THE IMPLEMENTATION OF PRACTICUM IN PRIVATE COLLEGES OF TEACHER EDUCATION IN TIGRAY REGION: THE CASE OF HASHENGE COLLEGE

AMDEWORK BRHANE ARAYA

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
SCHOOL OF GRADUATE STUDIES

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT FOR THE DEGREE OF MASTER OF ART IN CURRICULUM AND ISTRUCTION

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BY
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ACRONYMS

1. ETP- Education and Training Policy
2. HMI- Her Majesty's Inspector
3. HEI- Higher Education Institutions
4. ICDR- Institute of Curriculum Development and Research
5. MOE- Ministry of Education
6. TEC- Teachers Education College.
7. TEI- Teacher Education Institute
8. TESO- Teacher Education System Overhaul
9. TREB- Tigray Region Education Bureau

ABSTRACT

The purpose of the study was to investigate the implementation of practicum in Hasheng College. To meet this objective descriptive survey method was employed. The sources of data were 77 student teachers, 20 tutors, 20 mentors. Simple random sampling technique was employed to select student teachers and mentors. Available sampling technique was employed to select tutors. Questionnaire was used as data gathering tool.

The finding of the study reveals that the perception of student teachers mentors and tutors towards practicum was favorable. The contribution of the peer teaching and action research was moderate. In addition, the finding of the study reveals mentors were not effectively discharging their roles due to lack of time, large number of student teachers assigned to them, lack of mentoring skills. Tutors were not effectively discharging their roles due to lack of time, large number of student teachers assigned to them, lack of transportation. Moreover, the result of the study revels that the level of awareness of the practicum participants were low, there was loose relationship between schools and the college and the availability of relevant resources in the libraries and school pedagogical center was low.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is a cornerstone for development; without properly educated or trained manpower, talking about development is worthless. That is why many nations spent a lot of money to educate their human resources. World Bank report indicates that greater investment in education leads to broad economic and social benefits for the individual and society: high productivity, lower infant and child mortality rates and generally better health (World Bank, 1990: 20).

Similarly, the education and training policy of Ethiopia (1994: 1) states that education enables individuals and society to make all rounded participation in development processes by acquiring knowledge, ability, skill and attitudes.

Since the introduction of modern education, Ethiopia adopted different models of education from different countries such as Britain, USA and France with out considering the economic, social and cultural reality. The result of these imported models created an identity crisis in the citizens because the new Ethiopian generation is over-burdened with the requirement of learning two cultures (imported and domestic ones) (Amare, 1998:4).

The Ethiopian education system is criticized for its low contribution to enhance development. Gizaw (2003: 19) asserts that there is a long way for education to bring about reasonable level of development and improve the livelihood of the citizens. Furthermore, he elaborates that modern education passed through challenges and still remains as a challenge for the development.

Moreover, the place of work-oriented views as content in the curriculum is insignificant. Research conducted by Andualem (1994) asserts that in most

aspects, the textbooks of Ethiopian schools do not contain proportion of contents which reflect work oriented activities.

To address the serious problems in the education system the current Ethiopian government issues new educational and training policy (TGE) in 1994. The policy aims to cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and societal needs (TGE, 1994: 8). With this guideline, the curriculum was revised and came into effect. However, most teachers were unequipped to implement the new curriculum because they had little understanding of the contents and methods of teaching the new curriculum (Deribessa, 2001: 182).

From this observation, it can be concluded that reform in curriculum alone can not bring the desired outcome. As indicated in SIDA (2000: 5) that educational changes and reforms, expected to take place in the classroom must also be reflected in teacher education, as the role of the teacher is pivotal in curriculum implementation process (Deribessa, 2001).

In the same vein, Musaazi (1987: 190) states the role of teacher in curriculum implementation as fellows:

> *"Education system depends heavily on teachers (effectiveness) for the successful implementation of its program. Thus teachers are considered as the most indispensable component in education system."*

In turn, the effectiveness of teachers can be affected by several factors, the most important of which is training. Oketecha (1982) cited in Abrham (1991: 5) states that mastery in subject matter, confidence when presenting new information to students and necessary teaching skills, which are the quality of good teacher, can only be acquired through training and experience.

Realizing this, the government has called for complete teacher education system overhaul (TESO) in 2003. The ministry of education has produced a

However, over the last twenty years, the traditional approaches to teacher education, especially at the pre-service phase, has come under fire mainly because they have been distant and too disconnected from the real world of practicing teachers (Livingstone, 2001).Similarly, research has shown that teachers showed deficiencies in the fundamental elements of teaching profession: weakness in practical teaching using student-centered techniques; lack of adequate knowledge on the techniques of assessment students learning; lack of skills pertinent to the techniques of action research and inadequate skills and techniques in teaching MOE (2003).

Therefore, to be familiar with the above knowledge and skills practical experience in schools is necessary. Hence, pre-service teacher educations needs to be more field-oriented (Friedman, 1980). In the same vein, MOE (2003) sates that for student teachers to learn how to teach effectively, it is essential that practicum and all aspects of teaching methods form the central core of their learning.

Realizing this, the government has called for complete teacher education system overhaul (TESO) in 2003. There were five TESO sub-committees engaged in ensuring the implementation of change. Among these activities, the practicum, the teaching methods and professional studies are prioritized and given sufficient time to enable them to be thought in a way which is in line with current ideas on learning and which enable teacher education institutions to fulfill their objectives by producing teachers who fit the graduate teacher profile (MOE, 2003). Among the three components, the practicum was designed with the assumption that learning takes place when the learner has to make sense of things that confront them the idea that development comes through the individual's construction or invention of knowledge (MOE, 2003).

According to Ben-Pertez (1994: 5993) in many countries, the practicum is the most favorably viewed component of teacher education. Tisher (1990), focusing on teacher education in Australia, claimed "school experience to be an extremely important, practical, satisfying component of pre-service education."

According to MOE (2003), practicum courses for diploma program is being offered through out the three years. However, slightly deviating from this, using the mandate given to regions the Tigray Region Education Bureau (TREB) is following in-out-in model. In the first year of training, students stay in their colleges (i.e. in program) and in their second year of training, trainees spend for their "out" practicum (i.e. out program) in their placement schools and finally they will return for their third year training (in program).

Currently there are eight colleges in Tigray region, which run teacher training program, among these five of them are private colleges and three of them are governmental. Hashenge College is one of these private colleges. All colleges are implementing practicum in their training program with in-out-in model, which is designed by Tigray Region Education Bureau (TREB).

1.2. Statement of the Problem

The pre-2003 teacher training was criticized for its lack of relevance in terms of content, methodology of training and exposure of trainees to school situations. Teacher training programs in general focus on theoretical courses at the expense of practical skills. Out of all the teacher training components, the practicum is given least attention in previous teacher training curriculum (Hailom, 1997: 2).

The practicum as part of the 10+3 pre-service teacher education program was put into practice in all teacher education colleges of the region since 2004.

Unlike the traditional teaching practice, which involves little in the way of allowing student teachers to develop their skills and acquire much needed knowledge about school organization, the new practicum is designed to ensure the student teachers have as much supported experience as possible, before they enter the classroom as qualified teacher (MOE, 2003).

To meet this objective, Hashenge College is currently implementing the 10+3 program with in-out-in model. However, people in the education sector talk in support of and against the teacher education program of private collages in general and the way they implement practicum in particular. To this end, the researcher is initiated to study the implementation of practicum in Hashenge College.

Hence, the purpose of the study is to examine the implementation of practicum in Hashenge College. Accordingly, it is intended to answer the following basic questions:

1. What are the perception and level of awareness of student teachers about practicum?
2. What are the perception and level of awareness of mentors about practicum?
3. What are the perception and level of awareness of tutors about practicum?
4. Do student teachers get appropriate support from their mentors and tutors during their practicum?
5. Is there healthy relationship between the placement schools and the college?
6. Are there resources and environment that favor the practice of practicum?
7. What are the factors affecting the implementation of practicum in Hashing college?

1.3. Significance of the Study

The present study is expected to have certain contributions:

1. The findings of this study can expand knowledge of student teachers, mentors and tutors regarding practice oriented teacher education program.

2. It can help to create awareness among planners and implementers about the practice and challenges of practicum and to take corrective actions.
3. It is hoped that it may serve as a springboard for others who have interest to undertake further study.

1.4. Delimitation of the Study

In Tigray region, there are five private colleges, which run teacher training program. The research would be more meaningful if it had been conducted in all private colleges. However, time and financial resources constrained the researcher to focus only in Hashenge College.

1.5 Limitation of the Study

During the study the researcher faced lack of cooperation and reluctance of some of the college instructors and some student teachers to fill and return the questionnaire due to this reason it was difficult to collect all the questionnaires by the time table set at the beginning.

1.6. Operational Definitions of Terms

1. *Practicum-* refers to the entire actual school experience, classroom teaching practice portfolio preparation and reflection.
2. *Tutor-* refers to the teacher educators assigned as an adviser and evaluator of student teachers during their course of practicum.
3. *Mentor-* refers to the elementary schools teacher assigned as an adviser and evaluator of student teachers during their course of practicum.
4. *In-out-in-* refers to the model in which student teachers in their first and third year are trained in their collages and they are engaged in the actual school experience out of the college in the second year of training.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. An Overview of Education

The history of economic growth and development in education is strongly interrelated. No country has scored sound economic growth with out sound development in its education. Education, as a means for developing human resources, is critical for economic growth and poverty reduction.

Lockheed and Vespoor (1991:1) state that the contribution of education to economic and social development of a nation is highly valued. It improves the productive capacity of societies and their political, economic, social and educational and research institutions. It also helps to reduce poverty by mitigating its effect on population, health, nutrition and by increasing the value and efficiency of the labor offered by the poor.

The unprecedented increase in enrollment every year need ever increasing number of teachers as well as more and more schools. As a result, quality of education was sacrificed for the sake of quantity in education. Teacher education facilities could not be increased as required to produce a number of teachers, for the increasing enrollment at school level. As a result, untrained, (people with low academic qualification) were appointed as teachers (Panda, et al., 1997: 32).

It is obvious that primary education is the most important level in any education system because it is a stepping stone for further learning. In other words poor performance at primary level negatively affects the next stage in education and as a result will affect the whole development of a country.

Although poor quality education exists at all levels, improvements must begin at the primary level where children develop their basic attitudes and approach to learning Lockheed and Vespoor (1991: 18). Improving the quality of

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education for students at primary level is a prerequisite for developing the human resource base required to meet the changing technological demand of the twenty first century that basically depends on the production of efficient and effective teachers.

As quoted in Sharma (1984: 204) the international conference conveyed by Teachers' Federation stated; "Good teaching depends upon good teachers. Hence, our aim should be to improve the quality of teachers."

Similarly M.C.Chagla in Sharma (1984: 204) observed that 'No educational system can thrive without the help of trained and competent teachers. A country with competent teachers is a country with a bright future'. All the above ideas remained as that the role of the teacher is pivotal in maintaining the quality of education.

2.2. Teacher Education

Aggrawal (2002: 290) defines teacher education as knowledge, skill and ability, which is relevant to the life of "Teacher as a teacher". A course in teacher education should seek to reshape the attitudes, remodel habits and in a way to reconstruct the personality of a teacher. Hence, the major function of higher education in initial teacher training is to provide teachers with a window into academic scholarship and research, and to foster appreciation that to be a teacher in full professional sense and to be informed expert in the field of education as well as an effective practitioner in a classroom (Moor, 1994:34). In general the purpose of teacher education is preparing people (would be teachers) to teach well in classroom.

The curriculum of pre-service teacher education programs across different countries and cultures may vary in aspects, such as institutional context, content area, time allocation and the form of practical experience for student

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teachers. In spite of their variability, however, most programs have some common curricular features. That encompasses subject matter studies, professional studies and the practicum (Ben-Peretz, 1994: 5991).

2.2.1. Subject Matter Studies

Elementary teachers tend to take a range of courses in a variety of disciplines in liberal arts department. In most programs, the professional training in college does not concern itself with the subject matter knowledge that prospective teachers need in order to teach (Ben-Peretz, 1994: 5992). Having or lacking knowledge of content can affect the way teachers critique textbooks, how they select materials to teach, how they structure their lessons and the way they conduct instruction (Anderson et al., 1989).

Hence, teachers need to understand subject matter in ways that allow them to organize it so that students can create useful cognitive maps of the terrain. They need more than formulaic or procedural understanding of the core ideas in a discipline and how these helps to structure knowledge, how they relate to one another, and how they can be tested, evaluated, and extended. Teachers also need to see way that idea across fields, and to everyday life, so that they can select and use examples, problems and applications (Darling-Hammond, 1999:14). Deep knowledge of the subject matter they teach will help teachers to teach their subject in a simplest way.

2.2.2. Professional Studies

The teaching profession just like any other profession calls for the professional knowledge, professional skill and professional practice. Two of the major categories suggested by Shulman in Ben-Peretz (1994: 5993) as constituting the professional knowledge base of teaching are pedagogical content knowledge and curriculum knowledge. Curriculum studies on teacher education programs serve to develop the professional knowledge. The aim of such studies is to

provide teachers with the knowledge and skill needed in order to implement and use available curriculum materials and participate in school base curriculum development.

Teaching involves a wide range of activities that relate more or less to essential purpose of helping others understand. When teachers plan, for instance, one of their greatest challenges is to figure out ways of making abstract topics understandable (Anderson et al., 1989). In this regard, wise (1999: 158), pointed out that pedagogical knowledge becomes a discussion of appropriate way of organizing information and knowledge. That means, it is the search for ways of representing the subject matter, analogies and metaphors that will take each pupil well beyond what can be held together specialty through rote memorization. Pedagogical knowledge, according to Ben-Peretz (1994: 5999), includes areas as learning theories, strategies for assessing students learning, classroom management, and use of technology.

In addition to content knowledge and pedagogical knowledge, Shulman (1986) suggests that teachers have to acquire a distinctive kind of knowledge about their subject matter. He called this "pedagogic content knowledge (PCK) "or knowledge of how to teach a subject and how to tap students thinking about subject matter as a basis for continued teaching. Pedagogic content knowledge (PCK) represents more than a simple combination of general knowledge, content knowledge, and pedagogical knowledge while it is an amalgam of these, it is also a representation of additional knowledge and skills that expert teachers posses (Ben-Peretz 1994: 5999).

According to Geddis, A.N. (1993: 675) the outstanding teacher is not simply a 'teacher' but rather a 'history teacher' 'a chemistry teacher' or an 'English teacher' while in some sense these are generic teaching skills, many of the pedagogic skills of outstanding teacher are content-specific. Beginning teachers need to learn not just 'how to teach', but rather 'how to teach electricity' how to

teach world history or how to teach fractions. Furthermore, he elaborates that in order to be able to transform subject matter content knowledge into a form of accessible to student teachers need to know a multitude of particular thing about content that are relevant to its teach ability. Teacher is required not only to know what to teach but also enough knowledge on how to teach it. So for a teacher to be effective teacher she/he must know her/his subject matter in depth and took professional courses that help her/him how to teach his/her subject, hence student teachers, when they are involved in practicum activities, perform tasks to implement these types of knowledge.

2.3. Views of Learning

The primary objective of any teacher education/training program has been always to prepare student teachers in such a way that they can be able to bring about desirable behavioral change thereby promoting effective teaching (Hailom, 1993: 19). However, the relational and the purpose for teacher education will be influenced by: what is thought to be the nature of teaching, of being a teacher and the perception of the relationship between theory and practice (Livingston, 2001), and the view of learning that educators subscribe to; his/her beliefs about what learning is and how it teaks place (Williams, 2001: 12). Based on these assumptions views of learning can be categorized in to two. These are transmission view of learning and constructive view of learning.

