

**ATTITUDE TOWARD TEACHING PRACTICUM
AMONG EDUCATION FACULTY STUDENTS AND
TEACHERS OF DILLA UNIVERSITY**

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Acronyms

TESO - Teacher Education System overhaul

TEI - Teacher Education Institute

MOE- Ministry of Education

DU - Dilla University

**USAID/ BEP- United States of America International Development /
Basic Education Program**

ABSTRACT

The purpose of the present study was to investigate the attitude of students and teachers toward teaching practicum and to identify the out comes and problems encountered during the implementation process of the program.

To this effect, Dilla University students and teachers were selected as a source of data.165 students and 40 teachers were selected from eight departments of Education faculty by using stratified sampling method. Questionnaires were used as data collection methods in both groups of informants. ANOVA, Simple correlation, chi-square, multiple regression and descriptive statistics were used for analyzing data.

The result of the study indicated that both teachers and students have insignificant positive attitude toward teaching practicum. Students and teachers also showed similar attitude for those factors which have relation with course related factors. Teachers showed insignificant negative attitude toward Logistics and Organization related factors where as, students showed insignificant negative attitude toward student and teacher related factors.

Based on the findings, conclusions were drawn and recommendations were made.

CHAPTER ONE

Introduction

The goal of education as a whole is to assist the individual to achieve self-actualization. As Maslow (1971) put it the goal of education is to help the person to become the best that he is able to become. Such an objective can never be attained through teaching by giving knowledge. Besides, knowledge giving doesn't meet the facilitation of learning and change. Hence, Science education is in the process of shifting from the mastery of a large body of factual information to emphasis on the development of reasoning skills and the solving of practical problems.

The teacher education system in Ethiopia has been criticized as being highly theoretical and unrealistic to the realities of the classroom (MOE,2002:9).Teacher educators have been described as out of touch with class room realities .In its objectives ,contents and associated pedagogical practices ,the teacher education curricula in Ethiopia lack coherence and coordination with the curricula of schools that it is supposed to serve (MOE ,1994:4).It has been noted that the system has failed to produce teachers that are competent to fulfill their professional obligations and to cope with the unfolding challenges of the teaching profession (MOE, 2003). In addition to these, a study conducted by the TESO task force has identified the mismatch between teacher education and school education and lack of a meaningful linkage between TEI and schools as some of the major problems of the previous teacher education program in Ethiopia (MOE, 2003:10-11).

By considering these, the Transitional Government of Ethiopia (TGE, 1994) has designed an education and training policy that is aimed at producing teachers who are academically well qualified, professionally skilled, attitudinally and ethically committed to their profession in order to produce teachers who can confidentially promote active learning and the development of problem solving skills. This Educational policy is intended to follow tripartite pattern that involves acquisition of subject matter knowledge,

methodology of teaching and learning and the acquisition of practical experience of class room teaching through a supervised apprenticeship to professional teachers in schools (MOE, 2003).

Among the changes that took place after the implementation of the new education and training Policy, the introduction of teaching practicum is one of them. Teaching Practicum is the experience of teaching in a real school/class room environment and the reflection and discussion based on the attained experience (Dilla University, 2005). Practicum gives the practical down-to-earth advice that is needed to deal with day-to-day problems (Brown and Nacino-Brown, 1990). Stressing the importance of practicum, (Freeman 1990) argues that it is during the practicum that trainees are encouraged to develop, practice and refine their competence as teachers. Various authors have provided a rationale for the practicum experience. For example, Sund and Trowbridge cited in Brown and Nacino-Brown (1990) stated that:

*The practice teaching experience is assigned to
Smooth the transition from the role of student to that of teacher.
At the same time, the practice teaching assignment will give
the training institution an Opportunity to evaluate the students
teaching Capability (p.3).*

Placing the practicum at the center of the program enables students to develop the values, attributes, ethics and abilities essential to the teaching profession (Distance module, 2004:6). Brown and Nacino- Brown (1990) discussed different reasons for importance of teaching practice, such as I) to gain confidence, ii) to put theories into practice, iii) to learn the skills and attitudes of a competent and effective teacher, iv) to learn about children in a real life, v) to improve knowledge of subject matter, vi) to gain benefit from constructive criticism, Vi) to self evaluate and to discover strengths and weakness, and , viii) for the teacher training institute, to evaluate it self.

As it has been seen from the above paragraphs, practicum has vital role for achievement of educational goals and objectives in the country. Therefore, practicum has been given more weight in bachelor of education degree program, which consists of 25 credit hours under five practicum courses previously, and 13 credit hours and three courses recently. Each practicum has its own requirements, credit hours and duration of school practice

completion, objective and assessment methods.

Even though many scholars, literatures and scientific evidences have supported the addition of practicum into the Ethiopia Education and training policy, researches on the field showed that there are problems in the implementation of the policies into practice. These researches showed that there are problems in the implementation of the policy into practice. Among the studies conducted in this field the following are some of them;

Woube (2006) Conducted research on the efficiency of the newly developed teacher education curriculum and its Implementation: The case of four faculties of education (BahirDar, Jimma, Alemaya Universities and college of Education, AAU). The finding indicated that, although the program has some positive elements, the weight given for practicum is too much and for academic subjects (content) is little which has a repercussion in producing qualified teachers. Furthermore, the program is negatively affected by factors such as large number of students, the availability of schools as well as the absence or in adequacy of logistics for practicum, redundancy of practicum courses, and lack of systematic assessment mechanisms for the performance of the trainees in practicum.

Kedir (2006) Conducted research on the contradictions, challenges, and chaos in Ethiopia teacher education. The finding of the research particularly toward practicum indicated that significant number of teacher educators have not had sufficient acquaintance with the content and form of the practicum. Moreover, the result indicated that practicum is 'infamous' in Universities for 'eating up' resources and testing the managerial 'confidence' of University leadership.

The study which has been conducted presently have so many things in common with the previous studies except it gives much focus on the attitude of teachers and students toward practicum, and the place where the study has been conducted.

Attitude is the term that is commonly used in every day languages in academic and non-academic settings on different issues. Attitudes are central to the education process both

as ends and as means, and under pin most areas of educational concern (Fox, 1993:100; Anderson, 1994: 380).

Despite the number of definitions and the ways they are expressed, attitudes have three interrelated components: cognitive, affective and behavioral components (Breckler, as Cited in Morgan, 1986: 606; Edwards, 1999:671; Dandapani, 2001:476). The cognitive component contains knowledge, beliefs, information and inferences made about the attitude object (Davis & Ostrom, 1984:98). The affective component consists of the positive or negative feelings or emotions about the object of one's attitude. Attitude always arouses one's feeling and emotions. Finally, the behavior Component encompasses intentions to act and actions one initiates with regard to the attitude object. Both knowledge and feeling urge an individual to act Dandapani (2001: 476), the individual may attempt to aid or protect the object if his /her attitude is positive, conversely he/she may move to destroy or injure it if his /her attitude is negative.

Hence, the central aim of this study is to investigate students' and teachers' attitude toward practicum in Dilla University on the basis of the objective designed.

1.2. Statement of the problem

Ethiopia after the downfall of Derg regime has started to implement New Education and Training Policy. Among the changes in the new education policy, the introduction of Practicum is one of them (MOE, 2003). Even though there was teaching practice in the previous education and training policy, it only had 2 credit hours and took only one month unlike practicum.

Therefore, it is obvious for the stakeholders to have a different attitude about the new changes. An individual response could be influenced either positively or negatively by his/her attitude, attitudes are descriptions of how people feel and behave (Mehrens and Lehman, 1984:238). Educational psychologists intended an attitude to be the most important issue in the teaching-learning process, student–teacher relation and policy studies.

In order to investigate the attainment of goals and objectives of practicum, it is important

to conduct research on the issue. Previously, Woube (2006) and Kedir (2006) had conducted research on the topics related to practicum and came with the conclusion which says, practicum have problems toward its implementation. The study, which has been conducted now, has also the objective of investigating the attitude of teachers and students of Dilla University toward teaching practicum on the basis of the following research questions.

Basic Research Question

- A) What attitude do teachers and students have toward teaching practicum?
- B) Are there any significance difference and similarity between the attitudes of teachers and students toward teaching practicum?
- C) What are the factors that affect the implementation of practicum in Dilla University?
- D) What measures should be required to change the attitude of teachers and students?

1.3. Objectives of the study

1.3.1. General Objective

The general objective of this research is to investigate the attitude of teachers and students toward teaching practicum in Dilla University.

1.3.2. Specific Objectives

Based on the general objective of the study, the following are the specific objectives of this research.

- A) Investigation of teacher's and student's attitude toward teaching practicum.
- B) Investigation of whether or not there is significant difference and similarity in attitude between teachers and students.
- C) Description of those factors that affect the implementation of practicum.
- D) Recommendation of possible intervention strategies for the observed problems in the implementation process of teaching practicum.

1.4. Significance of the study

This study is intended to provide feasible evidence on the attitude of teachers and students toward teaching Practicum. As it is already known, practicum is a recent phenomenon in Ethiopia education Curriculum (MOE, 2003).

There fore this study may:

- Provide the concerned bodies especially in the education sector with essential and empirical information concerning the attitude of students and teachers toward practicum, so they can take measures to enhance its efficiency and practical educational problems, if any.
- Be valuable to serve as base for those who are to make further research on the topic in the future.

1.5. Limitations of the study

This study is limited to Specific sample subjects in Dilla University. Non-graduate students and administration Staff of the University was not included in the study due to lack of adequate time and financial constraints. The generalization of the result will be restricted to the students' and teachers' of Dilla University Faculty of Education only.

1.6. Delimitation of the Study

This study is concerned with identifying students and teachers attitude toward practicum. In identifying the attitude, the study was limited to assessing whether the teachers' and the students' attitude is in the positive or in the negative direction, in addition to showing where is the problem? And what measures should be taken to over come the problem? The subjects of the study were students of 2006-07 prospective graduates and teachers who thought in education faculty of Dilla University in the same academic year.

Furthermore, the attitude survey was confined in relation to the various activities of teaching learning process. That is, the cumulative attitude of the teachers' and the students' as a result of the repeated exposure to various experiences of teaching practicum.

1.7 - Operational Definition of Terms

Attitude: – Learned predispositions to respond in consistently a favorable or unfavorable manner to a particular thing or object.

Partner School: - Local high schools near by higher institutions where the practicum program is implemented.

Partner School teachers (mentor):– teachers who teach in high schools.

Partner School Students: – Students who learn in high schools.

Practicum: - is the experience of teaching in a real school /class room environment and the reflection and discussion based on the attained experience.

Student-Teachers- Students who learn in higher institutions to become a teacher.

Teacher-Educator: - Teachers who supervised and teach student-teachers in higher institutions.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURES

Introduction

This section focuses on the different views and theories that have relation with the topic under investigation. These include; the purpose and value of practicum in higher institutions, its general overview in Ethiopia higher institutions and the duties and responsibilities of various stakeholders. Furthermore, this section tries to see the various concepts that have relation with the attitude of students and teachers toward teaching practicum.

2.1 The Purpose and Value of Practicum in Higher Education

Higher education institutions are under increasing pressure to better prepare their graduates for the world of work; and within professional courses, the practicum continues to be an important means by which this expectation is addressed. Depending on the discipline, the practicum appears in many forms: as field experience, cooperative education, sandwich program, internship, clerkship, clinical practicum, and the like (G. Ryan & etal, 1996:355).

Practicum According to (USAID/BEP, 2007) may be defined as:

the practical component of teachers' professional preparation program that requires students to teach the subject of their specialization, integrate theories with practice and involve in co-curricular and other activities from the beginning up to the end of the training program (p.6).

In essence, there appear to be two somewhat different views regarding the purpose of the practicum within a curriculum, one, and the more common or 'traditional' view about, the practicum in teacher education made by Price (1987):

While it is difficult to provide a universally acceptable synthesis

statement of purposes, there is considerable agreement that the major purpose of the practicum is to link theory with practice by providing regular structured and supervised opportunities for student-teachers to apply and test knowledge, skills and attitudes, developed largely in campus-based studies, to the real world of the school and the school community (p.109).

