

**A STUDY ON IMPLEMENTATION OF TEACHING
PRACTICUM PROGRAM: THE CASE OF JIMMA
TEACHERS COLLEGE AND
JIMMA UNIVERSITY**



**BY
GETENET BUSEIR**

JULY 2007

**A STUDY ON IMPLEMENTATION OF TEACHING PRACTICUM
PROGRAM: THE CASE OF JIMMA TEACHERS COLLEGE
AND JIMMA UNIVERSITY**

**A Thesis Submitted to the School of Graduate Studies of Addis
Ababa University in Partial Fulfillment of the Requirements
for the Degree of Master Arts in Educational
Planning and Management**

**By
Getenet Buseir**



July 2007

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

Name – **Yalew Ingedayehu (Ph.D)**

Signature 

Date July 20, 2007

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**A STUDY ON IMPLEMENTATION OF TEACHING PRACTICUM
PROGRAM: THE CASE OF JIMMA TEACHERS COLLEGE AND
JIMMA UNIVERSITY**

By: Getenet Buseir

Approval by the Examiners Board

Yukunoamlak Alemu (PhD)

Chairman, Department Graduate
Committee

Yukunoamlak Alemu

Signature

Yalew Ingdayoh

Advisor

Yalew Ingdayoh
Signature

Amhara K.

External Examiner

Amhara K.
Signature

Zeribe Baraki

Internal Examiner

Zeribe Baraki
Signature

ACKNOWLEDGEMENTS

First of all I would like to forward a special thanks to the Almighty! Who enabled me to this day in overcoming all barriers. Secondly, I would like to extend my deepest gratitude to my advisor Dr. Yalew Ingidayehu for his encouragement and unreserved assistance through out the writing of this thesis research. Thank you for showing me to reach beyond my limitations.

Next, I would like to owe a debt of gratitude to the many colleagues and instructors from whom I have learned so much over the years and who helped me in continuing my education. To list them all would be impossible, but those who deserve special mention are Ato Kenenisa Dabi, Ato Teklemariam Hayile, Commissioner Fekadu Seboka and Ato Hayredin Redi.

I wish also to express my appreciation to students' teachers, teacher educators and practicum program coordinators in Jimma teachers college, and Jimma University, principals and teachers of the primary and secondary schools of Jimma zone for helping me to gather the required data.

I am also thankful to my family for their patience, understanding and encouragement through out my study. Above all, my deepest appreciation goes to my wife, W/ro Fedila Jemal, for her support, patience and encouragement during my stay in the University. I also, thank my son, Yosen Getenet who missed my care that I could have offered him had I not been on study. So thank you all!!

Table of Contents

	Page
<i>Acknowledgments</i>	<i>i</i>
<i>Table of Contents</i>	<i>ii</i>
<i>List of Tables</i>	<i>iv</i>
<i>Acronyms</i>	<i>v</i>
<i>ABSTRACT</i>	<i>vi</i>
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objective of the Study	5
1.4. Significance of the Study	5
1.5. Delimitation of the Study	6
1.6. Limitation of the Study	6
1.7. Methodology and Procedures of the Study.....	6
1.7.1. Research Method	6
1.7.2. Sampling Technique	7
1.7.3. Data Collection Instrument	8
1.7.4. Procedures of Data Collection	9
1.7.5. Methods of Data Analysis	9
1.7.5.1. Data Presentation	9
1.7.5.2. Methods of Data Analysis	9
1.8. Operational Definition ..	10
CHAPTER TWO: REVIEW OF THE RELATED LITERATURE	11
2.1 Concepts and Development of Teacher- Education	11
2.2 Ethiopia's Pre-Service Teacher Education System.....	13
2.2 1.A Paradigm Shift in Ethiopian Teacher Education.....	14
2.2.2 An Overview of Institutional Program Organization	15
2.2.3 Practicum Program and its Implication	17
2.2.4. The Current school Reform Efforts and its Implication in Practicum Program	18

2.3 Implementing Practicum Program Polices and Practices	20
2.3.1 Prescribed Role and Responsibility of Practicum Implementing Bodies	21
2.4 Competency, Commitment and Performance Issues in Teacher Education	24
2.4.1 Issues of Competency and Commitment	24
2.4.2 Practicum Performance Areas and Assessment Practices	27
2.5 The Issue of Teacher Education Accountability in Academic Context	32
2.6 Practicum Program Assumptions, and Course Structure.....	33
2.6.1 Program Assumption	33
2.6.2 Practicum Course Structure	34
2.7. Challenges of Implementing Practicum Program as Innovation	34
2.7.1 Challenges of the System Structural Changes	34
2.7.2 Challenges of Leadership	36
2.7.3 Challenges in Getting Support from School and TEIs Staff	37
2.7.4. Time and Financial Shortages	39
CHAPTER THREE: DATA PRESENTATION ANALYSIS AND	
INTERPRETATION	40
3.1. Biographical Data of the Respondents	41
3.2. Perception of People Involved in Implementing the Program	43
3.3. Challenging Factors Affecting Implementation of Teaching Practicum Program	69
3.3.1. Time Factors	69
3.3.2. Financial Factors... ..	70
3.3.3. Managerial Factors	71
3.3.4. Selection and Assessment Factors	72
CHAPTER FOUR: SUMMARY, CONCLUSIONSAND RECOMMENDATIONS .	73
4.1 Summary	73
4.2 Conclusions	78
4.3 Recommendations	81
Bibliography	84
Appendices	

List of Table

Table 1: Characteristics of Respondents.....	41
Table 2 Tutors perception of their role towards working with student teachers	43
Table 3: Tutors Perceptions towards their Training and Assessment of Mentors	45
Table 4: Tutors Perceptions of their Actual Tutoring Practices	47
Table 5: Student Teacher Perception towards the in Gains from Practicum Course through TEIs	49
Table 6- Student Teachers Perception Towards to their Class Observation and Class Room Practice	51
Table 7- Mentors Perception of their Role Performance	53
Table 8. Mentors Perceptions of their Interest to Work with Student Teachers and on Rewards of Becoming Mentor.	54
Table 9- The Exiting Practice of Mentors Feedback Provision to Practicing Student Teacher	56
Table 10: Perceptions of Tutors on Implementation of Practicum Program and its Implication to their Current Practice.....	58
Table 11, Attitude of Tutors Towards Partner School	59
Table 12: Perceptions of Student Teachers towards Mentor Tutor and Schools Role Performance	62
Table- 13- Mentors Evaluation of the Current Practicum Implementing Institutions And Personnel Involved.	64
Table -14 Views Tutors on Major Problems Challenging Practicum Implementation	66

List of Figure

Figure 1: Mentors Views on the TEIs Level of Theory Offering to Student Teachers	68
---	----

List of Abbreviations

ESDP-	Education Sector Development Program
ETP-	Education and Training Policy
MOE-	Ministry of Education
REB-	Regional Education Bureau
TEI-	Teacher Education Institution
WEO-	Wereda Education Office
ZEB-	Zone Education Bureau
OECD-	Organization for Economic Cooperation and Development
IER-	Institute of Educational Research

List of Acronym

COTE-	Commission on Teacher Education
TESO-	Teacher Education System Overhaul
UNESCO-	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

This study was conducted with the objectives of looking into what was going on in public initial teacher education provider institutions and of students in schools to expose them to real world practices. It was also aimed at investigating the views of personnel involved and challenges on effectiveness of institutions implementing the program in Jimma Zone. To gather the necessary data, questionnaire, semi-structured interview and focus group discussion were employed. The data was then tabulated and analyzed qualitatively using percentages.

To achieve the purpose, 21TEIs and schools practicum program coordinators and personnel managing schools in which students practiced teaching, 48 tutors, 93 mentors and 160 third year student teachers were included. Different sampling techniques including simple random, purposive and stratified sampling techniques were employed in the process of selecting the respondents.

The findings of the study show that implementing practicum program in TEIs and placement schools did not get sufficient concern from front line institutions implementing the program. A pertinent and regular follow up from policy makers was not also in place. Thus, collaborative partnership between TEIs and schools did not seem to exist. As a result, tutors and mentors did not play the various roles expected of them; student teachers did not have opportunity of getting the necessary skills and competencies of teaching from actual field experiences. The management of the schools and mentors had a negative attitude towards getting involved in the training of prospective teachers. Overall, the major factors affecting the effectiveness of TEIs and schools in implementing the practicum program were found out to be lack of not being informed the roles and responsibility on the part of all personnel involved, shortage of finance and real resources necessary to run the practicum programs. On the part of TEIs management there were lack of willingness and commitment to share available resources with schools; and inability to give pertinent attention to the training of mentors, practicum coordinators and mentor trainers.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Starting from the past five years, practicum program in teacher education has been implemented as an innovation that has grown in response to socio-economic and cultural pressures as part of overall education reform movement in Ethiopian education system. In line to this, Teachers Education System Overhaul (TESO) hand book, (MOE, 2003:35) notes that, the system paradigm shift implies that change in what is valued in society and knowledge emanated from it should be learned in schools. Thus, it needs to involve

teaching which makes changes in ideas and directly related to peoples' lives taking the real world into the classroom and taking teachers out into the real world and democratizing teacher education through giving teachers, students and citizens confidence to make decisions and take control of their world.

Accordingly, in 2003 TESO task force in MOE was set up competency based teachers education proposal to be used in all Teacher Education Institutions (TEIs) indicating that, the type of children behavior to be fostered by school personnel, competencies needed from teachers in order to provide the desired services needed to develop those teacher competencies, selection criteria of candidates, a follow-up plan to determine the effectiveness of the program and methods of application to both pre-service and in-service education programs in the country.

To this effect, the system overhaul task force had clearly outlined the responsibility and accountability expected from each student teacher, teacher educator, administrative personnel, school personnel, state education governing bodies and the local community in its policy framework. It urges the greatest emphasis need to be given in creation of a co-operative partnership among active actors to an effective implementation of practicum programs. The interest of collaborative work in teacher education and any attempt to change teacher education inevitably bears impacts on education, to a greater or lesser extent. Each front line implementer will react in accordance with its own perception of its interest. It may choose to support or oppose, strengthen or destroy the proposed practicum policy framework.

As a practicum program is part of a new paradigm shift in Ethiopian Teacher Education Program, some failures are inevitable to be seen in the real implementation at the ground. Some failures

might also result when proposed ideas fail in practice. Still, other failures might result from poor judgment, poor timing, inadequate financial support, and lack of management backing the program.

Accordingly, this research project was designed to look into such failures observed in the process of ongoing practical implementation of practicum programs. To this end attempts were made for exploring and describing the perception, attitudes, and motivation of key actors, implementation strategies and practices in the field, access to resources, professional development and the running of practicum program by individuals and institutions implementing the program. The study also tried to find out challenges faced during implementation of the program.

1.2. Statement of the Problem

Jimma Teacher Training Institute had been training primary school teachers starting from 1969. After the implementation of the new education and training policy in 1996, it was up graded to a college level to train second cycle primary school teachers. Jimma University was also restructured and opened its education faculty to producing of general secondary school teachers starting from 2002 (ESDP, II, 2002).

Study of MOE (2002) in entitled “The Quality and Effectiveness of Teacher Education in Ethiopia: a report of the study findings with recommendation for action” and also other studies the need for major changes in the curriculum of pre-service and in-service teacher education. Among various issues arising out from those findings were lack of professionalism and ethical values, the quality of courses and methods of teaching being theoretical and teacher centered; TEIs, schools and communities having insufficient link between them. Above all the practicum receives inadequate emphasis and was insufficiently implemented at all levels of Teachers Education.

Being aware of the above fact, Ministry of Education (MOE) is now undertaking implementation of over all educational system reform. To this effect, it had instituted Teacher Education System Overhaul (TESO) Department, in 2003, at national level. Accordingly, the TESO task force came up with full-fledged proposal to be implemented throughout the system. The task force stated that in the previous Teacher Education, the focus was on cognitive objective, which specify

knowledge and intellectual abilities or skills that are demonstrated by the learner.

While currently, aiming at producing effective teachers as quickly as possible, the TESO Task force urged to make a paradigm shift towards competence based teacher Education in providing practicum and teaching methods to be a crucial focus. In competency based teacher education the focus is shifted to include performance and consequence objectives. The teacher educator not only must know about teaching but also must be able to teach and to produce change in student. Prospective teachers of primary and secondary schools must have to gain practical experience of the realities of schooling, class room, and the wider community.

The components to become effective, they must be long enough for student teachers to experiment, reflect, observe and evaluate. Throughout the process of practical implementation, prospective teachers should get support and guidance from experienced and understanding professionals. It is also understood that the impossibility for TEIs staff to spend enough time during practicum with each student assigned to them, especially when schools are not in close proximity to the TEIs.

For such a reason that, TESO hand book; (MOE, 2003:12) pointed out the greatest importance of staff in schools is to take part in supervising, guiding and assessing the student teachers. For this support and guidance to be of value the school and TEIs staff must give consistent advice. It is also clearly stated the overall role and responsibility of all concerned bodies with its attached appendices that show cooperative partnership should be created between key actors through out the structures of education system of the country.

It is interesting to note that the majority of reports relating to practicum centered teacher education reform programs to succeed largely need to obtain acceptance of implementing institutions and individuals. The existence of practicum program in teacher education implies a clear vision of what the student is to become.

Accordingly, proposal of teaching practicum program seeks a rejection of the old and a vision of the new, prediction of future role and functions of the teachers is difficult. The difficulty of working with those groups concerned about educational reform matter cannot be less estimated. For reform efforts to be successful there must be a perceived need for and clarity of change

among the general public i.e. the goals and means of implementation must be clear. Therefore, it demands an obvious need to communicate more effectively what is being done.

At present, related to this reform effort in teacher education particularly, towards practicum course implementation, different conceptions and feelings are airing out with in the public, and from school teachers and teacher educators of TEIs. It is necessary to make an overall effort to being understood by the general public and by key actors of the reform process, for education is a subsystem of the society as a whole and because the social and educational structure support and strengthen on another. Accordingly, Aggarwal, J.C (2002:462) suggests that:

It is not more money and resources but management and execution by a better and more effective framework and leadership that can give true content and meaning to educational programs. We have to be perhaps ruthlessly realistic about our economic and budgetary constraints...

Likewise, Grent, G and Murray, C.E (2002:201-212) stated that, addressing to education reform efforts, complexity, difficulties, and extent of change required of the individuals responsible for the implementation. Even through the process of creation and successfully implementing long lasting changes in teaching profession to improve students learning seeks proceeding slowly for those many pervasive obstacles and complexity will crate problems on its success. Hence, the current paradigm shift in Ethiopian teacher education and implementation of practicum program fully within the existing TEIs and their surrounding school may not be an easy task.

Above all the case that led the researcher to focus on implementation of practicum program in Jimma zone rests on his experience in the locality. In the past five years, he came across with various expressions of dissatisfaction towards practicum program by key actors. There was also an indication of that a weak link exists among TEIs and schools, and that school teachers resisted the transferring of responsibility of TEIs into schools. Hence, the researcher assumes that implementing institutions and their personnel might have a lack of understanding of different elements of practicum program (goal, content, process and evaluations).

Like wise, the resource implication of implementing the program to TEIs in the schools of the zone seems demanding mobilization of huge amount of resources with the extensive needs of staff development activities and materials production. With regards to those prospective teachers' complaints of the two TEIs seems that, their teacher educators might have a tendency of

concentration on theoretical aspects of teaching and a preference for traditional authoritarian teacher student relation. These and other related issue of practicum program motivates the researcher to study on implementation of program and look into the existing real problems through out the ongoing practice systematically.

Accordingly, any program developed now must pass through constant revision based up on systematic research findings, drawn at the national, regional or district level. Therefore, the above problems, initiated the researcher to carry out a study on the implementation of practicum program of teacher education in training offering, public higher institutions, primary and secondary schools of Jimma zone. To achieve this objective, the writer has specifically formulated the following basic research questions:

1. What roles do the academic and the management of the TEIs and schools play in realizing the standards put in place by Teacher Education Institution (TEIs)?
2. To what extent do such managerial roles contribute to the implementation of TESO's practicum program at the local level?
3. How are the roles and practices of practicum programs as perceived by student teachers, teacher educators and schools staff?
4. What resource implications does teaching practicum program for TEIs and schools?
5. What problems and challenges have the TEIs and schools face in running the practicum programs?

1.3. Objective of the Study

The general objectives of this study is to look into what is going on in TEIs and schools in terms of managing and running practicum programs; to draw usable and transferable lessons from real world practices and to shed light on the problems and challenges that impinges on TEIs' and schools' effectiveness in implementing practicum programs, in Jimma zone. Specifically, it aimed at finding answers to the above research questions.

1.4. Significance of the Study

This research endeavor would help to look into the practicum program content and practical implementation to indicate major areas that deserve improvement. It would enable those implementing agencies to understand the perception of student teachers, teacher educators, school

teachers and administrative personnel towards practicum program implementation and would enable them gain a lesson which would help in alleviation of the ongoing encountering constraints.

Therefore, this study is significant since:

- a) It would suggest factors that create cooperative partnership between institutions and their personnel.
- b) It would indicate ways of strengthening partnership;
- c) It would also play an eye opening role for those concerned bodies to play administrative and backing up roles to the front line implementers in forwarding pertinent solutions.
- d) The researcher believes that the study would also become relevant and as policy inputs in improving practicum implementation.
- e) The results of this study would still help to induce some interest in those who need to conduct research in the same area.

1.5. Delimitation of the Study

First, the study was delimited by area focused on woredas of the zone and Jimma city administration. Second, it was delimited by education institutions, including two available public teacher education institutions, six, secondary schools and twelve-second cycle primary schools.

1.6. Limitation of the Study

First due to financial, time and capacity constraints, the researcher failed to compare practicum program implementation in target group with other zones and regions.

Second, other instruments like long time observation of the four-practicum phases in schools setting could have supplemented the study. Yet, practical matters, i.e. time, finance and capacity constraints played their limiting role of making an in depth study on the subject.

1.7. Methodology and Procedures of the Study

1.7.1. Research Method

The methodology of the study is a descriptive survey. The rationale behind utilizing the survey is to obtain data from large number of target respondents. Additionally, according to Leady, and Ormrod, (2005; 144), the purpose of utilizing descriptive survey is to enable to understand the experiences and views of significant number respondents involving in the implementation of

practicum program in one way or another.

1.7.2. Sampling Technique

The study focused on Jimma Zone of Oromia Region. The zone was selected for two reasons. First, the researcher had better acquaintance with the TEIs teacher educators, mentor school teachers and local education department authorities. So, it was felt that they would be cooperative. Second, since the writer had worked there, he used to hear many complaints related to the implementation of school based practicum programs of pre-service teacher education from colleagues involved in the scheme. Thus, he was initiated to conduct a study on implementation of teaching practicum program of teacher education in the area. Of the seventeen woredas of the zone four woredas and two city administrations were available taken as sample areas of the study.