2.3.1. Transmission View of Learning

One view of learning that has been particularly influential in both teaching and teacher training is the transmission model; which considers teaching as the transmission of knowledge from one person, the expert (educator), to another the novice (student) (Williams, 2001: 12), and sees knowledge as something static consisting of universal truth or realities, which can actually be cut up

and transmitted like posting of parcel (Williams, 2001: 13). In this view knowledge is considered as something out side the knower.

For proponents of this view, teaching is a matter of mastering techniques, skills and procedures (Fish, 1995). They consider teaching as part of behavioral science and taken it amenable to scientific observation, empirical investigation and analysis (Wallace, 1991). They also see teaching and learning as simple interaction in which the teacher gives out knowledge and the pupil taken it (Fish, 1995).

For advocators of this view, learning to teach is primarily a matter of skill mastery and that skill is identifiable in advance by experts (Harris, 1997). They also believed that training could be accomplished by breaking knowledge or skills down into manageable chunks, and imparting these to student teachers who absorb them wholesale, and put what they have been taught into practice. 'Theory' is conceived of as a body of external wisdom, which is to be learnt by teachers, and which will inform practice (Williams, 2001).
For transmission model, the role of teacher education and training is providing the subject knowledge necessary for teaching in the inherited grade levels, whilst schools are considered best places for student teachers to develop and apply practical skills, after the theories are first mastered during training (Cohen and Manion, 1978).

This model emphasizes the development of competences and certification linked to the demonstration of extensive practical placement, and believes apprenticeship as the appropriate avenue for learning to teach (Barton, et al, in Harris, 1997). Experienced teachers are similar to 'crafts men' or 'crafts women' and in the school base component of their training student teacher gain crafts knowledge from experienced teachers (Harris, 1997).

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Wilson (1975) argues that the transmissive school continues to nurture in the institution, programs, courses and manuals that are used to train teachers confuse teaching with learning and information with knowledge. This approach is further criticized for its tendencies to see learners uncritical recipients of knowledge, making children fit into programs and structures, paying more attention to subject matter and for pedagogy, lacking practice (Livingstone, 2001).

2.3.2. Constructivist view of Learning

As a reaction to the weakness of the transmission view of learning in teacher education, innovative educators have developed the reflective approach, which basis its assumption on the constructivist psychology (Livingston, 2001).

This model of teacher education believes that teaching essentially involves professional artistry (Fish, 1995), accepts teachers as reflective thinkers who can dynamically and independently deal with problems they confront in classroom rather than executors of law and principles of effective teaching or imitators of master teacher (Ambissa, 1997: 9). This is a much broader and deeper conception of learning to teach; it views teaching as a very complex, uncertain process and fast changing; necessarily involving a huge range of knowledge, disposition, decision making capacities, skills and capacities of organization and management (Fish, 1995; Livingston, 2001).

For advocators of this view, knowledge is directly constructed through engagement with problems encountered in the field and built through successive stages of hypothesizing, testing and reflection. This happens in real time through immediate engagement with practice (reflection in practice), and subsequently, in some more detachment opportunity to think back (reflection on practice) (Harris, 1997). Teachers have to be initiated to 'a mastery of seeking rather than knowing, then practice what they have theories from

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practice-pedagogic knowledge, to be of relevance, must emerge from the practice of everyday teaching. It is practicing teacher who is better placed to provide understand and apply that kind of knowledge, and this kind, they should be equipped with the knowledge, skill attitude and authority to become autonomous individuals (Stenhouse in Kumaravadivelu, 2001:34)

According to Livingstone (2001) learning to teach is not rule bounded prescription. Instead it has to be practiced as situated learning, that is, the situation produces knowledge directly through activity.

In the same Vein, Piaget (1973) in Livingstone (2001) argues that learning takes place as a result of observation and experiences with accommodation. New knowledge is gained as the individual construct new perspectives, learners, therefore, have to be provided with the row materials and the situation in which they can construct knowledge and be allowed the responsibility for doing so. For, Jonasson (1991) "learners construct their own reality or at least interpret it based on their perceptions of experience", so an individual knowledge is a function of one's prior experience, mental structure, and belief that are used to interpret objects and events. What someone knows is grounded in perception of the physical and social experiences, which are, comprehended by the mind.

Currently Ethiopia is introducing a new teacher education program. In light of this, ministry of education has proposed a framework defining strategies for the complete teacher education systems overhaul (TESO). Which have focused on active learning perspective that encompasses practicum, which bases itself on constructivist view of learning (MOE, 2003).

The concept of the practicum is influenced by Schon's work on the 'reflective practitioner' (1983, 1987) and the creative view of Fish (1989). In reflective model theory and practice should not be separated. Learning is thought of as the outcome of 'theorizing' active processing of the outcomes of situated

learning. In this context the learners construct their own principles or theories, which based on immediate experiences, are subsequently examined to see how they feet with what is already known or believed (Schon, 1983, 1987). In this model the purpose of ITE is to create favorable learning environment for the learner.

2.4. Practicum

2.4.1. The Need and Importance of Practicum

A central component to any professional preparation is the period of practical experiences available for trainees. In the case of teacher education student teachers develop their professional and personal skills in the classroom situation which is close to real life condition as possible (Tann,1994).But The traditional education is often accused of teaching things in a way that students find out difficult to apply their knowledge to the complex problems of everyday life (Guyton and McIntyre, 1995).To alleviate this problem TEI are introducing practicum that gives an opportunity for the student teacher to practice teaching,becouse true knowledge of teaching is achieved by practice and experience(Orstien, 1991).

In many countries, the practicum is the most favorably viewed component of teacher education (Ben-Peretz, 1994: 5993). Focusing on teacher education in Australia Tisher in Ben-Peretz (1994: 5993) claimed school experience to be extremely important, practical, satisfying component of pre-service education. The trainees say they gain a lot from it; that it is the most realistic aspect of their courses, helps reduce their anxiety about teaching, foster their practical teaching skills they fill it should be increased in duration.

Practicum is a professional program which prepare individual to join the teaching profession; learning about teaching from near the beginning of their training and fulfilling the demand of their job, because becoming a professional

teacher requires building on knowledge gained from college to be tested through school practice (Ghaye and Renwick, 1998).

Similarly, Richard and Nunan (1990: 101) state that the practicum or teaching practice has become the central component in many teacher education programs. The reason is that it is through this component that students test and improve their practice as teachers, and enables would be teachers to try teaching lesson in a real classroom and with actual pupils (Banaars et al, 1994).

In the same vein, (Fish, 1989) states that practicum is an occasion for learning about teaching and teachers work rather than a performance of routine set of skills and competencies. It helps to produce competent teachers who could meet the demand of the society as well as the demand of the students in the classroom (Schofield, 1972).

When we see the pre 2003 education system of Ethiopia it was criticized for its lack of equity, relevance and inadequate preparation of teachers in particular. As a result, teachers showed deficiencies in the fundamental elements of teaching profession: weakness in practical teaching using student-centered techniques; lack of adequate knowledge on the techniques of assessment students learning; lack of skills pertinent to the techniques of action research and inadequate skills and techniques in teaching MOE (2003). Moreover, teacher education curriculum had a theoretical approach to pedagogy, contained only 30 days of practice teaching at the end of the academic year burdened by academic specialization (Livingston, 2001).

To address these problems the current government has called for complete teacher education overall (TESO) in 2003, which takes practicum at the center of the program. It is now recognized that practicum is the most important

aspect of pre-service teacher education. Student teachers need to have practiced experience of the realties of school life and classroom (MOE, 2003).

If we consider our second cycle primary teacher education program, it has three components that make it inline with the above discussion. These are practicum at the center, professional studies and academic subject studies (MOE, 2003).

During this course student teachers will be given the opportunity to explore and gain understanding of the teaching learning process; to see how school students behave and observe the realities of being a teacher (MOE, 2003).Its purpose is not only ensure teachers ability in putting learning skills of teaching into practice, but also to give background knowledge about realities of existing schools (ICDR, 1999).

2.4.2. Organization of Practicum

The practicum has three part structure: preparation in teacher education institutions (HEI's), activity in schools and reflection and analysis in teacher education (MOE, 2003). The preparation part encompasses, school observation and peer teaching.

2.4.2.1. School Observation

Observation is the process in which one or more persons observe what is happening in some real situation, and record the occupancies on the basis of planned scheme. For the most part observation is a very useful tool for collecting assessment data because it need not interrupt or upset the daily life of school or classroom. Observation can play a highly significant part in assessment (Cohen, et al., 1996) because it helps the assessor to see the day to day progress of the student teacher.

Student teachers are required to conduct observation on school, classroom and students (i.e. how they behave in classroom, outside classroom and with their peer group). Observation of the school gives the necessary information about the general school environment and the community with its available resource to be used in teaching.

2.4.2.2. Peer Teaching

Peer teaching is defined as a role play where a trainee, who is either at initial or in-service training (INSET) program take the role of the teacher while the rest of his/her classmate take the role of school children or students in a real classroom (Wallace, 1991). It involves students learning from and with each other in way, which are mutually beneficial, and involves sharing knowledge, ideas and experience between participants. The emphasis is on the learning process, including the emotional support that learners offer each other, as much as learning itself (Longaretti, 2001).

According to Aggrawal (1996: 297) the chief objective of peer teaching particularly in teacher training college are:

- To enable the teacher-trainees to learn and assemble new teaching skills under controlled condition;
- To enable the teacher-trainees to get confidence in teaching;
- To make use of the academic potential of the teacher trainees for providing much needed feedback.

Regarding its importance Goodlad and Hirts (1989) suggest the following points; involves trainees directly in teaching and learning process; the act of teaching others enhances student's own learning; encourage collaboration between learners; share responsibilities for teaching between teachers and learners; and be viewed as a strategy for dealing with the individual differences in the classroom.

To meet the intended purposes of practicum the student teachers plan and prepare in their colleges (such as peer teaching and observation) draw on guidance and support from the tutor /college teacher/ and from mentors (school teachers) while practicing the methods and skills need to be a good teacher (MOE, 2003).

2.4.3 Challenges of Practicum

The significance of practicum for the training of prospective teachers has been expressed by student teachers, mentors teacher educators and other scholars in different time. But it has also been encountered with various problems in its implementation (Ferguson, 1989). For instance, a research conducted by McDonald's (1993) identifies student teachers frustration as challenge for the effectiveness of practicum. The finding of the research shows that source of stress were mainly generated by inconsistencies in the way student teachers were evaluated by teachers, varying expectations of student teachers performance and conformity between teacher educators, and marked variation in quality of feedback given to student teachers by their supervising teachers.

Similarly, Lewin (2004) widely explained that problems of practicum or teaching practice as follows: high coast associated with supervision by college tutors is one .Moreover, he elaborate that practicum is the most expensive part of initial training because of the coast of travel, subsistence, supervision and assessment. When the number of trainees is large and great, a lot of the tutors' time may be allocate to supervision and as a result tutors visits will tend to be badly timed, irregular, mostly oriented to final assessment. Assessment is one aspect of the larger problems of reappraising the aims of practicum (Ogunniyi, 1986).

In the same vein Pajak (2001) state that student teacher's experience of practice teaching is affected by numbers of aspects of the school environment. Factors including the relationship with the supervising teacher, the psychosocial

climate of the school, and teachers' beliefs about 'What makes a good teacher' appear to influence students' teacher's success during the experience. Moreover, un honest relationship of student teachers with mentors and tutors; and lack of balance between institutional training and school based training and practice, workload and lack of communication on the side of tutors and mentors are the big challenges of practicum.

2.5. Reflection and the Reflective Teaching

2.5.1. Concept of Reflection

Nowadays, the term reflection is a common and popular word in the field of education. Recent movements in teacher education have brought a proliferation of terms such as reflective practice, reflective practitioner, reflection in action, reflection on action critical reflection. There appears to be an assumption that reflection exists and is a desirable aim (Williams, 2001: 15).

The term reflection is conceptualized by different educators differently, for instance Dewey (1933), who himself drew the ideas of many earlier educators such as Plato, Aristotle, Confucius, Lao Tzu, Solomon and Buddha, considered it to be a special form of problem solving, thinking to resolve an issue which involved active changing, a careful ordering of ideas linking each with its predecessors with in the process(Houston, 1988 cited in Smith et al, 2006).

For Fish (1995: 13) reflection is a means of investigating practice and of theorizing about it. Basically it involves systematic critical and creative thinking about action with the intention of understanding its roots and process and thus being in a position to refine, improve or change future action. Furthermore, he elaborates that reflection touches matters that are both more intimate and more difficult to acknowledge than those considered by other approaches to investigate practice.

In the same vein Ghaye and Ghaye (1988) state that reflection is looking back and making sense of your practice, learning from this and using this learning to affect your future action. It is sensing of your professional life. It also entails the idea that an individual can move up and beyond the immediate situation, to a more reflective one, looking against a situation from different perspectives (Hitchcock and Hughes, 1995).

2.5.2. Reflection and Reflective Practice

It was Donald Schon in the mid-1980, who introduced the concept of reflective practice as a critical process in refining one's artistry or craft in a specific discipline (Ferraro, 2000). Schon's view cited in Ghaye and Ghaye (1998) remind us, that our understanding of reflective practices can be realized through assessing knowing-in-action, reflection-in-action and reflection on action.

Knowing-in-action is a knowledge, which professionals have and which demonstrated by the way they carry out their work. Reflection-in-action acknowledges the tacit process of thinking, which accompanies doing, and which constantly interact with and modifies on going practicing in such a way that learning takes place (Schon, 1983). It is a reflection on the adequacy of our knowledge-in-action. Reflection-on-action, on the other hand, is viewed as teachers' thoughtful consideration and retrospective analysis of their performance in order to gain knowledge from experience. We reflect on action, thinking back on what we have done in order to discover how our knowledge-in-action may have contributed to an unexpected outcome (Schone 1983: 26).

Ghaye and Ghaye (1988), state that reflection can occur before, during and after a lesson. Reflection on what has been learnt from past lesson can be used to inform current planning, these different types of reflection (Reflection in action and reflection on action) intact to each other and forming to continuous cycle on reflection-and-action and teaching process.

Reflective practice can be a beneficial form of professional development at both pre-service and in-service level of teaching. By being a better understanding of their individual teaching styles through reflective practice, teachers can improve their effectiveness in classroom (Harris, 1997).

According to Fish (1995: 12) reflective practice includs the following set of characteristics. These are,

1. Taking practice and personal and formal theory seriously and being aware of their complexities;

2. Taking a holistic view of professional practice;

3. Recognizing the need for the practitioner to investigate practice personally and valuing small-skill humanistic enquiry as a means to this;

4. Seeking the meaning in the experience' by means of reflecting on it; seeking to identify beneath practice the values, assumptions beliefs and personal theories (or 'theories of action');

5. Working in collaboration with colleagues, the better to reflect, deliberate and understand practice and doing all of this in order to develop change /refine/ challenge practice.

Reflective practice is of course, the only view, which can reconcile the theory practice of education... (and is) the only justification for training teachers (Fish, 1995:13). There are three reasons why reflective practice is increasingly being recognized as essential to good teaching and having ' a central role in the learning life of the effective teacher' (Day, 1993: 83). The first concern is the complex nature of teaching. The assumption is that since teaching and learning are complex process and since there is not necessary one right approach (Loughran, 1996).