Authors such as Price (1987) view the practicum as an opportunity to apply theoretical knowledge gained in campus-based activities.

On the other hand, Schön (1990) argues that the role of the practicum is to raise problems and issues which are used to trigger the investigation of related theory and knowledge. Schön's idea of a reflective practicum is radically different to the definition of the practicum in general use in the literature, as it reverses the traditional relationship between theory and practice, making professional practice the core organizer of the curriculum.

An alternative approach about the role of practicum appears to have found more acceptances is that of Bound, Keogh and Walker (1985) who question what it is that turns experience into learning and enables learners to gain the maximum benefit from the situations in which they found themselves. The factor that they identify as crucial is the opportunity to reflect on or to examine experience in the light of the individual's current knowledge and understanding. Many of the programs examined in this review now build in this requirement for reflection and critical analysis.

Scholars in the education field have agreed about the kinds of outcomes that educators hope to achieve through the practicum. Daresh (1990), for example, says that it is an opportunity for students to:

- Apply knowledge and skills in a practical setting;
- Progressively develop competencies through participation in a range of practical

experiences;

- Test their commitment to a career;
- Gain insight into professional practice and ;
- Evaluate progress and identify areas where further personal and professional development is needed.

On the other hand, Cambridge Journal of education (1994) cited in Kedir & Gebre (1997) stated that no degree or other qualifications leading to a qualified teacher status should be awarded unless the student has demonstrated in the classroom teaching the ability to teach effectively and to secure effective learning and the ability to maintain discipline and manage pupils' behavior. This indicates that practicum is regarded as one of the most important components in teacher training programs.

Some scholars say that the purpose of teaching practicum is to enable trainees get the opportunities to see the actual school environment and apply their subject matter knowledge, the psychological as well as the pedagogical knowledge and skills they have acquired in the training programs. This purpose is reflected in the catalogue of KCTE (1992) as follows:

“... to enable student-teachers gain practical experience in real school situations by applying their pedagogical, psychological and methodological knowledge and capabilities... under the guidance of their teachers.”(P.163-4).

Thus, as part of the training program of the College, practicum aimed at enabling the practicing students get a chance to apply what they have acquired in the form of knowledge, and developed in the form of skills and attitudes in the actual classroom environment.

Price (1987) noted that published evidences indicated that student-teachers see the practicum as an important central part of pre-service teacher education; and in a review of Australian research on the practicum in teacher education, Tisher (1987) concluded that:

... The practicum has an acknowledged central place in teacher education programs. Trainees consider it the most important, satisfying, relevant, practical, worthwhile feature of their pre-service education. They believe they gain from it; they say it is the most realistic feature in their courses: and, they want its quantity and quality increased. Teacher educators state that, ideally, the practicum allows trainees to apply, refine and reconstruct the 'theoretical' learning developed in method and foundation studies. It is also generally accepted that the practicum has the potential to affect trainees' management and other teaching skills and, for some supervising teachers it may well be an important and effective form of in-service education (pp. 81).

Reflecting on the overall value of the practicum, and in particular the role of supervision, Yarrow (1992) reported that:

Students in pre-service courses commonly regard the practicum component as the most important part of their course. They maintain that from the practicum they gain the most useful knowledge to assist them when they are working in the "real world". Employees also regard the practicum highly as they consider carefully a student's performance in this area when recruitment is undertaken. Within the university context, academics vary in their perceptions as to the value of practicum. Some consider the practicum to be extremely important and meaningfully integrate it into their courses, while others see the practicum as having far less significance in overall pre-service preparation (pp.2)

G. Ryan and his colleagues (1996) after reviewing researches conducted by different scholars concluded that practicum have both positive and negative impacts on students teaching learning process.

On the Positive Side

There is evidence that practicum is successful in:

- Giving students insight into the world of work and career prospects (Au yeung etal,1993 ;Edward ,1985;Lloyd,1985;Mann and Schlueter ,1985;Pienaar ,1985);
- Developing interpersonal and social skills (Au yeung etal.,1993)
- Developing job skills and on-the-job performance (Au yeung etal,1993;Gibson,1985);
- Enhancing employment prospects of graduates (Au yeung etal,1993;Mann ,1985);
- Increasing industrial contact for college teachers (Au yeung etal,1993);
- Improving attitudes toward supervision ,self confidence, job knowledge ,job seeking skills and practical reasoning(Gibson,1985);
- Helping students to integrate well into the work environment (Mann,1985);
- Developing greater maturity in students (pienaar,1985);and
- Enabling students to make more positive contributions, and demonstrate more positive attitudes, in class (pienaar, 1985).

On the Negative Side

While there is a clear expression of the considerable benefits to students learning and to personal and professional development of practicum experiences, criticisms and concerns are raised by a number of writers .Negative aspects that have been identified include:

- Lack of success (or some times lack of any attempt) in integrating theory and practice (Au yeung etal,1993 ,Turnely1988);
- Difficulty in organizing appropriate experiences for trainees (Tisher, 1987 ;Turney ,1988);
- Focus in the practicum in a narrow range of technical skills at the expense of a wider understandings of systems and organizations (Price,1989;Turney ,1988);
- Poor, uneven supervision and lack of preparation for supervisors (Price,1989;Au yeung etal,1993;Yarrow,1992);
- Field experiences may undermine the educational program (Price,1989;Turney,1989) and

- Exploitation of students as cheap labor (Au yeung etal, 1993).
- The long duration of time students of different batches stay in the school to do their practicum has created ,in some schools ,what can be described as practicum fatigue(USAID/BEP,2007:7) ;
- In some instance the level of support provided by school teachers is insufficient (USAID/BEP,2007:7);
- Some school directors feel that student-teachers are not capable as regular teachers (USAID/BEP, 2007:7).

In general, when we see the purpose and value of practicum in higher institution it is possible to say that, it is the most important method of teaching that help student-teachers to equip with useful techniques and know ledges .It helps student-teachers to organize themselves and to experience those situations which are found out side the class room environment in a real life. However, it is also important to give emphasis on those negative impacts of practicum while applying in teacher education institutes.

2.2 General Overview of Teaching Practicum in Ethiopia

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. One of the aims of education is to strengthen the individual's and society's problem-solving capacity, ability and culture starting from basic education at all levels. Education enables man to identify harmful traditions and replace them by useful ones. It helps man to improve, change, as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society (TGE, 1994).

The teacher education system in Ethiopia has been criticized as being highly theoretical and unrealistic to the realities of the classroom (MOE, 2002:9).Teacher educators have been described as out of touch with classroom realities. In both its objectives, contents and the associated pedagogical practices, the teacher education curricula in Ethiopia lack

coherence and coordination with the curricula of schools that it is supposed to serve (MOE, 1994:4).It has been noted that the system has failed to produce teachers that are competent to fulfill their professional obligations and to cope with the unfolding challenges of the teaching profession (MOE, 2003).

In fact the old teacher education system did have the “teaching practice program” in which student teachers were experiencing teaching in the school environment for a very short period of time and only once in their training program .The program however did not give student-teachers the opportunity to learn and to develop the essential competencies of teaching through their practical engagement in teaching in the actual setting .It appears to be in recognition of this fact that practicum has been identified as the back bone of the new teacher education program(MOE,2003).

The new practicum is designed to ensure student-teachers to practice in their areas and reflect by their own in order to develop new strategies of teaching. Thus, student-teachers become effective in practical teaching using student-centered learning methods. For the student-teachers to learn how to teach effectively, it is essential that the practicum and all aspects of teaching methods should be the central core of students learning process. It is believed that learning takes place when a learner makes a sense of objects that she/he achieves.

For practicum to be effective it needs to be designed and implemented in the following ways (USAID/BEP, 2007):-

- Putting the student-teacher at the center of all decisions made during the planning ,implementation and evaluation stages;
- Ensuring active involvement of link schools in decision making at all stages of the program;
- Enabling students acquire high quality knowledge and practical experience in the link schools;
- Providing students the opportunities to teach for an extended time in the partner schools;

- Ensuring the students receive frequent visits ,support and reflective comments from their college tutors and high school teachers ;make sure that the strategy does not over load school teachers and college stuff ;
- Make sure that the strategy avoids the placement of too many student teachers in the link schools.

Practicum guidelines are developed in teacher education institutions where practicum is implemented. But each component of the practicum guideline is relevant to the education and training policy of Ethiopia (TGE, 1994), which was designed as a base for the new education policy.

The quality of the experience student-teachers acquire from the practicum depends among other things on the quality of support provided by supervisors, school teachers, administration staff of the school and the institutions and other concerned bodies. In this regard the linkage program create a psychological environment in which both higher institutions and high schools benefited (USAID/BEP, 2007)

Practicum has been given more weight in Bachelor of Education degree program, which consists of 25 credit hours and long duration of school practice completion, broad objective and various assessment methods. However, beginning from 1998E.C this weight of practicum is reduced to 13 credit hours but the objective is still the same as it has been indicated in (TGE, 1994).

Table 1 - Practicum course breakdown, duration of school experience, its credit hour and the periods the course is given for the previous practicum.

Course Title	Course Number	Duration of School Practice	Credit hour	Year and semester
Practicum – I (school observation)	Prac-101	1-2 weeks	2	1&1
Practicum – II (Micro teaching)	Prac-201	2 weeks	2	2 &1
Practicum III (Independent block practice of teaching)	Prac-202	6 weeks	8	2&2
Practicum IV (Actual teaching)	Prac-301	6-8 weeks	9	3 &1
Practicum V (Action Research)	Prac-302	One semester	4	3 &2

N.B. In order to complete B. Ed (Bachelor of Education) program, a candidate should take a 25 credit hours course with minimum score of C grade in every practicum course.

Table 2- Practicum course breakdown, duration of school experience, its credit hour and the periods the course is given for the new practicum

Course title	Course number	Duration of school practice	Credit hour	Year & semester
School observation & Micro teaching	Prac201	3 weeks	3	2&1
Actual teaching	Prac301	6 weeks	7	3&1
Action research	Prac302	One semester	3	3 &2

The above structure of practicum is designed based on the policy of Education and Training which was proclaimed on April, 1994. This policy includes objectives and

overall strategies of Ethiopia Education. On article 3.4.3, 3.6.1 and 3.6.2 it tries to put the mandatory of practicum in teacher education program as follows:

Article 3.4.3-Teacher education and training components will emphasize basic knowledge, professional code of ethics, methodology, and practical training

Article 3.6.1 - The participation of students in technical and higher education programs, in gaining the necessary field experience before graduation will be facilitated.

Article 3.6.2- The participation of teachers and researchers in getting the necessary field experience in various development and service institutions and professionals of such institutions in teaching will be facilitated.

2.3 The Duties and Responsibilities of Practicum Stakeholders

In establishing the best practicum partnership, practicum needs to be institutionalized so that all are likely to be affected by partnership arrangements. This includes all members of higher institute and school staff, students, governing bodies (Hilary and Boudillion, 1997: 71). Student-teachers are important parties that are involved in the actual function of practicum (MOE, 2002). Therefore, in order to enable student-teachers to gain advice, guidance, instruction and support to enhance their progress the school staff, the university staff, partner school students and even parents should have a feeling of responsibility in training student-teachers. Thus, the strength of partnership between schools and higher education comes from the complementary visions and practices of partners involved (Maguire and Dillon, 1997: 88). This is because the more clearly the stakeholders understood the experiences of partnership in a variety of settings; the more likely they would operate to make decision about the continuation and modification of different aspects of practicum (John, 1997).

2.3.1 Higher Education Institutions Duties and Responsibilities

Higher education institutes are the place where professional teachers developed. Therefore, they are the major stakeholders of teaching practicum. In order to produce

practice; and (4) cooperative supervision of prospective teachers and administrators (Holmes Group, 1986). In addition to their training role, these schools provide exemplary sites for research experimentation and inquiry.