They were selected on the basis of availability sampling, because they are the only areas whose schools have been used for practicum program by the two public TEIs providing teacher education program in Jimma zone. Then, the four woredas had one secondary school each and one of the city administrations had two secondary schools. Thus, six secondary schools were available taken in the study because,

- a. The writer felt that he would get comprehensive information from all of them and
- b. It was possible to handle all the secondary schools

Regarding to the second cycle primary schools, there were 28 schools currently serving as cooperating schools for Jimma Teachers College. Thus, schools were stratified into two category by location within Jimma town and schools out side Jimma town. Then, to get well representatives of these schools, from 14 placement schools out side Jimma town, eight schools and from 14 placement schools in Jimma town four schools were selected using random sampling techniques. Hence, a total of 6 secondary schools and 12 second cycle primary schools were included in the study. However, the number of mentor school teacher, tutor teacher educators and third year intending teachers of the two TEIs were not uniform. So, different sampling techniques were employed as follows.

First, from eight departments under the Faculty of Education of Jimma University, three

departments, and from four stream of Jimma teachers college two streams were randomly selected. There were 422 male and 372 female, a total of 794 third year prospective teachers across the five departments and stream within the TEIs. Of these, the researcher determined to include 20% of the student teachers.

Second, in selecting tutor sample representatives from the total of 157 tutor teacher educator, 30% of them were determined by the researcher to being included in the study. However, the number of third year students and tutors in the TEIs were not proportional. Thus, stratified sampling was employed. Accordingly, from the total of 794 third year prospective teachers in the five sampled streams/departments of the TEIs were included in the sample and then it was determined sample to be taken was 160. Similarly, the total number of tutors in the two TEIs was 157 out of which sample taken was taken 48. Then again, the proportional number multiplied by the number of third year intending teachers in each stream/department and by the number of tutor in each TEIs gives the proportional sample of each category to be included in the study.

After getting the proportional sample size of each sampled department/stream, school and TEIs tutor, simple random sampling was again employed to take the required number of each category's representative samples of 85 male and 75 female, a total of 160 student teachers, and 45 male and 3 female tutor teacher educators which become 48 sample tutor. Additionally, a total of 93 mentors from each school in accordance with their proportional size were selected. Finally, specific sample representative of each category were selected through the use of random sampling technique.

1.7.3. Data Collection Instrument

In this study three instruments were employed to collect data. They include questionnaire, interview guideline and focus group discussion. The items of questionnaire were designed based on the existing literature. To increase the reliability, the questionnaire was first pilot tested on 20 student teachers, 15 mentors and 10 tutors. The piloting thus, resulted in addition of items; omission of some items, the rewriting of instructions and reformatting the questionnaire.

Then, three set of 301 questionnaires were distributed to sample student teachers, teacher educators and school teachers. In view of increasing the dependability of these respondents, semi-

structured interview was used as instrument to 12 sampled practicum coordinating management personnel (principal, vice principal, and partum office heads) within TEIs, primary and secondary schools.

In addition nine focus group members from individuals who were assumed had the necessary experience and expertise knowledge in implementing and coordinating the practicum were invited for discussing on practices and challenges of implementing practicum program.

1.7.4. Procedures of Data Collection

Participants were contacted in their colleges and schools, where the officials and instructors were agreed to allow class time to conduct this research. Participants were told the objective of the research before the data collection and their consent gained.

Accordingly, the researcher and his assistants distributed a total of 301 questionnaires for sample respondents of the study. The three set of questionnaires included both open and close ended items of three scale questions serving for collection of baseline and reliable information from respondents pertinent to general and specific objectives and which would enable to answer the basic questions of the study.

All 160 student teacher respondents did fill in and return the questionnaire by the day they were given. 48 tutors and 90 mentors also return filed questionnaire within the three days they were given. But, only 3 mentors were unable to return the questionnaire, even after a week. This makes the return late about 99%.

At the beginning, and the end of the study, practicum coordinating offices in TEIs and schools were contacted for they had official records of all the on going process of practicum program and individuals involved.

1.7.5. Data Presentation, Analysis and Interpretation

1.7.5.1. Data Presentation

Before analysis the data collected were presented in the table, percentages and graphs.

1.7.5.2. Methods of Data Analysis

To supplement the data gathered through survey questionnaire, points of views of interviewees

and focus group discussions were regrouped to explain a pattern of relationships that may best be analyzed by grouping the data into conceptual categories and arrive at thorough accumulation of data. Statistical tools (mean and percentages) were used to analyze the tabulated data qualitatively.

1.8. Operational Definition

- **Competency** – is those four competency areas, which MOE had set for teachers of all levels to exhibit. They also assumed to guide the nature, organization, and management of all pre-service programs and provide a means of measuring progress towards the paradigm shift. (TESO; 2003:35).
- **Implementation** – is the process of adapting the practicum goal, content, methods and assessment procedures to meet the needs of the prospective teachers in TEIs and their placement schools. In general, it applies to practicum teaching techniques resource supports and curriculum materials as well as policies.
- **Practicum** – is a central course category in the current teacher education program in which would be teachers are exposed to experience in field practices and teaching in real school class room environment through reflection and discussion based on experience which students have gained. (TESO; 2003:5).
- **Resources** – The total means or assets including of time, people, funds, space and so on available for practicum program implementation.
- **Stakeholders** – Organization and people who are involved in or affected by the performance and result of practicum program implementation in TEIs this includes student teaches, placement schools staff, and teacher educators of Jimma teachers college and Jimma university.
- **Teacher Education Institution** – are public higher education institutions, which have faculty or department for offering teachers training or fully established for teachers training purpose, that leads to award of certificate, diploma, first degree etc. (Higher Education, Proclamation, No 351/2003).

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1 Concepts and Development of Teacher- Education

Since the last two decades of 20th century and the early 21st century the world society has been going through progressive changes in technology, socio - economic and political dimensions which consequently has been reflected in all aspects of schooling. Education is a process of human intellectual progress and efforts for attainment and betterment of quality of life. The role and function of education is also exhibiting dramatic changes in response to these real world situations.

Madhukar I.(2005:125) stated that a sound and effective system of education results in the continuous development of learners potentialities, the strengthening of their skills, and the fostering of positive interests, attitudes and values Now, almost all nations of the world have commonly understood the importance of education and its efficacy for change and development. To this end, governments, including that of the third world countries are fiercely embarking on their education policies and striving for quality education with the framework of primary education for all. Expanding secondary and higher education and increasing opportunities to the larger portions of population to accessing schools at all levels is becoming a top agenda of the international community (UNESCO 2004:29-35).

Even though the reports of some national states and transnational organizations are indicating that the expansion of education and the provision of equal opportunities of education to the majority of the world population seem to be achieved in the near future. The attainment of its quality and efficiency remains in question demanding a special concern. However, it is true that, not withstanding the physical expansion of education is tantamount; the quality of education is a decisive instrument to bring into reality the socio - economic transformation of societies. Nowadays, there has been a growing world - wide tendency of designing the education system in line with the practical efforts of reframing and reforming national states (Talesra et. al 2005: 274).

In congruous to this view, borrowing the statements, of Ilon(1994;99) in " Re- making teaching ideology, policy and practice (1998;20) Smith and Shacklock state:

Changes wrought by structural adjustment and felt at the national and community level permeate to schools.....(where differential) type of qualities of education will broadly defined national population gives way the reality that students come from discrete background and face differential opportunities and problems, a structuring of school curriculum and learning strategies aimed at specific population will occur.

They also further explained that, these enforcing changes are not coming out of education. Nor they are directly related to pedagogical and curriculum matters. Rather, they are about changing the environment of schools for societal progress through educated citizenry. In particular, when changing archaically school environment in to a provocative milieu becomes consonant with the realistic ideologies and concrete needs of the society, the education system in itself could control it self to emphasize on skills and knowledge that can build up the human capital and recreate a sustainable base for adapting new innovations and technologies.

A number of educators have been concerned with providing results of their findings that show as teacher education has change recognizably over the years with in educational reform efforts of 21st century. Teacher education is a core component of the educational system. It is intimately connected with society and is affected or impacted by encountering changes of within a nation. The constitutional goals, the directive principles of state policy, the socio - economic problems and the growth of knowledge with the emerging expectations and the changes operating in education, etc. call for an appropriate response from a visionary education system. And, thus greatest demand rests up on teacher education program in its centrality role to play for attainment of the desired results. (UNESCO. 2004:5; Commission on Teacher Education (COTE), 1957:13; Smyth and Shacklock, 1998:192)

To this end, the existence of effective teacher education system in a country needs to acquire an even more crucial importance in becoming a key factor to ensure quality school education. It is true that other things being constant, without effective teacher education system, effective and quality formal education is unattainable. Hence during the last decade, new initiations have been observed in relation to rapid changes in the education, political, social and economic aspects at the national and global levels. Differentiated curriculum construction to facilitate and support

inclusive education, and to teachers becoming better at teaching all students together regardless of their abilities, disabilities, or background of experience has also becoming a timely demand

Accordingly, acknowledging, the importance of teacher education programs in addressing the quality and relevance of school education, countries are now making all rounded efforts of analyzing their existing curriculum of teacher education from a point of view of competency, commitment and performance in much greater magnitude. Similar efforts of transforming the teacher education system has been implementing in line with the practicum centered initial teacher preparation programs in Ethiopia after the last five years

2.2 Ethiopia's Pre-Service Teacher Education System

The first Ethiopian pre-service teacher training institutions establishment was traced to April 1944 in Addis Ababa. Since then, many different models of preparing initial teachers have been implementing in the country. The current structure of teacher education program was initiated in 1994 with the implementation of the New Education and Training Policy (NETP). The policy document was therefore proposed that the importance of decentralization the education authority towards the regional education bureaus local school and higher education institution. It also called for the new educational practices basing on relevant practice oriented quality and student centered teaching and learning cultures to develop throughout the system.

In 2003, the work of Teacher Education System Overhaul (TESO) Task Force, based on the identified serious problems in the study of the " The quality and effectiveness of the teacher education system in Ethiopia (MOE, 2002) was developed as another step toward improving the quality of teacher education in the country. The objective of TESO Task Force establishment by National Ministry of Education was to contribute to the improvement of teacher education program in general and pre- service and in service teacher preparations in particular. In the context of teacher education, the focus of pre-service teachers training paradigm shift was aimed at teaching which makes change in ideas and directly in peoples ' lives, taking the real world into the classroom and taking teachers out into the real world and democratizing teacher education in giving teachers, students and citizens confidence to make decisions and take initiative to take control of their world.

Since then, the federal ministry of education and its TESO office has been undertaking various teacher education related projects focusing on: curriculum development with ongoing improvement, teacher educations training in higher diploma programs, in service and continuing teacher education in distance and summer programs, the development of student - teacher experience in schools, establishment of a system of faculty or college- school partnerships, and long and short term leadership training program for higher education institutions in collaboration with non governmental and regional state organizations. It also made activities of reframing the university education faculties and regional teacher education colleges in accordance with the new system demands and in upgrading the facilities of all faculties and colleges of education. The establishment of TESO office under MOE and its subsequent activities has assumed to bring about considerable change and development in teacher education system in the near future.

In the last six years, almost all federal university education faculties and regional teacher training institutions and colleges have been trying to implement the TESO curriculum framework all over the country. These institutions are expected to follow an obligatory practicum centered modular curriculum as per- the program break down and time scheduled for each courses with in the training years.

2.2 1.A Paradigm Shift in Ethiopian Teacher Education

Ethiopia, after 1990's has given a largest place for education, in its effort of nation building in accordance with the state philosophies of EPRDF led government effort after the fall of the dergue regime. After formulation of the new education and training policy in 1994, subsequent education sector development program have been implementing. These sector policies and strategies are largely serving in addressing bridging the existing gap of access for education through the rapid expansion of educational opportunities, to previously marginalized rural areas. The countries tremendous effort of expanding education toward the attainment of education for all millennium goal. Hence, the current primary gross enrollment is assumed reached around 90 percent from its 20 percent in 1990's. (MOE, 2006:7)

According to educational researchers ,the current success in Ethiopian education expansion confirm that as enable to attain achievements of expanding enrollment is seen in expenses of quality improvement throughout the system compared to limited resources capacity of the

country's. The government, therefore, turned its face into solving issues of quality constraining factors. To assess the existing reality various, national student assessments were carried out which made explicit the existing serious problem of quality in teaching learning process and its related aspects. The studies and other global studies in related areas also asserts that, quality education largely depends up on the quality pre-service and in - service teacher education programs and its quality products (Ibid).

In line to this, the recommendations from reports on teacher education suggests the importance of the quality of teaching force and on the quality of the preparation of teachers that makes the greatest impact to the better learning and achievement of students. As of other developing countries, teacher education in Ethiopia is currently shifting into a strong competency- based approach which reflected in many of its TESO program descriptions. This approach assumes that a specific set of knowledge and skills exist and should be disseminated to student teachers. Supporting this, positivist and humanist adherents viewed competencies to be acquired in course work and then applied in practical settings. These orientation's also evident in programs that required students to use behavioral methods to demonstrate the effectiveness of their teaching.

According to the 1994 National Education and Training Policy (NETP) and the TESO curriculum framework (MOE, 2003), knowledge and skills are attained through well crafted practical teaching and learning with active participations of the learners them selves. It is also given a great emphasis for competencies related to effective learning skills that education to serve an effective mans for social reconstruction. Since, teachers are those play a major role in addressing the goal of Ethiopia education polices and programs and who offer solutions to problems of quality school education, their own preparation recently becoming matter of vital concern.

2.2.2 An Overview of Institutional Program Organization

In the last six years, Ethiopia has been implementing a decentralized system of governance at reaching the woreda and kebele (local) levels. Educational institutions are also expected to work together through established collaboration including, knowledge of collaborative skill, faculty to faculty collaboration and school to college (faculty) collaboration through joint planned and implemented to their local context. For the success of this collaboration and to attain the desired quality in initial teacher preparation federal and regional governments are deploying their

maximum of resources toward teacher education colleges and universities. It was also seems tried to provide workable policies and procedures.

Although many teacher education providers and teacher educators are acknowledging the important role that school play in the education of pre-service and in service practicum centered teacher educations it seems, they lack clear understanding of the supportive policy environment created to and taking the initiation to use the decentralized power in crating collaboration. It was recently that policy makers and program designers begun to understand the failures to come in meeting the assumed quality standards of initial teacher preparation emanated from process complexities, less clarity of understanding about the new teacher education curriculum frame work and their lacking of commitment to work together based on true collaboration at local HEIs and at school level.

This is particularly important for teacher educator tutors and school mentors working in the context of practicum centered teacher education programs It rejects the more traditional methods which focuses on the theoretical aspects of subject matter pedagogy orientation to prospective teachers. According to TESO pre-service teacher education curriculum framework (MOE: 2003:44) creating links between theory and practice integrated in the training process through well - crafted , extensive and carefully supervised field experiences also seemed to be a high priority for training intending teachers by provider institutions and their partner school. It was assumed that much of what goes by way of practicum is intrinsically related with pedagogy and conversely much of the essence of pedagogy is learned in practical work of school environment. Teacher education in its current assumption is expected to become labor - intensive, carefully designed and implemented. It also seeks to focus on connecting theory and practice, through collaborated, and invested in creating teachers who can respond to the needs of children and youth. Accordingly, specific responsibilities of those involved in preparation of initial teachers (Education Bureaus, colleges and universities and school) with their personnel were tried to clearly indicate in TESO policy and program guide lines. (MOE; 2003:46-47 Brownell, Ross, Colon and McCallum; 2003: 6)

2.2.3 Practicum Program and its Implication

The work of school can quite conventionally be considered as focused on three practices, curriculum, pedagogy and evaluation. Each of this message system is always claimed for not proper and changes in the fields of production and of symbolic control with in the wider society seems inevitably bring pressure to enforce change in school. The desired changes in school message system also have profound implication for the content and process of teacher education and its provider higher institutions. Its over all assumption is that a teacher helps in improving the quality of human life in the context of variety impacting factors on individuals and society. While, the impacts of teacher training programs in producing such quality teacher has not been perceptible over the years in terms of implementing active learning and student centered curriculum in school. Lecture method which mostly as taken recourse by teacher educators is generally not supplemented by using instructional materials, interactive teaching, cooperative teaching- learning, self discovery approach and extensive field experiences seldom find place in the day to day teaching practices

There is no one denying the fact that practice of education is important as its good theory. To strike a balance between theory and the practice of education demands a carefully balanced planning and scheduling in order to pave the way for proper implementation of teacher education. The priority action towards preparing a prospective teacher needs to be arranged in terms of providing certain inputs such as, early induction program, an exposure of school experience with special focus on the educational environment of the school, socio- economic and cultural back grounds of the community constituting their catchments area, observation of classroom, teaching actual classroom teaching and other related activities etc. (Houston and Howsam, 1972:15-16; MOE, 2003:38).

Accordingly, TESO task force hand book(MOE.2003.35) states that, the success in implementation of the current teacher education system paradigm shift demands the provider institutions and their program, in each level must address the educational and social realities of the country, through particular emphasis on rural community, and creating equity for women. Hence, the aspired changes through out the system is assumed as, it offers a direct challenge to teacher education institutes to redefine their role and to become active agents for change with in the class room, with in their communities and ultimately, with in Ethiopian societies.

An over all objectives of the system paradigm shift seems to ensure elementary and secondary school teachers could be professionally well equipped. So that, they become competent, effective and committed to the role and performance in the class room, school and wider community, However, codified knowledge, prescriptive practices, inflexible rules of conduct and other traditional approaches are unlikely to produce teachers who understand and practically implement practicum centered teacher education program. In support of this, reports of COTE (1957:112) put that:

The improvement of teacher preparation depends on capacity, understanding and cooperativeness of those charged with its conduct at particular college and universities. Every effort, then, should be made to strengthen facilities, extend participation in the realistic study of the job jointly to be done, encourage coordination effort, and support the continuous evaluation of programs as well as experimental efforts to better them.

Any such effort must clearly establish and define the basic competencies required by teachers with in prevailing social economic and cultural conditions, and also for see the new educational needs and challenges likely to arise with in the current situations and in the coming years. (Bates, 2002:4-7; Madhukar, 2005:126-29). Therefore, staff in teacher education institutions, mentor school teachers and student teachers are at the center of implementation of the new system require them to develop deep understanding of their practice and the reform that guide change in that practice

2.2.4. The Current school Reform Efforts and its Implication in Practicum Program

Competence and commitment at all levels in teaching and their ability to develop adopt, and improve the intended system reform through out teaching career would exists with in shared understandings of the relational privacy of the work and is developed as social practices with in a collaborative community of members with in implementing agencies. In support of this idea, Schlecty, C. Philip (1990:83) pointed out that for substantial change (in rules, roles, and relationships and in the system of beliefs and values that give meaning to those structures) places great demands on those who are required to modify their own performances in response to those changes. Thus, teacher education institutions would not remain as isolated islands, and should have to develop linkages with schools; peer institutions, universities as well as other institution of

higher learning and the community; such linkages can be effectively perceived and utilized through the practical programs’.

As in TESO hand book (2003) for the immediacy of response to the nations current major question of how to produce effective teachers as quickly as possible practicum, teaching methods and professional studies have given priority and sufficient time than general subject areas to enable TEIs attain their objectives by producing teachers who fit the graduate teachers profile. Furthermore, the new practicum (school experience) for student teachers is considered as major linking fiber in teachers education. And there is expectations to being different from the traditional teaching practice for practicum has to given the most important aspect of pre-service and in service teachers education.

