disagree, SDA= strongly disagree, N = 102

As it can be seen in Table 8, 46% (SD+DA) of the respondents revealed that they did not obtain a written feedback within that day of classroom observation from their tutors. Collectively, the calculated mean results for that particular item was found 2.5, which implies that college tutors did not effectively provide written feedback for student-teachers within the day of their classroom observation.

With regard to the stipulation of constructive feedback for student-teacher on their lesson plan preparation, majority of the respondents (36.3%) becomes neutral. As a whole, the computed mean result of that particular item (mean= 2.7), indicates that student- teacher were dissatisfied with the feedback that they obtained from their tutors pertaining to their lesson preparation. Similarly, overwhelming number of the student- teachers indicated that the college tutors have not a predetermined schedule for student-teachers classroom observation (mean=2.7). In addition, most the respondents suggested that their college tutors were more focused on the evaluation (grade) than support provision (mean=2.9).

Though the quantitative data illustrated above (Table 8) shows supports offered to student-teacher were discouraging, the qualitative data obtained from the practicum coordinator and school directors through an interview was slightly overlapped with the above quantitative data. The practicum coordinators said that:

... We (the practicum office) have made supervision to see the practice of the program and effectiveness of the support made by school mentors and we found it satisfactory except some minor problems. But still we (practicum coordinators) observed some problems from both school mentors and college tutors in relation the provision of support to their candidate teachers. But generally it is good (PC, 11-03-2013).

An interview conducted with the school directors (D₃) on February 26, 2013, shares the responses of the practicum coordinator and describes that *“majority of the mentors are playing their roles but few school mentors are careless and less devoted in mentoring their students”*. Here, the above interview response implies that majority of the college tutors and school mentors were playing their roles of tutoring and mentoring student-teachers which is somewhat contrary to the quantitative data obtained from the student-teachers. Here, since the main actors of the program are student-teachers, the researcher was coinciding with ideas of student- teachers.

Generally, from the above qualitative and quantitative data one can be infer that the support offered to student-teacher from their school mentors and college tutors were not much encouraging. Entirely, the computed grand mean indicates that relatively school mentors (grand mean=2.9) were offered better support than college tutors (grand mean=2.8). But as a whole, implies that student-teachers were not getting adequate

support from their respective mentors and as well as college tutors. Sustaining this issue, researchers viewed that student -teacher can be learned important skills when they get good support from their respective cooperative teachers (mentors) and supervisors (tutors) during practicum program including in planning, instructional decisions, practical knowledge of teaching and the skills of pedagogy (Ong'ondo & Jwan, 2009). Akin to this, Wellman and Wold(2006) suggested that these new teachers becomes capable, well prepared, and eager to face the challenges of 21st class rooms if they get appropriate support during their practicum program from the college/university supervisors and school communities. However, the above data indicates that third year practicum the student- teachers of AACTE were not obtaining adequate support from their respective school mentors and as well as their college tutors.

4.4. Perception and Awareness of Mentors and Tutors towards Practicum program

4.4.1 Perception and Awareness of Mentors towards Practicum program

This section of the study was designed to collect data pertaining to the perceptions and awareness's of school mentors towards practicum program. For better clarity, the large table was broken in to three themes of awareness, perception and involvements of mentors. Accordingly, their understandings/awareness, current involvements and perceptions on the relevance or benefits of practicum program were relatively captured. Hence, the following Tables (Table9, 10 &11) depicted the results of the data collected from school mentors concerning to the aforementioned issues.

Table 9: Awareness of mentors about the activities of practicum program

Statements		Rating Scale					Mean
		SA	A	UN	DA	SDA	
I am well informed and aware about the purpose of practicum program	F	12	14	28	20	10	3.0
	%	14.3	16.7	33.3	23.8	11.9	
I have adequate information on what and how to guide practicum students in the school	F	14	21	20	13	16	3.1
	%	16.7	25	23.8	15.5	19.0	
I have clear understanding about the policy and activities of practicum program	F	12	20	24	17	11	3.1
	%	14.3	23.8	28.6	20.2	13.1	
Helping Student-teachers during practicum is one part of my work and responsibility of profession	F	22	34	20	6	-	3.9
	%	26.2	40.5	26.2	7.1	-	

N.B. F = frequency, SA = Strongly Agree, A = Agree, UN = undecided, DA=disagree, SDA= strongly disagree, n = 84

From Table 9 above, 41.7 %(A+SA) of the school mentors rated that they have adequate information on what and how to guide practicum students in the school. Proportionally, the computed mean score of that particular item was found 3.1, which means that school mentors have fairly adequacy of information on how and what to guide student-teachers in the placement school.

Furthermore, school mentors were asked to indicate whether they have clear understanding about the policy and activities of practicum program or not. Accordingly, about 38.1 %(SA+A) of the school mentors revealed that they have clear understanding about policy and activities of practicum program, whereas 33.3 %(SDA+DA) of the school mentors indicated that they have not clear understanding about the policy and activity of practicum program. The mean result of that item found to be 3.1, which

implies that school mentors have fairly good awareness and understanding about the policy and activities of practicum program, this because of the average mean result lies above 3. Concerning the last item, 66.7 % (SA+A) of the school mentors rated that they considered practicum program as one part of their work and responsibility of their professions. Wholly, the calculated mean result (3.9) shows that school mentors ideally assumed practicum program as one part of their work and responsibility of their profession. As a whole, one can infer from the above data (Table 9) that school mentors awareness and understanding about the activity of practicum program was somewhat promising (grand mean=3.3).

Table-10: Perception of Mentors towards the Relevance/benefits of Practicum

Statements		Rating Scale					Mean
		SA	A	UN	DA	SDA	
Practicum program has a significant contribution on improving student-teachers teaching profession	F	44	23	14	3	-	4.3
	%	52.4	27.3	16.7	3.6	-	
Practicum plays significant role in connecting theory and practice	F	36	28	7	6	7	4.0
	%	42.9	33.3	8.3	7.1	8.3	
Practicum program helps practicum students to familiarize with school activities	F	38	24	16	6	-	4.1
	%	45.2	28.6	19.1	7.1	-	
Practicum program have an integral role in enhancing student-teachers classroom teaching competencies.	F	38	30	13	3	-	4.3
	%	45.2	35.7	15.5	3.6	-	
Practicum program is simply time wastage(valueless)	F	40	27	17	-	-	4.2
	%	47.6	32.1	20.2	-	-	

N=84

Table 10 shows that, 79.7 % (SA+A) of the school mentors put value on the contribution of practicum program in promoting student-teachers teaching profession. The average

mean score 4.3, implies that school mentors have positive perception about the contribution of practicum program in promoting student-teachers teaching profession. Similarly, 76.2%, and 73.8% of the school mentors believed that practicum program has significant role in connecting theory and practice and in familiarizing student-teachers with the co-curricular activities of school respectively.

Yet, school mentors were asked to indicate their perception towards the relevance of practicum program in enhancing student-teachers classroom teaching competencies. Accordingly, majority of school mentors (80.9%) perceived that practicum program is pertinent in promoting student-teachers classroom teaching practice. The calculated mean result of the corresponding item (mean= 4.3), implies that school mentors have favorable perception towards the benefits of practicum program in promoting student-teachers classroom teaching competencies. Regarding the last item, about 79.7 % (SA+A) of the school mentors agreed that practicum program is not worthless (valueless), which implies that, it is valuable for candidate teachers' professional development. As a whole, one can clearly see from the above data (Table-10) that school mentors have positive perception towards the relevance or benefits of practicum program (grand mean=4.2).

Table11: Issues Related to the Involvement of Mentors on the Activities of practicum

Statements		Rating Scale					Mean
		SA	A	UN	DA	SDA	
I am happy to be involved in mentoring student-teachers during practicum program	F	7	14	32	22	9	2.9
	%	8.3	16.7	38.1	26.2	10.7	
I encouraged student-teacher to make reflection on their classroom practice.	F	30	32	16	6	-	4.0
	%	35.7	38.1	19.1	7.1	-	
I continuously assessed student-teachers classroom teaching practice	F	11	10	28	22	13	2.8
	%	13.1	11.9	33.3	26.2	15.4	
	%	28.6	34.4	14.3	19.1	3.6	
I have readiness to be involved in mentoring student- teachers for the next season	F	14	17	30	18	5	3.2
	%	16.7	20.2	35.7	21.4	5.9	
	%	10.7	16.7	35.7	27.4	9.5	

N.B. F = frequency, SA = Strongly Agree, A = Agree, UN = undecided, DA=disagree, SDA= strongly disagree, n = 84

As it is indicated on the above Table 11, majority of the respondents reported that they are not happy to involve in the in mentoring student-teachers during practicum program (mean=2.9). Moreover, 41.6% (SDA+DA) of the school mentors reported that they did not continuously assess student-students classroom teaching practice because of task overload. The average mean results implies that school mentors were not continuously assess their practicum students (mean=2.8)

Supporting the quantitative data, the data collected through open-ended questions and interviews conducted with school mentors reveals that school mentors have a positive outlook toward the relevance /benefits of practicum program on enhancing student-teachers classroom teaching competencies. The key informants suggested that practicum

program is very important for candidate teachers to exercise teaching in the real situation of the school. Adding to this, one of the interviewee school mentors described his perceptions by saying:

I can say that practicum program is very essential to exercise to teaching profession and my perception is positive. However, during the implementation there are many problems. For example, lack of mutual understand among mentors and tutors, less commitment and interest of mentors, less provision of training to school mentors by the college and lack of continuous supervision for student –teachers by the college as well as the school teachers (SM₄, 28-02-2013).

Generally, the above quantitative and qualitative data indicated that the perception of school mentors towards the relevance of practicum program in promoting student - teachers' classroom teaching competencies seemed to be favorable. Contrary to their perception and awareness, however, their practical involvement on the activities' of practicum program was found discouraging. The reason for this mismatch could be that due to work overload, lack of motivation by the college, lack of follow-up and supervision, lack of training, and due to lack of interest among tutors and mentors.