In Dilla University, practicum is organized so as to make the program effective and efficient in the following way. It has been administered in the university by one coordinator and group of committees from different departments. The role of the coordinator is to facilitate the overall process of the practicum these include; assigning student-teachers into different partner schools, assigning supervisors in each partner schools, allocating budget for teachers and students, allocating resources for students and partner schools. Furthermore, the coordinator of practicum works hard with partner schools for the success of the linkage program.

Department coordinators also work for the achievement of practicum objectives by assigning their students to teacher educators who teach in that department. In addition, they help the coordinator in partner schools by organizing the students, distributing per diem for students and by communicating with partner school teachers and administrators for the achievement of intended goals and objectives.

2.5 Attitude

2.5.1 Definition and Concept of Attitude

Attitude is the term that is commonly used in every day language in academic and non-academic settings on different issues. Attitudes are central to the education process both as ends and as means, and underpin most areas of educational concern (Fox, 1993:100; Anderson, 1994: 380). The concept of attitude has had more definitions than any other concept in social psychology, and is characterized by an embarrassing degree of ambiguity and confusion (Fisher, 1977; Fishbein and Ajzen, 1975 cited in Anderson, 1994: 390). It has been defined in various ways by different psychologists. Morgan (1966: 594) defined attitude as a tendency to respond positively, that is, favorably, or negatively, that is, unfavorably, to certain objects, persons or situations. Likewise, Myers (1983: 35) defined it as a predisposition toward some object. Mehrens & Lehman (1984: 238) stated that attitudes are descriptions of how people feel and behave. Furthermore,

Atkinson, Berne, & Woodworth (1982: 41) defined the term attitude as a relatively stable and enduring predisposition to behave or react in a certain way toward persons, objects, institutions, or issues. The definition that is said to be more inclusive is the one that was given by Cattell cited in Schultz (1986: 242). He defined attitudes as individual's interest, emotions, and behavior toward a person, object or event.

In general, attitudes are learned predispositions to respond in consistently a favorable or unfavorable manner to a particular thing or situation (Feldman, 1994: 489).

2.5.2 Components of Attitudes

Attitudes are not inborn traits. They are acquired through social interactions and reflected in behavior. They have three components. Social psychologists consider the components of attitudes to follow the ABC Model, that is, Affective, Behavior and cognitive (Feldman, 1996).

2.5.2.1 Affective Component

Attitude arouses one's feelings and incorporates affective responses that are generated by the attitude object. As to Gilbert et al., (1998) and Krupat (1982), Corsini and Auerbach (1996) cited in Tsigie (2004), those who evaluate an attitude object favorably are likely to experience positive affective reactions, while others who evaluate unfavorably are likely to experience negative affective reactions. This implies that, positive reactions develop positive attitudes and negative reactions develop negative attitudes.

Feelings according to Dandapani (2001) that unite and integrate people are termed as "positive" while those that divide and disintegrate people are termed as "negative". Hence, the affective aspect of attitude structure consists of feelings, moods, emotions and sympathetic nervous system activity that people experienced in reaction to an attitude object and subsequently associated with it.

2.5.2.2 Behavior Component

According to Dandapani (2001), both knowledge and feelings urge individuals to act. This action (behavior) tendency in an attitude enables others to interfere the feelings and understandings. It is rather difficult for an individual to act in a manner contrary to his feelings and understanding. This refers to associations that encompass a person's aversive actions toward the attitude object as well as intentions to act which are not necessarily expressed in overt behavior. Behavioral responses, also express positive or negative evaluations of an attitude object (Krupat 1982, Gleitman 1996, Gilbert et al., 1998) cited in Tsigie (2004).

2.5.2.3 Cognitive Component

Cognitive component contains knowledge and beliefs that one has about the attitude object. Beliefs according to Fishbein and Ajzen (1974) cited in Gilbert et al., (1998) are thoughts or cognitions that are connected with attitudes. They are taken as associations of or linkages that people establish between an attitude object and various attributes that ascribe to it and express positive or negative evaluations (such as having positive or negative beliefs).

Even though attitude may be expressed through cognitive, affective and behavioral responses and formed through responding of each of these types, attitudes do not necessarily have all three aspects, either at the point of their formation or of the point of attitudinal responding (Eagly & Chaiken, 1988 in Gilbert, Fiske and Lindzey, 1998: 272). Further more, attitudes have four more features: target (toward or away from the attitude object), direction (positive when attitude is favorably directed toward the object, or negative when attitude is unfavorably directed toward the object), intensity (more intense feelings or less intense feelings) and consistency (the strength of an individuals feelings toward the attitude object) (Husen and Postlethwaite, 1994 cited in Anderson, 1994: 380).

2.5.3 Significance and Measurement of Attitude

2.5.3.1 Significance of Attitudes

Our lives are brightened or darkened, enriched or impoverished by the kind of attitudes we best own toward our fellow human beings, the variegated interests that we cultivate and above all the values that we have imbedded and cherished (Dandapani, 2001). In a specific perspective, the attitude that a person or a group of person has about a policy can be a power of influence in teaching learning situations. Teachers and students as the basic component of teaching-learning process plays a great role in the formation and application of attitude which is a relatively enduring system of feelings, beliefs and behavior with respect to the teaching policy.

The success of practicum in Ethiopia higher education is determined mainly by the attitude of teachers and students. If teachers and students have positive attitude toward practicum, the objective of the policy will be achieved successfully. Thus, teachers and students attitudes are important in the process of planning, implementing and revising education policy.

2.5.3.2 Measurement of Attitudes

Attitudes are social, according to Morgan (1981). They are formed in social groups. They are often about other people, idea, policy, and they can affect our relationships with others, our feeling toward policies and principles, and our emotion, actions and responses. Moreover, we cannot see attitudes directly in behavior, we infer them from the things a person says and does. Invisible though they are, attitudes have a powerful influence on every one's life.

Attitudes also vary along with several dimensions. They may be strong or weak, negative or positive. Hence in order to describe and study attitudes, we need ways of making them. There are many techniques used to measure attitudes of people. Some of these techniques that serve to measure attitude are Thrustone Scale, Likert scale, semantic Differential scale and Guttman Scale (Hayes, 1998).

The Thurstone scale: Demands individuals to select from a list of statements that represent different point of view particularly, those with which he/she is in agreement (Thurstone 1929 cited in Gielman, 1989).

The semantic Differential scale: asks an individual to give a quantitative rating on the basis of several/dipolar objectives such as good-bad, friendly-unfriendly etc (Likert, 1952 cited in Hayes, 1998).

The Guttman scale: asks an individual to respond to statements that spread in a continuum of favorability from the most positive to the most negative with the consideration of cumulative result in the case of attitude statement (Gielbert et al, (1998).

These quantitative techniques of Thurstone, Likert and others have made it possible to study changes in attitudes through various influences and to study the persistence of changes through time. They are mostly used to study what an individual perceive, feel or belief.

Measuring an attitude which is not observable is difficult for various reasons, such as response bias, deliberate act, etc.

Likert scale; which is clearer and empirical approach to measure attitudes (Gielbert et al, 1998) is used in this study, to measure attitudes towards teaching practicum among teachers and students of Dilla University Faculty of teacher education.

This study targets the survey of the attitude of teachers and students towards teaching practicum. Thus, topics and sub topics discussed in the review of related literature would give insights as to how to collect more objective data and reach at correct conclusions through proper analysis. Hence it could serve as a good basis in designing and implementing possible short and long-term intervention strategies to create and develop more favorable attitude and advance it through deep researchers and extensive activities.

2.6 Factors Associated with Attitudes toward Teaching Practicum

In an investigation of factors associated with the attitude of teachers and students, the factors underlying the prevailing attitude are worth considering. Such a consideration of factors associated with teaching practicum is significant to facilitate the development and revision of the existing policy.

Checkering and Gamson (1987) after meta-analysis of 50 years of research on good teaching practice put the following points as principles of teaching practicum. These principles apply to teaching and learning in any environment:

1. Good practice encourages interaction between students and faculty. Frequent student-faculty contact in and out of class is a most important factor in student's motivation and involvement. Faculty concern helps students get through rough times and keep on working. It also enhances students' intellectual commitment and encourages them to think about their own values and plans.
2. Good practices encourage interaction and collaboration between students. Learning is enhanced when it is more like a team effort than a solo role. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with other often increase involvement in learning. Sharing one's ideas and responding to other improves thinking and deepens understanding.
3. Good practice uses active techniques. Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre packed assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of them selves.
4. Good practice gives prompt feed back knowing what you know and don't know focuses your learning. In getting started, students need help in accessing their existing knowledge and competence then in classes students need frequent opportunities to perform and receive feed back on their performance at various points during college, and at its end, students need chances to reflects all what they have learned, what they still need to know , and how they might assess themselves.

5. Good practice emphasizes time on task. Time plus energy equals learning. Learning to use one's time well is critical for students and professionals alike. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.
6. Good practice communicates high expectations. Expects more and you will get it. High expectations are important for everyone for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy.
7. Good practice respects diversity talents, experience, and ways of learning. Many roads lead to learning. Different students bring different talents and styles to college. Brilliant students in a seminar might be all thumbs in a lab or studio; students rich in hands-on experience may not do so well with theory. Students need opportunities to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily

In the present study of students and teachers attitude towards teaching practicum, three general categories of factors have been considered. They are (1) course-related factors, (2) factors related to logistics and (3) students and teachers related factors.

2.6.1 Course-related Factors

Course-related factors are understood to refer to the various features, characteristics or attributes related to teaching practicum. In this study, such factors include; the relevance of the course, balance between theory and practice in the course, repetition of contents in the courses, adequacy of the courses and difficulty level of the courses.

Relevance of the course is the main point to be considered in the teacher education curriculum. Many critics were raised over the previous education policy of Ethiopia (MOE, 2003). Introduction of courses in the curriculum should consider the realities of the society, political and economical policy of the country. Unless it is not possible to achieve the expected benefit from it. Studies concerning the relevance of courses in developing countries have showed that courses at such programs tend to encourage

lecture method and academicism than an appropriate pedagogy. To the contrary, efforts are being made at schools to make school work more practical requiring discovery method. Further more, some course materials persist regardless of their usefulness to the local needs, mentioning a situation in which theories based on foreign realities remain to be part of the curriculum (Dove, 1986).

In teaching-learning program, it is a common sense that both theory and practice are equally important .Theory without practice or practice with out theoretical back ground will not give students the expected change of behavior. Theory is a basis for guiding practice, while practice is the test and resource for the development of theory. Therefore, what is needed in the preparation of teachers is a proportional coverage of theoretical studies and practical exercises in an integrated fashion (Dove, 1986).

Duplication of contents means repeating of contents unnecessarily within and among education courses. Repetition of courses makes students and teachers to become bored with that course. Studies have showed that student's evaluated contents of practicum courses to be full of repetition than any other courses (Woube, 2006).

The adequacy of contents of practicum is the question of whether or not education courses contain important contents sufficient for an adequate training of professional teachers. According to the (TGE, 1994) the introduction of practicum in the education policy of the country is aimed at creating citizens who are able to accomplish the political, economical and social developments of the country.

Difficulty level of the course has a major role toward the success of the expected out come. The position that the difficulty level of the a courser explains course-attitudes based on the argument that course materials that are either too difficult or too simple are less motivating .In both cases ,as (Payne ,1992) observed ,learners develop unfavorable attitude ,while materials of moderate difficulty promote favorable attitude toward the materials.

2.6.2 Students and Teachers Related Factors

In order to achieve the goal of educational policy, and to create positive attitude toward teaching practicum the following preconditions should be fulfilled (Pohlmann, 1976; Marsh and Bailey, 1993).

- Individual Rapport: refers to the kind of relationship maintained between the instructor and the students. That is, whether the instructor is friendly and welcoming as opposed to an authoritative approach.
- Evaluation: is the soundness of the construction of tests, observations, feedback and other assessment devices and the fairness of grading practiced by the instructors.
- Indirectness: is one of the progressive teaching style in which the instructor provides an opportunity for students to create their own method of teaching independent thinking and motivation.
- Enthusiasm: refers to the commitment or devotion the instructor manifests in his teaching of the content and supervision of students practice and the commitment of students to their profession.
- Teaching skill: is the skill of the instructor in explanation of the course objective and rationales, incorporation of relevant materials, appropriateness of the sequence and order of contents and learning experiences. Application of teaching methods and techniques, which they learnt in the classroom.