Research in teacher education areas have long been supporting the view that successful school system reform is best achieved by provision of adequate space for teacher educators and school teacher become active participants as collaborative organization in systematically planned and in dealing simultaneously with the elements that comprise the total system. While it is essential to develop identified competencies to prepare effective teachers, and it become equally necessary to develop commitment and build capacity to perform as integral part of teacher preparation.

A study of teacher education reform frame work in Brownell, (2003) out lined seven common features to be judged effective teacher education programs such as i) coherent program vision, ii) conscious blending of theory , iii) disciplinary knowledge and subject specific pedagogy, iv) carefully crafted field experiences, v) standard for ensuring quality teaching, vi) active pedagogy that employs modeling and vii) promotes reflection, focus on meeting the needs of diverse student population, and collaboration as a vehicle for building professional community.

Many of the ideas of practicum based pre- service teacher education and issues of producing quality teachers for primary and secondary level out lined above are central focus points of the currently implementing teacher education system overhaul curriculum frame work and in its policy and program guideline in Ethiopia (MOE. 2003) More generally according to Venkataiah,S.(2001:219) the education of teachers only worth doing if it relates directly to their work in class room. The education of pupils must similarly relate exclusively to what can be justified as work knowing , but also of those who are to be educated. Hence they are viewed not

as ends them selves capable of acting as moral agents, and therefore to be equipped as such; they are rather means and functionaries who will demonstrate their skills in the class room; and pupils, who will possess the required range of competencies.

2.3 Implementing Practicum Program Policies and Practices

Research on the practicum highlights the complexity of learning to teach in class room. According to the views of practicum in New-Zealand teacher education professionals, opportunity for "real" learning for student teacher is contestable. Studies identify concerning the experience such as a lack of alignment of goals of the practicum and the actual experience training provider institutions. . However, good communication between staff in initial teacher education, mentor and their colleagues in school centers following a collaborative approach to practicum program ongoing processes, would increase the likely hood that student teachers would learn from these experience (Cameron and Baker, 2004:45).

Accordingly, Kane, R. (2005:104-172) explained that although practicum experience is an essential component of initial teacher education, the student teachers are to have opportunities to make sense of how theory and practice are highly interdependent. Hence teacher education institutions are expected to offer practicum experience as an integral part of the qualification. Hence, most providers of secondary school teacher pre- service training institutions are expected to meet the minimum requirements of 14 weeks practicum and about half the qualification will meet the recommended more practicum courses over the three years.

In New-Zealand, the time spent to become a primary school teacher for practicum also reaches up to 20 or more weeks. All providers also need to offer a range of practicum experiences, and will require the student teacher being supervised by experienced, trained and registered teacher. While in TESO frame work in Ethiopia seems not clearly indicated as to how the school teacher (mentor) could get training to supervise the practicing student teacher.

The implementation model of pre-service practicum course in teacher education program has been considered difficult one. It has involved changes in the relationship between policy planners, teacher education institutions and school in the way of which curriculum is developed and in the way in which curriculum is delivered and assessed.

The changes brought about during the 2000's in Ethiopia with adoption of practicum have impacted up on every one working in the preparation of initial teachers. It can be argued, however, that the greatest effects have been up on teacher educators and mentor school teacher, since they had to change their every day practice to accommodate practicum courses. Moreover, they hold the ultimate responsibility for insuring that graduate teacher skill competencies make a difference in students learning and achievement. The change has been described generally as moving from an "upfront" teaching model in to a " facilitator" model (Lowrie,1999:3)

The assumption behind the current description is that under practicum, student teachers are more likely to be using self paced learning materials, which they will work on their own with assistance from tutor teacher educator and mentor school teacher. And, also that under practicum training in modular system, student teacher might have clear knowledge of the required learning out comes and hence power is shared more equally between student teacher, tutor teacher educator and mentor school teacher. Although such assumptions are attracting claims, the experience and research findings in England and Wales has shown that some shifts in related issue have taken place with observable improvements While, the teacher educators and school teachers accustomed to the traditional banking concepts of teaching would experience some discomfort, and they might not welcome the prospect of becoming, in effect, a resource person (Bridges and Hollinger, 1995:146; Lowri, 1999:3)

Accordingly, the reports of commission on teacher education in USA (1995:115) proposed that the importance of providing student teachers with direct experiences in relation to class room study has to be increased. Special Concern needs to provide for prospective teacher to study children, school, and communities at first hand, merely to observe them but to work with them in some appropriate degree of responsibility beginning early their entry and in continuing bases.

2.3.1 Prescribed Role and Responsibility of Practicum Implementing Bodies

Education is an ever changing thing and the children of today have many different experiences than those in the past decades. It is teacher's job as professional teacher and educators to prepare students of today for a rapidly changing world that no one can imagine yet. Even though, this may seem explicit, the system of pre-service teacher education in real practice is currently under criticism. According to educators in the area, most teacher education programs contain goals that

are not referred to in federal or regional state standards, yet they believe them to be vital for successful teacher preparation.

Practicum in initial teacher preparation is essentially a joint responsibility of teacher training institution and the school staff. Teacher educators will assumed to help in facilitating and guiding the activities as implied by pre- instructional , instructional and post instructional phases through which a student teacher has to progress, School.and their experienced staff also expected to play a supportive role in mentoring the actual engagement of the student teacher in class room and school environment.

To this end, the TESO hand book in Appendix 2 (MOE: 2003:21) clearly stated the role and responsibility of those involved in implementation process of practicum program and it tries to makes them accountable to the success and failure of the new reform. Hence the TESO proposal assumes the practicum implementation becomes successful from mentoring teacher point of view through provision of various motivating inputs for their active participation in the process. Accordingly those school teachers effectively applying active learning to their classroom will be recruited by TEI's and REB's, to become member of teacher educator tutoring team, provision of support to participate them in program development and discussing their experiences of teaching with teacher educators in TEIs. And finally they would be chosen to become teacher educators to serve as part timer and full time teaching. Tutor teacher educators will also assumed to share their knowledge and skill competencies through demonstration lesson for the school teachers in the school or in TEIs.

All these proposals to become true, the TESO guide line-puts the following responsibilities of each specific body.

A. The TEIs tutor (teacher educator): serving as link between the provider institution and the placement schools, become responsible for organizing the placement of student teacher in the school through out the training years. Monitoring the practicing prospective teacher, getting appropriate school experience and enough opportunities of becoming competent professional teacher, performing school visits to observe student teachers teaching in actual classroom, discussing on their progress with the class teacher and their mentor with providing a written report of observation to students. Making sure, that student teachers practicum portfolio final

assessment is well documented through honest collaboration of those involved and organizing stages of meetings to improve the encountering problems and to strengthen the future collaboration between TEIs and schools.

B. The school practicum coordinator: serving as linking bond between the school and the TEIs become responsible for the following serves as facilitator of collaborative partnership with TEIs about the student teachers placement in the school. Organizing and controlling the facilitation of practitioners support during practicum. Making sure, that class teachers and student teachers are well informed about the requirements and their responsibilities about implementation of practicum program, includes inducting student teachers in to the school, facilitating and monitoring their progress, discussing on progress in relation to the program of observation and teaching, practice and the maintenance of the practicum file and handling difficulties which would arise. Planning a weekly program of observation and ensuring that a written report on progress is provided after each observation, including targets for further development. Coordinating the completion of the draft final assessment document on the student teachers practicum and ensuring the result is sent to the TEI; and attending any meetings arranged by the TEI regarding to the practicum program.

C. The class teacher: is the key person to the success of the practicum According to TESO document (Ibid) this person is in the best position to advise on planning class management and to provide daily feedback to the student teacher. To attain this purpose, the class teachers should have to gain detailed knowledge and understanding of the children in the class and to advice and guide on the appropriateness of planned activities, the observation and assessment of the children learning. Because of their daily contact, school teachers are assumed capable to identify areas of relative strength and needs for further development. Accordingly, those specific responsibility and areas of accountability of school teacher stated for candidates successfully complete practicum program in TESO (Ibid;22) demands them providing opportunities for the student teachers to observe, make assessment, assist and teach, and engage in discussion on teaching; providing them appropriate advice and support in consultation with the school practicum coordinator contribute to the monitoring of the process in assessing the compiled file and writing observation reports which includes setting of clear targets to improve practice, complete the draft

final assessment document for the student teachers, and attending any meetings arranged by the TEIs, similar to those who involved in the practicum.

The objectives of involving a group of teacher mentors from each schooling level is from acknowledging of their impact to the success of implementing the practicum and its becoming a core for an over all reform efforts of teacher education in Ethiopia. Hence an over all objectives are to provide opportunity for student teachers to be taught for part of their time in TEIs. by experienced school teacher who will capable to give contextualized and willing to share practical experiences, to provide teacher educators with the opportunity to observe lessons which are planned and delivered with the students learning as of the central focus rather than focusing on the subject content matter, and then to ask question and discuss the lesson with the school teachers and to encourage effective female class room practitioners to become teacher educators

2.4 Competency, Commitment and Performance Issues in Teacher Education

2.4.1 Issues of Competency and Commitment

A major concern in school education is the quality and relevance of education being imparted to young and adult learners. Every learner is expected to acquire mastery level of learning in identified competency areas. TESO task force had analyzed the then curriculum of teacher education from the point of view of competency areas in 2002. Based on this analysis , Ethiopia's Ministry of Education had set four competencies that teachers of all level required to fulfill (TESO, 2003:35) . The competence required from all intending teacher passing through the new system needs to become competent in :- producing responsible citizens, the subject(s) and the content of teaching in the classroom areas relating to the school and the education system, the values, attributes, ethics and essential professionalism abilities and ethics.

Accordingly, the success of Ethiopia teacher education vision and directives of its teacher preparation with the desired competencies are relied mainly on the realization of practicum programs and its related activities, professional courses and research, the combination of content and method, assessment strategies and organization of course such as certification, gender, life skills and civics. As teacher education by its nature is interdisciplinary the current teacher preparation curriculum has to incorporate the broader arrays of discipline which is consistently emerging before the teacher and shall continue to change at a much faster pace in times a head.

Teachers shall have to take a global view of the new trends, strategies and practices and focus on indigenous heritages and thoughts which could fit in the local and national situations. Transplantation of farfetched educational ideas and practices has not been found rewarding from past experiences of different national states. Supporting this Bates, (2002:7) in borrowing terms of Bauman (1998) "glocalisation" indicated in stating as:

Through globalization, global forces associated with economic and social changes do shape local contexts, but it is the local context that provides particular experience that shapes the activities of student and their families... Within such a concept that identifies and explores the interpretation of the local by the global utility and relevance of knowledge of various kinds might well be explored, addressing both the validity and relevance of such knowledge to the glocal economy and glocal society.

Similarly, the mission statements of the Ethiopia teacher education program in TESO frame work of MOE (2003:38) stated in such a way as: "It is committed to producing competent teachers with the desired academic knowledge and skill appropriate citizenship, attitude and those ethical values enshrined in the Ethiopian constitution and it must contribute to the social and economic development of society." From this mission statement it seems that acquisition of competencies alone will not be sufficient until and unless the teacher is fully committed. Teacher commitment also needs to focus in areas of commitment to the learner, society, profession and in attaining excellence for professional actions and to basic values.

Towards changing the mission of the program in to reality through the current initial teacher's preparation efforts, the practicum, teaching methods and professional studies have now been given priority of attention. Accordingly (Ibid.45) stated that in answering the most important questions of "how do we produce effective teachers, and how do we do it quickly? The best way to educate teachers is to give them real experiences of school and students very near the beginning of their course". Hence, the practicum and all aspects of teaching methods form the core of learning process so that it has given sufficient time to enable them taught in away as to equip with the current ideas on learning, and to enable TEIs fulfill their objective by producing teachers who fit the graduate teacher profiles.

Throughout the history of Ethiopian teacher education, practice teaching was remains as a weak link of curriculum delivery. In the current frame work, pedagogical analysis of school teaching subjects has to be taught of as an essential component of practical teaching. In such a way that,

prospective teacher become conversant with objectives of teaching unit and able to look in to the pedagogical aspect of school teaching subjects they are likely to become more effective and confident in their interventions in the classroom. For student teacher to exhibit the desired competencies and commitment to all aspects of schooling, practicum is considered as an essential component for internalizing the theoretical concepts (Furlong et al, 1996:44).

However, it has to be planned on each aspects of theoretical inputs, and the related practical activities and it needs to center around different school experiences, esthetic, school community interaction, action research projects and other educational activities directed toward the development of personality of students needs has to given attentions of the student teacher. Most importantly practicum needs continuous planning, analyzing, monitoring and evaluation through out the duration of the course which will necessitate the involvement of teacher educators, and school teachers more rigorously than what it is presently. To this end prospective teacher in the current Ethiopian teacher education program needs to clearly understood and practically perform their duties and responsibilities described in TESO framework (2003:47). Accordingly, student teachers' practicum learning duties and responsibilities demands them to exhibit the desired competencies and commitments, to become actively involved in the lesson areas where appropriate such as (helping to plan lessons, working with small groups and taking sections of the lesson etc), internalizing constructive criticism, as feed back and use of this to develop their teaching they are also expected to attend all actual school experience lessons, participate fully in the school activities, and reflect on their experiences (Gibbs, 1988; Moon, 1999).

Above all, a student – teacher is expected to undertake several practical activities, which facilitate instruction and that relates to management. The student teacher need to develop competencies relevant to teaching and learning, like identification of support materials, skill in preparation of indigenous and low cost materials, judicious choice and utilization of material for enhancing the learning and use of community resources for education. The prospective teacher will also gets acquainted with the techniques of diagnosis remediation, guidance and counseling class room interaction inclusive of understanding of context variables implicit in the process of teaching and learning, knowledge of educational rules and regulation, in addition to maintenance of cumulative and comprehensive evaluation records, maintenance of school records and becoming conscious of professional accountability and ethics. It is hoped that most of the activities would

be undertaken by the student teacher during the practicum and integrated with practice teaching. For meaningful organization of practicum, pre- practicum stage may needs to be utilized for demonstration lessons, lecture simulation, role playing, micro teaching etc within the TEIs (Cross, D.;2003).

2.4.2 Practicum Performance Areas and Assessment Practices

A. Issues in Practicum Performance

One of the most important dimensions of the current reform in practicum areas of pre - service teacher education in Ethiopia is that of an effort to identify practicum performance areas expected from student teachers who pass through training team and the related performance assessment procedures. The purpose was to improve the quality and efficiency of school education. It may be noted that, the performance areas will give rise to series of practical activities including the present program of practicum. But in more realistic and effective manner it has to cover evaluation procedures and class room management in different situations and teaching methods.

Additionally, scholars in teacher education areas have been trying to classify student teacher performance areas which include, class room performance, school level performance, performance in the out of school educational activities, parents related and community related performances. The National Council for Teacher Education of India also gives the responsibility for teacher education institutions to identity details in each of major performance area categories. In line to this, when ever specific unit of the subject matter is ready to be delivered its relationship to commitment and performance need to be assessed. It is assumed that, such an approach would enable training providers to prepare teachers who are not only competent but also committed and both aspects could be reflected in their performance which would consequently leading to higher achievements of learning by all children (Madhulkar I; 2005:130).

Furthermore, the conceptual framework of Teacher Education Standards of USA (2005) pointed out that all teacher certification candidates must demonstrate i) quality teaching and professional practices by possessing a deep knowledge of their subject matter and theories of learning and instruction, as well as a commitment to continuing professional development, ii) the skillful utilization of reflection, and continuous data-based improvement processes; iii) to demonstrate

comprehensive knowledge of public affairs (including knowledge of educational policy and commitment to service) in order to serve the diverse communities in which they will practice; iv) to demonstrate understanding of the diverse aspects of technology and its application towards the development of quality learning environment for all students and v) to demonstrate knowledge, skill and dispositions that will foster diversity, including enhancing the learning opportunities for students from diverse ethnic, cultural, and socioeconomic back ground as well as for students with special needs.

To this end, the US Council on Teacher Education was developed detailed and subject matter specifics, of Ilion are professional teaching standards and related performance indicator descriptions. Supporting this, Madukar, I. (2005) added that to achieve multiple goals of teacher education, teacher competencies need to include relevant conceptual and content elements, contextual transactional and evaluation aspects etc. Thus, all intended competence areas in a nations teacher education system needs to identified and converge on one or more of the performance areas and interrelate in theory and practice focused manner.

The benefits of having an identified performance standards and indicators, which was also described in Venkataiah, S (2001,200) shows as it plays an enabling role to develop checklist to make the most of training opportunities for preparing young people for working life, and it will serves as: a frame of reference for tutors and mentoring teacher, an instrument confirming acquisition of a range of skills, to identify ways of extending learning opportunities of trainees, to supplement indication and guidance, to produce a matrix of skills applying to different training activities , to highlight communalities of basic skills between teaching areas and hence transfer, to help in monitoring and recording individual progress, by providing information an accomplishment to be useful as a trainee credential and as a tool for self assessment.

Above all, performance standards and indicators of reflective practices with the dynamic and complex nature of the education field warrants that teacher educators would prepare student teachers to be self monitoring individuals. According to educators in the area, self monitoring requires that one have a skill which enables self analysis of teaching episodes, reflection and to focus on events rather than on personalities, and systematic observation for patterns and trends of teaching learning behavior.

B. Issues of Performance Assessments

Assessment, according to Bates, (2002:6) is the third school message system which is defined as " the valid realization of knowledge." It also farther explained as it is an assessment of student performance against the officially defined curriculum. Its validity is also judged in terms of compliance with that curriculum and the ranking of individuals in terms of their compliance. While, in taking the above definition as a very narrow notion of assessment, the author tries to propose the central assessment issues for educational institutions has to look in to how teachers and learners are to devise ways of testing validity for claims of testing the validity of information and knowledge claims that are new to both.

According to UNESCO (2004:73) definition, assessment is a continuous process that is shared by teachers and students. It is an integral part of curriculum and instruction and is a necessary component used for planning, implementing, and evaluating instruction, and it is a fundamental tool for teaching and learning. It helps teachers and students in the process of identifying entry levels or starting points for learning particular concepts, understandings and skills. And, it provide the benchmarks needed to measure continuous progress. Hence according to TESO in MOE(2003:52) two major divisions of assessment proposed to use by teachers, such as summative assessment in which students assessed when they have completed a piece of work (often by means of a test or examination), and formative assessment, in which students can also be assessed at the beginning of assignment or piece of work with a view to planning the most appropriate learning for that individual.

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

Additionally, scholars in the area are forwarding strong opinion regarding to the existing need for qualitative assessments of pedagogical skill of teacher candidates. Although, content knowledge is vitally important to prospective teachers, tests such as nationally or regionally set to measure teaching skill competency of candidates at the end of each training level and by provider institutions during training years are poor indicators of teacher quality.