4.4.2 Perception and Awareness of Tutors towards Practicum program

This part of the study was devised to generate data pertaining to the perceptions of college tutors towards the benefits of practicum program and their practical participations in the activities of practicum program. So at this juncture, alike to the school mentors, college tutors were also point out their level of understanding and outlooks about the relevance of practicum program as well as their current involvements in the activities of the program. Accordingly, the under presented Tables (Table12, 13 &14) portrayed the results of the data collected from college tutors concerning the aforementioned issues.

Table-12: Awareness of Tutors about the Activities practicum

Statements		Rating Scale					Mean
		SA	A	UN	DA	SDA	
I am well informed and aware about the purpose of practicum program	F	17	12	2	3	-	4.3
	%	50.0	35.3	5.9	8.8	-	
I have adequate information on what and how to guide practicum students in the school	F	15	13	4	2	-	4.2
	%	44.1	38.2	11.8	5.9	-	
I have clear understanding about the policy and activities of practicum program	F	17	13	3	-	1	4.3
	%	50	38.2	8.8	-	2.9	

N.B. F = frequency, SA = Strongly Agree, A = Agree, UN = undecided, DA=disagree, SDA= strongly disagree, n = 34

As the above Table12 displayed, one could see that college tutors awareness about the purpose of practicum program, adequacy of information on what and how to guide practicum students in the school, their understandings about the policy and activities of practicum program was rated high with an agreement mean score of above 4.0.(See Table12). Generally, based on the above information (Table 12), it is possible to say that college tutors have good awareness and understandings about the activities of practicum program (grand mean=4.3).

Table 13: Perception of Tutors towards the Relevance/benefits of Practicum Program

Statements		Rating Scale					Mean
		SA	A	UN	DA	SDA	
Practicum program has a significant contribution on improving student-teachers teaching profession	F	20	10	3	-	1	4.4
	%	58.8	29.4	8.8	-	2.9	
Practicum plays significant role in connecting theory and practice	F	16	13	3	2	-	4.2
	%	47.1	38.2	8.8	5.9	-	
Practicum program helps practicum students to familiarize with school activities	F	20	11	2	1	-	4.5
	%	58.8	32.4	5.9	2.9	-	
Practicum program have an integral role in enhancing Student-teachers classroom teaching competencies.	F	19	12	2	1	-	4.4
	%	55.9	35.3	5.9	2.9	-	
Practicum program is simply time wastage (valueless)	F	22	9	1	2	-	4.5
	%	64.7	26.5	2.9	5.9	-	

n=34

Table 13 indicates that, majority of college tutors have favorable feeling towards the role of practicum program in promoting student-teachers teaching profession. 88.2% (A+SA) of the college tutors agreed that practicum program has a significant contribution on improving student-teachers teaching profession. Similarly, 85.3% (A+SA) of the college tutors suggested that practicum program has a significant role in connecting theory and practice. Regarding with the role of practicum in enhancing student-teachers classroom teaching competencies, 91.2% (SA+A) of the college tutors acknowledged that practicum program has an integral role in enhancing student-teachers classroom teaching competencies. Moreover, interestingly, overwhelming number of the college tutors (91.2%) agreed that practicum program is not simply time wastage (valueless). This implies that, the outlook of college tutors towards the benefits of practicum program was

hopeful. Therefore, based on the above Table13, it is possible to pronounce that, majority of the college tutors have positive perception towards the relevance/ benefits of practicum program in promoting student-teachers classroom teaching competencies and its role in integrating theory and practice in the actual classroom situation (grand mean=4.4)

Table 14: Issues Related to the Involvement of Tutors on the Activities of practicum

Statements		Rating Scale					Mean
		SA	A	UN	DA	SDA	
I am happy to involve in tutoring student –teachers during practicum program	F	2	5	14	8	5	2.7
	%	5.9	14.7	41.2	23.5	14.7	
I responsibly organized student-teachers in the school	F	3	9	16	3	3	3.2
	%	8.8	26.5	47.1	8.8	8.8	
College tutors encouraged student-teacher makes reflection on their classroom practice.	F	5	3	13	10	3	2.9
	%	14.7	8.8	38.2	29.4	8.8	
The tutor has adequate time to continuously assess student-teachers classroom teaching practice	F	2	3	8	15	6	2.4
	%	5.9	8.8	23.5	44.1	17.6	
college tutors provided constructive feedback for classroom observation timely	F	2	7	20	2	3	3.1
	%	5.9	20.6	58.8	5.9	8.8	
I have readiness to involve in tutoring practicum students for the next season	F	3	7	13	7	4	2.9
	%	8.8	20.6	38.2	20.6	11.8	

As seen in Table 14 above, 38.2% of the college tutors indicated that their willingness to involve in tutoring student –teachers during practicum program was stumpy. On the other hand, 41.2% of college tutors were ambivalent to decide whether they are happy to

involve in tutoring student –teachers during practicum program or not. This shows that college tutors dedication to involve in tutoring student-teacher seems low (mean=2.7). Differently, college tutors involvement in responsibly organizing student-teachers in the school and providing constructive feedback for classroom observation timely was found to be somewhat moderate scoring an agreement means of 3.2 and 3.1 respectively.

Furthermore, college tutors were asked to rate whether they have adequate time to continuously assess their practicum students' classroom teaching practice or not. In view of that, high percentage of the participants (61.7%) reported that they did not have enough time to continuously assess student-teachers classroom teaching practice. Collectively, the calculated mean results shows that college tutors were not have adequate time to continuously assess student-teachers classroom teaching practice (mean=2.4). As a whole, the above data (table 14) indicates that the actual involvement of college tutors in performing the activities of practicum program was found unpromising (grand mean =2.9).

Coinciding to the above quantitative data, the qualitative data indicated that college tutors perception towards the relevance/ benefits of practicum program in promoting student-teachers classroom teaching competencies was found hopeful. Most of the key informant of college tutors indicated that their perception and understanding about practicum program is encouraging. Adding to this, one of the key informants of tutors expounded his perception by saying:

Even though, the program is entangled with several practical problems, it has a paramount importance. There is no question about its significance. It can help trainees know what is expected of them after graduation; it helps student- teachers to conceptualize the actual teaching learning process in the actual school situation; it helps them to practice the theory that they have learned in the college; it helps them to develop confidence to tackle the classroom teaching challenges. Generally, I have a positive perception towards the relevance of practicum program (CT₁, 06-03-2013).

Generally, from the above quantitative and qualitative data, one can clearly understand that college tutors have good understanding about the purpose and activities of practicum programs as well as they have a positive perception towards the relevance/benefits of

practicum program, however, practically they were not actively engaging in performing the activities of practicum program (See Table 14).

4.5. The Status of Collaboration between AACTE and Placement Schools in Accomplishing the Activities Practicum Program

Practicum experiences as the most crucial components of pre- service teachers' education program, placement school and TEIs must have strong collaboration if they need to provide practicum placement for those learning to teach and as a consequence these prospective teachers become competent, well equipped, and committed to handle the challenges of classroom situations (Russell, 2006). Thus, closely communicating about the program among student-teachers, college educators, and school teachers and administrators bodies is perceived as important factors for a successful field experience program (Freeman, 2009). Accordingly, this section was devised to assess the extent of collaborative work existed between Abbi Addi College of teachers' education(AACTE) and practicum placement schools in planning and implementing the activities of practicum program. For clarity, the large table was broken in to Table 15&16 of subscales and their results presented as follows.

Table 15: The Collaboration between AACTE and Placement Schools in Planning the Activities of Practicum Program

Statements	Stp.	F(%))	Rating Scales					Mean
			SA	A	UN	DA	SDA	
The college and placement school have the habit of planning the activities of practicum program jointly.	CT	F	-	6	12	10	6	2.5
		%	-	17.6	35.3	29.4	17.6	
	SM	F	9	14	19	24	18	2.7
		%	10.7	16.7	22.6	28.6	21.4	
The college practicum coordinators have close communication with tutors /mentors.	CT	F	1	7	8	15	3	2.6
		%	2.9	20.6	23.5	44.1	8.8	
	SM	F	14	10	17	26	17	2.7
		%	16.7	11.9	20.2	31	20.2	
The college educators (tutors) and school teacher (mentors) have common understanding about the activities of practicum program.	CT	F	3	6	3	14	8	2.5
		%	8.8	17.6	8.8	41.2	23.5	
	SM	F	10	12	21	20	21	2.6
		%	11.9	14.3	25	23.8	25	
The college and placement school have a well structure and clear cut of linkage system pertaining to practicum placement program	CT	F	-	6	10	11	7	2.4
		%	-	17.6	29.4	32.4	20.6	
	SM	F	1	9	20	29	25	2.2
		%	1.2	10.7	23.8	34.5	29.8	
You have got an opportunity of training/workshop regarding to practicum program	CT	F	4	5	7	12	6	2.7
		%	11.8	14.7	20.6	35.3	17.6	
	SM	F	5	9	19	34	17	2.4
		%	5.9	10.7	22.6	40.5	20.2	

N.B. CT= college tutors, SM= school mentors, Stp= study participants, n=34(tutors) & 84(mentors).

As it is indicated in the above Table 15, 47% (SDA+DA) of the college tutors, and 50 % (SDA+DA) of the school mentors reported that the college-placement school linkage in the phase of planning was inactive. The calculated mean result tutors (mean= 2.5) and mentors (mean=2.7) also implies that AACTE and practicum placements schools

did not effectively working together in planning and assessing the activities of practicum program. Moreover, majority of the college tutors (64.7%) and school mentors (48.8%) reported that they have lack of common understanding about practicum program among themselves. The mean scores of tutors (mean=2.5) and that of mentors (mean=2.6), also reveals that both of the participants rated the item below the average mean. This shows that the concerned bodies of the college were not playing their roles effectively.