2.6.3 Factors Related to Logistics and Organization

In order create positive attitude towards practicum it is important to supply the necessary infrastructures. Students and teachers should have got enough perdium to accommodate their needs. Students will not be ready to learn if they have not had their lower level needs met (Frith, 1997). It is also important for schools to be nearer to the institution in which the practicum is implemented. Because it reduces the time students and teachers spend in their journey to partner schools. In addition to this, practicum should have optimum time limit. If it is given much time it may have impact on the professional development of student-teachers and instructors.

Organization of practicum is one of the main things that need consideration in order to

make the attitude of teachers and students favorable. The organization of the program includes; setting time table with partner schools, preparation of transportation where necessary, monitoring progress of the program, controlling attendance, provision of resource materials, bilateral link with partner schools (Dilla University, 2005). If these things properly organized students and teachers will have positive attitude toward the program.

Active participation provides a stimulating environment and combats boredom. Learning strategies should be flexible, creative and constantly applied. Stimulating learning environment provide variety of presentation style ,methods of instruction and learning materials .Students will learn in boring situation provided with motivators such as fear, pressure and extrinsic goals (grades ,jobs status and so on). The learning environment under those motivators is often tense and stressful (Frith, 1997:3)

CHAPTER-THREE

METHOD OF THE STUDY

This chapter presents the description of the population of the study, the procedures employed in the development of the instrument of data collection, administration and scoring, and methods of data analysis.

3.1 -Subjects of the Study

The subjects of the study were prospective graduates of Education Faculty of Dilla University and teachers who teach in Education Faculty in the academic year of 2006-07.

Dilla University was selected as a place where to conduct this research due to the experience of the researcher as a student for four years and as a teacher for one year in the university. Therefore, the researcher selected this University by considering the collaboration of teachers, students and administrative Staffs in providing genuine information for the success of the research.

From the total number of students in the university only third year students (prospective graduates of 2006-07G.C) were included in the study by purposive sampling method. This was because of their maximum experience of most practicum courses and the program at large. From the total number of third year students using stratified sampling method and lottery method, from eight departments 30% of them were included in the study. This means, from 565 year three students, 165 students were included in the study.

Teachers also selected from eight departments of education faculty by using stratified sampling method. From the total number of teachers in the eight departments, 50% of them were included in the study. This means, from 80 teachers in the eight departments, 40 teachers were included in this study.

Table 3 Distribution Of Population and Samples of the study

Department	Students		Teachers	
	Population	Sample	Population	Sample
Amharic	71	21	10	5
English	94	28	11	5
History	62	19	9	5
Geography	78	23	9	5
Biology	84	25	11	5
Chemistry	59	18	10	5
Physics	44	14	10	5
Mathematics	56	17	10	5
Total	550	165	80	40

3.2 Instrument of Data Collection

Questionnaire was used as a main tool for data collection in this study. There were four different types of scales in the questionnaire. The first scale was general attitude scale, which was designed to measure students and teachers general attitude toward teaching practicum .In this study three independent variables which have direct relation with the implementation of the practicum were used based on the review of related literature and personal experience of the researcher. Therefore, the dependent variable in this study is general attitude toward teaching practicum and the independent variables are course related factors, student and teacher related factors, and logistics and organization related factors .The number of items in each scale ranges from 6 to 16 for both students and teacher questionnaires.

The scales involve a number of statements on the issue of interest to which the respondents express their degree of agreement in five-point scales. The items are phrased in favorable and unfavorable directions about the attitude object. The subjects responded

to the items as Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). The favorable and the unfavorable items are scored in an opposite directions (1, 2,3,4,5 versus 5, 4, 3, 2, 1). Furthermore, all the items were written in positive context. Finally, the total scores were calculated by adding up the respondents' answers to all items of the given attitude construct. While high total scores reflect favorable over all attitudes, low total scores reflect unfavorable attitudes toward the object of attitude (Baron and Graziano, 1991:214). In addition, four open-ended questions were also prepared to give informants an opportunity to express their feeling and idea on the topic under investigation.

The questionnaire covered those factors which have direct and indirect relation with the attitude of students' and teachers' toward practicum. These factors include; course related factors, student and teacher related factors and logistics, and organization related factors.

3.3 Procedures of Item Development and Validation

The items included in the attitude questionnaire of the present study were largely based on the review of related literatures and personal experience of the researcher. The items were categorized into the general attitude and three specific attitude clusters, and they were seventy-seven in numbers.

The selection of relevant items and the validation of the instrument involved expert opinion, pilot test try out and statistical methods of item analysis.

3.3.1 Expert Opinion

In this study, two groups of experts were involved. The first group consisted of four experts: First year MA student from school of Journalism and Communication and three MA students from the Department of Psychology in the area of social psychology and measurement and evaluation. The task of expert from school of journalism was to comment and improve the clarity, wording, phrasing and appropriateness of the items as measures of attitudes. The role of experts from Department of Psychology were to comment on construction, relevance and appropriateness of each item based on their knowledge and to rate each item into highly (3), moderately (2) and poorly (1) relevant, appropriate according to the topic under investigation. Based on the overall assessment

made by this group, among the seventy-seven items, sixty items were retained for further screening and validation.

The retained sixty items were presented to the second group of experts. The second group of experts consisted of five experts; three from the area of measurement and evaluation and two from curriculum and instruction. All were instructors and four were with the rank of an assistant professor. Their major task was to rate each of the items on the extent to which it measures the construct for which it was designed. Thus, based on the question "To what extent does the item measure the category it belongs," the judges rated the sixty items on a three-point scale. In doing so, the judges were provided with a table of specification of the categories to be measured with the corresponding intended items including a brief explanation of categories.

On the basis of rating of the items by second group of judges, items with mean rating of 2.0 and above were retained as good, while the rest were discarded. Therefore, fifty-two items were made ready for the pilot-test try out of the instrument. At this stage, the number of items belonging to each of the four attitude clusters ranged from ten to sixteen.

3.3.2 Pilot Test Try out and Item Analysis

The purpose of the pilot test was to generate data for the statistical item analysis procedure. The items used in the try out were the fifty-two items retained from the judgment of the experts and additional items of biographical data. The items assumed the form of likert scale in five-points. Then the instrument was tried at a randomly selected twenty third year education faculty Students and fifteen teachers from education faculty of AAU.

Following the pilot test, the discrimination power (D) of the items was calculated. The procedure involved the identification of the two extreme attitude groups, each of which was twenty five percent of the group. These two groups were labeled as the Low Attitude Group and High Attitude Group. According to Payne (1992:442-3), these two groups provide a criteria to evaluate the goodness of individual statements. Then the chi-square of each group was calculated. Based on chi-square result two items from student's questionnaire and five items from teacher's questionnaire were discarded.

In addition to discrimination power Item total correlation was used to select the best item. Based on the calculated correlation coefficient, 48 items from students' questionnaire and 45 items from teachers' questionnaire have got a correlation coefficient between 0.40-0.75, and average correlation among items of the same category ranged from 0.60 to 0.79 which was considered to be good to use in the main study. Two items from students' questionnaire and two items from teachers' questionnaire were discarded due to their small correlation coefficient with the total items. Cronbac alpha and KR₂₀ reliability of the two groups were 0.86 and 0.78 respectively which was assumed to be good for data collection. Generally, after the various methods of screening and validations were employed, 48 items for students and 45 items for teachers considered to be satisfactory to be used in the main study.

3.4 Administration of the Instrument

The administration of the main instrument took place, at the end of April, 2007. At this stage, the subjects of the study have taken most of practicum courses except action research (practicum V), which was started previously but not finalized yet.

The questionnaire was administered during the regular classes and took approximately about one hour. A total of 165 students and 40 teachers filled and returned the attitude questionnaire.

The scoring of the data gathered was made following the usual procedures employed in likert scale. The five point scales were given the scale values in such a way that strongly Agree, Agree, undecided, Disagree and strongly Disagree were given a scale values of 5, 4,3,2,1 respectively. The total score of a subject on a single variable was then calculated by summing the scores on the items belonging to the variable. Thus, all subjects of the study will have one total attitude score on the dependent variable and three total scores on the independent variables.

In the categorization of the subjects on the attitude continuum, the arithmetic mean attitude score on the variable considered was used as a frame of reference. That is, on a given attitude variable, the subjects who are said to have a positive attitude are those who have an attitude score above the mean. Similarly, those who are said to have a negative

attitude on a given variable are those who have an attitude score below the mean score (Edwards, 1957:158).

The group was dichotomized for the purpose of categorical analysis, while the data remain in the continuous form in the correctional investigation. Finally 131 questionnaires from students and 40 questionnaires for teachers were ready for Data analysis.

3.5 Methods of Data Analysis

This study was a combination of quantitative survey and qualitative survey methods. Therefore, Chi-square, descriptive statistics, correlation techniques, ANOVA, Multiple regression and qualitative analysis were used. The chi-square analysis was employed to test the significance of difference between the proportion of respondents who have positive and negative attitudes toward teaching practicum. Multiple regression was used to analyze the contribution of independent variables for the observed attitude changes, ANOVA was used to investigate the significance of independent variables for the observed attitude changes on the dependent variable and qualitative analysis was used for analyzing open ended items.

In addition to this, simple correlation technique was used in order to identify the direction and magnitude of association or relationship between the criterion and the predictor Variables. In both cases, the data were processed using SPSS 13.0 version. The significance of proportional differences and associations were considered adequate at the 0.01 and 0.05 alpha levels.

CHAPTER-IV

RESULTS AND DISCUSSION

This chapter deals with the presentation of the results and discussions based on the results.

4.1 Presentation of Students' Responses

In this research, there are two groups of informants. Therefore, the presentation of the result also classified into two parts. The first part of the presentation deals with analysis of data from students' responses and the later one deals with analysis of data from teachers' responses.

4.1.1. Students General Attitude toward Practicum

In order to see the distribution of respondents into positive and negative attitude groups, the sample group was dichotomized. The dichotomy was based upon the mean attitude score of the respondents as determined from their response to the items of the general attitude toward practicum. The distribution is presented as follows.

Table 4 Students General Attitude toward practicum

General Attitude	No	(%)	χ^2
Positive	71	54.20	0.92
Negative	60	45.80	
Total	131	100	

As the distribution shows, among the total respondents 54.20 per cent were classified as with positive attitude while the remaining 45.80 per cent were classified as with negative attitude toward teaching practicum. That is, more than half of the respondents have positive attitude toward teaching practicum. However, the chi-square test for significance of proportional difference between the two groups is found to be not significant at 0.05 level. In other words, the calculated chi-square value ($\chi^2=0.92$) is less than the critical value (3.84). Therefore, it is not possible to generalize that most of the students have positive attitude toward practicum.

4.1.2 Students Perception of Course Related Factors of Practicum

Course related factors include; relevance of the course, adequacy of the course, duplication (redundancy) among various courses, balance between theory and practice and difficulty level of the course. Students were provided with 16 items to measure these variables. Their response is summarized as follows.

Table 5. Students' perception toward course related factors.

Course related factors	No	(%)	χ^2
Favorable	69	52.70	0.37
Unfavorable	62	47.30	
Total	131	100	

As it is possible to see from the above table 52.70 per cent of students have favorable perception toward practicum course related factors and 47.30 per cent of students were found to have negative perception toward Practicum course related factors. However, the chi-square test of significance between these two groups was not significant. The calculated chi square ($\chi^2_{cal} = 0.37$) is much more less than the critical value ($\chi^2_{cal} = 3.84$) at 0.05 significance level. Therefore, students' favorable perception over course related factors was not predominant over unfavorable perception of students toward course related factors.

4.1.3 Students Perception of Students and Teachers Related Factors

Student and Teacher related factors are those factors, which both students and teachers share in the teaching-learning process. These factors include; interest to learn and to teach, relation (communication) between teachers and, students and soundness of evaluation tools. There were fourteen questions in this category. Students' responses for these items are summarized as follows.