The second is that engaging in reflective practice is a means of helping individuals towards greater self knowledge and self challenge- a useful way of achieving personal development' (Johnston and Badley, 1996).Third, it is a means to engage teachers in research to generate knowledge of practice rather than finding themselves as objects whose role is to implement existing theory in practice (Peters, 1985). From the above educators point of view it can be concluded that reflective practice is central to the growth of teacher as a teacher.

2.5.3. Action Research and Reflective Practice

Action research is a teacher research by teachers for teachers. For Hopkins (2002) classroom research (action research) is an act that is taken by teachers to enhance their own or colleague's teaching, to test the assumption of educational theories in practice or a means of evaluating and implementing whole school priorities.

There are many successful techniques for investigating teaching practice with reflection. One of these techniques is action research (Ferraro, 2000).

Action research and reflection have the same goal. The goal of reflection is to improve the quality of teaching in classroom. Teachers through conducting action research can attain this. Examination of the action research literature reveals that its goal like those of reflective practice is change and improvement in teaching learning (Elliot, 1991).

Reflective practice has also been defined in terms of action research. Action research in turn, is defined as a tool for curriculum development consisting of continuous feedback that tangles specific problems in particular school (Hopkins and Antes, 1990). Action research conducted in teacher education program can be designed to engage the reflective practitioner of both pre service and in-service teachers (Ferraro, 2000)

Action research has a number of further distinctive features, as described by Zuber-Skerrit (1982). For her, action research is critical collaborative enquiry by reflective practitioners who are accountable in making the results, and engaged in participative problem solving and continuous professional development. It is reflective in that participants analyze and develop concept and theories about their experiences.

2.5.4. Reflective Teaching

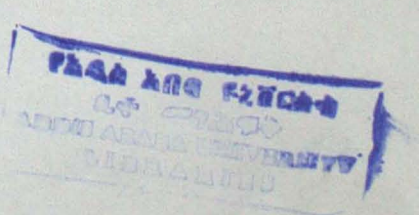
Research on effective teaching over the past two decades has shown that effective practice is linked to inquiry, reflection and continuous professional growth (Harris, 1998).

Reflective teaching is teaching which is capable of moving beyond the logic of common sense, to action which stems from critical professional thinking based upon "looking gain", 'around about phenomenon. That is moving from routine action 'to reflective action' which involves beyond routine and habitual action to action, which is characterized by self-appraisal flexibility, creativity, social and cultural awareness (Hitchcock and Hughes, 1995).

Ross et al in Regan (1993: 339) state that reflective teachers are never satisfied that they have all answers. By continually seeking new information, they constantly challenge their own practice and assumption. In the process new dilemmas surface and teachers initiate a new cycle of planning, acting observing and reflecting.

Pollard and Tann cited in Grham Hitchock, et al (1995) identified six key characteristics of reflective teaching. These are,

1. Reflective teaching: implies an active concern with aims and consequences; as well as means and teaching efficacy;



2. Is applied in cyclical or spiraling process, in which teachers monitor, evaluate, and revise their own practice continually;

3. Requires attitudes of open mindedness, responsibility and whole heartedness;

4. Is based on teacher judgment, which is informed partly by self reflection and partly by insights from educational discipline, professional learning;

5. Personal fulfillment is enhanced through collaboration and dialogue with colleagues, and

6. Requires competence in methods of classroom enquiry, to support the development of teaching competences.

From the above idea it is observed that student teachers should be taught from the begging to reflect on their practice, thus enhances their own personal and professional growth and practice.

To sum up, the formation of a teacher, if he or she is to be considered a professional, must contain the three sort of knowledge-the content of what is to be taught, the knowing how of communicating it and cognitive tending to grow through reflection and criticism (Pring, 1994: 183).

2.6. Assessment and Feedback

Assessment of learning is a process of gathering information about how learners are progressing in their learning. It gathers information about what learners know and can demonstrate as a result of learning processes. Related to this, Jarolimek and Foster (1997) viewed assessment as an inseparable part of teaching and learning. According to McCormick and Pressley (1997), assessment plays an important role in the learning process by: providing feedback to students on their progress, giving students an opportunity to

demonstrate what they have learned and helping students to prepare themselves. And it helps the student teachers to improve her/his learning (Brown et al, 1997).

In relation to the influence of assessment on learning Livingston (2001) stated that, the influence of assessment on learning is both extensive and well organized. That the influence is not limited to issues of what or how much is learned, or even to how well: it goes even deeper than these and affects the 'how' of learning and what is valued in learning. Moreover, assessment can promote learning when both are designed in conjunction to do so, each complementing the other: the mismatch of learning and assessment can promote unintended form of learning or discourages or prevent what was intended.

According to MOE (2003) the assessment of the practicum should be seen as an ongoing development of process, which student teachers receive feedback on their strength and the areas that they need to develop. And the assessment of the practicum experiences is practicing by placement teacher (mentor) and the teacher educator (tutor).

Based on this assumption the assessment of practicum is outlined to consist.

1. Continuous assessment (25 %), which includes microteaching, presentation, written assignment and material preparation

2. Period of block teaching (50 %) these includes classroom-teaching skills in school situation, an aggregate of two or three assessments half by TEI educators half by cooperating teachers.

3. Portfolio (25 %)

It includes major research work.

2.7. The Role of Mentors and Tutors

2.7.1. Mentor

A 'mentor' is a resource of professional development, a critical friend, a professional organizer and a teacher educator (Fletcher, 2000) and good mentor posses personal quality such as, flexibility, listening skill, empathy, creativity and helping attitude (Voke, 1996) mentoring is a means of providing support, challenges and extension of the learning of one person through the guidance of another who is more skilled, knowledgeable and experienced, particularly in relation to the context in which the learning is taking place (Pollard, 2002).

For Caruthers (1993) cited in Field (1994) mentoring is a complex, interactive process, between individuals of different level of experience and expertise, which incorporates interpersonal or psychological functions into relationship. It implies coaching counseling and assessment where a classroom teacher is delegated responsibility for assisting pre-service or new qualified teachers in their personal and professional development (Fletcher, 2000).

A mentor plays a great role in the development of the student teacher. Hence, People selected, as mentors should be good models and skill full. The skills involved in active mentoring are: Listening to students; modeling teaching and general classroom management, analyzing and discussing one's own practice, observing students negotiation with students of their own goals, supporting students as they teach, encouraging focused students' self-assessment, provide constructive criticism for students and highlighting what students can learn from an analysis of practice (Collins and Edwards, 1996: 27).

To make the learning process effective and enhance communication mentorship requires a greater involvement of teachers with student teachers in their schools and greater involvement with tutors from training intuitions in planning and delivering teacher development (Fidler and McColloch, 1994).

Moreover, for mentors to be effective teacher educators, they need to be coo planers of the program in which they are working (McIntyre, 1994, 192). Mentors also need to know exactly how the school experience of the student teacher fit in with the course being delivered by the university (Field, 1994).

Anderson and Shannon (1988) argue that effective mentoring program must be grounded on a clear and strong conceptual foundation. Such a foundation includes a carefully articulated approach to mentoring which would include delineation of a definition of mentoring relationship, the essential function of the mentor role, the activities through which selected mentoring function will be expressed, and the dispositions that mentors must exhibit if they are to carry out requisite mentoring functions and activities.

According to Brown and McIntyre cited in Voke (1996) mentoring is not just the transfer of existing craft knowledge and skill to a novice. In order to be able to help other teachers effectively, she/he has to reflect continuously on her/his own professional knowledge and repertoire of action.

2.7.1.1. The Role of Mentor

Learning is a process, which requires support. Hence, a mentor has to support or scaffold the learning of the student teacher in a variety of ways until the student teacher is able to work without the support of the mentor (Collins and Edwards, 1996), through being an example of good teacher, coach supervisor and assessor for the student teacher (Fidler and Lock, 1994: 14). They further elaborate that mentors should help student teachers to reflect on their own practice and form their own mental frameworks to encapsulate their work, help in efficient ways of resource utilization (Gansor in Haileslasie, 2004).

If roles, relationships and channels for communication are established and open, then the potential for constructivist professional learning is considerable. Focusing on this, Tomilson (1995) in Pollard et al, (2002: 29) has provided a

very useful summary of four major forms of students learning and mentoring activities.

1. Assisting student teachers to learn from other people teaching by exploring the planning, guiding observation of the action and modeling and promoting monitoring and reflection;

2. Assisting students to learn through their own teaching activities by assisting their planning, supporting their teaching activity Assisting monitoring and feedback and assisting analysis and reflection;

3. Progressively collaborative teaching involving progressive joint planning, teaching as a learning team mutual monitoring and joint analysis and reflection; and

4. Exploring central ideas and broader issues through direct research on pupil, colleague, and school and system context and organize discussion.

Similarly Cohen et al (2002: 2) stated the role of the mentor as fellows,

1. Advise student teachers how to teach their particular subject matter; developing student teachers understanding and appreciation of how students learn and how learning can be planned;

2. Advising student teachers on classroom management and the planning of curricula and assessment;

3. Taking overall responsibilities for those elements of initial teacher education courses that include school-based assignments and projects and assessing the performance and development of student teachers' competencies in teaching skills, subject knowledge and application, classroom performance, assessment and record-keeping and professional development.

Mentors can support the student teacher a lot of things during the practicum than the tutor. A research conducted by Yates (1991) cited in Haberman and Harris (1992) witness that mentors are found to be greater help than the college instructor because of their more frequent interaction with the student teacher. However, the role of the mentor is affected by different reasons for instance Pollard et al (2001) in arguing the factors that affect mentoring role stated that, "the main challenges of mentoring are handling large groups, greater workload, longer teaching session, lack of mentoring skills and more complex learning aims.'

2.7.1.2. The Need for Training Mentors

Recently the role of the placement teacher is changing, that is from acting as supervisor to be a mentor (Field, 1994). This change in the role of the placement teacher demands a necessary orientation and training about the roles they expect to play and the expectation of the program. Similarly, Oliva (1997) stated that adequate training of participants prior to implementation is a standard approach for successful innovation like practicum.

A research conducted by Edwards and Collins (1996: 9) reveals that mentoring is not an instinctive activity which can be carried out by good practitioners as another layer of their professional function as class teacher, and the Her Majesty's Inspector (HMI) report in Mudrdoch (1997) concludes that teacher training was most successful in which trainee teachers had mentors who were chosen and well trained themselves.

The importance of training for mentors to be effective in assisting students is stated by Faire in Halshof and Verlop (1994), in professional development programs for associated teacher (mentor) can assist them to develop the skills they require to enhance field experience programs. Similarly, Hulshof and Verlop (1994), assert that teachers involved in such programs of professional development develop self confidence, enhanced mentoring ability. Furthermore, they elaborate that student teachers are also the beneficiaries of teacher

professional development as they develop theoretical concepts of teaching more readily if their associated teachers has learnt the same concepts through the same form of professional development.

In general for the effective implementation of practicum the implementers of the practicum should be aware of the program prior to the implementation. Regarding this Steigebauer (1994) pointed out that change has to be clear in its goals and procedures and have a role with in an organization that will lead to long-term support. Moreover, some teachers may resist when they are either do not know about the innovation at all or they have little information about it (Fararrat, 1980)

2.7.2. The Role of the Tutor

Before people can effectively integrate new information they need to aware of what they already know and how that knowledge is organized. A trainers' role therefore is to help student teachers become aware of existing knowledge, to organize it and make connections, and to reshape in light of new information (Williams, 2001).

Teacher preparation in the reflective approach requires that the teacher (Tutor) intentionally engage the student in reflective dialogue, modeling the process, and there by making reflective practice accessible to learner to become more conscious of their own approach to their learning and promote critically reflective learning (Brock bank and McGill, 1988 cited in Ramasamy, 2002).

According to Pollard et al (2002: 28), the role of the tutor from Higher Education Institute (HEI) can be seen in terms of different dimensions. Structurally, he/she would often have established relationship with the 'link' or 'partnership' schools, so that the placement could be negotiated smoothly. The tutor would facilitate and support the relationship between the student and mentor, as it develops, so that the potential benefits of that learning relationship are forthcoming. Professionally, the tutor would expect to

contribute to the educational process by offering comparative experience and knowledge from reading and research.

Similarly, McIntyre et al (1994: 10) state the role of the tutor as follows: it is the professional tutor, who, by combining commitment to the student teachers' learning needs with a simultaneous commitment to the interest of the school, ensures that every one, including, pupils benefit from schools engagement in Initial Teacher Education.

Regarding tutors responsibility (MOE, 2003) the tutor is the link between the Teacher Education Institution (TEI) and the school and is responsible to;

- Organize the placement of student teachers in school;
- Monitor the school experience on behalf of the Teacher Education Institution, ensuring that the student teachers gain an appropriate experience and have sufficient opportunity to develop satsfactorically in to professional teacher;
- Visit the student teachers to observe their teaching and discuss the progress, providing a written report after consulting with the classroom teacher (mentor) and the persons responsible for student teachers in school; and
- Insure the final assessment document of each student teacher at the end of the practicum.

2.8. Partnership

It is clear that no single institution is in a position to provide all components of teacher preparation process. Higher Education Institutions (HEIs) should be competent to provide the subject matter and theoretical part of the process, the generalized practice in planning teaching programs and lesson preparation. However, only schools can provide the opportunity to watch exemplary

practitioners, to practice class teaching and to experience working in schools (Fidler, 1994: 23). Hence, there must be partnership between higher education and schools to produce competent teachers.

The term partnership refers to the various models of collaboration and co-operation implemented between Higher Education Institution (HEI), and schools with the objective of providing quality Initial Teacher Training experiences for trainee teachers (EPPI, 2003). The purpose of such cooperation and liaison is the improvement of the quality of the 'practice teaching' elements in students program and thus the improvement of teaching performance (Living stone, 2001).

Working in partnership with Higher Education Institutions to share knowledge and develop joint owned scheme would help to reduce the burden of schools and lead to important benefits such as stuff development, induction, and appraisal (Rhodes, 1994: 80).

Similarly, MOE (2003) strong and mutual beneficial links between Teacher Education Institutions (TEI) and schools should be developed both for the development of the type of schools to which the student teachers are being prepared and to provide teacher educators which the opportunity to undertake some school teaching to develop their expertise. Moreover, close cooperation between schools, local education authorities and initial training institutions lead to better training student teachers for their future careers and provides valuable staff development for institutions and schools (Allsop, 1994: 42). Therefore, schools should be fully and actively participate in planning and delivery of initial teacher training as well as in the selection and final assessment of trainees (MOE, 2003).

The success or failure of practicum experienced depends on the kind of liaison and partnership established among the key implementers of the program (Fletcher, 2000). In addition, an appropriate and affective partnership depends

on clear arrangement in relation to the division of labor; integration, decision making and communication. Moreover, integration necessary involves the joint planning of curricula, with debate about content, about how much details should be specified, and about timing and sequencing (McIntyre et al, 1994: 18).

Partnership with schools is the most obvious aspect of a good Initial Teacher Training Course. It is obvious because student teachers become confident practitioners being in schools where they can both observe good practice and develop their skill as teachers (Whitehall et al, 1994: 42), because there are some activities, some skills and some knowledge, which are best located in schools. Indeed for classroom practice the school is the most obvious location (McCulloch, 1994:95)

Partnership is clearly a joint commitment, involving time, effort and resources to a venture designed to produce joint benefits (Fidler, 1994: 52), and the most effective partners are those who have a clear understanding of the role they and their partners have in working together (Maynard, 2001).