In relation to the current practices of certification for teacher credential candidates, the California Senate Bill 2042, declared that prospective teachers to serve as employed teacher in schools must pass a sequence of Teaching Performance Assessments (TPAS). This qualitative assessment serves to assess practical pedagogic skill and include videotape of teacher candidate in the classroom, although it is fairly new, it was indicated as gaining much positive feed back from teacher educators, school teachers and from candidate teachers.

Even though, there are variety of conception toward, the use of different types of assessment mechanisms in teacher education, it needs to be considered as it plays an important role in pre-service teacher education, through the knowledge of weaknesses to exist with in its specific type as a tool of assessment. Accordingly prospective teachers should have learned to evaluate their strength and weaknesses and to help children and young people to do the same. It demands them learn to evaluate the effectiveness of teaching procedure as a means to the ongoing improvements of their own work. Accordingly, TESO hand book in (MOE,2003:50) put that " the function of assessment must change from being a simple measuring mechanism, to a more sophisticated methods of helping the teacher to help student to learn." It means that, using formative assessment as a tool more widely and using a range of different assessment and diagnostic strategies to give feed back to students and to help those involved to plan for further learning. Hence, regards to assessment of professional skill areas, the use of written tests and reports, observation of peer teaching, microteaching, class room teaching, development of teaching materials, discussion of case studies, and related issues, of teaching planning, feedback to and from peers was proposed as new reform. In addition (Ibid; p.54) indicated that, to guarantee quality assurance, seems demanding standardization of assessment. Therefore, in an assessment of subject area and professional studies the share of practicum has given a 50 % point of all training areas and classified in continuous form. Which gives 25 % (including for micro teaching, presentation, written assignment, preparation of material) and 50 % period of block

teaching (half by TEIs educator, half by school teachers) based on observed competencies and 25% has given for portfolio (file of all activities and experiences).

According to TESO hand book (MOE 2003:53) an assessment criteria guide serving for practicum assessment areas are expected to consider: i) subject knowledge; knowledge of school curriculum ii) use of resources including text book, iii) motivation of students; class room interaction iv) class room management, v) Assessment of student abilities and needs, feedback to students, vi) planning and record keeping vii) professionalism viii) modeling and promotion of good citizenship and behavior, ix) working with colleagues, parents and community; and x) evaluation of own practice and setting target for development.

Although the above practicum assessment areas, and methods of assessment tools to being applied and such examples of assessment criteria guides as inclusive and enabling to assess aspect's of practicum, seems lack a detailed description to the specific strategies of implementing practicum course when compared with practices and experiences of other countries now implementing practicum as new reform of teacher education programs. However, UNESCO (2004:73-74) was tried to point out methods of assessments, which could integrate by those who want to assess students. The following are some of the major types of informal assessments used in curriculum differentiation area:

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

Above all, what so ever might be the reason, Dean, Martin (2006:3) summarizing the issue of teacher education assessment stated as:

"The unanswred question in higher education is: How good is the product?" Although, education is routinely listed as one of the most important public issues, there exists no clearly defined, universally acknowledged system of assessing the quality of teacher education program. For teacher education to advance as a profession and to retain the public's trust, commonly accepted standards needs to be developed.

2.5 The Issue of Teacher Education Accountability in Academic Context

Professional accountability in teacher education is continuously evolving. The specifics of what teachers have been accountable for have changing significantly as ideas of education have advanced with changing world situation. Teachers are important actors in ethical and intellectual growth and development of their student. However, these teachers are expected to become highly accountable to the government, parents, and their students with little access to the government decision of school message system.

Accordingly, Hammond (2006:5) tried to differentiate professional accountability from bureaucratic accountability. Bureaucratic accountability describes a system where the rules and standards for teachers are delivered from the government or other official body. This represents a ' top down style of regulation, where the orientation of the rules is to ensure those teachers are accountable to the public. While this form of accountability is satisfactory to the public and the government, unfortunately it does not address the needs of the profession, and does not guaranty the full implementation of policy reforms in the area and does not encourage growth and development. Hence, policy formulators should consider demands of professional body as institution and working with them accepting their impact to attain the desired results through out the system. Professional accountability also dictates that the professional body needs to have its own standard for it imparts an ethical commitment to its members and increase the body of knowledge and skill in the profession.

Accountability for teacher education is not a novel concept. It has been a constant through in every educational reform and is an essential component to any plan. However, as educational reforms identify various areas and key factors in student teachers development and achievement with assessment techniques and criteria must be modified. There is no doubt that teacher educators and school teacher must be held, at least to some degree, accountable for practitioners

achievement, the focus however, has shifted to target institutions, programs, and individuals involved in the process.

2.6 Practicum Program Assumptions, and Course Structure

2.6.1 Program Assumption

According to the Institute of Educational Research (IER) Academy for Educational Development in AAU (2006,15), indicated this starting from year 2002, Ethiopia's teacher education is in state of continuous change. The TESO programs and strategies are directed to improve teachers' awareness and competency to apply student-centered teaching and learning approaches which emanate from the philosophical bases of the country's educational policy. It was also aimed at changing from a traditional to a more professionalized higher level system.

The recent intents of changing the initial teachers preparation seems to focus on teaching philosophies of all inclusive training aspects of the program. Thus, teacher education institutions in all level and partnering schools are expected to follow the following approaches outlined by TESO curriculum frame work in MOE (2003,65-83) proposed for: i) applying the reframed curriculum of teacher education contents in accordance with a clear understanding of the intended competency based provisions, ii) student teachers should learn through observing actual events in schools and discussing them with experienced mentor teachers, their educator (tutors) and peers, iii) prospective teachers should well aware of their role in enabling students to think further and to discover rather than only teaching some rules and principles and iv) the student teachers should have to understand and help them to learn as per students developmental needs with out judging them, and acknowledging those exceptional needs of student and relating of their approach with the existing individual differences to their student populations etc.

In line to above description, Venkataiah,s (2001,289) provided more areas of emphasis in education of teachers and demands of the present day changes to being practiced within the training institution in very specific ways such as: to change the grounds of student teacher relationship and their educator, to formulate programmers of active, participative, experimental learning, and implementing the principles of cooperative rather than competitive learning, and instead of the transmission of knowledge, to establish learning objective to include skill and competencies with practice and reinforcement of those skills, to offer flexible modular course within which the student teacher may negotiate what and how they will learn, to relate learning

directly to application the changing world of adult life and areas of their employment , to implement new forms of assessment seeing it as an integral and continuous part of the educative process, rather than as serving the functions of screening, selective and certificating, to offer constructive guidance and counseling towards better educational and vocational achievements and to work with others in team coordination, including those outside the school based on their substantial contribution to the over all learning experiences (Elit J. (1987).

2.6.2 Practicum Course Structure

Starting from 2002 on wards, all teacher education institutions in Ethiopia were directed to follow a standardized practicum curriculum prescribed by the Teacher Education System Overhaul framework. (MOE, 2003). Hence, the current teacher education program require that students on initial teacher training institution, colleges and university courses need to have three components which provides practicum a central place in all aspects of the program, with professional studies (PS) and subject content teaching integrated in stream and major (minor) bases, to serve for primary first cycle, and primary second cycle and secondary school teaching respectively, in assumed to enable student teachers achieve the learning objective of practicum in each phase.

Accordingly, the practicum course (program) implementation requires four sessions of field experience during 1st year for primary first cycle and with in the 3 years for the primary second cycle (grade 5-8) as well as the secondary school teacher education courses with minimum variation of performed tasks as per the given duration of each training level demands.

2.7. Challenges of Implementing Practicum Program as Innovation

2.7.1 Challenges of the System Structural Changes

Any major efforts of changing teacher education would affect all of its system elements to some extents in away that could not be avoided. Each sub system would react based on its own perception of interest. It may choose to strengthen or subvert the intended changes. If school and higher education institutions are to be structured as effective knowledge - work organizations, their structure will have to permit considerably more flexibility than its present situation. Flexibility would make the system possible to respond quickly for unanticipated possibilities and unanticipated problems (Gahye and Gahye, 1998).

Recent studies of world countries in teacher education reform are describing that education system reform efforts of central government seem facing challenges of meeting a balance between centralization versus decentralization throughout implementation of the new policy reforms. Bureaucracies are system that relies on centralization of an authority, standardization of tasks, and specialized job descriptions. Its purpose is to rationalize the way problems are managed and programs are administrated. While, it is now becoming clear that this mode of organization seems some times efficient, it is far from effective. In truly rational bureaucracies, duplication of efforts is there or ethically avoided by clearly specified job descriptions and clear lines of authority, such as specific duties and responsibilities of personnel in HEIs schools and in state education departments: But, as people who work in knowledge work organization (schools & HEIs) know, not only do bureaucracies not avoid duplication of efforts they often discourage the expenditure of any effort at all.

Accordingly, advocates of decentralization have an image of bureaucracies as much of its effort expended has to do with getting around system, around the rules, and the procedures, so that work can get done. They contend that those on the frontlines of education are in a better position to deal with problems than those who are farther removed. Authors who stood in between views of the opponents of decentralization vastly overestimate the amount of control that central personnel can exercise in centralized system. They also underestimate the capacity to establish and maintain central direction in an administratively decentralized system through the careful expression of vision, values, beliefs and careful attention to results.

At present, those centrally formulated initial teacher education curriculum guide lines are facing challenges of practicality. One of the most important lesson for those at center of policy reformers inability to learn from their mistakes of underestimating the power of local education institutions management personnel and academic personnel to sabotage something they do not believe in or want to do. Hence, they argue that, the most important mechanisms are those established institutions where by individual teachers and faculty members have and feel they have an impact on subsequent thinking about policies and procedures (UNESCO b, 2004: 185).

Thus, in dealing with the problems and challenges of practicum growing from structural changes and its adaptation question is not one of centralization as innovation reform mandated for

structural changes versus decentralization. Rather the questions are in creating of clear understanding of how all involved in implementation process will manage the reform. Hence, the questions that at all those reveal needs to become,

- What is best decentralized and what is best centralized?
- What can be centralized and what can be decentralized?
- What can be decentralized and what can not be centralized and in those areas where choices are possible, what decision is appropriate in the situation at hand?

Moreover, statements of policy and procedures are needed to be viewed as temporary guides to action, rather than regulations inscribed on tablets of stone. The policy is regularly reviewed in terms of its effects on results, when it is found to be lacking, it is changed or abandoned for best this situation to work, top leaders must their purpose straight and they better have communicated their intentions to those at the front line. Equally important, the system must provide training and support that will give teacher educators and school teachers confidence for that they have the skill to do what is expected of them. This type of system will build on human values and human commitments not on rigid control structures and impersonal management system.

2.7.2 Challenges of Leadership

One of the confronting challenges of implementing reform efforts in teacher education is getting perpetual learner leaders committed to creating a learning culture to each level of educational system. The current teacher education reform endeavors in general and practicum in particular requires school, higher education institution's, state education bureaus of middle and top level leaders to create a learning culture which attracts active collaboration of front line implementers of the reformer. Hence, leaders needs to continuously perform activities of teaching learning, consulting and inspiring of their followers about the contents of the reform. For educational intuitions to become the kind of organization they need to become, it is first necessary for educational leaders to think of themselves as leading and working in knowledge work organization whose primary purpose is to invent knowledge work for students (Tanner and Green, 1998; UNESCO b, 2004: 177).

Accordingly, Madhukar, I (2005:149) indicated that taking the recent reports of Organization for Economic Cooperation and Development (OECD) the change initiative are entering unevenly in to pedagogical practice and are some resistance from educational leaders and teachers who have a fragmented understanding of different elements of the curriculum frame work. In line to this,

Bridges, and Hallenger, (1995,146-152) pointed out that during adoption and implementation stages of innovation in education system is challenged from policy makers and institutional leaders in lacking initiation towards raising the awareness of people concurring the innovation and interest them in its potential use. There is also an outlook that gains a relatively low priority to implement inventions, which relate to instruction by higher education initiation leaders. The real difficulties arise in creation of marketing and development system that will make it possible to translate rough ideas and visionary plans into operating system. Accordingly, Schlechty, C.P., (1990:103) put that, those who are their active participation and support demanded to the change endeavor really expect to have the following four questions answered. i) They will want to know the areas being asked them to support about the component and implication for them and their lives, ii) regard to its feasibility can it be done? iii) Does the leadership have the will to see it through, or is this just one more passing fad and iv) wanting to know if they should, and if so why and How do we did it?

2.7.3 Challenges in Getting Support from School and TEIs Staff

The second and greatest challenge in areas of preparing teachers in teacher education institutions and school where practitioners placed is that the current practicum program implementation understood as different things alien to the system for different people. Practicum in its current sense is essentially a joint responsibility of teacher education institutions and the school involving teacher educators, prospective teacher and school teachers. The purpose and results of practicum teaching to be attained largely depends upon the success of the new arrangements and relationship among people and institutions, Hence, the proposed policy reform and its specific aspects need to give similar meanings in accordance with the responsibilities of each implementing subsystem (Freeman, 1982, Elit; 1987).

Accordingly, Schlecty, C Phillip (1990, 137) stated that one of the greatest barrier to school reform is the lack of peculiar and compelling vision, teachers will not be inspired by goals like reducing dropout rates or improving test scores, they will however respond to the challenges to invent schools in which both teachers and students have increased opportunities for success- schools in which every teacher is a leader, every leader is a teacher and every student is a success.

The practicum program frame work of TESO (MOE, 2003) and its prospects of being real depend on those institutions assumed to work as true partner need them to come out of the traditional practices and becomes responsibility of universities and colleges versus schools. Their roles and responsibilities should unite based on a genuine collaboration of local interests in using a disciplined form of equity and resulting in clear statements of policy for the whole practicum curriculum. In support of this, Venkataiah, S (2001:42) pointed out those critical factors inhibiting an orderly growth and progress of vocational education and training programs were: i) absence of clear understanding of the concepts, issues and purposes of the program, ii) lack of commitment, creative thinking, interest and resourcefulness on the part of educational planners, administrators, teacher educators, school heads and teachers and iii) Lack of awareness or insensitivity to the changing needs of young people and adults in terms of opportunities and facilities where the occupational knowledge and skill, and there fit themselves for better performance as adults. In line to this, Schlecty (1990:145) stated that

If schools and universities are going to contribute to reinventing our educational system, they too must become inventive. There is much that colleges and universities can do, and should do, to help restructure school, but in many instances such help will not be available until higher education, especially that part of higher education which has to do with the education of teachers and administrators, has undergone its own form of restructure.

Accordingly, it needs not to expect much success unless, those seem cosmetic changes in our higher education and school system interred to truly collaborative partnership. This also needs from those policy makers and leaders to take corrective time in such failure usually results in the abandonment of a good idea tending to saying " we didn't like it" or it didn't work here. Thus, it needs to take enough time for awareness creation forums, because time spent doing things right is not wasted rather it is time saved.

Authors in the area now advising that before full-scale implementation of educational innovations are demands of prior preparation of major inputs, particularly on human resource development aspects of people involved in the process. Kane (2005:214) from interview made with teacher educators, and program coordinators found that, among those frequently observed challenging issues related to the competitive environment, were those, getting appropriate and available mentoring teacher for the practicum, and to funding, costs of the practicum program and difficulty of appropriate qualified and experienced staff for teachers education program. It was

made clear that the increase in number of prospective teachers and shortages of well qualified, experienced and motivated tutor (teacher educator) and mentors within TEIs were considered as great challenges for effectiveness of placement school for student teachers in England, Wales and New Zealand's, Teacher Education System.

2.7.4. Time and Financial Shortages

Studies on implementation practicum program of many countries are showing that practicum being demands of extra time and money, which became the challenging factors for tutors, mentors and their institutions. They also indicating that effectiveness of practicum program needs an active participation of staff in schools and higher education institution in getting enough time for preparation and an arrangement of a rewarding system that enhance level of their motivation. In turn, this also demands allocation of extra budget for training and deployment of additional schoolteacher and teacher educators to solve existing shortage of experienced and qualified personnel for it demands more preparation and out of classroom support activities. Hence it is becoming un-tackled problem for national educational authorities to balance the nations scarce resource with the needs of quality and quantity of initial teachers preparation with the fastest growth rate of student gross enrollment.

Accordingly, considering the current teacher maximum teaching load in schools that have impact for their accepting of additional responsibilities for mentoring of prospective teachers, Rawat, in Talesra J. (2005; 47) argued that:

In order to assure quality in our teaching pedagogy and school system the senior authorities and teacher education colleges, need to cross the functional boundaries and view the school in relation to its environment as a whole and then to develop a curricula for teacher training colleges. This approach also suggests that improvement in the quality of teaching and learning requires a simplified model that is necessarily accessible by all the teachers, students and community.

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

CHAPTER THREE

DATA PRESENTATION ANALYSIS AND INTERPRETATION

This part of the study contains two sections: the data analysis and interpretation. The data are presented in tables wherever necessary and are accompanied by textual discussion. Tutors, mentors, student teachers, school and TEIs practicum were involved in responding to the questionnaire, interview and focus group discussion.

3.1. Biographical Data of the Respondents

Table 1: Characteristics of Respondents

Item	Variable	Category	Tutor Teacher Educator		Mentor School Teacher	
			No	%	No	%
1	Sex	Male	45	94.0	70	78
		Female	3	6.0	20	22
	Total	48	100	90	100	
2	Age	16-20	-	-	-	-
		21-25	-	-	15	17
		26-30	-	-	-	-
		31-35	-	-	-	-
		36-40	-	-	30	33.3
		41-45	-	-	24	27
		46+	-	-	21	23.0
		Total	-	-	90	100
3	Academic qualification	TTI certificate	-	-	18	20.0
		Collège Diploma	-	-	31	34.44
		12+3 (BED)	6	12.5	12	13.33
		12+4(BA)	28	58.3	29	32.22
		MA/ MSC	14	29.2	-	-
		Doctorial Degree	-	-	-	-
		Total	48	100	90	100
4	Work experience	1-5 years	22	48.83	13	14.44
		6-10	10	20.83	30	33.33
		11-15	6	12.5	-	-
		16-20	10	20.83	21	23.33
		21-25	-	-	26	28.89
		25+	-	-	-	-
		Total	48	100	90	100
5	Specific training related to practicum program	With training	11	23	32	36
		Without training	37	77	58	64
		Total	48	100	90	100

Pertaining to the sex composition of respondents only three (6.0%) of tutors and twenty (22%) of mentor are females. This implies that female's participation, especially related to tutor teacher educators is still in a very lowest level of participation.

As with student teacher respondents all 160 of them were 3rd year students in the age range of 16-25 years of whom 53% were males.

With regards to the age of respondents, the table illustrates that seventy five (83%) of mentors are above 36 year. Those fifteen (17.1%) of the mentors are with the age range 21-25 years old. This implies that, the majority of mentors school teachers are matured enough which would enables them offer their mentoring support to young student teachers.

Pertaining the educational qualification, thirty- four (70.8%) of tutors and forty one (45.5%) of mentor respondents had 12+3 (BEd) and 12+4 (BA) degrees. Those eighteen (20%) and thirty-one (34.4%) of mentors had TTI certificate and diplomas respectively. The rest fourteen (29.25) of tutor respondents were MA/MSC level of qualification. Thus, one could conclude that the educational qualifications of respondents are not satisfactory. This in return implies that their low qualification appear unlikely to help them to carry out their professional tasks effectively and efficiently.