Table 6 students' perception of Student and Teacher related factors

Student and teacher related factors	No	(%)	χ^2
Favorable	58	44.30	1.72
Unfavorable	73	55.70	
Total	131	100	

As it is possible, to see from the above table 55.70 percent of the students have unfavorable attitude toward student and teacher related factors. However, this difference is not significant in chi-square test. The calculated value ($\chi^2_{cal} = 1.72$) is smaller than the critical value. Thus, students' response is not predominant in either side of attitude continuum.

4.1.4 Student Perception of Logistics and Organization Related Factors of Practicum

Logistics and organization related factors according to the review of related literature includes; availability of course materials, reference books, adequate budget, transportation, food and shelter supply ,and the over all organization of practicum in high schools and in the university it self. There were nine items, which were intended to identify students' perception. Students' response is summarized as follows.

Table 7. Students' perception of logistics and Organization related factors.

Logistics & organization related factors	No	(%)	χ^2
Favorable	70	53.40	0.62
Unfavorable	61	46.60	
Total	131	100	

According to the above table 53.40 per cent of students have favorable attitude toward logistics and organization related factors of practicum. However, this difference between the two groups in attitude continuum is not significant in chi-square test. This means, it is not possible to say that students have favorable attitude toward logistics and organization related factors of practicum.

4.1.5 Correlation and Multiple Regression Test analysis of students perception toward teaching practicum

In this research, the correlation between the dependent variable and the independent variables were calculated. The correlation between the dependent variable (general attitude) and the independent variables (course related factors, student and teacher related factors and logistic and organization related factors) were 0.67, 0.47 and 0.59 respectively. These correlation coefficients show that, the dependent variable and the independent variables have strong association. Inter correlation between the independent variables also ranges from 0.51 to 0.60. All correlations are significant at 0.05 and 0.01 two-tailed significance level. The table is presented as follows.

Table8- Correlation among dependent variable and independent variables of students' questionnaire

	General	Course related	Student and teacher related	Logistics
General	1	0.67	0.47	0.59
Course related		1	0.60	0.58
Student and teacher			1	0.51
Logistics				1

In this research the contribution of three independent variables on the dependent variable has been analyzed. The method used for prediction was called stepwise method. The result of multiple regression analysis is shown in Table9.

Table 9 Summary of multiple regression test result of the contribution of independent variables of students' questionnaire.

Model	R	R square	Adjusted R square	Std. Error of the estimate
Course related	0.67	0.45	0.45	5.16
Course related and logistics	0.75	0.56	0.55	4.64
Course related, logistics & student and teacher related	0.76	0.59	0.58	4.51

As it is possible to see from R^2 59 per cent of students' attitude change is predicted by the independent variables. However, R^2 tends to some what overestimate the success of the

model when applied to the real world, so an Adjusted R^2 value was calculated which takes into account the number of variables in the model and the number of observations (participant) our model is based on. Therefore, the independent variables in this model accounts 58 per cent of students attitude change. This means the independent variables in this study predict 58 per cent of students attitude change. On the other hand, course related factors alone contributed 45 per cent of students attitude change and course related factors and logistics and organization related factors together contributed 55.00 per cent of students attitude change. From this, it is possible to conclude that the contribution of logistics and organization related factors and student and teacher related factors is very small toward the positive ness of students' attitude toward teaching practicum as compared to course related factors.

Table 10 Analysis of variance for significance of multiple regression test of course related factors, teacher & student related factors and logistics and organization related factors of students

Model	Sum of squares	df	Mean square	F
1. Regression	2854.14	1	2854.14	107.16**
Residual	3435.71	129	26.63	(a)
Total	6289.85	130		
2. Regression	3534.02	2	1767.01	82.07**
Residual	2755.83	128	21.53	(b)
Total	6289.85	130		
3. Regression	3709.14	3	1236.38	60.84**
Residual	2580.71	127	20.32	(c)
Total	6289.85	130		

** $p < 0.05$

a. Predictors: course

b. predictors: course, logistics & organization

c. predictors: course, logistics & organization, student & teacher

In the table, the calculated F values 107.16(a), 82.07(b) and 60.84(c) are larger than the critical F values 3.84(a) 3.12 (b) and 2.60(c) at 0.05 significances level. Therefore, the ANOVA, which was designed to test the significance of our models, found to be

significant. This means, the contribution of the factors in predicting attitude toward teaching practicum is significant. The independent variables are able to predict the change of attitude in students toward practicum.

Table 11 Regression Coefficients of course related factors, student and teacher related factors and logistics and organization related factors of students Questionnaire

Model	Un standardized coefficients	Standardized coefficients	
	Std error	Beta	t
course	0.06	0.67	10.35**
Course	0.07	0.43	5.80**
logistics	0.06	0.41	5.67**
Course	0.07	0.37	5.03**
Logistics	0.07	0.27	4.17**
Student	0.12	-0.11	2.94**

** $p < 0.01$

The standardized beta coefficients give weights of the contribution of each variable to the model. A large value indicates that a unit change in this predictor variable has a large effect on the dependent variable. From the table, course related factors contributed better than the other two variables followed by logistics and organization related factors whereas, student and teacher related factors contributed very small part for students' attitude toward practicum.

In order to identify the significance of the weights of each independent variables, 't' was used. All the t-values were found to be statistically significant ($p < 0.01$).

4.1.6. Students Response for Open-Ended Items

Open-ended questions were prepared to collect data from teachers and students. The questions were four in numbers and were the same for both teachers and students. These

questions were assumed to give opportunity for students and teachers to write those points which were not mentioned in the likert scale.

Out of 165 informants 131 students filled these open-ended questions properly. The first question is “Do you think that practicum has benefited students as it was expected?” For this question 46.5 per cent of the students said ‘Yes’, it has benefited students as it was expected, 37.4 per cent of the students believe that practicum didn’t benefit them as it was expected and the remaining 16.1 per cent of the students selected “Not sure”. Therefore, students who preferred “Yes” are larger than other students. The chi-square test of significance on this item shows that the chi-square ($x^2_{cal}=19.28$) is significant at 0.05 level. Thus, it is possible to say that majority of the students believed that practicum has benefited students as it was expected.

For the item, which was designed to assess the strong sides of teaching practicum, most of the students reported those points, which they thought as strong sides of practicum in the university. Some of the points raised by students as positive side of practicum include; Practicum helps to develop confidence, teaching skill, class management skill, communication skill, problem solving skill, and lesson preparation skill. It also promotes interest for teaching profession and help to apply theory into practice.

Students were also asked to mention those points, which they thought as negative sides of practicum. The following points were mentioned as obstacle for the success of the program. These are; presence of plasma teaching in high schools, inadequate time for evaluation, inadequate budget (perdium), poor student-teacher relation, bias among teachers in grading, consumption of much time, demoralizing comments of teachers, subjective evaluation criteria, carelessness of teachers, misbehavior of students when they are out for teaching program, poor subject knowledge of students to teach in partner schools and less attention for subject matter knowledge.

Finally, for the item, which was designed to collect students’ opinion over their expectation from the concerned body in order to solve the existing problems of teaching practicum, Students suggested the following points as a solution for the problem. The university should create good relation between teachers and students should prepare course materials and guidelines adequately and should prepare workshop and short-term

training for teachers about practicum's, objective and evaluation methods. Furthermore, the university should; increase per diem, revise the evaluation methods, give emphasis for non-practicum courses, involve pedagogy and psychology teachers in evaluation, prepare non-plasma classes, control and punish biased and careless teachers, involve more than two teachers in evaluation of one student, reduce the credit hour and create link with partner schools mutually. According to most students if the university is able to fulfill the above requirements, practicum will achieve its objectives successfully.

4.2 Presentation of Teachers Responses

4.2.1 Teachers General Attitude toward Practicum

In order to determine the distribution of respondents into positive and Negative attitudinal directions, the sample group was dichotomized. The dichotomy was based upon the mean attitude score of the respondents as determined from their response to the items of the general attitude in the questionnaire.

From the total respondents, 60 per cent of them were classified as with positive attitude toward practicum and 40 per cent of them were classified as with negative attitude toward practicum. However, the chi-square test of significance between the two groups showed that, the two groups are not significantly different, this means the calculated chi-square ($\chi^2_{cal} = 1.60$) is smaller than the critical value ($\chi^2 = 3.84$) at 0.05 significance level. Thus, teachers' attitude in favor of general attitude questions was not predominant.

Table 12 – Teachers general attitude toward practicum

General Attitude	No	(%)	χ^2
Positive	24	60.00	1.60
Negative	16	40.00	
Total	40	100.00	

4.2.2. Teachers Perception of Course Related Factors of Practicum

Course related factors include; relevance of the course, adequacy of the course, duplication (redundancy) among various practicum courses, balance between theory and

practice, and difficulty level of the course. Teachers were provided with 16 items to measure this variable. Their response is summarized as follows.

Table 13- Teachers Perception toward course related factors.

Course related factors	No	(%)	χ^2
Favorable	23	57.50	0.90
Unfavorable	17	42.50	
Total	40	100.00	

According to table 13, 57.50 per cent of teachers were found to have favorable attitude toward course related factors and 42.50 per cent of teachers have found to have unfavorable attitude toward course related factors. However, this difference is not significant. The calculated chi-square value ($\chi^2_{cal} = 0.90$) was less than the critical value ($\chi^2_{cal} = 3.84$) at 0.05 level. Therefore, teachers' response for course related questions was not predominant in either direction of attitude continuum.

4.2.3 Teachers Perception of Student and Teacher Related factors

In order to investigate teachers attitude toward student and teacher related factors, thirteen items were prepared. The result is summarized as follows.

Table 14- Teachers response for student and teacher related factors

Student and teacher related factors	No	(%)	χ^2
Favorable	20	50.00	0.00
Unfavorable	20	50.00	
Total	40	100.00	

As it can be seen from the table 14, the distribution of respondents in both groups is equal. This means, the number of teachers who evaluated student and teacher related factors favorably was equal to the number of teachers who evaluated unfavorably. Chi-square test also shows that there was no significant difference between these two groups.

4.2.4. Teachers perception of logistics and organization related factors of practicum

In order to investigate the attitude of Teachers toward logistics and organization related factors ten questions were prepared and presented to the teachers. The result is summarized as follows.

Table15 – Teachers perception of logistics and organization related factors.

Logistics and organization related factors	No	(%)	χ^2
Favorable	19	47.50	0.01
Unfavorable	21	52.50	
Total	40	100	

As it can be seen from the above table, 47.50 per cent of teacher informants have favorable attitude toward logistic and organization related factors. Where as, 52.50 percent of informants have unfavorable attitude toward logistics and organization related factors. However, this difference is not significant at 0.05 alpha levels. Therefore, Unfavorable attitude of teachers toward logistic and organization related factors is not predominant.

4.2.5. Correlation and Multiple Regression Test Analysis of Teachers Perception toward Practicum

In this research, the correlation between dependent variable and independent variables were calculated. The correlation between the dependent variable (general attitude) and the independent variables (course related factors, student and teacher related factors and logistics and organization related factors) was 0.69, 0.54 and 0.47 respectively. These correlation coefficients show that, the dependent variable and the independent variables have strong association. Inter correlation between the independent variables also ranges from 0.55 to 0.72. All correlations are significant at 0.05 and 0.01 two-tailed significance levels.

Table 16- Correlation among dependent variable and independent variables of teachers' questionnaire

	General	Course related	Student and teacher related	Logistics
General	1	0.69	0.54	0.47
Course related		1	0.54	0.55
Student and teacher			1	0.60
Logistics				1

Multiple regression test was used to analyze the contribution of independent variables. The method used for prediction was called stepwise method, where every independent variable was analyzed systematically.

Table 17- Summary of multiple regression test result of the contribution of independent variables of teachers' questionnaire.