2.8.1. Models of Partnership

Partnership between higher education institutions and schools exist in the multitude forms. All Initial Teacher Training partnership is altruistic to the extent that, at their heart they share a commitment to developing trainee teachers' professional competence and confidence. However, the relationship may be one of complementary partnership or collaborative partnership (EPPI, 2003).

In the complementary partnership, the teacher education institution (HEI) and school bear separate but complementary responsibilities for advising and assessing the trainee without systematic dialogue (Furlong et al, 2000). In other words there is partnership but not necessary integration in the course; integration is something that students themselves have to achieve.

In the collaborative partnership, teachers and Higher Education Institutions (HEI) have greater involvement in planning and implementation of the initial teacher training (ITT) program (Marine- Dershimer and Leighfield (1997) in EPPI Review, 2003).

2.9. The Relationship between Theory and Practice

The place of theory and practice and their interconnection is a thorny issue in teacher education, and there is a considerable variation in the way these concepts and the relationship between them is perceived (Eruaut in Williams, 2001, Livingstone, 2001). The problem lies in actually perceiving a dichotomy between theory and practice (Griffiths and Tann, 1972 in Williams, 2001).

According to Fish (1989) cited in Livingstone (2001) there are four different views about the relationship between theory and practice. These are the Intuitive view, the common sense view, the applicatory view and creative view.

A, The Intuitive view holds that there is no valid place for either procedural knowledge (knowing how, i.e. practice) or propositional Knowledge (knowing that i.e. theory) the main assumption about teaching is that it is innate-teachers are born ,not made.

b. The common sense view accepts implicitly the supremacy of knowledge of the craft skill of the teaching: success is measured by the acquisition of that knowledge and demonstration of its effective practice. As the previous view, it is believed that practice and more practice will be the principal means of learning. Practice is always a good thing. The learner will be judge by how close she/he comes to the 'master'.

c. The applicatory view also proceeds from a base of certainty, but it is a certainty with different basis. In this view the assumption is that propositional knowledge (i.e. knowing that), is the principal basis for effective teaching. Master the theory master the practice.

The applicatory view coincides with the traditional university teaching. Traditional in university teaching, theory comes before practice and the teaching learning in being viewed as one proceeding from theory to practice (Linda, 2001).

d. On the contrary the creative view which aligned with the work of Schon, views the world of the classroom as unique (No two classrooms situations are identical), Unpredictable and therefore requiring decision that are unlikely to be open to pre learned solutions. The student teachers learn in and through action in the classroom by constructing theories from knowledge that arises in action and on action.

Similarly, Ryle (1949) in Livingstone (2001) noted that "thinking and doing are not separate or even consecutive actions: people think and do at the same time and each activity influences the other. Ryle further elaborates the association of thought with action, thus, 'when I do something intelligently, i.e. thinking what I am doing one thing and not two. So, practice can carefully come before theory and theorizing is really a form of practices.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This section of the thesis deals with the research design, data sources, sample and sampling techniques. It also presents the instrument of data collection and methods of data analysis.

3.1. The Research Design

The main objective of this study was to examine the implementation of practicum in Hashenge College. To this effect, descriptive survey method was employed. This method is selected because it is helpful to show situations as they currently exist (Anderson, 1990: 37). Moreover, it is economical and rapid turnaround in data collection, and identifying attributes of a large population from a small group of individuals (Babbie, 1990: Fowler, 1988 cited in Creswell, 2003). Therefore, the first approach of the study was to gather data to examine the implementation of practicum.

3.2. Source of Data

The major populations in the study are student teachers, tutor (teacher educators), mentors (placement school teachers).

3.3. Sample and Sampling Techniques

The sample size of each target population was determined by what Best and Khan (1989: 16) suggest, "The ideal sample size of a target population is large enough to serve as an adequate representative and small enough to be selected economically in terms of both time and complexity of analysis."

In Hasheng College, there were 75 second year and 58 third year students. In this study, 42 (55%) of the second year students and 35 (60%) of the third year students were included. In addition, there were 46 cooperating teachers serving as mentors of student teachers. In this study, 23 (50%) of the mentors were included. The selection of student teachers mentors was conducted using simple random sampling techniques. This sampling technique is selected because it gives equal and independent chance for all individuals in the defined population of being selected as a sample. Moreover, it is the best single way to obtain a representative of a sample (Gay and Airasian, 2000).

Moreover, there were 20 tutors (teacher educators). All the tutors were included in the study. To select tutors available sampling technique was employed.

3.4. Data Collection Instrument

3.4.1. Questionnaire

The instruments used to gather data were questionnaires. Questionnaires were used to collect relevant information from student teachers, tutors and mentors. Three types of questionnaires one for tutors, mentors and student teachers were prepared in English. Open and close-ended questions were included. The researcher prefers questionnaire because it is easier to handle and simple for respondents to answer and fill with in short time (Koul, 1994). It is also quick to analyze.

The questionnaires (for student teachers and mentors) were translated in to Tigrigna, to make easy to respondents to answer it. The questionnaires were distributed and were collected from the respondents. Out of the total questionnaires distributed to the target population, 77(100%) from student teachers, 20 (86%) from mentors and 20 (100%) from tutors were returned. while 3 questionnaire of mentors are not returned. Hence the number of mentors was reduced to 20. Since majority of the mentors returned the

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questionnaire then the analyses was made using the responses of the 20 mentors.

3.5 Procedures of Data Collection

Before administrating the questionnaire for data collection in the selected schools and the college the respondents were informed about the purpose of the study and how to complete the questionnaire.

3.6. Methods of Data Analysis

The results of the data collected through questionnaires were interpreted using percentage and mean and descriptive statements.

3.7. Pilot Study

Before the actual study was carried out, a pilot study was conducted in Millennium College, Beles and Ksadgeba elementary schools .The purpose of the pilot study was to asses the relevance of the questionnaires designed to collect data for the study. The objective was also to check clarity of the questionnaire items. Accordingly, experts from TREB and language teachers from Mekelle Teacher Education College were consulted to check the clarity of the items. Moreover, the questionnaires were distributed to 23 student teachers, 15 mentors and 15 tutors. Using chronbach alpha, the questionnaire designed for student teachers, mentors and tutors have had a reliability coefficient of 0.89, 0.79 and 0.74 respectively. On the basis of the feedback of the pilot study and experts' comments some modification was made on the questionnaire items. Accordingly, three items, one from the student teachers questionnaire and two from mentors questionnaire were deleted.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with presentation and analyzing of data collected through questionnaire. The data are presented in tables, analyzed using percentage, mean and descriptive sentences. The item numbers in the tables indicates the place of the items in the entire questionnaire.

4.1 Background Information

Student teachers, mentors and tutors were asked to indicate their background information through questionnaire. Responses on their sex, qualification and work experience are summarized in table 4.1.

Table 4.1: Characteristics of Respondents

Variables	characteristics	Tutors				Mentors				Student teaches	
		Related to Teaching		Related to Tutoring		Related to Teaching		Related to Mentoring			
		No	%	No	%	No	%	No	%	No	%
Work Experience	Blow 5	20	100	20	100	11	55	20	100	-	-
	6-10	-	-	-	-	9	45	-	-	-	-
		No		%		No		%		No	%
Qualification	Certificate	-		-		5		25		-	-
	Diploma	2		10		15		75		-	-
	12+4(BA)	18		90		-		-		-	-
Sex	Male	20		100		18		90		67	87
	Female	-		-		2		10		10	13

Table 4.1 depicts that, 67 (87%) of the student teachers, 20 (100%) of the tutors and 18 (90 %) of the mentors are male, where as 10 (13%) of the student teachers and 2 (10%) of the mentors are females. This shows how the college and placement schools are very much male dominated. This indicates that there is low female participation at the college and the placement schools.

Concerning the work experience of respondents, table 4.1 reveals that all the tutors and the mentors have limited experiences serving as tutors and mentors respectively. From this, one can conclude that all the respondents have limited experience in their respective jobs that may hinder them to effectively discharge their roles.

Pertaining the educational qualification, table 4.1 depicts, 18 (90%) of the tutors have first degree, 15 (75%) of the mentors and 2 (10%) of the tutors have diploma, whereas 5 (25%) of the mentors are certificate. Thus, based on the standard set by MOE, one can conclude that the educational qualification of 5 (25%) of the mentors and 2 (10%) of the tutors is below the standard. This in turn implies that their low qualification appear unlikely to help them to carryout their professional tasks effectively.

4.2. Level of Awareness and Perception of Student Teachers, Mentors and Tutors Regarding Practicum

4.2.1 Level of Awareness of Student Teachers Regarding Practicum

In order to know their level of awareness data have been collected from student teachers through questionnaires. The responses are organized in tables (4.2). The responses of the student teachers were transformed in to mean. If the mean of the responses is less than 3 their level of awareness is low, if the mean of the responses is greater than 3 their level of awareness is high, because the ideal mean is 3.

Table 4.2: Level of Awareness of Student Teachers about Practicum

Q. No	Item	Responses										Mean
		V.H		H		F		L		V.L		
		No	%	No	%	No	%	No	%	No	%	
1	Your level of awareness about the objective of practicum (i.e. the In-out-in model)											
		-	-	1	1.3	56	72.7	18	23.4	2	2.6	2.72
2	Your level of awareness on your duties and responsibilities during the course of practicum											
	s	2	2.6	4	5.2	-	-	22	28.6	49	63.6	1.54
3	Your level of awareness on what are expected from all those involved in the education and training of teachers											
		3	3.9	1	1.3	2	2.6	12	15.6	59	76.6	1.4

As can be seen from table 4.2 item1, 1 (1.3 %) of the student teachers have reported that they have high level of awareness about the objectives of practicum, while 56 (72.7%) of student teachers have reported that their level of awareness about the practicum is fair. However, 20 (25.9%) of the student teachers have reported that they have low level of awareness about the objective of practicum.

With respect to their duties and responsibilities, the data in table 4.2 item 2 reveals that 71 (92.2%) of the student teachers have reported that they have low level of awareness about their duties and responsibilities. However, 6 (7.8%) of the student teacher have reported that they have high level of awareness about their duties and responsibilities during the course of practicum.

Similarly, Table 4.2 item 3, reveals that 71 (92.2%) of the student teachers have reported that they have low level of awareness on what is expected from all those involved in the training and education of teachers. The mean of the

responses of student teachers for items (1-3) is below 3. This implies that their level of awareness on what is expected from all those involved in the training and education of teachers is low.

4.2.2 Level of Awareness of Mentors Regarding Practicum

In order to know their level of awareness data have been collected from mentors through questionnaires. The responses are organized in tables (4.3). The responses of the mentor were transformed in to mean. If the mean of the responses is less than 3 their level of awareness is low, if the mean of the responses is greater than 3 their level of awareness is high, because the ideal mean is 3.

Table 4.3: Level of Awareness of Mentors about Practicum

Q. No	Item	Responses										Mean
		V.H		H		F		L		V.L		
		No	%	No	%	No	%	No	%	No	%	
1	Your level of awareness about the objective of practicum (i.e. the In-out-in model)											
		1	5	2	10	-	-	2	10	15	75	1.6
2	Your level of awareness on your duties and responsibilities during the course of practicum											
		-	-	6	30	-	-	10	50	4	20	2.4
3	Your level of awareness on what are expected from all those involved in the education and training of teachers											
		-	-	2	10	2	10	7	35	9	45	1.8

As can be seen from table 4.3 item1, 3 (15%) of the mentors have reported that they have high level of awareness about the objectives of practicum, However, 17 (85%) of the mentors have reported that they have low level of awareness about the objective of practicum.

With respect to their duties and responsibilities, the data in table 4.3 item 2 reveals that 14 (70%) of the mentors have reported that they have low level of awareness about their duties and responsibilities. However, 6 (30%) of the mentors have reported that they have high level of awareness about their duties and responsibilities during the course of practicum.

Similarly, Table 4.3 item 3, reveals that 16 (80%) of the mentors have reported that they have low level of awareness on what is expected from all those involved in the training and education of teachers. The mean of the responses of mentors for items (1-3) is below 3. This implies that their level of awareness on what is expected from all those involved in the training and education of teachers is low.

4.2.3 Level of Awareness of Tutors Regarding Practicum

In order to know their level of awareness data has been collected from tutors through questionnaires. The responses are organized in table (4.4). The responses of the tutors were transformed in to mean. If the mean of the responses is less than 3 their level of awareness is low, if the mean of the responses is greater than 3 their level of awareness is high, because the ideal mean is 3.

Table 4.4: Level of Awareness of Tutors about Practicum

Q. No	Item	Responses										Mean
		V.H		H		F		L		V.L		
		No	%	No	%	No	%	No	%	No	%	
1	Your level of awareness about the objective of practicum (i.e. the In-out-in model)											
		5	25	4	20	2	10	3	15	6	30	2.95
2	Your level of awareness on your duties and responsibilities during the course of practicum											
	Student teachers Mentors Tutors	3	15	6	30	-	-	6	30	5	25	2.8
3	Your level of awareness on what are expected from all those involved in the education and training of teachers											
		2	10	3	15	-	-	3	15	12	60	2

As can be seen from table 4.4 item1, 9 (45%) of the tutors have reported that they have high level of awareness about the objectives of practicum, while 2 (10%) of the tutors have reported that their level of awareness about the practicum is fair. However, 9 (45 %) of the tutors have reported that they have low level of awareness about the objective of practicum.

With respect to their duties and responsibilities, the data in table 4.4, item 2 reveals that 11 (55%) of the tutors have reported that they have low level of awareness about their duties and responsibilities. However, 9 (45%) of the tutors have reported that they have high level of awareness about their duties and responsibilities during the course of practicum.

Similarly, Table 4.4 item 3, reveals that 15 (75%) of the tutors have reported that they have low level of awareness on what is expected from all those

involved in the training and education of teachers. The mean of the responses of tutors for items (1-3) is below 3. This implies that their level of awareness on what is expected from all those involved in the training and education of teachers is low.

From the result of tables (4.2-4.4) one can conclude that majority of the respondents have insufficient awareness about the objectives of practicum, their duties and responsibilities and what is expected from all those involved in the education and training of teachers that could be discouraging in the implementation of the practicum. Regarding this, Stiegelbauer (1994) state that a change has to be clear in its goals and procedures and have role within an organization that will lead to long-term support. Moreover, some teachers may resist when either they do not know about the innovation at all or they have little information about it (Faratt, 1980).

Table 4.5: Access to Read Practicum Guideline

No	Qualification	Responses			
		No	%	No	%
49	Do you have the access to read practicum guideline prepared by TREB/MOE?				
	Student teachers	-	-	77	100
	Mentors	-	-	20	100
	Tutors	4	20	16	80

Respondents were asked whether or not they have access to read practicum guideline prepared by TREB/MOE, 77 (100%) of the student teachers, 20 (100%) of the mentors and 16 (80%) of the tutors have reported that they did not read the practicum guideline. This implies that the college and TREB failed to provide the practicum guide line which could assist the implementers of the practicum how to implement the course of practicum.