Concerning the work experiences of the respondents, around half twenty-two (46%) of tutor teachers educators and 13(14.45) of mentor school teacher are less than 5 years. While, more than half forty-seven (52.2%) of mentors and ten (21%) of are above 16 years. According around half of tutors are less experienced in actual teaching activities, even though they are new entrants to the profession backed by the recent educational theories and practices. This shows that school based practicum implementation might face some contradiction from existing gap of misunderstanding emanated from implanters new and old orientation of training teachers.

In relation to getting of specific training towards to their given role of implementing practicum program the table shows that (77%) of tutor and (64%) of mentor respondents did not get opportunity of attending any kind of training workshops and meetings related to practicum. This implies that most of tutor teacher educator and mentor school teachers were assigned with out getting any orientation or training about their given roles of implementing practicum programs.

Therefore, we can conclude that school based practicum program implementers who are assigned to mentoring and tutoring practitioners act with out the know-how or concepts of the currently proposed TESO guidelines. Such a trend can affect the effectiveness of practicum program.

3.2. Perception of People Involved in Implementing the Program

Table 2 Tutors perception of their role towards working to student teaches placement schools

Response item	Sufficiently		Insufficiently		Not at all		W. Mean	Total	
	No	%	No	%	No	%		Frq.	%
1. Organizing for their placement	32	66.7	12	25.0	4	8.3	2.58	48	100
2. Consulting with school staff about their responsibility	26	54.0	22	26.0	-	-	2.52	48	100
3. Monitoring their experience	36	75.0	12	25.0	-	-	2.75	48	100
4. Ensuring appropriate experience	42	87.5	4	8.3	-	-	2.79	48	100
5. Creating sufficient learning opportunities	40	83.3	8	16.7	-	-	2.83	48	100
6. visiting them and observing their practice	34	70.8	12	25.0	2	4.2	2.67	48	100
7. Discussing with student about progress	30	62.5	16	33.3	2	4.2	2.58	48	100
8. Consulting class teacher and mentors about students	26	54.0	20	41.7	2	4.2	2.5	48	100
9. Providing written report to students after observation	28	58.3	14	29.7	6	12.5	2.46	48	100
10. ensuring the final assessment document well compiled	40	83.3	8	16.7	-	-	2.83	48	100
Average weighted mean							2.65		

In table two TEIs teacher educator tutors were asked to rate how frequently performing their roles of implementing school based practicum programs listed from item 1 to 10.

Accordingly, in relation to organizing of student teachers placement schools, thirty two (66.7%) of sampled tutor respondents asserts that they were organizing of students placement sufficiently. While, twelve (25%) of them indicated to their insufficiently involved in organizing of schools practitioners for placement. Pertaining to consulting with schools staff about their practicum roles and responsibility for their assignee student teachers in item 2, was indicated that twenty six (54%) of tutors responded ‘sufficiently’ and twenty two (46%) of them responded ‘insufficiently’. In the third item, thirty-six (75%) of sampled tutors responded, that they were ‘sufficiently’ monitoring student teachers field experience. While twelve (25%) of sampled tutors responded they were performing this role ‘in insufficiently’. Related to tutors role of creating sufficient learning opportunities for practitioners in schools in item 1.5, was responded ‘sufficiently’ by forty (83.35%) of tutor respondents and ‘insufficiently’ by eight (16.7%) of the them. As indicated in item 1.6, thirty four (70.8%) of tutor respondents asserted that they were ‘sufficiently’ visiting and observing student teachers practice teaching during their school placement and twelve (25%) of them responded ‘insufficiently’ performing this specific role. Regarding to item 1.7% thirty (62.%) of tutors responded they

were “sufficiently” discussing with practitioners about their progress. While, sixteen (33.3%) of them expressed they were “not sufficiently”: discussing with student teachers. Related to items 1.8; twenty six (54%) of sampled tutors indicated that they were “sufficiently” consulting class teachers and mentors about practicing student teachers progress. While, twenty (41.7%) of them “responded insufficiently”. Regarding to their provision of written reports to student teachers after observing them in class in item 1.9 was responded “sufficiently” by twenty eight (58.3%) of sampled tutors and “insufficiently” by fourteen (29.2%) of them. The rest six (12.5%) of them responded “not at all”. Regarding to tutors specific role in item 1.10; forty (83.3%) of sampled tutors responded “sufficiently” ensuring student teachers school experience data of final assessment document were being well compiled. While, eight (16.7%) of them indicated the were “insufficiently” performed this specific role.

According to the data found in items 1.1 to 1.10 of table two indicates that, an average of above thirty three (69.6%) of tutor respondents expressed that, they were “sufficiently” performing their roles of that deals with practicum aspect of student teachers placement schools and their on going practices. While, an average of nearly thirteen (27.5%) of tutors indicated that they were “insufficiently” performing this role. Hence, this data shows that, around one third, of teacher educator tutors seems believe that, they were currently performing as to sufficient level of roles that practicum implementation demands of them.

Table 3: Tutors Perceptions towards their Tanning and Assessment of Mentors

Response item	Sufficiently		Insufficiently		Not at all		W. Mean	Total	
	No	%	No	%	No	%		Frq.	%
1. organizing meetings/workshop to mentors and staff in school and TEIs	14	29.1	18	37.5	16	33.3	1.96	48	100
2. Assisting mentors and class teacher by giving the latest theories and strategies and sharing experience that enhance practicum teaching in going to schools	16	33.3	24	50.0	8	16.7	2.17	48	100
3. producing written materials such as practicum mentors hand book and in related issues	14	29.1	12	25.0	16	33.3	1.71	48	100
4. Developing tools for mentor selection and assessment	20	41.7	14	29.2	14	29.2	2.12	48	100
5. Involve in activities of school mentor appraisal and provision of feedback serve fro their improvement	20	41.7	20	41.7	8	16.7	2.25	48	100
6. First hand initiation to talk with individual mentor aimed at improving the current situation informally	22	45.8	20	41.7	4	8.3	2.29	48	100
7. settling-dispute based on comments come from student teacher on some mentors and class teachers etc.	28	58.3	14	29.2	4	8.3	2.42	48	100
8. Arranging TEI, and schools collaborative self evaluation forum	20	41.6	24	50.0	4	8.3	2.33	48	100
9. Nominating mentors competent and feel responsible for rewarding them in TEIs	18	37.5	20	41.7	10	20.8	2.12	48	100
Average weighted mean							2.15		

In table three tutor teacher educator respondents, asked to rate as to how of their given role of training mentors and performance assessment were performed. Accordingly, in item 1, about fourteen (29.15%) of tutor responded they were sufficiently involved in organizing of meetings and workshop within TEIs and schools. While, eighteen (37.5%) of them responded "insufficiently" and the rest sixteen (33.3%) of sampled tutors responded "not at all": Regarding to item 2 for introducing latest theories and strategies of implementing practicum aimed at sharing experience to mentors was responded "sufficiently" by sixteen (33.3%) of sampled tutors and responded "insufficiently" by twenty four (50%) of them. The rest eight (16.7%) of tutors responded "not at all performing such roles. In item 3; related to tutors role of producing written material for purposes training was responded they were "sufficiently" producing by fourteen (29.1%) of the respondents and it was responded "insufficiently" by twelve (25%) of them . The rest sixteen (33.3%) of tutors responded they were "not at all" performed such roles of producing training related materials. In item 4, regards to developing tools for mentor assessment and selection, was responded "sufficiently" by twenty (41.7%)

of tutor respondents, and responded “insufficiently “ by fourteen (29.25%) of them and “ not at all” was responded by the rest fourteen (29.2) of the respondents. In related issues in item 5, tutors involvement in assessing mentoring performance and provision of feedback to mentors was responded “sufficiently” and “insufficiently” by twenty (41.7%) of respondent equally. A responses of “not at all” performed was responded by the rest eight (16.62) of sampled tutor respondents.

Regarding to, tutors self initiation to talk with mentors and other personnel about practitioners experience in schools in item 6 was responded “ sufficiently” by twenty-two (45.8%) of sampled tutors and “ insufficiently” by twenty (41.7%) of them. With regards to tutor involvement of settling disputes between practitioners with some mentors and class teacher in item 7; was responded “ sufficiently” involved by twenty eight (58.3%) of sampled tutor respondents and it was responded insufficiently” by fourteen (29.2%) of them. Regarding the next item, tutors involvement in arranging of self evaluation of both institution about their performance of practicum program implementation was responded “sufficiently; by twenty (41.6%) of respondents. While, twenty-four (50%) of sampled tutors responded in sufficiently. Regarding to tutors given role of nominating well performing mentor for rewards in TEIs was responded “ sufficiently” nominating them by eighteen (37.5%) of tutors respondents and it was responded “ insufficiently” by twenty (41.7%) of them. The rest ten (20.8%) of tutors responded “not at all” involved in roles of nominating mentors for rewards.

The above data shows that from those only nineteen (39.6%) of an average tutor respondents expressed that they were “ sufficiently” performing their given roles in relation to mentor school teacher training and assessing their mentoring performance. While, an average of twenty-nine (60.7%) of sample tutors indicated for “insufficiently” or “ not at all” performing their mentor school teacher related roles. Accordingly, from the above data it seems that, majority of tutor teacher educators were not sufficiently involved to mentors capacity building activities which would enables to attain their fully supporting of school based practicum program implementation.

Table 4: Tutors Perceptions of their Actual Tutoring Practices

Response item	Sufficiently		Insufficiently		Not at all		W. Mean	Total	
	No	%	No	%	No	%		Frq.	%
1. Jointly planning and reaching agreement with student teachers on issues focused, objectives, and methods in school environment observation, class room teaching and reflection	28	58.3	14	29.2	6	12.5	2.46	48	100
2. Making mutual agreement on standard performance criteria and on observation time before the student teacher observed in the classroom and school environment	30	62.5	14	29.2	4	8.3	2.54	48	100
3. Taking sufficient time observing the student teachers' teaching competencies and behavior during class room observation	32	66.7	16	33.3	-	-	2.67	48	100
4. giving supportive feed back and discussing with the student teacher in areas of future improvement in identifying their specific need for practicum course areas in continuous bass.	38	79.2	10	20.8	-	-	2.79	48	100
5. making agreement on contents and time for reflection after each school experience session and actual classroom observation	36	75.0	10	20.8	2	4.2	2.71	48	100
6. Timely assessment of school experience recorded data (portfolio) and providing written report and discussing on specific attainment	36	75.0	10	20.8	2	4.2	2.71	48	100
Average weighted mean							2.65		

In the last item of table four which looks for 1 to 6; tutor respondents were asked to rate how they were sufficiently collaborative agreement with student teacher would reached during their school based practice (learning). Accordingly, in relation to jointly planning for objectives, methods and about reflecting on their learning was responded “sufficiently” by twenty eight (58.5%) of tutor respondents. While, fourteen (29.25%) of them responded “insufficiently” and the rest six (12.5%) of tutor respondents indicted for not at all planning jointly. Regarding setting of performance standard criteria and observation time was responded “sufficiently” by thirty (62.5%) of respondents and it was responded “insufficiently” by fourteen (29.25%) of them.

Regarding to how much tutor spent time for observation of practitioners teaching competencies and behaviors in school was responded sufficiently by thirty-two (66.7%) of sampled tutor respondents and responded “insufficiently” by Sixteen (33.3%) of the respondents. The rest items regarding to provision of constructive feed back with discussion

on improvements; and their provision of written report to students was responded “sufficiently” by thirty-eight (79.2%) and by thirty six (75%) of tutor respondents respectively. While, each specific roles responded “insufficiently” by ten(20.85%) of tutor respondents.

According to the data found in the last item of table four tutors willingness to work through collaborative agreement with student teacher during their practicum learning process in schools was responded as they were “sufficiently” collaborative efforts made by an average of more than thirty three (69.45%) of tutor respondents. While, it was responded “insufficiently” by more than twelve (26.7%) of responding tutor. This implies that, according to the majority of tutor respondents the current teacher education practicum learning process seems enabled to create for opportunities of democratic teaching learning process in TEIs and it shows that the majority of tutor teacher educators have been involving student to decide on their own learning and seems tutors aware of students right in getting of their support.

Table 5: Student Teacher Perception towards the in Gains from Practicum Course through TEIs

Item	Response Scale							
	Agree		Disagree		No response		Total	
	No	%	No	%	No	%	No	%
1. good for the theory side of things	116	72.5	44	27.5	-	-	160	100
2. Makes us feel conformable and competent for								
2.1 Theoretical guidelines given before out to schools	90	56.25	70	43.75	-	-	160	100
2.2 Sufficiently backed by good bases and inputs	80	50.0	64	40.0	16	10.0	160	100
3. Feels us discomfort and incompetent for :								
3.1 Less theory was provided that directly related to subject area application	50	31.25	86	53.75	24	15.0	160	100
3.2 Only gives some useful guideline at the beginning	80	50.0	49	30.6	31	19.4	160	100
3.3 Theoretical orientation after school experience	96	60.0	48	30.0	16	10.0	160	100
4. Best gaining best before out to school in less on specific to								
4.1 How to control classes	144	90.0	16	10.0	-	-	160	100
4.2 Class room management	137	85.6	15	9.4	8	5.0	160	100
4.3 Disciplining	120	75.0	29	18.1	11	6.9	160	100
4.4 Lesson planning	151	94.4	9	5.6	-	-	160	100
4.5 How to relate in school students	102	63.8	49	30.6	9	5.6	160	100
4.6 Basic guideline students	111	69.4	49	30.6	-	-	160	100
4.7 Theoretical bases on what and how of application	122	78.25	32	20	6	3.75	160	100
5. Regards to theory and practice integration								
5.1 Theory and practice given are very essential	123	76.9	37	23.1	-	-	160	100
5.2 TEIs lecture and what goes in school are un-like	84	52.5	63	39.4	13	8.1	160	100
5.3 Linkage exist between the two	82	51.25	66	41.25	12	7.5	160	100

Regarding to item 1 in table 3, intending teachers were asked to rate their agreement on their gains from TEIs. Accordingly 116(72.5%) of the student teacher respondents agreed for the practicum learning process was good for its theory side. While 44(27.5%) of them responded disagreeing to the good practicum theory was gained from teacher education institutions. Accordingly, 90(56.2%) of the respondents indicated their agreement for the TEIs practicum

learning process would made them feel comfortable, if they were provided theoretical guidelines before going out to schools. 80(50%) of them expressed that they would feel comfortable and competent if they were backed by good bases and sufficient theoretical input from their TEIs.

On the other hand, 50(31.5%) of the respondents indicated they would feel discomfort and incompetent if less theory directly related to their specific subject area of application was provided by the TEIs before going out to their school placement. The reason for such feeling as indicated by 80(50%) of them was that they were given only the most useful guide line at the beginning 96(60%) of them replied that theory provision after their school experience by TEIs makes them feel discomfort and incompetent.

The majority of students had general opinion on what they gained from the university. Hence, 116 (72.5%) of them thought that their college/university was good in theory prevision. The majority 90(56.25%) of respondents expressed their agreement on their need of theory at the beginning of each practicum phases before their going out to placement schools. However, 111(69.4%) them indicated the institutions were given them only the most useful guide lines for practicum.

In the next item students were asked to rate to what extent, they were provided content areas demanded by student teacher. They responded agreeing on how to control class by 120 (75%), lesson planning by 151 (94.4%) and how to relate children by 102 (63.75%) of student teacher respondents. According to 90(56.25%) student respondents, TEIs provided them with guidelines before they were out to their placement school. However, 80(50%) of them believe that if they had a good basis of input from the university/ college they would feel more comfortable about going out to school. 130(81.25%) of student teachers indicated that they would like to learn more educational theory and more of the philosophy behind teacher education and professional studies.

According to item 3 of table 5, those 123(76.9%) of the respondents agreed for and 37(23.2%) of them disagreed” on whether the very essential theory and practice were given to them by TEIs in integrated manner. 82(51.25%) respondents agreed for and 66(41.25%) of them expressed their disagreement on the view that integrated theory and practice were offered by

TEIs. While 84 (52.5%) of respondents agreed for and 63(39.4%) of them indicated their disagreement for the lectures given in the TEIs and what was going in school were unlike.

Table 6- Student Teachers Perception Towards to their Class Observation and Class Room Practice

Item	Scale							
	Agree		Disagree		No response		Total	
	No	%	No	%	No	%	No	%
1. Regards to classroom observation and school experience								
1.1 Considering very useful	99	62.0	61	38.0	-	-	160	100
1.2 Every teacher is different thus it is good to observe as many teachers class as possible	112	70	40	25.0	8	5.0	160	100
1.3 Enabled to relate it to what have learned in TEIs.	79	49.4	63	39.4	18	11.2	160	100
1.4 Focusing on different aspect of different lessons using TEIs guideline book	104	65.0	48	30.0	8	5.0	160	100
1.5 Learning take place from good teachers class observation	112	70	46	28.75	8	1.25	160	100
2. Regards to how their classroom practice and school experience observed								
2.1 Tutors observing class practice teaching only for final assessment	92	57.5	60	37.5	8	5.0	160	100
2.2 Tutors should go to schools starting for first practice	115	71.9	39	24.4	6	3.7	160	100
2.3 Preference to have their own class toward the end of training year.	120	75.0	40	25.0	-	-	160	100
2.4 Mentors have planned time table for observing practice	48	30.0	112	70.0	-	-	160	100
2.5 Enables to feel secured when extra teacher (mentor) observing their class practice specially in discipline matter	93	58.1	64	40	3	1.9	160	100
3. Regards to data documentation and reflecting on their portfolios								
3.1 Reflecting on own teaching and school experience was seen vital to think critically	119	74.4	41	25.6	-	-	160	100
3.2 reflection was mandatory after experience in school	64	40.0	96	60.0	-	-	160	100
3.3 Experience data documentation demands for bulky paper work and needs to being reduced	110	68.75	44	27.5	6	3.75	160	100
3.4 Because of time constraints reflection class not were not performed some time after school.	126	78.75	32	20.0	2	1.25	160	100

In table six student teachers respondents were asked to rate their agreement on the basis of their observation and school experience. Accordingly, in table four first item 99(62%) respondents 'agreed' for and disagreed about it was very useful by 61(38.0%) of them. One hundred twelve (78%) of them also agreed for and other 40(25%) of student respondents indicated their disagreement for every teacher difference and their need of observing as many teachers class as possible. Regarding next item 79(39.4%) of them disagreed about their classroom observation enabling them to relate with what they have learned in the TEIs. indicating the sequences and focus areas of lesson 104(65%) of the sampled student teacher provided their agreement and 48 (30.5%) of them rejected their focusing on different things in different lessons based up on the TEIs given them guide line book. In addition 112(70%) of the respondents responded agreed for and 46(28.8%) of them replied their disagreement for best learning taking place from the observation of good teacher classes.

In item 5 of table 6 which looked for the ways of the student teachers responded class room practice observed, 92(70%) of student respondents agreed for and 60(37.5%) of them disagreeing to the needs for the university tutor coming to school for observing their activities starting form their first practice. 39 (24.4%) of them responded disagreeing on the importance of tutors coming to school starting from their first practicum. Responding to the third item 120 (75%) of the respondents expressed their agreements, "and 40 (25%) of them responded disagreeing to their preference of performing classroom teaching practice towards the end of training years.