Furthermore, college tutors and school mentors were asked to rate whether the college and placement school have well structure linkage system pertaining to practicum program or not. In view of that, overwhelming number of college tutors (53%) and school mentors (63.9%) reported that the college and placement schools have not well structure linkage system pertaining to practicum program. The mean scores of tutors (mean=2.4) and that of mentors (mean=2.2), also reveals that the link between the college- placements schools have lack of well structures linkage system that leads them the way how to handle and accomplish the activities of practicum program. Concerning the last item of Table 15, considerable number of college tutors (52.9%) and school mentors (60.7%) indicated that, they were not getting an opportunity of training/workshop from the college pertaining to practicum. The calculated mean scores of tutors (mean=2.7) and mentors (mean=2.4), similarly shows that mentors and tutors were not getting adequate training concerning to practicum program. The college failed to provide training for mentors and tutors to accomplish their activities effectively.

Based on the above information, one can deduce that the status of collaborative work between AACTE and placement schools in terms of planning the major activities of practicum program was weak. This is because, the computed mean result for each of the items listed on table 15 was found below the average mean of 3. Moreover, the above data indicated that school mentors and college tutors lacks mutual understanding about practicum program.

Table16: The Collaboration between AACTE and Placement Schools in Implementing the Activities of Practicum Program

Statements	Stp.		Rating scales					Mean
			SA	A	UN	DA	SDA	
The college and placement school partnership is well organized in implementing the activities of practicum program.	CT	F	-	4	6	19	5	2.3
		%	-	11.8	17.6	55.9	14.7	
	SM	F	5	18	16	32	13	2.6
		%	5.9	21.4	19	38.1	15.5	
The college and placement school principals' have a pre-determined schedule for discussion.	CT	F	-	4	11	17	2	2.5
		%	-	11.8	32.3	50	5.9	
	SM	F	4	8	24	31	17	2.4
		%	4.8	9.5	28.6	36.9	20.2	
The college tutors and school mentors have collaboratively working in the implementation of practicum program	CT	F	2	1	4	20	7	2.2
		%	5.9	2.9	11.8	58.8	20.6	
	SM	F	7	16	20	28	13	2.7
		%	8.3	19	23.8	33.3	15.5	
The college and placement schools linkage is effective in accomplishing the purpose of practicum program.	CT	F	3	7	5	16	3	2.7
		%	8.8	20.6	14.7	47.1	8.8	
	SM	F	6	6	11	34	27	2.1
		%	7.1	7.1	13.1	40.5	32.1	
The practicum coordinator office has effective monitoring system about the actual implementation of program in placement schools.	CT	F	-	4	11	14	5	2.4
		%	-	11.8	32.3	41.2	14.7	
	SM	F	17	12	15	27	13	2.9
		%	20.2	14.3	17.9	32.1	15.5	

As shown in Table 16 above, 70.6% of the college tutors and 53.6% (SDA+DA) of the mentors indicated that college and placement school partnership was poorly organized in performing (implementing) the activities of practicum program. In the same way, the

calculated mean score for college tutors (mean=2.3) and that of school mentors (mean=2.6), also shows that the partnership was not well organized. Additionally, college tutors and school mentors were asked to rate whether the college and placement school have a pre-determined schedule for discussion in relation to the ongoing progress of the practicum program or not. Accordingly, majority of college tutors (55.9%) and school mentors (57.1) indicated that the collage- school partnership did not have a pre-determined schedule for discussion concerning the ongoing process of the program.

As it is indicated in the above table 16, majority of college tutors (79.4%) and school mentors (48.8%), rated that the extent of cooperative work between AACTE and placement schools in the meantime of practicum implementation program was found weak. Similarly, the highest percentage of the college tutors (55.9%) and school mentors (72.6%) indicated that the college and placement schools linkage was ineffective in accomplishing the purpose of practicum program. Concerning the last question of table 16, considerable number of college tutors (55.9%) and school mentors (47.6%) reported that the practicum coordinator office has not effective monitoring system that make possible to crosscheck the proper implementation of the program.

Based on the above evidences (Table16), one can be deduced that there was no close communication between AACTE and placement schools in accomplishing the major activities of practicum program. This is because the computed mean results for each of the items listed on Table 16 were found below the average mean value of 3.0 (for both tutors & mentors), which implies that the partnership was loosely structured and organized.

However, the qualitative data that was collected from the practicum coordinator and academic vice dean of the college appears somewhat contradictory to the above quantitative data. The data obtained from the practicum coordinators' and academic vice dean of the college indicated that they are working and discussing together in the phase of planning and implementation process of the program. However, majority of the school mentors and college tutors indicated that the partnership was weak. One of the key informant interviewee (college tutors) expressed his dissatisfaction about the partnership

between AACTE and placement schools in accomplishing the activities practicum program as follows:

By its nature practicum program is helpful to exercise teaching. However, the college and placement schools do not work cooperatively to accomplish and achieve the objectives of practicum program. The placement schools do not seen for practicum as their duties, rather they consider as extraordinary task, and they link it with some benefits that they could gain from the college. So, to eliminate such problem the linkage should strengthen (CT₃, 07-03-2013).

The school mentors interviewee (SM₁, 25-, 03-2013) also added to the responses given by college tutors through saying; **“ኮለጅ አብ ኣብያተ ትምህርቲ ዘለዉ ኣጋር መምህራን ምስ ኣብ ኮለጅ ዘለዉ ሓገዝቲ መምህራን ኣራኺብኻ ብሓባር ክሰርሑ ኣብ ምግባር ትሑት እዩ”** :: means the colleges’ effort in making the school mentors and college tutor work cooperatively is low. Therefore, from the above quantitative and qualitative responses, one can conclude that the relationship between Abbi Addi College of Teachers’ Education and placement schools in performing the activities practicum program was weak. In view of this, it is reasonable to say that practicum program was not successfully implemented in the case of Abbi Addi College of Teachers’ Education. Because it is through the collaboration efforts of the key participants that practicum program can be successfully implemented as it is designed (Freeman, 2009). Similarly, Lenski & Nierstheimer (2006) stated that “the collaboration nature of university and school partnership fosters comprehensive development in candidate teacher training and a seamless curriculum for theory to practice”. This is to mean that an effective partnership between college teachers’ education and practicum placement schools is pertinent for pre-serves teachers to bridge the theory that they learned at the college to apply in the real situation of the school.

4.6. Challenges in the Implementation of Practicum Program

This section of the study was planned to assess the challenges encountered during the implementations of practicum program. Accordingly, college tutors, school mentors and student -teachers were requested to put \surd on the problem/s that they think most seriously faced during the implementations of practicum program from the given options. Therefore, the following Table 17 illustrates the results of the data collected from the study participants.

Table17: Issues Related to Challenges in the Implementation of Practicum Program

Challenges	Study participants					
	Tutors		Mentors		Student-teachers	
	Fre	Rank	Fre	Rank	Fre.	Rank
Less interest of student–teachers to accept feedbacks	5	8	17	6	1	9
Workload of school mentors	1	9	12	8	45	6
Lack of appropriate criteria for evaluation	32	1	71	2	79	4
Large number of student-teachers assigned to one mentors	14	4	53	4	52	5
Intermittent supervision of the college	29	2	62	3	87	2
Lack of adequate school facilities	7	7	44	5	91`	1
Lack of cooperativeness between college and placements schools	22	3	74	1	84	3
Gap between and practice	9	6	13	7	25	7
Student–teachers frustration in teaching the course	11	5	9	9	13	8

N.B. fre= frequency, n=34(college tutors), 84(school mentors), &102(student-teachers)

The value given with the highest frequency is considered as the most serious problem that impeded the implementation of practicum program. Accordingly, as presented in the above Table 17, majority of the college tutors and school mentors decided that the most seriously faced challenges during the implementation of practicum program were lack of appropriate criteria for evaluation, intermittent supervision of the college, lack of cooperativeness among practicum stake holders, and large number of student-teachers assigned to one mentors. In the same way, student- teachers were also ranked that lack of adequate school facilities, intermittent supervision of the college, lack of cooperativeness among the college and placement schools, and lack of appropriate criteria for evaluation as the most serious challenges of practicum program. Generally, both participants have corresponding ideas about the major challenges encountered during the implementation of practicum program.

What is more, in the open-ended and interview responses, the respondents added the following challenges:

- Lack of commitment and carelessness among tutors and mentors
- Lack of continuous supervision and follow up to the student- teaches by the college
- Inappropriate placement of student -teachers during practicum program to their subject area
- Insufficient salary payment for students – teachers (360 birr per month)
- Lack of teaching materials for student- teachers to make classroom practice
- Lack of common consensus among student-teachers, mentors, tutors, school principals, and college administrative bodies.
- letting student –teachers to work action research in group which creates a problem during evaluation; and
- Lack of well structured and coordinated program.

The study participants commented the following points as a solution for the observed problem:

- Before the implementation the program, the college must communicate with the mentors and tutors and prepared induction program;
- There should be close communication among student-teachers, college and placement schools;
- There should be appropriate evaluation criteria;
- The linkage between the college and schools should be strength;
- The program coordinator should encourage and motivate school mentors; and
- The college should arrange training for placement schools.

Generally, the qualitative and quantitative data revealed that practicum program in the case of AACTE has been surrounding by different problem and therefore, needs to be given due attention at a fast pace.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The main purpose of this study was to assess the practices and challenges of practicum implementation program in Abbi Addi College of Teachers' Education. More specifically, this study was set out to seek answer for the following basic research questions:

1. How do student- teachers perceive the roles of practicum program in promoting their pedagogical skills, subject matter knowledge and in introducing with the co-curricular activities of the school?
2. Do student-teachers get the necessary support from their mentors and tutors during the implementation of the program?
3. What is the perception and awareness of college educators (tutors) and school teachers (mentors) towards the relevance of practicum program?
4. Do the college and practicum placement schools work in partnership in implementing the activities of practicum program?
5. What are the major challenges encountered during the implementation of practicum program in the case of Abbi Addi College of Teachers' Education?