Model	R	R square	Adjusted R squared	Std. Error of the estimate
Course related factors	0.69(a)	0.47	0.43	3.74
Course, & teacher & student	0.74 (b)	0.54	0.52	3.63
Course, student & teacher, and logistics	0.76(c)	0.57	0.53	3.61

According to table 17, R^2 accounts for 57 per cent of teachers' attitude. This means, the independent variables accounted 57 per cent of teachers' attitude change. However, R^2 tends somewhat over estimate the success of the model when applied to the real world, so an adjusted R^2 value is calculated which takes into account the number of variables in the model and the number of observations (participants) our model is based on. Therefore, the independent variables in this model accounts 53 per cent of teachers attitude change. On the other hand, course related factors alone contributed 43 per cent of teachers

attitude change, and course related factors and student and teacher related factors together contributed 52 per cent of teachers' attitude change. Based on these result, it is possible to conclude that, the contribution of logistics and organization related factors, and student and teacher related factors is very small toward the positive ness of teachers attitude toward teaching practicum unlike course related factors.

Table 18 Analysis of variance for significance of multiple regression test of course related factors, teacher & student related factors and logistics and organization related factors of teachers

Model	Sum of squares	df	Mean square	F
1. Regression	556.73	1	556.73	39.79**
Residual	531.67	38	13.99	
Total	1088.40	39		
2. Regression	562	2	281	19.75**
Residual	526.40	37	14.23	
Total	1088.40	39		
3. Regression	618.69	3	206.23	15.81**
Residual	469.71	36	13.05	
Total	1088.40	39		

** p < 0.05

A. Predictors: (constant), course

B Predictors: (constant), course, student & teacher

C Predictors: (constant), course, student & teacher, logistics & organization.

In the ANOVA test of significance presented above, the calculated F values 39.792 (a), 19.75 (b) and 15.80 (c) are larger than the critical F values (4.08, 3.23 and 2.84) at 0.05 significance levels. This means, the contribution of the factors in predicting attitude toward practicum is significant.

Table 19 Regression Coefficients of course related factors, student and teacher related factors and logistics and organization related factors of teachers Questionnaire

Model	Un standardized coefficients	Standardized coefficients	
	Std. error	Beta	t
1. course	0.07	0.69	6.31
2. Course ,student & teacher	0.06	0.33	4.32
	0.03	0.13	3.51
3. Course Logistics Student	0.13	0.46	2.13
	0.12	0.21	1.75
	0.19	-0.12	-2.11

The standard beta coefficients give a measure of the contribution of each variable to the model. A large value indicates that a unit change in this predictor variable has a large effect on the dependent variable. From table 19, course related factors contributed better than the other two variables followed by student and teacher related factors. On the other hand, logistics and organization related factors played very small role for teachers' attitude toward practicum.

In order to identify the significance of the weights of each independent variables, 't' was used. All the t-values were found to be statistically significant ($p < 0.01$).

4.2.6. Teachers Response for Open-Ended Items

Teachers were also provided with four open-ended questions in order to collect those ideas, which were not included in the likert scale. These items were assumed to give teachers opportunity to write what they feel and think good for achievement of practicum objectives.

All 40 teachers filled these items properly. For the first item, which says, "Do you think that practicum has benefited students as it was expected?" 8 teachers said "Yes", 11

teachers said “No” and 21 teachers said “Not sure”. This means that; 20 per cent of teachers believed that students were benefited from practicum, 27.5 per cent of teachers believed that students were not benefited from practicum and 52.5 of the teachers were not sure whether students benefited from practicum or not. Chi-square test of significance among these three groups was significant ($\chi^2_{\text{cal}} = 6.85$) $p < 0.05$. Therefore, it is possible to say that teachers are not sure whether students were benefited or not from practicum program.

For the item, which was designed to collect teachers’ belief about the strong sides of practicum, teachers raised the following points as strong sides of practicum. Practicum gives experience about school environment, help students to develop; confidence, problem-solving skill, communication skill, class management skill, and it also give students a chance to evaluate their subject matter knowledge and methodology and provide opportunity for action research.

On the other hand, teachers were also asked to list those points, which they thought as a negative side of practicum. These include; emphasis on how to teach with little attention for what to teach, disturbance on the ongoing teaching-learning process of high schools and academic calendar of universities, inadequate per diem, consumption of much time and budget, presence of plasma teaching in high schools, less cooperative ness of high school teachers, incompetence of student-teachers to teach in high schools, shortage of time for evaluation shortage of rent house for students when they are out for block teaching, more work load on teachers, shortage of time for other courses, similarity between courses, subjective evaluation criteria and assignment of many students under one advisor were some of the negative aspects of practicum in the university. Furthermore, it harms high school students since most of the student teachers are incompetent.

Finally, teachers were asked to suggest their opinion about their expectation from the university. Since they are the major stakeholder of the program, they pointed out the following points as a solution for the observed problems. These includes; bilateral link with partner schools, well organized physical and financial plan, adequate budget for teachers and students, short term training, workshop and performance evaluation at the

beginning and at the end of each course, recruiting of additional teachers ,preparation of well defined and rational evaluation criteria by participating every stakeholder ,different strategy for the implementation of the program such as at the end of third year for a year or six months, assignment of small students under one advisor, participation of other governmental and non-governmental organizations, and good management and responsibility from the concerned body. These were points raised as a solution for the observed problem in the university.

4.3 Discussion of Results

In this section, the presented data were discussed based on the basic questions raised at the beginning of the study. The discussion of results has been organized under the following sub-topics.

1. Attitude toward teaching practicum among teachers and students.
2. Comparison between teachers' attitude and students' attitude.
3. Identification of those factors that affect the implementation of practicum.
4. Proposed solutions for the observed problems.

4.3.1 Attitude toward Teaching Practicum Courses among Teachers and Students

Students and teachers attitude toward practicum courses is to be considered as the students' and teachers' overall favoring-disfavoring or acceptance rejection. It is the students and teachers overall evaluation of the course in either positive or negative direction of the attitude continuum. Therefore, it is important to consider the response of teachers and students for those variables, which were assumed to have cumulative effect on students and teachers general attitude.

Based on the proportion of students in each variable of attitude questionnaire, most of students seem to have high proportion of students in the positive direction of attitude continuum. From the four variables, students have large proportion of students in the positive continuum for three of the variables. This means, for general attitude 54.2 per cent, for course related factors 52.7 per cent and for logistics and organization related factors 53.4 per cent. However, none of these distributions is statistically significant in

chi-square test of significance at 0.05 levels. Correlation between the dependent variable and independent variables also showed that, all the independent variables have positive correlation with the dependent variable. Since all items were constructed in positive direction of attitude continuum, Positive correlation with the dependent variable shows positive attitude toward practicum in general .Therefore it is possible to say that students have insignificant positive attitude toward teaching practicum in Dilla University.

Teachers' attitude toward practicum showed that most of the teachers has positive attitude toward practicum. From four variables, teachers have higher percentage of respondents in positive continuum for two of the variables. This means, for general attitude questions, 60 per cent, for course related factors 57.5 per cent, for student and teacher related factors 50 per cent and for logistics and organization related factors 47.5 per cent but non of these were significant in chi-square test. On the other hand, the correlation between the dependent variable and independent variables was positive. Since all items were developed in their positive sense, positive correlations shows positive attitude toward practicum. Thus teachers also have insignificant positive attitude toward practicum.

In general, it is possible to conclude that both teachers and students have insignificant positive attitude toward practicum with some problems in the implementation of the program in the university.

4.3.2 Comparison between Teachers Attitude and students Attitude

Teachers and students are the major stakeholders of teaching practicum. For the achievement of intended objectives, the role of these groups is vital. As can be seen from section 4.3.1, both teachers and students have shown insignificant positive attitude toward teaching practicum with some exceptions in the negative direction.

In order to investigate the relationship between teachers and students attitude, it is important to see the specific predictors in both groups. Both groups have high correlation between dependent and independent variables for course related factors. On the other hand, teachers have low correlation for logistics and organization related factors whereas students have low correlation for student and teacher related factors.

From the four variables, students have large percentage of informants in positive direction for three of the variables. Where as, teachers have large percentage of informants in the positive direction for two of the variables. However, none of the χ^2 test of these distributions was significant at 0.05 levels.

In the teachers' questionnaire, independent variables accounted for 53 percent of teachers' general attitude toward practicum. In the students' questionnaire, independent variables accounted for 58 percent of students' general attitude toward practicum.

For open-ended questions, teachers raised the following points in opposite to students' response. Practicum is a means of earning good grades for students with out working hard and practicum harms high school students since most of the student teachers are incompetent. Students on the other hand, raised the following point in opposite to teachers' response; most teachers were careless and biased. Other issues raised by both groups were almost similar.

Generally, it is possible to say that both groups have almost the same attitude toward teaching practicum with the difference in attitude for students and teacher related actors, and logistics and organization related factors.

4.3.3 Factors that Affect the Implementation of Practicum in Dilla University

Both teachers and students raised many factors as obstacle for the success of practicum course in the university. In order to identify these factors the standardized beta coefficient was used as a measure of the influence of each independent variable for positive ness of individuals' general attitude.

From students' questionnaire, the b-weights for course related factors were 0.37, logistics and for organization related factors were 0.27 and student and teacher related factors were -0.11. This means, course related factors such as duplication of content, balance between theory and practice, relevance of the course, adequacy of the course and difficulty level of the course contributed more favorably for students' attitude toward practicum. Where as, factors which are related with students and teachers contributed unfavorably for positive ness of students' attitude toward practicum. These factors

- include; relationship between teachers and students, soundness of evaluation methods and interest to learn and to teach.

From teachers' questionnaire, the b-weights for course related factors were 0.46, student and teacher related factors were 0.21 and for logistics and organization related factors were -0.12. This means, course related factors and student and teacher related factors contributed favorably for positive ness of teachers' attitude toward practicum. On the other hand, logistics and organization related factors such as; availability of course materials ,reference books ,adequate budget ,transportation and over all organization of practicum in partner schools and in the university itself contributed very small for positive ness of teachers attitude toward practicum.

- As far as the response for open-ended items concerned, students raised inadequate budget, poor-student and teacher relation, lack of interest from teachers, carelessness of teachers, bias in grading, demoralizing comments, and presence of plasma teaching in high schools, subjective evaluation and insufficient course materials as obstacle for the success of practicum. Teachers also pointed out the following points as obstacle for the success of practicum in the university. These includes ; inadequate budget, large number of students under one advisor, lack of cooperation from high school teachers, consumption of much time and resource, subjectivity in grading, more work load on teachers, absence of uniform evaluation criteria, large credit hour, similarity between courses, shortage of time for evaluation, absence of professional (pedagogy and psychology) course teachers in evaluating all students, incompetence of student teachers to teach in high schools, focus on how to teach with out subject matter knowledge and presence of plasma teaching in high schools.

In general, as it is possible to see from the above analysis, the factors raised as major obstacle for the success of practicum includes; evaluation criteria, poor student and teacher relationship, insufficient resource, presence of plasma teaching, focus on how to teach with out subject matter knowledge. These finding goes with the findings of Woube (2006), which says, practicum program is negatively affected by factors such as large number of students, in adequate budget and logistics, redundancy of courses and lack of systematic evaluation. This finding also supports the finding of Kedir (2006) which says

practicum is infamous in universities for eating up resources and testing the managerial confidence of the university.

4.3.4. Proposed Solutions for the Observed Problems by Students and Teachers

Practicum has many problems particularly in the implementation process. Teachers and students as they are the major stakeholders of the program their proposed solutions should be seen very carefully by the concerned body. Since they have passed through every process of the program, they can be a good testimony for the weakness and strength of the program. In the open-ended part of the questionnaire, students and teachers were provided an opportunity to express their proposed solutions for the observed problems and their response is summarized as follows.

The university should create bilateral relation with partner schools. These will help both groups to benefit from the linkage program. If it is a unilateral, partner schools may not be motivated to work with the university. However, if the university helps, these schools by providing resources, giving short term-training and capacity building courses both groups will be benefited from the program.

The university should have a well-organized physical and financial plan for implementation of the program. Practicum is a wide program; it needs the involvement of administrative staff, teachers, students, partner schools and high school teachers. In order to involve these groups, physical and financial organization is crucial, as we have seen from the result of the study this does not seem perfect in Dilla University. Both students and teachers raised financial questions such as low per diem. These will affect the progression of the program. Teachers were also condemned for being carelessness and biased by students therefore; the university should have to establish strong administrative and financial capacity for the achievement of intended goals and objectives.