Table 4.6: Participation of Mentors and Tutors in Workshops and Seminars

No	Item	Mentors		Tutors	
		No	%	No	%
29	Have you heard about reflective model of teacher education in your pre service training?				
	A, Yes	6	30	7	35
	B, No	14	70	13	65
30	Have you ever participated in workshops or/and seminars regarding the new practicum?				
	A. Yes	2	10	8	40
	B. No	18	90	12	60
31	If your answer to the above question item 30 is 'yes' how do you rate the contribution of the seminar or/and workshop you participated in?				
	A. Very High	-	-	-	-
	B. High	-	-	-	-
	C. Fair	-	-	1	12.5
	D. Low	2	100	5	62.5
	E Very low	-	-	2	25

As shown in table 4.6 item 29, 14 (70%) of the mentors, and 13 (65%) of the tutors reported that they did not heard about reflective practitioner model of teacher education, whereas 6 (30%) of mentors and 7 (35%) of the tutors heard about it. It seems that majority of the respondents are implementing a program which they do not know it. This in turn affects them to effectively disgorge their roles.

It is true that the involvement of teachers in workshops and seminars plays a crucial role in introducing with new programs. Regarding this Table, 4.6 item 30 show that 18 (90 %) of the mentors and 12 (60%) of the tutors reported that they did not get a chance of participating in workshops and seminars regarding the implementation of practicum, whereas, 2 (10%) of the mentors and 8 (40%) of the tutors had got the chance.

In addition, respondents who had participated in workshops and seminars were asked to evaluate the contribution of the workshops and seminars participated in. Accordingly, majority of the respondents, 2 (100%) of mentors and, 7 (87.5%) of the tutors reported that the contribution of the workshops and seminars to enhance their roles were found to be low. Thus it possible to conclude that there is no sufficient short terms training in the form of workshop and seminars as a result the practicum participants have low level of awareness regarding practicum.

From this one can concluded that majority of the respondents have little or no knowledge about practicum in general and their roles in particular, which contradicts with the idea of the importance of training. As Oliva (1977) puts, adequate training of participants prior to implementation is standard approach for successful innovation like practicum. Similarly HMI reported in Mudrdoch (1997) concludes that teacher training was most successful in which trainee teachers had mentors who were chosen and well trained themselves.

4.2.4 Perception of Student Teacher regarding practicum

Student teachers were asked their perception about practicum. These responses are organized in tables (4.7). The responses of the student teachers were transformed in to mean. If the mean of the response is greater than 3 their feeling is favorable, if the mean of the response is less than 3 their feeling is unfavorable, because the ideal mean is 3.

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Table 4.7: Perception of Student Teachers about Practicum

No	Item	Responses										Mean
		SA		A		U.D		D.A		S.DA		
		No	%	No	%	No	%	No	%	No	%	
4	Practicum has no value other than wasting time											
		-	-	4	5.2	-	-	21	27.27	52	67.53	1.42
5	Practicum provides a better concrete experiences to the student-teacher											
		47	61	25	32.5	2	2.6	2	2.6	1	1.3	4.49
6	Practicum help student teachers to become competent teachers											
		13	16.9	44	57	-	-	16	20.8	4	5.2	3.6

As can be seen from table 4.7, 73 (94.8%) of the student teachers have reported that practicum is valuable component of pre-service training. Whereas, 4 (5.2%) of the student teachers believed that practicum has no value other than wasting time.

Moreover, as it could be seen from table 4.7 item 5, 72 (93.5%) of the student teachers agreed that practicum provides concrete experience for the student teachers.

Similarly, the respondents were asked whether or not practicum helps student teachers to become competent teachers (see table 4.7, item 6), among which, 57 (74.03%) of student teachers agreed that practicum helps student teachers to become competent teachers. The mean of the response of the student teachers for items (5and 6) lies above 3. Therefore, it is possible to conclude from the result of table 4.7 that student teachers have favorable perception towards practicum.

4.2.5. Perception of Mentors Regarding Practicum

Mentors were asked their perception about practicum. These responses are organized in tables (4.8). The responses of the mentors were transformed in to mean. If the mean of the response is greater than 3 their feeling is favorable, if the mean of the response is less than 3 their feeling is unfavorable, because the ideal mean is 3.

Table4.8: Perception of Mentors about Practicum

No	Item	Responses										Mean
		SA		A		U.D		D.A		S.DA		
		No	%	No	%	No	%	No	%	No	%	
4	Practicum has no value other than wasting time											
		1	5	4	20	1	5	5	25	9	45	2.35
5	Practicum provides a better concrete experiences to the student-teacher											
		7	35	9	45	-	-	3	15	1	5	3.9
6	Practicum help student teachers to become competent teachers											
		4	20	8	40	4	20	-	-	4	20	3.4

As can be seen from table 4.8, 14 (70%) of the mentors have reported that practicum is valuable component of pre-service training. Whereas, 6 (30%) of the mentors believed that practicum has no value other than wasting time.

Moreover as it could be seen from table 4.8 item 5, 16 (80%) of the mentors agreed that practicum provides concrete experience for the student teachers.

Similarly, the respondents were asked whether or not practicum helps student teachers to become competent teachers (see table 4.8, item 6), among which, 12 (60%) of mentors agreed that practicum helps student teachers to become

competent teachers. The mean of the response of the mentors for items (5and 6) lies above 3. Therefore, it is possible to conclude from the result of table 4.8 that mentors have favorable perception towards practicum.

4.2.6 Perception of Tutors Regarding Practicum

Tutors were asked their perception about practicum. These responses are organized in tables (4.9). The responses of the tutors were transformed in to mean. If the mean of the response is greater than 3 their feeling is favorable, if the mean of the response is less than 3 their feeling is unfavorable, because the ideal mean is 3.

Table 4.9: Perception Tutors about Practicum

No	Item	Responses										Mean
		SA		A		U.D		D.A		S.DA		
		No	%	No	%	No	%	No	%	No	%	
4	Practicum has no value other than wasting time											
		2	10	-	-	-	-	6	30	12	60	1.7
5	Practicum provides a better concrete experiences to the student-teacher											
		8	40	10	50	2	10	-	-	-	-	4.3
6	Practicum help student teachers to become competent teachers											
		11	45	4	20	1	5	-	-	4	20	3.9

As can be seen from table 4.9, 8 (90%) of the tutors have reported that practicum is valuable component of pre-service training. Whereas, 2 (10%) of the tutors believed that practicum has no value other than wasting time.

Moreover, as it could be seen from table 4.9 item 5, 18 (90%) of the tutors agreed that practicum provides concrete experience for the student teachers.

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Similarly, the respondents were asked whether or not practicum helps student teachers to become competent teachers (see table 4.9, item 6), among which, 15 (75%) of tutors agreed that practicum helps student teachers to become competent teachers. The mean of the responses of the tutors for item (5 and 6) lies above 3. Therefore, it is possible to conclude from the result of table 4.9 that tutors have favorable feelings towards practicum.

From the above discussions of table (4.7-4.9) it is possible to conclude that practicum provides a better concrete experience and as a result student teachers would become competent teachers. In supporting of this result, Ornstein (1991) states that true knowledge of teaching is achieved by practice and experience. Similarly, MOE (2003) realizes that practicum is the most important element of teaching qualification because during this course student teachers will be given the opportunity to explore and gain understanding of the teaching learning process to see how school students behave and observe the realities of being a teacher. This also implies that the student teachers, mentors and tutors have favorable perception about practicum.

Table 4.10: Mentors Perception about Their Mentoring Role

No	Item	Responses										Mean
		SA		A		U.D		D.A		S.DA		
		No	%	No	%	No	%	No	%	No	%	
7	Training the student teachers is basically the responsibility of college instructors. Therefore the cooperating teachers should play little role in the training of the student teacher`	-	-	5	25	-	-	2	10	13	65	1.85
8	Serving as a mentor of student teacher during the practicum is part of professional duties of the cooperating teachers	-	-	16	80	-	-	-	-	4	20	3.4
9	Because the mentor is engaged in extra work when working with the student teacher (s) from Has henge college she/he should be paid for it.	20	100	-								5
10	The mentor should repeatedly observe the student teacher while teaching	14	70	3	15					3	15	4.2
11	The mentor should give feedback after observation	14	70	3	15					3	15	4.2

As can be seen from table 4.10 item 7, 15 (75%) of the mentors disagree with the idea that training the student teacher is basically the responsibility of the college instructors, while 5 (25%) of the mentors agree.

The data in table 4.10 item 8 reveals that 16 (80%) of the mentors agree with the idea that serving as a mentor is part of their professional duties. On the other hand, all the respondents agree with the idea that, because the mentors are engaged in extra work she/he should be paid for it.

From this data one can conclude that the mentors are willing to serve as mentors of student teachers. Nevertheless, they need payment for the extra work they are engaged in.

With respect to frequency of observation, table 4.10, items 10 and 11, reveals that 17(85%) of the mentors agree with the idea that the mentor should repeatedly observe and give feedback after observation. The mean of the responses of mentors for items 10 and 11 lies above 3. Therefore, it is possible to conclude that mentors have favorable feeling towards observing and giving feedback for student teachers.

Table 4.11: Mentors Perception about Reflection

No	Item	Responses										Mean
		SA		A		U.D		D.A		S.DA		
		No	%	No	%	No	%	No	%	No	%	
12	Reflection helps to improve future actions	-	-	-	-	18	90	3	15	-	-	3
13	The cooperating teacher frequently reflect on his own practices	-	-	-	-	2	10	16	80	2	10	2

As table 4.11 depicts, 18 (90%) of mentors do not know whether or not reflection helps to improve future actions. whereas, 3 (15%) of the mentors disagree with the idea that reflection improves future actions. The mean of the response of mentors for item 12 lies at three. This implies that mentors are not clear whether or not reflection improves future actions.

In response to the statement mentors frequently reflect on their own practices, 18 (90%) of the respondents disagree. The mean of the response for item 13 is less than 3. From this we can conclude that mentors were not clear whether or not reflection improves future actions and as a result they did not practice it frequently. This may disagree with the argument of McIntyre cited in

Voke (1996) regarding this; he states that mentoring is not just a transfer of existing craft knowledge and skill to a novice. In order to be able to help other teachers effectively, the mentor has to reflect continually on her/his own professional knowledge and repertories of action.

Table 4.12: Tutors Perception about their Tutoring Role

No	Item	Responses										Mean
		SA		A		U.D		D.A		S.DA		
		No	%	No	%	No	%	No	%	No	%	
7	The tutor should give clear direction and information before student teachers went to schools	16	80	4	20	-	-	-	-	-	-	4.8
8	The tutor should frequently observe the student teachers and give feedback	18	90	2	10	-	-	-	-	-	-	4.9
9	The tutor should use continuous assessment to assess students progress	20	100	-	-	-	-	-	-	-	-	5
10	The tutor should practically engage in reflective dialogue	10	50	4	20	-	-	2	10	4	20	3.7
11	The tutor should encourage student teachers to engage in reflective dialogue	14	70	2	10	-	-	4	20	-	-	4.5
12	The tutor should give continual support and give guidance during the practicum	15	75	4	20	-	-	-	-	1	5	4.6

As table 4.12 items (7-9) reveal, 20 (100%) of the tutors agree with ideas that the tutor should give clear direction and information before student teachers go to schools; observe the student teacher and give feedback and use continuous assessment to assess students progress.

With respect to involvement in dialogue, table 4.12 (item 10 and 11) shows that, 14 (70%) of the tutors agreed that the tutor should practically engage in

reflective dialogue, and 16 (80%) of the tutor also agreed that the tutor should encourage the student teacher to engage in reflective dialogue.

With respect to continual support and guidance, 19 (95%) of the tutors agreed that the tutor should give continual support and guidance during the practicum. The mean of the responses of the tutors for items (7_12) lies above 3. From the discussion of table 4.12 one can conclude that majority of the college instructors have favorable feelings towards their tutoring role.

Table 4.13: Tutors Opinion on the Support they gave to Student Teachers

No	Item	Respondents	
		No	%
37	Do you think that you have been effectively discharged your tutoring role?		
	A. Yes	5	25
	B. No	15	75

As table 4.13 reveals, the tutors were asked whether or not they were effectively discharging their roles. As a result 15(75%) of the tutors have reported that they did not feel that they effectively discharged their role. This may imply that there are some problems that hinder them to effectively discharge their roles. These are lack of time, lack of transportation, large number of student teachers assigned to them, lack of experience and skill and lack of adequate budget (see table 4.26).

4.3 Student Teachers Feeling about the Support they Secure form their Tutors and Mentors

Learning to teach during the practicum heavily depends on the support they secure from their tutors and mentors. In order to know the extent of support they secure from their mentors and tutors student teachers were asked their feelings. These responses are organized in tables (4.14-4.15). The responses of the student teachers mentor and tutors were transformed in to mean. If the mean is less than 3 their feeling is unfavorable, if the mean of the responses is greater than 3, their feeling is favorable, because the ideal mean is 3.

4.3.1 Student Feeling about the Support they Secure form Mentors

In order to know their feeling about the support they secure from their mentors', data have been collected from student teachers through questionnaires .These responses are organized in table (Table 4.14).

Table 4.14: Student Teachers Feeling about the support they secure from their Mentors

No	Item	Responses										Mean
		SA		A		U.D		D.A		S.DA		
		No	%	No	%	No	%	No	%	No	%	
10	Your mentor introduced you to other teachers and administrative staff and make you to feel relaxed in the school compound	28	36.36	34	44.15	-	-	7	9.09	8	10.38	3.87
11	Your mentor wanted you to teach just as she/he taught	29	37.66	38	49.35	3	3.89	4	5.19	3	3.89	4.1
12	She/he encouraged you to freely express your views about teaching	5	6.49	20	25.97	5	64.9	13	16.88	34	44.15	2.33
13	She/he was a good model as a teacher for you	13	16.88	10	12.98	-	-	54	70.1	-	-	2.7
14	She/he provided you constructive criticism during the feedback session	21	27.27	14	18.18	-	-	37	48.05	5	6.49	3.11
15	She/he helped you to know effective utilization of resources	6	7.79	8	10.38	4	5.19	43	55.84	16	20.77	1.8
16	She/he encouraged you to reflect on-your practice	2	2.59	11	14.28	-	-	12	15.58	52	67.53	1.68
17	Your mentor repeatedly observe and gives you feedback after observation	13	16.8	11	14.28	2	2.6	31	40.25	20	25.6	2.59
18	Your mentor's feedback helped you to improve											
	9.1. Lesson planning	8	10.14	16	20.77	5	6.49	15	19.45	33	42.85	2.3
	9.2. Classroom management	14	18.18	13	16.9	3	3.89	25	32.46	22	28.57	2.63
	9.3. Lesson presentation	17	22.1	10	12.98	4	5.19	20	25.97	26	33.76	2.63
19	Your mentor was supportive enough than your tutor during the practicum	35	45.45	23	29.8	4	5.19	7	9.09	8	10.38	3.9

As table 4.14, item 10 shows, 62 (80.5%) of the student teachers agree with the idea that their mentors were introduced them to other teachers and administrative staffs, whereas 15 (19.48%) of the respondents disagree. The

mean of the response of student teachers for item 10 lies above 3. From this data we can conclude that student teachers were satisfied with their mentors' reception and would make them to be relaxed in the school compound.

With respect to their freedom to apply their teaching styles, table 4.14 item 11, shows that 67 (87%) of the student teachers reported that their mentors wanted them to teach just like as she/he taught, whereas, 7 (9.09%) of the student teachers have reported that they had the freedom to apply their own teaching style. From these responses one can conclude that mentors need the student teachers to imitate what they did which contradicts with the reflective model of teacher education. The reflective model teacher educator accepts (student)teachers as reflective thinkers who can dynamically and independently deal with problems they confront in classroom rather than executors of laws and principles of effective teaching or imitators of master teacher (Ambissa, 1997).