For this study, mixed research design was employed. The sources of data for this study were the academic vice dean of Abbi Addi College of Teachers' Education, practicum coordinator, school mentors, college tutors, school directors, and student- teachers' of third year attending in the academic year of 2012/2013. The total numbers of population included in this study were 709, and out of these 234 samples were taken through random and non- random samplings techniques. Before the main data was collected, the instruments were pilot tested in advance of eight student-teachers, six school mentors and five college tutors. Accordingly, the Cronbach's Alpha result for student-teachers, college tutors and school mentors were 0.997, 0.759 & 0.790 respectively (See Appendix). After doing so, the questionnaires were distributed to school mentors, college tutors, and

student- teachers. Moreover, interview was also conducted with one academic vice dean, one practicum coordinator, four school directors, four mentors and four tutors. The data obtained from the study participants were analyzed through both quantitative and qualitative analysis techniques. The quantitative data was analyzed using frequency, percentile, mean, and rank. On the other hand, the data collected through the interviews, open-ended questions and observation were analyzed qualitatively in the form of narrative descriptions. Thus, from the analysis of both quantitative and qualitative data, the following major findings were obtained.

Student- teachers' perception towards the role of practicum program in promoting their pedagogical skill and subject matter knowledge

The finding of this study indicates that student- teachers have a positive perception towards the role of practicum program in promoting their classroom teaching competence. Majority of the student-teachers perceived that practicum program was helpful in promoting their pedagogical skills, subject matter knowledge and introducing them with the school cultures. Substantial number of the student-teachers exerted that they were beneficial from their practicum experiences. More specifically, student-teachers suggested that with the practicum experiences they had improved their lesson plan preparation, ability of producing subject relevant local teaching aids, classroom management skills, and helped them to tryout different teaching strategies in the actual classroom. In addition, the student-teachers indicated that practicum program had helped them to improve their subject matter knowledge, confidence of teaching, and to link theory and practice in the real situation of the school. Sizable number of the student-teachers perceived that with practicum experiences they were able to understand the rules and regulations of the school, the duties and responsibilities of a teacher, how to uphold rapport with the school communities, and how to perform the co-curricular activity of the school.

Adequacy of support offered to student- teachers from their school mentors and tutors during the implementation of the program

The quantitative data uncovered that third year practicum student- teachers of Abbi- Addi College of Teachers' were fail to obtain adequate support from their respective school mentors as well as tutors. practicum program needs adequate support and supervision, however, the findings of this study indicates that school mentors and college tutors lacks in: repeatedly observing student- teachers classroom teaching practice, providing constructive feedback about their lesson plan preparation, offering advice for student- teachers on how to conduct their action research project, and providing written feedback timely within days of classroom observation. Moreover, sizeable number of the student- teachers indicated that school mentors and college tutors were more focused on grading than support provision. As a whole, the findings of the study reveal that student- teachers were less satisfied with the supports that they got from their respective mentors and tours in the meantime of practicum implementation program.

The perception and awareness of college tutors and school mentors towards the relevance / benefits of practicum program

The quantitative and qualitative data revealed that school mentors and college tutors have favorable awareness and perception towards the relevance/benefits of practicum program in enhancing student-teachers classroom competence. The findings of this study clearly portray that college tutors and school mentors have relatively good understanding about the purposes and activities of practicum program as well as they have positive perception towards the relevance/benefits of practicum program. Contrary to the above findings, however, their practical involvement on undertaking the activities' of practicum program was found low. The reason for this mismatch could be that due to lack of motivation by the college, work overload, lack of follow-up and supervision, lack of training, and due to lack of mutual understanding and collaboration among stakeholders of the program.

The status of collaborative work between AACTE- practicum placement schools in performing the activities of practicum program

Both quantitative and qualitative data indicated that the status of link between AACTE and placement schools in planning and implementing the major activity of practicum program was found weak. By and large, the findings of this study reveal that the link between the college and placement school has lack of: common consensus among the practicum stakeholders; well organized and clear linkage system pertaining to practicum program; close communication in planning and implementing the activities practicum program among the partnership; mutual understanding among school mentors, student-teachers, and college tutors; and has no pre-determined schedule for discussion concerning the ongoing of the program, It was also found that the monitoring system of the practicum coordinator office was poorly coordinated.

The major challenges encounter during the implementation of practicum program

The findings of the study indicate that practicum program in the case of AACTE was surrounding by different problems. The study participants identified that the major challenges encounter during the implementation of practicum program were lack of appropriate criteria for evaluation, intermittent supervision of the college, lack of cooperativeness among practicum stake holders, large number of student-teachers were assigned to one mentors, and lack of adequate school facilities. In addition, the study participants were also mentioned further related challenges that hamper the implementations of practicum program. These were: lack of commitment and carelessness among tutors and mentors; inappropriate placement of student -teachers during practicum program to their subject area; insufficient salary payment for students-teachers (360 birr per month); shortage of teaching materials for student- teachers to make classroom practice; and lack of well structured and coordinated program.

5.2. Conclusions

Based on the major findings of the study, the following conclusions were drawn:

It appears that school mentors, college tutors as well as student-teachers of AACTE have favorable feeling towards the role of practicum program in promoting their classroom teaching competencies and in providing them hand on experience that they need for their respective field of studies. For effective implementation practicum program continuous support, guidance and follow up are considered as the most crucial components of the program. However, practically student-teachers in the case of AACTE were not getting adequate support and guidance from their respective school mentors as well as their college tutors. School mentors and college tutors were not providing adequate supports for student-teachers in the meantime of practicum implementation program. This could be due to work overload, lack of motivation by the college, time constraints, lack of mutual understanding among practicum stakeholders and poor coordination of the program.

Building a strong link between School-TEIs is necessary for teacher education program to accomplish the activities of practicum program. However, the present study showed that the partnership lacks close communication among the practicum stakeholders (tutors, mentors, and student-teachers and principals body of the college and the school) and lack of mutual understanding among the practicum stakeholders. This study evidenced that the practicum coordinator office of AACTE did not have effective monitoring system that makes possible to crosscheck the proper implementation and practice of practicum program. These weighting evidences warrant to conclude that college- placement schools partnership was not strong enough in implementing the activities of practicum program.

Furthermore, the present study showed that practicum program in the case of AACTE surrounded by multiple challenges. The factors that hampered the implementations of practicum program in the case of Abbi- Addi College of teacher education were lack of appropriate criteria for evaluation, intermittent supervision of the college, lack of cooperativeness among practicum stake holders, and lack of adequate school facilities.

5.3. Recommendations

In order to alleviate the aforementioned weakness and enhance the implementations of practicum program in the case of Abbi Addi College of Teacher's Education, the researcher has forwarded the following recommendations:

1. In order to meet the purpose of practicum program, student- teachers need to get adequate feedback and support from their mentors as well as tutors. However, report from the student-teachers indicated that their respective mentors and tutors were failed to do. Thus, college tutors and school mentors should adequately support student- teachers in order to prepare them for the world of work having the required qualifications. They need to provide feedback timely pertaining to student-teachers lesson plan preparation, action research project, classroom teaching practice, and needs to guide how to select and apply instructional methods in the class.
2. It was found that the involvement of tutors and mentors in undertaking the activity of practicum program was discouraging. Therefore, the college together with the concerned bodies of Regional Education Bureau ought to create appropriate strategies that initiate vigorous involvement of school mentors and college tutors in the activities of practicum program.
3. To meet the purpose of the practicum program, the linkage between the college and placement schools should be strengthened. For this reason, the concerned bodies of the college should build a strong link with placement school and have to work jointly in planning and implementing the activities of the program.
4. The administrative bodies of the college ought to create a system that pave the way for mutual understanding among the practicum stakeholders (mentors, tutors, student-teachers and college and school administrative bodies). For instance, induction/orientation program should be prepared for practicum participants at the beginning, middle and end of the program in order to create common understanding among practicum stakeholders.
5. The practicum coordinator office should have well structure and managed mentoring systems that make possible to crosscheck the proper implementation of the program and to give an immediate solution for the existing problem.

6. Abbi Addi College of Teachers Education in collaboration with the concerned bodies of placement schools should :
 - A) design appropriate criteria for evaluation;
 - B) assign student-teachers school placement based on their subject area;
7. Finally, the researcher would like to recommend others to conduct further research on this topic to improve the quality of the program.