Pertaining to item four mentor to have planned observation of practicing student teacher, was responded by 112 (70%) of respondents in agreement and it was responded disagreeing by 48 (30%) of them on mentors use of planned time table for observation of student teacher classroom practices. According to the sampled respondents of the next item 93 (58.1%) of them agreed for and 64(40%) of respondents replied disagreeing their demanding of extra teacher to observe them during their classroom teaching and for it would make them feel secured, especially related to student discipline matters.

The third item in table six is on assessing the views of student teacher respondents towards their school experience, record documentation (portfolio) and on reflective practices on returning to their respective TEIs. Accordingly, they responded agreed for by 119(74.4%) and disagreed by 41(25%) indicating that reflecting on their own practice teaching would serve them to think critically. Offering witness for their TEIs practicum course reflection practices,

64(40%) of the respondents agreed for and 96 (60%) of them “disagreed” for reflection practices when returning from school experience which were mandatory throughout their duration attending in TEIs . On the other hand, 126 (78.75%) of them agreed for and 32.(20%) disagreed on their reflection experiences which were not performed because of time constraints. Accordingly,110 (68.75%) of the respondents agreed for and 44(127.5% of them disagreed on their preparing of practicum documentation which was reduced for it was creating bulky paper work.

Table 7- Mentors Perception of their Role Performance

Item	Scale of response						Total	
	Higher extent		Medium extent		Low extent			
	No	%	No	%	No	%	No	%
1. Regards to actual mentoring and support provision to assignee student teachers								
1.1 Warmly welcoming	63	70.0	27	30.0	-	-	90	100
1.2 Supporting them through out their time in school	36	40.0	27	30.0	27	30.0	90	100
1.3 Offering them guidance	45	50.0	18	20.0	27	30.0	90	100
1.4 Providing them ideas on how to approach particular classes and work to their major or stream subject areas	51	56.7	27	30.0	12	13.3	90	100
1.5 Sharing them experience on how to approach particular lesson areas	62	68.9	10	11.1	18	20.0	90	100
1.6 Showing them on how to cope up with student behavior problems	54	60	18	20	18	20.0	90	100
1.7 Supporting them on how to organize their time in the school	64	71.1	20	22.2	6	6.7	90	100
1.8 Involving in monitoring, supervising them and providing feed back	21	23.3	29	32.2	40	44.5	90	100
1.9 Deciding what key issues are that the students might want to concentrate on	32	35.6	28	31.1	30	33.3	90	100
1.10 Setting target and connecting them with some of the classes	36	40.0	27	30.0	27	30.0	90	100
1.11 Watching them frequently and providing support	45	50.0	36	40.0	9	10.0	90	100
1.12 Keeping their performance record and transferring the information to TEIs	42	46.7	20	22.2	28	31.1	90	100

According to item one of table seven almost half of an average forty six (51%) of mentors responded as they were performing their mentoring role to higher extent as practitioners in welcoming their assignee student teachers, supporting them through out their time in schools, offering them guidance, giving them ideas on how to approach particular classes and working on respective subject areas on how to cope up behavior problems with classroom student and in supporting them to organize their time with the school. They were also involved in

monitoring, activities providing feedback and supervising them, helping them on deciding key issues to concentrate on, setting and connecting them with some of the classes, watching them frequently, and supporting them in specific problem areas. Besides, equal number of mentor respondents provided higher extent for performing their responsibility of record keeping and transferring to the teacher education institutions. While, an average of twenty four (26.6%) of mentor respondents indicated that, they were performing to medium extent of their mentoring role. The rest twenty (22.4%) of them responded they were performing to the lower extent of their role

Table 8. Mentors Perceptions of their Interest to Work with Student Teachers and on Rewards of Becoming Mentor.

Item	Scale of response							
	Agree		disagree		No response		Total	
	No	%	No	%	No	%	No	%
1. an inherent belief on the mutual benefits for the students need you and yours need of students	81	90	9	10.0	-	-	90	100
2. It is very enjoyable to work with people who are keen to become member of teaching profession	81	90	9	10.0	-	-	90	100
3. they are a link between the TEIs and the school	71	78.8	11	12.2	9	10.0	90	100
4. for students bring their freshness and new ideas as you share them experience	90	100	-	-	-	-	90	100
5. seeing the practitioners develop, and their becoming of more confident is an enjoyable matter	90	100	-	-	-	-	90	100
6. not only as a matter of personal satisfaction but also today's teachers are responsible to train future teachers.	72	80.0	18	20.0	-	-	90	100
7. feel discomfort for not getting financial reward	81	90.0	9	10.0	-	-	90	100
8. mentoring is an extra commitment	70	77.2	20	22.2	-	-	90	100

As it was indicated in item 1.1 of table eight regarding to the reward of becoming a mentor eighty one (90%) of sampled respondents expressed their agreement and nine (10%) of them responded rejecting to the mutual benefits of becoming a mentor. Accordingly, the majority of mentor respondents replied their belief on the students were needing of them and also their needing to the students. From all sampled mentors eighty one (90%) of the respondents found it very enjoyable to work with people who were keen to become member of

the teaching profession. The rest nine (10%) of them responded disagreeing their enjoying of the issue.

In the next item, seventeen (78.8%) of mentor respondents indicated their agreement for the student teachers becoming of linkage between TEIs and the schools for they bring with them a sense of what was going in the higher institutions. Accordingly, all ninety (100%) of mentor respondents expressed their benefiting from the student teachers. In addition all (100%) of respondents replied agree on it was very much two way thing in which students bring their freshness and new ideas and school teachers given them their experience.

Regarding to item 1.5 of table eight seeing the practitioner develop and seeing them becoming more confident was agreed by all ninety (100%) of sampled respondents and indicated as it was enjoying them. Accordingly, seventy two (80%) of them agree and eighteen (28%) of them disagree on such a reason that mentoring is not only as a matter of personal satisfaction but also indicated as they had responsibility to train future teachers.

While, the majority eight one (90%) and seventy (77.2%) of sampled respondents replied agreeing on their feeling of dissatisfaction for they did not getting any of financial reward which was forced them to see mentoring role as extra work which was considered as over commitment. In support of this, most of the school practicum coordinator (vice head and department head) interviewees asserted that seeing it enjoying to be a mentor even though they do not have related rewards of financial, material and task related training support. Accordingly, the school practicum coordinator interview respondents indicated that schools and mentors should receive some amount of payment, and demanding provision of educational equipment and material. If they were wanted to adequately perform their practicum related activities. In line to this, one of the TEIs practicum coordinator interviewee indicated that, their institution have facing budget constraints and had not been practiced to provide schools in any kind of material or financial support. For those teachers involving in mentoring student teachers. Hence those concerned bodies who formulated this reform need to re thing for budget allocation and related procedure serving this purpose.

Table 9- The Exiting Practice of Mentors Feedback Provision to Practicing Student Teacher

Item	Higher Extent		Medium extent		Lower extent		Total	
	No	%	No	%	No	%	No	%
1. Regarding to the existing practice of feedback provision and its benefit								
1.1 Feedback should be very constructive	80	88.9	10	11.1	-	-	90	100
1.2 It is provided in an ongoing bases	72	80.0	18	20.0	-	-	90	100
1.3 Compared to targets previously set	27	30.0	63	70.0	-	-	90	100
1.4 From notes taken while observing practices	45	50.0	36	40.0	9	10.0	90	100
1.5 Provided immediately after lesson observation and later going through in quite a lot of detail	27	30.0	45	50.0	18	20.0	90	100
1.6 Students do not like any sort of criticism and unwilling to listen advice.	18	20.0	18	20.0	54	60.0	90	100
1.7 Prefer to give example of your own teaching experience and explaining students failure similar to other before them rather than forwarding negative feedback directly	36	40.0	45	50.0	9	10.0	90	100

In table nine item one, mentor respondents were asked to rate the level of observing practicing students teachers and as to how they were providing feedback. Accordingly eighty (88.9%) of mentor respondents indicated to they were preferred to provide useful and constructive feedback “ higher extent “.The majority seventy (80%) of mentor respondents also responded, they were provided feedback to practitioners in on going basis to the larger extent”.

Regarding to the next item mentors responding to their experiences of input which served for feedback was expressed to the largest extent they were comparing to previously setting target with performing student teacher was responded by those twenty seven (30%) of them. From notes taken during observation of actual practice was responded by forty five (50%) of mentor respondents. Regarding to an immediate feedback provision on the spot of observation was responded to higher extent only by twenty seven (30%) of mentors They were also expressed as by it was immediately provided after observing of specific lesson and in quite a lot of detail after some day later .

In the third item, mentors rating to their perception of student teachers attitude towards feed back they were providing them was replied by eighteen (20%) of mentor respondents expressing to higher extent as they were demanding it. The majority, fifty four (60%) of mentor respondents expressed that, some of the student teachers did not want any sort of criticism and appeared unwilling to listen mentors advice. Accordingly, mentors preferred method of negative feed back provision was indicated to higher extent by thirty-six (40%). It was also indicated to medium extent” by forty five (50%) of respondents and lower extent was replied by nine (10%) of sampled mentor respondents indicating they were given them examples of their experience and citing from all other teachers failure resembled to those practicing today.

Responding to the communication cultures between the school and the TEIs, almost all respondents of school practicum coordinators responded that in most practicing schools and TEIs, there are some people who are responsible for sending written documents to each other while, other channels of communication were not get respondents attention for being selected. Accordingly communication between schools and TEIs as collaborative institutions implementing practicum is not currently experiencing the use of telecommunication systems and unable to create free access especially for mentors and student teacher which would serve as an easy link for all personnel involved in implementing practicum program.

Table 10: Perceptions of Tutors on Implementation of Practicum Program and its Implication to their Current Practice.

No	Item	Higher extent		Medium extent		Lower extent		Total	
		No	%	No	%	No	%	No	%
1	The currently practicum course implementation will make a difference in								
1.1	Improving teaching skill and	20	41.7	22	45.8	6	12.5	48	100
1.2	Understanding and experience of tutors about school and community environment	22	45.8	22	45.8	4	8.3	48	100
1.3	Strengthening the school and TEIs staff relationship	22	45.8	22	45.8	4	8.3	48	100
1.4	Bridging theory and practice gap	22	45.8	16	33.3	10	20.8	48	100
2	Perceptions of tutoring and measures that demanded for their active involvement								
2.1	Reducing tutors allotted teaching load	28	58.3	14	29.2	6	12.5	48	100
2.2	Extra payment arrangement for tutoring	28	58.3	14	29.2	6	12.5	48	100
2.3	Tutoring practitioner by it self is rewarding	16	33.3	18	37.5	14	29.2	48	100

Regarding to the data found in table ten sampled tutor respondents were asked to rate as to how they would assume success from the current practicum course implementations in enhancing student teachers teaching competency.

Accordingly, that it would succeed in improving practitioners teaching skill and competence was responded to higher extent by twenty (41.7%) of sampled tutors; and was responded to medium extent by twenty two (45.8%) of them. The rest six (13.5%) of tutor respondent, replied to lower extent as it would make difference.

Regarding the new teachers education systems making difference in understanding and experience of tutors about their surrounding schools and community environment was seen to higher extent and to medium extent by the same portion of twenty two (45.8%) of tutor respondents. While, the rest four (8.3%) of respondents replied that it would make a difference to a lower extent. Equal percentage of tutor respondents also provided their views on indicating the system would makes difference in strengthening of the school and TEIs staff relationship which play an enabling role to bridging the existing theory and practice gap . On the other hand, sixteen (33.3%) and ten (20.8%) of tutor respondents answered to the medium and lower extent respectively on the current practicum would enable to bridge theory and practice gap .

This shows that an average of (44.8%) of tutors and (42.7%) of them seem tending to develop positive attitude on their expectation of the current practicum program in teacher education making better changes to intending teachers skill competencies and on their own understanding and strengthened relationship with schools and experienced teachers in the zone. While assuming that the new system has been creating additional load, the majority twenty eight (58.3%) of respondents indicated to higher extent need for reducing their allotted lecture loads or arranging of extra payment for tutoring practitioners.

Table 11, Attitude of Tutors Towards Partner School

	Response Item	Agreed		Disagree		No Response		Total	
		No	%	No	%	No	%	No	%
	Attitude towards partner schools								
1	Very suitable for practicum teaching	18	37.5	20	41.7	10	20.8	48	100
2	Most of them are not very suitable and unorganized	20	41.7	20	41.7	8	16.7	48	100
3	They lack real understanding to their role of supporting practitioners	40	83.3	8	16.7	-	-	48	100
4	It has not been implemented as in TESO guide line in schools	28	58.3	12	25.0	8	16.7	48	100
5	Student teachers need to be placed and practice in more than one school	42	87.5	4	8.3	4	8.3	48	100
6	The TEIs should select schools for student placement	40	83.3	8	16.7	-	-	48	100
7	It needs tutors training in practicum specific areas	42	87.5	4	8.3	2	4.2	48	100

According to the data found in table eleven of item (1-7); regarding tutors attitude towards partnering schools about eighteen(37.5%) of respondents expressed their agreement and twenty (41.7%) of them responded disagreeing on the placement schools becoming of very suitable for practicum teaching learning process. Accordingly, most of schools were not very suitable and unorganized was asserted by twenty (41.7%) of tutor respondents agreeing and it was rejected disagreeing by the same portions of respondents. Regarding to the partner schools personnel lacking of real understanding of their given role to support student teacher was agreed by forty (83.3%) of respondents and responded disagreeing by eight (16.7%) of tutor respondents. Accordingly, twenty eight (58.3%) of tutor respondents provided their agreement for practicum program has not been implemented as it was stated in TESO guide lines when seen from schools side. To this end, forty two (87.5%) of tutors agreed for practitioners need to practice in more

than one school and forty (83.3%)_ of respondents also indicated that the TEIs should select well organized schools for student teachers placement.

This shows that the majority of sampled tutor respondent seems had some problems in terms to placement schools organizational suitability and practicum related role understanding of their personnel. This indicates that most of tutor teacher educators found most schools where student teachers practicing were not very suitable in terms of training teachers. Accordingly, it seems that TEIs in Jimma zone and state education department authorities need to make prior arrangement for improved facilities of the schools, and their personnel understanding of practicum roles. It also demands collaborative selecting and relatively organizing of those schools to make suitable for training of intending teachers. .

In line to this, the TEIs practicum coordinator interviewees explained that, they were found few mentor school teachers were committed to school based practicum program. They also seen few of them appear understand, their given role on who to make their subject matter knowledge and professional teaching skill available to student teachers and who would like to support the intending teachers own search for capacities of developing teaching skill competencies, who would encourage them accordingly rather imposing practitioners to follow mentors own rule of life experience.

Above all, one of the TEIs head practicum coordinator, said that; unfortunately, only a few of the schools were found ready to play such roles. While most of them causing problem, indicating as they lost of trust on them. This respondent also understand as these schools were really did not want to fulfill, their given role. Accordingly they were not supporting practitioners rather than making them copy of their teaching method. Hence, this in turn made the intending teachers to found them unfriendly.

On the contrary, school practicum coordinator interviewees argue that expressing causes of their school teachers and mentors dissatisfaction on the new practicum policy makers and TEIs failure of well introducing them about what and how of implementing school based practicum teaching learning process as well as on how much would expected of them considering the day to day teaching duties of school children. Additionally, these respondents made clear that, those TEIs demanding them for training of intending teachers, had not seen

making of any effort for training of school personnel towards to the new system, and nothing was made to provide them material or financial rewards for schools now practicing student teachers. Accordingly, this respondents indicated that partnership requires a lot of extra work expressing their feeling as they did not want to be involved any more. Some of the schools and TEIs interviewees indicated that, in some schools practicum training does not happen well at all and some mentors seen it surprisingly for TEIs even currently after practitioners were returned to TEIs in completing their school practice became more than three weeks. However mentors were not able to get assessment formats from TEIs which would enable them transfer feedback of practitioners performance results during their stay in school. Hence, according to the majority of respondents it seems that the main problem rests on, neither, TEIs nor schools have given enough time to really establish for proper implementation of the program. More importantly respondents underlined that practicum seems as it all happened in rush and it has been implementing superficially.

Table 12: Perceptions of Student Teachers towards Mentor Tutor and Schools Role Performance

Item	Scale of response						Total	
	Higher extent		Medium extent		Low extent			
	No	%	No	%	No	%	No	%
1. Regarding to mentors role of their school experience								
1.1 Showing good hospitality/ reception	21	13.1	-	-	139	86.9	160	100
1.2 Supporting and encouraging	-	-	81	50.6	79	49.4	160	100
1.3 Frank, critical and constructive communication with them	40	25.0	44	27.5	76	47.5	160	100
1.4 Feedback provision after observation of the classroom performance and school experience	15	9.4	5	3.1	140	87.5	160	100
1.5 Mentor school teacher competence	7	4.4	48	30.0	105	65.6	160	100
2. Regarding to tutors supporting role and their TEIs								
2.1 Their visit during school experience	19	11.2	22	13.75	119	74.4	160	100
2.2 Provision of all necessary financial and material support of TEIs for their success to learn from school experience.	-	-	21	13.1	139	86.9	160	100
2.3 Frankly constructive and open communication with tutors	17	10.9	33	20.6	110	67.8	160	100

In item one and two of table Twelve student teacher were asked to respond in rating to what extent they would perceive that practicum provider institutions and their personnel were performing the given role of practicing and supporting them. Thus, regarding to mentors role, the majority 139(86.9%) of student teacher respondent expressed that they were warmly welcomed in schools to the lower extent during their visits. Towards getting support and encouragement from mentor school teacher was responded to medium extent by 81(50.6%) and to lower extent also responded by 79(49.4%) of intending teacher respondents. Hence, none of the intending teacher respondents indicated that of receiving higher level support and encouragement.

The next deals with what extent that frank critical and constructive communication established between mentors and practitioners experiencing in placement schools. To this end, the majority 76(47.5%) of respondents replied as it was existed to lower extent. it was also respondents. The rest 40(25.0%) of students teacher respondents expressed that they were experienced to higher levels of communication with their mentoring school teacher. Mentors feedback provision after observing their practice teaching performance during school experience and their competence of mentoring was responded to the lower extent by the majority 140 (87.5%) and 105(65.6%) of student teacher respondents respectively.

The above data shows that schools and mentor teacher do not seem to being collaborative to provide practitioners the necessary support of practicing them pertinent to their given role of which implementing practicum program demands of them. Thus, what mentors and practicum coordinators said for their lack of training and related rewarding support from the TEIs seems which make them feel discomfort and it would make them retreat from playing active role. Thus, it would be argued that mentoring role of schools and their staff in helping the implementation of practicum program in schools is insufficient or minimally performed.