Regarding the criticism provided by mentors during feedback session, 42 (54.54%) of student teachers disagree with the idea that the criticism was constructive. Moreover, students were asked whether or not the mentor was good model for him/her. Majority of the student teachers 54(70%) have reported that their mentors were not good models for him/her. Similarly, as table 4.10 item 12, reveals 47(61%) of the student teachers reported that his/her mentor was not encouraged her/him to freely express their views about teaching.

From the responses given above, one can conclude that student teachers were not free to express their views about teaching, which contradicts with the role of the mentor. Regarding the role of the mentor, Collins and Edwards (1996) state that the skills involved in active mentoring are: Listening to student, modeling classroom management, analyzing and discussing one's own practice, providing constructive criticism for student teachers and highlighting what student teachers can learn from an analysis of practice.

The same table 4.14 item 16 reveals that majority of student teachers 64 (88.11%) have reported that the mentor did not encourage them to reflect on their practice. In relation to resource utilization, table 4.10, item 15 depicts majority of the respondents, 59 (76.62%) reported that their mentor did not make them to know effective utilization of resources.

From these responses one can infer that mentors were missing reflection, which is the most important element of reflective practitioner model of teacher preparation and effective way of resource utilization, because Fidler and Lock (1994: 14) state that mentors should help student teachers to reflect on their own practice and form their own mental frameworks to encapsulate their work, and efficient way of resource utilization (Gansor in Haileslasie, 2004).

In relation to the observation and feedback, table 4.14 item 17 reveals that 51 (66.23%) of the student teachers reported that mentors did not repeatedly observe and gave them feedback, whereas 14(18.18%) of the student teachers agree with the idea. Similarly student teachers were asked to give responses if the feedback helped them to improve lesson planning, classroom management and lesson teaching. The mean of the responses for lesson planning (Mean=2.3), for classroom management (Mean=2.63) and for lesson teaching (Mean=2.63) which reveals that they were dissatisfied with the feedback they get from their mentor.

From the above data we can concluded that majority of the respondents seem unsatisfied with their mentors help and mentors did not effectively discharge their mentoring role. Regarding mentors role, Collins and Edwards (1996) stated that a mentor has to support or scaffold the learning of student teachers in variety of ways until the student teacher able to work without the support of the mentor.

Moreover, student teachers were asked to compare the support they get from the mentors and tutors, table 4.14 item 10 reveals that 58(75.32%) of the respondents have agreed that the mentor was more supportive than the tutor during the practicum. From this one can conclude that mentors were supportive when they are compared with the tutors, this agrees with the argument of Yates (1991) cited in Haberman and Harris (1992) which stated that mentors are found to be greater helpers than the college supervisor because of their more frequent interaction with the student teacher.

The mean of the responses of student teachers for items (12-18) lies below 3. This implies that the mentors almost did not effectively discharge their roles. The rationale may be due to lack of experience, low level of awareness about their duties and responsibilities, Lack of time, large number of student teachers assigned to them and lack of mentoring skills (see tables 4.2 and 4.21)

4.3.2 Student Teachers Feeling about the Support they Secure from their Tutors

In order to know their feeling about the support they secure from their tutors' data have been collected from student teachers through questionnaires. The responses are organized in table (table 4.15).The responses of the student teachers mentor and tutors were transformed in to mean. If the mean is less than 3 their feeling is unfavorable, if the mean of the responses is greater than 3 their feeling is favorable, because the ideal mean is 3.

Table 4.15: Student Teachers view about the Support they get from Tutors

No	Item	Responses										Mean
		SA		A		U.D		D.A		S.DA		
		No	%	No	%	No	%	No	%	No	%	
20	The tutor gave you clear direction and information before you went to school for practicum	36	46.75	31	40.25	1	1.3	2	2.6	7	9.1	4.3
21	The tutor repeatedly observed you during the course of practicum	10	12.98	11	14.29	-	-	21	27.27	35	45.45	2.2
22	The tutor gave you immediate feedback after observation	7	9.09	6	7.8	-	-	37	48	27	35	2.07
23	The tutor practically engage in dialogue	-	-	20	25.97	-	-	32	41.55	25	32.46	1.6
24	The tutor encouraged you to engage in dialogue	5	6.49	6	7.8	-	-	43	55.8	23	29.88	2.05
25	The tutor encouraged you to discuss on your practice	5	6.49	6	7.8	-	-	43	55.8	23	29.88	2.05
26	The tutor encouraged you to reflect on your practices	7	9.09	6	7.8	-	-	37	48	27	35	2.07
27	The tutor repeatedly discussed with your mentor regarding your progress	13	65	-	-	-	-	37	48	27	35	2.3
28	The tutor was more concerned with evaluation than assistance	-	-	-	-	-	-	38	49.4	39	50.6	1.49
29	The tutor gave you continual support and guidance during the practicum	-	-	3	3.89	-	-	28	36.36	46	59.74	1.48

As shown in table 4.15 item 20, respondents were asked whether or not the tutor had given them a clear direction and information before student teachers went to the school for the course of practicum. On the basis of the question 67

(87%) of the student teachers have agreed that the tutor had given them clear information and direction, whereas 9 (11.7%) of them disagree. This may indicate that student teachers get some insight about their placement schools.

With respect to frequency of observation, table 4.15 item 21 shows that only 21 (27.28%) of the student teachers agree with the idea that tutors were frequently observing them during the practicum. However, majority 56 (72.7%) of the student teachers disagree. Hence, it can be deduced that the tutors did not effectively discharging their roles regarding observation.

In relation to feedback they secure from their tutors, 64 (83.1%) of the student teachers disagree with the idea that the tutor gave them immediate feedback after observation, while 13 (16.9%) agreed. Similarly, table 4.15 item 28 reveals that majority of the respondents agree with the idea that tutors were more concerned with evaluation than assistance. From this discussion one can conclude that tutors did not observe and give timely feedback, which Brown et al (1997) advocate that the purpose of feedback is to help a student improve his/her learning.

With respect to tutors involvement in dialogue, table 4.15 item 23, depicts that 57(74%) of the student teachers disagree with idea that tutors practically engage in reflective dialogue, whereas 20 (25.97%) agreed. Similarly, student teachers were asked whether or not the tutor encouraged them to engage in dialogue, on the basis of the question 66(85%) of the student teachers reported that the tutor did not encourage them to engage in dialogue. Whereas, 13(16.9%) agreed that the tutor encouraged them to engage in reflective dialogue. This implies that tutors were not modeling the student teacher to engage in reflective dialogue. The rationale may be due to lack of experience relating to tutoring as seen in table 4.1.

From this it is safe to conclude that the tutor was not modeling the student teacher to engage in reflective dialogue. This contradicts with the role of the tutor, which, Brockbank and McGill (1988) cited in Ramasamy (2002) advice that teacher preparation in reflective practitioner approach requires the teacher (tutor) to intentionally engage the student teacher in reflective dialogue, modeling the process, and there by making reflective practice accessible to learner to become more conscious of their own approach to their learning and promote critically reflective learning.

Table 4.15 items (25 and 26) reveal that the majority of the respondents disagree with the idea that tutors encouraged them to discuss and reflect on their practice and tutors repeatedly reflect on their practices. From this, one can conclude that the students miss reflection the main instrument that helps to improve practice. Regarding this Ferraro (2000) stated that teacher educators can most effectively coach student teachers in reflective practice by using student personal histories, dialogue journals and small and large group discussion about experience to help students to reflect upon and improve practice. With respect to discussion made between the mentor and tutor table 4.15 item 27 shows that 64 (83%) of the student teachers agreed that there was poor communication among tutors and mentors during the out practicum in discussing the progress of the student teacher.

Regarding the continual support they secure from their tutor, 74(96%) of the student teachers disagree with the statement that student teachers have got continual support and guidance from their tutors (see table 4.15 item 29). The mean of the responses of the student teachers for items (21-29) lies below 3. Therefore, from the mean of the responses it is possible to conclude that the role of the tutor was below what is expected from him. The rationale may be due to lack of awareness and lack of experience. According to MOE (2003) the role of the tutor is the link between the teacher education institution (TEI) and schools and is responsible to: visit the student teacher, to observe their

teaching and discuss the progress, provide a written report after consulting with the classroom teacher (mentor) and the person responsible for the student teachers in schools.

Table 4.16: Involvement of Student Teachers in Peer Teaching

No	Item	Respondents	
		No	%
42	Did you practice peer teaching		
	A, Yes	66	85.7
	B, No	11	14.3
43	How often do you practice peer teaching?		
	A. Always	45	68.2
	B. Sometimes	11	6.6
	C. Rarely	10	15.2
44	How do you rate the contribution of the peer teaching to the actual teaching?		
	A. V. High	-	-
	B. High	-	-
	C. Fair	50	75.7
	D. Low	10	15.26
	E. V. low	6	9.09

As table 4.16 item 42, depicts, 66 (85.7%) of the student teachers did practice peer teaching, whereas 11 (14.29%) of the student teachers did not. Moreover, respondents who gave positive response for item 42 were asked to notify how frequent they did practice peer teaching. As shown in table 4.16 item 43, 10 (15%) of student teachers have reported that they practiced it rarely, 11 (16.6%) of the respondents reported they practiced it sometimes. However, majority of the respondents 45 (68.2%) have reported that they practiced it always.

With respect to contribution of peer teaching to the actual classroom teaching, majority of the respondents, 50 (75%) have rated it as fair, which confirms that the contribution of peer teaching to the actual classroom teaching was promising that may contribute in creating confidence. This agrees with the

objective of peer teaching. As Aggrawal (1996: 297) states the chief objectives of peer teaching particularly in teacher training college are to enable the teacher-trainees to learn and assemble new teaching skill under controlled condition and to enable teacher-trainees to get confidence in teaching.

Table 4.17: Involvement of Student teachers in Action Research

No	Item	Respondents	
		No	%
45	Did you carryout (conduct) action research in your placement schools?		
	A. Yes	72	93.5
	B. No	5	6.49
46	If your answer to the above question is 'yes' how do you rate its contribution?		
	A. V. High	-	-
	B. High	2	2.78
	C. Fair	68	94.4
	D. Low	2	2.78
	E. V. Low	-	-

One of the general objectives of teacher education program in the policy is preparing prospective teachers who have the basic knowledge of the application of action research. In relation to this student teachers were asked whether or not they conducted action research in their placement schools. Accordingly, 72 (94.4%) of the student teachers reported that they have carried out action research, whereas 5 (6.49) did not (see table 4.17 item 45). Moreover, respondents who gave positive responses for item 45, were asked to rate the contribution of the action research to improve their actual teaching. As shown in table 4.17 item 46, 68 (92.14%) of the respondents rated it as fair, whereas, 2 (2.78%) rated it as high and (2.78%) rated it as low respectively. This data lead to conclude that most of the respondents carried out action research, which is one aspect of reflective practice and it could have a greater contribution in improving their teaching. This also implies that the prospective teachers are acquainted with some practical aspect of action research, which

agrees with Elliot's idea of action research. For Elliot action research and reflection have the same goal. The goal of reflection is to improve the quality of teaching in classroom. This can be attained by teachers through conducting action research (Elliot, 1991).

Table 4.18 Students Responses to Theorizing as Part of Practice during the Practicum

No	Item	Responses										Mean
		SA		A		U.D		D.A		S.DA		
		No	%	No	%	No	%	No	%	No	%	
7	Self- evaluation among student teachers is effectively realized	-		10	12.9	5	6.5	34	44	27	35	2.3
8	Reflection on practice is effectively realized					6	7.7	60	77.9	11	14.3	1.9
9	Theorizing is part of practice	-	-	8	10.3	-	-	65	88.4	4	5.2	2.1

Table 4.18 item 7, reveals that 61(79%) of the student teachers disagree with the ideas that self-evaluation among student teachers is effectively realized. The table also reveals that reflection on practice is not effectively realized. At this point, it is safe to conclude that majority of the student teachers did not get the chance to reflect on their practice during the practicum. This contradicts with statement stated in the MOE document. The document states that student teachers should get the opportunity to reflect on experiences, on their own,with peers and with teachers in the school community and from their educational institutions during the practicum (MOE, 2003).

With respect to theorizing, 69 (93.6%) of the student teachers reported that theorizing was not part of practice. Therefore, one can conclude that student teachers were putting theories, which they have learnt in the college without making to fit with the existing conditions. This contradicts with Schon's view, that in professional learning theory and practice is not separated, but theorizing is part of practice. In this context the learners construct their own

principles or theories which based on immediate experiences, and are subsequently examined to see how they fit with what is already known or believed (Schon 1983, 1987)

Table 4.19: Students View about their Assessment/evaluation/

No	Item	Responses										Mean
		SA		A		U.D		D.A		S.DA		
		No	%	No	%	No	%	No	%	No	%	
32	The tutor have been used continuous assessment to assess student teachers progress	-	-	2	2.59	-	-	28	36.4	47	61.03	1.44
33	The mentor have been used continuous assessment to assess student teachers progress during the practicum	6	7	9	11.69	-	-	15	19.5	47	61.03	1.86
34	The tutor have been used summative assessment during the practicum	-	-	2	2.59	-	-	28	36.4	47	61.03	1.44
35	The mentor have been used summative assessment during the practicum	6	7	9	11.69	-	-	15	19.5	47	61.4	1.86
36	There was subjectivity on the part of the evaluators during the practicum	11	14.3	20	25.41	-	-	26	33.77	20	25.79	2.6
37	There was poor communication among assessors during the practicum	-	-	-	-	-	-	36	46.75	41	53.25	1.46

As can be seen from table 4.19 item 32, 75 (97.4%) of the student teachers disagree with the idea that the tutor used continuous assessment to assess student progress. The same table item 34, reveals that 75 (97.4%) of the student teachers reported that the tutors have been used summative assessment.

Similarly, students were asked whether or not the mentor used continuous assessment and obtained that 62 (80.05%) of the student teachers reported that the mentor did not use continuous assessment. The same table item 33, reveals that 62 (80.05) of the student teachers reported that the mentors have been used summative assessment. This implies that both mentors and tutors were not used continuous assessment; this in turn may have negative impact on the development of the student teacher

Regarding the communication among assessors /evaluators/ table 4.19 item 37 reveals that 77 (100%) of the student teachers agreed that there was poor communication among assessors. In response to the statement, there was subjectivity on the part of assessors /evaluators/ in evaluating the student teacher during the practicum 46 (59.74) of the student teachers agreed, where as 31 (40.26) disagree. It can, therefore, be concluded that most of the respondents were unhappy on the assessment of the practicum courses.

4.4 Relationship between College and Placement Schools

Close relationship between ITE and partner schools enhances the quality of practice teaching. Tutors and mentors were asked regarding the involvement of schools in planning the activities of practicum and the role of the tutor in supporting the relationship between the college and the placement schools. These responses are organized in tables (4.20and 4.21).