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Appendices

Appendix-A

አዲስ አበባ ዩኒቨርሲቲ

መርሃ ግብሪ ድህረ ምረቃ

ትካል ትምህርታዊ መፅናዕትን ምርምርን

ዕሉፋዊ መሕትት ንሰልጠንቲ (ሕፁያት መምህራን)

ዕላማ፡-ናይዚ መፅናዕቲ ዕላማ ኣብ ተግባራዊ ልምምድ (practicum) ዘሎ ኩነታት ኣፈፃፀማን ዘጋጥሙ ብድሆታትን/ ዕንቅፋታትን ንምፍታሽ ዝዓለመ እዩ። ስለዚ ናይዚ መፅናዕቲ ጠመተ እቲ መርሀ-ግብሪ በቲ ዝተቐመጠሉ ዕላማ መሰረት ይትግበር ምህላዉ ንምፍታሽን ኣብ ከይዲ ተግባራዊ ልምምድ ንዘጋጥሙ ፀገማት ንቐፃሊ መፍትሕታት ንምቕማጥን ዘተኮረ እዩ።እቲ ዝሃብክምዎ ሓበሬታ ካብ ንትምህርቲ ዕላማ ወፃኢ ንካሊኡ ነገር ዘይወዕል ምዃኑን ብምስጢርነት ከምዝደሓዘልኩምን ክሕብረልኩም ይደሊ ። ስለዚ ዕላማ ናይዚ መፅናዕቲ እዚ ምዃኑ ተረዲእኹም ትኸክለኛ መረዳእታ ንክትህቡ ብትሕትና ይላቦ።

ንእትገብርዎ ምትሕብባር ኣቐዲመ የመስግን።

ልብ በል፣ ስምካ ምፅሓፍ ኣየድልን።

ክፋል ሓደ፡-ሓበሬታ ድህረ ባይታ

1.1. ፆታ፡- ተባ ኣን

1.2. እትስልጥንሉ ክፍሊ ትምህርቲ _____

ክፋል-ክልተ፡-አመለካከታ ሰልጠንቲ መምህራን ብዛዕባ ረብሓ ተግባራዊ ልምምድ ኣብ ምምሕያሽ ብቕዓት ምስትምሃር

እዚ ዕሑፋዊ መሕትት ቀንዲ ዝተዳለወሉ ተግባራዊ ልምምድ ኣብ ዝተዋፈሩ ሳልሳይ ዓመት ሕፁያት መምህራን ክንደይ ዝኣክል ኣብ ሞያዊ ምዕባለኦም (ናይ ስነ-ምምህር ክእለቶም፣ፍልጠት ትሕዝቶ ትምህርቲን ደጋዊ ንጥፊታት ቤ/ትን) ኣስተዋዕኦ ይገብር ከምዘሎ ንምፍታሽ ዝዓለመ እዩ። ስለዚ ተግባራዊ ልምምድ ኣብ ሞያዊ ዕብዮትኩም ዘለዎ ግደ እንታይ ከምዝመስል ዘለኩም ኣረኣእያ ብትኸክል ይውክል እዩ ኣብ እትብልዎ ናይ '√' ምልክት ኣቕምጡ። እቶም ኣብ ቅድሚኡ ሕድሕድ ኣሳብ ኣብ ሳፁን ዘለዉ ቐፅርታት ፣-1= ፈጊመ ኣይስማምዕን 2=ኣይስማምዕን 3=ንምዉሳን ይኸብድ እዩ 4=ይስማምዕሉ 5=ብጣዕሚ ይስማምዕሉ ዝዉክሉ እዮም።

ተ.ቐ	ዝርዝር ኣሳባት	መግረፅታት				
		1	2	3	4	5
	ግደ ተግባራዊ ልምምድ ኣብ ምምሕያሽ ብቕዓት ስነ-ምምሃር ሰልጠንቲ					
2.1	ተግባራዊ ልምምድ ክእለት ኣደላልዎ ዕለታዊ ትልሚ ትምህርቲ ንክተመሓይሽ/ሽ ኣገዝኒ እዩ።					
2.2	ተግባራዊ ልምምድ ክእለት ኣተኣላልያ ተምሃሮ ኣብ ክፍሊ ንክመሓይሽ ኣገዝኒ እዩ።					
2.3	ተግባራዊ ልምምድ ምስ ዕለታዊ ትሕዝቶ ትምህርቲ ዝዛመዱ ከባቢያዊ መምህሪ ኣገዛት ከመይ ከምዝዳለዉ ንክፈልጥ ኣገዝኒ እዩ።					
2.4	ተግባራዊ ልምምድ ዝተፈላለዩ ሜላ ምስትምሃር ኣብ ክፍሊ ብተግባር ንክጥቀም ኣገዝኒ እዩ።					
2.5	ተግባራዊ ልምምድ ንተምሃሮ ከመይ ገርካ ግብረ መልሲ ከምዝወሃብ ንክፈልጥ ኣገዝኒ እዩ።					
2.6	ተግባራዊ ልምምድ ተምሃሮ ኣብ ክይዲ ምምሃር					

	ምስትምሃር ብከመይ ኣገባብ ከምዝባራተዎ ንክፈልጥ ኣገዝኒ እዩ።					
2.7	ተግባራዊ ልምምድ ክእለት ኣደላልዋ ፈተና ንክበቡ ኣገዝኒ እዩ።					
2.8	ተግባራዊ ልምምድ ናይ ተምሃሮ ውዕኢት ከመይ ገይርካ ብምስጢር ከምዝተሓዘ ንክፈልጥ ኣገዝኒ እዩ።					
	ግደ ተግባራዊ ልምምድ ኣብ ምምሕያሽ ኣፍልጦ ትሕዝቶ ትምህርቲ ሰልጠንቲ					
2.9	ተግባራዊ ልምምድ ብዛዕባ እተምህር/ዮ ትሕዝቶ ትምህርቲ ፍልጠተይ ክብ ንክብል ኣገዝኒ እዩ።					
2.10	ተግባራዊ ልምምድ ኣብ ከይዲ ምስትምሃር ብዛዕባ እቲ እተምህር/ዮ ትሕዝቶ ትምህርቲ ዓርሰ- እምነት ንክማዕብል ኣገዝኒ እዩ።					
2.11	ተግባራዊ ልምምድ ብክልስ ኣሳብ ዝተመሃርካ/ክዮ ትሕዝቶ ትምህርቲ ብተግባር ኣብ ክፍሊ ንክተግብር/ ኣገዝኒ እዩ።					
2.12	ኣብ እዋን ተግባራዊ ልምምድ ንቐፃሊ ስረሐይ ዝጠቅም ፅቡቕ ልምዲ ረኺብ እዩ።					
	ግደ ተግባራዊ ልምምድ ኣብ ምፍላጥ ደጋዊ ንጥፈታት ቤት ትምህርቲ					
2.13	ተግባራዊ ልምምድ ሕገን ደንብን ቤት ትምህርቲ ንክትፈልጥ ኣገዝኒ እዩ።					
2.14	ኣብ እዋን ተግባራዊ ልምምድ ግዴታን ኣላፍነትን ሞያ መምህርነት ንክትርዳእ ኣገዝኒ እዩ።					
2.15	ኣብ እዋን ተግባራዊ ልምምድ ምስ ማሕበረሰብ እቲ ቤት ት/ቲ ኣውንታዊ ተዛምዶ ክትፈጥር ከምዘለኒ ንክትርዳእ ኣገዝኒ እዩ።					

2.16	<p>አብ እዋን ተግባራዊ ልምምድ ደጋዊ ንጥፈታት ቤት ትምህርቲ ከመይ ከምዝስረሑ ንክርዳእ ሓጊዙኒ እዩ።</p>					
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ብሓፈሻ ተግባራዊ ልምምድ አብ ምምሕያሽ ብቕዓት ምስትምህርካ/ኪ ዘለዎ ግደ ከመይ ትግምግሞ/ምዮ?

አብ እዋን ተግባራዊ ልምምድ ዝተመሃርካዮም/ክዮም ኣውንታዊ ነገራት ዘርዝሪ/ር ።

ክፍል- ሰለስተ ፡-ብዛዕባ ንሰልጠንቲ (ሕፁያት መምህራን) ዝግበር ደገፍ

እዚ ዕሉፋዊ መሕትት ኣብ ተግባራዊ ልምምድ (practicum) ግዜ ሰልጠንቲ (ሕፁያት መምህራን) ብኣጋርን መምህራን (Tutors) ሓገዘቲ መምህራንን (Mentors) ኣድለይቲ ዝበሃሉ ሓገዛት ክንደይ ዝኣክል ዝረኽቡ ምዃናም ሓበሬታ ንምእካብ ዝዓለመ እዩ። ስለዚ ካብቶም ተዋሂቦምኩም ዘለዉ መማረቂታት ብመንፅር ዝግበረልኩም ደገፍ ብትኽክል ይውክል እዩ ኣብ እትብልዎ መማረቂ ናይ '√' ምልክት ኣቐምጡ። እቶም ኣብ ሳፁን ዘለዉ ቁፅርታት ፡-1= ፈጊመ ኣይስማምዕን 2=ኣይስማምዕን 3=ንምዉሳን ይኸብድ እዩ 4=ይስማምዕሉ 5=ብጣዕሚ ይስማምዕሉ ዝዉክሉ እዮም።

ተ.ቐ	ዝርዝር ሓሳባት	መማረቂታት				
		1	2	3	4	5
	ምስ ናይ ኣጋር(Mentors) መምህር ደገፍ ዝተኣሳሰሩ ሓሳባት					
3.1	ኣብ ክፍሊ ክተምህር ከለኻ/ኸ ኣጋር መምህራይ ተኸታታሊ ክፍሊ ትዕዘበቲ የካይደለይ እዩ።					
3.2	ኣጋር መምህርይ ብዛዕባ ኣደላልዋ ዕለታዊ ትልሚ ሃናፃይ ዝኾነ ግብረ መልሲ ይህበኒ እዩ።					
3.3	ተምሃሮ ኣብ ክፍሊ ብከመይ ኣገባብ ክኣልዮምን ክባራትኦምን ከምዘለኒ ኣጋር መምህራይ ደገፍ ይገብረለይ እዩ።					
3.4	ኣጋር መምህራይ ምልክታ ክፍሊ ዘካይደሉ ንፁር ናይ ግዜ ሰሌዳ ኣለዎ።					
3.5	ምስ ኣጋር መምህራይ ስጡም ዝኾነ ረኽቢ ኣለኒ።					
3.6	ኣጋር መምህራይ ምስ ማሕበረሰብ እቲ ቤት ት/ቲ ተሓባቢረ ንክሰርሕ የተባብዐኒ እዩ።					
3.7	ኣጋር መምህራይ ካብ ምሕጋዝ ንዝወሃብ ማርኪ ዝለዓለ ጠመተ ይህብ።					