Student teacher in the school item (1-3) of table twelve were asked to rate their level of perception on tutors and their TEIs support provision. Accordingly, the majority 119(74.4%) of respond expressed that they were visited to lower extent by the TEIs tutor during observation and practice teaching in schools. Regarding to TEIs provision of financial and material support during their field experience was responded to the lower extent by the majority 139(86.9%) of intending teacher respondents. Similarly, 110(67.8%) of respondents expressed their views on exiting of lower extent, frank, constructive and open communication with the TEIs tutors. Thus, various constraining factors seems contributing to practitioners lack of pertinent support during their school placement.

It could be concluded that from views of intending teachers, tutors and their TEIs do not play their given role of supporting practitioners when they were out to placement schools. The rational might be similar to the reasons discussed in the earlier items. This implies that, unless student teacher received crucial attention of tutors and metros during their observation and teaching practice in planned arrangement of pre observation, on the spot of observation and

post observation conference by their concerned trainer with provision of real and constructive feedback on weaknesses and strong side of their performance, it seems difficult to judge practitioners developing of the necessary skill and competencies of becoming professional teacher.

Table- 13- Mentors Evaluation of the Current Practicum Implementing Institutions And Personnel Involved.

No	Item	Agree		Disagree		No response		Total	
		No	%	No	%	No	%	No	%
	Mentors belief on practitioners attitude towards to their TEIs								
1	1. practitioners have a need of more theory	36	40.0	45	50.0	9	10.0	90	100
1	2. practitioners prefer to stay at school placement setting	36	40.0	31	34.4	23	25.6	90	100
2	Mentors had experience of attending TEIs class with student teachers	26	28.9	56	62.20	8	8.9	90	100
3	Mentors are willful to exert effort to realize what those prospective teachers are doing in the class room and placement school environment.	25	27.8	20	22.2	45	50.0	90	100
4	Mentors believe that the new system is very successful in relating theory to practice	18	20.0	54	60.0	18	20.0	90	100
5	There is formal appraisal procedure for what mentors have done as mentor from TEIs	17	18.9	65	72.2	8	8.9	90	100
6	Student placement schools have an established system to evaluate its personnel performance of implementing practicum.	17	18.9	64	71.1	9	10.0	90	100
7	Mentors feel happy on becoming mentor	35	38.9	46	51.1	9	10.0	90	100
8	In its current practice, practicum learning will look like o work and, seem achieve what it is designed to achieve	27	30.0	53	58.9	10	11.1	90	100
9	There are attempts to improve constraints facing school based practicum learning	27	30.0	49	54.4	14	15.6	90	100
10	Higher levels of respect and trust exist between practicing schools and TEIs	21	23.3	58	64.4	11	12.2	90	100
	Mean	26	28.9	49	54.6	15	16.6	90	100

In table thirteen mentors respondents were asked to rate their agreement for items listed from 1 to 10, which looks for evaluation of practitioners attitude towards the current program

implementation, practices, and related to their training and assessment efforts. Accordingly, in item 1, thirty-six (40%) of mentors agreed for their belief of on the practitioners demanding of more theory course offering of their TEIs and similarly, indicated that student teachers tended to prefer staying at placement school setting rather than returning to TEIs after practice. While, forty five (50%) and thirty one (34.4%). mentor respondents rejected this.

In the second item, fifty six (62.2%) of mentor respondents replied they do not have experience of attending classes in TEIs with intending teachers. In line to this only, those twenty five (27.8%) of mentor respondents expressed their willingness of exerting effort to realize what were student teachers doing at the TEIs pertinent to what they are doing in the class room and school environment. On the contrary, twenty (22.2%) of respondents replied they do not want to make such effort. While, (50%) of mentor respondents refrained from responding to this item.

In item four only eighteen (20%) of mentor respondents expressed their agreement on their perception of current system becoming of very successful in relating theory to practice. While, more than half (60%) of mentor respondents rejected the existing belief of the current system becoming very successful in relating theory with the practice of teaching profession.

Regarding to the experience of formal mentoring performance appraisal procedure coming from TEIs was responded by sixty five (72.2%) of mentor respondents indicating, they have not seen such inputs from TEIs. Similarly, in item six, fifty three (58.9%) of respondents expressed that students placement schools do not have an established system for assessment of their staff mentoring performance.

Responding to item seven, thirty five (38.9%) of mentor respondents expressed their agreement on their feelings of happiness on becoming mentor. While, half (51.1%) of mentor respondents indicated their lacking of interested for their involvement in mentoring of practitioners. With regards to the above item seven, two-thirds of respondents expressed their disagreement on views of practicum learning in its current practice achieved for what it was designed to achieve. In line to this, only 30% of mentor respondents indicated their agreement on the current trends of practicum program achieving its purpose.

In the last item ten of table 13, fifty eight (64.4%) of mentor respondents expressed higher level of respect and trust between partner institutions seem to noting none exist. Finally, in the last item 30% of mentor respondents expressed their agreements on attempts exist to improve constraining factors of school based practicum teaching learning process. While, more than half 54.4% of respondents replied rejecting the existence of any improvement attempts by provider institutions.

Table -14 Views Tutors on Major Problems Challenging Practicum Implementation

Item	Scale of Response						Total	
	Agree		Disagreed		No Response		Fq.	%
	No	%	No	%	No	%		
1. related to leadership and management								
1.1 Lack of understanding about program policies, procedure and method of implementation	30	62.5	18	37.5	-	-	48	100
1.2. School principals, mentors and classroom teachers lack of collaboration and inefficient	36	75	-	-	12	25.0	48	100
1.3. lack of established system (techniques and procedures for mentors assessment/ appraisal of mentoring performance	34	70.8	-	-	14	29.2	48	100
1.4 mentors provision of student teachers assessment feedback and transferring to TEIs without real observation of the assignee student performance	26	54.2	16	33.3	6	12.5	48	100
2. related to time and money (finance)								
2.1 Lack of materials and monetary reward for mentors and their school	40	83.3	6	12.5	2	4.2	48	100
2.2. Lack of qualified and experienced, mentor trainer, mentor teacher and school practicum coordinators	32	66.7	14	29.1	2	4.4	48	100
2.3 Shortage of finance TEIs, and lack of budget allocations procedure.	44	91.7	4	8.3	-	-	48	100
2.4 Shortage of time for mentoring and tutoring student teachers	42	87.5	6	12.5	-	-	48	100

Table fourteen is concerned with identifying the potential factors that possibly restrain the implementation of the school based practicum course learning. Here, the TEIs tutor teachers educators were asked to rate their level of agreement with the given possible factors. Thus , with regards to the first items, thirty (62.5%) of tutor respondents expressed their agreement

for the TEIs management lacking of understanding about the current practicum centered teachers education program policies, procedures and methods of its implementation. On the contrary, eighteen (37.5%) of tutors indicated their disagreement for this issues becoming of constraining factors.

For the second item, the majority, thirty six (75%) of tutor respondents expressed their agreement on school principals, mentors and class room teachers inefficiency and their lacking of interest for collaboration.

The third item aims at knowing whether techniques and procedures for mentor assessment systems was established to evaluate schools teachers mentoring performance or not. Accordingly, the majority, thirty four (70.8%) of tutor respondents contented that the TEIs practicum managing body do not have an established system for evaluation of mentors practicum teaching performance.

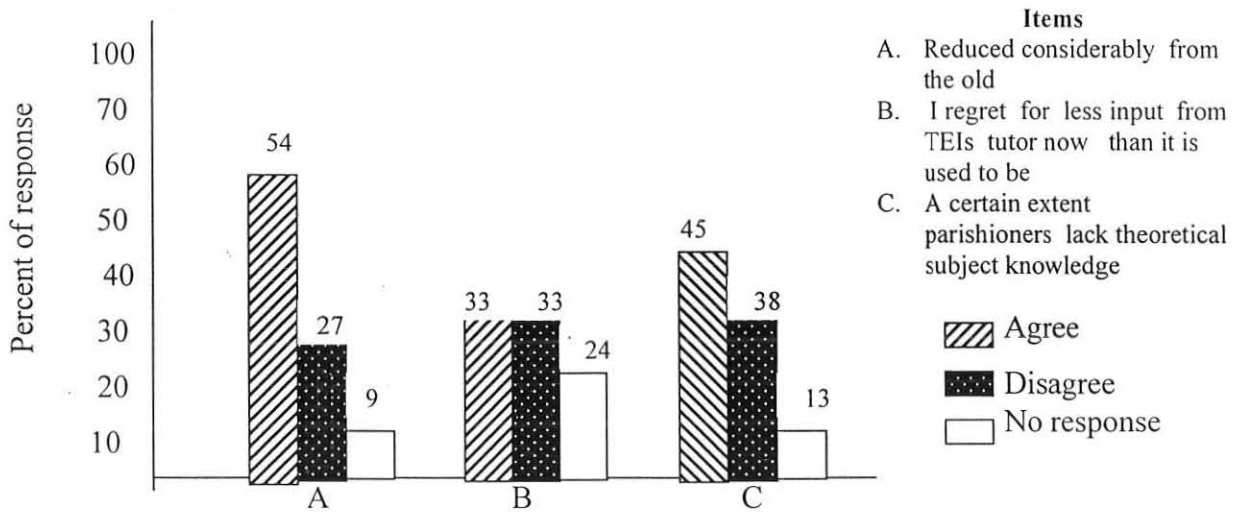
Responding to item four, more than half (54.2%) of tutor respondents expressed their agreement on mentors lack of commitment to play their leadership role of coaching practitioners and unable to depend on assessment results of practicum courses that were sent to TEIs for their assignee students teachers. The rest sixteen (33.3%) of tutor respondents disagreed on this issue being considered as one constraining factor.

In item 2.1 which deals with time and money factors constraining practicum effectiveness in partnering institution was raised. Accordantly, majority (83.3%) of tutor respondents replied material and financial reward to mentors coaching student teachers and placement schools considering as one constraining factor for getting partner schools full support of the program. Lack of qualified and experienced mentor trainers in TEIs, school practicum coordinators and mentor school teachers was responded by thirty two (66.7%) of tutor responded agreeing on its becoming of one constraining factor of implementing the program. The rest, (29.1%) of tutor respondents provided this disagreement on considering this issue as factor challenging practicum.

For the next item, nearly all (91.7%) of tutor respondents expressed their agreement that shortages of finance and lack of clearly stated budge allocation procedure for TEIs with its

rigid rules and regulation on what and how of material and financial support needs to provided to partnering schools were one of major challenges facing school based practicum course success. For the last item, majority forty two (87.5%) of tutor respondents expressed that implementation of practicum with its given share of large credit hours and in particular its greater field time demanding nature of the courses was considered as created constraints of time to deal with their day to day class duties.

Figure 1: Mentors Views on the TEIs Level of Theory Offering to Student Teachers



According to the data found in the bar graph one, the majority 54(60%) of mentors provided their belief on theory provision of TEIs reduced considerably from their time. Similarly number 33(36%) of the respondents indicated that, they felt regret for the TEIs tutor now providing less subject knowledge inputs for practicing student teachers. And hence, about half 45(50%) of mentors remarked that to a certain extent those student teachers coming to schools for practicum teaching were lacked subject knowledge related theoretical concepts.

Accordingly, this data shows that the current teacher education program is focusing to give more time to professional studies and practicum teaching seems affect student teachers getting of some extent detail knowledge of their subject content areas according to mentor respondents.

Regarding to student teacher need of establishing positive relationship with mentors was seen as very important by majority of the sampled student teacher respondents while commenting on their preference of getting well informed, knowledgeable and responsible mentor which was practicing in schools. Accordingly, the majority of the sampled student teachers respondents, stating to the open-ended question for what would be their belief of good school based mentor is a very supportive one was responded by the majority of them. They think that best mentor seems one who is willing to listen, discuss with them and give them advice. However the majority of respondents indicated that most mentors are not supportive and encouraging them. These respondents believe that, school based mentors might lacked willingness of becoming mentor. When stating about mentors the majority of respondents mentioned time constraints. They put that mentors are supposed to have fixed meetings but they are very busy and so it is difficult to meet regularly. Beside time constraints students indicated that they did not found some mentors to be very supportive, mainly because in most cases, there was no much opportunity of getting useful experiences of mentors. Except, few of them, most student had problem with mentors at some stage which demanding them to take the issue for discussion with their tutor.

3.3. Challenging Factors Affecting Implementation of Teaching Practicum Program

3.3.1. Time Factors

According to the data found from school practicum coordinators and mentor time appeared to be a major problem for all respondents. All said that they need more time, if they were expected to do the job effectively. The Majority of them indicated that out of their full day allotted teaching load, they had not given extra time or period protected to enable them observe activities of their assignee student teachers and to provide them feedback on their performance of teaching practice. They asserted that one of the biggest problem of being a mentor, was lack of time to do the job as effectively as they can. There was no time allocated. Even if they were devoting their limited time, on mentoring from the teaching experience they own, the TEIs have not been willing to make some amount of support to their effort in cash or in kind and in providing them practicum related training.

Regarding to constraints the TETs practicum coordinators and tutor to time related problem in implementing practicum viewed as it was this system developed in every short time and implemented before well informing about the program to all parties involved in the process were enabled to understood of their responsibilities, and before making them positively support the system. Hence, majority of the respondents did not find it very realistic. Besides, the majority of tutors and coordinators noted that teacher education was a demanding experience. Every aspect of the program from selection to assessment should be systematic and based on research. Above all, the ideas practicum was introduced to the system seems smart while it demands priority arrangement for well preparation and needs to consider the development level of implementing country's and its current resource capacity. Tutors in the TEIs indicated time constraints they face for effective tutoring of their assignee students, even though they, agreed to the expectation of tutors should make more visit to schools.

3.3.2. Financial Factors

One of the interesting things that emerged from the data was that despite the mentors appreciation of their involvement with teachers training, they did not see themselves as being well resourced. Majority of mentor respondents expressed that student teachers either school's resources or they bought the materials they were use, the TEIs did not provide them money or materials to be used for teaching learning process. The only thing the TEIs did was transporting students in to and from the school during their practice. Answering for such question, the TEIs practicum coordinating respondents indicated that their faculty's budget in relation to practicum was for purchasing of fuel to these vehicles serving transporting of students to and from placement Schools.

Further more, the school management personnel and mentors expressed that, the TEIs should have allocated money to schools as enabling role to motivate mentors serving the system. They said that other wise no point enforcing teachers to adequately support in coaching students teachers actual practice and assess their performance. TEIs practicum coordinators and tutors also recognized that schools were not very happy with any incentive they were given, to the extent that when tutors and TEIs coordinators wanted to discuss the issues awaiting solutions. Some schools said we do not want to be involved any more. Above all, some of their department closed their doors not to accept trainees for the past two years.

It seems to the mentor and school principals that the TEIs side is not very willful to share their money and resources with schools. Additionally, majority of tutors and mentors agreed that mentors should be trained appropriately. While, the TEIs practicum managing personnel and tutors expressed that there was no money to train mentors adequately. In their view, the TEIs top management did not give attention to the TESO practicum program in reality. In their view the whole system was under funded and they could not offer any transfer of resources to schools even though they received.

Some of the school leaders and mentors thought that, the TEIs were receiving a certain amount of money, per student teachers from the government and pass on nothing of this money to school, involving in program.

3.3.3. Managerial Factors

While discussing on evaluation of how the practicum program implementation perceived by TEIs and school personnel, they speak about different issues. The school management speaks about the resources their institution lacking to offer. They think an overall resources provided by the higher authorities are limited, so that most of the resources student teachers used during school experience come from the school they were in or they buy themselves. The school personnel respondents did not think the TEIs would provide them something and there is actually no motivation for mentors to be involved in the scheme. Accordingly, the TEIs and personnel managing the system explained that, there is no budget allocated to the TEIs to spend for supporting school practicing student teachers or for motivating mentors. The TEIs practicum coordinator participants underlined that, what was said in TESO policy guideline and their institutions management body, the local education authorities and school personnel understanding of the current practicum system are far from or in opposite to the expectation. Most of them are far from or opposite to the expectations. Most of them think as it was in the old system. Indicating a wider gap existed between TEIs, school and local government education bureaus. They all speak as policy makers in the regional and federal level did not well do their home work of creating clear understanding about the role and responsibility of all involved personnel and in providing them rules regulation and procedures on how's of practicum

resource being utilized and also that of power relationship between the institutions that needs to exist.

The majority of participants raised the issues of practicum implementation in its true sense demanding an allocation of huge resources. They think that, the government and those concerned bodies formulating this system expect frontline implementers perform beiger roles without providing them the necessary material and financial inputs.

3.3.4. Selection and Assessment Factors

Discussing to the role of the current system in enhancing students leaning, the majority of participants asserted that, this system is more beneficial for good students, who feel responsible, and who are naturally good teachers, because they spend more time in school and develop quicker. According to tutor participants, the students who are let down by the new system are those who are not naturally good teachers who require tight control and support from tutors and mentors, as well as who need the input of training more consistently through their classroom practice. These respondents suggested that, such student teachers would benefit from more time in TEIs, discussing things and going through details with greatest contact with tutors continuing when they are in school. While most of the time such kind of support seems unthinkable for tutors and mentors occupied with teaching larger classes and allotted maximum teaching loads. Some tutors also expressed their suspicion for practicum enhancing of students learning rather they explained as it is the program in use of teaching the students term given for practicum as shock absorber because, it is only serving for balancing of students passing grade. It was said that after school experience student teachers assessment result coming from schools were not dependable indicating students performance, rather it was granted to them by mentors above ninety-nine. Therefore, those who were not good performers in professional studies and subject content areas were getting "A's" for the seven credit hour practicum courses in which most of the time enabled them getting 2.00 GPA of promoting result.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATION

4.1 Summary

The objective of this study was to investigate what was going on in TEIs and schools in terms of managing and running effective programs. It was also aimed to shed light on the problems and challenges that impinges on implementing effective practicum program. To achieve the purpose, the researcher formulated the following research questions.

6. What roles do the academic and the management of the TEIs and schools play in realizing the standards put in place by Teacher Education Institution (TEIs)?
7. To what extent do such managerial roles contribute to the implementation of TESO's practicum program at the local level?
8. How are the roles and practices of practicum programs as perceived by student teachers, teacher educators and schools staff?
9. What resource implications does teaching practicum program for TEIs and schools?
10. What problems and challenges have the TEIs and schools face in running the practicum programs?

To find out answer to the research question, a sample of 48 tutor teacher educators, 93 mentor school teachers, 21 schools and TEIs practicum coordinators and local state education department heads, and 160 third year student teachers were selected.

Then a set of three types of questionnaires comprising both the open and closed items were distributed to target groups. The aim of the questionnaire was to elicit information pertaining to, the roles tutors and mentors play in implementing practicum, the perceptions and views of trainers and trainees about the program with the existing real work situation, the major challenges encountered on effective implementation of school based practicum teaching and, the possible attempts being made to improve the potential problem.

Besides, semi structured interview was conducted and focus group discussion was held to get expertise information on existing practice and challenges of implementing practicum program.