The university should design well-defined and rational evaluation criteria for practicum. Since practicum is practical by its nature, every body can have its own understanding and observation. Thus, measurement of one's own teaching skill and methodology may not be the same for all individuals unless, criteria is set previously. In Dilla University there has been an evaluation criterion which was set by group of teachers' from different

departments. Still it lacks consistency among teachers. Specific procedures and criteria should be designed by participating all the concerned body more than this. Unless, it becomes the main threat for teachers and students relations as we have seen from the result of the study.

Short-term training, performance evaluation, workshop and orientation should be prepared for teachers in order to update their knowledge on the program. On the other hand, adequate teachers should be recruited in order to decrease the burden of teachers.

Unless, teachers may face problems in updating their knowledge, and performance in the actual teaching learning process and in their personal life.

The recent changes on the number of courses, the credit hour and addition of previously discarded courses seems to have positive impact on the implementation of practicum. Because, both teachers and students of the previous practicum raised these issues as negative sides of practicum and described the recent changes as a solution for the existing problems.

Finally, both students and teachers raised the idea of plasma teaching in high schools as obstacle to teaching practicum. This seems to be corrected because, students only have 10 minutes in one period; the other 30 minutes are covered by plasma teacher. These ten minutes are not enough to evaluate the performance of one student-teacher and one evaluator can have more than one student in this period due to the uniformity of plasma program all over the school. Therefore, the evaluation result, which is found in less than ten minutes, will not be valid and this can be a good reason for poor students and teachers' relation. On the other hand, pedagogy teachers and psychology teachers were not included in the evaluation of other students they are limited to their students, there role is assumed to be covered by subject teachers. When we see this, from psychology point of view, it does not seem correct because subject teachers may not have awareness about different situations and conditions for evaluation of students. The role of pedagogy teachers in evaluating the organization, presentation, teaching aid use and material preparation may not be assessed correctly by subject teachers.

CHAPTER-V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

Practicum is the most important event in creating opportunity for student-teachers to acquire authentic experience about teaching, learning and the school environment. The knowledge of subject matter alone will not enable student-teachers to become efficient classroom practitioners. The previous education system has been criticized for not including practicum and other important contents. Students were provided with theoretical and unrealistic lessons (MOE, 2002:9). Teacher educators have been described as out of touch with classroom realities.

However, the introduction of practicum by itself will not be solution for the observed problems. It needs proper administration, implementation, organization and evaluation unless it will not produce any thing better than the previous education policy. In order to identify the availability of these things the study of attitude is important. Attitude is an evaluative judgment and it has important role in the process of teacher education. Particularly, students and teachers attitude toward practicum is crucial since teachers and students are the major stakeholders of the program. If they do not have positive attitude toward the program, the objective will not be achieved. Moreover, teachers and students opinion toward practicum is important in identification of the achievement of objectives and in the revision and planning of the professional curriculum of the program.

The major purpose of this study was, therefore, a survey of attitude toward teaching practicum and the related factors with a particular reference to the 2006/07 graduating students and teachers who taught in Dilla University in the same academic year. Specifically, the objectives of the study were:

- a. To identify whether teachers' and students' have positive or negative attitude.
- b. To identify whether there are differences between the attitude of students and teachers.

practicum but there is some difference in perception about the source of the problem.

- C. The following factors were identified as an obstacle for the proper implementation of practicum in Dilla University. From students questionnaire; subjective evaluation criteria ,poor student and teacher relationship ,inadequate budget ,bias among teachers ,presence of plasma teaching in high schools ,lack of interest from teachers and demoralizing comments of teachers .These can be generalized as student and teacher related factors and logistics and organization related factors.

From teachers questionnaire; inadequate budget, lack of cooperation from high schools ,consumption of much time and resource, subjective evaluation criteria ,incompetence of student teachers to teach in high schools, focus on how to teach with out content knowledge ,similarity between courses and presence of plasma teaching in high schools. These can be generalized as logistics and organization related factors, student and teacher related factors and course related factors.

- D. Teachers and students recommended the following points as a solution for the observed problems on the open-ended part of questionnaire. The university should create bilateral relation with partner schools, the university should have a well organized physical and financial plan ,there should be a well defined and rational evaluation criteria for evaluation of students, short-term training, performance evaluation, workshop and orientation should be prepared regularly ,non-plasma classes should be prepared for evaluation of students and finally pedagogy and psychology teachers should be involved in the evaluation of every students. These were some of the common recommendations proposed by students and teachers.

5.2 conclusion

Based on the above findings the researcher concluded that:

- It appears that both teachers and students were not predominantly in favor of the practicum program. That is, the proportion of students and teachers who have positive attitude toward practicum is not significant; nearly half of the

survey groups were in negative direction toward practicum program. Thus, the situation calls for attention.

- Teachers and students have some difference in attitude on the source of the observed problems in the implementation process of practicum program. Teachers consider logistics and organization related factors as the main source of negative attitude where as, students consider student and teacher related factors as the main source of negative attitude.
- Students and teachers related factors such as, evaluation criteria of practicum, poor relationship between teachers and students, incompetence of students to teach in high schools, presence of plasma teaching in high schools, and logistics and organization related factors such as, inadequate perdiem, lack reference books and lack cooperation from high school teachers are some of the major problems of teaching practicum in Dilla university.

5.3 Recommendations

Based on the findings of the present study, the researcher forwarded the following suggestions to be taken in to consideration in the implementation of the program in the coming academic years in Dilla University.

- a. Rational and objective evaluation criteria should be designed by participating every concerned body.
- b. Non-plasma classes should be prepared for assessment of student-teachers.
- c. Short-term training, workshop, performance evaluation and orientation should be prepared at the beginning and at the end of each course by participating students, teachers, partner school teachers and directors and administrative stuffs of the university.
- d. Professional relationship should be established between students and teachers in order to solve problems encountered by discussion.
- e. The number of students supervised by one teacher (advisor) should be limited to the minimum.

**Addis Ababa University
School of Graduate Studies
Department of Psychology
Attitude Questionnaire**

Submitted to Panel of Judges

The purpose of this questionnaire is to gather data about the attitude of teachers and students toward teaching practicum among Dilla university education faculty students and teachers. The development of the questionnaire has not yet been finalized. Thus, your involvement in the development of the instrument has been crucial for the achievement of intended objectives.

The items have been grouped into four categories. Your task is to rate each of the items as; Highly = 3, Moderately = 2, or poorly = 1 in response to the question. "To what extent does the item measure the category in which it is grouped?" and its appropriateness to measure the attitude of students and teachers by putting a tick mark in front of each item.

In order to facilitate your rating, please make a reference to the table of specification of the category to be measured with the corresponding items.

Thank you for your co-operation

Table of Specification

General Attitude Questions

Description of the category to be measured	Items intended to measure the category
1. General attitude towards teaching practicum - General outlook towards practicum courses: positive-negative, good-bad, acceptance-rejection, liking-disliking, desirable-undesirable.	1-17

Course Related Factors

2. Relevance of the courses - Respondents' belief whether or not practicum courses are related to, based upon, the realities of school teaching perceived applicability of the courses.	18-44
3. Balance between theory and practice in the courses - Respondents' evaluation of whether there is a fair coverage of both practice and theory.	
4. Adequacy of the contents of teaching practicum courses - Respondents' evaluation of whether or not the courses contain sufficient contents and duration of experiences for the adequate training of professional teachers.	
5. Duplication of contents in the practicum courses. - Respondents' evaluation of whether or not there is redundancy or an overlap of contents among practicum courses.	
6. Difficulty of practicum courses. - Respondents' evaluation of whether or not the courses are challenging or simple	

Student and Teacher related factors

7. Interest of students and teachers to learn and to teach the course. - Respondents' evaluation of whether or not teachers and students show interest in their teaching and learning	45-64
8. Relationship between students and teachers. - respondents' evaluation of whether or not practicum helped them to create friendly relationship between teachers and students	
9. Evaluation practice - Respondents' evaluation of the evaluation practices in practicum courses. Whether grading systems are rational or not, consistent or fluctuate, whether the allotted credit hour is fair or unfair for each practicum courses etc.	

Logistics and Organization related Factors

10. Availability of Resources Whether or not adequate transportation, is available, enough per diem is paid for teachers and students, nearby partner schools are available, adequate guidelines and reference materials are available etc.	65-77
11. Organization of teaching practicum - respondents evaluation of whether or not good relationship between partner schools and the institution, materials are available, good monitoring system is available	

	General Attitudes towards Teaching practicum	To what extent does the item measure the category in which it is grouped?		
		Highly	Moderately	Poorly
1	Teaching practicum is the most important component of higher education			
2	If teaching practicum courses had been optional, I wouldn't have taken them			
3	Had it not been a matter of grade, I wouldn't have preferred to take practicum courses			
4	If I became a teacher, I would advise my students to join faculty of education where more practicum courses are offered.			
5	If I had been allowed to graduate without taking practicum courses, I would not have taken them.			
6	I like practicum courses throughout my university campus life			
7	Even if teaching practicum courses had been elective ones, I would have elected them to study			
8	Thanks God that I have almost finished taking those boring practicum courses			

9	Practicum courses are course with which I am satisfied least in the university			
10	I feel that studying practicum course is a waste of time			
11	Taking practicum courses is worth while to me			
12	I think that one can became a teacher whether or not one takes practicum courses			
13	I believe that practicum courses are helpful in solving educational problems in our society			
14	I recommend practicum courses to remain as essential component in the training of student teachers			
15	I found many of the practicum courses to be full of common sense ideas			
16	Most of practicum courses were boring to me			
17	Many of the practicum courses are exciting to me			

	Course Related Factors	Highly	Moderately	Poorly
18	Most of practicum courses give emphasis to an ideal classroom situations			
19	I feel that knowledge from most of practicum courses is less likely to be applied to the conditions of our secondary schools			
20	I think that the subject matters of most of practicum courses are well related to Ethiopian secondary schools			
21	I found a gap between what I have learned in class rooms and what I encountered during my practice teaching			

22	I feel that practicum courses helped me to become interactive and confident			
23	I don't think practicum helps me to solve those problems which I encounter in classrooms			
24	I think there is a fair balance between theory and practice in most practicum courses			
25	Practicum gives much focus for practical exercises.			
26	There are no theoretical backgrounds for most of practicum courses			
27	Most of the theories of practicum courses do not have practical application in classroom situation			
28	I like teaching practicum because it is more of practical by its nature			
29	I found many of the practicum courses that they contain sufficient contents in the training of teachers.			
30	Practicum courses emphasize what is known and obvious to the students			
31	Knowledge from practicum courses made me feel adequately prepared in teaching			
32	I think practicum courses occupy long duration than any other courses			
33	It is important to give more duration for practicum courses than other academic courses			
34	I think it is important to give more attention for other courses than practicum in teacher training institutes.			
35	It is important to reduce the time students and teachers spend in partner schools.			