Table 4.20: Involvement of Partner Schools in Planning Activities of Practicum

No	Item	Responses										Mean
		SA		A		U.D		D.A		S.DA		
		No	%	No	%	No	%	No	%	No	%	
14	Planning the activities of the practicum is basically the duty of Schools and colleges	-	-	-	-	-	-	-	-	-	-	
	Mentors	10	50	7	35	-	-	1	5	2	10	4.1
	Tutors	8	40	7	35	-	-	4	20	1	85	4.4
15	Schools get a chance of participating in planning the activities of practicum											
	Mentors	-	-	-	-	-	-	-	-	20	100	5
	Tutors	-	-	-	-	-	-	-	-	20	100	5
16	Mentors get a chance of participating in planning the activities of practicum	-										
	Mentors									20	100	5
	Tutors									20	100	5

As table 4.20 reveals, 17 (85%) of the mentors and 15 (75%) of the tutors have agreed that with the idea that planning the activities of the practicum is basically the duty of schools and colleges, whereas 3 (15%) of the mentors and 5 (25%) of the tutors rejected it. This indicates that mentors and tutors believe training the student teacher is basically the responsibility of colleges and schools.

In addition, the respondents were asked whether or not the placement schools get a chance of participating in planning the activities of the practicum. All the respondents agreed that schools in general mentors in particular did not get a chance of participating in planning the activities of practicum being the implementers of the practicum.

The discussion of (table 4.20) confirm that the college missed effective implementation of the practicum requires joint planning with the partner

schools. This doesn't correspond with what is stated in the document of MOE regarding the involvement of schools in initial teacher training. The document of MOE (2003) clearly states that schools should be fully and actively involved in planning and delivery of initial teacher training as well as in the selection and final assessment of trainees. Moreover, McIntyre (1994) asserts that for mentors to be effective teacher educators, they need to become co-planers of the program in which they are working.

Table 4.21: The Role of the Tutor in Supporting and Facilitating the Relationship between the Placement Schools and College

No	Item	Responses										Mean
		SA		A		U.D		D.A		S.DA		
		No	%	No	%	No	%	No	%	No	%	
17	The tutor provides the necessary support to the mentor during the practicum											
	Mentors	3	15	2	10	-	-	2	10	13	65	2
	Tutors	5	25	6	30	-	-	4	20	5	25	3.1
18	The tutor creates strong relationship between the college and the placement school											
	Mentors	-	-	2	10	-	-	7	35	11	55	1.65
	Tutors	-	-	6	30	-	-	11	55	3	15	2.45
19	The college and partner schools work in collaboration in the implementation of the practicum											
	Mentors	4	20	2	10	-	-	14	70	-	-	2.8
	Tutors	8	40	2	10	-	-	10	50	-	-	3.4

As table 4.21 item 17 reveals, 15 (75%) of the mentors and 9 (45%) of the tutors have reported that the tutor did not provide the necessary support to the mentor during the practicum. However, 5 (25%) of the mentors and 11 (55%) of the tutors agree with the idea that the tutor provides the necessary support. This implies that tutors did not play their roles in supporting the mentors. This is may be due to lack of awareness of about their duties and responsibilities.

With respect to the role of the tutor in creating the relationship between the college and the placement schools, 18 (90%) of the mentors and 14 (70%) of the tutors disagree with the idea that tutors create strong relationship, whereas, 2 (10%) of the mentors and 6 (30%) of the tutors agree. It is possible to conclude that tutors did not play their roles in creating relationship between their college and the placement schools.

Moreover, the respondents were asked whether or not the college and partner schools work in collaboration in the implementation of practicum. Accordingly, 14 (70%) of the mentors and 10 (50%) of the tutors disagree with the above idea, whereas 6 (30%) of the mentors 10 (50%) of the tutors agree with the above idea.

This shows that there is a gap between what the tutors think they are doing where the mentors witness about the role they play in creating relationship. Hence, it can be concluded that, tutors did not play the role what is expected from them in creating relationship between schools and partner schools. This indicates that there is loose relationship between schools and Hashenge College, that contradicts with the argument of Pollard et al (2002) stating the role of the tutor from higher education institution (HEI) can be seen in terms of different dimensions. Structurally, she/he would often have established relationship with the 'link' or 'partnership' schools, so that the placement could be negotiated.

4.5 Availability of Physical Environment and Relevant Resources

Student teachers, mentors and tutors were asked their views about the availability of physical environment and relevant resources. The responses are organized in table (4.22 -24)

Table 4.22: Availability of Facilities and Resources in the Placement Schools

No	Item	Respondents					
		Student teachers		Mentors		Tutors	
		No	%	No	%	No	%
38	Is there pedagogical center in the placement school?						
	Yes	77	100	20	100	20	100
	No	-	-	-	-	-	-
39	Adequacy of relevant resources in the pedagogical center? V. High		-				
	High	3	3.89	-	-	-	-
	Moderate	-	-	2	10	3	15
	Low	43	55.8	18	90	17	85
	V. Low	31	40.3	-	-	-	-
40	Is there library in the placement school?						
	Yes	36	47.8	19	95	13	65
	No	41	52.2	1	5	7	35
41	Adequacy of relevant resources in the libraries V High			-	-	-	-
	High	-	-	-	-	-	-
	Moderate						
	Low	-	-	-	-	-	-
	V. Low	36	100	18	94	13	100

Table 4.22 reveals, student teachers', mentors' and tutors' opinion related to the availability of facilities at the placement school. Accordingly, 77 (100%) of the student teachers, 20 (100%) of the mentors and 20 (100%) of the tutors reported there is pedagogical center at the placement schools. With respect to the availability of adequate relevant resource in the pedagogical center, 74 (96.1%) of the student teachers, 18 (90%) of the mentors and 17 (85%) of the tutors rated it as low.

Regarding the availability of libraries in the placement schools majority of the respondents that is, 36 (46.8%) of the student teachers, 19 (95%) of mentors, and 13 (65%) of the tutors reported there is library in the placement schools. with respect the availability of relevant resources in the libraries, majority of the respondents rated it as low. This implies that student teachers are suffering from lack of reference material for their research work.

Table 4.23: Views of Student Teachers and Tutors about the Geographical Location of the Placement School

No	Item	Responses										Mean
		SA		A		UD		DA		SDA		
		No	%	No	%	No	%	No	%	No	%	
30	The placement schools geographical location is conducive for communication and transport service											
	Student-teachers	-	-	17	22	-	-	19	24.67	41	53.2	1.9
	Tutors	-	-	-		-	-	19	95	1	5	1.95
31	The physical environment of school is conducive for learning to teacher											
	Student-teachers	-	-	4	5.2	24	31.2	32	41.55	17	22.1	2.19
	Tutors	-	-	3	15	-	-	14	70	3	15	2.15

Table 4.23 shows that the respondents view about conduciveness of the placement schools geographical location for transportation and communication. In relation to this 60 (77.7%) of the students-teachers and 20 (100%) of the tutors were disagree with the idea that the geographical location of the placement schools is conducive for transportation and communication, while 17 (22%) of the student teachers are satisfied.

Table 4.23 item 31 reveals, result pertaining to conduciveness of the physical environment of the school for learning to teach. In relation to this 49 (63%) of student teachers, 17 (85%) of the tutors are disagreed with conduciveness of the physical environment of the placement schools, while 4 (5.19%) of the

student teachers and 3 (15%) of the tutors are agreed with conduciveness of the physical environment of the placement schools.

From the above data, one can conclude that the availability of facilities and resources which help for learning to teach is poor moreover; the geographical location of the placement schools makes the communication among tutors, and student teacher difficult. This implies that the geographical location of the school seems to be a barrier for communication and transportation.

Table 4.24: Tutors View on the Availability of Resources and Materials in the College

No	Item	Responses										Mean
		V. H		H		M		L		V.L		
		No	%	No	%	No	%	No	%	No	%	
27	Availability of vehicles that help to run the practicum	-	-	-	-	-	-	20	100	-	-	1
28	Budget allocated to run the practicum	-	-	2	10	-	-	18	90	-	-	2.1

Table 24 items 27 reveals, responses of tutors pertaining to the availability of vehicles in the college to run the practicum. In relation to this, 20 (100%) of the tutors have reported that there is no vehicle in the college that help to run the practicum.

Item 28 of table 24 shows that 18 (90%) of the tutors reported that the budget allocated to run the practicum is low. From the table, it is observed that the tutors were forced to go on foot to the placement schools because most placement schools are not along the main road where public transportation is accessible. Regarding this Goble and Porter (1977) suggest, it is wise to avoid choosing the schools that are too far from the main roads that transportation to and from the school will be easier. This implies that lack of vehicles and

adequate budget allocated to run the practicum seems to negatively affect the role of the tutor.

4.6 Challenges of Practicum

Table 4.25: Factors Affecting the Role of the Mentor

No	Item	Responses										Mean
		V.H		H		M		L		V.L		
		No	%	No	%	No	%	No	%	No	%	
20	Number of student teachers given to me to work with	9	45	7	35	-	-	4	20	-	-	4.05
21	Lack of time to work with the student teachers	11	55	7	35	-	-	2	10	-	-	4.55
22	Lack of assistance from the school principals	1	5	-	-	-	-	6	30	9	45	2.1
23	Lack of mentoring skills	14	70	3	15	-	-	2	10	1	5	4.35

As Table 4.25 shows, majority of the respondents reported that lack of time to work with the student teachers, lack of knowledge and skill of mentoring, and the number of student teacher given to them to work with were the main problems that hinder to effectively discharge her/ his role as a mentor, where as, lack of assistance from the school principal is not opined as a problem. When the mean of the responses are ranked by their degree of severity, lack of time (mean = 4.55), lack of mentoring skill (mean = .4.35) and number of students given to me to work with (Mean=4.05) opined as 1st, 2nd and 3rd problems respectively. In this regard, Pollard et al (2002) in arguing the challenges of mentoring states that "the main challenges of mentoring are handling large groups, greater workload, longer teaching session, lack of mentoring skills and more complex learning aims." This implies that lack of time to work with the student teachers, lack of knowledge and skill of mentoring, and the number of student teacher given to them to work with were the main problems that hinder to effectively discharge her/ his role as a mentor.

Table 4.26: Factors Affecting the Role of the Tutor

No	Item	Responses										Mean
		SA		A		U.D		S.D		D.A		
		No	%	No	%	No	%	No	%	No	%	
21	Lack of time to visit and support the student-teacher	12	60	8	40							4.6
22	Large Number of student teachers given to me to work with	8	40	7	35			5	25	-	-	3.9
23	Lack of experience and skill	8	40	6	30			1	-	-	-	3.6
24	Lack of adequate budget	5	25	5	25			6	30	40	20	3.1
25	Lack of transportation	8	40	11	55			1	5	-	-	4.35

Table 4.26, reveals that, majority of the respondents reported that, lack of time to visit and support the student teachers, number of student-teachers assigned to them, and lack of transportation were the main problems that hinder effective discharging of their roles. When the mean of the responses ranked by their degree of severity, lack of time (mean = 4.6), lack of transportation (Mean = 4.35), large number of student teachers given to them (Mean=3.9) were opined as 1st, 2nd and 3rd problems respectively, lack of experience and skills (Mean=3.6) and lack of budget (Mean=3.1) were opined as 4thand 5th respectively. From table 4.26, one can conclude that though college instructors have favorable feelings towards their tutoring role, due to lack of time to visit and support the student teachers, large number of student teachers assigned to them, and lack of transportation , lack of experience and skills and lack of budget tutors failed to effectively discharge their tutoring role.

The student teachers mentors and tutors express their concerns and suggestions for the open-ended questions. The student teachers stated the problems of the practicum consist of lengthy time of the practicum, smallest stipend money and unfair evaluation.

Similarly, the mentors stated that problem of the practicum consist of shortage of time, lack of support from the college, lack of coordination during the practicum and lack of awareness about the practicum. The tutor stated that the practicum consists of problems, lack of transportation, and lack of coordination and remoteness of the schools.

From the above discussion it can be concluded that the practicum was entangled with different problems. These are lack of time, large number of student teachers assigned to mentors and tutors, lack of coordination among schools and the college and lack of awareness of practicum participants regarding the essence of practicum.

4.6.1 Solutions Suggested by Student Teacher Mentors and Tutors

The respondents asserted that to produce effective and efficient teachers,

1. The practicum program be well planed and organized
2. Mentors and school principals have to get a chance of participating in workshops that raise their awareness about practicum.
3. The load of the mentors and tutors should be minimized.
4. There must be well organized coordination among schools and the college.
5. Incentive must be given to mentors.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter summary of the major findings of the study, conclusion drown on the basis of the findings and recommendation that are assumed to be useful to alleviate the problem related to the practice of practicum are presented.

5.1. Summary

The main purpose of the study is to examine the implementation of practicum in Hashenge College. In order to achieve this objective, five basic questions were raised. These are:

1. What are the perception and level of awareness of student teachers about practicum?
2. What are the perception and level of awareness of mentors about practicum?
3. What are the perception and level of awareness of tutors about practicum?
4. Do student teachers get appropriate support from their tutors and mentors during the practicum?
5. Is there healthy relationship between the placement schools and the college?
6. Are there resources and environments that favor the practice of Practicum?
7. What are the factors affecting the implementation of practicum in Hashing college?

The data collected through questionnaire was analyzed using percentage, mean and descriptive statements. Based on the above analysis the following results were obtained.

1. The work experience of the tutors and mentors were unsatisfactory

1.1 The finding of the study reveals that all the tutors and mentors had low experience related to tutoring and mentoring.

2. The educational qualification of the tutors and mentors were satisfactory

2.1 Concerning their educational qualification, 75% of the mentors and 90% of the tutors were qualified.

3. The level of awareness of Student teachers, mentors and tutors were low

3.1. Majority of the respondents did not have the access to read the practicum guideline.

3.2. Majority of the respondents did not participate in workshops or seminars, which deals with the issues of the course of practicum.

3.3. As to the contribution of the workshops and seminars to create awareness about the practice of practicum, the respondents who get the chance to participate in workshop and seminar reported that its contribution was low. Moreover, their level of awareness about, the objective of practicum, their duties and responsibilities and what is expected from all those who participate in the education and training of teachers found to be low.

4. The perception of student teachers, mentors and tutors regarding practicum was favorable.

Student teachers mentors and tutors believe that practicum provides concrete experience and as a result student teachers would become competent teachers. Moreover, mentors and tutors have favorable feelings towards their mentoring and tutoring role. However, mentors need payment for the extra work they engaged in.

5. Mentors and tutors failed to accomplish their roles effectively

Effective implementation of practicum heavily depends on the support given to student teachers by the tutor and the mentor However, majority of the student

teachers were unsatisfied with the support they got from their tutors and mentors because both mentors and tutors were concerned with assessment than assistance.

5.1 The finding of the study reveals that mentors fail to accomplish their responsibilities in: Encouraging the student teachers to freely express their views about teaching; observing the student teacher while teaching, helping the student teacher to know effective utilization of resources, encouraging student teachers to reflect on practice, using continuous assessment and providing constructive feedback after observation that help the student teachers to improve lesson planning, classroom management and lesson presentation.

5.1.1 Regarding the factors that affect the role of the mentor, the finding of the study reveals that lack of time, large number of student assigned to the mentor and lack of skill of mentoring were the main problems.

5.2 The finding of the study reveals that tutors fail to accomplish their responsibilities in: observing the student teacher during the practicum; providing immediate feedback after observation; using continuous assessment; providing continual support and guidance during the practicum; modeling reflective dialogue and discussing student progress with mentors.

5.2.1 Regarding the factors that affect the role of the tutor, the finding of the study reveals that lack of time, large number of student assigned to the tutor and lack of transportation were the main problems

6. The contribution of action research and peer teaching to the actual teaching was moderate.

Majority of the respondents reported that they did practice peer teaching and conducted action research. As to the contribution of the peer teaching and action research to the actual teaching, majority of the respondents reported that their contribution was moderate.