The major findings of the analysis show that:-

- The majority (77%) of tutor and (64%) of mentors did not get opportunities of attending any sort of practicum program implementation related specific training (meetings and workshops)
- Regarding to intending teachers perception towards to the gains from practicum course learning in TEIs, the majority (72.5%) of student teacher respondents expressed their agreement for the TEIs were good for the teacher education theory side of things.
- Almost half (47.1%) of sampled student teachers indicated that TEIs theory provision which relates to specific subject area of application, was seen only some useful guidelines of practicum that given to them before their going out to school experience and practice teaching.
- The majority (79.2%) of student teachers respondents expressed that they were best gaining from learning lesson areas on how to control classes, class room management, discipline, lesson planning, how to relate with student in schools, basic guide lines for practice teaching and basic inputs on what and how's of application before going out to their placement schools.
- The majority (76.9%) of student respondents expressed their agreement for the very essential theory and practice were given them in TEIs, while, about half (52.5%) of respondent replied that, lectures given in TEIs and what goes in schools seem unlike. On the contrary, those half (51.2%) respondents expressed their agreement on linkage existing between theory offered in TEIs and practice observed in schools.
- Regards to intending teachers perception of their actual school observation and class room teaching practice, it was found by the majority (70%) of respondents expressing their agreement on learning will take place from observing of good teachers practices and from competent teachers classroom teaching.
- The majority (57.5%) of respondents expressed their views of agreement on TEIs tutors were seen in schools for observation of class room teaching practice and it was served only for final assessment purpose. Accordingly, almost three fourth (72%) of them indicated for their demanding of TEIs tutors support and visiting them in schools starting from the first practicum observation phases.

- An averaged majority (69.6%) of tutor respondents believes that, in the current level of their performance, practicum program implementation, were sufficiently performed related to their given role of organizing practitioners placement schools aspect which the program demands of them.
- Regarding to tutor teacher educators expected role performance of mentor training and assessment, the majority (70.8%) of them indicated they were insufficiently or not at all involved to their given role of arranging meetings or workshops with in TEIs or in schools.
- The majority (66.7%) of tutors expressed that they were insufficiently or not at all performed activities related to introducing latest theories and strategies of practicum course related matters aimed at sharing of their experiences for mentors and school practicum coordinators.
- Regarding to mentor training and practicum course related materials preparation, more than half (58.3%)of tutor respondents asserted that they were insufficiently or not at all performed such roles.
- The majority (70.9%) of sampled tutor expressed that as they were involved in the settlement of disputes arisen from mentor, practicing student teachers in schools and reporting to them by students in returning to their TEIs.
- In general, with regards to tutors given roles of mentor training and mentoring performance assessment aspects, only (39.6%) of an averaged respondents expressed they were performed sufficiently such roles.
- Even though, an averaged majority (69.5%) of tutor respondents were expressing, their sufficiently collaborating with intending teachers in school experience and teaching practice course planning, setting performance standard and observation time, and on their provision of constructive feed back to their assignee students. While, student teachers respondents replied rejecting such kind of tutor's positive role and responded as it was not exist.

strengthening of partner institutions relationship and its narrowing the gap of theory and practice learning opportunity of student teachers.

- The majority (58%) of tutors indicated that they were highly demanding of practicum credit hours related with their expected tutoring roles being reduced for it was creating additional burden towards to becoming effective teacher educator unless their allotted lecture loads in TEIs reduced considerably.
- The majority (58%) of tutors think that most of practitioners placement schools were not very suitable and unorganized for training of teachers in addition to the partnering schools personnel lack of clear understanding for their given role of providing support for practicing student teachers. Hence, similar percentages of tutors asserted that from the schools side practicum program has not been implementing as it was stated in TESO guidelines.
- The majority (87.5%) of tutors proposed that practitioners should place in more than one school to observe school experience and to perform practice teaching during their training years.
- The majority (83.3%) of tutors expressed their demanding of TEIs should select well organized partner schools which would help for practicing student teachers.
- All TEIs practicum program office coordinators believe that, they found few mentor school teachers who have commitment for successful implementation of practicum program with in the schools. Most mentors seem not ready to support intending teachers own search to develop their teaching capacities through showing them related subject matter knowledge, professional skill and their experiences of teaching. They believed that mentors prefer to impose practitioners to follow their own rule of teaching experience and enforce them to repeat copy of their methods, in which practitioners found them unfriendly.

7. According to the majority of interview respondents and focus group discussants, before launching practicum policy proposals in full scale at the local level, it seems that, the time allocated for training and its impact on the people involved for implementation of the program was not considered very carefully. It was considered as, this educational change being made in rush and viewed as it would not become effective.
8. Collaborative partnership between TEIs, schools and local state education offices seems does not exist. The TEIs management appears making no effort to take firsthand initiation that informs and establishes strong partnership with those institutions have impact on implementation of effective school based practicum program. Thus, zonal and wereda education department heads seem lack of clear understanding on what and how of providing support to TEIs and schools.
9. The selection and accessibility of suitable placement schools that students can benefit from the success of these schools seem to be the most complex issues for TEIs. Those available placement schools also seem not well organized and furnished with equipments.
10. It seems that student teachers have clear understanding on the mentor's role. However, they are not very clear about the TEIs tutor's role regarding to their school based training. They see the tutor not as a person who introduces new ideas and themes in to the working relation ship between school teacher and student, rather as a person who support them and help them when problems occur.
11. Majorit y of the student teachers seems lack the basics of subject matter knowledge for teaching all grade levels they were prepared on major and stream areas upon completion of the training years.
12. For tutors and mentors in Jimma zone financial constraints appear that influence the success of the present partnership model negatively from its nature of demanding relatively huge amount of monetary capital and real resources from implementers. Accordingly;
 - a. TEIs management and practicum coordinator agreed that because of financial constraints mentors are not trained appropriately. And, hence majority of mentors were not allowed to attend TEIs meetings and works shops.

16. What levels of respect and trust exist between your school and university or college?

High Medium Lower

17. What channels and vehicles are used to communicate with university or college practicum concerned personnel? You can respond to more than one item.

Telephoning free access to each other including students within school and HEIs

Those responsible for sending written documents in the schools and HEIs

All programs to each other have detailed course books and mentor hand book

Tutors and mentors have meeting who's they come together and discuss

18. What are the major challenges/problems you faced in mentoring students teachers?

19. Are there any attempt being made to improve those constraining problems of school based practicum programs? Yes No

20. If "Yes" what attempts have so far been made? Please list down. -----

Appendix B
Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management
A Questionnaire for Teacher Educators (Tutors)

Thesis Topic: A Study on Implementation of Teaching Practicum Program:

The case of Jimma Teachers College and Jimma University

Direction: This questionnaire is a part of the study designed to collect relevant data about the topic mentioned above. Its main purpose is to obtain the perceptions of teacher educators in the context of actual implementation of practicum, and to assess the problems and challenges faced in the process, and to look into the resource implication for Jimma Teacher Education College, Jimma University Education Facility and to those primary and secondary schools involved in implementation of practicum program in Jimma Zone.

So your sincere cooperation in answering each question is highly important. Writing your name in any part of this questionnaire is not required.

Thank you in advance for your cooperation!

SECTION I. BACKGROUND INFORMATION

1.1 Academic Quantification

- a) 10+2+3 (Degree (BED)
- b) 12+4 (Degree)
- c) Master's degree
- d) Doctorial degree (ph D)
- e) Others

1.2 Do you have any certificate related to teacher educator's role to implement practicum centered teachers preparation?

- a) Yes
- b) No

1.2.1 If your answer for Q1.2 is "yes" please comment on the training duration it take and its content and ways of delivery in relation to the practicum teaching demands?

1.3 Work experience as teacher educator (tutor)?

- a) 1 -5 Years
- b) 6-10 Years
- c) 11-15 Years
- d) 16-20 Years
- e) Above 25 Years

Section II. Major Roles of Tutoring, Teacher Educators tutors

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

Item	Scale		
	Sufficiently	Insufficiently	Not at all
<p>A. In student teachers placement and tutoring</p> <ol style="list-style-type: none"> 1. Organizing their placement each semester 2. Consulting with the members of staff in School about their responsibility for student teachers 3. Monitoring their school experience 4. ensuring students getting of appropriate experience 5. Creating sufficient opportunities to develop them satisfactorily in to professional teacher 6. Visiting them to observe their teaching 7. discuss about their progress with student teacher 8. Consulting with the class teacher and mentors about each practitioners progress. 9. providing written report the student after each observation setting 10. ensuring the final assessment of their practicum documents well/compiled 			
<p>B. In the training and mentor assessment</p> <ol style="list-style-type: none"> 1. organizing meetings/worker shop to mentors and staff in school and TEIs 2. Assisting mentors and class teacher by giving the latest theories and strategies and sharing experience that enhance practicum teaching in going to schools 3. producing written materials such as practicum mentors hand book and in related issues 4. developing tools for mentor selection and assessment 5. involve in activities of school mentor appraisal and provision of feedback serve fro their improvement 6. First hand initiation to talk with individual mentor aimed at improving the current situation informally 7. Settling dispute based on comments come from student teacher on some mentors and class teachers etc... 8. Arranging TEI. and schools collaborative self evaluation forum 9. nominating mentors competent and feel responsible for rewarding them in TEIs 			

Section IV. Views on Major Problems that Challenge Practicum Implementation

1. The following could be potential problems that affect practicum course implementation. To what extent do you agree with their impact on student teachers field experience and practicum effectiveness?

Item	Scale		
	Agree	Disagree	No response
A. Leadership and managerial related problems			
1. Lack of understanding about practicum program polices. procedures and method of implementation by those implementing personnel			
2. Inefficiency and un collaboration of school principals, mentors and class room teachers			
3. Lack of established technique and procedures of mentors assessment/appraisal practicum			
4. focusing of mentors in only filling/feedback format of student teacher assessment rather than mentoring actual practice			
5.			
B. Practicum time and finance related issues			
1. Lack of material and monetary reward provision to mentors and schools			
2. Lack of qualified and experienced mentor trainers. mentor and school practicum coordinators			
3. Shortage of finance and budget allocation procedures for practicum implementing personnel.			
4. Shortage of time for mentoring and tutoring in relation to maximum class room teaching load allotment.			

Section V. Potential attempts to improve practicum program implementation problems

1. Are there any attempts being made to improve the problems mentioned above?

Yes No

2. If "Yes" what attempts have so far been made? Please list down?

Appendix C
Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management
A Questionnaire for 3rd Year Student Teachers

**Thesis Topic: A Study on Implementation of Teaching Practicum Program:
The case of Jimma Teachers College and Jimma University**

Direction: This questionnaire is a part of the study, designed to collect relevant data about the topic mentioned above. Its main purpose is to obtain the perception of student teachers in the context of their actual learning and practicing practicum courses related to their stream/major/minor areas, and to assess the problems and challenges faced during the process, and to look into its implication for student teachers attending the new system in higher teacher education institutions and schools in Jimma zone.

So your sincere cooperation in answering each question is highly important. Writing your name in any part of this questionnaire is not required.

Thank you in advance for your cooperation!

Section I. BACKGROUND INFORMATION

Direction: Please respond by putting (☐) mark in the following box that best describes your background information

1. Age 16-20 ☐ 26-30 ☐ 36-40 ☐ 46+ ☐
 21-25 ☐ 34-35 ☐ 41-45 ☐
2. You are now attending teacher education in
 - A. Jimma University ☐
 - B. Jimma Teacher Education College ☐

Section II. Student teacher perception towards practicum courses and its implementation process

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

Item	Scale		
	Agree	Disagree	No response
1. Your opinion on what you gain from university or college in practicum learning process. <ol style="list-style-type: none"> a) It is good for the theory side of things b) Makes us feel comfortable and competent if. <ol style="list-style-type: none"> I. theoretical guide lines given before going to school II. backed by good bases and good input c) What makes us feel discomfort and incompetent <ol style="list-style-type: none"> I. Less theory provision directly related to specific subject area application II. For only gives the most useful guide line at the beginning III. Theory provision after school experience 			
2. We are best gaining before out for school experience in lesson areas of: <ol style="list-style-type: none"> a) How to control classes b) Class room management 			

<ul style="list-style-type: none"> c) Lesson planning d) More educational theory e) More of philosophy behind education on professional f) How to handle themes difficult situation in school g) Sufficient and use full guide lines h) Theory bases that directly related to application of areas <p>3. on integration of theory and practice</p> <ul style="list-style-type: none"> a) those theory and practice given are very essential b) there is a link between theory and practice given c) lectures given in the university and what goes in schools are unlike <p>4. regarding to your classroom observation experience</p> <ul style="list-style-type: none"> a) It is very useful b) Every teacher is different and it is good to observe as many teachers as possible c) Enables to relate it to what have learned at the university d) Observations are focused on different things in different lessons using guideline book from university e) Learning takes place from good teachers' and class observation <p>5. regarding to the way your class observed</p> <ul style="list-style-type: none"> a) a university tutor observes at teaching practice only for assessment b) tutor should come starting from first practice c) prefer to have class on your own, towards the end d) mentors have planned time table for observation e) having an extra teacher (mentor) in the class enables to feel secure. specially indiscipline matters 			
--	--	--	--

<p>6. Regarding documentation (portfolio) and reflection.</p> <p>a. reflecting on own teaching is vital to think critically</p> <p>b. Reflection after school experience is mandatory thorough out training time.</p> <p>c. Practicum creates bulky paper work and documentation. thus needs reduced Sometime reflection jumped for time constraints</p>			
--	--	--	--

Section III. Student teachers perception about their mentors in school and school environment experience.

1. Can you say the school mentors show good hospitality during your school experience of
 High Medium Lower

2. Are they supportive and encouraging? Yes No

3. If your answer for the above "Yes" what are those good practices of and if "No" what would be their reason? Comment

4. What are your criteria for a good mentor?

5. Your placement school environment and its facilities enabled you get enough experience of becoming competent profession teachers? Yes No

6. If your answer for the above is "No" what are things lacking?

7. What do you think about getting feed back from your mentor?

- A. Its very useful and available
- B. It is useful but not available
- C. No needs of mentor feedback

8. How frequently your mentors provide feedback observing your school performance?

- A. Always after each session
- B. Based on planned time table of meeting

9. Please comment on mentor feedback provision and your thinking

10. Are mentoring school teachers competent enough to contribute for your becoming good teacher in subject area and professional growth? Yes No

11. If your answer for the above is "No" what is lacking?

12. What are the major problems you face during the actual school experience and teaching practice

Section IV. Regarding to the role of tutors (university/ college teacher education)

1. How frequently are you visited by the college/ university tutor during school experience?

High Medium Lower

2. What do you assert about your tutor (university/ college) teacher educators availability in the school

When problems encounter in the school, feel as there is some one responsible in the university or college easier to go there

Whose role is only to see how you are doing and to make sure you are doing good

It problems seen in your teaching or subject knowledge, they can suggest ways of improving or doing things differently.

3. Is communication with your mentor and tutor open, frank and critical communication constructive? Yes No

4. If your answer for item '3' is "No", please comment the reason of its lacking?

5. Do you think that the university or college provides all necessary financial and material support for successfully learn from particular school experience and fully accomplish practicum duties? Yes No

Appendix D

Interview Guideline for School for School and TEIs

Practicum Coordinators

1. As one member of school practicum continuators can you tell us about changing role of mentors in different phases of practicum programs being implemented in school?
.....
2. Do you think the TEIs and partner schools have benefited from negatively affected by the program? If so, In what way?
.....
3. How did you manage, organize and monitor the whole program? what was those major challenges your institution faced to implement practicum program in the zone?
.....
4. What supportive roles played by TEIs and other teacher education concerned management bodies to implement practicum program pertinent to TESO guideline? Are they providing timely support to practicum office, tutor teacher educators, mentors, student teacher and schools?
.....
5. How is the communication between the schools and the TEIs achieved? Do schools and teachers have clear understanding of their role and responsibility?
.....

Appendix E

Discussion Points for TEIs, Schools and Local Education Management Bodies

1. What was the response of partner institutions personnel to practicum program?
2. What were those major resource constraints your institution faced for effective implementation of practicum program?
3. What are those observable efforts made to provide training for people involved in this system. What kind of supports were offered to school from TEIs? If no. Why?
4. How much attention was given to create conducive environment for practicum program implementation by TEIs and school management bodies?
5. How do you evaluate the success of practicum program implementation from the TEIs or schools side?
6. Do you think that strong partnership exist between TEIs, school and local state education bureaus? Yes or no. If “yes” how? And if no what would be the case?
7. Did involvement in training of new teachers in your school affect your routine work at school and at office? How did mentor school teacher react to their participation in this program? Has participation in the program helped your school and mentor? If so, in what way?

Appendix F

The specific sampled categories of respondents are tables (A-C)

Table A. Samples of Student Teacher Respondents

No	Higher Education Institutions	Field of Study			Number of Third Year Student Population			Proportional Samples (n/N) = X 160/794 = 0.1818 ≈ 0.20			
		Department	Major	Minor	M (a)	F (b)	T (c)	(d)	M (a X d)	F (b X d)	T (c X d)
1	Jimma University	Afan Oromo	Afan Oromo	English + civics	64	54	118	0.20	13	11	24
		Geography & Environmental science	Geography	History + economics	89	26	115	0.20	18	5	23
		Mathematics	Mathematics	Physics	119	10	129	0.20	24	2	26
		Sub - Totals			272	90	362	0.20	55	18	73
2	Jimma Teacher College	Stream areas									
		Social science			95	143	232	0.20	19	29	48
		Language			55	139	194	0.20	11	28	39
		Sub - Total			150	282	432	0.20	30	57	87
		Grand total			422	372	794	0.20	85	75	160

Table B. Samples of Tutor Teacher Educator Respondents

No	Higher Education Institution	Total number of Teacher Educators Tutor			Sample Proportion 48/157 = 0.318 ≈ 0.30			
		M (a)	F (b)	T (c)	d = 0.30	M (a X d)	F (b X d)	T (c X d)
1	Jimma University Education Faculty	76	6	82	0.30	23	2	25
2	Jimma Teacher College	72	3	75	0.30	22	1	23
Total		148	9	157	0.30	45	3	48

Table C. Second Cycle Primary and Secondary School Sampled Mentor Teachers

No.	School Name and Level	Number of Teachers in Each School (a)	Proportional (n/N) = $93/872 = 0.1008 \approx 0.10$ (b)	Proportional Sample Taken from Each School (a X b)
A	Second Cycle Primary School			
1	Jiren Number One	48	0.10	5
2	Hibret	39	0.10	4
3	Hermata	49	0.10	5
4	Hamle 19	38	0.10	4
5	Agaro Number Two	43	0.10	4
6	Ras Desta	56	0.10	5
7	Haro	38	0.10	4
8	Balawajo	24	0.10	2
9	Seka	32	0.10	3
10	Serbo Number One	46	0.10	5
11	Gembe	48	0.10	5
12	Asendabo	32	0.10	3
	Sub - total	493	0.10	50
B	Secondary Schools			
1	Agaro Secondary	84	0.10	8
2	Jiren Secondary	77	0.10	8
3	Seto Secondary	96	0.10	10
4	Serbo Secondary	63	0.10	6
5	Yebu Secondary	61	0.10	6
6	Seka Secondary	48	0.10	5
	Sub - total	429	0.10	43
	Grand total	922	0.10	93

DECLARATION

This thesis is my original work, has not been presented for a degree in any other university and the all source of materials used for thesis have been duly acknowledged.

Name: **Getenet Buseir**

Signature _____



Date – July, 2007