36	The duration spend in partner schools inhabits me from doing my home work and study.			
37	I came to conclude that there is sameness between contents of the various practicum courses			
38	I think that duplication of contents is not the typical feature of practicum courses			
39	I could not see major differences between contents of practicum courses			
40	I think duplication of contents of practicum courses made it boring.			
41	Practicum courses require too much work			
42	Practicum courses do not require critical thinking			
43	I found many of the practicum courses to be as challenging as major area courses			
44	I give more attention for other courses than practicum courses because they are too easy			

	Student and Teacher Related Factors	Highly	Moderately	Poorly
45	Practicum courses did not stimulate my interest in becoming a teacher			
46	Practicum courses rarely stimulate intellectual curiosity about certain aspects of teaching.			
47	Practicum courses made me interested in teaching as a profession			
48	There is no teaching profession with out teaching practicum			
49	It is possible to produce professional teachers without teaching practicum.			
50	I found many of the instructors of practicum			

	courses to be enthusiastic about teaching			
51	The approach of instructors of practicum courses did not often hold my interest.			
52	Many of the instructors of practicum courses are not interested in teaching			
53	Many of the instructors of practicum courses do not show interest in students			
54	Most of the instructors of practicum courses are friendly towards students			
55	I found that the evaluation of most practicum courses is rational			
56	If is possible to predict practicum course grades after the end of each courses			
57	I am very much satisfied with my practicum grades.			
58	There is no uniform grading system for practicum courses			
59	The weight (credit hour) given for practicum courses is large as compared to other academic courses			
60	The credit hour given for each course of practicum is large as compared to the expected learning out comes			
61	The grading system have strengthened the relationship between instructors and students			
62	There is bias among teachers towards practicum grading			
63	If the weight (credit hour) of teaching practicum was less than this, I would like teaching practicum more than this,			

64	I found the feed back instructors and partner school teachers different during evaluation.			
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	Logistics and Organization Related Factors	Highly	Moderately	Poorly
65	Most of practicum courses do not have guide line that helps the students to accomplish the expected tasks			
66	I found practicum disgusting due to the distance between the university and partner school is too far			
67	Due to lack of adequate transportation students do not reach partner schools on time			
68	The peridium is not enough to accommodate my expenditure			
69	If I got enough peridium, I would like teaching practicum more than this,			
70	There are no enough textbooks and reference materials for some practicum courses.			
71	If the distance between partner school and university was short, I would like teaching practicum more than this.			
72	Course materials of many of the practicum courses are not as well prepared as those of major courses			
73	I appreciate the way the objectives of practicum courses are explained and followed			
74	There is no good relationship between partner schools and teacher education institutes			

75	There is no mechanism to control the attendance of students from teacher education institutes and from partner schools			
76	Partner school teachers are ready to help us when we need there support			
77	Partner school teacher and instructors of teacher training institute work together to monitor the progress of students			

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY

Attitude Questionnaire for students

The purpose of this questionnaire is to gather data about the attitude of students toward Teaching Practicum among Dilla University Education Faculty Students.

As a respondent to this questionnaire, your genuineness contributes greatly toward achieving the objective of the investigation.

General Directions: Please note the following points before you start responding.

1. You respond to each of the items by expressing your degree of AGREEMENT or DISAGREEMENT to each statements as SA, A, U, D,SD.

Key- SA= Strongly Agree
A= Agree
U= Undecided or Uncertain
D= Disagree
SD= Strongly Disagree

2. Be sure that your response will be kept confidential.
3. Make sure that your Questionnaire has five parts.
4. Please do not show reservation to indicate your true opinion. What ever response you give, it will not be considered wrong.
5. Your frankness is very important.

Thank you In Advance

A– Background Information

Department _____ Sex _____
Age _____ GPA _____ Year of High school completion _____

B – Indicate your degree of agreement to each item by putting a tick mark in front of each item.

N.B:

SA= Strongly Agree
SD= Strongly Disagree

A= Agree
U= Undecided
D= Disagree

Part I- General Attitude Questions

		SA	A	U	SD	D
1	I like practicum courses through out my university life.					
2	Practicum courses are courses with which I am satisfied most in the university.					
3	There is no teaching profession with out teaching practicum.					
4	I don't think that one can become a teacher without taking practicum courses					
5	I feel that practicum courses helped me to become interactive and confident.					
6	I recommend practicum courses to remain an essential component in the training of student teachers.					
7	Teaching practicum is the most important component of higher education.					
8	If teaching practicum courses had been elective, I would have elected them to study.					
9	When I become a teacher, I will advise my students to join faculty of education where more practicum courses are offered.					

Part II- Student and Teacher Related Questions

		SA	A	U	D	SD
1	Instructors are ready to help us when we need their support					
2	Most of the instructors of practicum courses are friendly towards students					
3	The grading system of practicum does not affect the relationship between instructors and students.					
4	Practicum courses Stimulate my interest in becoming a teacher					
5	I have found many of the instructors of practicum courses to be enthusiastic about teaching the course.					
6	Practicum courses stimulate intellectual interest about certain aspects of teaching					
7	I like teaching practicum because it is more of practical by its nature					
8	Many of the practicum courses are interesting to me.					
9	It is possible to predict practicum course grades after the end of each course.					
10	The weight (credit hour) given for practicum courses is fair as compared to other academic courses.					
11	I have found the evaluation of most practicum courses reasonable.					
12	There is no any bias among teachers towards practicum grading					
13	There is uniform grading system for practicum courses					
14	I am very much encouraged with my practicum grades.					

Part III- Course related Questions

		SA	A	U	D	SD
1	Knowledge from practicum courses make me feel adequately prepared for teaching.					
2	It is important to increase the time students and teachers spend in partner schools.					
3	It is important to give more duration for practicum courses than other academic courses.					
4	I have found many of the practicum courses contain sufficient contents in the training of teachers.					
5	The duration I spend in partner schools do not inhibit me from doing my home work and other activities.					
6	The duration of time, which is given for practicum courses is appropriate as compared to the objective.					
7	I think there is a fair balance between theory and practice in most practicum courses.					
8	There are theoretical back grounds for most of practicum courses.					
9	I found many differences between what I have learned in classrooms and what I have encountered during my practice teaching.					
10	I think that the subject matter of most of practicum courses is well related to Ethiopian secondary schools.					
11	I feel that knowledge from most of practicum courses is most likely to be applied to the conditions of our secondary school.					
12	I think that repetition of contents is not the typical feature of practicum courses.					
13	There are differences between contents of practicum courses.					
14	Practicum courses require too much work.					

15	I found many of the practicum courses to be as challenging as major area courses.					
16	I believe that practicum courses are helpful in solving educational problems in our society.					

Part IV – Logistics and Organization related Questions

		SA	A	U	D	SD
1	Course materials of most of the practicum courses are well prepared as those of major area courses.					
2	I appreciate the way the objective of practicum courses are explained and followed.					
3	Practicum courses have clear guideline that helps the students to accomplish the expected tasks.					
4	There is good relationship between partner schools and the University.					
5	I found practicum interesting despite the farness of partner schools from the University.					
6	The perdiem of practicum is enough to accommodate my expenditure.					
7	If I got enough perdiem, I would like teaching practicum more than I do now.					
8	If the distance between partner school and university were short, I would like teaching practicum more than I do now.					
9	There are enough textbooks and reference materials for practicum courses.					

Part V-Open Ended Questions

1. Do you think that practicum has benefited students as it was expected? (Yes, not sure, No)

2. What are the strong sides of teaching practicum? List some of them.

3. What are the negative sides of teaching practicum? List some of them.

4. What do you expect from the university in order to achieve the objective of teaching practicum?

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY

Attitude Questionnaire for Teachers

The purpose of this questionnaire is to gather data about the attitude of teachers toward teaching practicum among Dilla University Education Faculty Teachers.

As a respondent to this questionnaire, your genuineness contributes greatly toward achieving the objective of the investigation.

General Directions: Please note the following points before you start responding.

1. You respond to each of the items by expressing your degree of AGREEMENT or DISAGREEMENT to each statements as SA, A, U, D,SD.

Key- SA= Strongly Agree
A= Agree
U= Undecided or Uncertain
D= Disagree
SD= Strongly Disagree

2. Be sure that your response will be kept confidential.
3. Make sure that the Questionnaire has five parts.
4. Please do not show reservation to indicate your true opinion. What ever response you give, it will not be considered wrong.
5. Your frankness is very important.

Thank you In Advance

A. Background Information

Department _____ Sex _____
Qualification _____ Year of service _____

B. Indicate your degree of agreement to each item by ticking on SA, A, , U, D or SD in front of the items.

NB:

SA- Strongly Agree

A= Agree

D= Disagree

SD- Strongly disagree

U= Undecided

Part I - General Attitude Questions

		SA	A	U	SD	D
1	Teaching practicum is an important component of teacher education.					
2	There is no teaching profession without teaching practicum.					
3	I think that one cannot be a teacher without taking practicum courses.					
4	I think students are benefited from practicum program.					
5	Practicum courses are exciting to me.					
6	I recommend practicum courses to remain as an essential component in the training of student teachers.					

Part II - Course Related Questions

		SA	A	U	D	SD
1	I think practicum courses occupy optimum duration like other courses.					
2	I have found many of the practicum courses contain sufficient contents in the training of teachers.					

3	It is important to give more duration for practicum courses than other academic courses.					
4	I think there is a fair balance between theory and practice in most practicum courses.					
5	Practicum course emphasize what is new and unfamiliar to the students.					
6	Practicum courses require critical thinking.					
7	There are theoretical backgrounds for most of practicum courses.					
8	Most of the theories of practicum courses have practical application in classroom situation.					
9	I feel that knowledge from most of practicum courses are most likely to be applied to the conditions of our high schools.					
10	Practicum courses give emphasis to an actual classroom situation.					
11	I think that the subject matter of most of practicum courses is well related to Ethiopia secondary schools					
12	I believe that practicum courses are helpful in solving educational problems in our society.					
13	The duration I spend in partner schools do not inhibit me from doing my own personal and other academic works.					
14	There are differences between contents of various practicum courses.					
15	I think that repetition of contents is not the typical feature of practicum courses.					
16	Practicum courses require too much effort like other courses.					

Part III -Student and Teacher Related Questions

		SA	A	U	D	SD
1	Most of the instructors of practicum courses are friendly toward students.					
2	Students are diligent and cooperative to work with us for the success of the program.					
3	Practicum courses have a potential to stimulate student teachers.					
4	Most of the students have interest in Learning practicum courses.					
5	I am very much interested in supervising student teachers in partner schools.					
6	Practicum courses mostly stimulate intellectual curiosity about certain aspects of teaching.					
7	I like to teach practicum courses.					
8	I have found the evaluation criteria of practicum courses rational.					
9	There is uniform grading system for practicum courses.					
10	The credit hour given for each course of practicum is fair as compared to the expected learning outcomes.					
11	The grading system of practicum has strengthened the relationship between instructors and students.					
12	The weight (credit hour) given for practicum course is optimum as compared to other academic courses.					
13	If the weight (credit hour) of teaching practicum was greater than this I would like teaching practicum more than this.					

Part IV -Logistics and organization Related Questions

		SA	A	U	D	SD
1	Course materials of most practicum courses are well prepared as those of major area courses.					
2	I appreciate the way the objectives of practicum courses are explained and followed.					
3	Partner school teachers are ready to help us when we need there support.					
4	Practicum courses have guideline that helps the teachers to accomplish the expected tasks.					
5	Due to presence of adequate transportation, teachers and students reach partner schools on time.					
6	There is good relationship between partner schools and teacher education institute.					
7	There is a mechanism to control the attendance of students from teacher education institutes and from partner schools.					
8	Partner school teacher and instructors of teacher training institute work together to monitor the progress of students.					
9	There are enough textbooks and reference materials for practicum courses.					
10	I found practicum interesting despite the farness of partner schools from the university.					

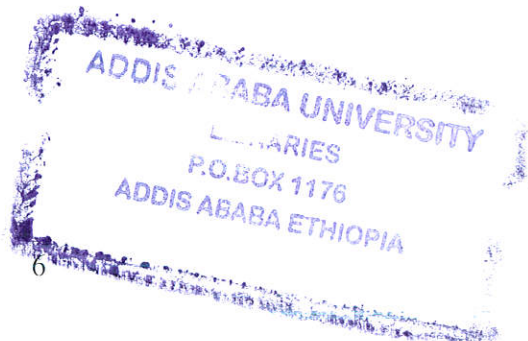
Part V -Open Ended Questions

1. What is your attitude to wards teaching practicum?
(Positive, Negative).

2. What are the strong sides of teaching practicum? List some of them.

3. What are the negative sides of teaching practicum? List some of them.

4. What do you expect from the university in order to achieve the objective of teaching practicum?



Declaration

I declare that this thesis is my original work. Those works used for the thesis are adequately acknowledged.

Name Henok Jemal

Signature Henok

Date 11/12/99

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

Name Desalegn Chalchisa (PH.D)

Signature _____

Date _____