3.8	ኢጋር መምህራይ አብ ናይ ቤት ት/ቲ ንጥፊታት ብንጥፊት ንክሳተፍ የበራታትዎን እዩ።						
3.9	ኢጋር መምህርይ ተግባራዊ መፅናዕቲ ከመይ ከምዝስራሕ የርእየኒ እዩ።						
	ምስ ናይ ሓጋዚ(Tutor) መምህር ደገፍ ዝተኣሳሰሩ ሓሳባት						
3.10	ሓጋዚ መምህራይ ክፍሊትዕዝብቲ ምስ ኣካየደለይ ብፅሑፉ መልክዕ ግብረ መልሲ ይህበኒ እዩ።						
3.11	ሓጋዚ መምህራይ ብዛዕባ ኣደላልዋ ዕለታዊ ትልሚ ሃናገይ ዝኸነ ግብረ መልሲ ይህበኒ እዩ።						
3.12	ሓጋዚ መምህይ ምልክታ ክፍሊ ዘካይደሉ ንፁር ናይ ግዜ ሰሌዳ ኣለዎ።						
3.13	ተምሃሮ ኣብ ክፍሊ ከመይ ክኣልዮም ከምዘለኒ ሓጋዚ መምህርረይ ደገፍ ይገብረይ እዩ።						
3.14	ምስ ሓጋዚ መምህራይ ስጡም ዝኸነ ረኽቢ ኣለኒ።						
3.15	ሓጋዚ መምህራይ ካብ ንምሕጋዝ ንዝወሃብ ማርኪ ዝለዓለ ጠመተ ይህብ።						
3.16	ሓጋዚ መምህራይ ተግባራዊ መፅናዕቲ ከመይ ከምዝስራሕ የርእየኒ እዩ።						
3.17	ሓጋዚ መምህራይ ብዛዕባ ኣብ ክፍሊ ዘካይደም ከይዲ ምስትምሃር ፅብረቓ ንኸገብር የበራታትዎን እዩ።						

3.18. ኢጋር መምህርካ/ኪ ብወርሒ ብማእከላይ ክንደይ ዘኣክል ምልክታ ክፍሊ የካይደልካ/ኪ?

ሀ/ብወርሒ ሓደ ግዜ

ለ/ብወርሒ ክልተ ግዜ

ሐ/ብወርሒ ሰለስተ ግዜ መ/ብወርሒ ኣርባዕተ ግዜ ረ/ብወርሒ ልዕሊ ኣርባዕተ ግዜ

ብሓፈሻ ካብ ኢጋር መምህርን ሓጋዚ መምህርን ዝወሃብካ/ኪ ደገፍ ከመይ ትግምግሞ/ምዮ?

ገምጋም ካብ ኢጋር መምህር ዝወሃብ ደገፍ

ገምጋም ካብ ሓጋዚ መምህር ዝወረብ ደገፍ

ክፋል- አርባዕተ ፡- አብ እዋን ተግባራዊ ልምምድ ዘጋጥሙ ዕንቅፋታት /ብድሆታት ዝምልከት

እዚ ዕሑፋዊ መሕትት በዛዕባ አብ እዋን ተግባራዊ ልምምድ ዘጋጥሙ ዕንቅፋታት ሓበሬታ ንምእካብ ዝግለመ እዩ። ስለዚ ካብቶም ተዋሂቦምኹም ዘለዉ መማረፅታት መብዛሕቲኡ ግዜ ዘጋጥሙ ፀገማት /more serious/ እዮም ኢልኩም አብ ዝእመንክምሎም አብቲ ተዋሂብኩም ዘሎ ክፍቲ ቦታ ናይ '√' መልክት አቕምጡ።

- _____ ሕፁያት መምህራን ግብረ መልሲ ናይ ምቕባል ድልዎቶም ትሑት ምዃን
- _____ ፃዕቂ ስራሕ አጋር መምህራን
- _____ ሕፅረት አዝዩ ዝተጠናኸረ መመዘኒ ቕጥዒ
- _____ ንሓደ አጋር መምህር ብዙሓት ሰልጠንቲ ምምዳብ
- _____ ብኮሌጅ ተኸታታሊ ዝኾነ ክትትል ዘይምህላው
- _____ ሕፅረት ናዉቲ ምስትምሃር
- _____ አብ ሞንጎ ኮሌጅን ንተግባራዊ ልምምድ ዝተሓረዘ አብያተ ትምህርትን ስጡም ዝምድና ዘይመህላው
- _____ አብ ሞንጎ ክልስ ሓሳብን ተግባርን ክፍትት ምህላው
- _____ ሕፁያት መምህራን አብ ዘምህርዎ ትምህርቲ ምፍራሕ/ዓርሰ- እምንት ዘይምህላው

ካልኣት ዘይተጠቐሱ ፀገማት እንተሃልዩም ዘርዝር/ሪ።

ተግባራዊ ልምምድ (Practicum)-ብዝበለፀ ንክትግበርን ዕላማ ክዕወትን እንታይ ክግበር አለዎ

Appendix-B

አዲስ አበባ ዩኒቨርሲቲ

መርሃ ግብሪ ድህረ ምረቃ

ትካል ትምህርታዊ መፅናዕትን ምርምርን

ዕሑፋዊ መሕትት ንኣጋር መምህራን (Mentors)

ዕላማ፡-ናይዚ መፅናዕቲ ዕላማ ኣብ ተግባራዊ ልምምድ (practicum) ዘሎ ኩነታት ኣፈፃፀማን ዘጋጥሙ በድሆታትን/ ዕንቅፋታትን ንምፍታሽ ዝዓለመ እዩ። ስለዚ ናይዚ መፅናዕቲ ጠመተ እቲ መርሀ-ግብሪ በቲ ዝተቐመጠሉ ዕላማ መሰረት ይትግበር ምህላዉ ንምፍታሽን ኣብ ከይዲ ተግባራዊ ልምምድ ንዘጋጥሙ ፀገማት ንቐፃሊ መፍትሕታት ንምቕማጥን ዘተኮረ እዩ።እቲ ዝሃብክምዎ ሓበሬታ ካብ ንትምህርቲ ዕላማ ወፃኢ ንካሊኡ ነገር ዘይወፅዕ ምዃኑን ብምስጢርነት ከምዝደሓዘልኩምን ክሕብረልኩም ይደሊ ። ስለዚ ዕላማ ናይዚ መፅናዕቲ እዚ ምዃኑ ተረዲእኹም ትኸክለኛ መረዳእታ ንክትህቡ ብትሕትና ይላቡ።

ንእትገብርዎ ምትሕብባር ኣቐዲመ የመስግን።

ልብ በል፣ ስምካ ምፅሓፍ ኣየድልን።

ክፋል ሓደ፡- ሓበሬታ ድህረ ባይታ

- 1.1. ፆታ፡- ተባ ኣን
- 1.2. ኣብ ምስትምሃር ዘለካ/ኪ ስራሕ ልምዲ፡-1-5 ዓመት 6-10 ዓመት
11-15 ዓመት ልዕሊ 15
- 1.3. ዝተመረቐካሉ/ክሉ ክፍሊ ትምህርቲ _____
- 1.4. ደረጃ ትምህርቲ ፡- ሰርቲፊኬት ዲፕሎማ ዲግሪ
- 1.5. ኣብ ኣጋር መምህርነት/mentor/ ዘለካ/ኪ ስራሕ ልምዲ _____

ክፋል -ክልተ-አጋር መምህራን /Mentors/ ኣብ ተግባራዊ ልምምድ ዘለዎም ኣረኣእያን ዝንባለን

እዚ ፅሑፍቲ መሕትት ብዛዕባ ኣጋር መምህራን ኣብ ተግባራዊ ልምምድ ዘለዎም ኣረኣእያን ዝንባለን ሓበሬታ ንምእካብ ዝግለመ እዩ። ስለዚ ካብቶም ተዋሂቦምኩም ዘለዉ መማረቓታት ንዓኹም ብትኽክል ይውክል እዩ ኣብ እትብልዎ መማረቓ ናይ ህግ ምልክት ኣቐምጡ። እቶም ኣብ ቅድሚ ሕድሕድ ሓሳብ ኣብ ሳፁን ዘለዉ ቐፅርታት ፤-1= ፈጊመ ኣይስማምዕን 2=ኣይስማምዕን 3=ንምወሳን ይኸብድ እዩ 4=ይስማምዕሉ 5=ብጣዕሚ ይስማምዕሉ ዝወክሉ እዮም ።

ተ. ቐ	ዝርዝር ሓሳባት	መማረቓታት				
		1	2	3	4	5
2.1	ብዛዕባ ዕላማ ተግባራዊ ልምምድ (practicum)እኹል ዝኾነ ኣፍልጦን ሓበሬታን ኣለኒ።					
2.2	ሕፁያት መምህራን ኣብ ቤት ትምህርቲ እንታይን ብከመይን ከም ዝሕግዞም እኹል ዝኾነ ሓበሬታ ኣለኒ።					
2.3	ብዛዕባ ፖሊሲን (ክይዲ) ንጥፈታትን ተግባራዊ ልምምድ (practicum) እኹል ዝኾነ ኣረዳድኣ ኣለኒ።					
2.4	ኣብ ተግባራዊ ልምምድ ዘለዉ ተምሃሮ ምሕጋዝ ከም ሓደ ሞያዊ ሓላፍነታይን ስረሐይን ገይረ ይርእዮ እዩ።					
2.5	ተግባራዊ ልምምድ (practicum) ኣብ ሞያዊ ዕብዩት ሰልጠንቲ (ሕፁያት መምህራን) ዝለግለ ኣሰተዋፅኦ/ግደ ኣለዎ።					
2.6	ተግባራዊ ልምምድ ክልስ - ሓሳብን ተግባርን ኣብ ምትእስሳር ዝለግለ ግደ ኣለዎ።					