7. There was loose relationship between the college and the placement schools

Close relationship between ITE and the placement schools enhances the practice of practicum. However, the finding of the study reveals that

7.1. There was loose relationship between the college and the placement schools.

7.2. Schools in general and mentors in particular did not get a chance of participating in planning the activities of practicum.

8. The availability of relevant resources and enabling environment in the college and placement schools was low

8.1. The availability of pedagogical centers and relevant resources is crucial to learn how to prepare and utilize instructional materials. However, the finding of the study reveals that the availability of the relevant resources in the pedagogical center was low.

8.2. The finding of the study shows that the availability of relevant resource in libraries was low.

8.3. The availability of sufficient budget that help to run the practicum was low.

8.4. The finding of the study shows that there was no vehicle in the college that helps to run the practicum.

5.2. Conclusion

Based on the findings of the study it can be said that

1. Even though the respondents have favorable feelings towards the practicum. However, majority of the participants of the practicum have low level of awareness about the objectives of practicum, their duties and responsibilities.
2. Tutors do not seem to play their various roles expected of them: modeling reflective dialogue, using continuous assessment, observing and giving feedback, creating smooth relationship between the college and partner

schools. Thus, tutoring activity is suffering from lack of time, lack of transportation, large number of students assigned to the tutors', lack of awareness about their duties and responsibilities and lack of experience.

3. The role of mentors in assisting the student teacher was not as it was expected by the student teachers. Thus, the mentoring activity is suffering from lack of time, large number of student teachers assigned to them, lack of awareness about their duties and responsibilities and lack of mentoring skills and lack of experience.
4. The relationship between college and partner schools was poor. It seems that the practicum was not well organized and coordinated.
5. The availability of facilities and resources in the placement schools seems to be unsatisfactory to give the required services. Moreover, the physical environment and the geographical location of the placement schools is inappropriate for communication and transportation.
6. Majority of the respondents reflect that the contribution of the peer teaching and action research for the classroom teaching was moderate.
7. The assessment of the practicum was only summative which will have its negative impact on the development of the student teachers.

5.3. Recommendation

Based on the above conclusions, the following recommendations are made:

1. The findings of the study revealed that majority of the respondents had low level of awareness about the objectives of practicum .It is, therefore, recommended that there should be awareness raising program in the form of workshops or seminars.
2. The perception of mentors towards their mentoring role is found to be favorable. However, practically they were not effectively discharging their mentoring roles due to lack of time, lack of mentoring skills and large number of student teachers assigned to them. Thus,

   2.1. The school principals have to minimize the workload of the mentors

2.2. Hashing college have to prepare a form of short term training regarding their mentoring role that equip them with the necessary knowledge and skill of mentoring which will enable them to play their roles effectively.

3. Tutors were not effectively discharging their tutoring role, due to lack of transportation, large number of students assigned to them and lack of time. Thus, in order to visit and assist the student teachers regularly,

   3.1. The college should have to provide vehicles that facilitate transportation during the practicum.

   3.2 The college administrators have to minimize the workload of the tutors.

   3.3 The college administrators have to allocate adequate budget.

4. Lack of communication and loose relationship between schools and the college was identified as another barrier for the practice of practicum. Therefore, the college administration and schools should device a new communication system that enhances the relationship between the college and the placement schools.

5. Assessment should focus on assisting the student teacher than assessing/evaluation/ for the sake of grading. Therefore, as stated in the TESO document mentors and tutors should use continuous assessment to assess the student teacher.

6. The study evidenced that majority of the participants did not have the access to read the practicum guideline. It would therefore be recommended that significant attention should be given to alleviate the problem through making the guideline accessible to the concerned bodies.

7. Providing timely feedback will contribute for the desired development of the student teacher progress. So, tutors and mentors have to provide timely feedback for the student teacher after observation.

8. The participation of schools, specially mentors, as early as the planning stage could also give the planners insight on real needs as well as on possible problems and constraints to be encountered. Participation in planning process increases their sense of belongingness, and their interest

and enthusiasm to participate in the program. Placement schools in general and mentors in particular should have to participate in planning the activities of practicum.

9. The availability of facilities and resources for the effectiveness of learning to teach is very important. Therefore, the top managements of the college have to fulfill the necessary facilities.

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Appendix –A

Addis Ababa University
College of Education

Department of Curriculum and Teacher Professional Development Studies

Questionnaire to be filled by Student teachers

Dear Student teacher

The main purpose of this questionnaire is to gather data with regard to the implementation of practicum in Hashenge College. Your correct and complete responses to this questionnaire will have a great effect on the success or failure of the study. You are therefore, kindly requested to answer all the items after reading thoroughly.

Thank you in advance for your cooperation

Part one: Back ground information

Direction one: Write your responses in the blank space or indicate by putting tick (✓) mark

1. Sex-------
2. Year--------
3. Department----------

Direction Two : please Indicate your responses by Putting a tick (✓) mark in one of the boxes (1-5) against each statement

5, Very high **4, High** **3, Fair** **2, Low** **1, very low**

No	Item	5	4	3	2	1
1	Your level of awareness about the objective of the practicum					
2	Your level of awareness on your duties and responsibilities in the entire process of practicum					
3	Your level of awareness on what are expected from all those involved in the education and training of teachers					

Direction Three : Please indicate your responses by putting tick (✔) mark in one of the boxes (1-5) against each statement

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

No	Item	5	4	3	2	1
4	Practicum has no value other than wasting time					
5	Practicum provides a better concrete experience					
6	Practicum helps student teachers to become competent teachers in the future					
7	Self- evaluation among student teachers is effectively realized					
8	Reflection on practice is effectively realized					
9	Theorizing is part of practice					
	Questions related to mentors					
10	your mentor introduced you to other teachers and administrative staff and make you to feel relaxed in the school compound					
11	Your mentor wanted you to teach just s/he taught					
12	She/he encouraged you to freely express your views about teaching					
13	She/he was a good model as a teacher for you					
14	She/he provided you constrictive criticism during the feedback session					
15	She/he helped you to know effective utilization of resources					
16	She/he encouraged you to reflect on-your practice					
17	Your mentor repeatedly observe and give you feedback after observation					
18	Your mentors feedback helped you to improve					
	18.1 Lesson planning					
	18.2 Classroom management					
	18.3 Lesson teaching					
19	Your mentor was supportive enough than your tutor during the practicum					
	Questions related to tutors					
20	The tutor gave you clear direction and information before you went to school for practicum					
21	The tutor repeatedly observed you during the course of practicum					
22	The tutor gave you immediate feedback after observation					
23	The tutor practically engage in dialogue					
24	The tutor encouraged you to engage in dialogue					
25	The tutor encouraged you to discus on your practice					
26	The tutor encouraged you to reflect on your practices					
27	The tutor repeatedly discussed with your mentor regarding your progress					
28	The tutor was more concerned with evaluation than assistance					
29	The tutor gave you continual support and guidance during the practicum					

Direction Four: Please indicate your responses by putting tick (✓) mark in one of the boxes (1-5) against each statement

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

No	Item	5	4	3	2	1
30	The placement schools geographical location is conducive for communication and transport service					
31	The physical environment of school is conducive for learning to teacher					
	Questions related to assessment					
32	The tutor have been used continuous assessment to assess student teachers progress					
33	The mentor have been used continuous assessment to assess student teachers progress during the practicum					
34	The tutor have been used summative assessment during the practicum					
35	The mentor have been used summative assessment during the practicum					
36	There was subjectivity on the part of the evaluators during the practicum					
37	There was poor communication among assessors during the practicum					

Direction Five: Indicate your responses to the following questions by circling the letter of the correct response

38. Is there pedagogical center in your placement school?

A, Yes B, No

39. How do you evaluate the availability relevant resources in the pedagogical center?

A, Very high B, High C, Fair D, Low F, Very low

40. Is there library in your placement school?

A, Yes B, No

41. How do you evaluate the availability of relevant resources in library?

A, Very high B, High C, Fair D, Low F, Very low

42. Did you practice peer teaching?

A, Yes B, No

43. If your answer to question number 42 is 'Yes how often you practice it

A, Always B, Sometimes C, Rarely

44. How do you evaluate the contribution of the peer teaching to the actual teaching?

A, Very high B, High C, Fair D, Low F, Very low

45 .Did you carryout (conduct) action research in your placement school

A, Yes B, No

46. If your answer to question number 45 is 'Yes' how you evaluate its contribution in improving your teaching

A, Very high B, High C, Fair D, Low F, Very low

47. Do you have the access to read practicum guideline prepared by MOE/TREB?

A, Yes B, No

48. Would you please describe the problems encountered during your practicum? ----------

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49. What measures should be taken to improve the practicum ?----------

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Appendix-B

Addis Ababa University
College of Education

Department of Curriculum and **Teacher Professional Development Studies**

Questionnaire to be filled by mentors

Dear teacher

The main purpose of this questionnaire is to gather data with regard to the implementation of practicum in Hashenge College. Your correct and complete responses to this questionnaire will have a great effect on the success or failure of the study. You are therefore, kindly requested to answer all the items after reading thoroughly.

Thank you in advance for your cooperation

Part one: Background information

Direction one: Write your responses in the blank space

1 Sex----------
2 Wereda----------
3 School----------
4 Your highest qualification ----------
5 Your Experience as teacher---------
6 Number of years you have served as mentor----------

Direction two: Please indicate your responses by putting a tick (✔) mark in one of the boxes (1-5) against each statement

5, Very high 4, High 3, Fair 2, Low 1, Very low

No	Item	5	4	3	2	1
1	Your level of awareness about the objective of the practicum					
2	Your level of awareness on your duties and responsibilities in the entire process of practicum					
3	Your level of awareness on what are expected from all those involved in the education and training of teachers					

Direction Three: Please indicate your responses by putting tick (✔) mark in one of the boxes (1-5) against each statement

1, strongly agree 2, Agree 3, Undecided 4, Disagree 5, strongly disagree

No	Item	5	4	3	2	1
4	Practicum has no value other than wasting time					
5	Practicum provides a better concrete experience					
6	Practicum helps student teachers to become competent teachers in the future					
7	Training the student teachers is basically the responsibility of college instructors. Therefore the cooperating teachers should play little role in the training of the student teacher`					
8	Serving as a mentor of student teacher during the practicum is part of professional duties of the cooperating teachers					
19	Because the mentor is engaged in extra work when working with the student teacher (s) from Hashenge college she/he should be paid for it.					
10	The mentor should repeatedly observe the student teacher while teaching					
11	The mentor should give feedback after observation					
12	Reflection helps to improve future actions					
13	The cooperating teacher frequently reflect on his own practices					
14	Planning the activities of the practicum is basically the duty of schools and colleges					
15	Schools get a chance of participating in planning the activities of practicum					
16	Mentors get a chance of participating in planning the activities of practicum					
17	The tutor provides the necessary support to the mentor during the practicum					
18	The tutor creates strong relationship between the college and the placement school					
19	The college and partner schools work in collaboration in the implementation of the practicum					

Factors affecting mentors role

Direction Four: Please Indicate the magnitude of the following problems by Putting a tick (✔) mark in one of the boxes (1-5) against each statement

5, Very high 4, High 3, Fair 2, Low 1,Very low

No	Item	5	4	3	2	1
20	Number of student teachers given to me to work with					
21	Lack of time to work with the student teachers					
22	Lack of assistance from the school principals					
23	Lack of mentoring skills					

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24. If there are any other problems ,please specify in brief?----------
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Direction Five: Please indicate your responses to the following questions by circling the letter of the correct response

25. Is there pedagogical center in your school?

A, Yes B, No

26. How do you evaluate the availability relevant resources in the school pedagogical center?

A, Very high B, High C, Fair D, Low F, Very low

27. **Is** there library in your t school?

A, Yes B, No

28. How do you evaluate the availability of relevant resources in the library?

A, Very high B, High C, Fair D, Low F, Very low

29. Have you heard anything about reflective model to teacher education in your pre-service training?

A, yes B, No

30. Have you ever participated in workshops or seminars regarding the practicum in general and the role of the mentor in particular?

A, Yes B, No

31. If your answer to question number 30 is 'Yes' how do you evaluate the contribution of the workshop you have participate in

A, Very High B, High C, Fair D ,Low F ,Very low

32. Do you have the access to read the practicum guideline prepared by MOE/TREB?

A, Yes B, No

33. What measures should be taken to improve the practicum ?----------
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Appendix-C
Addis Ababa University
College of Education

Department of Curriculum and Teacher Professional Development Studies

Questionnaire to be filled by tutors

Dear teacher

The main purpose of this questionnaire is to gather data with regard to the implementation of practicum in Hashenge College. Your correct and complete responses to this questionnaire will have a great effect on the success or failure of the study. You are therefore, kindly requested to answer all the items after reading thoroughly.

Thank you in advance for your cooperation

Part one: Back ground information

Direction one: Write your responses in the blank space or indicate by putting tick (✔) mark

1. Sex
2. Your highest qualification----------
3. Your experience as teacher----------
4. Your experience as a tutor----------

Direction Two: Please Indicate your responses by Putting a tick (✔) mark in one of the boxes (1-5) against each statement

5, Very high 4, High 3, Fair 2, Low 1, Very low

No	Item	5	4	3	2	1
1	Your level of awareness about the objective of the practicum					
2	Your level of awareness on your duties and responsibilities in the entire process of practicum					
3	Your level of awareness on what are expected from all those involved in the education and training of teachers					

Direction Three: Please indicate your responses by putting tick (✓) mark in one of the boxes (1-5) against each statement

5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

No	Item	5	4	3	2	1
4	Practicum has no value other than wasting time					
5	Practicum provides a better concrete experience					
6	Practicum helps student teachers to become competent teachers in the future					
7	The tutor should give clear direction and information before students teachers went to school					
8	The tutor should frequently observe the student teachers and give feedback					
9	The tutor should use continuous assessment to assess students progress					
10	The tutor should practically engage in reflective dialogue					
11	The tutor should encourage student teachers to engage in reflective dialogue					
12	The tutor should give continual support and give guidance during the practicum					
13	Planning the activities of the practicum is basically the duty of schools and colleges					
14	Schools get a chance of participating in planning the activities of practicum					
15	Mentors get a chance of participating in planning the activities of practicum					
16	The tutor provides the necessary support to the mentor during the practicum					
17	The tutor creates strong relationship between the college and the placement school					
18	The college and partner schools work in collaboration in the implementation of the practicum					
19	The placement schools geographical location is conducive for communication and transport service					
20	The physical environment of school is conducive for learning to teacher					

Factors affecting tutors role

Direction Four: Please Indicate the magnitude of the following problems by Putting a tick (✔) mark in one of the boxes (1-5) against each statement

5, Very high **4, High** **3, Fair** **2, Low** **1, Very low**

No	Item	5	4	3	2	1
21	Lack of time to visit and support the student-teacher					
22	Large Number of student teachers given to me to work with					
23	Lack of experience and skill					
24	Lack of adequate budget					
25	Lack of transportation					

26. If there are any other problems other than the above problems, specify in brief?----------
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Availability of resources in the college

Direction Five: Please Indicate your responses by Putting a tick (✔) mark in one of the boxes (1-5) against each statement

5, Very high **4, High** **3, Fair** **2, Low** **1, Very low**

No	Item	5	4	3	2	1
27	Availability of vehicles that help to run the practicum					
28	Budget allocated to run the practicum					

Direction Six: Indicate your response to the following questions by circling the letter of your correct response

29. Is there pedagogical center in the placement schools?

A, Yes B, No