2.7	ተግባራዊ ልምምድ ሕፁያት መምህራን ምስ ናይ ቤት ትምህርቲ ንጥፊታት ንክፋለጡ ይሕግዞም እዩ					
2.8	ተግባራዊ ልምምድ ናይ ሰልጠንቲ መምህራን ብቐዓት ምስትምሃር ኣብ ምምሕያሽ ዝለዓለ ግደ ኣለዎ።					
2.9	ተግባራዊ ልምምድ ግዜ ካብ ምምኻን ወፃኢ ካልእ ጥቕሚ (ረብሓ) የብሉን።					
2.10	ሕፁያት መምህራን ንምሕጋዝ ከም ኣጋር መምህር ኮይነ ብምምዳብይ ሕጉስ እዩ።					
2.11	ኣብ ተግባራዊ ልምምድ ንዘለዉ ሕፁያት መምህራን ኣብ ክፍሊ ዘምህርዎ ንጥፊት ፅብረቻ ንክገብሩ የባራታትዮም እዩ ።					
2.12	ናይ ሕፁያት መምህራን ምዕባለ ብተኸታታሊ ይፍትሽ እዩ ።					
2.13	ኣጋር መምህራን ድሕሪ ምልክታ ክፍሊ ንሕፁያት መምህራን ሃናፃይ ዝኾነ ግብረ መልሲ ይህቡ እዮም።					
2.14	ሓደሽቲ ንዝምደቡ ሰልጠንቲ መምህራን ከም ኣጋር መምህር ኮይነ ንምሕጋዝ ድልው እዩ።					

ኣብ ተግባራዊ ልምምድ ዘለካ/ኪ ኣረኣእያ እንታይ ከም ዝመስል ኣብነት ብምድጋፍ ግለፅ/ፂ ።

ክፋል-ሰለስተ ፡- ኣብ ሞንጎ ዓብዩ ዓዲ ኮለጅን ንተግባራዊ ልምምድ ዝተሓረዩ ኣብያተ ትምህርትን ዘሎ ዝምድና ዝምልከት

እዚ ፅሑፋዊ መሕትት ኣብ ሞንጎ ዓብዩ ዓዲ ኮለጅን ንተግባራዊ ልምምድ ዝተሓረዩ ኣብያተ ትምህርትን ዘሎ ምትእስሳር ሓበሬታ ንምእካብ ዝዓለመ እዩ።

ስለዚህ ካብቶም ተዋሂቦምኹም ዘለዉ መማሪታት ንግኹም ብትኸክል እቲ ዘለዎም ርክብ ይውክል እዩ ኣብ እትብልዎ መማሪታ ናይ 'ህ' ምልክት ኣቐምጡ። እቶም ኣብ ቅድሚኡ ሕድሕድ ኣሳብ ኣብ ሳፁን ዘለዉ ቐገርታት ፤-1= ፈጻሚ ኣይስማምዕን 2=ኣይስማምዕን 3=ንምዉሳን ይኸብድ እዩ 4=ይስማምዕሉ 5=ብጣዕሚ ይስማምዕሉ ዝወክሉ እዮም።

ተ.ቐ	ዝርዝር ኣሳባታት	መማሪታት				
		1	2	3	4	5
3.1	ኣብ ሞንጎ ኮሌጅን ንተግባራዊ ልምምድ (practicum) ዝተሓረፉ ኣብያተ ትምህርትን ብዛዕባ ንጥፈታት ተግባራዊ ልምምድ ኣቢርካ ትልሚ ናይ ምውፃእ ልምዲ ኣሎ።					
3.2	መተሓባበርቲ እቲ መርሃ-ግብሪ ምስ ኣብ ተግባራዊ ልምምድ (practicum) ዝሳተፉ ኣጋር መምህራን ስጡም ዝኾነ ዝምድና ኣለዎም።					
3.3	ናይ ኮሌጅ ኣገዝቲ መምህራንን(Tutors) ኣብ ኣብያተ ትምህርት ዘለዉ ኣጋር መምህራንን(Mentors) ብዛዕባ ተግባራዊ ልምምድ ኣበራዊ ኣረዳድኣ ኣለዎም።					
3.4	ኣብ ሞንጎ ኮሌጅን ንተግባራዊ ልምምድ ዝተሓረፉ ኣብያተ ትምህርትን ስሩዕን ንፁርን ብዝኾነ ኣገባብ ዝተኣሰረ ውዕል ብዛዕባ ተግባራዊ ልምምድ ኣለዎም።					
3.5	ብዛዕባ ተግባራዊ ልምምድ ናይ ስልጠና/ወርክሾፕ ዕድል ረኺብካ/ኪ ትፈልጥ/ጡ።					
3.6	ኣብ ሞንጎ ኮሌጅን ንተግባራዊ ልምምድ (practicum) ዝተሓረፉ ኣብያተ ትምህርትን ዘሎ ዝምድና ኣብ ኣፈፃፀማ ንጥፈታት ተግባራዊ ልምምድ ልዑል እዩ።					
3.7	ኣካላት ኮሌጅን ኣለፍቲ ዝተሓረፉ ኣብያተ ትምህርትን ብዛዕባ ከይዲ ተግባራዊ ልምምድ ዝመያየጥሉ ንፁር ናይ ግዜ ሰሌዳ ኣለዎም።					
3.8	ኣገዝቲ መምህራንን(Tutors) ኣጋር መምህራንን(Mentors)					

	አብ እዋን ተግባራዊ ልምምድ ተሓባቢሮም ይሰርሑ እዮም ።					
3.9	አብ ሞንጎ ኮሌጅን አብያተ ትምህርትን ዘሎ ምትእስሳር ዕላማታት ተግባራዊ ልምምድ ብመንፅር ዝተቐመጠሉ መሰረት አብ ምትግባር ዕዉት እዩ።					
3.10	መተሓባበርቲ ቤት ፅሕፈት ተግባራዊ ልምምድ ብዛዕባ አተገባብራ እቲ መርሃ-ግብሪ ዝቐጻፀርሉ ውሕሉል ዝኾነ ሜላ አለዎ ።					

አብ ሞንጎ ኮሌጅን ንተግባራዊ ልምምድ ዝተሓረዘ አብያተ ትምህርትን ዘሎ ዝምድና እቶም ዝተቐመጡ ዕላማታት ተግባራዊ ልምምድ (Practicum) ብሓባር ኮይንኻ አብ ምስራሕ ዘለዎ ልምዲ ከመይ ትግምግሞ/ዮ?

ክፋል- አርባዕተ ፡- ኣብ እዋን ተግባራዊ ልምምድ ዘጋጥሙ ዕንቅፋታት/ ብድሆታት ዝምልከት

እዚ ዕሑፋዊ መሕትት በዛዕባ ኣብ እዋን ተግባራዊ ልምምድ ዘጋጥሙ ዕንቅፋታት ሓበሬታ ንምእካብ ዝግለመ እዩ። ስለዚ ካብቶም ተዋሂቦምኹም ዘለዉ መማረዕታት መብዛሕቲኡ ግዜ ዘጋጥሙ ፀገማት /more serious/ እዮም ኢልኩም ኣብ ዝኣመንክምሎም ኣብቲ ተዋሂብኩም ዘሎ ክፍቲ ቦታ ናይ ‘√’ መልክት ኣቐምጡ።

_____ ሕፁያት መምህራን ግብረ መልሲ ናይ ምቕባል ድልዎቶም ትሑት ምኃን

_____ ፃዕቂ ስራሕ ኣጋር መምህራን

_____ ሕፅረት ኣዝዩ ዝተጠናኸረ መመዘኒ ችግሩ

_____ ንሓደ ኣጋር መምህር ብዙሓት ሰልጠንቲ ምምዳብ

_____ ብኮሌጅ ተኸታታሊ ዝኾነ ክትትል ዘይምህላው

_____ ሕፅረት ናዉቲ ምስትምሃር

_____ ኣብ ሞንጎ ኮለጅን ንተግባራዊ ልምምድ ዝተሓረዩ ኣብያተ ትምህርትን ስጡም ዝምድና ዘይመህላው

_____ ኣብ ሞንጎ ክልስ ሓሳብን ተግባርን ክፍትት ምህላው

_____ ሕፁያት መምህራን ኣብ ዘምህርዎ ትምህርቲ ምፍራሕ/ዓርሱ- እምንት ዘይምህላው ካልኣት ዘይተጠቐሱ ፀገማት እንተሃልዮም ዘርዝር/ሪ።

ተግባራዊ ልምምድ (Practicum)-ብዝበለፀ ንኸትግበርን ዕላማ ክዕወትን እንታይ ክግበር ኣለዎ

Appendix-C

Addis Ababa University

School of Graduate Studies

Institutes of Educational Research

Questionnaires to be filled by college tutors

Purpose: This study is aimed at assessing the practices and challenges of practicum implementation in Abbi Addi College of Teachers Education and placement schools. Its target is purely to identify the actual implementation and challenges of practicum program implication for better and effective practice of the program for future. Therefore, considering this purpose, you are kindly requested to answer all the items honestly and carefully after you read it thoroughly. **The information that you give will kept strictly confidentially.**

Thanks in advance for your cooperation

Note that

- The term student teacher, pre-service teacher and candidate teacher are exchangeable used.
- Writing your name in any part of the questionnaire is not required.

Part I: Background information

1.1. Sex: Male female

2.2 Year of teaching experience: 1-5 years 6-10 years
11-15 ears above 15

2.3. *Departments:* _____

2.4. *Academic rank:* Diploma Degree Master PhD.

2.5. *Years of experience engaged as a tutor:* _____

Part: II. Perception and Attitude of tutors towards the Relevance /Benefits Practicum Program

This questionnaire is intended to gather data in relation to the perception and attitude of college tutors towards the relevance of practicum Program. Please, put "✓" on the option that you think it would represent best for you from the given alternatives. The numbers in the box represents:

Strongly disagree=1, Disagree=2, undecided=3, Agree=4, strongly Agree=5

No	Items	Rating scale				
		1	2	3	4	5
2.1	I am well informed and aware about the purpose of practicum program					
2.2	I have adequate information on what and how to guide practicum students in the school					
2.3	I have clear understanding about the policy and activities of practicum program					
2.4	Helping Student-teachers during practicum program is one part of my work and responsibility my of profession					
2.5	Practicum program has a significant contribution on improving student-teachers teaching profession					
2.6	Practicum plays significant role in connecting theory and practice					
2.7	Practicum program helps practicum students to familiarize with school activities					
2.8	Practicum program have an integral role in enhancing Student-teachers classroom teaching competencies.					
2.9	Practicum program is simply time wastage (valueless)					
2.10	I am happy to involve in tutoring student –teachers					

	during practicum program					
2.11	I responsibly organized student-teachers in the school					
2.12	College tutors encouraged student-teacher makes reflection on their classroom practice					
2.13	The tutor has adequate time to continuously assess student-teachers classroom teaching practice					
2.14	School tutors provided constructive feedback for classroom observation timely					
2.15	I have readiness to involve in tutoring practicum students for the next season					

What is your perception towards the relevance of practicum program? Please, explain you perception through supporting concrete examples.

Part: III. The Status of Collaboration between Abbi Addi College of Teacher’s Education and Practicum Placement Schools

This questionnaire is intended to gather data in relation to the status of collaboration between the college and practicum placement school in performing the activities of practicum program. Please, put “**v**” on the option that you think it would represent best for you about the status of the linkage from the given alternatives. The numbers in the box represents:

Strongly disagree=1, Disagree=2, undecided=3, Agree=4, strongly Agree=5

R.No	Statements	Rating scales				
		1	2	3	4	5
3.1	The college and placement school have the habit of planning the activities of practicum program jointly.					
3.2	The college practicum coordinators have close communication with tutors					
3.3	The college educators (tutors) and school teacher (mentors) have common understanding about the activities of practicum program					
3.4	The college and placement school have a well structure and clear cut of linkage system pertaining to practicum placement program					
3.5	You have got an opportunity of training/workshop regarding to practicum program					
3.6	The college and placement school partnership is well structure in implementing the activities of practicum program.					
3.7	The college and placement school principals’ have a pre-determined schedule for discussion concerning the ongoing progress of the practicum program.					

3.8	The college tutors and school mentors have collaboratively working in the meantime of practicum implementation program					
3.9	The college and placement schools linkage is effective in accomplishing the purpose of practicum program					
3.10	The practicum coordinator office has effective monitoring system about the actual implementation of program in placement schools.					

How do evaluate the collaborative effort of college and partner schools in accomplishing the activities of practicum program?

Part IV: Challenges of Practicum Implementation Program

This questionnaire is intended to assess the challenges encountered in the meantime of practicum implementation program. Thus, you are requested to put "✓" on the space provided for those challenges that you think faced more seriously during the implementation of the program.

- ____ Student teachers' less interested to accept feed back
- ____ Work over load of mentors
- ____ Lack of appropriate criteria for evaluation
- ____ Large number of student teacher assigned to one mentor
- ____ Intermittent supervision of the college
- ____ Lack of adequate school facilities
- ____ Lack of cooperativeness between college and placement schools
- ____ Gap between theory and practice
- ____ student teachers' frustration in teaching the course

Please mention if any other challenges:

What should be done for better and effective implementation of the program?

Appendix-D

Addis Ababa University

School of Graduate Studies

Department of Education Research and Development

Interviews guides for practicum coordinators, Vice-dean and School Directors

1. How do you evaluate the actual implementation of practicum program? Please, justify you idea supporting with concrete examples.
2. How do you monitor and assess the implementation of practicum program?
3. How do you check whether students teacher develop the required skills from the school based practicum program or not?
4. How do you see the commitments and curiosity of school mentors and college tutors in providing the necessary support for candidate teachers?
5. How do evaluate the effectiveness of college–practicum placement school partnership in performing the activity of the practicum program?
6. How do you evaluate the linkages in creating conducive environment for student teacher actual classroom teaching practice in the placement school?
7. What are the challenges that encounters during the implementation of practicum program?
8. What should be done for better implantation of practicum program for the future?

Appendix-D

Addis Ababa University

School of Graduate Studies

Department of Education Research and Development

Interviews guides for college tutors and school mentors

1. How do evaluate the student- teachers' classroom teaching competencies? Please support your idea with concrete examples
2. How do fell about the importance of practicum program in enhancing student-teachers' class room teaching competencies? Give examples,
3. How do you validate the effectiveness of college–practicum placement school partnership in performing the activity/purposes of the practicum program?
4. How do you evaluate the linkages in creating conducive environment for student teacher actual classroom teaching practice in the placement school?
5. What are the main challenges encounters during the implementation of practicum program?
6. What should be done for better implantation of practicum program for the future?

Appendix-F

Pilot study results of the items prepared for student-teachers, mentors and tutors

A) The overall item loads and cronbach's Alpha results for student-teachers

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.970	.961	34

Each items load for student-teachers

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item2.1	109.8571	809.143	-.126	.971
item2.2	111.4286	800.952	.195	.971
item2.3	111.7143	779.238	.838	.969
item2.4	111.4286	821.619	.546	.972
item2.5	110.5714	800.286	.287	.970
item2.6	111.4286	797.952	.304	.970
item2.7	109.8571	809.143	-.126	.971
item2.8	111.8571	785.476	.989	.969
item2.9	111.4286	796.619	.353	.970
item2.10	112.4286	796.952	.341	.970
item2.11	112.2857	795.238	.366	.970
item2.12	111.0000	788.000	.669	.970
item2.13	112.5714	804.286	.100	.971
item2.14	111.0000	811.667	-.192	.971
item2.15	110.8571	785.476	.989	.969
item2.16	110.0000	788.000	.669	.970
item3.1	110.4286	703.952	.988	.967
item3.2	110.5714	706.286	.977	.967
item3.3	110.7143	708.905	.970	.967
item3.4	111.0000	718.667	.930	.967
item3.5	110.5714	706.286	.977	.967
item3.6	111.1429	721.810	.945	.967
item3.7	113.7143	779.238	.838	.969
item3.8	111.0000	718.667	.930	.967
item3.9	112.8571	762.143	.878	.968
item3.10	111.1429	721.810	.945	.967

item3.11	111.1429	717.810	.993	.967
item3.12	110.5714	707.286	.966	.967
item3.13	112.0000	738.000	.984	.967
item3.14	110.7143	709.571	.963	.967
item3.15	113.5714	779.286	.696	.969
item3.16	111.4286	726.619	.964	.967
item3.17	112.2857	746.905	.942	.968
item3.18	111.0000	714.333	.981	.967

B) The overall item loads and Cronbach's Alpha results for school mentors

Reliability Statistics

Cronbach's Alpha	N of Items
.790	26

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item2.1	98.1667	38.567	.460	.780
item2.2	97.8333	38.167	.384	.781
item2.3	100.8333	44.167	.467	.816
item2.4	97.8333	36.967	.334	.783
item2.5	97.8333	39.767	.145	.791
item2.6	97.8333	34.567	.963	.753
item2.7	97.8333	38.967	.263	.786
item2.8	100.0000	40.400	.061	.794
item2.9	97.6667	36.267	.729	.766
item2.10	98.3333	42.267	-.195	.808
item2.11	98.1667	33.767	.770	.755
item2.12	98.1667	30.167	.920	.734
item2.13	97.8333	33.367	.724	.755
item2.14	97.8333	33.367	.724	.755
item2.15	97.6667	36.267	.729	.766
item2.16	98.1667	34.967	.622	.765
item3.1	98.6667	42.267	-.218	.805
item3.2	100.8333	40.567	.029	.796
item3.3	98.1667	38.567	.460	.780
item3.4	97.8333	43.767	-.414	.814
item3.5	97.8333	44.567	.520	.818
item3.6	97.8333	40.167	.086	.794
item3.7	97.6667	37.867	.462	.778
item3.8	97.8333	38.167	.384	.781

item3.9	98.8333	38.567	.323	.783
item3.10	100.8333	38.967	.263	.786

C) The overall item loads and Cronbach's Alpha results for college tutors

Reliability Statistics

Cronbach's Alpha	N of Items
.759	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item2.1	96.6000	35.300	.674	.721
item2.2	96.6000	38.800	.664	.737
item2.3	96.4000	36.800	.470	.737
item2.4	97.0000	34.000	.820	.709
item2.5	97.4000	40.300	.302	.751
item2.6	97.2000	32.700	.899	.699
item2.7	96.6000	38.800	.664	.737
item2.8	96.0000	41.500	.174	.757
item2.9	96.0000	39.000	.627	.738
item2.10	97.0000	30.500	.909	.688
item2.11	97.4000	42.800	-.056	.768
item2.12	97.2000	32.700	.899	.699
item2.13	96.6000	40.300	.387	.748
item2.14	96.4000	41.800	.085	.761
item2.15	96.0000	41.500	.174	.757
item3.1	96.8000	48.700	.659	.806
item3.2	96.8000	33.700	.527	.731
item3.3	99.4000	51.300	.734	.824
item3.4	96.0000	41.500	.174	.757
item3.5	96.2000	37.700	.699	.731
item3.6	96.0000	39.000	.627	.738
item3.7	96.2000	43.200	.111	.771
item3.8	96.0000	39.000	.627	.738
item3.9	99.4000	45.800	.459	.786
item3.10	96.0000	47.000	.734	.790

Declaration

I hereby declare that this is my original work and that all sources of information used for the thesis have been dully acknowledged.

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Wanna Leka (PhD)

Advisor

Signature: _____

Date: _____